ABSTRACT

A SURVEY AND EVALUATION OF EXISTING
STUDENT CONDUCT CODES AND REGULATIONS
IN SELECTED FOUR-YEAR INSTITUTIONS
OF HIGHER LEARNING

By

Val Rigby Christensen

Problem

The purpose of the study was to survey existing student codes of conduct as contained in university student handbooks for answers to these questions: (1) What are the stated values and purposes of student codes of conduct? (2) What rationale do universities use to justify their policies regarding student non-academic life? (3) How are the codes developed and revised? (4) What are the apparent trends in student code development? (5) What per cent of the institutions reviewed for this study communicate in their student handbooks policies for the nineteen items listed below? (6) What percentage differences exist among varying university sizes and types in communicating policies in the handbooks for the nineteen variables? (7) What is the content or substantive elements of the nineteen areas of concern?

These are the nineteen variables that were given careful scrutiny: (1) Academic Irregularity (2) Use and Possession of Alcoholic Beverages (3) Drugs (4) Hazing (5) Women's Dormitory Hours (6) Dormitory Room Entrance and Inspection (7) Entertainment of Members of the Opposite Sex in Residence Hall Living Quarters (8) Theft (9) Confidentiality of Student Records (10) Compulsory Class Attendance (11) Student Demonstrations (12) Disruptive Activities (13) Invitation of Controversial Speakers to Campus (14) Unacceptable Off-Campus Behavior (15) "Student Rights" in Procedural Due Process (16) Procedural Due Process (17) Deviant Sexual Behavior (18) Dress and Appearance (19) Recognition of Student Organizations.

Methods and Procedures

University student handbooks containing rules and regulations governing student life were received from 100 colleges and universities chosen at random from an education directory. Twenty schools each were chosen from the following five categories: large and small state institutions, large and small private schools, and religious universities.

Using a checklist on which the nineteen variables were outlined, each code was read in an attempt to identify explicit policies in each of the nineteen areas of concern. The per cent of institutions outlining policies

in each area was summarized, and detailed examples of each rule were listed. An effort was made also to outline the philosophical rationale used to justify student codes of conduct, to determine the methods used to establish and revise the codes, to state the values and purposes of codes, and to list any apparent trends. Comparisons were made between the various sizes and types of institutions identified for this study.

Conclusions

On the basis of the findings of this study, the following conclusions are drawn: (1) Most student codes justify their existence by setting forth a need to create and maintain a living, social and campus environment which allows the greatest freedom to learn. (2) Despite the stated attempt by students and administrators to eliminate *in loco parentis*, especially on the part of larger institutions, there is still considerable control over the student's non-academic life. Colleges and universities are relaxing controls in such areas as women's hours, alcohol, room visitation, class attendance, and required dress standards; but the move to eliminate complete control of these traditional pariental regulations is far from complete, especially in religious and small private and state institutions. (3) Student handbooks generally do not contain specific procedures used to revise and develop student codes. The handbooks that do describe

the process involve students, faculty, and administration in the majority of institutions. (4) Student handbooks will be more likely to contain regulations governing these behaviors: (a) Use and Possession of Alcoholic Beverages (b) Drugs (c) Procedural Due Process (d) Academic Irregularity (e) Disruptive Activities (f) Recognition of Student Organizations (g) Student "Rights" in Procedural Due Process (h) Women's Hours (5) Student handbooks will be least likely to contain regulations governing these behaviors: (a) Deviant Sexual Behavior (b) Hazing (c) Confidentiality of Student Records (d) Room Entrance and Inspection (e) Off-Campus Speakers (f) Dress Standards (g) Student Demonstrations (6) Religious institutions, schools with less than 10,000 students, and small private colleges will enforce stricter regulations concerning alcohol, women's hours, room visitation, class attendance, and dress standards. (7) Large universities of all types with more than 10,000 students provide students with a more detailed and liberal code of conduct in their handbooks. (8) State institutions with more than 10,000 students and private schools with more than 5,000 students have more detailed codes for the majority of the variables listed for this study. (10) There are at least five trends in the development of student codes of conduct: (a) Student "rights" as well as responsibilities are more clearly identified

by code developers. (b) There is a concerted effort to move away from pariental rules. (c) Institutions are defining and writing rules more clearly and completely. (d) Better processes are being developed to deal with rule violators and to guarantee fairness. (e) Students are more often invited to participate in the code formulation as members of student, faculty, and administrative committees on student life.

Analyses of the nineteen variables are included in the study as well as written examples of each rule and regulation.

A SURVEY AND EVALUATION OF EXISTING STUDENT CONDUCT CODES AND REGULATIONS IN SELECTED FOUR-YEAR INSTITUTIONS OF HIGHER LEARNING

By

Val Rigby Christensen

A THESIS

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

DOCTOR OF PHILOSOPHY

Department of Administration
and Higher Education

1970

[illegible]

[illegible]

[illegible]

[illegible]

DEDICATED to my mother . . .

. . . who through the years provided the guidance, encouragement, inspiration and example that helped to make the achievement of this goal a reality.

The

me members

Dr. Walter P

instructive

is extended

Alliance Co-

and support

suggestions.

Gra

Ben Kent,

to my wife,

of Spartan

moved wall

ACKNOWLEDGEMENTS

The writer expresses his sincere appreciation to the members of his Guidance Committee, Dr. Van C. Johnson, Dr. Walter F. Johnson, and Dr. James B. McKee for their constructive suggestions. A special note of gratitude is extended to Dr. Eldon R. Nonnamaker, Chairman of the Guidance Committee, who continuously extended his interest and support and offered many valuable criticisms and suggestions.

Grateful acknowledgment is extended to my children (Kent, Bruce, Valerie, and Koralie), and especially to my wife, Ruth Ann, who endured the confining comforts of Spartan Village and provided encouraging words that proved valuable in the completion of this work.

Chapter

1. THE P

II. REVIEW

III. DESC

IV. ANAL

TABLE OF CONTENTS

Chapter		Page
I.	THE PROBLEM	1
	Introduction	1
	Purpose of the Study	8
	Statement of the Problem	9
	Definition of Terms	11
	Procedure of the Study	13
	Limitations of the Study	16
	Organization of the Study	17
II.	REVIEW OF THE LITERATURE	18
	Introduction	18
	Historical Development of Student Codes of Conduct	18
	Current Concepts in Student Code Development and Discipline	27
	Legal Authority for Code Development	37
	The Role of the Disciplinary Administrator	42
	The Student's Role in Development of Policies and Codes of Conduct	51
	Communication of Conduct Policies and Rules	63
	Summary	68
III.	DESIGN AND METHODOLOGY	71
	Introduction	71
	Population and Selection of the Sample	71
	Analyzing the Data	75
IV.	ANALYSIS OF THE DATA	77
	Introduction	77
	Value and Purpose of Student Codes of Conduct	77
	Rationale	83

Chapter

V. SUMMA

LIMITED BIB

Chapter Page

Code Development and Revision 91
Trends in Student Code Development . . 95
Per Cent Stating Policies and Substantive Elements 103

V. SUMMARY, FINDINGS AND CONCLUSIONS 250

The Problem 250
Design of the Study 252
Major Findings 255
Conclusions 279
Implications for Further Study . . . 288

SELECTED BIBLIOGRAPHY 290

Table

1. Respon... Handb...

2. Polled... Stated...

3. Polled... Alcoho... Wine, ...

4. Polled... Studen...

5. Polled... Studen...

6. Polled... in Ca...

7. Polled... Entran...

8. Polled... Member... Health ... Handb...

9. Polled... Studen...

10. Polled... Studen... Handb...

11. Polled... Studen...

12. Polled... as Ca...

LIST OF TABLES

Table		Page
1.	Response to the Request for Student Handbooks	74
2.	Policies Regarding Academic Irregularity as Stated in Student Handbooks	104
3.	Policies Regarding the Use and Possession of Alcoholic Beverages, Including Beer and Wine, as Stated in Student Handbooks	112
4.	Policies Regarding Drugs as Stated in Student Handbooks	119
5.	Policies Regarding Hazing as Stated in Student Handbooks	127
6.	Policies Regarding Women's Hours as Stated in Student Handbooks	132
7.	Policies Regarding Room Inspection or Entrance as Stated in Student Handbooks	139
8.	Policies Regarding the Entertainment of Members of the Opposite Sex in Residence Hall Living Quarters as Stated in Student Handbooks	146
9.	Policies Regarding Theft as Stated in Student Handbooks	153
10.	Policies Regarding the Confidentiality of Student Records as Stated in Student Handbooks	158
11.	Policies Regarding Compulsory Class Attendance as Stated in Student Handbooks	166
12.	Policies Regarding Student Demonstrations as Stated in Student Handbooks	175

Table

13. Politic
as Stat

14. Politic
Involvem
in Stat

15. Politic
Behavi

16. Politic
Project
Handbo

17. Politic
as Stu

18. Politic
as Stu

19. Politic
State

20. Politic
Organi

Table | Page

13. Policies Regarding Disruptive Activities as Stated in Student Handbooks 183

14. Policies Regarding the Invitation of Controversial Speakers to Campus as Stated in Student Handbooks 193

15. Policies Regarding Unacceptable Off-Campus Behavior as Stated in Student Handbooks . . 202

16. Policies Regarding "Student Rights" in Procedural Due Process as Stated in Student Handbooks 210

17. Policies Regarding Procedural Due Process as Stated in Student Handbooks 217

18. Policies Regarding Deviant Sexual Behavior as Stated in Student Handbooks 228

19. Policies Regarding Dress and Appearance as Stated in Student Handbooks 234

20. Policies Regarding Recognition of Student Organizations as Stated in Student Handbooks 242

In

Intensity

directives

eventually

the same ye

"Intensity"

of demand

according t

longer be a

campus to

of off-camp

decade mar

Speech Move

its oldest

important,

event in t

Co

years that

CHAPTER I

THE PROBLEM

Introduction

In September of 1964, the administration of the University of California at Berkeley issued a series of directives which set in motion a chain of events that eventually led to a mass student protest in December of the same year. The sit-in was in protest over the University's refusal to allow student use of a small square of cement near Sather Gate, the main entrance to the campus. According to the University directive, students would no longer be allowed to use the sidewalk in front of the campus to distribute pamphlets, give speeches in support of off-campus political and social action, raise funds, and recruit members. Before the protest was over, the Free Speech Movement turned the attention of all California to its oldest and largest state university. But, perhaps more important, the protest probably was the first significant event in the present world-wide student unrest.

Colleges and universities had asserted for many years that they could not sanction certain student conduct.

Most of thes

booklet whic

hours of a

in the dorm

late studen

but since "

to review

areas that

In

American Ci

Association

occurred o

violent pr

that under

of the cam

the year

Be

behavior a

as a stude

sent When

the regula

for reapp

of faculty

this patt

No. 22, O

Most of these rules found their way into a regulation booklet which covered everything from drug abuse to the hours of a day that a clothes dryer could be turned on in the dorm. These rules were adequate enough to regulate student behavior in the calm atmosphere of the past; but since "Berkeley," most universities have been advised to review very carefully their regulations, especially in areas that are currently termed "political" in nature.

In a recent national survey conducted by the American Council on Education,[1] it was reported that major institutional changes resulting from protest movements occurred on 75 per cent of the campuses experiencing violent protests, and on 59 per cent of the campuses that underwent disruptive protests. Sixty-two per cent of the campuses that experienced no major incidents during the year initiated major changes in campus regulations.

Generally regulations pertaining to student behavior are assembled into a comprehensive document known as a student code. Students are introduced to this document when they are freshmen and are expected to abide by the regulations laid out in it. The most common agency for reappraising or developing a code is a joint committee of faculty, students, and administrators. Examples of this pattern of response are readily available.

---

[1] The Chronicle of Higher Education, Vol. III, No. 22, September 15, 1969.

After more than two years of comprehensive work by the Student Affairs Committee and other groups, Arizona State University[1] has brought together for the first time materials usually found in a number of other sources. This up-dated student code is designed to regulate all student activities on campus; it went into effect on a provisional basis this last summer. This procedure for code development was used effectively at Berkeley following the protests in 1964. The Academic Senate appointed a Select Committee to study education at Berkeley. Although this committee focused its attention on curricular shortcomings, it did not investigate disciplinary matters. After a student strike in December, 1966, another student-faculty committee[2] was established to outline disciplinary procedures that would be both clear and fair. This document on the culture of the university served as a basis for a revision of a student code that is now implemented on all nine campuses of the University of California.[3] The code

---

[1]Office of Institutional Research, National Association of State Universities and Land-Grant Colleges, Constructive Changes to Ease Campus Tensions, (January, 1970), p. 44.

[2]Report of the Study Commission on University Governance, Berkeley, "The Culture of the University: Governance and Education," The Daily California, January 15, 1968.

[3]University of California Policies Relating to Students and Student Organizations, Use of University Facilities, and Nondiscrimination, (March 17, 1969).

ists extens

procedures i

The

sed a joint

develop a l

sponsibilit

n eight ar

mpus, (2)

m student

education,

ecords, (

Declaration

students to

When these

functioning

now includ

mplete p

In

York State

are being

University

Associati

Consumer

of ..., p.

2

ication. C

explorative

p.c.

lists extensive rights and obligations of students and the procedures involved in disciplinary action.

The University of New Hampshire Senate[1] recently used a joint student-faculty-administration committee to develop a lengthy "Declaration of Student Rights and Responsibilities," which outlines the University's policies in eight areas: (1) student conduct on and off the campus, (2) freedom to learn, (3) procedural standards for student discipline, (4) freedom of access to higher education, (5) faculty-student relations, (6) student records, (7) student affairs, (8) enforcement of the Declaration's provisions. Freedom is provided the students to learn and support causes by orderly means when these protests do not interfere with the orderly functioning of the university. This new Declaration is now included with other university rules to present a complete picture of campus regulations.

In compliance with a new requirement of the New York State Education Law, revised student conduct codes are being developed presently on campuses of the State University of New York.[2] The law requires that all

---

[1]Office of Institutional Research, National Association of State Universities and Land-Grant Colleges, Constructive Changes to Ease Campus Tensions, (January, 1970), p. 44.

[2]Office of Institutional Research, National Association of State Universities and Land-Grant Colleges, Constructive Changes to Ease Campus Tensions, (January, 1970), p.44.

colleges "o
special act
ulations fo
campuses an
purposes an
thereof."
students, f
must set fo
The
has experie
has used a
rules and
ported a t
misconduct

colleges "chartered by the regents or incorporated by special act of the legislature shall adopt rules and regulations for the maintenance of public order on college campuses and other college property used for educational purposes and provide and program for the enforcement thereof." In addition to providing for the control of students, faculty, and other staff and visitors, the code must set forth clear penalties for violation of the rules.

The University of Wisconsin,[1, 2, 3, 4, 5] which has experienced more than its share of campus disruption, has used a variety of committees to set forth revised rules and regulations. One of its first committees reported a two-year study in 1965 on the problem of student misconduct at Wisconsin. Another committee (Crow

---

[1]University of Wisconsin, Report of the Non Curricular Life of Students Committee, (August 12, 1965).

[2]Wisconsin Student Association, Recommendations to the Faculty, Student Power Report, (Madison, Wisconsin, October 12, 1967).

[3]University of Wisconsin, Report of the Ad Hoc Committee on the Role of Students in the Government of the University, (February 6, 1968).

[4]University of Wisconsin, Report of the Ad Hoc Committee on Mode of Response to Obstruction, Interview Policy, and Related Matters; Part One: Placement Interview Policy, (March 13, 1968), Part Two: University Discipline as a Mode of Response to Obstruction, (April 25, 1968).

[5]University of Wisconsin, Rule Book, (Madison, Wisconsin, 1969-70).

committee) [illegible]

[illegible] Establish [illegible]

[illegible]stration pre[illegible]

[illegible] Response [illegible]

[illegible]ated Matter[illegible]

[illegible]esulted in [illegible]

[illegible]odes in Am[illegible]

Com[illegible]

[illegible]dministrat[illegible]

[illegible]dent code [illegible]

The new cod[illegible]

Student Com[illegible]

. . . [illegible]
enated [illegible]
of publ[illegible]
regulat[illegible]
. . . [illegible]
demic [illegible]
that e[illegible]

Tw[illegible]

in the past [illegible]

University [illegible]

faculty co[illegible]

[illegible]p[illegible]

Independen[illegible]
and Federa[illegible]
[illegible]
[illegible]

2[illegible]

[illegible]
[illegible]
[illegible]
[illegible], p.

Committee) investigated this same concern in 1967 but did not finish its work before a Dow Chemical Company demonstration precipitated a third committee, "On the Mode of Response to Obstruction, Interview Policy, and Related Matters," (Mermin Committee). All of this work resulted in one of the most comprehensive student conduct codes in American higher education.

Cornell University[1] has used a student-faculty-administration committee to review and establish a student code of conduct that went into effect last fall. The new code answers the concern expressed by Cornell's Sindler Commission:

> . . . like most universities, Cornell has not operated by a deliberate, internally consistent set of principles and policies designed to guide its regulation of student conduct. . . . Hence, . . . Cornell was not well prepared this past academic year to respond to the multiple conflicts that emerged.

Two major efforts at code revision were undertaken in the past months by Oregon State University and the University of Washington.[2] At Oregon the student and faculty governing bodies prepared a document outlining

---

[1]Report of the University Commission on the Independence of University Regulations and Local, State and Federal Law," The Cornell Daily Sun, October 4, 1967; Cornell University, Policy Notebook for Students, (August, 1969).

[2]Office of Institutional Research, National Association of State Universities and Land-Grant Colleges, Constructive Changes to Ease Campus Tensions, (January, 1970), p. 44.

policies pa
and freedom
and discipl
recommendat
ode--the f
of the new
Student Cor
faculty. T
ampus and
govern stu
ode is pa
of exposit
On
odes was
set of reg
legislativ
tration.
ode at th
revised un
by colle
ype, publ

policies particularly pertaining to freedom of association and freedom of inquiry and expression, off-campus freedom, and disciplinary measures. The Regents at Washington on recommendation of the University Senate approved a new code--the first revision since 1959. An important feature of the new code is the creation of a Joint Council on Student Conduct and Activities, composed of students and faculty. This committee will oversee student life on campus and review on a regular basis regulations that govern student activities and discipline. The revised code is particularly noted for its clarity and economy of exposition and for its procedural guarantees.

One of the most comprehensive and clearly written codes was recently distributed by Ohio University.[1] The set of regulations was written in response to a state legislative mandate to the faculty, students and administration. Other comparable reports include The Student Code at Utah State University,[2] which is a collection of revised university policies involving the student community collected into a single document, the Code of Student Life, published by the University of Iowa[3] after a year-long

---

[1]Ohio University, Student Handbook, (1969-70).

[2]Utah State University, The Student Code, (1969-70).

[3]University of Iowa, Code of Student Life, (1969-70).

effort to e

standards o

ard Respons

Colorado St

tant polici

along with

effort to establish rules and regulations governing standards of conduct at the University, and The Rights and Responsibilities of Students and Student Groups at Colorado State University,[1] a handbook containing important policies affecting students and their organizations along with pertinent city and state regulations.

Purpose of the Study

Out of the many hours of deliberation and conference represented in the various commissions and committees has come a variety of rules. These regulations represent a considerable effort on the part of numerous students, faculty and administrators. A preliminary review of the recent literature reveals little relevant research in the area of code revision and development. As will be pointed out in Chapter II, there has been little effort to systematically describe the similarities, differences, trends, means of development, means of enforcement, and substantive elements of these revised student codes. It is anticipated that this dissertation will contribute to a better understanding of the scope, value, and purposes of university student codes of conduct.

---

[1]Colorado State University, The Rights and Responsibilities of Students and Student Groups at Colorado State University, (1969-70).

In

pected to d

e is often

institution

and policie

ining a co

quate admin

understandi

f institut

As

this study

1.

2.

3.

4.

5

Statement of the Problem

In today's university, the administrator is expected to deal with an ever-increasing number of crises; he is often unable to benefit from the experience of other institutions. He lacks the knowledge of the practices and policies of other schools, which could likely aid him during a campus crisis. This leads to unwise and inadequate administrative responses, which contribute to misunderstanding and loss of credibility and effectiveness of institutional officials.

As an aid to solving this problem, the intent of this study was to research the following questions:

1. What are the stated values or purposes of student codes of conduct?
2. What rationale do universities use to justify their policies regarding student non-academic life?
3. How are the codes developed and revised?
4. What are the apparent trends in student code development?
5. What per cent of the institutions reviewed for this study communicate in their student handbooks policies for the nineteen variables identified below?
6. What percentage differences exist among varying university sizes and types in communicating policies in the handbooks?

A ma
its historic
serve as a b
current poli
designed to
wide range o
concern was
administrati
times in a
to provide
to gain a de
approaches
a basis for
investigati
the intens

It
complete da
from all
to produce
would have
represented
intended
the experi
objective.
that the

7. What is the content or substantive elements of these policies?

A main objective of the study, in addition to its historical importance, was to present data that could serve as a background to update and recommend changes to current policies in the identified areas. The study was designed to gather a variety of descriptive data on a wide range of issues as quickly as possible. A primary concern was to produce data that would be useful to school administrators in adjusting to the critical issues of the times in a wise manner. The intent of the study was not to provide comprehensive and normative data but rather to gain a degree of understanding of institutional approaches to the issues in sufficient depth to form a basis for wise action. It was hoped also that the investigation might reveal aspects of the issues on which more intensive research might be conducted.

It was not an objective of the study to provide complete data on all areas of student code development from all institutions. Instead, the study was designed to produce enough information so that school administrators would have some knowledge on a wide range of issues as represented in a substantial number of codes. It was not intended that a "perfect" code would be recommended at the expense of the diversity which has been valued in American colleges and universities. Instead, it was hoped that the data could be used to improve regulations at the

local settin

would have

under one o

exist in th

Stu

and regulat

students, a

a student's

behavior a

with teach

Acc

Plagiarism

Use

consumption

beverages,

in in unif

for any un

in or off

Di

If allega

Degrade,

Instruct

local setting. It was a further desire that the research would have historical significance by bringing together under one cover a description of codes of conduct as they exist in the American college today.

Definition of Terms

Student Code of Conduct.--A set of university rules and regulations usually adopted in cooperation with faculty, students, and administrators. These rules generally cover a student's non-academic life but can also regulate such behavior as cheating in the classroom and relationships with teacher and student within the classroom.

Academic Irregularity.--Academic cheating or plagiarism.

Use and Possession of Alcoholic Beverages.--The consumption, sale, manufacture, or furnishing of alcoholic beverages, including beer and wine, on university property, or in university housing at any activity sponsored by or for any university related organization whether conducted on or off campus.

Drugs.--The possession, manufacture, or selling of illegal hallucinogens or other drugs.

Hazing.--Activities that tend to injure, frighten, degrade, or which endanger the life or health of another individual.

Wor

p the inst

Dor

ission for

private lit

Pro

pposite s

Th

property.

Pr

privacy of

Pe

ecorded a

n attenda

umber of

ssociation

Pe

and social

speech, p

Pe

ence with

ing of th

Women's Dormitory Hours.--Curfew hours established by the institution.

Dormitory Room Entrance and Inspection.--Permission for the university to enter and inspect a student's private living quarters.

Room Visitation.--Entertaining members of the opposite sex in residence hall living quarters.

Theft.--Illegal possession of personal or public property.

Confidentiality of Student Records.--Protecting the privacy of student academic and non-academic records.

Compulsory Class Attendance.--Class attendance is recorded and required with only excused absences accepted, or attendance is required and recorded with specified number of cuts allowed, or attendance is required at the discretion of the professor.

Student Demonstration.--Participation in political and social issues, with guarantees of rights of free speech, petition and assembly.

Disruptive Activities.--Disruption or interference with the authorized, peaceful, and orderly functioning of the university.

Spe

speakers re

tiefs on in

the actions

these acti

the institu

Procedural

violating

Un

iversity

lations,

and impos

or perver

dress an

Respecti

Some

Speaker Invitation.--The opportunity to listen to speakers representing a wide variety of opinions and beliefs on important public issues.

Off-Campus Behavior.--University concern with the actions of individuals and groups off campus when these actions conflict with the welfare and integrity of the institution.

"Student Rights" in Procedural Due Process.--Procedural rights guaranteed each student accused of violating university regulations.

Procedural Due Process.--Procedures used by the university to adjudicate violations of university regulations, including specifying charges, providing hearings, and imposing penalties.

Deviant Sexual Behavior.--Illicit sexual relations or perversions.

Dress and Appearance.--Designation of appropriate dress and appearance of students at least for some occasions.

Recognition of Student Organizations.--Official recognition by the university of student organizations.

Procedure for the Study

Nineteen items that are current and often troublesome to personnel administrators were identified as

variables f

tional poll

areas. It

each variat

per cent of

ties to the

cents of t

The

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

variables for this study. General knowledge of institutional policies and practices is somewhat limited in these areas. It was surmised that a detailed description of each variable might be helpful, both in terms of the per cent of universities formally communicating the policies to the students and a review of the substantive elements of the policies.

These are the identified items:

1. Academic Irregularity
2. Use and Possession of Alcoholic Beverages
3. Drugs
4. Hazing
5. Women's Dormitory Hours
6. Dormitory Room Entrance and Inspection
7. Entertainment of Members of the Opposite Sex in Residence Hall Living Quarters.
8. Theft
9. Confidentiality of Student Records
10. Compulsory Class Attendance
11. Student Demonstrations
12. Disruptive Activities
13. Invitation of Controversial Speakers to Campus
14. Unacceptable Off-Campus Behavior
15. "Student Rights" in Procedural Due Process
16. Procedural Due Process
17. Deviant Sexual Behavior

18.

19.

By

colleges

e of a ra

following

1.

2.

3.

4.

5.

A

universit

containing

student

Da

were cate

they expl

The per ce

area was s

18. Dress and Appearance

19. Recognition of Student Organizations

By using the Education Directory[1] as a source, 100 colleges and universities were chosen randomly by use of a random number table--twenty schools each in the following catagories:

1. Large state colleges and universities with more than 10,000 students.
2. Small state colleges and universities with less than 10,000 students.
3. Large private colleges and universities with more than 5,000 students.
4. Small private colleges and universities with less than 5,000 students.
5. Religious colleges and universities.

A letter was mailed to each of the colleges or universities requesting a copy of its student handbook containing the policies and regulations used to control student life (see Chapter III for response).

Using a checklist on which the nineteen variables were outlined, each code was read in an attempt to identify explicit policies in each of the areas of concern. The per cent of institutions outlining policies in each area was summarized, and detailed examples of the basic

---

[1]Education Directory, 1968-69--Part 3, Higher Education, (U.S. Government Printing Office, Washington, D.C., 1968).

ontents of

was made als

o justify s

used to esti

pparent tr

various sit

the study.

It

nvestigate

reas of st

ng student

ystematica

his manner

ummarizing

ities in t

ollege an

hich is th

was used t

f the edu

and draw c

ntent.

ntent of

ave exam

e met wi

contents of a specific regulation were noted. An effort was made also to outline the philosophical rationale used to justify student codes of conduct, to determine methods used to establish and revise the codes, and to list any apparent trends. Comparisons were made between the various sizes and types of institution identified for the study.

Limitations of the Study

It is recognized that an accurate percentage of universities that have formalized policies in specific areas of student conduct cannot be determined by reviewing student handbooks, since a number of schools do not systematically communicate their rules to students in this manner. Therefore, any conclusions drawn from summarizing the per cent of institutions outlining policies in this way would naturally be confined to the 100 college and university handbooks reviewed. Another limitation is that a smaller number of schools in each category was used than would ordinarily be the case, simply because of the effort required to review 100 documents in detail and draw from them a representative example of code development. It should be noted again, however, that a main thrust of the study was to draw from the codes representative examples of each variable, an objective that could be met with the 100 codes.

Thi

Chapter I i

a statement

definition

data, and a

used to des

cides of co

the field.

included in

summarized

values and

are based,

opament by

institution

handbook,

Chapter V,

conclusion

Organization of the Study

This study was organized into five chapters. Chapter I is an introduction to the study and includes a statement of the problem, the purpose of the study, a definition of terms, the procedures used to collect the data, and a statement of the limitations. Chapter II is used to describe the historical development of student codes of conduct and a review of related literature in the field. The details of the design for the study are included in Chapter III. An analysis of the findings is summarized in Chapter IV, including a description of the values and purposes of codes, the rationale on which they are based, methods used to revise or develop codes, apparent trends in code development, the per cent of institutions communicating rules by means of a student handbook, and the substantive elements of the codes. Chapter V is used to summarize the findings and draw conclusions.

Cha

larting to t

pike and s

the changin

to sublimit

Ome consid

tration for

the role o

ethods us

the rules

Pr

diversified

of their s

ded to co

be tolerat

2

of Transit

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Chapter II is concerned with the literature relating to the historical changes in concepts of discipline and student codes of conduct. It will emphasize the changing nature of rules and regulations in addition to outlining some recent studies concerning student codes. Some consideration will be given also to the legal justification for codes, the student's role in code development, the role of the disciplinary administrator, and the methods used by colleges and universities to communicate the rules and regulations to the students.

Historical Development of Student Codes of Conduct

From their earliest beginnings, colleges and universities have been involved in the moral supervision of their students, and many of the rules and regulations used to control student life in earlier years would not be tolerated today. Brubacher and Rudy,[1] in their excellent

[1]John S. Brubacher and Willis Rudy, Higher Education in Transition (New York: Harper & Brothers, 1958), p. 51.

book, Higher

college "go

Higher educ

but both

mar, "The

tanding so

was adapted

sponsible

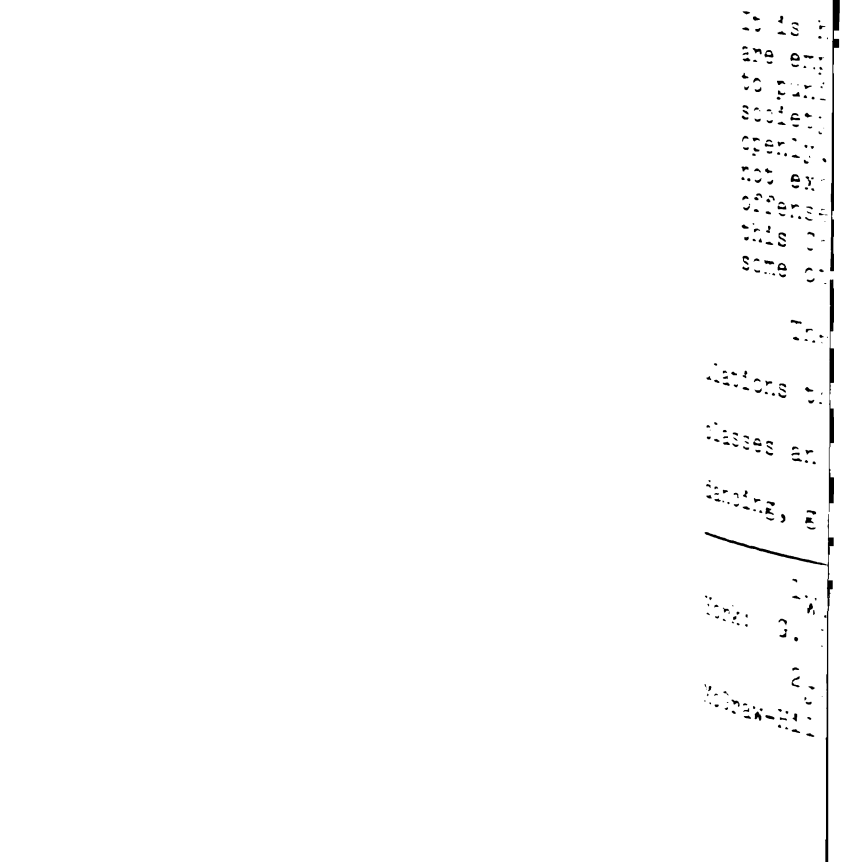
students o

they did t

achusetts

within whi

ishment:



book, Higher Education in Transition, said that American college "government" in the early beginnings of American higher education meant rigorous control of student conduct both in and out of the classroom. They indicate that, "The atmosphere resembled that of a low-grade boys' boarding school straight out of the pages of Dickens. It was adapted more to restless and unruly boys than to responsible young college men, and, indeed, most of the students of this time resembled the former far more than they did the latter." Lee[1] lists in his book the Massachusetts laws of 1956 which spelled out the legal limits within which Harvard could administer her corporal punishment:

> It is hereby ordered that the President and Fellows are empowered, according to their best discretion, to punish all misdemeanors of the youth in their society either by fine, or whipping in the Hall openly, as the nature of the offences shall require, not exceeding ten shillings or ten stripes for one offense; and this law to continue in force until this Court or the Overseers of the College provide some other order to punish such offences.

The laws at Harvard College in 1642 outlined regulations that concerned, "promptness, attendance at classes and prayers, dressing, idling, fishing, gaming, dancing, gambling, and swearing."[2] The president and

---

[1]W. Storrs Lee, God Bless Our Queer old Dean (New York: G. P. Putman's Son, 1959), p. 35.

[2]John D. Millett, The Academic Community (New York: McGraw-Hill Book Co., 1962), p. 5.

faculty, as

responsibil

that charac

and Rudy exp

regard facu

pressed the

Anyone
graduat
to the
Hall's
constan
When co
paterna
and die
knowedg
period

The

the student

The mos
college
ruled
every
riots,
cases,
involv
class
could
State
"godle
Princet
of a p
strike.

Le

at Yale wa

faculty, as disciplinarians, took upon themselves the responsibility to enforce the rules with the same vigor that characterized their teaching assignments. Brubacher and Rudy express no surprise that the students came to regard faculty members as their natural enemies, and expressed their frustration in periodic riots:

> Anyone who studies the history of American undergraduate life from the first colonial colleges to the Civil War will find ample evidence to justify Hall's generalizations. This was a period when constant warfare raged between faculty and students, when college government at best was nothing but a paternal despotism, when the most outrageous pranks and disturbances were provoked by undisciplined and incredibly bold young men. It was pre-eminently a period of rowdies, riots, and rebellions.[1]

The authors continue their discussion and indicate the student response to the disciplinary system:

> The most dramatic response of the pre-Civil War college student to the disciplinary system which ruled him was violent and open rebellion. Nearly every college experiences student rebellions or riots, some more serious than others. In certain cases, they eventuated in broken windows or cracked furniture; in others, they resulted in death. All involved some kind of collective action, either of a class or of a whole student body. These outbursts could be found in all sections of the country, at state universities and denominational colleges, at "godless" Harvard and Virginia and at pious Yale and Princeton. Everywhere the atmosphere was like that of a revolutionary brawl, or a violent modern strike.[2]

Lee points out that a favorite method of punishment at Yale was "boxing" or "cuffing" the delinquent student.

---

[1]John S. Brubacher and Willis Rudy, Higher Education in Transition (New York: Harper & Brothers, 1958), p. 51.

[2]Ibid., p. 53.

The student

ishment, wh

situation w

Punishment

behavior, k

trol various

was to make

that he wou

was to redu

ult on the

and be seen

An

as temporar

Goldbold:

Student

spirit

barrac

rules,

and th

quarre

accept

note a

gamson

hibite

paces,

taboo.

Browne

fame,

atten

for pr

in the

canes,

smoki

were r

whatev

The students were gathered together to witness the punishment, which on one occasion turned into an embarrassing situation when the president, "swung a right and missed." Punishment was used to bring the boys to more constructive behavior, keep them at the books, mold character, and control carousing. The main purpose of the disciplinarian was to make an example of the student to such an extent that he would shrink from temptation. A main punishment was to reduce him in rank, and, if at all possible, keep him on the college rolls where he could suffer for his sins and be seen to suffer.

An example of the type of rules that were listed as temptation for the students to break is mentioned by Goldbold:

> Students were forbidden to drink, buy, or keep spirituous liquors; they were not to frequent taverns, barrooms, or tippling houses. Gambling was prohibited. Lying, cursing, swearing, profane and obscene language, and theft were forbidden. Fighting, striking, and quarreling were not permitted. Students were not to accept a challenge or in any way aid, abet, or promote a duel. Cardplaying, billiards, dice, backgammon, and other games considered immoral were prohibited. Dancing and attendance at theaters, horse races, or other places of "fashionable amusement" were taboo. Late suppers and convivial reunions were frowned upon. Fornication, visiting places of ill fame, and association with persons of known bad character were forbidden. Students were not to combine for riot or disturbance, nor were they to carry or keep in their rooms firearms, gunpowder, dirks, swords, canes, or other deadly weapons. At Mercer University smoking but not chewing was prohibited. The young men were not to be guilty of "any grossly immoral conduct whatever.[1]

---

[1]Albea Goldbold, The Church College of the Old South, pp. 188-189.

Det

ated in t

ead these

f their fa

n affirm t

n parents

head of so

Pub

n disciplin

were sent t

the Charles

a standard

dent sharpl

It was omit

that this s

ided the

Western wo

f the New

As

developed

Adolph st

characteri

ibles to

ove was t

Detailed disciplinary rules and regulations were listed in the college catalogs. Students were required to read these rules, and in some instances in the presence of their faculty and the student body they were required to affirm their obedience to them. In quarterly reports to parents and guardians deportment was usually listed ahead of scholarship and other items.

Rudolph[1] points out that Harvard was so successful at disciplining students that the finest rakes in England were sent to America to the "reformatory on the banks of the Charles." He states that flogging was displaced as a standard means of discipline in 1718. Boxing the student sharply on the ear took its place and continued until it was omitted from college law in 1767. Rudolph believes that this abandonment of physical punishment clearly recorded the humanitarian spirit that was loose in the Western world, and led the way to the Americanization of the New World's universities.

As the nineteenth century wore on, a strong move developed to move the college into the country where, as Rudolph states it, "life was sounder, more moral, more character-building." This required the building of dormitories to house the young men. At the beginning this move was thought to be worthwhile as young men lived like

---

[1]Frederick Rudolph, The American College and University (New York: Alfred A. Knoph Company, 1962), p. 27.

a large far
together un
thought to
matched and
ended in tr
where tempe
lee both of
There was
students wh
who was kil
dent of Dal
death by a
stoned at
stabbed at
and killed
of Month o
attributed

Th
mplete wi
at such co
Dartmouth,
ON studen
had, du
tions ser

l
tion, p.

a large family, sleeping, eating, studying, and worshiping together under one roof. Later, though, the dormitory was thought to be a breeding place for crime, where plots were hatched and where what may have begun in innocence often ended in tragedy and misfortune. The dorm became a place where tempers tightened until they snapped. Rudolph and Lee both cite cases of tragedy in their respective books. There was the boy who died in a duel at Dickinson, the students who were shot at Miami in Ohio, the professor who was killed at the University of Virginia, the president of Oakland College in Mississippi who was stabbed to death by a student, the president and professor who were stoned at the University of Georgia, the student who was stabbed at Illinois College, the students who were stabbed and killed at the University of Missouri and the University of North Carolina. Credit for these misfortunes was often attributed to dormitory life.

The period between 1800 and the Civil War was replete with student rebellions, including severe ones at such colleges as Virginia, Princeton, Harvard, Yale, Dartmouth, and Brown. Andrew D. White,[1] recalling his own student days at Hobart and Yale in the 1850's, wrote: "I had, during my college life, known sundry college tutors seriously injured while thus doing police duty: I

---

[1]Brubacher and Rudy, Higher Education in Transition, p. 54.

have seen a

panel of a

at his head

a doctor of

janitors, s

expressed

students we

cause memb

the duties

En

ious rebel

Where large

college pu

that stude

With great

protect th

Sares, an

authors of

have seen a professor driven out of a room, through the panel of a door, with books, boots, and bootjacks hurled at his head; and even the respected president of a college, a doctor of divinity, while patrolling buildings with the janitors, subjected to outrageous indignity." Dr. White expressed later that these acts of violence arose because students were not treated as responsible citizens and because members of college faculties were forced to perform the duties of policemen.

Brubacher and Rudy emphasize that the most serious rebellions took place in the South and in the North where large groups of Southern youths had congregated. College rules were rigorous and threatened punishments that students in the South knew were reserved for slaves. With great effort, strict disciplinarians attempted to protect the college students from all the innocent pleasures, an effort that was largely doomed to failure. The authors offer this explanation for student discontent:[1]

> The phenomenon of student rebelliousness reflected, at least in part, the whole social fabric of America at this time. In this exuberant young nation, there was an inner conflict between an overrepressive, Calvinistic morality and a frontier pattern of heavy drinking and brutal fighting. Violence was general throughout nineteenth-century American society. These conditions found their counterpart on the campus in student revolutions . . . Tact and thoughtful guidance by the administrative authorities, together with more student self-government, would have avoided the worst of the trouble.

---

[1] Ibid. , p. 55.

Aft

ebellions.

me to the

titude.

ems of col

reated as

mpuses an

n the cond

date athle

absorb much

Finally, mo

tides of t

grounds and

Fol

At the scho

began to de

world of pe

tion and s

Michigan,

to establi

tude of fr

and becom

Charles Fi

Senaire Ar

Mackinac a

students,

After the Civil War there were no more student rebellions. Brubacher and Rudy suggest that peace finally came to the campus when curriculum changes created a new attitude. There was also a relaxation of rigorous systems of college discipline and students began to be treated as young adults. The addition of women to many campuses added also a moderating and pacifying influence on the conduct of male students. The rise of intercollegiate athletic sports and the fraternity system tended to absorb much of the uncontrollable youthful energies, and finally, many institutions had ceased to require police duties of tutors, and began to hire men to police their grounds and buildings.

Following the Civil War a new freedom was created in the social life of the campus as the faculties gradually began to develop greater interest in the more impersonal world of research and scholarship and less in the regulation and supervision of student life. By 1870 Rochester, Michigan, Columbia, Cornell and Harvard were all leaders in establishing policies which gave students a wide latitude of freedom as the means toward developing character and becoming self-controlled individuals. In President Charles Eliot's words, "It is a distinct advantage of the genuine university method that it does not pretend to maintain any parental or monastic discipline over its students, but frankly tells them that they must govern

themselves.

should be

reliance th

ning pres

they have

plained by

is obj

"on the

effort

This m

a degr

as pos

making

opposi

and s

make

able

aided

dishon

haza

even

equi

inst

not p

and s

else'

the ma

expressed

a changing

themselves. The moral purpose of a university's policy should be to train young men to self-control and self-reliance through liberty."[1]

This same belief that students cannot learn by being pressured into obedience to a code of conduct that they have not personally embraced is more completely explained by H. C. Hand:

> Since students can learn to do only by doing, it is obvious that they can learn to behave honorably "on their own" only through wisely guided repeated efforts to do this very thing while in colleges. This means that college students must as to as great a degree as possible be "put on their own" in as many as possible of the situations necessitating the making of choices in which honorable conduct or its opposite is involved. If these situations are wisely and sympathetically guided, students will learn to make habitual the choices which will issue in honorable conduct. If they are unwisely guided or not guided at all, students are very likely to learn dishonorable conduct.
>
> The point, then, is that, although admittedly hazardous, free choice there must be if students are ever to learn to behave honorably "on their own." Squirm and wriggle as they may, administrators and instructors who refuse this freedom to students are not providing them with a curriculum in self-directed and self-motivated honorable behaving, which is precisely what the college purports to be attempting in the name of character education.[2]

These attitudes are somewhat different from those expressed by the early American educators. They reflect a changing philosophy that has continued to develop in

---

[1]Eugen Kuehnemann, Charles W. Eliot (New York, 1909), p. 51.

[2]H. C. Hand, Campus Activities (New York: McGraw-Hill Book Co., 1938), pp. 76-77.

higher edu
tendency w
this chapt

Wo
Amerioan h
tudes of o
ess. The
haracter
discipline
the functi
justificat
that this
e conside
ation."
f student

1.

2.

higher education since the turn of the century. This tendency will be developed further in the next section of this chapter.

Current Concepts in Student Code Development and Discipline

More now than ever before in the history of American higher education, educators view discipline and codes of conduct as integral parts of the educational process. They stress that discipline is a necessary part of character development and conclude that a university's discipline policies and procedures are essentially teaching functions. As Thomas Brady has stated,[1] "The only justification for the exercise of student discipline is that this is a part of the educational process and cannot be considered aside from the aims and goals of the institution." He lists the following basic characteristics of student discipline:

1. Student discipline is always exercised with the primary aim of promoting the welfare of the person who is the subject of it. The main aim is not the reform of the person or the redemption of the person but of his welfare--specifically his education, his tutelage, his progress in maturity, in rationality, in capacity for intellectual and moral achievement.

2. It is a characteristic of discipline that it must always be exercised in person by those who have the welfare of those subject to discipline as their primary aim.

---

[1]Thomas A. Brady and Leverne F. Snoxel, Student Discipline in Higher Education, Student Personnel Series No. 5 (Washington D. C. : American College Personnel Association, 1965), p. 14-15.

3.

4.

cipline an

punishment

of those e

to enforce

twentieth

negative

with more

terms the

offers th

1.

2.

3.

3. The exercise of discipline requires that those who administer it never, or in almost no case, despair of the eventual possibility that the subject may conform to what is expected of him. Only very rarely--almost never--do we discard a student and say that we will never be able to make anything of him.

4. The penalties used in disciplinary procedures must be chosen primarily with the aim that the penalty itself will assist in the rehabilitation of the student. The faculty assumes that breaches of discipline, if serious enough, are substantial obstacles to the education of the student. Hence, the penalties are designed to assist in the removal of this obstacle.

It seems obvious that this concept of student discipline and conduct departs rather clearly from rules and punishments of the early American colleges. The rules of those early years were difficult, if not impossible, to enforce and became outmoded in the first quarter of the twentieth century. Snoxel[1] states that the traditional negative codes of the early colleges have been replaced with more positive formulations that describe in general terms the kinds of conduct expected of students. He offers this example from the University of Minnesota:

1. It is each student's responsibility to be alert to avoid the types of misconduct mentioned here and any other misconduct harmful to the University, its staff and students.

2. Courtesy to your instructors and University staff members, to other students, and to the public is expected of each of us and a failure to show this type of responsibility is unacceptable.

3. Each student is expected to be honest in his work. Dishonesty in assignment, examinations,

---

[1] Ibid., p. 29.

or other academic work is considered an extremely serious offense by the faculty and students.

4. University policy specifies that the property of the University as well as that of individuals should be respected. Theft of any kind, whether of money or other property, is unacceptable. The destruction or mutilation of books, magazines, or other library material in University libraries is another type of conduct which is not condoned. Equally so is unauthorized use of, damage to, or destruction of University buildings, equipment, and property.

5. Drinking on campus or in the residences is another type of behavior not approved by the University. Drunkenness or any type of behavior which is disturbing or disorderly reflects on the University and therefore is contrary to the best interests of the University and other students.

6. Misuse of University identification to obtain privileges to which you or to which others are not entitled under existing regulations is a University offense.

7. Indecent and immoral conduct discredits both the offending individuals and the University and is contrary to the best interests of the University community.

8. The University also has certain standards established concerning entertainment, hours, and room visitation. You should acquaint yourself with the rules of your residence unit upon your arrival.

A number of studies have been conducted recently to assess the scope and effectiveness of student conduct codes. One of the most complete research reports was submitted in monograph form by the National Association of Student Personnel Administrators.[1]

---

[1]T. B. Dutton, J. R. Appleton, and F. W. Smith, "Institutional Policies on Controversial Topics," The Journal of the Association of Deans and Administrators of Student Affairs, Monograph No. 1 (January, 1968).

This 1967 study surveyed approximately 457 NASPA institutions on eighteen areas of student behavior. It attempted to determine the extent to which colleges and universities have formulated institutional policies on the eighteen topics, the purposes and rationale for these policies, the methods by which the policies were formulated, the nature of their implementation, and the extent to which the eighteen issues were considered significant. These were the eighteen selected topics: controversial speakers, deviant sexual behavior, drugs, dress and appearance, entertainment of members of the opposite sex in residence hall bedrooms, excessive use of alcohol, faculty-student drinking, financial irresponsibility, off-campus misconduct, premarital pregnancy, provision of contraceptives, recognition of student organizations, required on-campus living, student demonstrations, student publications, student records, use of students as research subjects, and women's hours.

A large number of conclusions could be drawn from the findings of this study. Among them are these: (1) relatively small numbers of institutions have policies in relation to deviant sexual behavior and premarital pregnancy as well as student demonstrations, student publications and drug usage. (2) Such variables as dress, financial irresponsibility, off-campus misconduct, recognition of student organizations, women's hours, entertainment in residence hall bedrooms, and excessive

use of alc

(3) It wo

tween whet

issue, on

tion viewe

the issues

were relat

dards and

personnel

the proce

lations o

were less

were rank

were expe

women's h

tial impe

were stud

student r

contracep

took sup

in studen

used the

in studen
report,
1969).

use of alcohol are more often controlled with policies. (3) It would appear that there is a relationship between whether an institution had a policy on a certain issue, on the one hand, and how important the institution viewed that issue, on the other. (4) On most of the issues, the content and purposes of the policies were related to the maintenance of control, order, standards and institutional image. (5) On most issues, the personnel dean or his staff played a prominent role in the processing of violations. (6) Generally, when violations of the policies occurred, the penalties imposed were less severe than suspension. (7) The issues that were ranked in the upper one-third in order of importance were excessive use of alcohol, off-campus misconduct, women's hours, student dress and appearance, and financial irresponsibility. (8) Issues with low rankings were student demonstrations, controversial speakers, student records, faculty-student drinking, provision of contraceptives and use of students as research subjects.

Betty Levison[1] of the State University of New York surveyed eighty institutions to determine the trends in student personnel practices from 1938 to 1968. She used these topics as variables: women's hours, alcohol

---

[1]Betty M. Levison, "Summary of Findings of Trends in Student Personnel Practices, 1938-1968," (unpublished report, State University of New York at Albany, February 21, 1969).

on campus
appearance
haviors, a
trends ide
ninety-thr
hours stu
during 19
two per ce
classmen c
of campuse
concerning
per cent
to forty-
sions and
in 1950-6
per cent
sixty-nin
sexual be
was that
from the
tice drop
of condu
Henry Ne
Policies
at a gro
lished p

on campus, dormitory visitation privileges, dress and appearance, class attendance, drugs, deviant sexual behaviors, and others. There were a number of interesting trends identified by the study. In the 1938-48 period, ninety-three per cent of the institutions had women's hours stipulated for everyone. The big change occurred during 1958-68 when hours for everyone dropped to thirty-two per cent, and thirty per cent had hours for underclassmen only. Consistently, from 1938-68, the majority of campuses were dry with no liquor allowed. Policies concerning dress showed a decline of interest of sixty per cent in 1938-48 requiring standards for all occasions to forty-eight per cent requiring them for some occasions and thirty-nine per cent not requiring them at all in 1958-68. An interesting comparison is the seventy-one per cent not having drug policies in 1938-48 to over sixty-nine per cent having them now. Concerning deviant sexual behavior, the practice most dramatically abandoned was that of the student automatically being separated from the institution. From 1938-48 to 1958-68 this practice dropped from fifteen per cent to one per cent.

The policies and practices governing the standards of conduct at church-related colleges were reviewed by Henry Nelson.[1] He attempted to determine if student

---

[1] Henry W. Nelson, "A Descriptive Analysis of the Policies and Practices Governing the Standards of Conduct at a Group of Selected Church-Related Colleges" (unpublished Ph. D. dissertation, Indiana University, 1960).

regulation.

the immedi

grouped in

colleges.

schools th

tatic appr

recognitio

character.

schools th

to be perm

on the pa

recognize

lets are

behavior

movies,

type and

a proble

is that

to live

than th

words,

in ter

studer

regulations were effective in influencing students toward the immediate goals of church colleges. The schools were grouped into "primarily religious" and "permissive" colleges. He found that in the "primarily religious" schools there is too great a dependence upon the legalistic approach to controlling behavior, and not enough recognition of the developmental aspect of a student's character. On the other hand, in the "permissive" schools the administrative officials, in their desire to be permissive and to allow maximum freedom of inquiry on the part of the students, often fail to help the students recognize and explore the realm of spiritual values.

The two major areas of student discipline problems are smoking and drinking. Other areas of student behavior such as dancing, gambling, and attendance at movies, vary in regulatory emphasis depending on the type and religious background of the college. Finally, a problem which exists in many church-related colleges is that the codes of behavior which students are asked to live by often are based on a different set of values than those held by the students themselves. In other words, such church-related colleges often require more in terms of standards of conduct than is required of the students by their own parents and home churches.

Malm[1] conducted a survey of the written policies

---

[1]Ivan C. Malm, "Written Policies and Rules Governing Junior College Student Conduct and Discipline," (unpublished Ph.D. dissertation, University of Southern California, 1963).

and rules

discipline

campus par

campus clu

lounge beh

Most colle

tion of co

maximum ef

suspension

practices,

equally ef

notification

all agree

A

that most

carefully

and condu

and accep

representa

Enforcement

their sh

ment of

effectiv

accept a

the reac

rules ar

and rules governing junior college student conduct and discipline. He found that existing rules regarding campus parking, dress and grooming, drinking, hazing, campus clubs, posters and advertising, and student lounge behavior were commonly found at the colleges. Most colleges supplement the publication and distribution of conduct rules with other communication media for maximum effectiveness and understanding. Expulsion and suspension for misconduct are rarely used disciplinary practices, since less severe measures are considered equally effective in most cases. Few colleges require notification of parents in misconduct cases, but almost all agree it should be done.

Additional conclusions drawn from the study were that most colleges are in need of additional, and more carefully phrased, policies and rules than they now have, and conduct codes are more likely to be appropriate, just, and acceptable when student, faculty, and administrative representatives have had a share in their development. Enforcement is aided when all faculty and staff assume their share of responsibility, and student court enforcement of conduct rules remains of questionable value and effectiveness. Students are more likely to willingly accept and comply with conduct rules when they understand the reasons for the rules and when, where feasible, the rules are stated in positive rather than negative terms.

The National Association of Student Personnel Administrators[1] conducted a recent study to identify the procedures used to adjudicate student misconduct. The research found that there is strong support for procedures designed to protect the rights of the accused and to assure his fair treatment in the resolution of a case. Most institutions incorporate these features in their procedures: (1) attempt to inform the student of the charges against him, his rights, and the judicial process that will be followed; (2) permit some type of hearing; (3) allow the student to be represented by some type of counsel, to call witnesses, to ask questions; (4) base decisions only on the evidence presented at the hearing; (5) give the student written notification of the decision and an explanation of the reasons for any action; and (6) grant the right of appeal.

The only items related to investigatory and hearing procedures on which substantial differences appeared among institutions were granting of the option of administrative or committee review, permitting legal counsel, allowing the student not to appear, informing parents of the action when the student is over twenty-one,

---

[1]T. B. Dutton, F. W. Smith, and T. Zarle, "Institutional Approaches to the Adjudication of Student Misconduct," The Journal of the Association of Deans and Administrators of Student Affairs, Monograph No. 2 (January, 1969).

circumvent

vent it,

embers of

and nonaca

Ad

are not as

as they ar

bout two-

student d

interests

nly a fe

ncement

histori

entioned

pedures.

ot deci

f the st

the stude

ot acti

less freq

A

the devel

n the pa

Under the

ity Prog

personnel

circumventing established procedures when circumstances merit it, permitting case investigators to serve as voting members of the conduct committee, and processing academic and nonacademic violations in the same way.

Additional findings indicate that institutions are not as committed to the protection of student records as they are the investigatory and hearing procedures. About two-thirds of the institutions do not act against a student disciplined by the civil courts unless the interests of the academic community are clearly involved. Only a few institutions rely solely on community law enforcement agencies to adjudicate infractions of the law. Administrative initiative is the factor most frequently mentioned as instrumental in development of conduct procedures. The two most important elements in making conduct decisions were the facts of the case and the welfare of the student involved. Protection of the institution, the student's previous record, and the impact of the conduct action on the student body were also cited, but much less frequently.

A major effort to provide broad guidelines for the development of student codes is the "Joint Statement on the Rights and Freedoms of Students."[1] This statement,

---

[1] Joint Statement on Rights and Freedoms of Students, under the auspices of the American Association of University Professors (Washington, D. C. : American College Personnel Association, 1961).

drafted a
educationa
of Univer
Student P
Associati
has had a
rules and
lish some
freedoms
education
room, stu
affairs,

current c
erence to
tional
and enfor
a model c
to identi
student p

student c
legislat

drafted and approved by representatives of ten national educational associations such as the American Association of University Professors, the National Association of Student Personnel Administrators, The National Student Association, the American Council on Education, et al. , has had an unusual impact on current university student rules and regulations. The statement attempts to establish some concensus in very general terms for student freedoms and rights in such areas as access to higher education, student records, student rights in the classroom, student publication, off-campus behavior, student affairs, and procedures for disciplinary proceedings.

It is well to close this discussion of the current concepts in student code development with a reference to the "Joint Statement" for it provides the educational as well as the legal basis for code development and enforcement. In addition, the "Statement" serves as a model of the "best existing practices" for universities to identify and establish their own concepts of acceptable student behavior.

Legal Authority for Code Development

The legal authority for universities to develop student conduct codes is generally authorized by state legislatures. Bakken[1] points out that this authority may

---

[1]Clarence J. Bakken, The Legal Basis for College Student Personnel Work, Student Personnel Series No. 2 (Washington, D. C. : American College Personnel Association, 1961), p. 44.

be delega

at least

direct po

to the fa

faculty,

to the bo

dicates t

the admin

the stude

In a few

tion such

give coll

th code

officers

haviors.

viations

if they

all case

not foll

follow p

State B

1.

be delegated by legislative bodies to universities in at least four different ways: direct power to faculty, direct power to the board with authority to delegate it to the faculty, authority to the board with no mention of faculty, and general authority to manage the school given to the board with disciplinary authority implied. He indicates that in every type of legislation, the faculty, the administration, or both, may exercise discipline over the students under by-laws passed by governing boards. In a few cases, legislatures have passed special legislation such as that forbidding hazing.

Bakken states also that court decisions apparently give colleges and universities a great deal of latitude in code development and enforcement. Administrative officers apparently may notify parents about student behavior. Students are expected to obey the rules and regulations of the school, and may be suspended or expelled if they do not. A hearing of some type is required in all cases of expulsion or suspension. The hearing need not follow court procedures, but it is recommended that it follow procedures outlined in the case of Dixon v. Alabama State Board of Education:[1]

1. The accused shall be given a notice giving the specific charges made against him.

---

[1]Dixon v. Alabama State Board of Education, 294 F. 2d. 150 (5th cu. 1961) cert. denied, 368 U.S. 930, 82 Sup. Ct. 358 (1961).

2.

3.

4.

5.

6.

disciplin

education

of this

make and

carry out

justify

college

force stu

tent of

have poss

cause it

tion, an

the coll

Education

(1966).

2. A hearing should be held where both sides of the case are heard.

3. The hearing should elicit information for both sides and if possible the accused should be able to face his accusers.

4. If the accused does not face his accusers, he should be furnished a list of the names of witnesses and a statement of the facts they testified to.

5. The student should be allowed to present oral or written testimony in his behalf.

6. The student should be advised of the results of the hearing.

Snoxel[1] makes clear in his discussion of student discipline that the relationship between students and educational institutions is a contractual one, and because of this relationship the university does have authority to make and enforce any rule necessary to maintain order and carry out its objectives. He lists three court cases to justify his opinion. An Illinois court held that a college governing board had the power "to adopt and enforce such rules as may be deemed expedient for the government of the institution" and added that the board would have possessed such power "without an expressed grant, because it is incident to the very object of the incorporation, and indispensable to the successful management of the college."[2] An Ohio court stated that "under the custom

---

[1]Brady and Snoxel, Student Discipline in Higher Education, p. 31.

[2]Pratt v. Wheaton College, 40 Ill. 186, 187 (1866).

of the la

students

tution ag

tried for

applied b

has becom

that the

student b

the follo

have the

take the

absence

and not

measures

tract, t

is grant

rules an

cipline.

main di

from the

student

of the land, (colleges are) justified in disciplining students . . . and the student who enters such an institution agrees to conform to that rule of law and to be tried for his misdemeanors by the rule that has been applied by such institutions for so long a time that it has become the rule of law."[1] A court in Michigan held that the university could establish regulations governing student behavior. The decision of that court includes the following statement: "Inherently the managing offices have the power to maintain such discipline as will effectuate the purposes of the institution . . . That in the absence of an abuse of discretion, the school authorities and not the courts shall prescribe proper disciplinary measures."[2] Under the concept of a relationship by contract, these three decisions indicate that broad authority is granted to colleges and universities to enact necessary rules and regulations for the maintenance of student discipline.

This broad authority to establish rules and maintain discipline is set forth clearly in a case stemming from the refusal of a public college to re-register a student who had been expelled because of an objectionable

---

[1] Koblitz v. Western Reserve University, 21 Ohio, CCR (144) 1901.

[2] Lanton v. McKenney, 226 Mich. 245, 197 N. W. 510 (1924).

letter sh

held:

The r
neces
of st
mandi
delil
tran
thei
to th
woul
and
hold
of t
ties
of d

Supporte

states

state se

The inte

to a gov

respons

sovereig

fraudule

their ma

button a

long as

words:

Pensonne

letter she had sent to a newspaper. The Maryland court held:

> The maintenance of discipline, the upkeep of the necessary tone on standard of behavior in a body of students in a college is . . . a task that demands special experience, and is often one of much delicacy . . . and the officers must . . . be untrammeled in handling the problems which arise, as their judgement and discretion may dictate, looking to the ends to be accomplished . . . Any other rule would be subversive of all discipline in the schools, and of the educational interests of the state. To hold that dissatisfied students in college and schools of this state can review the discretion of the faculties, in cases where the facts justify the exercise of discretion, would be most unwise.[1]

Bakken[2] summarized the authority of the state-supported college or university in code development. He states that the public college is an instrument of the state set up to furnish education to the state's citizens. The internal administration of the institutions is given to a governing board, administrators and faculty whose responsibility it is to operate the university in an efficient manner. These boards, administrators, and faculties have wide discretionary power in accomplishing their mission. Whatever they feel is best for the institution and students can be enacted into regulations, so long as the rules do not violate civil law. In Bakken's words: "It appears that the boards, administrative

---

[1] Woods v. Simpson, 146 Md. 547, 126 Atl. 882 (1924)

[2] Bakken, The Legal Basis for College Student Personnel Work, p. 56.

officers,

in what

prejudice

authorit

affectin

be intro

confusin

the dean

ments, d

deans of

of gradu

points o

nd Dean

deans.

nding

graduate

they go

Attorney

Regardle

ecclesia

pects a

officers, and faculty will be protected by the courts in what they do as long as they act without malice or prejudice and within the framework of their respective authorities. They have wide discretion in matters affecting their institutions and students."

The Role of the Disciplinary Administrator

Anyone picking up a college catalog today will be introduced to the academic offerings by a long and confusing list of deans and administrators. There are the deans of the faculty, deans of divisions and departments, deans of guidance, deans of freshmen studies, deans of students, deans of men and deans of women, deans of graduate studies, deans of instruction, and, as Lee points out in his informative book, God Bless Our Queer Old Dean,[1] in one dean-minded college even a dean of deans.

Lee goes on to say that the jockeying for a convincing and discriptive title only confuses the undergraduate. The disciplinary administrator is the man they go to when they are in trouble, when they need a listener, advocate, or when they need to clear the air. Regardless of the title in the college catalog, he is the official from whom the derelict with a bad conscience expects a summons, and with whom the "goof" knows he will

---

[1]Lee, God Bless Our Queer Old Dean, p. 35.

eventual

"Directo

"Directo

To stude

have an

office,

Dean of

students

for thei

of stude

years.

When dea

Harvard,

deans of

the dean

the move

by 1920

done est

officer

Guidance

With te

response

Proposal

Memorx

eventually have to reckon. Sometimes he is labeled "Director of Student Activities," or "Student Welfare," "Director of Student Personnel," or "Dean of Students." To students, says Lee, the title does not matter. They have an instinct for sniffing their way to the proper office, whether the title on the door be Dean of Students, Dean of Men, Dean of Women, or some other title. To students, the official to whom students customarily go for their reckonings is known simply as "the dean."

Cowley[1] points out that the office of the dean of students has developed slowly over the past seventy years. It had its beginning at the end of the 1800's when deans of men and deans of women were appointed at Harvard, Swarthmore, Oberlin, and Chicago. After the deans of women first began meeting annually in 1903 and the deans of men formed a national organization in 1917, the movement picked up momentum. According to Cowley, by 1927 three types of student personnel people had become established in colleges and universities: service officers such as chaplains and deans of men and women, guidance people, and psychologists primarily concerned with testing.

In early years the dean's job carried with it the responsibility of enforcing rules and regulations devised

---

[1]W. H. Cowley, "Reflections of a Troublesome but Hopeful Rip Van Winkle, "The Journal of College Student Personnel, Vol. 6, No. 2 (December, 1964), pp. 66-73.

primarily
given ge
conduct
duties t
With the
rules we
Women de
advisors
tapped t
ten ente
hired m

students
Committe
on Educa
personne
out that
three ad

Washin

primarily by the president or trustees. He was given general supervision and responsibility for student conduct and discipline. Beyond that he had multiple duties that varied somewhat from college to college. With the influx of women to the campuses, a number of rules were written to maintain order and discipline. Women deans were hired as disciplinarians as well as advisors. Muller[1] indicated that this greatly handicapped their effectiveness as counselors. The deans of men entered on the scene some years later, and were hired more as counselors than controllers.

A major direction in the role of the dean of students came in 1938[2] and again in 1949[3] when the Committee on College Personnel of the American Council on Education published pamphlets describing student personnel work at the college level. Muller[4] points out that this "personnel point of view" was based on three assumptions:

---

[1]Kate H. Muller, Student Personnel Work in Higher Education (Boston, New York: Houghton Mifflin Company, 1961), p. 54.

[2]The Student Personnel Point of View: A Report of a Conference, Series 1, Vol. 1, No. 3 (Washington: American Council on Education, 1937).

[3]The Student Personnel Point of View, (revised ed.; Washington: American Council on Education, 1949).

[4]Muller, Work in Higher Education, p. 56.

1.

2.

3.

Williams

the dean

1.

2.

3.

4.

5.

5.

1. Individual differences are anticipated, and every student is recognized as unique.

2. Each individual is to be treated as a functioning whole.

3. The individual's drives, interests, and needs are to be accepted as the most significant factor in developing a personnel program appropriate for any particular campus.

Using this "personnel point of view" as a guide, Williamson[1] indicates that it is the responsibility of the dean of students to:

1. Inform and counsel prior to, and at the time of admission to college.

2. Provide vocational and educational counseling; maintain records and diagnostic data useful in helping the college and the student understand his capabilities and his progress.

3. Maintain a friendly and personal relationship with students.

4. Assist students in the development and redevelopment of constructive and meaningful group activities--social, recreational, political, professional, etc.; development of effective and satisfying group leadership and membership roles.

5. Provide a healthful and congenial living quarters.

6. Provide a mental and physical health service which helps maintain sound personal conditions in the community.

7. Organize a coordinated interfaith religious activity and encourage strong denominational programs by churches.

8. Provide student judicial organizations within all organized groups and in the college as a whole.

---

[1]E. G. Williamson, Student Personnel Services in Colleges and Universities (New York: McGraw-Hill Book Company, 1961), p. 20.

9.

10.

function
in a lar
ution i
times be
some mea
supervis
and in u
that the
must hel
developi
encourag
proper s
aspects
cial ai
personne

9. Supply financial counseling and resources necessary for the student's personal and professional growth.

10. Assist in finding initial postgraduation employment in which the student's training and aspirations will be advantageous.

Woodburne[1] had the following to say regarding the functions of the dean of students. "This office carries in a large measure the responsibility of the whole institution in all out-of-the-classroom activities. He sometimes becomes a temporary parent of the student, and in some measure accepts the responsibility of this kind of supervision. The extent varies from school to school, and in urban and suburban areas." Wrenn[2] points out that the dean must be much more than a "watcher." He must help students gain a sense of personal identity by developing good counseling relationships. The dean must encourage student organizations as a means of developing proper social relationships and provide the housekeeping aspects of the campus life--dormitories, eating, financial aids, etc. He further states that work of the personnel dean must be totally educational in its aim as

---

[1]Lloyd S. Woodburne, Principles of College and University Administration. (California: Stanford University Press, 1958).

[2]C. Gilbert Wrenn, "The Development of Student Personnel Work in the United States and Some Guidelines for the Future," in The Student and the System, ed. by M. John Menter (Boulder, Colorado: Viche, 1968), pp. 101-118.

well as

college

of stude

only min

three se

college

at Stanf

academic

love and

are almo

Many fee

offering

personal

lems.

student

facilitat

of stude

phasize

rather t

should b

Education

Work," p.

well as helpful and should affect all phases of the college program.

Joseph Katz,[1] in discussing the role of the dean of students, refers to recent research that indicated that only nineteen per cent of entering freshmen at twenty-three selected universities labeled their concern in college to be primarily academic. Other research studies at Stanford found only a very few students oriented toward academic concerns. The primary concerns of students--love and affection, personal identity, and self-respect--are almost entirely ignored by the academic scholars. Katz feels that the dean can provide this development by offering opportunities to develop closer and warmer interpersonal relationships and help in solving personal problems. The dean should work to make faculty aware of these student needs and encourage revision of the curricular to facilitate this growth.

In discussing the role and functions of the dean of students, Wrenn[2] feels that in the future he must emphasize improving the quality of human relationships rather than increasing administrative efficiency. Services should be disbursed to different parts of the campus.

---

[1]Joseph Katz, "The Role of the Student Dean in Educational Innovation" (paper read at College Personnel Institute, Claremont, November, 1965).

[2]Wrenn, "The Development of Student Personnel Work," p. 52.

Changing

women mu

must rec

the stud

potentia

more kno

himself

by his

pating h

also the

learning

role in

leader,

main fu

to incl

function

of the

leader

and new

communi

especia

ship a

learner

experie

Changing age levels of students must be taken into account; women must be given equal opportunity; transfer students must receive additional help and guidance; and nonconforming students must be encouraged to develop their creative potentialities. Because the student is better prepared, more knowledgable, more questioning, more concerned about himself and his world and because more is expected of him by his teachers, parents, and peers, the process of educating him must fall to both the academic faculty and also the personnel dean who can help the student apply his learning in a true-life situation.

Most recently, Philip Tripp[1] projected the dean's role into the 1970's. He refers to the 1970 dean as a leader, teacher, and learner. The dean will provide four main functions for the university: (1) Welfare functions to include counseling and financial aids. (2) Control functions to include discipline, admissions, and operation of the resident halls. (3) Co-curricular and extra-curricular activities, to include traditional activities and new implications for educational development in the community. (4) Teaching functions to include orientation, especially for foreign and remedial students.

Tripp emphasizes also the need to work with leadership and citizenship training as an aid for students to

---

[1]Philip A. Tripp, "The Dean--Leader, Teacher and Learner" (paper prepared for the NASPA 52nd Annual Conference, April, 1970).

develop

both ser

pent in

on studi

office,

ministra

assigne

presider

gram.

dations

zone of

fective

Educate

as a me

sitter,

members

red tap

to dis

is stu

proces

him as

vital

develop self-identity. The dean will continue to be both servant and leader, but he will become also an expert in student development and will become a student on student life. As an extension of the president's office, he will coordinate and cooperate with other administrative officers in areas that are specifically assigned to him. He will be in close touch with the president and be thoroughly devoted to him and his program. The dean of students has a charge to make recommendations regarding plans, policies and procedures in his zone of control which are consonant with the cardinal objectives of the institution.

But despite all the responsibilities he carries, Elizabeth Greenleaf[1] feels that the dean is too often seen as a member of the establishment, as a pretended baby-sitter, and as an obstacle to student power. Faculty members also often see the dean's office as a bank of red tape. This poor definition of the dean's role leads to disharmony and confusion. Lee[2] too feels that the dean is still the most misunderstood character in the academic procession. The public and too many students think of him as the campus spoilsport, the man who "orders the vital tackle out of action just before the big home game,"

---

[1]Elizabeth A. Greenleaf, "How Others See Us," The Journal of College Student Personnel, 9 (July, 1968), pp. 225-231.

[2]Lee, God Bless Our Queer Old Dean, p. 33.

the temp

aversion

standard

of jazz,

symbol o

waged.

Institut

tions:

or is s

of the

part of

tains ar

artist ca

clearly

the dear

to grapp

assumpt

and cha

basis o

Lee, "

no,' sa

or part

teacher

judge.

the temperance agitator who seems to have an overwhelming aversion to bourbon or beer, the stuffy upholder of standards who ranks history ahead of hockey, geology ahead of jazz, philosophy ahead of fraternity initiations, the symbol of authority against whom university riots are waged.

For the best interests of the dean and of the institution, said Lee, there must be some basic assumptions: (1) that the educational institution has solved or is solving its real problem, that of the aim and destiny of the institution; (2) that the dean is an integral part of the administration of the school where there obtains an equilibrium of forces similar to what the economist calls "perfect competition"; (3) that there are clearly established services for students, grouped under the dean and his staff, who are given adequate authority to grapple with them.

Too many presidents, says Lee, accept these basic assumptions in "principle," but then they make decisions and change policy in such a way as to negate the very basis on which the dean is working. The smart dean, says Lee, "is one who can make a polite 'no' sound like 'hell no,' so that it does not occur to the student, parent, or patron to go to the president anyway."

Alternately the dean is a sort of policeman, pastor, teacher and tyrant, sympathetic counselor and condemning judge. Occasionally he is forced into the unclear position

of repre

and, in

defendan

me to

A st
who
him
fac
Our
on
of
in
mad
sit

niversi

niversi

ment.

standar

control

to stu

establi

gain an

rule ma

an addi

now," t

of representing the whole range of law enforcement, and, in succession, serves as detective, prosecutor, defendant, jury, and judge for a single infraction.

Lee offers the following definition of a dean as one to which no one can object:

> A student-minded or student-oriented faculty member who has administrative responsibilities that put him squarely in the middle of students, teaching faculty members, and administrative faculty members. Our role in the center is to serve as interpreters or catalysts in relation to the fundamental functions of the college; a center position where we must be, in effect, custodians of the best interests of all; maybe, in a way, the cohesive element in the institution.[1]

The Student's Role in Development of Policies and Codes of Conduct

In the recent past, students who entered the university were denied the chance to participate in university governance, except in areas of student government. In earlier years the college president set the standards of conduct. Later the faculty led the way for control of student behavior, and most recently the dean of students was expected to enforce the numerous rules established by colleges in an attempt to keep everything calm and orderly. The idea of student participation in rule making, though not a new thought, is now emerging as an additional force on the college campus. As Ralph Keyes[2]

---

[1]Lee, God Bless Our Queer Old Dean, p. 89.

[2]Ralph Keyes, "Student Involvement: The Why and How," NASPA, 6 (October, 1968), pp. 77-82.

writes in an article for NASPA, students should be involved in decision making purely on practical grounds. It is easier to implement decisions if those affected by them have had a voice in making them. He says that allowing students to participate is in vogue now and results in prestige to the university that is willing to make this innovation. Faculty members will be more honest in their recommendations and comments if students are present. Keyes hopes that eventually the mistrust between faculty and students will disappear and college groups will meet as people, not as power blocks, to work and solve educational problems.

Much of the literature sanctions the move to give students a part of the action--some control of the vote. Educators are recommending that students be allowed to participate in drafting the rules and regulations that govern their lives. A recent issue of College Management[1] devoted itself entirely to the question of student participation in university governance. The survey indicates the trend in attitudes of various university groups on this vital question.

A large number of deans were surveyed to determine the extent of student participation. Seventy-five per cent of the deans in four-year colleges felt that students

---

[1]"How Much Should Students Have to Say?" College Management (May, 1969) , pp. 30-39.

should h

present

voting r

felt tha

and admi

four-ye

particip

deans s

were no

year ag

admirab

particip

the fac

recent

traced

longer

organiz

the mos

founder

see car

the wri

Universi

Universi

In Char

should have a voice in university decisions. At the present time, only fifty-six per cent used students as voting members of key committees. Seventy-three per cent felt that students were equally responsible as faculty and administrator, and nearly ninety per cent of the four-year schools had received requests from students to participate on committees. Sixty-three per cent of the deans said that the administration, faculty, and trustees were more receptive to student participation now than a year ago. Nearly half of the deans indicated that the administration had taken the lead in encouraging student participation, while forty-eight per cent indicated that the faculty was the most resistent to the participation.

A group of distinguished educators, writing recently for the Editorial Projects for Education,[1] traced the recent move on the part of students for a larger voice in the governance of the university to organized student groups, both national and local. Among the most prominent is Students for a Democratic Society. Founded in 1962, with a membership of 35,000 members on 350 campuses, SDS has had an unchallenged influence on the university. The organization maintains that the university is corruptive and exploitative. An honest university is not possible within a dishonest society.

---

[1]Editorial Projects for Education, Inc., "Who's in Charge?" (paper, 1969).

SDS woul

then bui

protest

numerou

administ

in camp

long ru

will be

tion is

strike,

works w

on 400

organiz

governm

the For

reform.

lutions

sent p

Congres

sentati

toward

to enco

so as t

their c

SDS would destroy society, including the university and then build something new after the revolution. Their protests concerning the Vietnam war caused disruption on numerous campuses in the past few years, and has required administrators to look inward at student involvement in campus and national issues.

Educators feel that far more influential in the long run on student involvement in university governance will be the National Student Association. This organization is more moderate and indicates that, "We'll go on strike, rather than burn the buildings down." This group works with student government leaders and is represented on 400 campuses. It talks about "student power" and helps organize student government to participate in university governance. Recently it received a $315,000 grant from the Ford Foundation to establish a center for educational reform. The money will be used to "generate quiet revolutions instead of ugly ones."

Also in the picture are organizations that represent Black student interests. The most recent one is the Congress for the Unity of Black Students. Claiming representation on at least thirty-seven campuses, it is moving toward greater participation in university governance. It encourages its students to work within the structure so as to not disrupt university operations and jeopardize their own academic standing.

A more recent organization, representing a more conservative approach to student participation, is the Associated Student Governments of the USA. It claims representatives on 150 campuses. Although it has some of the same goals as the other organizations, it is likely to pursue them in a more orderly way.

These principal national groups, along with many local organizations, are making campus administrators aware of student needs, and an increasing number of institutions are making the students a part of the decision-making process.

A number of leading educators have voiced their support for this current movement. Morris B. Abram,[1] president of Brandeis University, recently supported the movement by saying that students today are more mature. They have a real desire for reform and show good judgment in their decisions. Dr. Otis A. Singletary,[2] President of the University of Kentucky, stated recently that he felt, "students are going to have a real impact on the improvement of undergraduate teaching." One of the most exhaustive studies of this entire area of concern was undertaken recently at the University of California at Berkeley[3] under the chairmanship of Caleb Foote. Dr. Foote

---

[1] Ibid.

[2] Ibid.

[3] C. Foote and H. Mayer, The Culture of the University: Governance and Education (San Francisco: Jossey-Bass, Inc., 1968).

and his

nizatio

organiz

nationa

that pa

the var

the gro

environ

impress

calls f

presen

board.

of mad

being c

partic

cannot

admiss

vision

of the

tional

ege,

and his associates recommended a rather elaborate organization of student participation, beginning with a reorganization of student government. They based their rationale for student participation more upon the hope that participation would enrich the relationships of the various university groups and would help promote the growth of human communities and thus transform an environment that has become confining, fragmented, and impersonal into one that is liberating.

Ray Heffner,[1] President of Brown University, calls for the students to be junior partners, while preserving the authority of the president and governing board. He feels that if students are not satisfied short of radical revolution and if they shun the partnership being offered them, then education will be lost.

In his book, Gilbert Wrenn advocates strong participation in policy making. He feels that colleges cannot develop their most effective programs without the administration, and students, and by administrative provision for the most effective execution and coordination of the various programs on campus.[2]

---

[1]Ray S. Heffner, "The Student Voice in Institutional Policy," AGB Reports, Vol. 10, No. 5 (February, 1968), pp. 3-10.

[2]Gilbert C. Wrenn, Student Personnel Work in College (New York: The Ronald Press Company, 1951), p. 146.

Biweekly

participa

affected

opment

develop

for de

better

group s

and go

if the

for te

demytin

theme

areas

giving

areas

which

of his

Project

Theory

Morphet, Johns, and Reller, in their book on Education Administration, make a case for student participation in policy making, stressing that everyone affected by a university policy should share in the development of that program or policy. Students grow and develop in an atmosphere in which they share responsibility for decision making. They will understand the policies better if they help formulate them. When members of a group share in the formulation of policies, regulations, and goals, that group is more apt to accept them than if they are handed down by the status leader.[1]

Gordon Kloph used his book to criticize universities for teaching democratic processes to students, but then denying them the actual experience. Klopf feels that there is just as much mistake in placing a student in areas where he is unprepared or disinterested as in not giving him any voice at all. He would carefully chose areas of participation, with intelligent ground rules by which students operate, and with intelligent guidance of his progress. In the foreword to Klopf's book,

---

[1]Elgar Morphet, R. L. Johns, and Theodore Reller, Educational Administration (New Jersey: Prentice-Hall, Incorporated, 1959), p. 65.

Samuel B. Gould said, "One cannot champion one of the most important ingredients of democracy, such as creative leadership, without offering students practical opportunities to develop such an attribute."[1]

A problem facing educators is deciding in which areas of the universities students should be given a voice and a vote. A study by M. F. Golden[2] at Cornell requested that students list the areas of participation they desired. Seventy-five per cent listed areas that affect them personally and directly, such as freshmen orientation, seeking visiting speakers, dorm policies and developing campus safety programs. Fewer than twenty-five per cent had interest in selecting sites for new buildings, regulating college placement programs, establishing tuition policies, and regulating scholarships and loan policies. J. T. Horner, writing for NASPA, reviewed his survey of seventy universities. Over one-half of the student governments were concerned with some areas of administrative policy, although less than ten per cent were involved with scholarships, admissions, or trustees,

---

[1]Gordon Klopf, College Student Government (New York: Harper and Brothers, 1960), p. 8.

[2]M. P. Golden and N. A. Rosen, "Student Attitudes Toward Participation in University Administration: An Emperical Study Related to Managerial Prerogatives," The Journal of College Student Personnel, 7 (November, 1966), pp. 323-330.

and mos

gun onl

versity

Nationa

to take

student

housing

dent

hiring

tems,

areas.

seek re

so that

people

dated

faculty

academ

ing p

studen

Chall

pp. 7

and most of the reported student participation had begun only recently.[1]

Ludwig Spolyar, a personnel worker at the University of Minnesota, reviewed the resolutions of the National Student Association urging student governments to take control of registration, chartering student groups, student government finances, cultural programming and housing regulations. Students were urged to work for joint control over curriculum matters, calendar planning, hiring and firing faculty, financial aids, grading systems, admission policies, course requirements and other areas. Mr. Spolyar urged student personnel workers to seek new ways to communicate effectively with the students so that distrust would not move students and personnel people into enemy camps.[2]

Data from the Faculty Characteristics Study conducted by Robert C. Wilson and Jerry G. Gaff show a varied faculty attitude toward student voting privileges in non-academic and academic areas. Only nine per cent of the 1069 faculty members in the research sample thought that students should have an equal vote with faculty in

---

[1] J. T. Horner and R. L. Horner, "Student Involvement in Governance and Administration of Higher Education," NASPA, 4 (October, 1966), p. 59-64.

[2] Ludwig J. Spolyar, "Student Power: Threat or Challenge of Student Personnel?" NASPA, 6 (October, 1968), pp. 74-77.

develop

faculty

student

respons

student

additi

totall

there

sibili

involv

Fred w

point

should

direct

the co

Campus
No. 1

developing academic policies. Both young and older faculty were agreed in their attitudes. When asked about student participation in social affairs, a more liberal response appeared: forty-five per cent would accord students equal voting rights on committees, and an additional twenty per cent would leave the students totally responsible for their own social regulations.[1]

Henderson, as do other writers, cautions that there should be an understanding of the scope of responsibility assigned to students. He said,

> Educational progress is a professional undertaking and it is essential that faculty and administration have full authority over it and student relationships to it. Students should participate, but not control. It does not promote the welfare of the group as a whole to become democratic to the extent that everybody decides everything.[2]

Not everyone agrees with the recommendation to involve students in all areas of university governance. Fred Kerlinger at New York University makes a negative point for student participation. He feels that students should indeed participate in decisions that affect them directly, but should not participate in decisions regarding course content, curriculum, admission requirements

---

[1]University of California, Berkeley, "The Campus Confrontations," The Research Reporter, Vol. IV, No. 1 (1969), p. 3.

[2]Algo D. Henderson, Policies and Practices in Higher Education (New York: Harper and Brothers, 1960), p. 235.

and educational programs. They are too transient and cannot take responsibility for their actions. He feels that the respect and influence of the faculty will diminish if students are given equal debating and voting privileges.[1]

J. E. Hodgetts, principal of Victoria University, feels that student influence exists better outside of the governing organizations. Students have a better chance on the outside exerting pressures than they would have if they were given official participation.[2]

President Kingman Brester, Jr. of Yale University shares some of these same feelings about student participation.

> I do not think that the great majority of students want to spend very much of their time or energy in the guidance and governance of their university. They want to live and learn up to the hilt, and make the most of what they know to be a very unusual and remarkably short opportunity to develop their capacities by trial and error in the pursuit of personnal enthusiasms. Over and over again this has been demonstrated even in times of crises which shook and threatened the existence of the institution . . .
>
> So assumption number one which led me to the conviction that broader sharing of responsibility for ultimate academic decisions is not the primary thrust of useful university reform is: The majority is not sufficiently interested in devoting their time

---

[1]Fred N. Kerlinger, "Student Participation in University Educational Decision Making," The Record, 70 (October, 1968), pp. 45-51.

[2]J. E. Hodgetts, "Some Hints on De-coding 'Student Power,'" University Affairs, 9 (December, 1967), pp. 10-11.

> and attention to the running of the university to make it likely that "participatory democracy" will be truly democratic.
>
> Assumption number two is that most students would rather have the policies of the university directed by the faculty and administration than by their classmates.[1]

Brewster recommends that the answer to "unresponsive administration" is not formal representation in all matters, but rather "administrative accountability." He recommends full disclosure and public access to the records on which decisions are made. There would also be a "right of petition" for those affected by decisions. Additionally, periodic reappraisal of the competence of administration, to include all top administrative officials including the president, should be conducted.

Warren Martin, a research educator at Berkeley, maintains that the two arguments against student participation--students are immature, and they have only a limited stake in the university--are not valid. Most college students today are mature and much more sophisticated than just ten years ago. The lack of continuity in the university is not confined just to students. Faculty are highly mobile, and the tenure of a president averages five years. He feels that the university should reorganize to allow student participation at the departmental

---

[1]Kingman Brewster, Jr., "The Politics of Academia," Boston Sunday Globe, October 5, 1969.

level, where important decisions are made, especially in the large institutions.[1]

Other literature reviewed concurred with the majority of authors cited above that if students are allowed to participate in the decision-making process, they naturally will feel more obligation to cooperate in moving the university forward. This theory may allow students to develop self-reliance, a sense of responsibility and potential leadership.

Communication of Conduct Policies and Rules

A major concern of college administrators is the drafting, writing, and publication of the rules and regulations that govern student conduct. These rules, however, are of little value if they are not communicated in a systematic manner to the students. Colleges have attempted a variety of ways to do this. Some produce a comprehensive student handbook that lists the policies; others use a college catalogue or bulletin; and some take advantage of the student newspaper. Other media used to communicate regulations includes campus bulletin boards, letters to students and parents, broadcasts over campus television and radio stations, and student orientation and class meetings.

---

[1]Warren B. Martin, "Should Students Rule?" Motive Magazine (1967), pp. 12-17.

metho

tion

stude

colle

them

in le

part

about

cours

Introd

work,

sente

the

life

sity

The c

their

Profes

Within

Order

Attent

Right

Procee

Ti

A review of the literature indicates the favored method to communicate policies is an organized orientation program that is designed to reach the majority of students. Esther Kronovet[1] found in a survey of 1,378 colleges and universities that ninety-two per cent of them had some type of orientation program. While varying in length and type, most were provided during all or part of the week prior to the beginning of classes. About fifteen per cent consisted of a semester or longer course. Goals of the orientation programs included an introduction to college life, facilities, facts, remedial work, or discussion courses. Among the information presented at the orientation meetings was a discussion of the rules and regulations governing student behavior.

Lowell Gifford[2] feels that since orientation to life is the goal of education, orientation to the university is only the initial step in a much broader goal. The orientation program is designed to aid students with their problems on a basis other than a one-to-one relationship. The aims of the program should include (1) providing new students with knowledge of the physical

---

[1]Esther Kronovet, "Current Practices in Freshman Orientation Throughout the United States (paper read at American Personnel and Guidance Association, Washington, April, 1966)

[2]Lowell D. Gifford, "Orientation for What?" Proceedings of the Canadian Association of University Student Personnel Services (Vancouver, October, 1966), pp. 67-71.

environment of the university, campus personnel, campus rules and regulations, educational offerings and requirements, and various student activities; (2) helping students understand themselves better through test data and personal information; and (3) encouraging freshmen to accept personal responsibility and leadership.

Johnson[1] gave credit to Reed College of Oregon for starting the first orientation course for credit in the 1911-12 academic year. These programs gained in importance following World War I and again after World War II as many servicemen increased the college enrollments. He lists the University of Southern California, Oklahoma, Maine, Akron, and Michigan as having good programs.

According to Johnson, these are objectives of a college orientation program:

1. To familiarize the student with regulations, customs, and traditions of the campus.
2. To give the student information and advice relative to college life and problems in general.
3. To complete the routine of registration.
4. To make freshmen and new students feel welcome.
5. To establish a basis of contact with students upon which personnel and guidance services may be built.

---

[1]Dudley Johnson, Jr., "College Orientation Procedures," (unpublished Master's thesis, University of Southern California, Los Angeles, 1961).

Dr. L.
obtain
grams.
gories
ities.
acade
partme
such
meetin
with
grams.
usual
stud
tourn
Paren
relig
In a
Outw
othe
that
acq

In a study at the University of Washington, Dr. L. J. Spolyar[1] visited thirteen universities to obtain current information concerning orientation programs. He divided the programs into four basic categories: academic, intellectual, mechanics, and activities. The academic area includes all events related to academic departments, introduction to faculty and departmental requirements. Intellectual activities include such functions as lecture series, faculty open houses, meetings for superior or scholarship students, chats with the faculty, summer reading, and how-to-study programs. The mechanics area includes events that are usually administrative in nature such as testing, physical examinations, advising, registration, and campus tours. Activity functions include open houses, concerts, parents days, social programs, carnivals, dances, picnics, religious meetings and other traditional events.

A most interesting finding in the study is that in all thirteen institutions, the activities events far outweigh and sometimes outnumber those in any of the other three categories, thus leading to a conclusion that colleges are more concerned with life adjustment than academic adjustment.

---

[1]Ludwig J. Spolyar, "Summary of Orientation Programs as Reported by Thirteen Selected Universities" (unpublished report to Ad-hoc Committee to Study Orientation and Registration at the University of Washington, May, 1963).

Discussiong the goals of orientation, Black said:

> Orientation is a process designed to overcome reluctance to give one's all, designed to break down the barriers that stand between the opportunity that college offers and the ability of the student to make the most of this opportunity. Orientation comprises those services which assist students to become better acquainted with a new education environment--the curricular offerings, student organizations and activities, school policies, rules and regulations and their fellow students and faculty.[1]

One writer, Lee, expressed some doubt as to the value of the typical college orientation program:

> A student who arrives ready and willing to be plunged immediately into the rigors of a tough class schedule is let down by the discovery that his mentors consider him incapable of facing it until he has been properly conditioned. Mass "orientation" programs are planned to help freshmen settle comfortably and congenially into their college environment, yet the impression inadvertently left by the agenda is that the college is more concerned with introducing its recreational facilities than its cultural opportunities.[2]

Eddy[3] has indicated that colleges fail to recognize the importance of the freshman year in gaining and holding student interest in academic work. He notes that colleges must take great effort to make known the underlying

---

[1]Bernard R. Black, "Student Needs and Orientation Directors' Aspirations," The Journal of College Student Personnel, Vol. 6, No. 2 (December, 1964), pp. 102-108.

[2]Lee, God Bless Our Queer Old Dean.

[3]Edward D. Eddy, The College Influence on Student Character (Washington, D. C.: American Council on Education, 1959), p. 100.

postulates of both its academic and student conduct programs. Misunderstandings can develop very quickly. If there are not sound reasons behind the rules and regulations, and if these reasons, as well as the rules, are not made known to the students, then cooperation will be withheld.

Summary

Governing boards of universities are granted authority under state charter to admit students to the institution, develop rules and regulations to govern their behavior, and authorize officials to regulate student conduct and provide programs and services many of which involve regulation of student behavior. The president and the faculty traditionally hold the responsibility for maintenance of student discipline. Often this authority is delegated to a dean of students who administers a university's disciplinary program.

In the early history of American higher education, the rules and punishments were strict and severe. Currently, however, student discipline programs emphasize rehabilitation and re-education rather than punishment as desirable objectives. Rule-making and rule-enforcing functions are often shared with students, faculty and administrators. The rules and their enforcement emphasize fair play in the treatment of students by institutions of higher education. Williamson comments on the leadership

role colleges

rules:

> Clearly, a
> be in the
> individual
> and unilat
> committees

Emphas

rules both cle

stated in the

it is sometime

Each institut

and codes of

proper atmosph

speaks to the

> The respon
> conditions
> shared by
> Each coll
> policies
> this freed
> be develop
> work of ge
> possible p
> community.
> erate the
> to learn.[2]

The pr

selected numbe

---

[1] E. G.
colleges and
company, 19

[2] Joint
Association of

role colleges must take to assure fair play and reasonable rules:

> Clearly, an institution of higher learning would be in the vanguard of society in shielding the individual against unjust, arbitrary, capricious, and unilateral action by administrators or by committees of faculty and student members.[1]

Emphasis is placed on the importance of making rules both clear and just. Such considerations are stated in the Preamble to the "Joint Statement" or as it is sometimes called, the "Student Bill of Rights." Each institution should work to develop campus regulations and codes of conduct which aid in the development of a proper atmosphere for learning. The last paragraph speaks to the development of this desired purpose:

> The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Each college and university has a duty to develop policies and procedures which provide and safeguard this freedom. Such policies and procedures should be developed at each institution within the framework of general standards and with the broadest possible participation of the members of the academic community. The purpose of this statement is to enumerate the essential provisions for student freedom to learn.[2]

The present study describes the efforts of a selected number of institutions to meet this challenge.

---

[1] E. G. Williamsen, Student Personnel Services in Colleges and Universities (New York: McGraw-Hill Book Company, 1961).

[2] Joint Statement, under the auspices of American Association of University Professors.

It is an attemp

to meeting the

student codes c

It is an attempt to determine how close universities come to meeting the requirement of providing fair and just student codes of conduct.

Chapter

ethods and pro

hese two areas

nd method of s

nd analyze the

Popul

The mai

ts historical

ould serve as

ifier current p

ehavior. An e

escriptive dat

s possible. A

Would be useful

ons in coping

n student beha

o provide comp

ith a degree o

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

Chapter III is devoted to a description of the methods and procedures used to conduct the research. These two areas will be reviewed: (1) Population and method of sampling. (2) Procedures used to obtain and analyze the data.

Population and Selection of the Sample

The main objective of this study, in addition to its historical importance, was to present information that could serve as background material to update and reconsider current policies that attempt to regulate student behavior. An effort was made to secure a variety of descriptive data on a wide range of issues as quickly as possible. A primary objective was to obtain data that would be useful to practicing student personnel administrators in coping with various problems and the rapid changes in student behavior. It was not the intent of the study to provide comprehensive and normative data but rather to gain a degree of understanding of institutional approaches

to the issues i

constructive ac

Ninetee

some to school

surmised that a

practices conce

that a detaile

terms of the pa

cating the poli

substantive ele

The nin

1. Ac

2. Us

3. Dr

4. Ha

5. Wo

6. Do

7. Er

in

8. Th

9. Co

10. Co

11. St

12. Di

13. In

14. Un

to the issues in sufficient depth to form a basis for constructive action.

Nineteen items that are current and often troublesome to school administrators were identified. It was surmised that a general knowledge of institutional practices concerning these items was somewhat limited and that a detailed description might be helpful, both in terms of the per cent of universities formally communicating the policies to the students and a review of the substantive elements of the policies.

The nineteen items are listed below.

1. Academic Irregularity
2. Use and Possession of Alcoholic Beverages
3. Drugs
4. Hazing
5. Women's Dormitory Hours
6. Dormitory Room Entrance and Inspection
7. Entertainment of Members of the Opposite Sex in Residence Hall Living Quarters
8. Theft
9. Confidentiality of Student Records
10. Compulsory Class Attendance
11. Student Demonstrations
12. Disruptive Activities
13. Invitation of Controversial Speakers to Campus
14. Unacceptable Off-Campus Behavior

15. "

16. P

17. D

18. D

19. R

The re

tions would no

of the above v

that some inst

regulations in

cally communic

Using

colleges and u

a random numbe

ies: (1) Lar

more than 10,0

universities w

private colleg

students. (4)

with less than

and universiti

A lett

or universitie

book containin

---

[1] Educa

Education, (Wa

Office, 1968).

15. "Student Rights" in Procedural Due Process

16. Procedural Due Process

17. Deviant Sexual Behavior

18. Dress and Appearance

19. Recognition of Student Organizations

The researcher was aware that a number of institutions would not have formally adopted regulations in some of the above variables. Additionally, it was understood that some institutions that might have formally adopted regulations in all these areas might not have systematically communicated the policies to students in handbooks.

Using the Education Directory[1] as a source, forty colleges and universities were chosen randomly by use of a random number table for each of the following catagories: (1) Large state colleges and universities with more than 10,000 students. (2) Small state colleges and universities with less than 10,000 students. (3) Large private colleges and universities with more than 5,000 students. (4) Small private colleges and universities with less than 5,000 students. (5) Religious colleges and universities.

A letter was mailed to each of the 200 colleges or universities requesting a copy of their student handbook containing the policies and regulations used to

---

[1]Education Directory, 1968-69--Part 3, Higher Education, (Washington, D. C. : U. S. Government Office, 1968).

control studen

institutions r

TABLE 1.--Resp

Large State Sc	
Small State Sc	
Large Private	
Small Private	
Religious Schc	
TOTAL	

Each c

for handbooks

used again to

categories.

the present st

The ge

tions is as fc

Middle Atlanti

per cent in th

in the West.

control student life. Table 1 indicates the number of institutions responding to the request.

TABLE 1.--Response to the Request for Student Handbooks

	No. in Sample	No. Responded	Per Cent Responded
Large State Schools	40	40	100
Small State Schools	40	37	90
Large Private Schools	40	36	90
Small Private Schools	40	35	87
Religious Schools	40	33	80
TOTAL	200	181	90

Each of the institutions responding to the request for handbooks was listed. A table of random numbers was used again to choose 20 schools from each of the five categories. These 100 handbooks were then included in the present study.

The geographical distribution of the 100 institutions is as follows: 28 per cent in the New England/ Middle Atlantic region; 25 per cent in the South; 27 per cent in the North Central States; and 20 per cent in the West.

One c

determine the

in their handb

variables list

sons be drawn

to comparisons

schools. A fi

with more than

universities w

In add

emphasis of th

stantive eleme

tors could hav

a wide variety

to outline the

student codes

determine meth

and to list ar

Using

were outlined,

took in an att

of the nineteen

its policy in

sheets.

Follow

the per cent

Analyzing the Date

One of the main objectives of the study was to determine the per cent of institutions that communicate in their handbooks policies concerning the nineteen variables listed above. It was intended that comparisons be drawn between the five categories, in addition to comparisons between state, private, and religious schools. A final comparison between large institutions with more than 10,000 students and smaller colleges and universities was intended also.

In addition to the per cent comparisons, a main emphasis of the study was to detail examples of the substantive elements so that student personnel administrators could have access to current written policies from a wide variety of institutions. An effort was made also to outline the philosophical rationale used to justify student codes of conduct as stated in the handbooks, to determine methods used to establish and revise the codes, and to list any apparent trends.

Using a checklist on which the nineteen variables were outlined, the researcher read carefully each handbook in an attempt to identify explicit policies in each of the nineteen areas of concern. If a school outlined its policy in the handbook, it was noted on the summary sheets.

Following a review of the handbooks to determine the per cent listing policies, another reading produced

writte

person

readin

and va

are ju

and an

written examples of each policy to be used as an aid to personnel workers in developing their own codes. Final readings of the handbooks identified stated purposes and values of the codes, the rationale on which they are justified, the means of development and revision, and any apparent trends.

conce

the s

(2)

polic

ane t

appa

per c

comm

nine

pero

sibe

book

of t

ide

cod

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter contains an analysis of the data concerning the issues under scrutiny: (1) What are the stated values or purposes of student codes of conduct? (2) What rationale do universities use to justify their policies regarding student non-academic life? (3) How are the codes developed and revised? (4) What are the apparent trends in student code development? (5) What per cent of the institutions reviewed for this study communicate in their student handbooks policies for the nineteen variables identified in Chapter I? (6) What percentage differences exist among varying university sizes and types in communicating policies in the handbooks? (7) What is the content or substantive elements of these policies?

Value and Purpose of Student Codes of Conduct

University student handbooks were reviewed to identify statements that outlined the purposes of student codes of conduct. A majority of the handbooks precede

specifi

outlini

a need

environm

to learn

pose, t

develop

continue

ing envi

tions ar

be used

matters

1.

2.

3.

4.

5.

6.

Wide, lo

specific regulations and policies with an introduction outlining the goals of the university and setting forth a need to create and maintain a living, social and campus environment which allows the greatest possible freedom to learn. In order to preserve this educational purpose, to protect the individual's freedom to learn and develop, to maintain an order to its operation, and to continue a necessary degree of harmony with its surrounding environment, the university develops certain regulations and limitations on behavior.

The University of Iowa[1] indicates guidelines to be used when members of the university community consider matters that may require regulation by written code:

1. All the University's resources must be fully employed in the intellectual and personal development of its students.

2. Institutional regulations should be adopted only when necessary to the achievement of the University's academic goals, the safety and freedom of individuals, or the orderly operation of the University.

3. Students should be encouraged to participate, through orderly procedures, in the establishment and revision of regulations governing their conduct.

4. Regulations should be clearly stated, and made conveniently available to every student.

5. Disciplinary action for violation of regulations should be corrective, rather than punitive.

6. Disciplinary procedures should be consistent with the principle of due process, channels of appeal

---

[1]University of Iowa, Iowa City, Iowa, Student Guide, 1969-70. p. 1.

should be clearly defined, and information relating to appeals should be readily accessible to all students.

7. Institutional regulations cannot provide specifically for every question of conduct under every set of circumstances which might arise; they are intended to define the practice ordinarily necessary to maintain working order in a complex system, and to protect the essential freedoms of everyone in the community.

Cornell University[1] introduces its set of regulations by saying that no policy or regulation can be of influence in the community without representative student participation in formulating the rules. The policies at Cornell are based on the guiding principle that each student should take major responsibility for the governance of his own affairs. Each student has an obligation to conduct his life so as to show consideration for the rights and integrity of the community and its members. The student handbook is presented to make clear to all students and student organizations the nature of their obligations as members of an educational community and to establish the consequences of any failure to meet those obligations for which they are held accountable.

The handbook at Indiana State University sets forth in its introduction an informal moral agreement between the student and the institution. Students agree to obey the rules and regulations both of an academic and

---

[1]Cornell University, Ithaca, New York, Policy Notebook for Students, and Desk Book, 1969-70, p. 1.

non-a

condu

to fu

and d

is to

stude

talle

a pub

presc

is ev

needs

the re

planti

that

oblig

for e

from

The

et. a

non-academic nature and observe the standards of student conduct expected of all students. The University agrees to furnish the student an environment conducive to growth and development. A major purpose and value of regulations is to guarantee that the educational opportunity for each student to develop his individual abilities is not curtailed. Indiana indicates that, "If a student violates a public law or university regulation, refuses to take prescribed courses, or does inferior academic work, this is evidence that his relationship with the university needs attention." University officials are charged with the responsibility of taking the necessary action to clarify the student-university relationship and to assure that both the student and the university fulfill their obligations.

Southern Methodist University[1] uses as its basis for establishing student conduct regulations a paragraph from the "Joint Statement":[2]

> Standards of Conduct Expected of Students--The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life. These general behavioral expectations and the resultant specific regulations should represent a reasonable regulation of student conduct but the student

---

[1]Southern Methodist University, Dallas, Texas, The SMU Encheridion, 1969-70, p. 13.

[2]American Association of University Professors, et. al, "Joint Statement."

> should be as free as possible from imposed limitations that have no direct relevance to his education. Offenses should be as clearly defined as possible and interpreted in a manner consistent with the aforementioned principles of relevancy and reasonableness. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through available body of institutional regulations.

At St. Anselm's College[1] the purpose of the social regulations is to serve as a practical guide to a profitable participation in the life of the student community. The code indicates that regulations are not ends in themselves. They are formulated to assist the college student to achieve those goals of Catholic higher education--namely: intellectual formation, spiritual development and social graces. Framingham State College[2] in a handout to students provides some helpful hints on understanding rules. The College indicates that rules of conduct are not and should not be oppressive. They should be utilized as natural controls on student life. A student's life will be made easier and less complicated by knowing and obeying formal and informal rules of conduct. The value and need for these rules are outlined in this statement:

> Many people still believe that the written word alone is law, and they will not be civil unless their conduct

---

[1]St. Anselm's College, Manchester, New Hampshire, Student Handbook, 1969-70, p. 13.

[2]Framingham State College, Framingham, Massachusetts, Student Handbook, 1969-70, and "Helpful Hints on Understanding Rules," 1969.

> is controlled by written rules no matter how unpleasant their conduct appears to their neighbors. For them, we still bother to write out rules of conduct with the hope that one day they will learn to live in a more positive, self-initiated way. We may pride ourselves on the fact that our written rules are few, for this indicates how natural good manners have become on our Campus. But written rules are here to stay as we consider them as a necessary means of explaining those rules we consider to be the minimum level of conduct we desire, and we need them as evidence that the violator must know our rules.

Framingham State lists the following reasons why individuals obey rules:

1. Because their socialization has taught them to respect the rules of conduct of their society as a sign of social maturity.

2. Because of the fear of punishment or sanctions society may place against them.

3. Because since they made the rules themselves, they see the immediate need for such rules.

4. Because they understand the need for certain rules of conduct.

5. Because the rules of conduct are of direct advantage to their needs.

A reading of the codes emphasizes the variety of ways that universities state the purposes and values of student regulations. Generally they stress that the primary responsibility for preserving the system of order rests upon the individuals making up the community. Each individual must accept responsibility for his own actions and values and for recognizing that his actions and values reflect upon the whole community. Implicit in the community's recognition of the rights of the individual is an obligation on the part of the student to accept his responsibilities toward the community.

Rationale

From their early beginning, universities have traditionally acted *in loco parentis*. They have worked under the assumption that students are not capable of approaching and utilizing the facilities of an institution of higher learning as adults, in a mature manner. In 1913 Berea College in Kentucky[1] passed a rule which prohibited any of its students from patronizing any off-campus restaurant. The court upheld this regulation stating that:

> . . . college authorities stand *in loco parentis* concerning the physical and moral welfare and mental training of pupils. For the purposes of this case, the school, its officers and students are a legal entity, as any family and, like a father may direct his children, those in charge of boarding schools are well within their rights and powers when they direct their students what to eat and where they may get it; where they may go and what forms of amusement are forbidden.

This attitude on the part of universities has prevailed since the beginning of higher education in America. In a society where parents did indeed govern their children's lives almost completely, this concept has some meaning. However, this is not the case today, and many universities are attempting to move away from this type of parental control.

The student handbooks chosen for this study were

---

[1]*Golt v. Berea College*, 150 Ky. 376 (1913).

new

sup

ned

par

The

sib

gro

tha

sam

thi

fr

com

the

Yes

too

Sta

reviewed to identify statements or policies that either support the concept of in loco parentis or attempt to reduce its influence.

An attempt to reject the concept of in loco parentis is outlined by the University of Bridgeport.[1] The student code states that "by recognizing the responsibilities, dignity and worth of all individuals and groups on campus, the University can effectively eliminate the out-dated concept of in loco parentis." This same belief is expressed in part by the code at Cornell University[2] which rejects the "service facility" and in loco parentis views of a university as unsuitable for Cornell's needs.

Brown University[3] also expresses its concern in the area of paternalism:

> In our view, the concept of in loco parentis--if indeed it can be dignified by calling it a concept--is essentially irrelevant to the problems confronting Brown University. For reasons that we have already noted, a university community such as Brown, which includes young people in various states of developing maturity, must have a certain number of basic student conduct regulations. It must also express its legitimate concern through counselling and education.

---

[1]University of Bridgeport, Bridgeport, Connecticut, Key to U B, 1969-70, p. 3.

[2]Cornell University, Ithaca, New York, Policy Notebook for Students, and Desk Book, 1969-70, p. 3.

[3]Brown University, Providence Rhode Island, Community and Partnership: Student Conduct at Brown, 1967, p. 2.

very

ficul

chap

prin

usua

or u

pens

of p

stud

for

this

univ

fail

univ

make

Brown University, along with many others, finds it very desirable to discard peternalism, but they have difficulty in doing so completely.

As indicated in the previous section of this chapter, most of the codes include a basic statement of principle or purpose under which a code is defended. It usually develops an outline of the goals of the college or university, which includes the acquisition and dispensing of knowledge. Included also in the statement of purpose will be a reference to the "development of students" and the need to maintain a proper atmosphere for learning. Everyone has the responsibility to maintain this academic atmosphere. Using this purpose as a guide, universities develop a variety of parental rules, and failure to obey these rules may subject the student to university discipline. The University of Washington[1] makes this clear:

> The University is maintained by society for the accomplishment of certain special purposes, namely, the provision of programs of instruction in higher education, the advancement of knowledge through scholarship and research, and the provision of related community services. Like any other social institution having its own special purposes, the University must maintain conditions conducive to effective performance of its functions. Consequently, it has special expectations regarding the conduct of the various participants in the academic community. Student conduct which distracts from or interferes with the accomplishments of University purposes is not acceptable.

---

[1]University of Washington, Regulations on Student Conduct and Discipline, 1967, p. 2.

acti

Mich

quit

Acad

"The

stra

basi

stip

San

the

in a

as a

ment

stit

tho

of t

that

func

regu

vers

Many schools now desire only to regulate those activities that affect their functions and purposes. Michigan State University[1] makes a real effort to outline quite clearly which functions will be supervised. The Academic Freedom for Students Report indicates that, "There shall be no regulation unless there is a demonstrable need for it which is reasonably related to the basic purposes and necessities of the University as stipulated herein." The University of California at San Diego[2] points out that, "a student enrolling in the University assumes an obligation to conduct himself in a manner compatible with the University's function as an educational institution." From the "Joint Statement" comes the recommendation that, "Only where the institution's interests as an academic community are distinct and clearly involved would the special authority of the institution be asserted."

Universities generally agree that any behavior that will impair the intellectual atmosphere and normal functions of the school cannot be condoned and must be regulated. Some of these concerns still leave the university in the position of providing rules that border

---

[1]Michigan State University, East Lansing, Michigan, A Handbook for Students, 1968, and Academic Freedom for Students, 1969, p. 2.

[2]University of California, San Diego, California, Student Handbook, 1969-70, p. 8.

on pater

an examp

appr
and
(a)
the
comm
on (
the
comm
keep
and
acti
even

sanction

student'

interest

if the

objectiv

intellec

"Universi

safety,

if the "

if the "

p

ental pu

Handbook,

Webster.

on paternalism. The University of Oregon[1] provides an example:

> The University may apply sanctions or take other appropriate action only when student conduct directly and significantly interfers with the University's (a) primary educational responsibility of ensuring the opportunity of all members of the University community to attain their educational objectives, or (b) subsidiary responsibilities of protecting the health and safety of persons in the University community, maintaining and protecting property, keeping records, providing living accommodations and other services, and sponsoring non-classroom activities such as lectures, concerts, athletic events, and social functions.

At Cornell University[2] the school may apply sanctions or take other appropriate action only when the student's actions severely affect the University's interests, namely: (1) The opportunity of all members of the University community to attain their educational objectives. (2) The generation and maintenance of an intellectual and educational atmosphere throughout the University community. (3) The protection of health, safety, welfare, property and human rights of all members of the University community, and the safety and property of the University itself.

Even though the trend is to move away from parental rules, especially in the larger colleges and

---

[1]University of Oregon, Eugene, Oregon, Student Handbook, 1969-70, p. 56.

[2]Cornell University, Ithaca, New York, Policy Notebook for Students, and Desk Book, 1969-70, p. 6.

univ

for

non-

cate

ment

only

in t

Who

poli

camp

the

by t

Who

ental

over

requ

pare

Stat

Kans

Pon

The K

Handb

Studen

universities, a large percentage of the codes reviewed for this study still maintain considerable control over non-academic life. Southeastern Louisiana College[1] indicates that women students may not visit off-campus apartments, or other off-campus housing for men, unless properly chaperoned. Approved chaperons must be registered in the Office of the Division of Student Life. Students who violate this regulation may be suspended from the rolls of the College. At Kentucky State College[2] off-campus students who are not living in their own homes or the homes of their parents must reside in homes approved by the College. Students under twenty-one years of age who desire to reside off-campus must have written parental consent to do so. Senior men and those men students over twenty-one years of age at Niagra University[3] may request permission to live off-campus provided their parents submit permission on a written form. Central State University[4] will not allow a student to change an

---

[1]Southeastern Louisiana College, Hammond, Louisiana, The Student Handbook, 1969, and Living Standards for Women Students, 1969, p. 30.

[2]Kentucky State College, Frankfort, Kentucky, The K-Book, 1968, and Supplement, 1969, p. 26.

[3]Niagra University, Niagra, New York, Information Handbook for Undergraduate Students, 1969-70, p. 24.

[4]Central State University, Wilberforce, Ohio, Student Handbook, 1969, p. 35.

off-campus residence without approval of the Dean of Men and the parent or guardian.

Another interesting example of in loco parentis is in the requirement for chaperones. Eastern Montana College[1] serves as an example, which is prevalent in a number of colleges:

> All social events sponsored by student organizations require the presences of the group's approved adviser and one or more faculty persons, or their equivalent, as guests. The presence of these persons acts as a leveling influence, presents opportunity for growth and social interaction by the students, and leads dignity to an event. Adviser and guests must be present from the time the activity opens until it ends. They must be familiar with college regulations concerning conduct and are required to report any violations.
>
> Chartered student organizations may secure permission from the Director of Student Activities and the Dean of Students to hold events off-campus.

At Northern Arizona University[2] no one can solicit on-campus. A student may invite a sales person to visit him, but the salesman must have the approval of the Dean of Students to do so. It may be necessary on occasions to do a credit review on the salesman, and a charge will be made for this action. The West Texas State University[3] may take action against a student who has bad debts

---

[1]Eastern Montana College, Billings, Montana, Student Handbook, 1969-70, p. 19.

[2]Northern Arizona University, Flagstaff, Arizona, Student Handbook, 1969-70, p. 14.

[3]West Texas State University, Cayon, Texas, General Policy Statements of Student Life, 1969-70, p. 8.

off-campus. The University will not collect bad checks or bad debts for off-campus businesses; businessmen will be provided with the names and addresses of students and their parents upon their request.

Some schools may take on a parental concern regarding marriage. At Wheaton College[1] students planning to marry during the academic year must file written notification to the Student Personnel Office thirty days in advance of the wedding. A statement from the student's parents, advising the College that the parents are aware of the planned marriage, must be filed with the notification of marriage. At Oklahoma Baptist University[2] a student who marries during the college year without the permission of parents and the knowledge of the Dean of Students may be asked to withdraw from the University. No academic credit will be given for work in progress at the time of withdrawal. Antioch College[3] requires a student planning to be married to have the written consent of parents otherwise and have a clearance with the Dean of Students Office.

---

[1]Wheaton College, Wheaton, Illinois, Student Handbook, 1969-70, p. 31.

[2]Oklahoma Baptist University, Shawnee, Oklahoma, The Green Book, 1969-70, p. 41.

[3]Antioch College, Yellow Springs, Ohio, Antioch Community Handbook, 1969-70, p. 22.

trol of

osophy

a numbe

are att

are wri

be resp

that th

without

This tr

this ch

tive el

that ex

governi

univers

student

less th

used to

the pro

partial

academi

on stude

A review of the codes, in relation to their control of students on the basis of the traditional philosophy of in loco parentis, leads to a conclusion that a number of universities, especially the larger ones, are attempting to move away from this close control. They are writing their codes with the idea that students must be responsible for their own acts. This assumes also that they are mature enough to make proper decisions without the constant supervision of university officials. This trend will be made more clear in a later section of this chapter dealing with a description of the substantive elements in the codes. It should be noted, however, that even though there is an effort toward fewer rules governing non-academic activities, with rare exceptions, universities still exert considerable control over the student's life.

Code Development and Revision

A review of the student handbooks reveals that less than 25 per cent of them contain specific procedures used to revise and develop student codes. Of those listing procedures, however, the majority allowed for student participation in recommending policies that affect non-academic life.

Generally the university will establish a committee on student affairs that will be responsible for recommending

change

has su

underg

Its re

on all

academ

all co

studen

of sen

senate

on rec

person

over t

nfinat

Method

and Re

follow

1.

2.

Studen

The sy

changes to the regulations. The University of Massachusetts[1] has such a committee composed of eight faculty members, nine undergraduate students, and the Dean of Students ex officio. Its responsibility is to review and make recommendations on all non-academic rules and regulations, including non-academic discipline, student rights, dormitory life, and all other matters of common concern to the faculty and students which are not within the scope of responsibility of some other regular or special committee of the faculty senate. The Committee also advises the Dean of Students on recommended policies for the operation of student personnel services. It does not have supervisory powers over the Student Senate or over recognized student organizations.

The rules governing student life at Southern Methodist University[2] are determined by the Faculty Rules and Regulations Committee and can be changed only by the following means:

1. Requests for rule change must be submitted by student organizations through their policy-committee chairman, their president, or a designated student member.

2. Proposals, when they are properly submitted, will be put on the committee calendar and will be heard

---

[1]University of Massachusetts, Amherst, Massachusetts, Student Handbook, 1969-70, p. 6.

[2]Southern Methodist University, Dallas, Texas, The SMU Encheridion, 1969-70, p. 19.

by the committee chronologically, according to their date of submission.

3. The proposed change will not be considered by the committee less than seven days after twenty-five copies of the proposal have been submitted in writing to the committee chairman.

4. The chairman of the Faculty Committee on Rules and Regulations will make all press releases of committee decisions.

5. Committee meetings will be scheduled regularly, once a month, with called meetings at any other necessary time.

6. All procedural rules can be waived by a unanimous vote of the committee.

A few schools make the process of change less formal. Niagara University[1] allows its code to be changed by a majority vote of the students, provided the majority is representative of more than one-third of the student body and provided the amendment is ratified by the University Senate, and the Administrative Council and has received ultimate approval of the Board of Trustees. Students at Southeast Missouri State College[2] may recommend the adoption of new regulations. These rules, however, will be reviewed by the president of the college who may designate a committee to review the proposed change. The president has the final authority to adopt new or amended

---

[1]Niagara University, Niagara, New York, Information Handbook for Undergraduate Students, 1969-70, p. 65.

[2]Southeast Missouri State College, Cape Gerardeau, Missouri, Student Handbook, 1969, p. 14.

rules, regul

responsibili

The

allows any m

change and a

tions simply

appropriate

student affa

conducts a c

lations stat

dations to t

revisions.

Some

used to char

that student

states in it

continue to

following ye

---

[1] Uni
Student Hand

[2] Sta
Handbook, 1

[3] Xav
Louisiana,

[4] Tex
Frog Horn,

rules, regulations and procedures concerning student responsibilities and discipline.

The University of California at San Diego[1] allows any member of the University community to initiate change and amendment of the policies, rules and regulations simply by making his specific concern known to an appropriate administrative officer of the campus. A student affairs committee at the State College of Arkansas[2] conducts a continuing study of College policies and regulations stated in the student handbook and makes recommendations to the president for possible needed changes and revisions.

Some institutions do not list specific procedures used to change rules but do make reference to the role that students play in the operation. Xavier University[3] states in its handbook that during the year students will continue to participate in establishing guidelines for the following year. Texas Christian University[4] indicates

---

[1]University of California, San Diego, California, Student Handbook, 1969-70, p. 2.

[2]State College of Arkansas, Conway, Arkansas, Handbook, 1969-70, p. 10.

[3]Xavier University of Louisiana, New Orleans, Louisiana, Student Handbook, 1968-69, p. 3.

[4]Texas Christian University, Fort Worth, Texas, Frog Horn, 1969-70, p. 19.

that in so

participate

govern them

day decisio

philosophies

Coca

perogative t

handbook at

versity rese

regulations

as it deems

Pace

ties have re

academic li

moving towa

trend will t

of this chap

opening the

student part

affairs whic

One

apparent in

that student

1 Yal

Graduate Reg

that in so far as possible, students will be asked to participate in making and enforcing the regulations that govern them, although it must be understood that day-to-day decisions must be in accord with basic policies and philosophies of the University.

Occasionally the university will assume the perogative to change rules as it feels the need. The handbook at Yale University[1] indicates that, "the University reserves the right to amend or supplement these regulations at any time upon such notice to students as it deems suitable and within its discretion."

Trends in Student Code Development

Faced with student unrest and protest, universities have rethought their position on control of the non-academic lives of students, and have consequently been moving towards a relaxation of rules and controls. This trend will be verified more completely in the next section of this chapter. Administrators are moving also toward opening the universities to fuller and more meaningful student participation in those university and community affairs which shape student life and development.

One trend in student code development that becomes apparent in reading the student handbooks is the emphasis that students now have "rights" as well as responsibilities.

---

[1]Yale University, New Haven, Connecticut, Undergraduate Regulations, 1969, p. 42.

Many codes

on the resp

about their

concept can

and Freedom

national ed

enlarged so

"Rights and

I. Fre

II. In
A.
B.
C.

III. (Co

IV. Stu
A.
B.
C.

D.

V. Off

VI. Pro
A.
B.
C.
D.

VII. Enf

Thi

led a numbe

a student "

the Univers

[1] Am

et. al, "Jo

Many codes in the past placed a great deal of emphasis on the responsibilities of students but said very little about their rights. A major attempt to correct this concept came in the form of a "Joint Statement of Rights and Freedoms of Students,"[1] written in 1966 by some national educational organizations. Some idea of the enlarged scope of student freedom may be gained from the "Rights and Freedom" as outlined by the "Joint Statement":

I. Freedom of Access to Higher Education

II. In the Classroom
  A. Protection of Freedom of Expression
  B. Protection Against Improper Academic Evaluation
  C. Protection Against Improper Disclosure

III. (Confidentiality of) Student Records

IV. Student Affairs
  A. Freedom of Association
  B. Freedom of Inquiry and Expression
  C. Student Participation in Institutional Government
  D. Student Publications

V. Off-Campus Freedom of Students

VI. Procedural Standards in Disciplinary Proceedings
  A. Standards of Conduct Expected of Student
  B. Investigation of Student Conduct
  C. Status of Student Pending Final Action
  D. Hearing Committee Procedures

VII. Enforcement

This statement of student rights and freedoms has led a number of institutions to preface their codes with a student "bill of rights." Michigan State University, the University of Iowa, and Northwestern University

---

[1]American Association of University Professors, et. al, "Joint Statement."

provide exa

student "ri

statement a

most of the

presented h

Policy

1. An a
the
rega
hous

2. The
mate
alte
clas

3. The
acad
acad
pers

4. The
clas
a st
pres
be
the
may
and

5. Stu
out
pro

6. Stu
and
mer
suc

7. Stu
wil

1 No
Student Han

provide examples of this approach. These statements of student "rights" vary both in detail and scope. The statement at Northwestern University,[1] however, includes most of the freedoms expressed by other codes. It is presented here as an example:

Policy Statement on Student Rights and Responsibilities

1. An applicant will be considered for admission to the University and for financial aid without regard for race, color, national origin, religious creed, or political belief.

2. The student has freedom of research, of legitimate classroom discussion and of the advocacy of alternative opinions to those presented in the classroom.

3. The student will be evaluated on knowledge and academic performance for purposes of granting academic credit. He will not be evaluated on personal or political beliefs.

4. The teacher-student relationship within the classroom is confidential and disclosures of a student's personal or political beliefs expressed in connection with course work will not be made public without explicit permission of the student. It is understood that the teacher may undertake the usual evaluation of knowledge and academic performance.

5. Students' records may be released to persons outside the university only through legal proceedings or on request of the student.

6. Students will be informed of all rules, rates, and regulations deriving from contractual agreements with the university before signing any such contracts.

7. Students residing in university-owned housing will be secure in their possessions, and will

---

[1]Northwestern University, Evanston, Illinois, Student Handbook, 1969-70, p. 16.

be s
reas
shal
hall

8. Stud
publ
long
of M

9. Stud
acti
tion
or p
appr

10. Stud
in a
econ

11. A st
with
acti
the
does
univ

12. Stud
meet
tion
time

13. Stud
choi
will
the

14. Stud
side
and
univ
memb

15. Stud
to
free
tim
fac
Boa

16. Stu
or
aca

be secure against invasion of privacy and unreasonable search and seizure. The university shall be responsible for the safety of residence halls.

8. Students will be free from censorship in the publication and dissemination of their views so long as these are not represented as the views of Northwestern University.

9. Student publications are free from any official action controlling editorial policy. Publications shall not bear the name of the university or purport to issue from it without university approval.

10. Students are free to form, join, and participate in any group for intellectual, religious, social, economic, political, or cultural purposes.

11. A student is free, individually or in association with other individuals, to engage in off-campus activities, exercising his right as a citizen of the community, state, and nation, provided he does not in any way purport to represent the university.

12. Students are free to use campus facilities for meetings of student chartered campus organizations, subject to uniform regulations as to time and manner of governing the facility.

13. Students may invite and hear speakers of their choice on subjects of their choice and approval will not be withheld by university offices for the purpose of censorship.

14. Students will have their views and welfare considered in the formation of university policy, and will be consulted by or represented on university committees which affect students as members of the university community.

15. Students are free to assemble, to demonstrate, to communicate, and to protest, recognizing that freedom requires order, discipline, and responsibility and further recognizing the right of all faculty and students to pursue their legitimate goals without interference.

16. Students will be exempt from disciplinary action or dismissal from the university except for academic failure, failure to pay a university

debt
or r
full
supp
auth
vers
stat

17. A st
atte
civi
his
or f
bein
prop

18. It
com
him
the
resp
wit

In

to regulate

identified

also that r

They are op

catchall ph

additional

has an obli

which it co

and its com

clearly def

Des

still fail

College[1] st

Handbook

debt, or violation of a student or university rule or regulation. Rules and regulations shall be fully and clearly promulgated in advance of the supposed violation. The university has no legal authority over a student when he is outside university property. A student is subject to local, state, and federal statutes.

17. A student is free to be present on campus and to attend classes pending action on criminal or civil charges, except for reasons relating to his physical or emotional safety and well-being or for reasons relating to the safety and well-being of students, faculty, staff, or university property.

18. It is recognized that every member of the community has the responsibility to conduct himself in a manner which does not violate the rights and freedoms of others and has the responsibility to recognize the principles within this statement of policy.

In addition to demanding the freedom and right to regulate their own non-academic life, the trend as identified by reading the codes is for students to ask also that rules be written as explicitly as possible. They are opposed to vague rules which seem to serve as catchall phrases. The "Joint Statement" provides additional endorsement of this trend: "The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life . . . Offenses should be as clearly defined as possible."

Despite this recommendation, a number of codes still fail to clarify regulations. The code at Amherst College[1] states that, "Conduct befitting a gentleman is

---

[1] Amherst College, Amherst, Massachusetts, Student Handbook, 1969-70, p. 14.

exp

It

cons

tion

try,

of

from

such

rep

cle

and

Sta

rec

expected at all times of students at Amherst College. It is assumed that undergraduates will understand what constitutes gentlemanly conduct without specific regulations forbidding particular actions." At Butler University,[1] "Students are expected to maintain high standards of conduct to be eligible to remain in, and to graduate from, Butler University. It is not necessary to define such standards in detail."

Michigan State University's academic freedom report[2] states that, "Every regulation shall be brief, clear and specific as possible." In an attempt to meet and to bring their rules into accord with the "Joint Statement," the University of California at Berkeley[3] recently defined more precisely their rules of conduct:

> Misconduct for which students are subject to discipline falls into the following categories:
>
> 1. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University;
>
> 2. Forgery, alteration, or misuse of University documents, records, or identification;

---

[1]Butler University, Indianapolis, Indiana, Student Handbook, 1969-70, p. 5.

[2]Michigan State University, East Lansing, Michigan, Academic Freedom for Students, 1969, p. 2.

[3]University of California, Berkeley, California, University of California Policies Relating to Students & Student Organizations, Use of University Facilities, and Nondiscrimination, 1969, p. 5.

3. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities, including its public service functions, or of other authorized activities on University premises;

4. Physical abuse of any person on University-owned or -controlled property or at University-sponsored or -supervised functions, or conduct which threatens or endangers the health or safety of any such person;

5. Theft of or damage to property of the University or of a member of the University community or campus visitor;

6. Unauthorized entry to or use of University facilities;

7. Violation of University policies or of campus regulations, including campus regulations concerning the registration of student organizations, the use of University facilities, or the time, place, and manner of public expression;

8. Use, possession, or distribution of narcotic or dangerous drugs, such as marijuana and lysergic acid diethylamide (LSD), except as expressly permitted by law;

9. Violation of rules governing residence in University-owned or -controlled property;

10. Disorderly conduct or lewd, indecent, or obscene conduct or expression on University-owned or -controlled property or at University-sponsored or -supervised functions;

11. Failure to comply with directions of University officials acting in the performance of their duties; or

12. Conduct which adversely affects the student's suitability as a member of the academic community.

It appears that a demand to be more explicit in stating rules has led to a proliferation of them. In the past, these rules may have been written down only when it was convenient to enforce them. Students now have a more clear impression of the entire range of control. A

review

that wh

rules,

(see ne

attempt

rights

rules a

viously

making

rules a

to regu

of stud

deal wi

failed

fair tr

in more

has bee

the ter

code fo

ministr

could b

to dep

review of the various codes could lead one to conclude that while there is a trend to reduce the quantity of rules, such as relaxing the hours for women in the dorms (see next section of this chapter), the schools are attempting also to make the remaining rules more clear.

These trends to identify and clarify student rights and to present in more detail student non-academic rules and regulations could be added to another one previously outlined in this chapter. Student codes are making a concerted effort to move away from parental rules and are providing students with more responsibility to regulate their own lives. A forth trend is the demand of students that better processes be established to deal with rule violators. Many schools in the past have failed to provide a "court" system that would guarantee fair treatment to all students. This trend is discussed in more detail later in this chapter. A final trend that has been mentioned earlier but should be noted again is the tendency to allow students to participate in the code formulation as members of student-faculty and administrative committees on student life. Other trends could be noted, but the researcher has limited himself to identify these as the most important.

Per Cent Stating Policy and Substantive Elements

Academic Irregularity

Policy.--For the purposes of this study, academic irregularity was defined as academic cheating and plagiarism. An overall survey of the student handbooks revealed that 79 per cent contained specific statements prohibiting this behavior (Table 2). When a comparison was made between state, private, and religious schools, 87 per cent of the state colleges listed statements, while 72 per cent of the private ones and 75 per cent of the religious schools had written policies. Universities with over 10,000 students listed policies 81 per cent of the time while smaller schools stated policies 75 per cent of the time. An interesting observation is that every state institution with more than 10,000 students had written policies regulating academic irregularity in their student handbooks.

Substantive Elements.--A careful reading of the student handbooks emphasizes the great differences among colleges in the amount of detail used to prohibit academic irregularity. Some schools, such as the State College of Arkansas,[1] simply state that "academic

---

[1]State College of Arkansas, Conway, Arkansas, Handbook, 1969-70, p. 16.

TABLE 2

POLICIES REGARDING ACADEMIC IRREGULARITY AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy	Per Cent not Stating Policy	N
State over 10,000	100	0	20
State under 10,000	75	25	20
Private over 5,000	70	30	20
Private under 5,000	75	25	20
Religious	75	25	20
Total	79	21	100
State	87	13	40
Private	72	28	40
Religious	75	25	20
Total	79	21	100
Schools over 10,000	81	19	60
Schools under 10,000	75	25	40
Total	79	21	100

cheating and plagiarism" will bring appropriate disciplinary action. Other schools begin with a rationale for honesty and then develop procedures to handle violations. Indiana State University[1] follows this trend:

> The benchmarks of any great university are directly related to high standards of academic endeavor on the part of both teacher and student. It is in this relationship that truth and honesty are recognized as fundamental to a university community. The University expects both students and faculty to adhere to these principles and in so doing to foster the ideals for which the University was founded. Put simply, this means that the student will do his academic work without unauthorized aid or recourse to unauthorized means of any kind.
>
> Such breaches of academic honesty as may occur will be handled in the following way: In instances of cheating that appear to warrant a failing grade in a course, the professor will notify the department chairman and the academic dean, in writing, of the circumstances. The student shall have the right of appeal of the professor's decision to both the chairman and the dean. After such an appeal, the student's grade will be determined by the instructor upon the advice of the department chairman and the academic dean.

A number of schools define in very clear terms what they consider academic dishonesty to be. The regulation stated by Northern Michigan University[2] is fairly representative of this procedure:

1. No student shall, during the course of a quiz or examination, offer information of any kind to another student, receive information of any kind from another student or from the quiz or

---

[1] Indiana State University, Terre Haute, Indiana, Student Handbook, 1969-70, p. 42.

[2] Northern Michigan University, Marquette, Michigan, Student Code of Conduct, 1969, p. 3.

examination responses made by another student, or have in his possession any tool, written material, or other device which may be of assistance to him in taking the quiz or examination and which has not been authorized by the person proctoring the quiz or examination.

2. No student shall submit as his own to an instructor any work which contains ideas or materials taken from another without full acknowledgement of the author and the source.

3. No student shall take, steal, or otherwise procure in an unauthorized manner any piece or pieces of writing which contain the questions or answers to an examination scheduled to be given to any individual or group enrolled in any course of study offered by the University.

4. No student shall sell, give away, lend or otherwise furnish to any unauthorized individual any piece or pieces of writing which contain the questions or answers to an examination to be given to any individual or group enrolled in any course of study offered by the University.

In addition to defining dishonest acts, some schools describe also rules of conduct during the examination period. Northeastern University[1] admonishes students to concentrate on their own work and not bother other students. The handbook specifies that all books, notebooks, paper, etc. must be left at the front or rear of the room. All written materials must be kept on the right arm of the tablet armchair. No student may leave the examination room during the first 30 minutes of the examination, and no student will be allowed in the examination room permanently after 30 minutes have

---

[1]Northeastern University, Boston and Burlington, Massachusetts, Student Handbook, 1969-70, p. 32.

elapsed, but no one is allowed to leave the room during the last ten minutes of the examination. Students remaining until the end of the examination are required to cease work immediately when the head proctor announces the close of the examination and must remain seated quietly until all the examination materials have been collected. Students who may become ill during the test must report directly to the health center.

A few universities govern this type of behavior by adopting an Honor Code. The code is usually developed with the aid of students, and students take a type of oath to adhere to the code's specifications. The University of Miami[1] provides a good example of this technique:

> The University asks your allegiance to the University Honor Code, which is a cornerstone of University life. The code was drafted by students in the belief that the maintenance of personal honesty and integrity is the most important responsibility of any UM student. All students are expected to abide by this code, which reads:
>
> Since a University of Miami student's academic conduct must be at all times beyond reproach, at no time during his academic career shall he conduct himself in any way that would compromise his honest or personal integrity.
>
> Examples of violations of this code are as follows:
>
> 1. Possessing any unauthorized aids during an examination.
>
> 2. Obtaining unauthorized information prior to or during an examination.

---

[1]University of Miami, Coral Gables, Florida, Student Handbook, 1969-70, p. 48.

3. Providing false information either orally or writing to any agency of the University.

4. Plagiarizing material in any theme, paper, or assignment.

5. Withholding any knowledge of violations of this code from the proper authority.

Violations of this Honor Code are brought by the students, faculty, or administration to Honor Council which is composed of representatives from each of those three groups. The procedure and development of a typical case is listed in the following steps:

1. Knowledge of a violation of the Honor Code is presented to the instructor who is involved. If this is not possible, the knowledge is presented to the appropriate Personnel Dean.

2. The instructor then presents the evidence to the dean of the school or college who evaluates and decides upon referral to the Honor Council.

3. The Honor Council, in strict confidence, hears and examines the evidence presented by the parties involved in the case. Individuals involved may present witnesses on their behalf.

4. The council passes judgment and imposes penalties if warranted.

5. The student has the right of appeal to the Vice President for Student Affairs.

The penalties which the Honor Council may impose are the following:

1. Failure to receive course credit by means of failing grade.

2. Disciplinary probation for a period of time with statement of the date of eligibility for reinstatement.

3. Expulsion from the University.

In addition to specifying student requirements in this area, some schools make clear a faculty role in maintaining academic honesty. Cornell University[1] details quite completely the faculty responsibility. It is the teacher's duty to, "develop and maintain an academic atmosphere conducive to the spirit of free inquiry and academic integrity." He should make clear to the student the types of collaboration and use of aid or information that is acceptable. When a faculty member feels that a student lacks awareness of the meaning of academic integrity, he "shall try to improve the student's understanding of his intellectual responsibility." Cornell also details the course of action a faculty member is to take when he detects a violation of honesty. Texas Christian University[2] places almost all the responsibility of enforcing its academic regulations on the faculty. Its handbook states that "since the University has no automatic penalty for cheating, each professor is free to handle infractions as he sees fit." This procedure is quite common among a number of the universities.

The penalties for violating academic regulations are very similar among the various universities reviewed

---

[1]Cornell University, Ithaca, New York, Policy Notebook for Students, and Desk Book, 1969-70, p. 21.

[2]Texas Christian University, Fort Worth, Texas, Frog Horn, 1969-70, p. 12.

for this study. The University of Tampa[1] provides an example:

1. Grade of "F" for the work submitted.
2. Removal from the class with a final grade of "F".
3. Disciplinary probation for a period extending through one academic year.
4. Suspension for a minimum of one semester.
5. Dismissal from the University.

If a student is suspended or expelled, he is not entitled to any refunds. The student involved in academic dishonesty is not eligible for membership or office in any University organization during the period of probation or suspension. He may have also any scholarship revoked, including a scholarship awarded by outside agencies. Any student who fails to bring dishonest acts to the attention of university officials shall be considered remiss in his moral obligations.

Use and Possession of Alcoholic Beverages

Policy.--For this study, use and possession of alcoholic beverages refers to the consumption, sale, manufacture, or furnishing of alcoholic beverages, including beer and wine, on university property, or in university housing at any activity sponsored by or for any university related organization. Student handbooks were reviewed to

[1]University of Tampa, Tampa, Florida, Student Handbook, 1969-70, p. 88.

determine if universities state in written terms policies prohibiting on all occasions the use of alcohol on campuses (Table 3). An attempt was made also to determine the number of schools that allow a limited amount of use and consumption at university functions or in the living units.

Ninety-four per cent of the institutions included in this review listed a policy on the use and consumption of alcohol. Sixty-four per cent of these schools prohibited any use, while 30 per cent allowed some use either at university functions or in the living units. The larger state and private universities were more inclined to allow drinking, with 55 per cent of the state colleges with over 10,000 students and private schools with over 5,000 students allowing some use on campus. It is interesting to note that only 5 per cent of the state colleges under 10,000 permitted drinking. However, 15 per cent of this group listed no policy in their handbooks. The private schools under 5,000 and religious schools indicated very little freedom in this area with 20 per cent and 15 per cent respectively allowing use and consumption of alcohol.

When the state, private and religious schools are grouped together for comparison, the state and private institutions come fairly close in prohibiting alcohol on campus. Sixty-two per cent of the state schools and

TABLE 3

POLICIES REGARDING THE USE AND POSSESSION OF ALCOHOLIC BEVERAGES, INCLUDING BEER AND WINE, AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Allowing No Use	Per Cent Allowing Some Use	Per Cent Stating No Policy	N
State over 10,000	45	55		20
State under 10,000	80	5	15	20
Private over 5,000	45	55		20
Private under 5,000	65	20	15	20
Religious	85	15		20
Total	64	30	6	100
State	62	31	7	40
Private	55	38	7	40
Religious	85	15		20
Total	64	30	6	100
Schools over 10,000	57	41	2	60
Schools under 10,000	75	12	13	40
Total	64	30	6	100

55 per cent of the private ones prohibit use, while the religious colleges are the most restrictive at 85 per cent.

An interesting comparison is made between the schools with more than 10,000 students and those with fewer. Forty-one per cent of the large universities allow use and consumption of alcohol on campus, while only 12 per cent of the smaller schools make such allowances. Thirteen per cent of the smaller colleges made no statement in their handbooks concerning this behavior. Of those schools that allow alcohol, most of them use a state law to regulate its use. Some of the schools that prohibit use do so without reference to disciplinary action, while others stipulate that particular penalties will be imposed.

Substantive Elements.--Universities use a wide variety of written rules to prohibit or allow the use of alcohol on campus. These policies may include rationale, quotes from state laws, penalties for violations, specific guidelines for campus use, complete restriction, or limited use in married housing units.

Schools that allow limited use of alcohol on campus do so using the rationale that students are responsible citizens and must learn to live within the law. Stanford University[1] develops this rationale in

---

[1]Stanford University, Stanford, California, Stanford University Bulletin, Series 21 No. 10, January 2, 1970, p. 42.

its

its handbook:

> The University believes that the development of self-discipline, individual responsibility and respect for law will be enhanced by entrusting to the students a greater responsibility for compliance with State law and by the removal of complete prohibitions which are not enforceable in practice.
>
> Therefore, the University draws to the attention of all its members that it is unlawful for any person to sell, furnish, give or cause to be sold, furnished or given away any alcoholic beverages to any person under the age of 21 years. The University expects each individual student and each student living group to assume responsibility for his or its compliance with this provision of the California Alcoholic Beverage Control Act on the Stanford campus. The University has particular concern for the assumption of this responsibility by students who are not yet 21 years of age and are therefore more exposed to violations of the law; this concern applies especially to freshmen students, not merely because they are exposed to violation of the law but also and importantly because they are new to University life with its attendant problems of adjustment and achievement. These regulations rest on the assumption that Stanford students, relying on the Fundamental Standard, residence regulations, and their own judicial procedures, are capable of individual and group self-discipline.

A number of schools that allow alcohol use on campus do so in the married living units only. Usually a very simple statement such as the one at Central Michigan University[1] outlines the policy: "Possession, consumption, or furnishing of alcoholic beverages on University property except as permitted by law in University residences assigned to families and married students is prohibited."

Institutions that expand consumption beyond married housing do so with a number of restrictions attached to

---

[1]Central Michigan University, Mt. Pleasant, Michigan, Student Handbook, 1969, p. 49.

the policy. Syracuse University[1] serves as a good example:

1. Alcoholic beverages may be served at registered social functions during week-ends only. Under unusual circumstances permission to serve alcoholic beverages at weekday events may be granted by Standing Committee #1 of the Council on Student Life. During registered social events alcoholic beverages may be served only in general public areas.

2. The registering organization assumes the responsibility for the compliance of all those in attendance and of all those serving alcoholic beverages with the New York State Laws governing alcoholic beverages.

3. Non-alcoholic beverages must be available at all registered social functions at which alcoholic beverages are served.

4. Alcoholic beverages may be permitted in student rooms in University living centers, including sororities and fraternities, so long as local rules governing their use have been approved and filed with the Council on Student Life.

5. Requests for use of areas in buildings other than student residence halls must be presented to Standing Committee #1 of the Council on Student Life and the appropriate University administrative office. However, alcoholic beverages may not be available, served, or consumed in Hendricks Chapel, Archbold Stadium, Manley Field House and/or the penthouses of Lawrinson and Haven Halls.

6. For on-campus (University property and all sororities and fraternities) registered social functions, a qualified non-participating third party must be responsible for delivering, serving, and removing all alcoholic beverages at the conclusion of the event. The third party requirement is waived if only beer or wine is served.

---

[1] Syracuse University, Syracuse, New York, Dates and Data, 1969-70, p. 23.

7. All private bars at off-campus registered social functions must be located in the area rented for the function and available to all in attendance at the function.

8. In addition to all current requirements for registration of social functions, the registering organization shall furnish the following additional information concerning social functions at which alcoholic beverages are being served:
   a. The type (s) of beverages (s) being served.
   b. The cost of alcoholic beverages and the method of payment.
   c. Such other information as may be requested by the Director of Social Activities.

9. Alcoholic beverages may not be available, served, or consumed at concerts, athletic events, or rushing sessions.

10. Changes in these regulations require the concurrence of the Personnel Deans and of the Council on Student Life.

A review of the handbooks indicates a large variety of ways used to prohibit alcohol use. Some colleges simply state that the possession or the drinking of alcoholic beverages of any kind on the University campus or on the premises of any recognized living unit is strictly prohibited (University of Southern California[1]). Another method of prohibiting use is to quote state laws and then add a few University regulations (Butler University[2]).

Other schools extend this regulation to off-campus

---

[1]University of Southern California, S Campus, 1969-70, p. 49.

[2]Butler University, Indianapolis, Indiana, Student Handbook, 1969-70, p. 6.

housing also (Southeast Missouri State College[1]). Some require wise consumption in any off-campus function as indicated by this statement at Indiana State University;[2] "While away from the campus and campus activities, students over 21 years of age must make their own decisions concerning the use of alcoholic beverages, but the University expects that all students will obey the Civil Laws and uphold the policies of Indiana State University. Any violation of this policy will be cause for disciplinary action which may be taken in addition to civil action."

Many of the regulations prohibiting alcoholic beverage use are accompanied by the penalties for serious violations. The penalties may include a minor reprimand or suspension from the university. The College of Wooster[3] provides an example:

> 1. The Standard--The College of Wooster believes that it will have the most desirable college community if its students do not use alcoholic beverages while in attendance at the College. In this the College expects the cooperation of the students. It specifically prohibits every student from possessing or using any alcoholic beverages on

---

[1] Southeast Missouri State College, Cape Gerardeau, Missouri, Student Handbook, 1969, p. 20.

[2] Indiana State University, Terre Haute, Indiana, Student Handbook, 1969-70, p. 56.

[3] College of Wooster, Wooster, Ohio, The Scot's Key, 1969-70, p. 29.

campus, in any off-campus student room, and at any meeting, event or activity of any organized student group. The College also will take its own disciplinary action in cases of violation of applicable Ohio or local laws.

2. The penalty for a first offense shall be from a minimum of a $100 fine to a maximum of one quarter's suspension. The penalty for a second offense shall be from one quarter's suspension to indefinite suspension. The seriousness of the violation shall determine the degree of the penalty in both instances.

3. Use or possession of alcoholic beverages on campus, and drinking and driving, are considered to be very serious offenses; therefore, they may be subject to the maximum penalty.

4. Misconduct by students while under the influence of alcoholic beverages will lead to disciplinary action.

A general conclusion with respect to sanctions would be that penalties administered for violations of the policies would depend on the nature of the case. Generally these penalties include fines, limitation of privileges, work, or counseling. The threat of suspension from the university, although always a possibility, was not used often as a penalty.

Drugs

Policy.--University student handbooks were reviewed to identify policies prohibiting the possession, manufacture, or selling of illegal hallucinogens or other types of drugs (Table 4). Ninety per cent of the schools listed specific regulations concerning the use of drugs. All of the state colleges with over 10,000

TABLE 4

POLICIES REGARDING DRUGS AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy	Per Cent Stating No Policy	N
State over 10,000	100	0	20
State under 10,000	75	25	20
Private over 5,000	95	5	20
Private under 5,000	85	15	20
Religious	95	5	20
Total	90	10	100
State	87	13	40
Private	90	10	40
Religious	95	5	20
Total	90	10	100
Schools over 10,000	91	9	60
Schools under 10,000	88	12	40
Total	90	10	100

students listed policies, while only 75 per cent of state schools under 10,000 outlined regulations. Ninety-five per cent of the larger private schools and religious universities had written policies, while 85 per cent of the smaller private colleges listed rules.

When state, private, and religious schools were compared, they closely align themselves with respect to a drug policy. Eighty-seven per cent of the state institutions listed policies, while 90 per cent and 95 per cent of the private and religious universities outlined their rules. If a comparison is drawn between the large schools with more than 10,000 students and the smaller ones, only a small difference exists. Ninety-one per cent of the large schools have stated policies in their handbooks and 88 per cent of the smaller ones list rules.

Substantive Elements.--Of all the variables reviewed for this study, policies concerning the illegal use of drugs generate more restrictive behavior and more severe penalties than any other. There is also a tendency for student handbooks to not only list policies prohibiting drug use but also to provide educational information concerning the adverse psychological and physical effects from illegal drug use. There appears to be a sincere effort on the part of universities to protect students from the many problems generated by becoming involved in this behavior.

As has been the case with other variables, some schools attempt to develop a rationale for controlling illegal drug use. Stanford University[1] serves as an example:

> Drug abuse has become an acute and much-debated problem throughout society. There is widespread concern over possible damage to health of individuals, and also over the damage done to the careers and the individual happiness of those who incur the penalties imposed by the laws regulating drugs . . . Stanford recognizes its duty to treat problems of drug use responsibly and in such a manner as to safeguard to the greatest possible extent its capacity to carry out its educational mission. Consequently, while discipline is certainly the appropriate response under some circumstances, the University's interest must go beyond a disciplinary response to the problem. Thus, the University will continue to provide educational and informational programs about drugs, and will encourage use of counseling services provided on a confidential basis by Health Service and other appropriate agencies.

In an attempt to analyze the drug problem for students, Brandeis University[2] points out that this topic is extremely complex. It touches upon crucial questions of university and individual relationships, the role of the university in society, the obligation of the university to advance knowledge and to preserve the best of tradition, and the necessity to maintain the university as a functioning academic community. The

---

[1] Stanford University, Stanford, California, Stanford University Bulletin, Series 21, No. 10, January 2, 1970, p. 43.

[2] Brandeis University, Waltham, Massachusetts, Student Handbook, 1969-70, p. 96.

handbook points out that "the physiological and behavioral effects of an individual's ingestion of drugs, furthermore, are not fully researched nor understood. Current evidence, however, indicates that the physical, and psychological and social consequences of drug taking are always dysfunctional and debilitating in the case of drugs and are sometimes dysfunctional and debilitating in the case of all drugs." Brandeis encourages students, faculty, and administration to engage in educational research, forums, and discussions with regard to the legal, medical, philosophical, and behavioral dimensions involved in the use of drugs.

Although a large number of schools outline the drug problem in some detail, some institutions chose to state the policy in simple terms. Texas Christian University[1] outlines its policy in these few words: "The illegal preparation, possession, or use of any hallucinogenic drugs or narcotics is forbidden. Besides their legal implication, these drugs are a health hazard and are incompatible with the philosophy and objectives of the University." Using about the same language, Southern Methodist University[2] regulates drug use by saying that,

---

[1]Texas Christian University, Fort Worth, Texas, Frog Horn, 1969-70, p. 22.

[2]Southern Methodist University, Dallas, Texas, The SMU Encheridion, 1969-70, p. 22.

"the University prohibits its students from possessing, using, or transmitting nonprescribed drugs having narcotic, addictive, hallucinogenic, and similar strong psychological or physiological effects."

Other colleges describe in great detail university policies concerning drugs. Probably the best example of this is found in the handbook of the University of Wisconsin, Madison Campus.[1]

1. It is unlawful for any person to manufacture, possess, have control of, buy, sell, give away, prescribe, administer, dispense or compound any narcotic drug, except as authorized in this chapter. Any person violating this subsection shall be punished.

2. No person shall take or use narcotic drugs habitually or excessively or except in pursuance to a prescription for permitted use as prescribed in this chapter. The unlawful possession of narcotic drugs by a person or of a hypodermic syringe or needle, except when possessed by a diabetic, shall be prima facie evidence of the unlawful use of such drugs. Any person violating this subsection shall be imprisoned not more than 5 years. The judge of the court wherein said person was convicted may, if said person requires treatment, commit him to some appropriate institution under the control of the state department of public welfare for treatment not exceeding 5 years.

3. It is unlawful for any person to grow, cultivate, mix, compound, have control of, prepare, possess, prescribe, sell, give away, administer or dispense marijuana or help or the leaves or seeds thereof, or any infusion of marijuana or hemp, or of its leaves or seeds, for beverage or smoking purposes.

4. No person shall use marijuana or hemp or the leaves or seeds thereof, or any infusion of marijuana or

---

[1]University of Wisconsin, Madison, Wisconsin, Rule Book, 1969-70, p. 10.

> hemp or of its leaves or seeds, for smoking or beverage purposes. The possession of marijuana or hemp or of its leaves or seeds, for smoking or beverage purposes. The possession of marijuana or hemp or the leaves or seeds thereof in a form suitable for smoking shall be prima facie evidence that it is intended for smoking purposes. Any person violating this subsection shall upon conviction be imprisoned not more than 5 years.

A variety of penalties are outlined for drug violators. Some schools choose to handle each case on an individual basis, while others clearly state the penalties without individual evaluation. The West Texas State University[1] states that, "any student finally convicted of illegal use, possession, or sale of a drug or narcotic shall be automatically expelled from school, regardless of whether or not the illegal act that gave rise to the conviction was committed on the campus of West Texas State University." Other colleges are less harsh in their discipline. Eastern Montana College[2] will review drug cases whether on campus or off campus. The student offender may be expelled, suspended, placed on probation, or the college may take other actions deemed justified under the circumstances of the case. Cornell University[3] lists the following points that are

---

[1]West Texas State University, Cayon, Texas, General Policy Statements of Student Life, 1969-70, p. 5.

[2]Eastern Montana College, Billings, Montana, Student Handbook, 1969-70, p. 30.

[3]Cornell University, Ithaca, New York, Policy Notebook for Students, and Desk Book, 1969-70, p. 37.

considered in any instance related to drug abuse:

1. The University will endeavor to handle student use of any drug on an individual counseling and medical-care basis.

2. Any information that comes to the attention of the University concerning the sale, exchange or transfer of drugs from one individual to another is communicated to public officials.

3. The University may initiate action against any student who, through the use of drugs, becomes destructive, disorderly, or disruptive.

4. The University cannot prevent Federal, State or local officials of law enforcement agencies from their investigation and prosecution of drug law violators.

5. Persistent drug use by a student in University owned, operated or affiliated living units which adversely affects the living conditions of his roommates or nearby neighbors or which generates anxieties among students in that living unit constitutes cause for University disciplinary action.

Northwestern University[1] points out in its handbook that it is not an instrument or extension of enforcement agencies and will not automatically and unconditionally respond to student drug involvement with punitive sanctions. The university recognizes two distinct instances of student drug usage and will react responsibly to each: (1) Individuals who, through drug abuse, disrupt and endanger the health, safety, and academic welfare of others will be subject to University disciplinary procedure. (2) Individuals who, through drug

---

[1]Northwestern University, Evanston, Illinois, Student Handbook, 1969-70, p. 20.

abuse, disrupt and endanger their own personal health, safety, and academic welfare will be directed to seek counseling.

A general comment concerning drug policies as contained in student handbooks is that colleges and universities generally advise against the use of drugs for non-medicinal purposes. When use of drugs impedes the effective functioning of a student, or when his involvement with drugs is exploiting others or detrimental to the university, then his continuance in college is questioned and resolved as in other violations of school standards. Most schools urge all students to consider very seriously the personal and institutional risks surrounding drug use, and encourage an educational program to make students aware of problems associated with this behavior.

Hazing

Policy.--Policies contained in student handbooks were reviewed to determine regulations governing hazing (Table 5). Hazing was defined as participation in activities that tend to injure, frighten, degrade, or endanger the life or health of another individual. Only 30 per cent of the universities included in this study listed specific statements prohibiting this behavior. Forty per cent of the state schools under 10,000 students and 40 per cent of the religious ones listed hazing policies, while

TABLE 5

POLICIES REGARDING HAZING AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy	Per Cent Stating No Policy	N
State over 10,000	35	65	20
State under 10,000	40	60	20
Private over 5,000	25	75	20
Private under 5,000	10	90	20
Religious	40	60	20
Total	30	70	100
State	37	63	40
Private	17	83	40
Religious	40	60	20
Total	30	70	100
Schools over 10,000	32	68	60
Schools under 10,000	27	73	40
Total	30	70	100

35 per cent of the large state schools outlined hazing rules. Only 10 per cent of the small private colleges stated specific regulations which might be attributed to closer supervision on the part of the university or less worry about this type of behavior. Many of the handbooks in these schools contained a broad statement such as, "a student is held responsible for his behavior at all times," which could easily be used to control hazing violations.

When state, private, and religious institutions are compared, the religious schools list specific regulations 40 per cent of the time, while 37 per cent of the state colleges outline rules. Again, it is the private institutions that show less interest in making specific statements on this behavior, listing it in their handbooks only 17 per cent of the time.

A comparison of the large universities, with more than 10,000 students, and smaller schools indicates a close agreement. Large schools list this policy 32 per cent of the time, while the smaller ones show a 27 per cent interest in writing a policy.

Substantive Elements.--The schools reviewed for this study include policies on hazing in their handbooks that attempt to make very clear its meaning. Even when the statement was short, students were acquainted with the disapproval of this behavior. Northern Michigan

University[1] comes right to the point with its statement: "No student shall participate in any activity that tends to injure, frighten, degrade, or which endangers the life or health of another individual." St. Anselm's College[2] attempts to avert injury to persons and property by prohibiting hazing, snowball fights and all forms of horseplay. The University of Wisconsin at Madison[3] attaches a penalty to its short statement: "Whoever engages in or incites hazing which results in or is likely to result in bodily harm to another in any school may be fined not more than $200 or imprisoned not more than 60 days or both."

Other institutions develop their policies in much more detail. Texas Christian University[4] provides this example:

> Any kind of hazing is forbidden. The University defines hazing as any action taken or situation created, intentionally, whether on or off University premises, to produce mental or physical discomfort, embarrassment, harassment or ridicule. Such activities include paddling, creation of excessive

---

[1] Northern Michigan University, Marquette, Michigan, Student Code of Conduct, 1969, p. 6.

[2] St. Anselm's College, Manchester, New Hampshire, Student Handbook, 1969-70, p. 21.

[3] University of Wisconsin, Madison, Wisconsin, Rule Book, 1969-70, p. 16.

[4] Texas Christian University, Fort Worth, Texas, Frog Horn, 1969-70, p. 22.

> fatigue, physical and psychological shocks, quests, scavenger hunts, road trips, or other such activities. Hazing also includes compelling a person to wear, in public, apparel that is conspicuous and not in normally good taste, to engage in public stunts or buffoonery, to participate in morally degrading or humiliating games or activities, to participate in late night sessions that might interfere with his ability to achieve scholastically. This regulation applied to organizations as well as individuals.

Central State University[1] makes clear its policy by stating that "physical abuse is unconscionable. It is forbidden. Organizations which permit it will forfeit their right to exist at Central State University." West Texas State University[2] prohibits hazing and defines it as any willful act by one student alone or acting with others: (1) directed against any other student for the purpose of intimidating him, or subjecting him to shame or disgrace among his fellow students, or humbling his pride, or causing him to want to leave the educational institution; and (2) in striking, or attempting to strike or do physical violence to any other student. The handbook points out that faculty and staff are equally responsible in the eyes of the law for acquiescing in or failing to report violations of this policy.

Penalties for violating hazing regulations vary according to campus. Most of them follow state laws.

---

[1] Central State University, Wilberforce, Ohio, Student Handbook, 1969-70, p. 30.

[2] West Texas State University, Cayon, Texas, General Policy Statements of Student Life, 1969-70, p. 5.

Violation of the hazing policy at California State College at Long Beach[1] is considered a misdemeanor and is punishable by a fine of not less than $50, or more than $500, or imprisonment in the county jail for not more than six months, or both. Any person or organization that knowingly participates in hazing may also forfeit any entitlement to public funds, scholarships, or awards and be deprived of any sanction or approval granted by any public educational institutions or agencies. In addition to a $500 fine, the College of Wooster[2] imposes social probation for a quarter and possible disciplinary suspension from the College for not less than one quarter for individuals guilty of infractions.

Women's Hours

Policy.--Student handbooks were reviewed to determine the per cent of schools that have adopted and systematically communicated their policies regarding women's hours (Table 6). For this study women's hours was defined as a curfew used by universities to require women students to return to their campus residences by specified hours each night.

---

[1]California State College, Long Beach, California, Regulations and Information, 1969, p. 4.

[2]College of Wooster, Wooster, Ohio, The Scot's Key, 1969-70, p. 34.

TABLE 6

POLICIES REGARDING WOMEN'S HOURS AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Allowing Some or All Unrestricted Hours	Per Cent Requiring All Women to Have Hours	N
State over 10,000	100	0	20
State under 10,000	65	35	20
Private over 5,000	95	5	20
Private under 5,000	40	60	19
Religious	75	25	19
Total	75	25	98
State	82	18	40
Private	67	33	39
Religious	75	25	19
Total	75	25	98
Schools over 10,000	88	12	60
Schools under 10,000	55	45	38
Total	75	25	98

An attempt was made to place this regulation into two categories: (1) Schools allowing some or all unrestricted hours for undergraduate women. (2) Colleges requiring all women to meet curfew regulations.

Most of the institutions reviewed for this study required some undergraduate students to live on campus. Every college with women students had regulations governing or eliminating women's hours. Seventy-five per cent provided some unrestricted hours or no curfew at all for the women students, while 25 per cent required all students to adhere to curfews. The most unrestrictive institutions are state colleges with more than 10,000 students. All of these allowed at least some of their women students the freedom of unrestricted hours. The large private schools were a close second with 95 per cent requiring no curfew for at least a portion of the women.

The most restrictive schools fall into the small private university catagory. Only 40 per cent of them allowed some alternatives to required women's hours. The religious schools and small state ones were next in line with 75 per cent and 65 per cent respectively allowing some unrestrictive hours.

When state, private, and religious institutions are compared, the private universities are the most restrictive. Thirty-three per cent of them require hours for all women, while only 18 per cent of the state

schools have this same standard. Twenty-five per cent of the religious universities require all their women students to meet curfew regulations.

Another interesting comparison between the large universities with more than 10,000 students and smaller schools indicates that only 12 per cent of the large ones still require all their women to meet curfew regulations. Forty-five of the smaller schools require all women students to return to their campus residence before specified hours.

The usual pattern for schools that allow some unrestricted hours is to permit students beyond the freshman year to establish self-determined hours. In a large number of these cases, freshmen students, at least for the first quarter in school, are required to return to the dorms by certain hours. It should be noted, however, that the larger institutions are moving away from this requirement, even for freshmen, and allowing all women students to set their own standards.

Substantive Elements.--The most obvious observation concerning programs for women's hours is that a great deal of variety exists. There is a unique program for each school, which makes it difficult to draw conclusions and present examples of typical programs.

Programs that outline specific hours for women most generally require students to be in their rooms on

weekdays by 10:00 p.m. to 12 midnight; weekend hours range from 12:00 a.m. to 2:00 a.m. Niagara University[1] provides an example of a school that requires hours for most students:

> The check-in times to be observed by students in good academic and disciplinary standing are as follows:

	Week Nights--School on following day		Friday, Saturday and Eve of Holidays	
	Women	Men	Women	Men
Freshmen	11:00 p.m.	11:00 p.m.	1:30 a.m.	2:00 a.m.
Sophomores	12:00 p.m.	12:00 p.m.	2:30 a.m.	2:30 a.m.
Juniors	1:00 a.m.	No Curfew	3:00 a.m.	No Curfew
Seniors	2:00 a.m.	No Curfew	3:30 a.m.	No Curfew

Generally specified hours for Women are accompanied with special late hour passes that allow the student to return after curfew hours. These special passes are limited to two or three a quarter and are given only if the student has not been in disciplinary trouble. The "Girls' Handbook" at Northeastern University[2] extends their "late permissions" hours to 3:00 a.m. for freshmen and sophomores, but allows upperclass women to set self-imposed curfews, which permits them to remain away from the dorms until 6:59 a.m.

Some schools, particularly the larger ones, are

---

[1]Niagara University, Niagara, New York, Information Handbook for Undergraduate Students, 1969-70, p. 37.

[2]Northeastern University, Boston and Burlington, Massachusetts, Student Handbook, 1969-70, p. 20.

allowing students to set self-regulated hours. Illinois State University[1] provides this option. It states regulations this way: "Consistent with the philosophy of self-direction, students determine for themselves the hours which they will keep. Men and women in both on- and off-campus approved housing decide when they will return to their residences. Students may enter or leave approved housing at their discretion provided they follow established procedures for doing so."

A few institutions, such as the University of Oregon,[2] provide alternative plans for the students. In this case, the University provides dormitory units for which no closing hours are established, and another set of dorms where closing hours are required. Any student has the opportunity of choosing to live in either type of dormitory.

A variety of penalties are outlined for students who violate dorm regulations. Generally these penalties are not too severe, in comparison to drug and alcohol violations. Usually the offenses are handled by dorm disciplinary councils or head residents. In general, infractions such as failure to observe quiet hours, abuse

---

[1]Illinois State University, Normal, Illinois, Student Life . . . ISU, 1969, p. 13.

[2]University of Oregon, Eugene, Oregon, Student Handbook, 1969-70, p. 67.

of telephones, and otherwise disrupting the good order of a floor are handled by dormitory counselors. Repeated cases may be referred to dormitory judiciary bodies. Failure to observe the sign-out system correctly, failure to observe the fire and safety regulations, such as using illegal electric equipment, calling out of the windows and other offenses considered to be more serious may be referred directly to the Dean of Students. The dean may refer more serious infractions to an all-university judiciary. An example of the type of penalty used to discipline students is provided by the State College of Arkansas:[1]

> The SCA Association of Women Students established a schedule of major and minor penalties for infraction of most residence hall regulations . . . An accumulation of five minor penalties or three major penalties shall result in a campusment.
>
> Campusment as used above means:
>
> 1. The resident is to remain in her room from 6:30 p.m. until the hall closing time on the evening she is campused.
> 2. The campused resident shall receive no phone calls (except long-distance) and may not receive guests in the lobby.
> 3. No one is allowed in the resident's room except her roommate during the campusment.
> 4. If a campusment is violated, the resident must serve her campusment again, in full, the following night.
>
> It is suggested that the campused resident put a

---

[1]State College of Arkansas, Conway, Arkansas, Handbook, 1969-70, p. 37.

sign on her door telling other residents that she is campused.

Late penalties are as follows:

0-3 minutes late	Major penalty
3-5 minutes late	One night campusment
5-10 minutes late	Two nights campusment
10-15 minutes late	Three nights campusment
15-20 minutes late	Four nights campusment
20-25 minutes late	Five nights campusment
25-30 minutes late	Six nights campusment

After 30 minutes, parents will be notified. If an unavoidable delay in the return to a residence hall occurs, a phone call to a Head Resident should be made. Students will find the Head Residents understanding and appreciative of the call. The Head Residents are concerned with the welfare of the students at all times.

The type of regulations and penalties listed above are not atypical, especially of smaller universities. However, the large number of schools now allowing some unrestricted hours for women appears to indicate a trend toward greater freedom in women's housing rules. There is certainly a strong move to allow more women to be self-directed in the living units.

Room Inspection and Entrance

Policy.--University student handbooks were reviewed to determine the extent of policy development with regard to entering and searching student occupied rooms (Table 7). An attempt was made to identify schools that made specific comments on this variable. Although this privilege is maintained by most universities, only explicit statements were categorized for this study.

TABLE 7

POLICIES REGARDING ROOM INSPECTION OR ENTRANCE AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy	Per Cent Stating No Policy	N
State over 10,000	30	70	20
State under 10,000	30	70	20
Private over 5,000	40	60	20
Private under 5,000	25	75	20
Religious	65	35	20
Total	38	62	100
State	30	70	40
Private	32	68	40
Religious	65	35	20
Total	38	62	100
Schools over 10,000	37	63	60
Schools under 10,000	40	60	40
Total	38	62	100

A careful review of the handbooks revealed that only 38 per cent of the universities included in this study made specific policy statements regarding entering and searching student rooms. The religious schools made statements 65 per cent of the time, but less than 40 per cent of the private and state ones recorded policies. The colleges least likely to record policies were the small private ones with a 25 per cent interest.

By comparing state, private, and religious schools, it is again noted that the religious institutions outlined policies more often. Sixty-five per cent of these schools included rules in their handbooks, while the state and private colleges showed interest only 30 and 32 per cent of the time.

A comparison of large universities with more than 10,000 students and smaller schools indicates a close alignment. Thirty-seven per cent of the large ones listed policies, while 40 per cent of the small schools communicated rules in student handbooks.

Substantive Elements.--Allowing a student the privacy of his dormitory room without the threat of invasion or intrusion has been a request and demand of many students in recent years. Since these students occupy areas owned and operated by the university, schools have generally felt they had the right to inspect or search student quarters as they desired to

do so. An attempt was made in this study to determine how clearly and specifically universities communicate this assumed right to enter living areas.

Most of the 38 per cent of the schools that list policies in this area do so in some detail, outlining the procedures followed in such cases. Some, however, simply list the right of the university to invade private quarters by saying that, "room inspections will be made in instances involving university property or environmental health and safety matters."[1] The Northern Michigan University[2] restricts its policy to maintenance inspections: "In its role as proprietor of student residence hall rooms and as the party responsible for maintaining such rooms in compliance with applicable law relating to multiple dwelling units, the University reserves the right to make occasional entry into student rooms for the limited purposes of cleaning, painting or making other improvements or repairs. Prior notice shall be given to the occupants at least 24 hours in advance unless the occupant has requested service or unless immediate entry is necessary due to maintenance problems."

Probably the most complete inspection and search

---

[1]University of Massachusetts, Amherst, Massachusetts, Student Handbook, 1969-70, p. 21.

[2]Northern Michigan University, Marquette, Michigan, Student Code of Conduct, 1969, p. 9.

policy is detailed by the University of Tennessee.[1] It divides entry into occupied rooms in residence halls into three categories: inspection, search, and emergency.

> Inspection is defined as the entry into an occupied room by University authorities in order to ascertain the health and safety conditions in the room, or to check the physical conditions of the room, or to make repairs on facilities, or to perform cleaning and janitorial operations. Search is defined as the entry into an occupied room by on-campus authorities for the purpose of investigating suspected violations of campus regulations and/or city, state, or federal law. An emergency situation exists when the delay necessary to obtain search authorization constitutes a danger to persons, property, or the building itself.

In the case of inspection, a twenty-four hour notice is required. When a search is conducted, written permission is required of the resident, or Dean of Students, the Vice Chancellor for Student Affairs or in compliance with state law. An interesting point in this policy is that a student who may be arrested will be informed in writing prior to interrogation that:

1. He may remain silent.
2. Any statement he makes may be used against him in further discipline or legal proceedings.
3. He may have the assistance of counsel during questioning.
4. Counsel will be provided before questioning in case the student cannot afford to hire counsel.
5. In case he waives his right to have counsel, the student may still stop answering questions or request an attorney at any time.

---

[1] University of Tennessee, Knoxville, Tennessee, Hill Topics, 1969-70, p. 53.

Before interrogating a student, the authorities must obtain a written waiver from the student stating that he understands his rights but wishes to answer questions without the assistance of counsel. In every case the student will not be deprived of his liberty without arrest.

The University of Miami[1] provides a great deal of detail in its policy for search and seizure. An interesting point is its Application for Authorized Search and Seizure. This application must be completed in duplicate by the person requesting the search. It will include the reasons for the search, the date of the search, the name of the person who initiated the action, the specific items or information sought, the names of the persons whose possessions are to be searched, and the name of the person who will conduct the search. The procedures for the search are given in detail:

1. All room or apartment searches should be cleared with the Head Resident of the residence hall area concerned unless an emergency precludes such a delay.

2. A diligent effort shall be made to have the search conducted in the presence and with the consent of the students involved. If this is not practicable, the house president or another house officer should be asked to be present during the search. Except in the case of an emergency, at least one student shall be present during the search.

---

[1]University of Miami, Coral Gables, Florida, Student Handbook, 1969-70, p. 44.

3. No room or apartment should be entered without knocking. Pass keys are used only when admittance is denied or when it is necessary to enter the student's room or apartment when the student is absent.

4. The student whose possessions are being scrutinized should be allowed to open drawers, closets, luggage, etc., if it is deemed necessary that these be opened. If this student does not want to assist in the room search, the searchers should nevertheless proceed keeping in mind that the items being scrutinized are personal and that the searchers are responsible for the items they handle.

5. If it appears to be necessary, in an emergency situation, to search a room or an apartment when the occupant is not present, the student will be notified of the entry and the reason for the entry upon his return to the room by the Head Resident.

6. The privacy of the occupants with respect to other students should be considered during room searches. Students other than those directly involved should be excluded from the room during the search.

7. Only illegal, stolen or specifically prohibited items, or those which pose immediate danger to the health or safety of the residents may be removed from the student's room or apartment without consent from the owner. If this must be done in terms of the above conditions, the student will be promptly notified of the removal and a receipt will be left for the item removed.

A rather complete policy is outlined by Duke University.[1] An interesting feature of this policy concerns the records generated by a search.

> The request for a search, if approved by the designated authorities, shall be kept in records with the authorization until the time of the student's

---

[1]Duke University, Durham, North Carolina, Information and Regulations, 1969, p. 72.

> graduation and shall be available to the student for examination. These records will be kept completely separate from the student's permanent record. Should the search figure in any trial proceeding within the University, the authorization shall be attached to the trial record; if no action is taken following the authorized search, notation of this fact shall be filed with the authorization.

As students continue to demand more protection of their privacy, universities will be required to make more complete statements about entrance and inspection of living areas. It cannot be assumed that the 62 per cent of the universities that do not make any statement in their handbooks concerning this policy do not have such regulations. It seems advisable, however, that universities communicate this policy in writing, thus removing from the student a fear of invasion without proper procedures and protection.

Room Visitation

Policy.--Student handbooks were reviewed to determine the extent that university policies allow the entertainment of members of the opposite sex in residence hall living quarters (Table 8). The variable was defined to include only visitations occuring on a regular and continuing basis. The definition did not include policies allowing for visitation only on special days such as open house events that were held only occasionally.

Forty-six per cent of the universities included in this study allowed some type of visitation in resident

TABLE 8

POLICIES REGARDING THE ENTERTAINMENT OF MEMBERS OF THE OPPOSITE SEX IN RESIDENCE HALL LIVING QUARTERS AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Allowing Visitation	Per Cent Not Allowing Or Making Statement About Visitation	N
State over 10,000	60	40	20
State under 10,000	40	60	20
Private over 5,000	65	35	20
Private under 5,000	35	65	20
Religious	30	70	20
Total	46	54	100
State	50	50	40
Private	50	50	40
Religious	30	70	20
Total	46	54	100
Schools over 10,000	57	43	60
Schools under 10,000	30	70	40
Total	46	54	100

hall living quarters on a regular basis. Fifty-four per cent either prohibited this type of visitation or did not make any statement of policy. The large private and state institutions had the most liberal policies. Sixty-five per cent of the large private schools allowed some visitation, while 60 per cent of the large state ones permitted this behavior. The religious colleges were the most restrictive with only 30 per cent providing for this type of student association. The small state and private schools were also less liberal than larger ones, with only 40 per cent and 35 per cent respectively allowing this type of visitation.

When the state, private, and religious schools are compared, the state and private universities are equal in allowing visitation, with 50 per cent of them providing for this activity. The religious institutions remain the most restrictive with 70 per cent of them prohibiting visitation.

A comparison of the large universities with more than 10,000 students with those that are smaller again indicates more liberal policies in the larger schools. Fifty-seven per cent of the large schools allow visitation while only 30 per cent of the small ones permit members of the opposite sex to visit living areas.

Substantive Elements.--A number of institutions, especially the smaller and religious ones, state policies

prohibiting entertaining in living quarters. Some schools allow visitation only on special occasions such as supervised open houses. When visitation is allowed on a regular basis, guests are usually required to sign in and out and students are expected to leave their doors open. Students who violate these regulations are usually subject to strict discipline, including dismissal.

The schools that prohibit any visitation in living quarters do so in very simple terms. Lafayette College[1] allows guests in public lounges and studio-lounge and entertaining areas, but never in bedrooms. They make clear that "female guests may not visit private bedrooms at any time." The College of Wooster[2] requires special permission from the Personnel Deans for any type of visitation. They extend this control to off-campus homes in saying that, "members of the opposite sex may visit in the homes where students live if they have been invited by the landlady or landlord, and only if the landlady or landlord is at home. None of the visiting may be done in the bedrooms. Members of the opposite sex may visit in the apartments of students if there is

---

[1] Lafayette College, Easton, Pennsylvania, Student Handbook, 1969, p. 38.

[2] College of Wooster, Wooster, Ohio, The Scot's Key, 1969-70. p. 33.

an approved chaperone present." Penalties range from a fine of $100 to suspension from college.

In providing open halls for its students, Antioch College[1] justifies it for two reasons: (1) to provide coeducational study and social space, in addition to the space which exists in common rooms, the Union, the library, and classroom buildings; and (2) to allow students, on campus, opportunities to learn to handle responsibilities they will face now, as a part of a co-operative plan of education, and later throughout their lives. Antioch's program allows each hall to set its open hall hours within these limits: After all members of a hall group have agreed upon the procedures to be followed, each hall unit selects any set of hall hours it wishes, provided that it makes the decision in a hall meeting or series of hall meetings at which each member of the hall is encouraged to express his feelings, opinions, and desires about the quality of the hall living situation.

The University of Massachusetts[2] spells out its procedures in some detail:

1. Each residence hall, fraternity, and sorority will formulate its own visitation program and determine by ballot whether it is acceptable to the residents.

---

[1] Antioch College, Yellow Springs, Ohio, Antioch Community Handbook, 1969-70, p. 23.

[2] University of Massachusetts, Amherst, Massachusetts, Student Handbook, 1969-70, p. 22.

2. All votes relating to the visitation policy will be conducted by secret ballot. An affirmative vote requires the approval of a majority of all residents of the unit.

3. A residence unit is not permitted to conduct its first visiting period until its proposed visitation program has been reviewed by the Student Life Committee.

4. Each residence unit must review and either reaffirm or revise its visitation program, including the scheduling of open houses, at least once every thirty days from the date of the last vote on its program.

5. The following conditions apply to the scheduling and conduct of visitation:

   a. Each open hours during the thirty-day period must be voted on separately.
   b. Visiting hours may be conducted Mondays through Thursdays from 3:00 p.m. to 10:00 p.m.; Fridays, Saturdays and nights before holidays from 12:00 noon to 1:00 a.m.; Sundays from 12:00 noon to 12:00 midnight.
   c. A resident must meet a guest of the opposite sex in the lobby, record in a guest book the time of the guest's arrival and later record the time of the guest's departure, and also indicate the host's room number.
   d. Entertainment of guests is limited to those activities which would be acceptable in the lounge area of a residence unit.

6. All students under 21, wishing to participate in open houses, must secure parental permission by means of a card which will be filed with the Dean of Students and the house government of each residence hall, fraternity or sorority. Compliance with such permission is on an honor system with dialogue to be between student and family.

Iowa University[1] allows each living unit considerable freedom in establishing policies for open houses and visitations. Each hall develops its own regulations

---

[1]University of Iowa, Iowa City, Iowa, Student Guide, 1969-70, p. 2.

which must include these features: (1) the schedule of hours and days for visitation and open house; (2) rules for the conduct of residents and guest at various types of open houses and visitations; (3) procedures for registering guests; (4) procedures for amending and providing exceptions; (5) means of enforcement.

Living quarter visitations policies at Northern Michigan University[1] allow hall councils the responsibility of determining the desire and need for open visitation and open houses. The hall council is responsible for providing adequate supervision during visitation hours. Doors must be open during the visitations, and regulations must be posted in key areas of the living areas. A feature of this program is that each hall must conduct complete evaluations of the open houses. This evaluation shall include: (1) recommendations from the hall constituents; (2) problems as they arose during the program; (3) review of the supervision system; (4) recommendations for continuance of open house programs by referendum of the constituents, taking into consideration all mutually shared concerns of the residents, the residence hall staff, and the members of the hall council.

Even though there is a trend toward open visitations, the universities reviewed for this study still

---

[1]Northern Michigan University, Marquette, Michigan, Student Code of Conduct, 1969, p. 10.

placed considerable control on this type of activity. Visitation policies are considered as significant matters, and although students are given considerable voice in establishing guidelines, the university maintains a strong influence. There is always the final word to remind students to behave: "Whoever is found guilty of violating or misusing visitation privileges will be excluded from further participation in visitation. His apartment will be considered off-limits to women; thus his roommates will be affected by his actions. He will be subject to further disciplinary actions by the All Men's Judiciary."[1]

Theft

Policy.--A review of university students handbooks was conducted to determine if colleges are communicating in written form their policies concerning the theft of personal or public property (Table 9). Even though it seems quite certain that universities would prohibit theft of any type, only 57 per cent of the schools communicated this regulation to their students in the student handbook. The large state schools were the most explicit in stating this rule, with 80 per cent listing it in their codes. The small private colleges were the least

[1]Southern Methodist University, Dallas, Texas, The SMU Encheridion, 1969-70, p. 28.

TABLE 9

POLICIES REGARDED THEFT AS STATED
IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy	Per Cent Stating No Policy	N
State over 10,000	80	20	20
State under 10,000	65	35	20
Private over 5,000	45	55	20
Private under 5,000	30	70	20
Religious	60	40	20
Total	56	44	100
State	72	18	40
Private	37	63	40
Religious	60	40	20
Total	56	44	100
Schools over 10,000	60	40	60
Schools under 10,000	50	50	40
Total	56	44	100

likely to list the regulation, as more than 70 per cent failed to prohibit it in writing. State institutions under 10,000 students prohibited this behavior 65 per cent of the time, while the large private schools and religious ones had a written code 45 per cent and 60 per cent of the time.

A real difference exists when state, private, and religious schools are compared. Seventy-two per cent of the state universities prohibited theft in their codes, but only 37 per cent of the private schools chose to do so. The religious ones fell in the middle with 60 per cent.

Not a large difference exists when comparing large and small institutions. Sixty per cent of the large schools prohibited theft in their student handbooks, while 50 per cent of the smaller ones outlined policies.

Substantive Elements.--Most generally policies prohibiting theft are simple and directly to the point. Xavier University[1] states in its code that, "theft of University property or property belonging to another member of the community, or the selling of stolen property, or the use of property belonging to another individual without his permission, is prohibited." The

---

[1]Xavier University of Louisiana, New Orleans, Louisiana, Student Handbook, 1968-69, p. 30.

University of Georgia[1] is more specific in the items that should not be stolen: (1) No student shall sell a textbook not his own without the permission of the owner. Violations of this regulation will be regarded as prima facie evidence of theft. (2) No student shall take, attempt to take, or keep in his possession, items of University property, or items belonging to students, faculty, staff, or students groups without proper authorization.

The University of North Carolina[2] expands stealing into other categories:

1. Misuse of funds--use of organizational or institutional funds without authorization to do so.
2. Bad checks--writing checks when it is known that no funds or insufficient funds exist to cover the payment of said checks.
3. Books--taking books belonging to other students and selling them.
4. Telephone calls--charging long-distance calls to numbers without authorization to do so, or defrauding the phone company in any way.
5. Forging--forging another person's name to a check.

Penalties for theft seem to vary according to each school and situation. Miami University[3] indicates

---

[1]University of Georgia, Athens, Georgia, Student Handbook, 1969-70, p. 34.

[2]University of North Carolina, Chapel Hill, North Carolina, The Honor Code, 1969, and Statement of Policy, 1969, p. 2.

[3]University of Miami, Coral Gables, Florida, Student Handbook, 1969-70, p. 42.

that students involved in theft are subject to disciplinary action by the University. In addition, students are also subject to arrest and prosecution by civil authorities.

Wisconsin University at Madison[1] lists state laws as penalties for violating theft regulations.

1. If the value of the property does not exceed $100, a fine of not more than $200 or imprisonment for not more than six months or both.

2. If the value of the property exceeds $100 but not $2,500, a fine of not more than $5,000 or imprisonment for not more than five years or both.

3. If the value of the property exceeds $2,500, a fine of not more than $10,000 or imprisonment for not more than 15 years or both.

4. If the value of the property is less than $2,500 and any of the following circumstances exist, a fine of not more than $5,000 or imprisonment for not more than five years or both:

   a. The property is a domestic animal; or
   b. The property is taken from the person of another or from a corpse; or
   c. The property is taken from a building which has been destroyed or left unoccupied because of physical disaster, riot, bombing, or the proximity of battle; or
   d. The property is taken after physical disaster, riot, bombing, or the proximity of battle has necessitated its removal from a building.

A general observation is that universities are inclined to handle mirror theft problems on campus by using established university judiciaries. Major theft problems would likely be referred to civil authorities, depending on the situation. A number of the large

---

[1]University of Wisconsin, Madison, Wisconsin, Rule Book, 1969-70, p. 19.

universities refer all acts of theft directly to civil authorities and then maintain the option of reviewing the case in campus judiciaries, if the situation merits it. In a number of cases there appears to be a desire to rehabilitate the thief through counseling. Severe punitive actions, such as suspension, is usually reserved only for the most serious problems.

Confidentiality of Student Records

Policy.--A review of university student handbooks was made to determine what per cent of the institutions express policies related to the confidential nature of student records, and to their release only to authorized persons and with student consent. The data clearly indicates that most universities have not found it necessary to adopt and systematically communicate these policies to students (Table 10). Only 29 per cent of the schools in this study made specific statements on this variable in their handbooks. It would be assumed that the majority of the institutions exercise considerable caution in releasing information, but most of them have not stated this policy in specific terms.

Again it is the large state universities that show the most concern. Forty-five per cent of these schools have written policies, while only 20 per cent of the small state schools show interest. The small private colleges indicate the least concern with only 15 per cent of the

TABLE 10

POLICIES REGARDING THE CONFIDENTIALITY OF STUDENT RECORDS AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy	Per Cent Stating No Policy	N
State over 10,000	45	55	20
State under 10,000	20	80	20
Private over 5,000	30	70	20
Private under 5,000	15	85	20
Religious	35	65	20
Total	29	71	100
State	33	67	40
Private	22	88	40
Religious	35	65	20
Total	29	71	100
Schools over 10,000	31	69	60
Schools under 10,000	25	75	40
Total	29	71	100

small private institutions stating policies. Thirty per cent of the larger private schools include policies in the handbooks. The religious schools show an interest nearly equal with the large state institutions; 35 per cent have written policies.

Not much difference exists when the state, private and religious schools are compared. The religious institutions indicate the most interest in communicating policies with 35 per cent writing regulations. The state colleges are next with 33 per cent and the private schools indicate the least interest at 22 per cent.

When large universities with more than 10,000 students are compared with smaller ones, 33 per cent of the larger schools include policies on student records in their handbooks, and 25 per cent of the smaller colleges communicate written statements.

Substantive Elements.--Even though the percentage of schools stating written policies on student records is small, it is apparent from reading the codes that most schools develop their policies in some detail. The University of Oregon[1] outlines a basic rationale for justification of its procedures:

> Higher education today is concerned with the full development of the student and his potentialities.

---

[1]University of Oregon, Eugene, Oregon, Student Handbook, 1969-70, p. 96.

> It is realized that individuals differ in ability, background, interests, social maturity, emotional maturity, and goals. To plan educational opportunities, to meet the needs of individual students, and to counsel effectively with them, the University must accumulate data and keep records. The personnel records enable the faculty and administrators of the University to understand the individual student better, so that he may have more effective education and counseling assistance.

The University of Oregon then divides its records into ten categories: (1) permanent academic records, (2) disciplinary records, (3) personnel records, (4) consultations with Office of Student Services, (5) relationship with parents, (6) information regarding academic achievement, (7) organization membership records, (8) placement service registration file, (9) University Counseling Center records, (10) University Health Service records. In each area guidelines for the use and distribution of the records are indicated, and safeguards are established to protect student and university privacy.

A number of the institutions use as a basic guide for the use of student records the "Joint Statement on Rights and Freedoms of Students." Southern Methodist University[1] begins its policy with this statement:

> Institutions should have a carefully considered policy as to the information which should be part of a student's permanent educational record and as to the conditions of its disclosure. To minimize the risk of improper disclosure, academic and disciplinary records should be separate, and the conditions of access to each should be set forth in an explicit

---

[1]Southern Methodist University, Dallas, Texas, The SMU Encheridion, 1969-70, p. 9.

> policy statement. Transcripts of academic records should contain only information about academic status. Information from disciplinary or counseling files should not be available to unauthorized persons on campus, or to any person off campus without the express consent of the student involved except under legal compulsion or in cases where the safety of persons or property is involved. No records should be kept which reflect the political activities or beliefs of students. Provision also should be made for periodic routine distruction of noncurrent disciplinary records. Administrative staff and faculty members should respect confidential information about students which they acquire in the course of their work.

This "Joint Statement" on student records has had a substantial influence in the way that institutions have developed their policies. In some cases the schools have used the exact wording to state their regulations, while other institutions have adapted the Statement to local conditions.

The policies on student records at Ohio University[1] probably serves as the best example. The major purposes of its policies are to make current and reliable information available to those persons or agencies who need it to better serve students, and to protect students from detrimental and disadvantageous circumstances resulting from misinterpretation or misuse of information maintained for them. Because Ohio's rules seem to include most of what is stated in other codes, they are quoted here in detail:

---

[1]Ohio University, Athens, Ohio, Student Handbook, 1969-70, p. 26.

1. Information about students shall not be assembled and made part of any of the various record systems throughout the University unless it is reasonably germane to the basic purposes and necessities of the University.

2. All policies and practices employed by any administrative office acquiring, maintaining or processing information about students shall be formulated with due regard for the student's right of privacy.

3. Information contributed to student record systems at Ohio University shall be prepared only by qualified persons or agencies.

4. It is recommended that, whenever practical, those persons preparing evaluations and other informational materials for a student should discuss the evaluation with the student before the materials become a part of the student's record.

5. Correspondence from a student to a member of the faculty or administration, which is not relevant to his academic performance or personal conduct, shall not become part of the student's record.

6. All persons responsible for maintaining, processing or releasing information about Ohio University students shall be appraised of the confidential nature of such information and shall utilize it only in accordance with acceptable professional standards.

7. A student shall have the prerogative to view the contents of his personal records in the presence of one qualified to interpret its content, except when they contain: professional medical, psychiatric and psychological information; information in the form of recommendations or evaluations solicited from members of the faculty and administration by the student, and information submitted to the University in confidence (for example, high school counselors' evaluations and confidential correspondence from parents or employers).

8. When information which is a part of a student's personal record is withheld from his visual inspection as prescribed in Item 7 above, the student shall be apprized of the existence of

the information withheld and its origin. It shall be the student's prerogative to petition the standing committee described in Item 12 below to request an evaluation of the credibility of the information withheld and to determine whether or not it should be retained as a part of the student's personal record.

9. Release of information about students to sources external to the University shall be based on the requisite that the request is presented formally by an identified representative of a recognized and established agency, institution or employer expressing a legitimate interest in, and need for, the information available for students.

10. Any student may place a hold on his personal and disciplinary files directing the Office of Student Personnel Records not to release information, or interpretations, based on information contained therein to persons or agencies external to the University without expressed written permission from the student.

11. All policies, practices and guidelines governing the collection, maintenance and processing of student information shall be subject to periodic review for the purpose of modification in accordance with institutional and technological changes.

12. A standing committee consisting of a representative from Faculty Senate, student government and the Office of Student Personnel Records shall be established to review issues related to the collection, maintenance and processing of student information to Ohio University.

Oakland University's policies[1] include many of the features described above. It allows also for social misconduct discipline, that results in suspension or dismissal, to be noted on the transcript. A student may petition to have such a notation removed after two years or just prior

---

[1]Oakland University, Rochester, Michigan, Handbook for Students, 1969-70, p. 43.

to graduation. Oakland also notes that some data are public in nature and may be released with the authorization of the student: name, home address, local address, local telephone, class, academic major, sex, United States citizenship, and marital status. This policy allows also for all student non-academic conduct records to be destroyed within five years after the student has graduated. The conduct record of a student who has withdrawn prior to graduation shall be maintained for five years. If such a student has been dismissed, the conduct file shall be retained.

Occasionally a school will develop policies that allow for withholding student records. The University of Georgia[1] will withhold academic records for non-payment of University bills. Records can be released only by written request from the office that has flagged them.

It should be noted that no penalty is usually attached for violation of student record policies. This is to be expected in view of the fact that most violations relating to student records would probably involve administration and staff rather than students. A number of schools, however, establish committees to review any complaints. None of the policies reviewed contain specific punitive measures to be enforced in the event that policies were not followed.

---

[1]University of Georgia, Athens, Georgia, Student Handbook, 1969-70, p. 60.

Compulsory Class Attendance

Policy.--For purposes of review, this variable was divided into four categories: (1) policies requiring students to attend all classes unless officially excused; (2) policies allowing for a specified number of "cuts"; (3) policies allowing class attendance to be determined by the class instructor; (4) policies not requiring class attendance and/or handbooks not making any statement on class attendance (Table 11).

Sixty-eight per cent of the handbooks reviewed for this study include policies concerning class attendance. Mandatory class attendance was required by 34 per cent of the schools. Only three per cent had policies allowing for class "cuts", while 25 per cent allowed the professor to set class attendance standards. Thirty-eight per cent of the handbooks did not require mandatory class attendance or did not make any statement at all.

The large state universities indicated the least concern with compulsory class attendance. Sixty-five per cent of them had no policy requiring attendance. Thirty per cent allowed the decision to be made by the professor. The religious schools were the most restrictive with 70 per cent requiring class attendance.

When a comparison is made between state, private, and religious institutions, the state and private align

TABLE 11

POLICIES REGARDING COMPULSORY CLASS ATTENDANCE
AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Requiring Attendance	Per Cent Allowing Class "Cuts"	Per Cent--Professor Allowing Class "Cuts"	Per Cent not Stating Policy and/or Requiring Attendance	N
State over 10,000	0	5	30	65	20
State under 10,000	40	5	20	35	20
Private over 5,000	20	5	20	55	20
Private under 5,000	40	0	35	25	20
Religious	70	0	20	10	20
Total	34	3	25	38	100
State	20	5	25	50	40
Private	30	2	27	41	40
Religious	70	0	20	10	20
Total	34	3	25	38	100
Schools over 10,000	20	28	3	49	60
Schools under 10,000	55	20	2	23	40
Total	34	3	25	38	100

themselves quite closely, with 50 per cent and 41 per cent respectively not requiring compulsory attendance or making no statement at all. Only ten per cent of the religious schools failed to include policies in their handbooks. Seventy per cent of them required class attendance.

A comparison of the large schools with more than 10,000 students with smaller institutions indicates that 49 per cent of the larger ones make no requirement or statement regarding required class attendance, while 23 per cent of the smaller schools have no policy. Fifty-five per cent of the small colleges require students to attend classes unless officially excused, while only 20 per cent of the large ones make this demand. Twenty-eight per cent of the large schools allow standards to be set by professors and 20 per cent of the smaller ones make this allowance.

As indicated by the review, religious schools are more likely to communicate policies in their handbooks requiring class attendance, while larger state schools are the least likely to write policies. Schools under 10,000 students have more restrictive policies than larger ones.

Substantive Elements.--An attempt was made to identify a variety of policies used to regulate class attendance. The policies ranged from very strict

requirements to statements indicating that professors could not use class attendance as a basis for awarding grades. Duquesne University's policy[1] states that, "Regular class attendance is normally essential for maximum educational advantage and is strongly encouraged. The responsibility for all course material rests wholly with the student. Under no circumstances shall class attendance be used as the basis for altering a grade in a course." The University of Bridgeport[2] states that, "Students should have the responsibility for their own attendance and the University adopts a policy of no debarment as a consequence for non-attendance for all undergraduate students."

Some schools do not require class attendance except for certain categories of students. Boston College[3] requires only freshmen to attend classes, while Albion College[4] allows sophomore, junior, and senior students who are in good standing academically the

---

[1]Duquesne University, Pittsburg, Pennsylvania, Student Handbook, 1969-70, p. 7.

[2]University of Bridgeport, Bridgeport, Connecticut, Key to U B, 1969-70, p. 19.

[3]Boston College, Boston, Massachusetts, University Student Guide, 1969-70, p. 13.

[4]Albion College, Albion, Michigan, Student Life, 1969-70, p. 4.

privilege of voluntary class attendance. The College maintains, however, that the adjustment to college life is such that it is considered unwise to grant a voluntary class attendance system for freshmen. All freshmen are required to attend all classes.

A number of schools allow the alternative of having the professor set attendance standards. Moorhead State College[1] indicates that, "faculty members may or may not lower the marks of students for the sole reason of unexcused absence." If a faculty member requires attendance, he must communicate this policy to his class and submit the policy in writing to the Dean of Academic Affairs. The handbook at Notre Dame University[2] provides a list of instructions for students to follow. The school indicates that irregular attendance or excessive absence may make it impossible for an instructor to appraise the student's grasp of the subject matter and assign a final grade. The instructor is required to make a clear statement on class attendance at the beginning of each class. Notre Dame also makes a statement concerning an instructor's absence: "A class is to be considered dismissed if the instructor does not

---

[1] Moorehead State College, Moorehead, Minnesota, Handbook, 1969-70, p. 13.

[2] Notre Dame University, Notre Dame, Indiana, Student Handbook, 1969-70, p. 27.

appear within ten minutes from the beginning of the class period."

A few of the schools allowed for a specific number of class "cuts". Brandeis University[1] allows for "cuts" on a graduated basis:

> For an upperclassman in good standing, there are unlimited cuts provided that he is completing his work in the course to the satisfaction of his instructor. A faculty member, however, may require attendance in his course and every laboratory assignment must be completed even if a student was officially excused for the period. Students on warning are permitted three cuts per course per semester. Students on probation are permitted no cuts. They may not hold office in any student organization nor may they represent the school in any activity on or off campus. All freshmen, with the exception of those on warning or probation, are permitted three cuts per course per semester; those on warning or probation are permitted no cuts.

The University of Tampa[2] allows a professor to drop a student from his class if the student misses one week plus one period of class work. There is a mandatory drop after two weeks of being absent. The university outlines also the effect of absences upon the future status of the student:

1. Students should recognize that there is a tendency to consider absenteeism when the instructor is undecided about whether to give an A or B, D or F, etc.

---

[1]Brandeis University, Waltham, Massachusetts, Student Handbook, 1969-70, p. 87.

[2]University of Tampa, Tampa, Florida, Student Handbook, 1969-70, p. 46.

2. Absences are considered by the Academic Policies Committee when student appeals regarding academic matters are being reviewed.

3. Absences are considered by the Student Aid Committee when application for tuition loans and scholarships are reviewed.

4. Recruiters from industry and prospective employers inquire about student attendance records for the four-year period. Such a record is an indication of the student's sense of responsibility and reliability.

The universities that require class attendance do so in very explicit terms. At East Texas State University[1] a student may be dropped from a course when his unexcused absences exceed the following: (1) ten from a class that meets three or more times each week; (2) six from a class that meets twice each week; and (3) six from a class that meets once each week. If a faculty member questions a student's excuse, the student is to be referred to an appropriate dean. A faculty member is to have a conference with any student that has excessive unexcused absences and report the conference to the Dean of Men or Women.

Professors at East Central State College[2] are authorized to reduce grades when attendance is excessive. The maximum grade is one grade lower than earned for

---

[1] Eastern Texas State University, Commerce, Texas, Student Handbook, 1969-70, p. 26.

[2] East Central State College, Ada, Oklahoma, The Student Handbook, 1969-70, p. 8.

absences of 15 per cent of the class meetings but less than 20 per cent. The maximum grade of two grades lower than earned for absence of 20 per cent, but less than 25 per cent, and the maximum grade is three grades lower than earned for absences of 25 per cent and more. Grades higher than these maximums may be given only under strongly extenuating circumstances at the discretion of the instructor. Absence from class on the last school day preceding or the first day following an official college recess or dismissal may count as two absences at any other time.

Saint Francis College[1] expects prompt and regular attendance in the interest of scholarship. Students are advised to bring excuses to class instructors either prior to or during the first class attended following an absence. Absence from classes on the day preceding or on the day following a vacation warrants a fine of $5.00 per class. Syracuse University[2] includes in its policy a note that, "three tardinesses may be considered by the instructor as equivalent of an absence." Southeast Missouri State College[3] gives strong emphasis to its policy:

---

[1]Saint Francis College, Fort Wayne, Indiana, Student Handbook, 1968-69, p. 3.

[2]Syracuse University, Syracuse, New York, Dates and Data, 1969-70, p. 31.

[3]Southeast Missouri State College, Cape Gerardeau, Missouri, Student Handbook, 1969, p. 28.

> THERE ARE NO EXCUSED ABSENCES ON THIS CAMPUS. ONE IS EITHER IN CLASS OR HE IS NOT. Students are expected to attend all regularly scheduled classes and WHEN ABSENT TO EXPLAIN THE REASON TO THEIR INSTRUCTORS. IT IS THE STUDENT'S RESPONSIBILITY TO SEE THE INSTRUCTOR, NOT THE INSTRUCTOR'S RESPONSIBILITY TO SEE THE STUDENT, REGARDING ABSENCES. When a student has accumulated three unauthorized absences WITHOUT AN EXPLANATION SATISFACTORY TO HIS INSTRUCTOR he may be suspended from class by the instructor unless and until readmitted by a committee composed of the instructor, the Dean of Students, and the Dean of the College. Each absence occurring during the forty-eight hours preceding and/or following the end of a holiday is recorded as two unauthorized absences. THERE IS NO CLASS CUT SYSTEM AUTHORIZED BY THE COLLEGE.

Very few schools make provisions in their policy for student grievances. Notre Dame University[1] allows for a committee appointed by the Vice President for Academic Affairs that decides all questions arising in connection with the enforcement of regulations on absences from classes. The committee includes the student government academic affairs coordinator and at least three members of the teaching and research faculty. East Texas State University[2] allows a student to take his problems on attendance to the Dean of Men or Women. If evidence is found to support the student's appeal, this information is forwarded to the appropriate faculty member, department head, and dean of the school.

---

[1] Notre Dame University, Notre Dame, Indiana, Student Handbook, 1969-70, p. 28.

[2] Eastern Texas State University, Commerce, Texas, Student Handbook, 1969-70, p. 26.

Student Demonstrations

Policy.--University student handbooks were reviewed to determine the per cent of institutions writing policies allowing for student participation in political and social issues and guaranteeing the rights of free speech, petition and assembly (Table 12).

Forty-six per cent of the schools had communicated in student handbooks policies regarding student demonstrations. At least 65 per cent of the large state institutions specified regulations in this area of student behavior. The small private ones showed the least interest, with only 25 per cent including policies. The large private schools listed policies 55 per cent of the time. Religious colleges showed a 45 per cent interest in including policies, while the small state ones included written statements in their handbooks 40 per cent of the time.

A comparison of the state, private, and religious institutions indicates that state schools are more likely to communicate written policies in this area. Fifty-two per cent of them included policies, while only 40 per cent of the private schools and 45 per cent of the religious ones showed an interest.

There is a rather large percentage difference when comparing large schools with more than 10,000 students

TABLE 12

POLICIES REGARDING STUDENT DEMONSTRATIONS AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy	Per Cent Stating No Policy	N
State over 10,000	65	35	20
State under 10,000	40	60	20
Private over 5,000	55	45	20
Private under 5,000	25	75	20
Religious	45	55	20
Total	46	54	100
State	52	48	40
Private	40	60	40
Religious	45	55	20
Total	46	54	100
Schools over 10,000	58	42	60
Schools under 10,000	27	73	40
Total	46	54	100

with the smaller ones. Fifty-eight per cent of the large colleges feels it necessary to include policies in their handbooks. Only 27 per cent of the small ones chose to do so.

A review of this variable indicates that large state universities are more inclined to communicate written policies in this area of student behavior, as are all large colleges in general. Small private schools and small state ones are the least likely to write policies guaranteeing the rights of free speech, petition and assembly and to set guidelines within which students can organize demonstrations.

Substantive Elements.--This variable is difficult to separate from the variable, Disruptive Activities. Most generally universities will make a short statement on the rights of free speech, petition and assembly and then develop in detail a list of rules disallowing disruptive activities. An attempt was made to separate these regulations and to list the philosophy and specific regulations that allow for peaceful student demonstrations.

A number of institutions precede their regulations with a statement of philosophy. The College of Wooster[1] takes the position that every member of the community

---

[1]College of Wooster, Wooster, Ohio, The Scot's Key, 1969-70, p. 31.

has the right to speak freely on all subjects, the right to listen to others, the right to express himself, and the right to assemble in public meetings. The handbook states that, "Because these are rights for each member of the community, it follows that no member of the community has the individual right to prevent or to disrupt an exercise of such rights by others, whether the persons involved are expressing approval or disapproval of an idea or of an action." Boston College[1] encourages its students to engage in discussions of social problems but warns against the use of fear and violence to prohibit objective examination:

> It seems very clear that an educational institution which has become infinitely more involved and engaged in the very fiber of our society must of necessity encourage all its members to participate in these engagements. Any meaningful appraisal of our commitment to society demands an objective examination and challenge at the roots of society even in those areas of debate and uncertainty. It will be a shameful indictment of our intellectual climate and personal integrity if the tranquility of dialogue and reasoned partisanship must ever succumb to either fear of violence or the transgression of human rights. Violence in every form and peaceful intimidation which incites violent reactions are repugnant and intolerable in any expression of assent or dissent.

Some colleges refer to the right for students to demonstrate in rather simple and concise language. The University of Tulsa[2] lists its policy this way: "The

---

[1]Boston College, Boston, Massachusetts, University Student Guide, 1969-70, p. 72.

[2]University of Tulsa, Tulsa, Oklahoma, Student Handbook, 1969-70, p. 3.

University recognizes that students are citizens with all the rights and privileges possessed by other citizens, including those rights granted by the Bill of Rights, specifically including freedom of speech, freedom of assembly, and freedom to dissent." The University of Santa Clara[1] includes in its handbook a statement that every effort is made to guarantee and protect student freedoms--the freedom to speak, to organize, to participate. The code indicates that, "A logical consequence of this statement certainly includes the right of each student or student groups to express disagreement, to submit proposals for consideration, to protest and to demonstrate, provided that this right is expressed in an orderly fashion." The University of Tennessee[2] indicates its policy in these words:

> Because free inquiry and free expression are indispensable to the attainment of goals of a university, the University of Tennessee encourages students to develop the capacity for critical judgment and to engage in an independent search for truth. The institution supports the rights of students and other members of the University of Tennessee community to express freely their views for or against actions and opinions with which they agree or disagree.

In order to guarantee this right, Tennessee outlines some procedures which are designed to safeguard this freedom.

---

[1]University of Santa Clara, Santa Clara, California, Student Handbook, 1969-70, p. 39.

[2]University of Tennessee, Knoxville, Tennessee, Hill Topics, 1969-70, p. 54.

Campus demonstrations may be conducted in areas which are generally available to the public, provided such demonstrations:

1. Are conducted in an orderly manner;
2. Do not prohibit vehicular or pedestrian traffic;
3. Do not interfere with classes, scheduled meetings, events, and ceremonies, or with other educational processes of the University;
4. Are not held (a) within University buildings, (b) within University stadia, amphitheatres, or (c) in residential areas of the campus.

A number of universities regulate student demonstrations by listing a set of rules that must be followed. Northern Illinois University[1] indicates that picketing should not involve invasion of the rights of others and should not interfere with the operations of the University. Specifically, the following conditions must be met before a demonstration can be held:

1. Automobile, bicycle, and pedestrian traffic must not be obstructed.
2. Entrances to buildings and driveways must not be blocked or traffic interfered with.
3. Picketing inside University buildings is prohibited.
4. There will be no disturbing of classes by noise or by other means.
5. There will be no harassing of passers-by or other interference with their activities.
6. There will be no damage to property, including lawns and shrubs, nor littering of premises with signs, leaflets, or other materials.

---

[1]Northern Illinois University, DeKalb, Illinois, Student Conduct and Discipline Regulations, 1969, p. 2.

Some schools apparently do not require students to register before a demonstration is held. However, a number of institutions do specify this requirement. The University of Pittsburgh[1] requires groups to register rallies and demonstrations 24 hours in advance of their happening with the Office of the Assistant Chancellor for Student Affairs. They must be held in approved areas of the campus and must not interfere with the personal rights of non-participants. Brandeis University[2] will set aside a suitable location for demonstrations after the student group registers for the event. There is a requirement for an advance written notice of three hours for all in-building demonstrations where there is no probability of damage or loss of property; a six-hour notice is required for use of the public areas of other buildings after closing hours. The person or persons providing notice for in-building demonstrations must sign a statement accepting responsibility for any damages caused by the demonstration, unless the person or persons can prove that the damages were not caused by a member of the Brandeis community. Non-members of the Brandeis community may not participate in in-building demonstrations.

---

[1]University of Pittsburgh, Pittsburgh, Pennsylvania, Student Handbook, 1969-70, p. 21.

[2]Brandeis University, Waltham, Massachusetts, Student Handbook, 1969-70, p. 95.

Southern Methodist University[1] outlines in its policy some protections required for peaceful dissent. Among these is the provision that guests of the University are to be treated with respect and dignity. They also welcome visitors on campus but expect them to abide by all University regulations, as well as civil law. The University reserves the right to ask non-University members who are demonstrating on campus to leave the campus. They establish procedures for grievances to be taken through channels and provide opportunity for grievances to be discussed with appropriate persons.

Penalties for violating regulations on demonstrations vary according to campus. Generally they include a request of the students to desist from the activities and allow a reasonable amount of time for such action to occur. In the event of the failure of this effort at persuasion, the campus security office is usually contacted for help and assistance in dispersing the demonstrators. These penalties and procedures are discussed in more detail as a part of the analysis of the variable, Disruptive Activities.

Disruptive Activities

Policy.--An attempt was made to determine the

---

[1]Southern Methodist University, Dallas, Texas, The SMU Encheridion, 1969-70, p. 26.

per cent of institutions communicating policies in their student handbooks prohibiting the disruption or interference with authorized university activities. This variable was separated from the variable, Student Demonstrations, in order to identify and outline regulations specifically written to prohibit the disruption of the peaceful and orderly functioning of the university.

As indicated in Table 13, 77 per cent of the schools in this study included policies in their handbooks prohibiting disruptive behavior. All of the large state institutions with more than 10,000 students had written policies, and 90 per cent of the large private ones with more than 5,000 students included regulations. The small state colleges communicated their policies 85 per cent of the time and the religious institutions indicated a 70 per cent interest. Only 40 per cent of the small private schools felt a need to outline this policy in their handbooks.

A comparison of the state, private, and religious institutions indicates that state universities are more explicit in communicating this policy. Ninety-two per cent of them included policies in their codes. The religious schools showed a 70 per cent interest while the private institutions followed with 65 per cent. A factor in the private schools showing less interest is that the small private colleges are the least likely of all categories to include the policy in their handbooks.

TABLE 13

POLICIES REGARDING DISRUPTIVE ACTIVITIES AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy	Per Cent Stating No Policy	N
State over 10,000	100	0	20
State under 10,000	85	15	20
Private over 5,000	90	10	20
Private under 5,000	40	60	20
Religious	70	30	20
Total	77	23	100
State	92	8	40
Private	65	35	40
Religious	70	30	20
Total	77	23	100
Schools over 10,000	88	12	60
Schools under 10,000	60	40	40
Total	77	23	100

When the large institutions with more than 10,000 students are compared with smaller ones, a considerable difference appears. Eighty-eight per cent of the large schools have written policies, while only 60 per cent of the smaller ones do.

A general comment concerning this variable would be that larger universities, some of which have already experienced disruptive activities, are more likely to make clear to the students the bounds within which they can operate safely.

Substantive Elements.--A review of the student handbooks reveals that no other variable identified for this study generates more detailed regulations than this one concerning disruptive activities. This is particularly true of the larger universities that go into considerable detail outlining which behaviors are not acceptable and penalties that will be imposed.

Many of the codes begin with a statement of philosophy or justification for the regulations. The University of Georgia[1] serves as an example:

> In recent years a new and serious problem has appeared on many college and university campuses in the Nation. Students, faculty, and others have on occasion conducted demonstrations, sit-ins and other activities that have clearly and deliberately interfered with the regular and orderly operation of the institution concerned. Typically, this action has been the physical occupation of a building or campus

---

[1]University of Georgia, Athens, Georgia, Student Handbook, 1969-70, p. 37.

> area for a protracted period of time or the use or display of verbal or written obscenities involving indecent or disorderly conduct.
>
> These actions have gone beyond all heretofore recognized bounds of meetings for discussion, persuasion, or even protest, in that: (1) acquiescence to demands of the demonstrators is the condition for dispersal, and (2) the reasonable and written directions of institutional officials to disperse have been ignored. Such activity thus has become clearly recognizable as an action of force, operating outside all established channels on the campus, including that of intellectual debate and persuasion which is at the very heart of education . . . The Board reaffirms its belief that all segments of the academic community are under a strong obligation and have a mutual responsibility to protect the campus community from disorderly, disruptive or obstructive actions which interfere with academic pursuits or teaching, learning, and campus activities.

Probably the most elaborate set of rules prohibiting disruptive activities is included in the handbook at the University of Wisconsin at Madison.[1] The policy covers restrictions on persons who may enter campus, the presence of persons in university buildings during closed hours, prohibitions against obstructions of entrance, and rules governing picketing, rallies, parades, and demonstrations. Michigan State University[2] also outlines in some detail an ordinance governing disorderly assemblages or conduct:

---

[1]University of Wisconsin, Madison, Wisconsin, Rule Book, 1969-70, p. 6-10.

[2]Michigan State University, East Lansing, Michigan, A Handbook for Students, 1968, and Academic Freedom for Students, 1969, p. 11.

1. No person or persons shall, without authorization, assemble together anywhere on the campus for the purpose of creating any noise or disturbance, riot, or other improper diversion, or assemble in a manner which obstructs the free movement of persons about the campus or the free and normal use of University buildings and facilities, or prevents or obstructs the normal operations of the University.

2. No person or persons shall disrupt the normal operation of any properly authorized class, laboratory, seminar, examination, field trip or other educational activity of the University.

3. No person or persons shall disrupt the normal use of any campus building or area which has been assigned or scheduled through appropriate channels for educational or extracurricular activities. Included within, but not limited to the foregoing, is the use of appropriate buildings or areas for dramatic or musical presentations, lectures, athletic events, military exercises, orientation meetings, registration, commencement ceremonies, and placement activities.

4. No person or persons shall disrupt the normal activity or molest the property of any person, firm or agency while that person, firm or agency is carrying out the provisions of a contract or agreement with the University.

5. No unauthorized person or persons shall enter upon the playing area of any athletic contest or exhibition while said contest or exhibition is in progress.

6. No person or persons shall project or drop any object which could cause injury, damage or interference in the spectator or playing area where any athletic contest or exhibition is conducted.

7. No person shall enter or attempt to enter into any dance or social, athletic, theatrical, or other public event without a ticket of admission to such event when such tickets are required, or enter or attempt to enter contrary to any established rules or qualifications for eligibility for attendance at such events as provided by the sponsors. No person ineligible to attend such events shall loiter about the premises where such an event is being held.

In Cornell University's[1] standards of conduct a student is advised to conduct himself on University premises in a manner that does not disrupt or obstruct University operations or functions. Accordingly, all students are advised to observe and comply with the following regulations:

1. No person shall disrupt or obstruct or attempt to disrupt or obstruct any instructional, research, service, or other University operations or functions, or interfere with or attempt to interfere with the lawful exercise of freedom of speech, freedom of movement, freedom of peacable assembly, or other rights of individuals, by

    a. Using or threatening physical force or violence to harass, abuse, intimidate, coerce or injure another, or to cause damage to or loss of property; or

    b. Using language or actions likely to incite the use of physical force or violence by others; or

    c. Persistently making or causing to be made unreasonable, excessive, or tumultuous noise; or

    d. Obstructing or causing to be obstructed the lawful use of, access to, or egress from University premises or portions thereof, or unlawfully entering or remaining in or on the same; or

    e. Obstructing or restraining the lawful movement of another or obstructing or restraining his lawful participation in authorized activities and events, including, without limitations, regular and special curricular activities, extracurricular activities, and employment interviews; or

---

[1]Cornell University, Ithaca, New York, Policy Notebook for Students, and Desk Book, 1969-70, p. 4.

f. Engaging in any other reckless, tumultuous, or unlawful act or course of conduct.

2. No person shall refuse or fail to comply with a lawful order of any University or public official acting in the performance of his duties in the administration and enforcement of these regulations.

3. The possession, carrying, or use of firearms, including rifles and shotguns, ammunition, explosives, or other dangerous weapons, instruments, or substances in or upon University premises, except by lawful enforcement officers or except as specifically authorized by the University, is prohibited.

While most institutions do not detail the procedures to be used in case of campus disruptions, some of them outline the steps to be taken in the event of action by students which disrupt or tend to disrupt the peace, or endanger the life of any person. Oklahoma Baptist University[1] lists rather clear procedures:

1. The disrupter(s) will be advised by an University administrative officer that the activity is an abridgment of University regulations.

2. The disrupter(s) will be given fifteen minutes to cease and desist.

3. If they do not cease and desist within that time period, they will be asked for their student identification cards.

4. Those who produce their student identification cards will be suspended and asked to leave the University by the President, the Assistant to the President, or the Dean of Students.

   a. After notification of suspension from the University, such students will be given five minutes to cease and desist unlawful activity.

---

[1]Oklahoma Baptist University, Shawnee, Oklahoma, The Green Book, 1969-70, p. 34.

If unlawful activity continues after the five-minute period, the students will be notified of their dismissal from the University. They will then become subject to action under the law as described in (b) below.

b. Those persons who do not have or will not produce student identification cards will be assumed not to be student members of the University community and will be charged with those offenses under the law which are appropriate to the situation. Under state law these can include felony charges.

5. A student who is suspended or dismissed because of participation in a riot or an unlawful demonstration may request a review of the action by the appropriate judicial agency of the University. This request must be presented to the Dean of Students within two weeks. The student will remain suspended or dismissed until the judicial agency has considered the appeal.

There are a number of colleges that have not found it necessary to develop policies in such detail. The University of Tulsa[1] prohibits disruptive activities by simply saying that the university cannot tolerate abuse of student rights of freedom of speech and assembly to the extent that they interfere with the functioning of the university as a free academic institution or the rights of the members of the University's academic community. East Central State College[2] expressly forbids, "that any group of students gather in such a manner as to disturb the public peace, do violence to any person or property, or

---

[1] University of Tulsa, Tulsa, Oklahoma, Student Handbook, 1969-70, p. 3.

[2] East Central State College, Ada, Oklahoma, The Student Handbook, 1969-70, p. 20.

disrupt the function of the college or interfere with its faculty or staff in the performance of their duties."

Some schools such as East Texas State University[1] and West Texas State University[2] use existing state laws as a basis for their rules on disruption.

Penalties for disrupting peaceful campus operations are generally rather stiff. In every case where penalties are specified, suspension or expulsion are listed as possibilities. The University of Scranton[3] indicates that, "Members of the University community who violate the stated provisions for free assembly or protest or who refuse to cooperate with the requests of the Dean of Men in such circumstances are subject to serious disciplinary action including suspension or dismissal. They may also be subject to arrest and prosecution as duly provided for in civil law." The College of Wooster[4] outlines in its policy that, "If any person who is participating in any disruptive action fails promptly to

---

[1]East Texas State University, Commerce, Texas, Student Handbook, 1969-70, p. 33.

[2]West Texas State University, Cayon, Texas, General Policy Statements of Student Life, 1969-70, p. 12.

[3]University of Scranton, Scranton, Pennsylvania, The Student Handbook, 1969-70, p. 37.

[4]College of Wooster, Wooster, Ohio, The Scot's Key, 1969-70, p. 31.

desist on the request of any authorized college administrator or faculty member, such official may suspend such student or students from the college, effective immediately." In addition to possible suspension from the university, the University of Miami[1] will deny any student found guilty of violating lawful regulations regarding disruptions the benefit of any and all financial aid programs for two years including any aid previously committed.

Faculty and staff members who participate in unlawful demonstrations may also receive penalties. Syracuse University[2] lists the following penalties for staff and faculty:

1. Reprimand: Written reprimand for violation of a specified regulation.

2. Censure: Public reprimand for violation of a specified regulation.

3. Suspension: Loss of all faculty right, privileges, responsibilities, either with or without salary, for a specified period of time.

4. Terminations: Discontinuation of employment in cases in which the violation is found to constitute cause for terminating the faculty or staff member's appointment, term contract or tenured position.

Most generally violators will be handled by established university judiciary committees. Vanderbilt

---

[1]University of Miami, Coral Gables, Florida, Student Handbook, 1969-70, p. 44.

[2]Syracuse University, Syracuse, New York, Dates and Data, 1969-70, p. 25.

University,[1] however, establishes a special committee to hear violations where issues of conscience or academic freedom are raised by the accused student. The University of North Carolina[2] in a special report on disruptive conduct recommended special hearing bodies to review violations.

As more universities experience activities that tend to disrupt peaceful campus functions, additional regulation and ordinances will be enacted by colleges to attempt to maintain order. These regulations will probably continue to be strict and exhaustive.

Off-Campus Speakers

Policy.--A review of a selected group of university student handbooks was made to determine the percentage of schools that communicate in this way policies allowing for the opportunity to listen to speakers representing a wide variety of opinions and beliefs on important public issues. As recorded in Table 14, 59 per cent of the institutions do not include policies in the student handbooks. Some additional schools implied that they did in fact have policies, but they did

---

[1]Vanderbilt University, Nashville, Tennessee, Undergraduate Student Affairs Handbook, 1969-70, p. 5.

[2]University of North Carolina, Chapel Hill, North Carolina, The Honor Code, 1969, and Statement of Policy, 1969, p. 1.

TABLE 14

POLICIES REGARDING THE INVITATION OF CONTROVERSIAL SPEAKERS TO CAMPUS AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy	Per Cent Stating No Policy	N
State over 10,000	50	50	20
State under 10,000	30	70	20
Private over 5,000	60	40	20
Private under 5,000	25	75	20
Religious	40	60	20
Total	41	59	100
State	40	60	40
Private	42	58	40
Religious	40	60	20
Total	41	59	100
Schools over 10,000	53	47	60
Schools under 10,000	22	88	40
Total	41	59	100

not formalize them in writing. The large private colleges were the most inclined to include policies, with 60 per cent of them outlining regulations. This is in contrast with the small private schools that only included policies 25 per cent of the time. Only 30 per cent of the small state institutions included policies, while 40 per cent of the religious colleges had written statements. The large state schools showed a 50 per cent interest in stating their policy in the handbooks.

When state, private, and religious institutions are compared, there is little percentage difference. The state and religious schools included regulations in 40 per cent of the handbooks, while the private institutions included them at a 42 per cent rate.

A considerable percentage difference exists when large and small universities are compared. Fifty-three per cent of the large schools included written policies in the handbooks, while only 22 per cent of the small ones chose to do so.

A review of the handbooks indicates that large state and private institutions are more inclined to write explicit regulations outlining speaker policies, while the small private institutions find the least need to do so. Large schools will more often include these policies in their codes than will small ones with less than 10,000 students.

Substantive Elements.--A large variety of regulations exists among the institutions regarding the invitation of controversial speakers to campus. A large number of the schools require some type of institutional approval before a speaker can appear. This is often handled by an administrative committee, or in some colleges, usually smaller ones, the president himself must give approval. There are some institutions, especially the larger ones, that only require student groups to list the speaker and clear facilities. Other universities require formal committee procedures and will approve speakers only if it is determined that there is potential educational value in the talk, and no threat of riot.

As justification of university policy concerning speakers, a number of schools list a paragraph from the "Joint Statement." Tuskegee Institute[1] follows this procedure:

> Students should be allowed to invite and to hear any person of their own choosing. Those routine procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to insure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities should not be used as a device of censorship. It should be made

---

[1] Tuskegee Institute, Tuskegee, Alabama, Student Handbook, 1969-70, and Student Guidelines and Discipline Proceedings, 1969, p. 10.

> clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution.

A good number of schools do not list their policies in much detail. They simply state a basic philosophy and do not go into much detail as to the procedures used to implement this philosophy. The University of Tulsa[1] follows this procedure. It states that, "An integral part of a student's education is the freedom to investigate various points of view and to hear personal opinion as expressed by public speakers. To hear speakers of various convictions, to give them a respectful hearing, and to reach conclusions on the basis of evidence provided by the speaker are part of the academic experience of free inquiry. Duly recognized student organizations are free to invite speakers of their choice. In inviting speakers to the campus, student organizations have the responsibility of exercising good judgment in selecting speakers who may contribute to the educational process."

Schools that allow students to invite speakers without restrictions are generally large private or state institutions. The University of Southern California[2]

---

[1]University of Tulsa, Tulsa, Oklahoma, Student Handbook, 1969-70, p. 4.

[2]University of Southern California, S Campus, 1969-70, p. 54.

serves as an example:

> The University of Southern California, committed to freedom of inquiry and the pursuit of truth as essential to excellence in education, has a responsibility to provide a forum for ideas for all members of its academic community. University-recognized student organizations may select persons they wish to invite as guest speakers with no restrictions to control the point of view expressed by speakers other than those imposed by law.

Students at Boston University[1] may invite speakers of their choice to campus. The only requirement is that the University Program Director be notified of the speaker's background and the topic of his address at least three days in advance of the speech so that the event can be placed on the calendar and communicated to the public. Indiana State University[2] student groups may invite speakers to the campus, subject only to the following provisions:

1. That the speaker not advocate violation of any Federal or State law and that the speaker be aware that any personal violation of any Federal or State law on his part will make him subject to action by the regular civilian authorities administrating Federal and State laws.

2. That following the speaker's presentation adequate time be allowed and opportunities provided for questions and criticisms from members of the audience. The speaker must be made aware of and agree to this condition.

---

[1]Boston University, Boston, Massachusetts, The Rights, Freedoms, and Responsibilities of Students, 1969-70, p. 6.

[2]Indiana State University, Terre Haute, Indiana, Student Handbook, 1969-70, p. 50.

3. That neither the sponsoring group nor the speaker attempt to indicate University support of the speaker or his ideas.

4. That a member or members of the sponsoring group be on the platform with the speaker to present the speaker and his topic as well as to conduct the question period.

5. That in order to schedule properly the event . . . the sponsoring group wishing to invite a visiting speaker to the University will make arrangements for reservation of space with appropriate University officials seven days in advance of the speaker's appearance.

6. That violation by the sponsoring group of the provisions or intent of the stated policy and procedure will subject that group and its members only to those sanctions which are applicable in cases of violation of other University rules.

The University of Tennessee[1] lists many of the same rules above but adds one regulation: "The representative of the organization inviting the speaker shall at the time of the invitation provide the speaker with a copy of the University speaker policy and campus regulations."

The schools that may restrict campus speakers usually use a student-faculty-administrative committee to review each request. Tulane University[2] indicates in its policy that officially recognized groups are encouraged to provide forums for the expression of opinions on important topics. Speakers must be approved by the

---

[1]University of Tennessee, Knoxville, Tennessee, Hill Topics, 1969-70, p. 55.

[2]Tulane University, New Orleans, Louisiana, Student Leaders' Handbook, 1969-70, p. 35.

Dean of Students acting with the advice of the Sub-committee on Speakers. The students are advised to word letters to prospective speakers so as to not imply the actual giving of an invitation. Speakers are recommended to the Committee only after the sponsoring group by ballot or through its officers have decided upon one or more speakers. No petitions will be considered if a non-campus organization is one of the sponsoring groups. Only those speakers listed on the petition will be approved. No substitutes may be used.

Western Washington State College[1] lists a number of requirements necessary before a speaker can come to campus. Among them are these:

1. No person who is not a member of the community of Western Washington State College has an inherent right to speak on the campus unless he has been invited by a member of the faculty or by a recognized student group. No person not a member of the W. W. S. C. student body or faculty has a right to demand that he be allowed to listen to an address of an invited speaker.

2. The Dean of Students' office will be notified at least seven days before the appearance of an invited speaker.

3. In exceptional cases, the President may at his discretion limit the audience to the group which issued the invitation or direct that a tenured member of the faculty preside over the meeting.

4. The President may take steps to have views other than those of an invited speaker represented at a

---

[1]Western Washington State College, Bellingham, Washington, Navigator, 1969-70, p. 27.

given meeting or at subsequent meetings of the host organization.

West Texas State University[1] allows the student organization sponsor or advisor to give approval of an off-campus speaker. The faculty sponsor is at liberty to confer with his department head, dean, or the President of the University whenever he is in doubt as to the acceptability of the speaker. The University of California, San Diego,[2] students may invite non-University speakers to address meetings on campus only upon prior notification to the Chancellor. Speakers may be heard only if the Chancellor deems the meeting to be compatible with the educational objectives of the University. Whenever approval is given for a speaker, the Chancellor may require either or both of the following:

1. That the meeting be chaired by a person approved by the Chancellor,

2. That the speaker be subject to questions from the audience.

Xavier University[3] allows the Director of Student Personnel Services to decide that any organization inviting a speaker to campus is acting in good faith and that the

---

[1] West Texas State University, Cayon, Texas, General Policy Statements of Student Life, 1969-70, p. 3.

[2] University of California, San Diego, California, Student Handbook, 1969-70, p. 16.

[3] Xavier University of Louisiana, New Orleans, Louisiana, Student Handbook, 1968-69, p. 54.

invitation would be in the best interest of the University. In cases involving highly controversial points of view, the Director may recommend a debate format. The organization sponsoring the speaker must be explicit in its invitations and its publicity that the speaker will be the guest of the student group and not of the University.

Most policies do not include statements outlining penalties for violating regulations. Those that do generally state that complaints of abuse of the policy shall be referred to a regularly constituted review board representing the students, faculty and administration.

Unacceptable Off-Campus Behavior

Policy.--An attempt was made to determine the per cent of schools in this study that communicate policies in student handbooks restricting unacceptable off-campus behavior (Table 15). This behavior was defined as any off-campus act by individuals or groups that would conflict with the welfare and integrity of the institution. Of all the variables used in the study, this one was the most difficult to identify in terms of explicit language. Many colleges referred to unacceptable off-campus behavior only as a part of another regulation or in a paragraph outlining general behavior expectations. Only those handbooks that explicitly stated a policy were included in the tabulation, even though many of the

TABLE 15

POLICIES REGARDING UNACCEPTABLE OFF-CAMPUS BEHAVIOR AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy Indicating Concern	Per Cent Not Stating Policy and/or Indicating No Concern	N
State over 10,000	40	60	20
State under 10,000	75	25	20
Private over 5,000	65	35	20
Private under 5,000	20	80	20
Religious	75	25	20
Total	55	45	100
State	57	43	40
Private	42	58	40
Religious	75	25	20
Total	55	45	100
Schools over 10,000	60	40	60
Schools under 10,000	52	48	40
Total	55	45	100

schools that did not write this regulation clearly could be expected to apply conduct codes equally on- and off-campus.

Fifty-five per cent of the schools indicated an interest in looking at unacceptable off-campus behavior. Of course the degree of interest varied according to school. Some considered each case as though the misbehavior had occurred on campus. Others merely took note of the action and pursued it no further than the civil authorities had taken it. Nearly all the schools in this study that stated policies, however, were likely to investigate and take action if the off-campus behavior reflected a considerable negative attitude toward the university.

The small private universities showed the least amount of interest in off-campus behavior, with only 20 per cent listing policies. It should be noted that this is somewhat inconsistent with the findings of the previous variables. Other findings in this study indicate this category of schools to be more strict in their policies. This finding may be more a result of the fact that the small private schools are less explicit in all their regulations, than the fact that they do not have policies prohibiting unacceptable off-campus behavior.

Seventy-five per cent of the religious and small state schools made statements regarding off-campus

behavior, while 65 per cent of the large private universities stated an interest. Forty per cent of the large state institutions indicated they would look at off-campus behavior with some concern.

When a comparison is made with the state, private, and religious institutions, the religious schools still show the most concern with 75 per cent indicating an interest. Fifty-seven and 42 per cent of the state and private colleges respectively hold students responsible for their off-campus behavior.

A comparison of the large and small institutions indicates little difference, mainly because of the inconsistent findings in the small private school category. Sixty per cent of the large colleges have policies prohibiting unacceptable off-campus actions, and 52 per cent of the small ones indicate the same attitude.

Substantive Elements.--While the majority of the schools reviewed for this study concerned themselves with off-campus behavior, a few institutions stated in their handbooks that students were not subject to university discipline because of off-campus actions. The University of Detroit[1] indicates that, "The behavior of students in places other than the buildings and grounds of the University is regulated exclusively by public law.

---

[1]University of Detroit, Detroit, Michigan, Handbook, 1969-70, p. 8.

With respect to violation of public law in off-campus situations, the University asserts no authority over students and assumes no responsibility for their actions." This same attitude is expressed by Northwestern University[1] in saying that, "The university has no legal authority over a student when he is outside university property. A student is subject to local, state, and federal statutes." Western Washington State College[2] states its policy in more detail and extends it to off-campus cases of unusual gravity. The regulations at W.W.S.C. apply to any student only when he is on college property, is participating in or directly affecting a college-sponsored function or is representing or claiming to represent the college in an official capacity. Only the Disciplinary Committee has the authority to call for a reexamination of students convicted by civil authority.

A number of colleges that prohibit unlawful off-campus behavior do so without much elaboration. Xavier University's[3] code states simply that, "It is expected

---

[1]Northwestern University, Evanston, Illinois, Student Handbook, 1969-70, p. 17.

[2]Western Washington State College, Bellingham, Washington, Navigator, 1969-70, p. 30.

[3]Xavier University of Louisiana, New Orleans, Louisiana, Student Handbook, 1968-69, p. 32.

that students will abide by the laws of the community. Students who violate laws of the nations, state, or municipality are subject to disciplinary action by the University as well as action from the Civil Court." Vanderbilt University[1] adds a little more detail but draws the same conclusion:

> The University commends to all its members a respect for law. In the event that one of its members finds himself in jeopardy before the law, either for the sake of conscience or for the purpose of testing the validity of a law through deliberate violation, the University will not seek to protect him from the processes of the law; but regardless of the action of the courts the University reserves the right to determine whether his is fitted to retain his membership in the academic community.

Notre Dame[2] takes almost the same approach in rather simple terms. It indicates that the student who violates civil laws is not automatically subject to penalties of the University, but he may be if the action against the student is found to be a detriment to the University community. In this case, definite penalties for civil violations, which are not also University violations, must await court judgment.

A few schools use as a basis for their regulation the "Joint Statement." Bowie State College[3] follows this procedure:

---

[1]Vanderbilt University, Nashville, Tennessee, Undergraduate Student Affairs Handbook, 1969-70, p. 4.

[2]Notre Dame University, Notre Dame, Indiana, Student Handbook, 1969-70, p. 22.

[3]Bowie State College, Bowie, Maryland, Student Handbook, 1969-70, p. 70.

> Institutional Authority and Civil Penalties. Activities of students may upon occasion result in violation of law. In such cases, institutional officials should be prepared to apprise students of sources of legal counsel and may offer other assistance. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority should never be used merely to duplicate the function of general laws. Only where the institution's interest as an academic community are distinct and clearly involved should the special authority of the institution be asserted. The student who incidentally violates institutional regulations in the course of his off-campus activity, such as those relating to class attendance, should be subject to no greater penalty than would normally be imposed. Institutional action should be independent of community pressure.

Some universities use their off-campus regulation to emphasize the need for students to behave themselves under all conditions. Kentucky State College[1] indicates that, "Students are not to frequent places where attendance thereto would reflect unfavorably on the reputation of the student or the College. Students are responsible for their behavior, whether on the campus or away from it." The State College of Arkansas[2] makes the same plea: "When the student leaves the campus of State College of Arkansas he is still associated with the school by the simple fact that he is a student. Students on or off campus should conduct themselves in such a way as to bring honor rather than discredit to the college."

---

[1] Kentucky State College, Frankfort, Kentucky, The K-Book, 1968, and Supplement, 1969, p. 32.

[2] State College of Arkansas, Conway, Arkansas, Handbook, 1969-70, p. 33.

A few schools include in their philosophy of proper student conduct a general statement of university policy. The University of Santa Clara[1] begins its student code in these words:

> The University reserves the right to dismiss any student whose conduct is seriously inconsistent with the goals of the University and the public good. It further reserves the right to dismiss any student whose off-campus activities are such that they bring discredit to the University.

Students at Stanford University[2] are introduced to their conduct rules with this admonition: "Students are expected to show both within and without the University such respect for order, morality, personal honor, and the rights of others as is demanded of good citizens. Failure to observe this will be sufficient cause for removal from the University." In its introduction to the student code of conduct, Wisconsin State University at Stevens Point[3] indicates that the president of the University may consider appropriate action, including suspension and expulsion, for breach of federal, state or local laws or university rules or regulations. This principle extends to conduct off campus which is likely

---

[1] University of Santa Clara, Santa Clara, California, Student Handbook, 1969-70, p. 39.

[2] Stanford University, Stanford, California, Stanford University Bulletin, Series 21, No. 10, January 2, 1970, p. 37.

[3] Wisconsin State University, Stevens Point, Wisconsin, Student Handbook, 1968, p. 18.

to have adverse effects on the university or on the educational process or which stamps the offender as an unfit associate for the other students.

Most generally universities are likely to look at off-campus violations only if they affect the reputation of the school or indicate that the student constitutes a danger to himself or others on campus. This broad statement, of course, allows schools a great deal of freedom in this area of student behavior. Those institutions listing policies on this variable in their handbooks appear pretty determined to maintain supervision of students in all aspects of their lives.

Student Rights in Procedural Due Process

Policy.--Student handbooks were reviewed to determine the per cent of universities listing the "rights" accorded to students during the administration of discipline (Table 16). These rights were defined as statements identifying procedures to be followed by the university to assure that the student receives a fair and impartial hearing.

Seventy-one per cent of the schools reviewed for this study included in their disciplinary procedures processes guaranteeing a fair hearing for student violators. All of the large state institutions with more than 10,000 students included student rights, and 90 per cent of the large private ones did so also. The

TABLE 16

POLICIES REGARDING "STUDENT RIGHTS" IN PROCEDURAL DUE PROCESS AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating "Student Rights"	Per Cent Not Stating "Student Rights"	N
State over 10,000	100	0	20
State under 10,000	65	35	20
Private over 5,000	90	10	20
Private under 5,000	45	55	20
Religious	55	45	20
Total	71	29	100
State	83	17	40
Private	68	32	40
Religious	55	45	20
Total	71	29	100
Schools over 10,000	87	13	60
Schools under 10,000	48	52	40
Total	71	29	100

small private institutions were the least likely to list procedural fairness in disciplinary hearings with only 45 per cent doing so. Fifty-five per cent of the religious colleges outlined student rights, and 65 per cent of the small state ones chose to do so.

A comparison of the state, private, and religious schools indicates that state institutions are more inclined to outline student rights. Eighty-three per cent of them specified the rights of students in judiciary hearings, while 68 per cent of the private ones listed these procedures. Only 55 per cent of the religious schools felt it necessary to include these rights as part of their due process procedures.

When large institutions with more than 10,000 students are compared with smaller ones, a large percentage difference appears. Eighty-seven per cent of the large universities outline procedural fairness processes while only 48 per cent of the smaller schools included these rights as part of their disciplinary procedures.

A general comment would be that the large institutions are more inclined to outline the rights of students in due process procedures, as are also state-related universities.

Substantive Elements.--An attempt was made to identify a few examples of disciplinary procedures that

clearly outline for students procedural fairness in due process. The schools that include statements on the rights of the accused do so with a varying degree of detail. Generally a paragraph within the disciplinary proceedings details the procedural fairness. An example is offered from the Wisconsin State University at Stevens Point:[1]

> A student charged with conduct which may subject him to substantial disciplinary action should of course be afforded reasonable notice of the offense with which he is charged and the general nature of the evidence on which the charge is based, a reasonable opportunity to prepare and present any defense he may have, an adequate and fair hearing, and generally, procedural due process of law. He should be dealt with fairly in all respects; and the severity of the discipline when guilt is established should be reasonably commensurate with the gravity of the offense.

A number of colleges use the "Joint Statement" as a basis for the rights of students involved in disciplinary action. The University of Tulsa[2] adheres to these statements in its code, which include the following: The student is (1) to be informed of the nature of the charges against him; (2) to have a fair opportunity to rebuke them; (3) to have the right for an appeal of the decision; (4) to have the right to request the removal of a member of the judicial board that hears his case on

---

[1]Wisconsin State University, Stevens Point, Wisconsin, Student Handbook, 1968, p. 19.

[2]University of Tulsa, Tulsa, Oklahoma, Student Handbook, 1969-70, p. 7.

the grounds that the member is biased; (5) to not be required to testify against himself; (6) to seek the advice and counsel of faculty members, his parents, or other knowledgeable persons regarding the presentation of his case.

The University of California at San Diego[1] lists its procedural fairness in some detail:

1. The student shall be presumed innocent until shown to the contrary.

2. The student shall be entitled to a prompt and impartial hearing.

3. He shall be entitled, in advance of any hearing, to a written statement setting forth concisely the alleged misconduct and specifying the policy or regulation he is alleged to have violated.

4. Upon request, the student is entitled to be informed of the evidence in support of the charges and its sources.

5. The student is entitled, but not required, to have an adviser of his own choice.

6. The student shall have every reasonable opportunity to present his case at the hearing, including the presentation of written and oral testimony by himself and by witnesses of his own choice and the right to question other witnesses.

7. He may decline to answer incriminating questions.

8. In the event of a committee hearing, the entire proceeding shall be recorded on tape and the tape shall be available to the student.

9. The hearing agency shall receive and consider oral and documentary evidence of the kind on which responsible persons are accustomed to rely in serious matters and may exclude irrelevant or

---

[1] University of California, San Diego, California, Student Handbook, 1969-70, p. 13.

unduly repetitious matters. Findings of violations of university policies or campus rules or regulations shall be based upon the preponderance of the evidence. A report of the hearing, which shall include findings, shall accompany the hearings agency's recommendations. A copy of this report and the recommendations shall be furnished to the student upon his request.

10. The student shall have the right of appeal. An appeal must be filed with the appropriate appellate agency within ten (10) academic days from the date on the letter sent to the student notifying him of the action to be taken. The appeal must be based on one or more of the following reasons: (1) there was a procedural error in his hearing that prejudiced his case or led to an improper conclusion by the administrative officer or committee; (2) the action taken was too severe in response to the violations committed; (3) the student has important new evidence that was not available at the original hearing; or (4) there was an improper finding of fact on the basis of the information available at the original hearing. The administrative officer or committee considering the appeal may deny the appeal on the basis of the written appeal alone. A disciplinary action under appeal does not become effective until a final decision is made on the appeal.

11. With the exception of the Chancellor, no administrative officer or other hearing agency may increase the severity of a disciplinary action under appeal.

12. Each committee hearing agency shall determine and specify the circumstances under which hearings before that committee shall be closed or open to the campus community.

In addition to the procedural rights stated above, additional ones are specified by various colleges. The University of Detroit[1] allows the student the right to confront and cross examine accusers. The student may

---

[1]University of Detroit, Detroit, Michigan, Handbook, 1969-70, p. 9.

also choose whether a disciplinary hearing is to be opened or closed. A student has the right to resolve the controversy with a Student Personnel Dean or Residence Hall Program Director without making use of his full legal entitlement of procedural rights and a full hearing. Western Washington State College[1] indicates in its code that in no case is it deemed proper action by the College to suggest waiver of a student's right to a proper hearing in favor of withdrawal from the college or other restrictions without a Disciplinary Committee hearing. The student has also the right to waive student representation on the Disciplinary Committee. Under no circumstances shall a student be made to feel that refusal to render information will of itself increase the degree of penalty nor that rendering information will decrease the degree of penalty. Brandeis University[2] outlines for its students constitutional rights and advises students to become acquainted with them, especially as they apply to off-campus violations. The University of Southern California[3] indicates that the status of a student shall not be altered, or his right to be present

---

[1]Western Washington State College, Bellingham, Washington, Navigator, 1969-70, p. 30.

[2]Brandeis University, Waltham, Massachusetts, Student Handbook, 1969-70, p. 98.

[3]University of Southern California, S Campus, 1969-70, p. 45.

on campus or to attend classes pending actions or charges or appeals, except for reasons relating to his physical or emotional safety, and the best interest or well-being of students, faculty, administrators, or University property.

There is a trend, particularly in the larger and state institutions, for students to be allowed (1) legal or other counsil; (2) names of accusers and witnesses; (3) written charges, notification of the hearings and results of the procedures; (4) appeal of committee actions; (5) written record of the hearing; (6) removal of action of committees from student records when penalties are terminated; (7) published conduct procedures for the student body; and (8) allowance to circumvent conduct procedures whenever the circumstances allow it.

Procedural Due Process

Policy.--University student handbooks were reviewed to determine the number of schools that had developed practices and procedures used to process student misconduct problems, and had used the handbooks to communicate these procedures to students.

Table 17 indicates that 84 per cent of the handbooks in this study contained practices and procedures used to handle discipline problems on campus. All of the large state schools with more than 10,000 students listed procedures, while 90 per cent of the small state ones

TABLE 17

POLICIES REGARDING PROCEDURAL DUE PROCESS
AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Detailing Procedural Due Process	Per Cent Not Detailing Procedural Due Process	N
State over 10,000	100	0	20
State under 10,000	90	10	20
Private over 5,000	90	10	20
Private under 5,000	70	30	20
Religious	70	30	20
Total	84	16	100
State	95	5	40
Private	80	20	40
Religious	70	30	20
Total	84	16	100
Schools over 10,000	93	7	60
Schools under 10,000	70	30	40
Total	84	16	100

and the large private institutions with more than 5,000 students outlined their practices. Seventy per cent of the small private colleges and the same number of religious institutions outlined their procedures in the student handbooks.

Ninety-five per cent of the state universities outlined discipline practices in their handbooks, while 80 per cent of the private ones chose to do so. The religious schools indicated the least interest with 70 per cent of them listing procedures.

A rather large percentage difference exists between the large institutions with more than 10,000 students and the smaller ones. Ninety-three per cent of the large schools develop in handbooks practices and procedures for handling discipline problems. Only 70 per cent of the smaller colleges did so.

The handbooks review would indicate that state institutions are the most likely to communicate in the handbooks their policy in this area, as are all large schools with a student body of more than 10,000.

Substantive Elements.--Universities are attempting to provide better practices and processes to deal with rule violators. Many schools in the past have failed to provide a "court" system that would guarantee fair treatment to all students, regardless of the misbehavior. A

review of the handbooks indicates that at least 85 per cent of the institutions are now attempting to rectify this deficiency.

Generally schools will assign an administrative officer as the person responsible for discipline enforcement and review. Southeast Missouri State College[1] indicated in its code that, "the Dean of Students is designated the officer for administration of discipline for unacceptable conduct or infraction of College rules and regulations and will initiate disciplinary action in accordance with these regulations." This same procedure is used by Kentucky State College[2] as well as the majority of the institutions reviewed for this study. At most universities, "the President shall be the final authority in cases of discipline," as is stipulated by the Knox College handbook.[3]

The usual method for handling disciplinary action is to establish a set of judiciary boards within the university. Each board will be assigned certain areas of power and responsibility. The University of Tulsa[4]

---

[1]Southeast Missouri State College, Cape Gerardeau, Missouri, Student Handbook, 1969, p. 14.

[2]Kentucky State College, Frankfort, Kentucky, The K-Book, 1968, and Supplement, 1969, p. 27.

[3]Knox College, Galesburg, Illinois, Student Handbook, 1969-70, p. 20.

[4]University of Tulsa, Tulsa, Oklahoma, Student Handbook, 1969-70, p. 9.

divides its judiciary powers among a series of boards. (1) The Residence Halls Judiciaries are responsible for hearing cases involving residents of the residence halls. The hall judiciaries are comprised entirely of students from the halls and are advised by residence directors. Decisions of these bodies may be appealed to the Student Judiciary. (2) The Inter-Fraternity Council Judiciary is the judicial body which hears cases involving fraternities and fraternity members. The decisions of this body may be appealed to the Student Judiciary. (3) The Student Activities Judiciary hears cases involving student organizations, and individual students whose cases rightfully cannot be heard by the two groups above. The decisions of this body may be appealed to the Student Judiciary. (4) The Student Judiciary is the highest student judicial body and reviews questions concerning the Student Association Constitution and appeals from the lesser judicial bodies. The decisions of the Student Judiciary may be appealed to the President of the University. (5) The Student-Faculty Judiciary is a body which hears serious cases which may involve a student's suspension from the University. It also hears complaints by students against faculty. It is comprised of both students and faculty. Its decisions are subject to the approval of the President of the University.

The judiciary processes at Northern Michigan University[1] offers a student some alternatives in dealing with alleged violations. The student may elect one of three courses of action. He may admit the alleged violation and request, in writing, that the administrative official or resident adviser take whatever action seems appropriate. The student may admit the alleged violation and request a hearing before the appropriate judiciary; or he may deny the alleged violation or stand mute, in which case he will be referred to the judiciary body having jurisdiction if he warrants further investigation or consideration.

Some schools chose to allow the dean of students the authority to hear all cases and affix the penalties. The University of Pittsburgh[2] allows the dean to suspend, dismiss or place a student on disciplinary probation when serious social problems arise. During the term of probation, the student is especially responsible to the dean for counseling and development in self-discipline. If adequate progress is not made, the dean may suspend or dismiss the student. The student may appeal the decision of the dean to a higher University official or to a Review Board.

---

[1] Northern Michigan University, Marquette, Michigan, Student Code of Conduct, 1969, p. 16.

[2] University of Pittsburgh, Pittsburgh, Pennsylvania, Student Handbook, 1969-70, p. 23.

Syracuse University[1] outlines a step-by-step procedure to be followed if a student takes the option of having his alleged infraction adjudicated through the court system.

1. The procedure of the Judicial Board--though informal--is directed toward the presentation of evidence and the resolution of guilt.

2. The Board's proceedings will be closed to the public unless the charged student requests otherwise. Two-thirds of the justices present may vote to close the court despite the defendent's request, however.

3. The appropriate Personnel Dean or his representative will appear before the Board to present charges, evidence and testimony.

4. The charged student will appear before the Board after the Personnel Dean to plead innocent or guilty, dispute or agree with the charges, and to present evidence and other testimony. The Personnel Dean may remain unless the charged student or the Judicial Board requests that he not be present.

5. The Board will ask detailed questions of the defendent and any of his witnesses.

6. After the student has completed his testimony, the Board will deliberate the content of the case and arrive at a decision.

7. All decisions of the Judicial Board are final, except where the Court of Appeals might change the decision of the Board.

8. The Board may find a student either innocent or guilty. If found guilty, the student may receive a penalty which may range from a reprimand to expulsion. The Board may suspend a penalty which it has given.

---

[1]Syracuse University, Syracuse, New York, Dates and Data, 1969-70, p. 37.

The code at Syracuse outlines also the rights of students during the hearing and notes that the charged student is required to answer pertinent questions. If he gives false testimony, he may face an additional charge of perjury. The charged student is expected to cooperate in the process of fair judgement concerning his case. If not, the Board may vote a charge of contempt.

An important part of the judiciary system of any college is the selection of the committee to hear alleged violations. A few schools, generally the smaller ones, designate the president of the university to select committee members. The College Discipline Committee at Southeast Missouri State College[1] is chosen and appointed by the president. The Committee consists of six faculty members and the associate dean of the college, the latter of whom serves as chairman of the Committee.

The predominant procedure used by institutions is to appoint both students and faculty to judiciary committees. This is usually done by the president of the university from lists supplied by the student and faculty governing bodies. In some cases the president will choose the members himself without recommendations. Colorado State University[2] serves as a typical example:

---

[1]Southeast Missouri State College, Cape Gerardeau, Missouri, Student Handbook, 1969, p. 15.

[2]Colorado State University, Fort Collins, Colorado, The Rights and Responsibilities of Students and Student Groups, 1969, p. 7.

> Procedures for selecting members of the University Committee on Student Discipline. The University panel on Student Discipline shall consist of a panel of twenty-three members as follows: Thirteen men and women from tenured faculty, or from faculty eligible to achieve tenure who have been employed at least two years, and ten men and women students in good standing. The President shall select a presiding chairman and two alternate chairmen from the faculty members.
>
> Student members are nominated by ASCSU and confirmed by the Committee on Student Life. Nominations are made in April of each spring quarter. Appointees assume office on July 1 and serve two-year terms, five being appointed each year. Vacancies are filled for the unexpired term in the same manner above.
>
> Faculty members serve three-year staggered terms and may be reappointed. The time of appointment is each May. Vacancies are to be filled for unexpired terms of office. The appointment procedure is the same as above.

Universities devise a number of penalties for violations of campus regulations. These range in severity from a verbal reprimand from the hearing committee to expulsion from the university. Weber State College[1] lists the typical punishments affixed by standards committees:

1. Warning. An official written reprimand.

2. Warning Probation. A probation indicating that further violations of regulations shall result in more severe disciplinary action. This probation shall be imposed for a specific period of time and the student shall be automatically removed from probation when the imposed period expires.

3. Disciplinary Probation. A probation indicating that further violations may result in suspension. In addition, the Standards Committee, through the

---

[1] Weber State College, Ogden, Utah, Academic Freedoms, Rights and Responsibilities of Students, 1969-70, p. 13.

Assistant Dean of Students, may notify the student's parents of his probationary status and may withdraw any or all of the following privileges: (a) The operation of an automobile on campus; (b) The holding of an office in a campus organization; (c) The representation of the college in any college event; (d) The representation of the college in inter-collegiate athletic events; (e) The obtaining of any financial aids. A student's probation shall be imposed for a specific period of time and the student should automatically be removed from probation when the time limit expires.

4. Fine. Forced compensation to the college for violation of certain rules and regulations and/or college property damage, and forced compensation to individuals whose property has been damaged.

5. Suspension. A student shall, subject to the approval of the Dean of Students, be suspended from the college for (a) a definite period of time, or (b) an indefinite period of time. In the case of a definite suspension, the student must reapply to the Admissions Committee. In the case of an indefinite suspension, the student must appeal in writing to the Admissions Committee for readmission to the college.

6. Expulsion. A student shall, subject to the approval of the Dean of Students, be permanently dismissed.

In addition to establishing procedures for initial hearings of student violations, most institutions outline a method of appeal, especially for cases involving suspension or dismissal. The University of Massachusetts[1] requires every case of undergraduate disciplinary action involving a penalty of suspension or dismissal to be heard by the University Discipline Board, which is composed of both students and faculty. This shall be so even when the

---

[1]University of Massachusetts, Amherst, Massachusetts, Student Handbook, 1969-70, p. 59.

Dean of Students suspends a student, pending an appeal, upon reasonable presumption that continuance of the student would present a threat to the safety, peace, or well-being of the university community. This appeal privilege is offered by any student whose case has not previously been heard by the Board. In cases not involving suspension or dismissal, any undergraduate student who has been a party in a disciplinary proceeding before a student judicial organization, or any other judicial body including university officials, may file a petition of appeal on his own behalf with the Board. The Dean of Students, the Dean of Men, the Dean of Women, or the deans of the several schools and colleges may file appeals on behalf of the University.

An attempt has been made above to outline the administrative officer responsible for discipline, the judicial bodies used to hear violations, committee selection, penalties affixed to violators, and appeal procedures outlined by the codes. One of the best examples of all these various aspects of discipline codes is represented by the University of Oregon.[1] In addition to providing for a unique system of prosecutors and assistant prosecutors, the University spells out in complete detail every step of the due process procedures.

---

[1]University of Oregon, Eugene, Oregon, Student Handbook, 1969-70, p. 56.

Deviant Sexual Behavior

Policy.--Student handbooks were reviewed to determine the per cent of institutions that prohibited illicit sexual relations and perversions and systematically communicate these regulations to students in the handbooks. Table 18 shows that only 26 per cent of the institutions reviewed for this study made specific references to this variable. Schools are more inclined to handle these cases on an individual basis without stating the procedures in written form.

A closer look at the variable indicates that all categories of schools handle the regulation about the same way. The small state colleges are more inclined to state rules in the handbook with 40 per cent of them doing so. Thirty-five per cent of the religious institutions had statements and 30 per cent of the large state universities listed policies prohibiting this behavior. The private schools showed the least interest with 20 per cent of the larger ones including regulations in the handbooks and only 5 per cent of the smaller private schools doing so.

A comparison of the state, private and religious institutions indicates that the private universities are the least likely to prohibit this behavior in the handbooks, with only 12 per cent doing so. Thirty-five per cent of the state and religious colleges listed policies.

TABLE 18

POLICIES REGARDING DEVIANT SEXUAL BEHAVIOR
AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy	Per Cent Stating No Policy	N
State over 10,000	30	70	20
State under 10,000	40	60	20
Private over 5,000	5	95	20
Private under 5,000	20	80	20
Religious	35	65	20
Total	26	74	100
State	35	65	40
Private	12	88	40
Religious	35	65	20
Total	26	74	100
Schools over 10,000	25	75	60
Schools under 10,000	27	73	40
Total	26	74	100

When large schools with more than 10,000 students are compared with the smaller ones, hardly any percentage difference exists. Twenty-five per cent of the large institutions had policies, as did 27 per cent of the smaller ones.

Substantive Elements.--The introductions to many of the student codes of conduct state that students are expected to observe high standards of personal conduct and are to be held responsible for actions that are contrary to accepted social conventions. While these types of statements could easily be interpreted to include prohibition of deviant sexual behavior, only those statements that explicitly referred to illicit sexual perversions or obscene conduct were counted in the summary. It is interesting to note that of all the variables reviewed for this study, this one generated the smallest per cent of written regulations.

Of those universities that do prohibit deviant sexual behavior, a variety of statements exist. They may be as simple as the regulation at Tuskegee Institute[1] where "rape" and "sexual irregularities" are prohibited. East Texas State University[2] states its rule in these

---

[1]Tuskegee Institute, Tuskegee Institute, Alabama, Student Handbook, 1969-70, and Student Guidelines and Discipline Proceedings, 1969, p. 67.

[2]East Texas State University, Commerce, Texas, Student Handbook, 1969-70, p. 32.

simple terms: "Illicit sexual relations or perversions are prohibited." Some institutions expand their regulation a little more and attach penalties. Alma College[1] indicates that it may initiate disciplinary or counseling procedures in cases when sexual behavior becomes inimical to the academic and personal development of the student or students involved. The College respects the privacy of the individual but will interfere when the private life becomes public in its manifestations and a disturbance to other members of the College community.

The College of Wooster[2] is a little more explicit in the sexual activities it prohibits. Its code states that, "The College does not condone pre-marital sexual intercourse." Students who are involved in this deviation are expected to avail themselves of counseling. West Texas State University[3] also states its policy in explicit language: "Students are expected to conduct themselves in a manner that is considered moral and decent by polite society. Obscene language and activities that are offensive to modesty or decency are out of place on a University campus. The intimacies of courtship should be a private

---

[1]Alma College, Alma, Michigan, Student Handbook, 1969-70, p. 71.

[2]College of Wooster, Wooster, Ohio, The Scot's Key, 1969-70, p. 33.

[3]West Texas State University, Cayon, Texas, General Policy Statements of Student Life, 1969-70, p. 6.

affair. Public displays of affection that tend to cast a poor reflection upon the character of the participants should be avoided. Public exhibitions of indecent sexual behavior will be evaluated in terms of the state law governing indecent exposure."

Antioch College[1] indicates in its handbook that private sexual conduct is personal and the persons involved must assume responsibility for them. However, "the Student Personnel Committee takes the position that sexual behavior that becomes a public issue, that exploits other persons, or that affects the College adversely is cause for College action. Specifically, S.P.C. does not view as acceptable cohabitation by unmarried couples in College dormitories."

The Southeastern Louisiana College handbook for women students[2] lists in some detail what is expected of each girl. These behaviors are specifically prohibited:

1. The use of profanity is certainly not becoming to young ladies.

2. Public display of affection is not in keeping with College standards. You are expected to conduct yourself in a manner that will not be criticized or bring discredit to you and the college. The following practices have caused much critical comment:

---

[1]Antioch College, Yellow Springs, Ohio, Antioch Community Handbook, 1969-70, p. 21.

[2]Southeastern Louisiana College, Hammond, Louisiana, The Student Handbook, 1969, and Living Standards for Women Students, 1969, p. 12.

a. Excessive petting.

b. Your conduct as you walk around the campus. Your relationship with your boyfriend is a personal matter. To publicly demonstrate affection violates the personal privacy of your relationship with your boyfriend. It is a manifestation of lack of self-respect. You must respect yourself if you expect others to respect you.

c. Your position when sitting in cars.

d. Your conduct in residence hall living rooms.

e. The way you say "good-night" at your residence hall entrance.

Contrasted to the advice given girls at Southeastern Louisiana College is the information provided Cornell freshmen as contained in their Desk Book:[1]

> Cornell is quite liberal when it comes to the subject of sex. The University won't provide it, but it will generally ignore it unless you choose an inappropriate time or place . . . There are no curfews at Cornell and men's dorms have practically eternal open houses. Liquor is permitted in the dorms. All you need to do is to talk your roommate into leaving. Concerning birth control--do it. Prophylactics are sold over the counter in every drug store . . . A word of caution to the guys, don't invest your life savings; it ain't gonna happen that soon or often . . . Sometime within the first two weeks after you arrive on campus, your corridor or dorm group will have a late-night meeting whose purpose is to give you the low-down on sex. You are urged to make every attempt to be in attendance . . . There are things that Mother never told you and that you never read in Playboy or My Secret Life that you should know . . . No matter how sophisticated you think you are you owe it to yourself and the rest of society to come to the meeting when it is scheduled.

Even though a small number of the schools reviewed for this study actually listed specific regulations

---

[1]Cornell University, Ithaca, New York, Desk Book, 1969-70, p. 100.

concerning this variable, it is not assumed that action would not be taken against violators. Generally, however, school administrators would prefer to deal with this problem on an individual basis. A student with a sexual problem would more likely be referred to the counseling staff rather than dismissed from school, unless the counseling approach could not improve the student's behavior.

Dress

Policy.--A selected group of student handbooks were read to determine the per cent listing policies outlining dress standards. Table 19 contains a summary of institutions that designate appropriate dress and appearance at least for some occasions. Forty-six per cent of the institutions designated policies in their handbooks stipulating the proper dress on campus for various occasions. The most restrictive schools were the religious ones, with 70 per cent indicating policies. Sixty per cent of the state colleges under 10,000 also showed an interest in dress. State schools over 10,000 outlined policies in only 25 per cent of the handbooks, while large and small private universities did so 30 per cent and 45 per cent of the time.

A rather large percentage difference exists when state, private and religious institutions are compared. Forty-two per cent and 38 per cent of the state and private

TABLE 19

POLICIES REGARDING DRESS AND APPEARANCE AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Some Interest In Dress	Per Cent With No Statement or Interest In Dress	N
State over 10,000	25	75	20
State under 10,000	60	40	20
Private over 5,000	30	70	20
Private under 5,000	45	55	20
Religious	70	30	20
Total	46	54	100
State	42	58	40
Private	38	62	40
Religious	70	30	20
Total	46	54	100
Schools over 10,000	34	66	60
Schools under 10,000	65	35	40
Total	46	54	100

schools respectively communicated policies in their handbooks, while 70 per cent of the religious institutions in comparison did so.

When the large and small institutions are compared, schools with more than 10,000 students indicate the least interest in writing policies. Only 34 per cent of these universities listed policies, while at least 65 per cent of the smaller ones did so.

A general comment concerning this variable is that large schools, either state or private, are the least likely to enforce dress standards on campus. Religious institutions have the most concern and generally prescribe regulations for the entire campus and particularly for the residential areas.

Substantive Elements.--As indicated in Table 19, over half of the institutions reviewed did not maintain campus dress standards in their handbooks. A number of the schools designated as not having some regulations did express a desire for students to dress appropriately, but no specific guidelines were established and no penalties affixed. Among the schools that outline policies, some only maintain regulations in the living units, while others require a standard in all areas of the institution.

Quite often a regulation will be preceded by a justification. Northeastern University[1] lists the

---

[1]Northeastern University, Boston and Burlington, Massachusetts, Student Handbook, 1969-70, p. 45.

following reason for requiring dress standards:

> The University recognizes that the choice of attire for general campus wear is a matter of personal preference, taste, and the prevailing styles for young adults. However, all students, men and women, are reminded that the casual attire typical of a rural college is not entirely fitting in an urban university. Students should strive for a high standard of appearance at all times. The exercise of good taste in dress, appropriate to the time, the place, and the activity, reflects credit upon the individual and upon the University. For certain types of University functions and in the residences, minimum standards of dress have been established by student-faculty committees.

Niagara University[1] precedes its specific dress regulations with this statement: "It cannot be denied that adequate student dress standards are an essential part of the total educational experience and that they must be an integral part of the cooperative effort of everyone concerned. It is generally agreed that personal attire and dress habits affect behavior and should become a part of the person and practiced to reflect the proper dress which is required in different educational, social and occupational situations." One of its specific regulations is that, "anyone who wears a beard, goatee, mustache and/or long hair will be expected to be neat, clean and well-groomed." Texas Christian University[2] lists an interesting comment in its rationale for dress standards: "Just for

---

[1]Niagara University, Niagara, New York, Information Handbook for Undergraduate Students, 1969-70, p. 25.

[2]Texas Christian University, Fort Worth, Texas, Frog Horn, 1969-70, p. 25.

the record, however, we might add that there are a good many faculty members, administrators (and students, too) who still lose their cool over barefeet, bathing suits, undershirts, and hair curlers in the Student Center, classrooms and office buildings."

Institutions that require an all-campus dress standard often do so in great detail. Wheaton College[1] may serve as a good example:

Women

A. Sport clothes (slacks, bermuda and jamaica shorts) may be worn:

   1. On weekdays and weekday evenings except to classes, chapel, the library (may be worn in the evening), the dining hall, evening lectures, or formal events.
   2. On Saturday during the day and in the evening except to formal events.
   3. On Sunday only for sports activities such as picnicking, cycling, or ice skating.

B. Pant dresses and culottes are to be considered acceptable classroom attire; denim levis and cut-offs are to be considered acceptable sportswear.

C. Though there is at present no rule regarding skirt length, campus opinion poll suggests that a length of 2 to 4 inches above the knee is maximum.

D. College women should use discretion in the choice of wearing apparel, including skirt lengths, undergarments, and the fit of all clothes.

E. Sport clothes are not to be worn on special weekends such as Homecoming, Parent's Day, and Commencement.

---

[1]Wheaton College, Wheaton, Illinois, Student Handbook, 1969-70, p. 34.

F. Shoes are to be worn at all times.

Men

A. Knee-length bermuda shorts are acceptable attire. However, athletic shorts, other shorts and ragged makeshift bermudas are not considered suitable attire for Wheaton men.

B. Altered or makeshift athletic shirts including collarless "T" shirts should not be worn in campus buildings.

C. Shoes must be worn.

D. Students eating in the Dining Hall are required to dress up for Sunday noon meals. Men are expected to wear coats and ties and women heels and appropriate dress.

Generally, universities are less specific in their campus-wide regulations. Southern Methodist University[1] students should use their own good taste in regard to dress. Coeds may wear pants in the libraries and to all meals with the exception of Sundays. Slacks or shorts may be worn in general on campus and in the Student Center, but not in classes, except when specified by the professor. Girls may not wear bathing suits in public areas. At Southeastern Missouri State College[2] men are advised never to wear shirt tails out and to wear socks with shoes.

Most schools pay little attention to the physical appearance of a student, beyond what he might be wearing.

---

[1] Southern Methodist University, Dallas, Texas, The SMU Encheridion, 1969-70, p. 35.

[2] Southeastern Missouri State College, Cape Gerardeau, Missouri, Student Handbook, 1969, p. 22.

However, a few set standards for hair and beards. Southeastern Louisiana College[1] indicates that extreme hair styles and modes of dress are not in keeping with College standards. The length of hair for men will be considered appropriate when a male student can be recognized as a male when viewed from the back.

Regulations governing dress in the residence halls generally consider themselves with eating areas. Alma College[2] indicates that students should dress as though they are in a well-run restaurant. Western Washington State College[3] allows the Inter-Hall Council to set dorm dress standards. Men without shirts, wearing sleeveless shirts or wearing bathing suits will not be admitted to the dining halls. Women are not allowed to wear swim suits or have curlers in their hair. All students must wear shoes or sandals. Northern Michigan University[4] indicates that for health reasons, individuals must wear shoes and sufficient clothing to cover the upper

---

[1] Southeastern Louisiana College, Hammond, Louisiana, The Student Handbook, 1969, and Living Standards for Women Students, 1969, p. 29.

[2] Alma College, Alma, Michigan, Student Handbook, 1969-70, p. 34.

[3] Western Washington State College, Bellingham, Washington, Navigator, 1969-70, p. 28.

[4] Northern Michigan University, Marquette, Michigan, Student Code of Conduct, 1969, p. 9.

and lower torso. If a student is offended in any way by another's dress, he may file a written complaint to his residence hall judiciary.

Penalties for violating campus dress regulations are generally not very severe. Quite often they are handled by student judiciaries or by personnel deans. Unless the problem becomes impossible to handle, the student would not be referred to an all-campus judiciary. Brandeis University[1] will simply ban a student from a public function if he tries to enter in inappropriate dress. The College of Wooster[2] allows the faculty to refuse a student entrance into a classroom if the student attempts to enter in slacks or shorts. St. Anselm College[3] indicates that, "deliberate indecent exposure must be considered a serious offense." Infractions of the dress policy at Western Washington State College[4] are handled by the judiciary board of the hall in which the offender lives.

---

[1]Brandeis University, Waltham, Massachusetts, Student Handbook, 1969-70, p. 87.

[2]College of Wooster, Wooster, Ohio, The Scot's Key, 1969-70, p. 38.

[3]St. Anselm College, Manchester, New Hampshire, Student Handbook, 1969-70, p. 17.

[4]Western Washington State College, Bellingham, Washington, Navigator, 1969-70, p. 28.

Recognition of Student Organizations

Policies.--A review of the student handbooks indicates that most schools have policies dealing with the procedures used to provide official recognition to student groups (Table 20). Seventy-two per cent systematically communicate these policies to students in the handbooks. The religious institutions were the most likely to do so. Eighty-five per cent listed procedures, while 80 per cent of the small state colleges outlined their policies. Seventy per cent of the large state and private universities outlined regulations for student group recognition. The small private colleges were the least likely to detail their procedures as only 55 per cent did so.

A comparison of the state, private, and religious institutions indicates again that the religious colleges are more likely to include policies on this variable in their handbooks. Eighty-five per cent did so, with 75 per cent and 62 per cent respectively of the state and private institutions outlining procedures.

Very little percentage difference exists between the large and small institution on this variable. Schools with more than 10,000 students include policies 73 per cent of the time and smaller colleges include them at a 70 per cent rate.

TABLE 20

POLICIES REGARDING RECOGNITION OF STUDENT ORGANIZATIONS AS STATED IN STUDENT HANDBOOKS

Category	Per Cent Stating Policy	Per Cent Stating No policy	N
State over 10,000	70	30	20
State under 10,000	80	20	20
Private over 5,000	70	30	20
Private under 5,000	55	45	20
Religious	85	15	20
Total	72	28	100
State	75	25	40
Private	62	38	40
Religious	85	15	20
Total	72	28	100
Schools over 10,000	73	27	60
Schools under 10,000	70	30	40
Total	72	28	100

A general comment is that the majority of institutions have policies pertaining to the recognitions of student organizations. Generally this policy will require official approval of both student and university officers. The basic contents of these policies are outlined below.

Substantive Elements.--Universities use a variety of ways to recognize student organizations. The policies usually require the group to list the names of officers, purposes of the organization and the constitution. There is generally also a requirement for each organization to have a faculty advisor, approval of the administration and student government. Most schools require also that the group guarantee no discrimination as to race, creed, religion or natural origin.

The two basic ways for an organization to receive recognition is to either register with the college or make application through a student or administrative channel. Michigan State University[1] provides a good example of a university that requires only that a group register with the Associated Students.

1. In order to exercise the privileges accorded to registered student organizations, a student group which is not a living unit organization must register with ASMSU.

---

[1] Michigan State University, East Lansing, Michigan, A Handbook for Students, 1968, and Academic Freedom for Students, 1969, p. 26.

2. Registration shall be valid from the date of registration until the end of the fourth week of the succeeding fall term. Student organizations must register each year.

3. Registered student organizations have the option of having an adviser(s).

4. To be registered, a student organization must file the following information with ASMSU:

   a. The name of the organization.
   b. The names and titles of the officers.
   c. The purpose of the organization.
   d. The name(s) of the adviser(s), if any.
   e. A constitution and/or written statement providing that:
      (1) Only students registered with Michigan State University are officers and/or voting members.
         (a) The Student Board of ASMSU, upon request of honorary and/or professional societies may waive this requirement so that Michigan State University faculty and administrative staff may be included as officers and/or voting members.
      (2) No discrimination on the basis of race, creed, religion, or national origin shall exist within the organization.

5. ASMSU must be notified of any change made in the original requirement information presented to ASMSU within four weeks after an organization has instituted the change.

6. If the required information is not submitted, a group will be denied registration.

7. Registered student organizations may submit to ASMSU for informational purposes:

   a. Notification of national affiliations.
   b. Notification of dates and times and locations of regularly scheduled meetings.
   c. Notification of dates and times and locations of regular and special activities.

8. No organization may have its registration denied or suspended on the grounds of its beliefs, its goals, or its attitudes.

9. A student organization may have its registration suspended by ASMSU if:

   a. The organization is found guilty of submitting falsified required information.
   b. The organization is found guilty of violating an ordinance or written policy or regulation of Michigan State University or written policies of the Associated Students of Michigan State University (ASMSU).

10. The University may request ASMSU to suspend the registration of a student organization if:

   a. The organization is found guilty of violating an ordinance or written policy or regulation of Michigan State University.
   b. The organization is found guilty of failing to discharge its financial obligations to the University.

11. Any or all parts of a decision by ASMSU to suspend the registration of a student organization may be appealed to the All-University Student Judiciary.

A large number of the institutions require organizations to do more than just register. Generally their application is reviewed by a series of committees. Tulane University[1] requires the application to be submitted to the Student Activities Board. With the Board's approval, the petition then goes to the Dean of Students, then to the Senate Committee on Student Affairs and to its superior, the University Senate. This procedure serves the purpose of informing in breadth the University personnel on student participation in campus affairs. At Morgan State College,[2] a Council on Student Life is

---

[1]Tulane University, New Orleans, Louisiana, Student Leaders' Handbook, 1969-70, p. 10.

[2]Morgan State College, Baltimore, Maryland, Student Handbook, 1969-70, p. 24.

the body responsible for group recognition. If this body disapproves an application, an appeal can be made to the Faculty Executive Committee. Student organization recognition at Southeast Missouri State College[1] is granted by the Student Senate which also retains the power to refuse recognition to any group.

A number of schools have a temporary recognition feature in their policy. The University of Pittsburgh[2] grants temporary recognition to a new undergraduate student organization for a period of one year or less. During the year of temporary recognition, the officers of the organization are expected to request an opportunity to make periodic reports to the student government on the progress of their organization. At the close of one year, recognition may be withdrawn, temporary recognition may be continued, or permanent recognition granted.

An important feature of most policies is the appointment of an adviser. Almost always the adviser must be a faculty member. The group usually has the right to choose its own adviser, but occasionally the university will make the appointment. At Bates College[3]

---

[1]Southeast Missouri State College, Cape Gerardeau, Missouri, Student Handbook, 1969, p. 32.

[2]University of Pittsburgh, Pittsburgh, Pennsylvania, Student Handbook, 1969-70, p. 7.

[3]Bates College, Lewiston, Maine, Bates Blue Book, 1969, p. 16.

the adviser is assigned by the student-faculty committee that grants recognition. The adviser is requested to be present at all meetings where decisions and policies are debated. In some cases the duties of the adviser are outlined. Eastern Montana State College[1] provides a list:

> An organization adviser has the following responsibilities:
>
> 1. To attend all meetings of the organization.
> 2. To guide the students in regard to official college policy, rules and regulations.
> 3. To act as fund controller, to supervise the collection or expenditure of organization funds, and to approve all contracts.
> 4. To chaperone all activities sponsored by the organization.
> 5. To report periodically to the Dean of Students concerning the status of the organization.
> 6. To encourage leadership, resourcefulness, and good will within the student group, without dominating it.

The benefits derived from being an officially recognized organization vary, but usually they include those granted by Illinois State University:[2]

1. Use of campus duplicating services.
2. Use of campus bulletin boards.
3. Use of campus mail.

---

[1]Eastern Montana State College, Billings, Montana, Student Handbook, 1969-70, p. 7.

[2]Illinois State University, Normal, Illinois, Student Life . . . ISU, 1969, p. 21.

4. Solicitation for funds on campus under the organization name.

5. Preferential use of University facilities, including reduced rates where they apply, after academic needs of the University have been met.

6. Calendaring and pre-calendaring events.

7. Receipt of University publications which can assist in their work.

8. Use of the organization communications and mail center maintained in the University Union.

Another feature of most policies is that each organization is required to have its recognition reviewed annually. The University of Texas[1] reviews each organization before November 1 of each year. It is determined if each group meets the eligibility requirements set forth in the policy for recognition and is still active and conducting its affairs in accordance with the regents' rules, university regulations, and administrative rules.

Penalties affixed for violating regulations usually begin with withdrawal of recognition and may include also some warnings directed toward individual members of a group. A concluding comment is that policies governing the recognition of student organizations attempt to provide campus groups with some flexibility and freedom. It appears, however, that some control is

---

[1]University of Texas, Austin, Texas, General Information, 1969-70, p. 140.

exerted not only from the school administration but also from the students. Even the most liberal regulations maintain some control.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSIONS

The Problem

Since the beginning of the present world-wide student unrest at Berkeley in 1964, many colleges and universities have been forced to review the rules and regulations governing student activities and behavior. A recent survey[1] by the American Council on Education revealed that the majority of institutions have undergone some revision in their student conduct codes in the past year. These schools had for years asserted the right to not sanction certain student conduct. The rules that were adequate enough in the past to control student behavior now find themselves in question as colleges and universities are advised to review them carefully.

School administrators today are required to deal with an ever-increasing number of crises, and often they cannot benefit from the experience of other institutions. They lack the knowledge of the practices and policies of other schools, which could likely aid them during campus

---

[1] The Chronicle of Higher Education, Vol. III, No. 22, September 15, 1969, p. 8.

problems. The main objective of this study, in addition to its historical importance, was to gather and present current information that could serve as background material to update and reconsider policies that attempt to regulate student behavior. The study was designed to gather a variety of descriptive data on a wide range of issues as quickly as possible, and then to present the data in such a way that administrators could gain a degree of understanding of institutional approaches to the issues in sufficient depth to form a basis for wise action.

It was not an objective of the study to provide complete data on all areas of student code development from all institutions. Instead, the study was designed to produce enough information so that school administrators would have some knowledge on a wide range of issues as represented in a substantial number of codes.

It was the intent of the study to use the gathered data to answer these questions:

1. What are the stated values or purposes of student codes of conduct?
2. What rationale do universities use to justify their policies regarding student non-academic life?
3. How are the codes developed and revised?
4. What are the apparent trends in student code development?

5. What per cent of the institutions reviewed for this study communicate in their student handbooks policies for the 19 variables identified below?
6. What percentage differences exist among varying university sizes and types in communicating policies in the handbooks?
7. What is the content or substantive elements of these policies?

Design of the Study

Nineteen items that are current and often troublesome to school administrators were identified. Knowledge of institutional practices concerning these items is somewhat limited, and it was thought that a detailed description might be helpful, both in terms of the per cent of universities formally communicating the policies to the students in handbooks and a review of the substantive elements of the policies.

These are the nineteen items:

1. Academic Irregularity
2. Use and Possession of Alcoholic Beverages
3. Drugs
4. Hazing
5. Women's Dormitory Hours
6. Dormitory Room Entrance and Inspection
7. Entertainment of Members of the Opposite Sex in Residence Hall Living Quarters

8. Theft
9. Confidentiality of Student Records
10. Compulsory Class Attendance
11. Student Demonstrations
12. Disruptive Activities
13. Invitation of Controversial Speakers to Campus
14. Unacceptable Off-Campus Behavior
15. "Student Rights" in Procedural Due Process
16. Procedural Due Process
17. Deviant Sexual Behavior
18. Dress and Appearance
19. Recognition of Student Organizations

Using an education directory[1] as a source, 40 colleges and universities were chosen randomly by use of a random number table for each of the following categories:

1. Large state colleges and universities with more than 10,000 students.
2. Small state colleges and universities with less than 10,000 students.
3. Large private colleges and universities with more than 5,000 students.
4. Small private colleges and universities with less than 5,000 students.
5. Religious institutions.

---

[1] Education Directory, 1968-69--Part 3, Higher Education (Washington, D.C., Government Printing Office, 1968).

A letter was mailed to 200 colleges or universities requesting a copy of their student handbook containing the policies and regulations used to control student life. Ninety per cent of the institutions responded (Table 1).

The 181 institutions responding to the request for handbooks were listed again according to the five categories outlined above. A table of random numbers was used to choose 20 schools from each of the five categories. These 100 handbooks were then included in the present study.

A main objective of the study was to determine the per cent of institutions that communicate in their handbooks policies concerning the 19 variables. Comparisons were drawn between the five categories, in addition to comparisons between state, private, and religious schools. A final comparison was made between large institutions with more than 10,000 students and small colleges and universities with less than 10,000 students.

Using a checklist on which the 19 variables were outlined, the researcher read carefully each of the 19 areas of concern. If a school outlined its policy in the handbook, it was noted on the summary sheets.

Following a review of the handbooks to determine the per cent listing policies, another reading produced written examples of each policy to be used as an aid to personnel workers in developing their own codes. Final

readings of the handbooks identified stated purposes and values of the codes, the rationale on which they are justified, the means of revision and development, and any apparent trends.

Major Findings

Value and Purpose of Student Codes of Conduct

A majority of the handbooks reviewed for this study precede specific regulations and policies with an introduction outlining the goals of the university and setting forth a need to create and maintain a living, social and campus environment which allows for the greatest possible freedom to learn. The handbook introductions list also the following values and purposes: (1) to protect the individual freedom to learn and develop; (2) to maintain an order to the university's operations; (3) to continue a necessary degree of harmony with its surrounding environment.

Many codes indicate that the university will agree to furnish the student an environment conducive to growth and development, if the student will agree to obey the rules and regulations both of an academic and non-academic nature. As stated by some schools, the purpose of the code of conduct is to serve as a practical guide to a profitable participation in the life of the student community. The code is formulated to assist the college student

to achieve intellectual formation, spiritual development and social graces. Emphasized also is the individual's responsibility for his own actions and a recognition that the student's acts reflect upon the whole college community.

Rationale

The student handbooks chosen for this study were reviewed to identify statements or policies that either support the concept of in loco parentis or attempt to disallow it. A number of universities, especially the larger ones, are attempting to move away from close control of students, particularly in the area of alcohol and dormitory regulations. The codes are being revised to reflect an emerging concept that students must be responsible for their own acts. This assumes also that they are mature enough to make proper decisions without the constant supervision of university officials. The move on the part of universities in the direction of more student freedom is reflected most clearly in the growing number of schools including a "bill of rights" as a part of the codes. Even though there is a trend to move toward fewer rules governing non-academic activities, there is still considerable control over the student's life except in a few rare universities.

Code Development and Revision

Less than 25 per cent of the handbooks reviewed for this study contained specific procedures used to revise and develop student codes. Of those listing procedures, however, the majority allowed for student participation in recommending policies that affect non-academic life.

The general procedure is for the university to establish a student-faculty-administration committee that will propose legislation to the student and faculty governing bodies. The committee is usually responsible for recommendations on all non-academic rules and regulations, including non-academic discipline, student rights, dormitory life, and all other matters of common concern to the faculty and students. Following approval of a regulation by the committee and governing bodies, the general tendency is to forward the recommended change to the university president who may act upon it or have it reviewed by an institutional governing board. In most institutions, the president has veto power over any regulation.

Another procedure used by some schools for code revision is to allow the student body to vote for a proposed change. While this was a method used by very few schools in this study, it did provide an alternative plan. It should be noted too, that even though a committee

may decide upon the value of a proposal, a few institutions provided a means by which any member of the university community could bring his idea to a hearing body.

Trends in Student Code Development

A review of the student codes reveals a number of trends in the development and revision of rules and regulations. The most recent and apparent one is in the emphasis that students now have "rights" as well as responsibilities. A majority of the codes used for this study prefaced specific regulations with a "bill of rights," which generally lists the same rights and freedoms recommended by the "Joint Statement."[1]

In addition to this trend is the attempt by code committees to write more explicitly the rules governing student life. Rules that were once written in rather vague and uncertain language are now outlined in detail. Added to this is a trend already mentioned to move away from parental rules and provide the student the opportunity to regulate more of his own non-academic life.

Another tendency is for schools to provide a detailed "court" system for students who may violate campus regulations. This includes also a list of "rights" for students in procedural due process. A final trend mentioned

---

[1]American Association of University Professors, et. al, "Joint Statement."

earlier is for students to participate in the code formulation as members of student, faculty and administrative committees.

Policies Related to the Nineteen Issues

A main objective of the study was to identify the per cent of institutions listing specific policies on the 19 variables. A comparison was made between the five main categories listed earlier and between the types of institutions, such as state, private and religious. Final comparisons were completed between large schools with more than 10,000 students and small ones with fewer than 10,000.

A primary objective of the study was to identify and list the substantive elements of each variable, providing specific examples for school administrators. A summary of the percentage differences among the various institutions is listed in this chapter. The reader is advised to refer to Chapter IV for the content examples of each issue under consideration.

Academic Irregularity

More than 79 per cent of the institutions communicated policies in their handbooks concerning academic irregularity. Very little percentage difference existed between the various types and sizes of colleges or

universities. All of the large state schools had written policies as did 81 per cent of all institutions with more than 10,000 students.

The regulations generally followed a pattern of specifying and defining academic irregularity, which included the behavior required of students during a quiz or examination and the proper acknowledgement of sources used in term papers. Penalties imposed for violating these regulations were generally very severe; they ranged from a failing grade for a class to dismissal or suspension. Occasionally the penalty would make a student ineligible for membership in a campus organization or prohibit him from holding a student government office. Scholarships and financial aids also could be withheld. Student personnel officers were generally responsible for administering the penalties, although the faculty also played important roles in the enforcement of this policy.

Use and Possession of Alcoholic Beverages

Ninety-four per cent of the institutions communicated policies in their handbooks regarding the use and possession of alcoholic beverages. The majority of the schools (64 per cent) did not permit alcohol on campus, while 30 per cent allowed some use under controlled approval and supervision. The religious schools were the most restrictive with more than 85 per cent of them

prohibiting any use on campus. Private institutions were the most liberal with 38 per cent allowing some use of alcohol. Small institutions with less than 10,000 students were more restrictive than larger schools. Forty-one per cent of the large colleges or universities permitted some use, while only 12 per cent of the smaller ones did so.

Universities used a wide variety of written rules to prohibit or allow the use of alcohol on campus. Generally the rules included rationale, quotes from state laws, penalties for violations, specific guidelines for campus use, complete restriction, or limited use in the dorms and at special campus functions. Even those institutions that allowed some use of alcohol on campus did so under rather detailed regulations. The trend was to allow drinking in the dorms and married student housing and other regulated social events, but to prohibit alcoholic use at such functions as athletic contests, graduation exercises, academic instruction sessions or lectures.

The regulations varied in detail from a simple statement prohibiting the use of alcohol on campus to very detailed procedures. Usually the rules would include penalties for violating the regulations. These penalties were generally not too severe and quite often took the form of a warning or probation. Suspension from the university was reserved for only the most serious cases.

The student personnel staff was usually responsible for the enforcement of the policy.

Drugs

Most of the institutions had policies prohibiting the illegal use of drugs. All of the large state schools listed regulations, as did the majority of large private and religious colleges and universities. Very little percentage difference existed between the varying types and sizes of schools.

The stated policies on drugs generated the most restrictive rules of all the variables reviewed for this study. They also specified the most severe penalties for violating the policy, which almost always included suspension from the institution. A few policies included educational statements that attempted to inform the student concerning the dangerous nature of drug use. Many of them made some reference to state or federal laws including the fines and prison penalties that could be imposed.

A number of schools indicated a desire to handle this problem internally, but would not protect drug users from arrest or conviction by civil authorities. Most institutions urged all students to consider very seriously the personal and institutional risks surrounding drug use, and encouraged educational programs to make students aware of the dangers associated with this behavior. Penalties were generally handled by the student personnel staff,

which would usually process violations which occurred on or off campus, even after civil authorities had taken action.

Hazing

Only 30 per cent of the institutions listed policies in their handbooks prohibiting hazing. The religious schools were the most likely to do so, with 40 per cent of them outlining policies. Small private colleges had the least interest as only 10 per cent detailed their rules. All private schools indicate less interest than do the state or religious institutions to communicate their policies in the handbooks.

Many schools listing policies did so in rather simple terms, making clear to the students disapproval of any behavior that would tend to degrade or endanger the life or health of another individual. Penalties affixed for violating the regulation on hazing often included social probation, disciplinary suspension or some prosecution by state authorities if the incident merited it. Quite often the rule would outline penalties for organizations as well as individuals that promote hazing. Student personnel deans were generally assigned to administer the policy, but lower agencies, such as an interfraternity council, might be used to hear violations and impose penalties.

Women's Hours

Only 25 per cent of the institutions listed formalized policies requiring all women to maintain hours. The other schools allowed some or all of their women students to have unrestricted hours. The most restrictive colleges are the private ones with less than 5,000 students. Sixty per cent of them required all women to maintain hours. Small state institutions and religious schools restrict all students 35 per cent and 25 per cent of the time respectively. None of the large state schools required all women to maintain hours and only 5 per cent of the large private ones did so.

The specific hours imposed vary greatly and seem dependent on the type and size of the institution. Those schools requiring all women to meet a curfew usually allowed junior and senior women more freedom. Schools that required only some of their women to maintain curfew usually restricted the regulations to freshmen and sometimes for only the first quarter in school. A few institutions provided a choice of dormitories, some with hours and some without, depending upon the desires of the occupants. Penalties for violating curfew regulations were generally not severe. They were usually imposed by dorm judiciaries and often included restricting the student to her room for a specified period of time.

Room Inspection and Entrance

Less than half of the institutions stated policies outlining procedures used to enter and inspect student living quarters. Even though most schools implied this right, only 38 per cent of them informed the students in handbooks of the specific processes used for inspection. Religious institutions stated policies more often than any other school. Private and state universities were the least likely to do so. Very little percentage difference existed when comparing large and small institutions. Thirty-seven per cent of the large schools stated policies and 40 per cent of the small ones did so.

Most of the universities that listed policies in this area did so in some detail, including the steps required to obtain authorization for the search. The rights of the student when an inspection was made were often outlined. Some institutions, however, simply stated in their policy that the university reserved the right to inspect rooms when university property or environmental health and safety matters were concerned. The personnel dean's staff was usually responsible for authorizing a search or inspection. Policies did not generally indicate any penalties, except to refer to other regulations that prohibit the type of behavior that a search attempts to uncover.

Room Visitation

Forty-six per cent of the institutions stated policies in their handbooks allowing for the entertainment of members of the opposite sex in residence hall bedrooms. Large state schools were the most permissive with 60 per cent providing this opportunity. The religious colleges were the most restrictive as only 30 per cent allowed visitation. A comparison of large and small institutions indicated that 57 per cent of the large ones allow visitation while only 30 per cent of the small ones did.

Even though nearly half of the institutions allow visitation, there is still considerable control over this type of activity. The university maintains strong influence in developing these policies, even though students do have considerable voice in establishing guidelines. Penalties generally did not include suspension, unless the students were found guilty of violating other policies of a more serious nature. The violators were handled by dorm judiciaries, for the majority of cases, with only the very serious offenses being referred to the personnel dean.

Theft

Although it could be assumed that all institutions prohibit the theft of university and individual property, only 57 per cent of the schools communicated this policy in their handbooks. The state and religious universities

stated policies in 72 per cent and 60 per cent of the handbooks respectively. Only 37 per cent of the private schools did so, with the small private institutions showing the least interest at 30 per cent.

Most generally policies prohibiting theft were simple and direct. They included the protection against theft of all university and individual property. Occasionally the policy included the misuse of funds, bad checks, telephone calls and forgery. Penalties were most often handled by the personnel dean and were not referred to civil authorities unless the problem was deemed very serious. A number of the large schools, however, referred all theft problems directly to civil authorities, and only involved the university in additional penalties if the personnel dean considered it advisable. Severe punitive actions, such as suspension, was usually reserved only for the most serious problems.

Confidentiality of Student Records

Seventy-one per cent of the institutions did not communicate in their handbooks policies pertaining to the confidentiality of student records. A percentage difference existed between the various categories designated for this study. The large state universities communicated policies in 45 per cent of the handbooks, and the small private schools showed the least interest with only 15 per cent listing rules.

Even though the percentage of schools stating written policies was small, these institutions developed the regulations in some detail. They often included the procedures to be used in distributing various types of records, such as personnel records, academic records, and discipline records. The universities emphasized student rights in regard to outside agencies and individuals having access to the records. There was rarely any penalty affixed to this policy, since any violation usually involves an administrator. A number of schools, however, established committees to review any complaints. None of the policies reviewed contained specific punitive measures to be enforced in the event that policies were not followed.

Compulsory Class Attendance

Sixty-eight per cent of the institutions included policies in their handbooks concerning class attendance. Mandatory class attendance was required by 34 per cent of the schools. Only 3 per cent had policies allowing for class "cuts," while 25 per cent allowed the professor to set class attendance standards. Thirty-eight per cent of the handbooks did not require mandatory class attendance or did not make any statement at all. Religious schools showed the most interest with 90 per cent of them requiring class attendance as an institutional policy. Twenty per cent required attendance as

specified by the professor. A comparison of large and small schools indicated that the institutions with less than 10,000 students included mandatory attendance policies 77 per cent of the time, while only 51 per cent of the large schools did so.

Policy statements in the handbooks ranged from rather strict requirements concerning attendance to policies that prohibited a professor to use attendance as a criteria for grading. The policies generally included a variety of plans to include everything from required attendance for all students to mandatory attendance for only freshmen. Some schools listed the exact number of days that could be missed without penalty. Violations were usually handled by the professor, but could be referred to the personnel dean if the teacher deemed it necessary. The penalty was usually not very severe and often included only a reduction in grade, or in some cases a failing grade. Only extreme cases demanded suspension or dismissal from the university.

Student Demonstrations

A rather large number of institutions (54 per cent) did not communicate in their handbooks policies regarding student participation in political and social issues and guaranteeing the rights of free speech, petition and assembly. Large state schools with more than 10,000 students were more inclined to do so, while the

small private colleges indicated the least interest. When large and small universities were compared, the large ones with more than 10,000 students listed policies 58 per cent of the time, while only 27 per cent of the smaller ones did so.

The general tendency regarding this variable was for a school to make a short statement on the rights of free speech, petition and assembly and then develop in detail a list of rules disallowing disruptive activities. Those schools that stated specific policies usually developed a means by which the student group could register the demonstration. The registration quite often included the date, time, location, and purpose of the demonstration. A guarantee was almost always required that the event would not interfer with the orderly functioning of the university. The personnel dean was most often the responsible person to clear this activity and to work with violators. Penalties for violating regulations on demonstrations varied according to campus and generally included a request to cease and desist from the activity. If action was required, each case was considered individually and appropriate action taken, to include suspension and civil prosecution in severe cases.

Disruptive Activities

Nearly all of the institutions had policies prohibiting the disruption of the peaceful and orderly functioning of the university. Seventy-seven per cent listed this specific policy in their handbooks. All of the large state universities outlined policies as did 90 per cent of the large private ones. The colleges to show the least interest were the small private ones. Only 40 per cent of these schools included policies in their handbooks. The state institutions listed policies more often than the private and religious colleges, and the large schools with more than 10,000 students outlined regulations 88 per cent of the time in comparison with 60 per cent of the smaller universities.

No other variable reviewed for this study generated more detailed regulations. This was particularly true of the larger universities that went into considerable detail outlining which behaviors were not acceptable, including the imposed penalties. These policies included a statement of philosophy in addition to rules restricting persons who may enter the campus, occupy university buildings during closed hours, obstruct entrances, picket, parade and demonstrate. Some schools used existing state laws to prohibit disruption, while others simply stated in a sentence or two that disruptive activities would not be tolerated. Most institutions, however, prohibited such activity in explicit and detailed terms.

Generally violators were handled by established university committees under the direction of the personnel dean. This was the only variable that caused some schools to establish special committees to hear issues of consicence and to deal with faculty members who might participate in disruptive activity. Penalties were affixed according to each individual case and could include dismissal from the university and prosecution by civil authorities.

Off-Campus Speakers

Only 41 per cent of the institutions had a policy in their handbook outlining procedures for inviting speakers to campus, even though it could be assumed that a larger number than this have formulated policies in this area. The large state and private schools formulated regulations most often, and the small private and state colleges did so the least often. When the state, private and religious schools were grouped for comparison, they were nearly even in the number that systematically communicated policies in the handbooks. A comparison of large and small schools, however, indicated that universities with more than 10,000 students listed policies 53 per cent of the time, and the small schools did so at a 22 per cent rate.

A large variety of regulations existed among the institutions. Generally these rules were not intended to restrict speakers from appearing on the basis of their controversiality, but rather to insure that recognized groups were extending the invitation according to proper procedures. Often a committee of students and faculty would be assigned the task of clearing speakers. This was a procedure employed by a large number of the small institutions. Sometimes the adviser to a group had the authority to invite a speaker. Many regulations included also rules that the speaker must follow during his talk, including the allowance for students to ask questions. Occasionally the policy would include a provision to invite speakers to campus with an opposite view.

Most policies did not include statements outlining penalties for violating regulations. Those that did generally stated that complaints of abuse would be referred to a regularly constituted review board and would be considered on an individual basis. No policy mentioned suspension as a possible penalty.

Unacceptable Off-Campus Behavior

Even though most schools still take an interest in the off-campus behavior of students, only 55 per cent of the institutions communicated this concern in specific terms in their handbooks. The religious colleges indicated the most interest with 75 per cent of them stating

that off-campus misbehavior would be reviewed. State and private schools are nearly even in their interest as 57 per cent and 42 per cent included statements respectively.

Institutions that accepted responsibility for off-campus behavior usually did so with a general statement indicating that disciplinary action would be taken when the welfare of the institution was threatened or when requested by civil authorities. Some schools simply stated that a student who violated civil laws was not automatically subject to penalties of the university, but he might be if the action against the student was found to be a detriment to the university community or constituted a danger to himself or others on campus. This broad statement, of course, allows schools a great deal of freedom in this area of student behavior. If a school did take action, the penalty for an off-campus violation would probably be the same as one committed on campus.

Student Rights in Procedural Due Process

Seventy-one per cent of the institutions included statements in their handbooks outlining student rights in procedural due process. All of the large state schools listed these rights and 90 per cent of the large private universities did also. The religious and small state and private institutions were less likely to do so. A

comparison of all the large and small schools indicated a large percentage difference. Eighty-seven per cent of the universities with more than 10,000 students outlined student rights in due process, while only 48 per cent of the small ones did.

Most policies outlining student rights in procedural due process included a guarantee for a student to be informed of the nature of the charges against him, to have a fair opportunity to rebuke them, to appeal the decision, to not be required to testify against himself, and to choose someone to represent him in the case. These policies were incorporated into the disciplinary system to provide the student with a guarantee of fairness, a right that he has not always had. Because of the nature of this variable, no penalties were outlined for those who may not abide by the policy.

Procedural Due Process

Nearly all of the institutions (84 per cent) had policies outlining the practices and procedures used to process student misconduct problems. All of the large state schools and 90 per cent of the small state colleges and large private institutions outlined their procedures in the handbooks. The small private and the religious colleges detailed their procedures at a 70 per cent rate. In comparison of all large and small universities, the

large ones were more inclined to list their procedures (93 per cent), while the small ones did so in 70 per cent of the cases.

Most codes outlined in detail the procedures used to process student misbehavior. This usually included a description of the various judicial bodies, such as dormitory judiciaries, fraternity and sorority hearing boards and an all-university standards committee. Although the schools varied a great deal in the way these bodies were organized, most of them were designed to accomplish the same function. In most cases the committees were composed of both students and faculty. Each code detailed the procedures to be followed before, during, and following a hearing. This included special features such as prosecutors, the right of appeal, allowing a student to choose which type of body should hear his case, and the penalties that could be affixed.

Deviant Sexual Behavior

Although it is assumed that the majority of institutions have policies prohibiting deviant sexual behavior, only 26 per cent of them communicated these policies in their handbooks. Most of the categories were evenly matched with the private schools the least likely to do so.

It is interesting to note that of all the variables reviewed for this study, this one generated the smallest

per cent of written regulations. In most cases the policy was stated in very simple language such as a prohibition to engage in illicit sexual relations or perversions. Most statements were one sentence in length and did not elaborate or define the exact nature of the prohibited behavior. Although the students were warned in a number of cases that disciplinary action would be taken, usually the severity of this action was not specified. The impression given was that sexual problems would more likely be referred to the counseling staff rather than dismissed from school, unless the counseling approach could not improve the student's behavior.

Dress

Forty-six per cent of the institutions had prescribed dress codes for at least some occasions. The most restrictive schools were the religious ones and small state ones. The least restrictive were the large state and private universities. In all comparisons, the large institutions, whether state, private, or religious, had the least interest in dress regulations.

A number of schools designated as not having some regulations did express a desire for students to dress appropriately, but no specific guidelines were established and no penalties were affixed. Those that did maintain regulations prescribed them most generally for the living and eating units and the classroom. The policies on dress

were usually developed by student committees and were designed to create a desirable campus atmosphere. Violations of dress standards were usually handled by minor judiciaries and penalties were in the lower ranges of severity and did not include dismissal.

Recognition of Student Organizations

Seventy-two per cent of the institutions had policies regarding student organizations, and most of these required some form of official approval of all student organizations. The religious schools (85 per cent) were the most likely to require recognition. Very little percentage difference existed between the large and small institutions, with both groups nearing 70 per cent.

Most policies required the organization to have a faculty adviser and to provide a list of officers and a constitution. Very few schools requested a list of members. In some cases the student government had the sole responsibility to recognize groups, and in almost all cases it had partial authority. Generally, however, a recommendation for approval moved from the student government to the personnel dean and then to the president. Occasionally a faculty body would give its approval. Another method that appears to be gaining in importance is the establishment of a student-faculty committee on student affairs, which is often given the responsibility

to approve campus organizations. Policy violations seemed to be of little concern, with the most popular penalty including some type of sanction or denial of a privilege accorded to recognized organizations.

Conclusions

A main objective of this study was to describe in some detail the substantive or content elements of the various codes as they were detailed in student handbooks. This description was attempted as an aid to school administrators in the development of codes of conduct (see Chapter IV). A further objective was to provide a historical document for future reference. Another goal was to summarize the percentage of institutions systematically communicating their rules and regulations in the student handbook. On the basis of the findings of this study, the following conclusions are drawn:

1. Most student codes of conduct justify their existence by setting forth a need to create and maintain a living, social and campus environment which allows the greatest possible freedom to learn.
2. Despite the stated attempt by students and administrators to eliminate in loco parentis, especially on the part of larger institutions, there is still considerable control over the student's non-academic life. Colleges and

universities are relaxing controls in such areas as women's hours, alcohol, room visitation, class attendance, and required dress standards; but the move to eliminate complete control of these traditional parental regulations is far from complete, especially in religious and small private and state institutions.

3. Student handbooks generally do not contain specific procedures used to revise and develop student codes. The handbooks that do describe the process involve students, faculty, and administration in the majority of institutions.
4. There are at least five trends in the development of student codes of conduct.
   a. Student "rights," as well as responsibilities, are more clearly identified by code developers.
   b. There is a concerted effort to move away from parental rules.
   c. Institutions are defining and writing rules more clearly and completely.
   d. Better processes are being developed to deal with rule violators and to guarantee fairness.

e. Students are more often invited to participate in the code formulation as members of student, faculty, and administrative committees on student life.

5. Student handbooks will be more likely to contain regulations governing these behaviors: (a) Use and Possession of Alcoholic Beverages, (b) Drugs, (c) Procedural Due Process, (d) Academic Irregularity, (e) Disruptive Activities, (f) Recognition of Student Organizations, (g) Student "Rights" in Procedural Due Process, (h) Women's Hours.
6. Student handbooks will be least likely to contain regulations governing these behaviors: (a) Deviant Sexual Behavior, (b) Hazing, (c) Confidentiality of Student Records, (d) Room Entrance and Inspection, (e) Off-Campus Speakers, (f) Dress Standards, and (g) Student Demonstrations.
7. Religious institutions, schools with less than 10,000 students, and small private colleges will enforce stricter regulations concerning alcohol, women's hours, room visitation, class attendance, and dress standards.

8. Large universities of all types with more than 10,000 students provide students with a more liberal code of conduct in their handbooks.
9. State institutions with more than 10,000 students and private schools with more than 5,000 students have more detailed codes for the majority of the variables listed for this study.
10. Small private institutions with less than 5,000 students are the most likely not to list policies in their handbooks for the variables identified for this study.
11. An analysis of the findings of the nineteen variables allow these conclusions to be drawn:
    a. Academic Irregularity--The majority of institutions communicate this policy in their handbooks, with little percentage difference between the various categories. Penalties for violating this policy may be very severe, including suspension.
    b. Use and Possession of Alcoholic Beverages--The majority of institutions communicate this policy in their handbooks, with the majority prohibiting any use of alcohol on campus. Religious schools are the most

strict, and large state and private universities the most liberal. Penalties for violating this policy generally do not include suspension.

c. Drugs--A majority of the handbooks contain policies prohibiting drugs. Large state and private institutions are the most likely to have rules. Punitive measures taken against violators often include suspension and prosecution by civil authorities.

d. Hazing--Very few institutions communicate hazing policies in student handbooks. Religious and small state schools do so most often. Penalties for violating this rule may include social probation or exclusion of a group from official university recognition, in addition to civil prosecution in severe cases.

e. Women's Hours--Most institutions list regulations in their handbooks concerning this variable. The majority of the institutions allow for unlimited hours for at least some women students. Large state schools are the most liberal and small private colleges the most strict. Violators are usually given minor penalties.

f. Room Inspection and Entrance--Very few institutions list policies outlining procedures for room inspection and entrance. Religious schools are the most likely to do so, and small private ones the least likely. Generally no penalties are outlined for those who may violate the procedures outlined for room entrance.

g. Room Visitation--Less than half of the institutions outline in the handbooks policies allowing for the entertainment of members of the opposite sex in residence hall bedrooms. Large state schools are the most liberal, and religious ones the most restrictive. Violators are given penalties according to individual cases. Severe problems may receive suspension.

h. Theft--The majority of institutions outline policies on theft in their handbooks. Large state schools do so most often and small private ones least often. Penalties do not often include suspension but may include prosecution by civil authorities.

i. Confidentiality of Student Records--Very few of the institutions communicate policies pertaining to the confidentiality of

student records. Large state schools are the most inclined to do so. Punitive measures are not normally enforced when this policy is violated, since violators are usually faculty and staff.

j. Compulsory Class Attendance--Most institutions provide some type of policy concerning mandatory class attendance. Religious schools require attendance most often, while none of the large state schools list required attendance, except as stated by the professor in a few schools. Penalties are usually not severe and often include a grade reduction.

k. Student Demonstrations--Less than half of the institutions outline procedures for students to follow in demonstrating for political and social issues. Large state schools are the most inclined to list policies, and the small private ones indicate the least interest. Violations are usually reviewed on an individual basis, and penalties can be severe if disruption takes place.

l. Disruptive Activities--Nearly all of the institutions have policies prohibiting

the disruption of the peaceful functioning of the university. Violators are usually given severe penalties including possible civil prosecution.

m. Off-Campus Speakers--Less than half of the institutions include a policy in their handbook outlining procedures for inviting speakers to campus. Large private schools do so most often, and small private ones least often. Most policies do not include statements outlining penalties for violating this regulation.

n. Unacceptable Off-Campus Behavior--More than half of the institutions communicate a concern for student off-campus misbehavior. Small private schools show the least interest, which is probably more a result of not stating the policy than not having an interest in this behavior. Religious schools list the policy most often. Penalties for off-campus misbehavior are generally the same as campus violations, even if civil authorities take action also.

o. Student Rights in Procedural Due Process--The majority of the institutions include

statements in their handbooks outlining student rights in procedural due process. Large state and private schools are the most inclined to list these rights, while the small private and religious institutions do so least often.

p. Procedural Due Process--Nearly all of the institutions have policies outlining the practices and procedures used to process student misconduct problems. These policies vary greatly in detail and fairness, but the majority provide students with specific steps to follow when a regulation has been violated.

q. Deviant Sexual Behavior--Very few of the institutions list policies prohibiting deviant sexual behavior. Private schools are least likely to do so. Penalties are affixed on an individual basis and often include some form of counseling. Dismissal from school is not usually mentioned as a penalty, unless the counseling approach cannot improve the student's behavior.

r. Dress--Less than half of the institutions prescribe dress codes for at least some

occaions. Religious schools and small state colleges are most inclined to do so. Very few of the large schools list policies. Penalties are usually in the lower range of severity.

s. Recognition of Student Organizations-- The majority of institutions have policies requiring some form of official approval of all student organizations. The methods used to provide approval vary greatly but usually include some co-operative effort of students, faculty and administration. Very little percentage difference exists between the various institutions that include this policy in their handbooks. Policy violations are of little concern, with the offending group having privileges or recognition withdrawn.

Implications for Further Study

One of the aims of this investigation was to identify topics for more intensive research. The study has generated a number of research areas.

Since the handbooks do not contain all policies that attempt to regulate student behavior, it would be particularly helpful to question school officials by use

of a questionnaire concerning additional variables. A comparison could be drawn between the per cent of handbooks containing a policy and the number of schools communicating the regulation in some other way. It would be important also to ask administrators to list the purposes of the policies, the degree to which they were formally adopted and systematically communicated, the individuals or groups responsible for policy formulation, the individuals or groups responsible for the implementation of the policy and the type of action taken in case of violation.

It would be helpful also to learn the extent of general support for the various policies contained in a student code, and what effect these policies tend to have on student morale and attitudes.

Using a similar approach as in this study, further research might investigate these additional variables: (1) Loud speaker policies, (2) Membership in political organizations, (3) Distribution of written materials on campus, (4) Student publications, (5) Gambling, (6) Solicitations on campus, (7) Financial responsibility, (8) Automobiles on campus, (9) Chaperones for social functions.

Finally, to replicate the present study within a few years would provide some interesting comparisons and changes that might be helpful in improving this area of American higher education.

SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Books

Brubacher, John S. and Rudy, Willis. Higher Education in Transition (New York: Harper & Brothers, 1958).

Eddy, Edward D. The College Influence on Student Character (Washington, D.C.: American Council on Education, 1959).

Foote, C. and Mayer, H. The Culture of the University: Governance and Education (San Francisco: Josey-Bass, Inc., 1968).

Goldbold, Albea. The Academic Community (New York: McGraw-Hill Book Co., 1962).

Hand, H. C. Campus Activities (New York: McGraw-Hill Co., 1938).

Henderson, Algo D. Policies and Practices in Higher Education (New York: Harper and Brothers, 1960).

Huehnemann, Eugene. Charles W. Eliot (New York, 1909).

Klopf, Gordon. College Student Government (New York: Harper and Brothers, 1960).

Lee, W. Storrs. God Bless Our Queer Old Dean (New York: G. P. Putman's Son, 1959).

Millett, John D. The Academic Community (New York: McGraw-Hill Book Co., 1962).

Morphet, Elgar, Johns, R. L. and Reller, Theodore. Educational Administration (New Jersey: Prentice-Hall, Incorporated, 1959).

Muller, Kate H. Student Personnel Work in Higher Education (Boston, New York: Houghton Mifflin Company, 1961).

Rudolph, Frederick. The American College and University (New York: Alfred A. Knoph Company, 1962).

Williamson, E. G. Student Personnel Services in Colleges and Universities (New York: McGraw-Hill Book Company, 1961).

Woodburn, Lloyd S. Principles of College and University Administration (California: Stanford University Press, 1958).

Wrenn, C. Gilbert. "The Development of Student Personnel Work in the United States and Some Guidelines for the Future," in The Student and the System, ed. by M. John Mentor (Boulder, Colorado: Viche, 1968).

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

College Bulletins

Colorado State University, The Rights and Responsibilities of Students and Student Groups at Colorado State University. (1969-70).

Cornell University, Policy Notebook for Students, (August, 1969).

Ohio University, Student Handbook, (1969-70).

Report of the Study Commission on University Governance Berkeley, "The Culture of the University: Governance and Education," The Daily California, January 15, 1968.

"Report of the University Commission on the Independence of University Regulations and Local, State and Federal Law," The Cornell Daily Sun, October 4, 1967).

University of California Policies Relating to Students and Student Organizations, Use of University Facilities, and Nondiscrimination, (March 17, 1969).

University of Iowa, Code of Student Life, (1969-70).

University of Wisconsin, Report of the Ad Hoc Committee on Mode of Response to Obstruction, Interview Policy, and Related Matters; Part One: Placement Interview Policy, (March 13, 1968), Part Two: University Discipline as a Mode of Response to Obstruction, (April 25, 1968).

University of Wisconsin, Report of the Non Curricular Life of Students Committee, (August 12, 1965).

University of Wisconsin, Rule Book, (Madison, Wisconsin, 1969-70).

Utah State University, The Student Code, (1969-70).

Wisconsin Student Association, Recommendations to the Faculty, Student Power Report, (Madison, Wisconsin, October 12, 1967).

Periodical Articles

Black, Bernard R. "Student Needs and Orientation Directors' Aspirations," The Journal of College Student Personnel, Vol. 6, No. 2 (December, 1964).

Brewster, Kingman Jr. "The Politics of Academia," Boston Sunday Globe, October 5, 1969.

The Chronicle of Higher Education, Vol. III, No. 22, September 15, 1969.

Cowley, W. H. "Reflections of a Troublesome but Hopeful Rip Van Winkle, The Journal of College Student Personnel, Vol. 6, No. 2 (December, 1964).

Editorial Projects for Education, Inc., "Who's in Charge?" (paper, 1969).

Gifford, Lowell D. "Orientation for What?" Proceedings of the Canadian Association of University Student Personnel Services (Vancouver, October, 1966).

Golden, M. P. and Rosen, N. A. "Student Attitudes Toward Participation in University Administration: An Emperical Study Related to Managerial Prerogatives," The Journal of College Student Personnel, 7 (November, 1966).

Greenlead, Elizabeth A. "How Others See Us," The Journal of College Student Personnel, (July, 1968).

Heffner, Ray S. "The Student Voice in Institutional Policy," AGB Reports, Vol. 10, No. 5 (February, 1968).

Hodgetts, J. E. "Some Hints on De-coding 'Student Power'" University Affairs, 9 (December, 1967).

Horner, J. T. and Horner, R. L. "Student Involvement in Governance and Administration of Higher Education," NASPA, 4 (October, 1966).

"How Much Should Students HAVE to Say?" College Management (May, 1969).

Katz, Joseph. "The Role of the Student Dean in Educational Innovation" (Paper read at College Personnel Institute, Claremont, November, 1965).

Kerlinger, Fred N. "Student Participation in University Educational Decision Making," The Record, 70 (October, 1968).

Keyes, Ralph. "Student Involvement: The Why and How," NASPA, 6 (October, 1968).

Kronovet, Esther. "Current Practices in Freshman Orientation Throughout the United States (paper read at American Personnel and Guidance Association, Washington, April, 1966).

Martin, Warren B. "Should Students Rule?" Motive Magazine (1967).

Spolyar, Ludwig J. "Student Power: Threat or Challenge of Student Personnel?" NASPA, 6 (October, 1968).

The Student Personnel Point of View: A Report of a Conference, Series 1, Vol. 1, No. 3 (Washington: American Council on Education, 1937).

The Student Personnel Point of View, (revised ed.; Washington: American Council on Education, 1949).

Tripp, Philip A. "The Dean--Leader, Teacher and Learner" (Paper prepared for the NASPA 52nd Annual Conference, April, 1970).

University of California Berkeley, "The Campus Confrontation," The Research Reporter, Vol. IV, No. 1 (1969).

Monographs and Booklets

Bakken, Clarence J. The Legal Basis for College Student Personnel Work, Student Personnel Series No. 2 (Washington, D. C.: American College Personnel Administration, 1961).

Brady, Thomas A. and Snoxel, Leverne F. Student Discipline in Higher Education, Student Personnel Series No. 5 (Washington, D. C.: American College Personnel Association, 1965).

Dutton, T. B., Smith, F. W. and Zarle, T. "Institutional Approaches to the Adjudication of Student Misconduct," The Journal of the Association of Deans and Administrators of Student Affairs, Monograph No. 2 (January, 1969).

Dutton, T. B., Appleton, J. R. and Smith, F. W. "Institutional Policies on Controversial Topics," The Journal of the Association of Deans and Administrators of Student Affairs, Monograph No. 1 (January, 1968).

Education Directory, 1968-69 - Part 3, Higher Education. Published by the U. S. Government Printing Office, Washington, D. C., 1968.

Joint Statement on Rights and Freedoms of Students, under the auspices of the American Association of University Professors (Washington, D. C.: American College Personnel Association, 1961).

Office of Institutional Research, National Association of State Universities and Land-Grant Colleges, Constructive Changes to Ease Campus Tensions, (January, 1970).

Unpublished Materials

Johnson, Dudley Jr. "College Orientation Procedures," (unpublished Master's thesis, University of Southern California, Los Angeles, 1961).

Levison, Betty M. "Summary of Findings of Trends in Student Personnel Practices, 1938-1968," (unpublished reports, State University of New York at Albany, February 21, 1969).

Malm, Ivan C. "Written Policies and Rules Governing Junior College Student Conduct and Discipline," (unpublished Ph. D. dissertation, University of Southern California, 1963).

Nelson, Henry W. "A Descriptive Analysis of the Policies and Practices Governing the Standards of Conduct at a Group of Selected Church-Related Colleges" (unpublished Ph. D. dissertation, Indiana University, 1960).

Spolyar, Ludwig J. "Summary of Orientation Programs as Reported by Thirteen Selected Universities" (unpublished report to Ad-hoc Committee to Study Orientation and Registration at the University of Washington, May, 1963).

Court Cases

Dixon v. Alabama State Board of Education, 294 F. 2d. 150 (5th Cu. 1961) cert. denied, 368 U. S. 930, 82, Sup. Ct. 358 (1961).

Koblitz v. Western Reserve University, 21 Ohio, CCR (144) 1901.

Lanton v. McKenney, 226 Mich. 245, 197 N. W. 510 (1924).

Pratt v. Wheaton College, 40 Ill. 186, 187 (1996).

Woods v. Simpson, 146 Md. 547, 126 Atl. 882 (1924).

College Bulletins (100) Used For Study

Albion College, Albion, Michigan. Student Life, 1969-70.

Alliance College, Cambridge Springs, Pennsylvania. Student Handbook, 1969-70.

Alma College, Alma, Michigan. Student Handbook, 1969-70.

Amherst College, Amherst, Massachusetts. Student Handbook, 1969-70.

Antioch College, Yellow Springs, Ohio. Antioch Community Handbook, 1969-70.

Arkansas State University, Beebe, Arkansas. Student Handbook, 1969-70.

Bates College, Lewiston, Maine. Bates Blue Book, 1969.

Bloomsburg State College, Bloomsburg, Pennsylvania. Pilot, 1969-70.

Boston College, Boston, Massachusetts. University Student Guide, 1969-70.

Boston University, Boston, Massachusetts. The Rights, Freedoms, and Responsibilities of Students, 1969-70.

Bowie State College, Bowie, Maryland. Student Handbook, 1969-70.

Brandeis University, Waltham, Massachusetts. Student Handbook, 1969-70.

Brown University, Providence, Rhode Island. Student Handbook, 1969-70.

Bucknell University, Lewisburg, Pennsylvania. Student Handbook, 1969-70.

Butler University, Indianapolis, Indiana. Student Handbook, 1969-70.

California State College, California, Pennsylvania. College Disciplinary Authority, 1969.

California State College, Long Beach, California. Regulations and Information, 1969.

Central Michigan University, Mt. Pleasant, Michigan. Student Handbook, 1969.

Central State University, Wilberforce, Ohio. Student Handbook, 1969-70.

Colby College, Waterville, Maine. Student Handbook, 1969-70.

College of Wooster, Wooster, Ohio. The Scot's Key, 1969-70.

Cornell University, Ithaca, New York. Policy Notebook For Students, and Desk Book, 1969-70.

Colorado State University, Fort Collins, Colorado. The Rights and Responsibilities of Students and Student Groups, 1969.

Drake University, Des Moines, Iowa. Residence Hall Handbook, 1969-70.

Duke University, Durham, North Carolina. Information and Regulations, 1969.

Duquesne University, Pittsburgh, Pennsylvania. Student Handbook, 1969-70.

East Central State College, Ada, Oklahoma. The Student Handbook, 1969-70.

East Texas State University, Commerce, Texas. Student Handbook, 1969-70.

Eastern Montana College, Billings, Montana. Student Handbook, 1969-70.

Framingham State College, Framingham, Massachusetts. Student Handbook, 1969-70, and Helpful Hints on Understanding Rules, 1969.

Illinois State University, Normal, Illinois. Student Life. . . ISU, 1969.

Indiana State University, Terre Haute, Indiana. Student Handbook, 1969-70.

Kansas State College of Pittsburg, Pittsburg, Kansas. Student Handbook, 1969-70.

Kentucky State College, Frankfort, Kentucky. The K-Book, 1968 and Supplement, 1969.

Knox College, Galesburg, Illinois. Student Handbook, 1969-70.

Lafayette College, Easton, Pennsylvania. Student Handbook, 1969.

Michigan State University, East Lansing, Michigan. A Handbook for Students, 1968, and Academic Freedom for Students, 1969.

Moorhead State College, Moorhead, Minnesota. Handbook, 1969-70.

Morgan State College, Baltimore, Maryland. Student Handbook, 1969-70.

Niagara University, Niagara, New York. Information Handbook for Undergraduate Students, 1969-70.

North Carolina State University, Raleigh, North Carolina. Student Handbook Edition, 1969.

Northeastern University, Boston and Burlington, Massachusetts. Student Handbook, 1969-70.

Northern Arizona University, Flagstaff, Arizona. Student Handbook, 1969-70.

Northern Illinois University, DeKalb, Illinois. Student Conduct and Discipline Regulations, 1969.

Northern Michigan University, Marquette, Michigan. Student Code of Conduct, 1969.

Northwestern University, Evanston, Illinois. Student Handbook, 1969-70.

Notre Dame University, Notre Dame, Indiana. Student Handbook, 1969-70.

Oakland University, Rochester, Michigan. Handbook for Students, 1969-70.

Oberlin College, Oberlin, Ohio. Student Regulations, 1969.

Ohio University, Athens, Ohio. Student Handbook, 1969-70.

Oklahoma Baptist University, Shawnee, Oklahoma. The Green Book, 1969-70.

Reed College, Portland, Oregon. Regulations Governing the Reed Community, 1969.

Richer College, Houlton, Maine. Student Handbook, 1969-70.

St. Anselm's College, Manchester, New Hampshire. Student Handbook, 1969-70.

Saint Francis College, Fort Wayne, Indiana. Student Handbook, 1968-69.

Southeast Missouri State College, Cape Gerardeau, Missouri. Student Handbook, 1969.

Southeastern Louisiana College, Hammond, Louisiana. The Student Handbook, 1969, and Living Standards for Women Students, 1969.

Southern Methodist University, Dallas, Texas. The SMU Encheridion, 1969-70.

Stanford University, Stanford, California. Stanford University Bulletin, Series 21, No. 10, January 2, 1970.

State College of Arkansas, Conway, Arkansas. Handbook, 1969-70.

Syracuse University, Syracuse, New York. Dates and Data, 1969-70.

Texas Christian University, Fort Worth, Texas. Frog Horn, 1969-70.

Thomas More College, Fort Mitchell, Kentucky. Student Handbook, 1969-70.

Tulane University, New Orleans, Louisiana. Student Leaders' Handbook, 1969-70.

Tuskegee Institute, Tuskegee Institute, Alabama. Student Handbook, 1969-70, and Student Guidelines and Discipline Proceedings, 1969.

University of Bridgeport, Bridgeport, Connecticut. Key to U B, 1969-70.

University of California, Berkeley, California. University of California Policies Relating to Students & Student Organizations, Use of University Facilities, and Nondiscrimination, 1969.

University of California, San Diego, California. Student Handbook, 1969-70.

University of Chicago, Chicago, Illinois. Report of the Subcommittee on Disciplinary Procedures at the University of Chicago, 1969.

University of Detroit, Detroit, Michigan. Handbook, 1969-70.

University of Georgia, Athens, Georgia. Student Handbook, 1969-70.

University of Iowa, Iowa City, Iowa. Student Guide, 1969-70.

University of Massachusetts, Amherst, Massachusetts. Student Handbook, 1969-70.

University of Miami, Coral Gables, Florida. Student Handbook, 1969-70.

University of Montana, Missoula, Montana. Standards of Student Conduct, 1969.

University of North Carolina, Chapel Hill, North Carolina. The Honor Code, 1969, and Statement of Policy, 1969.

University of Oregon, Eugene, Oregon. Student Handbook, 1969-70.

University of Pittsburgh, Pittsburgh, Pennsylvania. Student Handbook, 1969-70.

University of Rochester, Rochester, New York. Official Bulletin, 1969-70.

University of Santa Clara, Santa Clara, California. Student Handbook, 1969-70.

University of Scranton, Scranton, Pennsylvania. The Student Handbook, 1969-70.

University of Southern California. S Campus, 1969-70.

University of Tampa, Tampa, Florida. Student Handbook, 1969-70.

University of Tennessee, Knoxville, Tennessee. Hill Topics, 1969-70.

University of Texas, Austin, Texas. General Information, 1969-70.

The University of Tulsa, Tulsa, Oklahoma. Student Handbook, 1969-70.

University of Wisconsin, Madison, Wisconsin. Rule Book, 1969-70.

Vanderbilt University, Nashville, Tennessee. Undergraduate Student Affairs Handbook, 1969-70.

Weber State College, Ogden, Utah. Academic Freedoms, Rights and Responsibilities of Students, 1969-70.

Wesleyan University, Middletown, Connecticut. University Code, 1969-70.

West Texas State University, Cayon, Texas. General Policy Statements of Student Life, 1969-70.

Western Washington State College, Bellingham, Washington. Navigator, 1969-70.

Wheaton College, Wheaton, Illinois. Student Handbook, 1969-70.

Whittier College, Whittier, California. Residence Living, 1969-70.

Wilkes College, Wilkes-Berre, Pennsylvania. Student Handbook, 1969-70.

Winona State College, Winona, Minnesota. Student Handbook, 1969-70.

Wisconsin State University, Stevens Point, Wisconsin. Student Handbook, 1968.

Wisconsin State University, Whitewater, Wisconsin. Student Handbook, 1969-70.

Xavier University of Louisiana, New Orleans, Louisiana. Student Handbook, 1968-69.

Yale University, New Haven, Connecticut. Undergraduate Regulations, 1969.