

Approved March 17, 1986
Date

MINUTES OF THE SENATE COMMITTEE ON JUDICIARY

The meeting was called to order by Senator Robert Frey at
Chairperson

10:00 a.m. ~~xxx~~ on March 3, 1986 in room 514-S of the Capitol.

~~All~~ members ~~were~~ present ~~except~~: Senators Frey, Hoferer, Burke, Feleciano, Gaines, Langworthy, Parrish, Talkington and Yost.

Committee staff present:

Mary Hack, Revisor of Statutes
Mike Heim, Legislative Research Department

Conferees appearing before the committee:

Jim Clark, Kansas County and District Attorneys Association
Tom Kelly, Kansas Bureau of Investigation
John McElroy, Special Agent for the Kansas Bureau of Investigation
Gene Olander, Shawnee County District Attorney
T. C. Anderson, Kansas Society of Certified Public Accountants
Harvey Bodker, Shawnee Mission
Bob Nugent, Associated Students of Kansas
Marjorie Schnacke, sorority advisor
John Frieden, Kansas Society of Certified Public Accountants

Senate Bill 604 - Privileged communications; certified public accountants.

Jim Clark, Kansas County and District Attorneys Association, passed out copies of the statute that will be repealed by this bill, K.S.A. 1-401 and the lawyer-client privilege statute, K.S.A. 60-426 (See Attachments I). He pointed out in comparing the two statutes the CPA privilege is broader. Mr. Clark then introduced Tom Kelly.

Tom Kelly, Kansas Bureau of Investigation, appeared in support of the bill. He testified he spoke from the standpoint of a law enforcement operation in the white color crime cases. He said it is extremely difficult to investigate, and it cannot be done without accountants. The Board of Accountancy has access to the records, but the law enforcement for the State of Kansas does not. Director Kelly stated he feels the law should be repealed and no privileges named.

John McElroy, Special Agent for the Kansas Bureau of Investigation, stated the department has been confronted by this statute in corporate investigations. He explained, in a case where an audit is being done and an accountant withdraws without explanation, perhaps accountant was asked to do something that is unethical so he withdraws for fear of liability. There is no where to go without client's permission.

Gene Olander, Shawnee County District Attorney, stated historically privileges have been very much frowned on in the law of the courts. The law says, you should have every man's testimony. It has gone from nobody should have privileges, to a privilege in one shape or form should be allowed. Privileges recognized by the law are not absolute and these are all limited privileges and this is not listed. Why the necessity for this privilege in the first instance? Because of the problems it has caused, it should be changed. He said he feels it is not good public policy. The chairman inquired if this precludes all forms of gaining access? Mr. Olander replied, the way I read the statute, it is absolute immunity.

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MINUTES OF THE SENATE COMMITTEE ON JUDICIARY,
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Senate Bill 604 continued

In discussing the bill, Jim Clark noted one problem. He would be glad to work with committee and staff to work out a compromise.

T. C. Anderson, Kansas Society of Certified Public Accountants, was recognized to introduce John Frieden. A copy of the Society's position in opposition to the bill is attached (See Attachment II).

John Frieden testified in 1981, when this was discussed and fully debated, it was the same as the attorney/client privilege. He stated this statute is not one of the stronger statutes in the United States but it did accomplish the matter at the time. If all judicial exceptions were written into each statute, it would be thousands of pages long. This statute does not shield a criminal. If communication is not confidential then there is a waiver. If for the purpose of fraud then there is no privilege. If communicated to a third party, it is waived. Every privilege is immuned from judicial process if the law applies. This statute was examined in 1981 and it was felt it was solid. He said he relies heavily on CPAs because he is not an accountant. This bill prevents confidential communications. Mr. Frieden stated the proposed amendment would not add to this piece of legislation at all. During committee discussion the chairman inquired if the prohibition does extend; you cannot examine the CPA personally but can subpoena books and records? Mr. Frieden replied, yes.

Senate Bill 587 - Civil and criminal remedies for hazing.

Senator Burke explained he had requested the bill be introduced at the request of a constituent, Harvey Bodken, who is present to testify on the bill.

Harvey Bodker, Shawnee Mission, testified often it takes a death or a very serious injury before we are aware a hazing violation took place. Laws exist in 19 states and are pending in seven others. A law can be a powerful deterrent and place responsibility on those involved. Those guilty of participating in dangerous hazing will have to account for their actions. A copy of his testimony and two other items are attached (See Attachments III).

Bob Nugent, Associated Students of Kansas, testified the students are just as abhorred at hazing practices as you may be, and are strongly united behind anti-hazing policies, but what we are not sure of is the necessity for the bill. There are laws already on the books which outline criminal penalties for assaults, kidnappings, etc., rules and regulations outlined in every fraternity and sorority chapter guidebooks, and rules and regulations in place by every university. He concluded Ask supports the intent of the bill, but we are not sure if it is needed, or more strict enforcement of our present laws is necessary. Copies of his testimony plus copy of article "A Survivor's Guide to Corporate Hazing" are attached (See Attachments IV).

Marjorie Schnacke, sorority advisor, testified all national panhellenic groups are against hazing. Sorority hazing is more mental than the men's

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON JUDICIARY,
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Senate Bill 587 continued

and the advisors don't condone that at all. The advisors meet once a month and feel they are on top of everything, but you never know because we're not there 24 hours a day. She is concerned with language in Section 2, and stated she would not like to lose her advisors. She said she supports the bill.

Considerable committee discussion followed the hearing on the bill.

The meeting adjourned.

Copy of the guest list is attached (See Attachment V).

GUEST LIST

COMMITTEE: SENATE JUDICIARY COMMITTEE

DATE: 3-3-86

NAME (PLEASE PRINT)	ADDRESS	COMPANY/ORGANIZATION
HARVEY S. BODKER	9401 NALL #100 SM Ks. 66207	AERI FRATERNITY
George Barber	Topeka	Ks Consulting Engrs
John C. Frieden	Topeka	Kans Soc. of C.P.A's
Jan Vacek	Topeka	KS CPA
Nancy Zogelman	"	Majority Leader's Off
Bob Nigent	220 Northridge Dr Hays, KS 67601	Associated Students of Kansas
T.O. Johnson	Topeka	KSCPA
John McElroy	Topeka	KBI
Tom Kelly	Topeka	KBI
Dine Clabden	Topeka	KCDAA
Ann Clark	Topeka	KCDAA
CW OSSMAN	TOPEKA	KCDAA
Maryellen Brubaker	Topeka	KAB
Jean Sagan	Topeka	KS Bd. of Regents
DAVE TOPLIKAR	LAW ^{Lawrence} Lawrence	Law. Jw - U of Kan
Karen Kilian	Mission Hills	Sen. Longworth
Ron Smith	Topeka	KS Bar Assn
Ann Green	Topeka	KBI
Clay Gooden	Lawrence	Univ. of Kan
G. H. Hove	Topeka	Comm - Justice
J. Lee Miller - M.D.	PARSONS	
Jerry [unclear]	Topeka	KMS

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g yk

60-426. Lawyer-client privilege. (a) General rule. Subject to K.S.A. 60-437, and except otherwise provided by subsection (b) of this section communications found by the judge to have been between lawyer and his or her client in the course of that relationship and in professional confidence, are privileged, and a client has a privilege (1) if he or she is the witness to refuse to disclose any such communication, and (2) to prevent his or her lawyer from disclosing it, and (3) to prevent any other witness from disclosing such communication if it came to the knowledge of such witness (i) in the course of its transmittal between the client and the

lawyer, or (ii) in a manner not reasonably to be anticipated by the client, or (iii) as a result of a breach of the lawyer-client relationship. The privilege may be claimed by the client in person or by his or her lawyer, or if an incapacitated person, by either his or her guardian or conservator, or if deceased, by his or her personal representative.

(b) *Exceptions.* Such privileges shall not extend (1) to a communication if the judge finds that sufficient evidence, aside from the communication, has been introduced to warrant a finding that the legal service was sought or obtained in order to enable or aid the commission or planning of a crime or a tort, or (2) to a communication relevant to an issue between parties all of whom claim through the client, regardless of whether the respective claims are by testate or intestate succession or by *inter vivos* transaction, or (3) to a communication relevant to an issue of breach of duty by the lawyer to his or her client, or by the client to his or her lawyer, or (4) to a communication relevant to an issue concerning an attested document of which the lawyer is an attesting witness, or (5) to a communication relevant to a matter of common interest between two or more clients if made by any of them to a lawyer whom they have retained in common when offered in an action between any of such clients.

(c) *Definitions.* As used in this section (1) "client" means a person or corporation or other association that, directly or through an authorized representative, consults a lawyer or lawyer's representative for the purpose of retaining the lawyer or securing legal service or advice from the lawyer in his or her professional capacity; and includes an incapacitated person who, or whose guardian on behalf of the incapacitated person so consults the lawyer or the lawyer's representative in behalf of the incapacitated person; (2) "communication" includes advice given by the lawyer in the course of representing the client and includes disclosures of the client to a representative, associate or employee of the lawyer incidental to the professional relationship; (3) "lawyer" means a person authorized, or reasonably believed by the client to be authorized to practice law in any state or nation the law of which recognizes a privilege against disclosure of confidential

communications between client and lawyer.

History: L. 1963, ch. 303, 60-426; L. 1965, ch. 354, § 7; Jan. 1, 1966.

Source or prior law:
G.S. 1868, ch. 80, § 323; L. 1909, ch. 182, § 321; R.S. 1923, 60-2805 (4th clause).

Revisor's Note:
Review of privilege, see *Kansas Benchbook*, Kansas Judicial Council, pp. 26-27.

Research and Practice Aids:
Witnesses—197 et seq.
Hatcher's Digest, Witnesses §§ 34 to 47.
C.J.S. Witnesses § 276 et seq.
Gard's Kansas C.C.P. 60-426.
Vernon's Kansas C.C.P.—Fowks, Harvey & Thomas, 60-426.

Law Review and Bar Journal References:
Survey of law of evidence, Spencer A. Gard, 12 K.L.R. 239, 240 (1963).
Prior law cited in 1963-65 survey of family law, John W. Brand, Jr., and Dan Hopson, Jr., 14 K.L.R. 271, 285 (1965).
1963-65 survey of law of evidence, Spencer A. Gard, 14 K.L.R. 263, 265 (1965).
Entire section discussed with respect to its effect upon discovery under civil code, Spencer A. Gard, 33 J.B.A.K. 7, 8, 58 (1964).
"The Psychotherapists' Privilege," Craig Kennedy, 12 W.L.J. 297, 299, 306, 309 (1973).
"Medical Malpractice Litigation: The Discoverability and Use of Hospitals' Quality Assurance," Reid F. Holbrook and Lee J. Dunn, Jr., 16 W.L.J. 54, 63 (1976).
"The Kansas Open Meeting Act: Sunshine on the Sunflower State?" Deanell R. Tacha, 25 K.L.R. 169, 184 (1977).
"Evidence: Justification for Extension of the Psychotherapist Privilege," Ronald P. Wood, 17 W.L.J. 672, 673, 677, 678 (1978).

CASE ANNOTATIONS
Prior law cases, see G.S. 1949, 60-2805 (4th clause) and the 1961 Supp. thereto.
1. Mentioned; respondents discharged in proceedings in disbarment. *In re Ratner*, 194 K. 362, 371, 399 P.2d 865.
2. Communications in question not confidential, section not applicable. *Pickering v. Hollabaugh*, 194 K. 804, 809, 401 P.2d 891. *Pickering, executrix v. Hollabaugh, executor*, 197 K. 766, 420 P.2d 1012.
3. Section not applicable to relationship between claims adjuster and insured. *Alseike v. Miller*, 196 K. 547, 558, 559, 412 P.2d 1007.
4. Testimony erroneously excluded only technical error. *Craig v. Craig*, 197 K. 345, 349, 416 P.2d 297.
5. Communication of notice of intention to invoke Habitual Criminal Act. *Brown v. State*, 198 K. 345, 346, 347, 424 P.2d 576.
6. Not error to refuse examination of correspondence of attorney representing two parties, when both have not joined in request for such examination. *Bollinger v. Nuss*, 202 K. 326, 343, 449 P.2d 502.
7. Term "communications" includes communication from client for purpose of securing legal advice; statute makes no distinction between "kept lawyers" and those retained on case-by-case basis; inter-office

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Article 4.—CLIENT COMMUNICATIONS AND WORKING PAPERS

1-401. Certified public accountants; ownership of working papers; client communications, privileged, exception; avail-

ability of documents and information for peer reviews and board investigations. (a) Except as otherwise provided in this section, all statements, records, schedules and memoranda, commonly known as working papers, made by a certified public accountant, or by any employee of a certified public accountant, incident to, or in the course of professional service to clients by such certified public accountant, except reports delivered to a client by such certified public accountant, shall be and remain the property of such certified public accountant in the absence of a written agreement between the certified public accountant and the client to the contrary.

(b) No certified public accountant shall be examined through judicial process or proceedings without the consent of the client as to any communication made by the client to the certified public accountant in person or through the media of books of account and financial records, or as to advice, reports or working papers given or made thereon in the course of professional employment, nor shall a secretary, stenographer, clerk or assistant of a certified public accountant be examined without the consent of the client concerned, concerning any fact the knowledge of which any such person has acquired in such capacity or relationship with the certified public accountant. This privilege shall exist in all cases except when any such communication is material to the defense of an action against a certified pub-

lic accountant and as otherwise provided by this section.

(c) Nothing in subsection (a) shall prohibit a certified public accountant, or any employee of a certified public accountant, from disclosing any data to any other certified public accountant, or anyone employed by a certified public accountant in connection with peer reviews of such certified public accountant's accounting and auditing practice. Nothing in subsection (a) shall prohibit the board of accountancy from securing working papers in connection with any investigation authorized under law. Nothing in subsection (b) shall prohibit a certified public accountant or anyone employed by a certified public accountant from disclosing any data to any other certified public accountant or anyone employed by a certified public accountant in connection with peer reviews of such certified public accountant's accounting and auditing practice nor shall such disclosure waive the privilege. Persons conducting such peer reviews shall be subject to the same duty of confidentiality in regard to such data as is applicable to certified public accountants under this section.

(d) As used in this section, "certified public accountant" means a person who holds a permit from the board of accountancy to engage in practice as a certified public accountant in this state.

History: L. 1981, ch. 1, § 1; July 1.

3-3-86
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March 3, 1986

KANSAS SOCIETY OF CERTIFIED PUBLIC ACCOUNTANTS'
OPPOSITION TO SENATE BILL 604

The Kansas Society of Certified Public Accountants is opposed to Senate Bill 604, which would repeal statutory language relative to a CPA/client privileged communication and the CPA's ownership of working papers which appears in K.S.A. 1-401.

This statute became law in 1981 and is the same as one adopted by the Missouri Legislature in 1967 and patterned after similar statutes in effect in ten (10) other states. All totaled, one-third of the states have a CPA/client privileged communication law.

The American Bar Association, recognizing that there are many areas of tax law where the services of lawyers and CPAs overlap, approved a statement of principles relating to the practice in the field of federal income taxation promulgated by the National Conference of Lawyers and Certified Public Accountants. In the preamble to the statement of principles, the following recognition of the CPAs' competence was made:

'In our present complex society, the average citizen conducting a business is confronted with a myriad of governmental laws and regulations which cover every phase of human endeavor and raise intricate and perplexing problems. These are further complicated by the tax incidents attendant upon all business transactions. As a result, citizens in increasing numbers have sought the professional services of lawyers and certified public accountants. Each of these groups is well qualified to serve the public

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Kansas Society CPAs Opposition to SB 604
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in its respective field. The primary function of the lawyer is to advise the public with respect to the legal implications involved in such problems, whereas the certified public accountant has to do with the accounting aspects thereof. Frequently the legal and accounting phases are so interrelated and interdependent and overlapping that they are difficult to distinguish. Particularly is this true in the field of income taxation where questions of law and accounting have sometimes been inextricably intermingled. As a result, there has been some doubt as to where the functions of one profession end and those of the other begin.'

Gentlemen:

I appreciate the opportunity to share my thoughts with you on the proposed anti hazing legislation Bill # S-587 before you today.

As each semester begins - it's hard to image activities that are hazardous to students going on - but, young people, eager to belong and establish new friendships, are subjected to mindless tasks, and often dangerous hazing practices.

Recently sleep deprivation, forced consumption of alcohol, rigorous calisthenics, drop offs and mind games have resulted in tragedy on campuses in many states. Thirty fatalities have occurred in the past 7 years and countless injuries and abuses have been documented. Unfortunately many incidents were not reported, and vows of secrecy and threats of retribution prevented victims from coming forward.

Often it takes a death or a very serious injury before we are aware a hazing violation took place. We should not wait until Kansas has a death or a tragedy to act. Laws exist in 19 states and are pending in 7 others. Where no law exists, a hazing tragedy results in everyone being sorry but nobody is responsible. A law can be a powerful deterrent and place responsibility on those involved. Those guilty of participating in dangerous hazing will have to account for their actions.

A law in Kansas will provide the basis for colleges to take disciplinary action against campus organizations, and heighten awareness of the seriousness of hazing practices. There is little question that existing

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laws have significantly strengthened the hand of college officials and the state authorities in dealing with hazing and its consequences.

Hopefully you will note that Kansas fraternity (men and women, or officials) support this effort as well as national fraternities.

Let Kansas join the growing list of states who have addressed this issue and know, with your support of this measure, that you have helped insure the safety of our students in Kansas.

I pray you will consider this legislation carefully. If this bill saves just one youngster from tragedy - surely it is worth it.

Thank you.

HARVEY S. BODKER, National Treasurer
Alpha Epsilon Pi Fraternity
9401 Nall Avenue, Suite 100
Shawnee Mission, Kansas 66207
(913) 341-9700

A SURVIVOR'S GUIDE TO CORPORATE HAZING

Put away your ideas of leadership training. Today, more and more corporations are sending managers to assessment centers for formal evaluations that can make or break a fast-track manager's career. It pays to know what to expect. —by Alma Lantz and Sheila Tobias

This is the tale of a bright future that turns sour. A middle manager at a Fortune 500 company looks forward to corporate judgment day. With all her accomplishments, she is sure to shine. She streamlined the cash-management system last year and is reorganizing her department this year. She's got a fat file full of memos praising her performance. Her salary and bonuses are going up, up, up. She is already thinking about her future as an executive. When her boss nominates her to attend an assessment center for leadership evaluation, she has further proof that her star is on the rise. But when she arrives at the center, she's astonished at the games she's asked to play—In-basket exercises, role playing. In one exercise, she gets the others to follow her lead, but it's a hollow victory a few hours later. As the day goes by, she has a sinking feeling. And no wonder. By the end of the weekend, one more fast-tracker has been derailed.

A growing number of corporations—more than 2,000 last year—are sending middle managers to assessment centers for leadership evaluation. Simulations, hypothetical what-would-you-do-if exercises that test your creativity and spunk, are used to judge your leadership potential. Word from survivors of corporate hazing is that these evaluations are revealing and useful to corporations, and may be life-or-death for the participants. One executive, coming out of an Exxon assessment some

years ago, was described by an office colleague as a "basket case."

In this age of management training and development, many middle managers might be surprised to find out that these judgments are one-shots.

If a candidate doesn't shine on her first visit, there's usually no chance for an encore. Given the growing acceptance of simulation exercises and the mushrooming of assessment centers, it pays for a good manager to know exactly what to expect.

For starters, the sessions, usually lasting two or three days, are long and intense. That's not surprising given their origin.

The earliest assessment centers in the US were designed to recruit not good managers but good spies.

During World War II, the Office of Strategic Services (OSS), a forerunner of the CIA, was looking for a systematic way of screening potential agents. Impressed by the idea of "simulation," invented at the turn of the century by German psychologists and used by the German and British military to select candidates for officer training, the OSS embraced the technique. It set up the first formal assessment center in the US in 1943 at a secret site, called Station S, just outside Washington, DC.

During the war, as 5,000 recruits passed through the center, the ground rules for the

assessment game were ironed out: Take people to a new location away from their normal jobs; make them go through hypothetical situations that involve group decision-making and playing roles (the "roles" at Station S were the false identities that spies would assume as covers); have them assessed by trained personnel whom they have never met.

The spies were left out in the cold when the CIA closed Station S after the war. But by 1958, American Telephone and Telegraph, America's largest employer, had warmed to the idea. Since then more than 300,000 managers have gone through AT&T's 70 assessment centers, latter-day Station S's, complete with conference rooms, tape recorders, writing cubicles and one-way mirrors.

Despite the hefty cost of assessment—\$300 to \$3,000 per employee—the technique is proliferating. Last year approximately 2,000 US companies sent employees to assessment centers. They include corporate giants such as General Motors, Eastman Kodak, Union Carbide, Upjohn and Standard Oil (Ohio).

Advocates of this particular breed of talent search argue that the candidates learn something substantive about management by going through the process and much about themselves. Critics counter that because candidates are not given a second chance to show off their management potential, the lessons are not applicable. That's why veterans encourage rookies to

Corporate Hazing

get a good night's sleep before their visit to a center. Because foresight has more chance to be useful than hindsight in this do-or-die situation, it's important for managers to know what to expect.

Some companies, notably AT&T and IBM, have undertaken longitudinal studies of their assessment-center veterans.

The AT&T research shows that managers selected by outside assessors are two to three times more successful than those promoted on the basis of recommendations from supervisors.

The assessment-center experience can be called, without exaggeration, "total immersion." While it may feel like a combination of fraternity hazing and duplicate bridge, the technique is grounded in two rather respectable theories: first, that in unstructured and unrehearsed situations, you will probably project your strengths and weaknesses; and second, that your potential can be measured by simulations.

FACING JUDGMENT DAY

You will be nominated to attend an assessment-center evaluation (self-nomination is rare). When you arrive, you probably will be grouped with other mid-level managers, ranging in age from their mid-30s to mid-40s, most having had some years of experience with the company. You and the other participants will be about the same rank and level in your company though from widely different specializations within it.

At the first meeting, you will receive a bulky manual of "guidelines" for the exercises you are going to go through. Your assessors—a group of men and women two or three steps above you in the company, joined by people especially trained in assessment techniques—will walk you through the "behavioral dimensions" they will be looking for and describe how they will evaluate your "behaviors." For example, the assessor might say in regard to "sensitivity": "We will be looking for more than general niceness. 'Sensitivity' means picking up on the needs of others in the group."

Like many of the problems you solve every day at work, these exercises will not have a single right or wrong answer. Rather, the assessors will look at the way you come to a judgment and your rationale (written or spoken) for having done so.

You won't be given the exercises in advance, of course, since the assessors don't want to observe responses that are either rehearsed or habitual. Their goal is to give you the opportunity to demonstrate wide-ranging abilities to cope.

THE PAPER CHASE

For middle managers, the most popular simulation is the "In-basket" exercise. This game begins with a description of a scenario (a term borrowed from the military) of a hypothetical situation. You, the candidate, have suddenly been named to temporarily replace the personnel director, the marketing director or someone whose responsibilities you have never had before. It is Saturday morning. You are alone in the office without a secretary, colleagues or anyone else to turn to. The vice president has asked you to spend a few hours going through the absent director's in-basket, where a number of pressing matters have piled up.

The exercise, quite literally, consists of an In-basket with a pile of memos, letters and issues requiring action and recommendations, some of which involve subordinates, none of whom you know well. The test evaluates whether, in the absence of perfect information, the candidate can make reasonably good judgments quickly.

For example, there may be memos regarding a promotion that has to be made or a request for vacation time during an awkward period. There might be an invitation requiring the candidate to prepare for an important conference the first day on the job; three letters of complaint from consumers; a memo dealing with low productivity in two of the units in the department; a deadline for the next department budget; a dubious travel voucher; numerous complaints about promotion, women's rights, shortage of clerical help. You name it.

As part of the "background guidance" to the exercise, the director has had his or her secretary prepare some material for reference. You also might find an office manual on the organization's personnel and other policies. So there are a few guidelines to direct your judgments. But not many. Beyond that, you are on your own.

Since you're on your own, tension is built into the exercise. Besides—and this is the real world now, not just the hypothetical situation—you have every reason to believe that some, if not all, of the other assessment candidates were given the same In-basket to handle. So there may be an internal contest to win as well. (This is where the process begins to resemble duplicate bridge, where all the tables are dealt identical hands to play out.)

The winning strategy, as any good manager quickly senses, is not to handle the first item first, but to go rapidly through all the items, give them priorities and bunch them into categories.

The way the cards are stacked in this exercise punishes the person who doesn't do this. If you handle the memos in the order they are stacked, you might get to the bottom and discover that the policy has changed in regard to the fourth memo.

The In-basket exercise also tests how you make and remake your priorities along the way. That is what is meant by "planning and organizing." The judges watch how you delegate authority, what work standards you set for yourself, whether you have skills in making the kinds of judgments the company prizes. Do you ask your secretary to compose a key letter? Do you set up an appointment to see the vice president on the matter? Or do you take the action and carbon the VP? As you make decisions, the judges evaluate your perception of the value of the boss's time, how willing you are to postpone decisions in order to consult colleagues and how well you keep everyone informed but not overburdened with paper.

Later, in a debriefing episode, the assessor will ask you to explain why you did what you did. Were you thinking about the consequences of your actions? Did you write only a curt note to the boss and move confidently to take action? Because you are judged on multidimensions, you might get a low grade on communication skills for a curt note, but a high one for decisiveness.

GROUP GAMESMANSHIP

Not all exercises are solo events. Many have to do with group decision-making. These tests are subtle because while each member of the group knows that the purpose of the exercise is to test for leadership, someone has to "follow" if the group is to accomplish its task. "What they were really looking for in this exercise," recalled one woman who participated in an AT&T assessment in 1974, "was energy, sensitivity and persistence. But we didn't know it at the time." In general, assessors rank your "overall effectiveness" in a group, not your ability to take over. Effectiveness may mean getting the group to do what it wants to do, or getting your way without making it obvious that you are doing so.

A group leader may win the battle but in terms of her overall assessment—by being too assertive or impatient—lose the war.

Group exercises sometimes involve role-playing. Participants are pitted against one another in a negotiation, each representing a company division or a political constituency. This exercise assesses the candidate's understanding of the business as well as her ability to deal flexibly with adversaries under changing circumstances.

Another exercise asks you to demonstrate your fact-finding and problem-solving skills. You are given some background information—but not nearly enough—and 15 to 30 minutes to interview a subordinate

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who knows more. The judges look at how well you question others and how well you put together new information from the answers you are given.

Assessments are not limited to leadership tests. In one leaderless simulation, you will be confronted with strangers, no one having formal authority over all, and given some difficult or controversial group task. Here the assessors observe how people react to a nonstructured situation, how well they flounder. A tendency to jump to a conclusion, any kind just to get the job done, may be negatively valued. Hanging back may also earn you a lower grade. In these exercises, assessors look for leadership in the broadest sense: flexibility, creative problem-solving, "divergent" thinking, willingness to explore nontraditional avenues, patience, persistence and tact.

The assessment doesn't stop with the last group exercise. You might be asked to rank yourself and others on leadership. Be wary. Testing and observing never end. The assessors will judge your ability to rate your own performance realistically. If you overstate your self-appraisal or misjudge your peers, your overall score could be lowered.

THE AFTERMATH

If you live through a visit to an assessment center, what will you have learned? You will be given an overview prepared by the assessors who may have discussed your particular performance for many hours before coming to a judgment. The summary will describe your strengths and your weaknesses and give you substantial insight into how you are perceived by others. Detailed feedback will include such dimensions as leadership, initiative, motivation, stress tolerance, problem-solving, oral and written communication, inquisitiveness and so on. But this "development" function is contradicted by the implication that even with feedback and hard work you won't be able to improve.

Rarely is anyone given a second shot at assessment. If you don't have the kinds of skills and judgment the company is looking for the first time around, there is no point looking you over again.

Managers who get a lukewarm review might have to go elsewhere to move up the corporate ladder. This view is diametrically opposed to what performance evaluation, feedback and development are supposed to be all about.

How good is the process overall? The issue is not whether participants like it or not (those who "fail" of course complain), but whether a one-shot, high-stress situation is likely to produce accurate assessment. Given the large number of people who are not selected for promotion, is the risk of demoralizing hundreds (in large companies, thousands) of people worth the

benefits? And how can the company be certain that able people whom supervisors just don't like very much are not being overlooked for assessment?

The most controversial aspect of the technique is its essence: the simulation exercises themselves. While they present what feel like real challenges to the candidate, they are not duplicated in the real world. Except in the most dire emergencies, a manager will not have to make a decision alone. The person who succeeds at the In-basket exercise, for example, might not be consultative enough in the day-to-day work of business.

Another issue has to do with scoring. There is no way to succeed at any of the exercises without good oral and written communication skills. A highly verbal person may look better than he or she really is. The skills being measured on one "dimension" may contradict those on another. And there is much room for interpretation by assessors (who may be looking for younger versions of themselves). One assessor, observing you stick to an initial decision despite new information, might find you "firm"; another, "lacking in flexibility."

Even more serious are a company's value judgments about what makes a good manager. If the assessors are wrong on any of their "dimensions"—if sensitivity is not as important in the new job as decisiveness, or if autonomy is useful only in certain situations; if factual knowledge, which these exercises usually don't measure, is more important than communication skills—then the system may be overlooking the right people and recommending the wrong ones to the top!

Still, there are advantages to assessment. Because the assessors have no working relationship with the candidates, they can be more objective and fair than supervisors. Instead of trying to recall a year's work during a performance review (which, as a result, usually devolves into generalities), the assessor makes immediate judgments based on specific behaviors recorded just after they have taken place. The exercises

are standardized, giving all participants an equal chance, and the candidates are judged against those standards, not against particular peer groups (at least, in theory). Finally, the centers give participants an opportunity to demonstrate a wide variety of skills and abilities that may not be apparent on the job but will be critical at the next level of responsibility.

For women, the assessment-center idea has got to be fairer than traditional methods of promoting candidates.

In the past, managers would note what kind of people did well higher up and then select a younger generation as much like them as they could find. The result tended to be white, Anglo-Saxon (or at least non-ethnic) males. In other words, managers reproduced themselves.

Richard Ritchie, an industrial psychologist who has been tracking the long-term career paths of women who were assessed in the 1974-1976 AT&T study, finds that they do significantly better than they would have done without the assessment review; in fact, quite as well as men.

In screening for flexibility, adaptability, willingness to change and skill in long-range planning, industry has become aware at least of the limits of their old ways. Understandably, they are not quite willing to limit selection to formal procedures either. They retain—and you should be grateful for this if you ever encounter an assessment-center process that makes you appear less qualified than you really are—a "management override," the right to tear up the results and promote you anyway. ■

Alma Lantz, PhD, a former manager for the Denver Research Institute, has been a consultant to business. Sheila Tobias is the author of Overcoming Math Anxiety and co-author of The People's Guide to Naval Defense. They are collaborating on a study of performance appraisal.

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Chairman and Founder
Sept. 15, 1982

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OPINION

EILEEN STEVENS

Guest columnist

A college 'prank' — but it killed my son

SAYVILLE, N.Y. — Pledging a fraternity is a beginning for many young men. For my son Chuck Stenzel, it was an ending. His decision in 1978 to pledge Klan Alpine, Alfred University's oldest fraternity, cost him his life.

He was taken from his dorm room, put into a car trunk with two other surprised pledges, given a grotesque mixture of bourbon, wine, and beer, and told he would not be released from the trunk until he had consumed the alcohol.

It was February in upstate New York — freezing temperatures, snow and ice on the ground. Chuck wore no coat. He died a few hours later from alcohol poisoning and exposure.

My 20-year-old sophomore was buried three days later, and with him his hopes, his dreams, and a promising future. Two boys pledging the same fraternity were hospitalized in alcoholic comas. Although critical for two days, they survived and remained members of Klan Alpine despite their brush with death.

Alfred University and the local district attorney treated the tragedy as an isolated accident. Everyone was sorry, but no one was responsible.

They spoke of tradition, initiation rites, peer pressure, brotherhood — words that brought no comfort to our family, only confusion, anger, frustration, heartache.

I formed C.H.U.C.K., the Committee to Halt Useless College Killings, with little help but a strong determination to bring the issue into the open.

Eileen Stevens is founder of the Committee to Halt Useless College Killings.

There is a tremendous code of secrecy shrouding these practices. Members take oaths of silence. Peer pressure is so great that often injured or intimidated victims remain loyal to their vow of secrecy and the hazing persists.

How many of our sons must be brutalized before this is stopped?

I have carried my message to 240 colleges nationwide, testified at legislative hearings, written countless letters, and worked closely with many national fraternities who have embraced my cause and share my concerns. Eighteen states have enacted anti-hazing laws; others are considering them.

Yet 29 students have died from hazing since then; countless injuries have been reported. Seemingly innocuous pranks have resulted in alcohol poisoning, heat exhaustion, paralysis, emotional breakdowns, blindness, and suicide attempts.

Until college officials stop turning a deaf ear, until prosecutors enforce existing laws, until fraternities eliminate hazing, until potential victims have the courage to say no and to report abuses, we are going to read about tragedy.

Brotherhood is defined as the belief that all men act in unison, caring for one another. We must all do our part. Let's care — before another promising young man has his life snuffed out in such a senseless way as my son Chuck did.

The Debate: FRATERNITY RITES

Today's debate includes our opinion that fraternity hazing can be dangerous and destructive and should be outlawed, an opposing view from California, other views from Indiana, Massachusetts, and New York and voices from across the USA.

Hazing dangerous, must be outlawed

At colleges across the USA this month, young men and women are rushing to join fraternities and sororities.

Once selected, many will endure the ritual of hazing, an initiation rite meant to affirm friendship. The pledges prove they are so determined to join a fraternity, sorority, or club, they will endure humiliation and even physical harm.

Hazing can involve psychological torture, as when brothers at Syracuse forced a pledge to bite the head off a live turkey. Or it may be physical torture: Branding, whipping, beatings, forced calisthenics, or consumption of alcohol.

Eighteen states have laws against hazing, and bills are pending in six others. Yet the torture continues.

At Texas A&M in August, a sophomore died of a heat stroke after upperclassmen forced him to do "motivational exercises" — a hazing ritual of running, push-ups, and sit-ups on a hot, humid night. Four cadets who face criminal charges in that death turned themselves in Monday.

To join a West Hempstead, N.Y., high school fraternity last November, a 16-year-old boy allowed his "brothers" to blindfold him. Then he was kicked in the stomach while forced to do pushups. He nearly died — doctors pumped two quarts of blood from his stomach.

At West Georgia College in 1983, members of one fraternity branded pledges with Greek letters. At the University of Maryland, fraternity members were accused of ordering pledges to steal \$1,000 worth of traffic signs.

Hazing is usually harmless, say its apologists. Boys will be boys — we don't need laws that take all the risk out of life.

Tell that to Eileen Stevens, who writes on this page how her son Chuck died from acute alcohol poisoning. Tell it to the UCLA pledge that a jogger found bleeding and bruised beside a Los Angeles street. Tell it to the University of Florida freshman who suffered an emotional breakdown after systematic paddlings, beatings, and interrogations.

Hazing is dumb, dangerous, and destructive. It damages some young lives and ends others — there have been 29 deaths since 1978.

Fraternities have 250,000 members today, a 40 percent increase from the 1970s. With membership rising and hazing still widely practiced, experts predict that more students will die in the future.

That prediction must never be allowed to come true.

Every state should outlaw hazing. Colleges must prosecute the students and ban the organizations that permit it.

In recent years, many fraternities have reduced their destructive tendencies. More organizations must follow their lead and rise above adolescent antics to offer students lasting friendship and fellowship.

If fraternities and sororities are to survive, they can never make torture a condition of membership. They must reject violence and vandalism, and celebrate instead the spirit for which they exist — true brotherhood and sisterhood.

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JACK LEVIN

Guest columnist

The dark side of fraternity fun

BOSTON — College fraternities are back for the same reason that junior proms are popular. They satisfy a growing desire for ceremony, ritual, and formality, and provide students with a sense of structure.

The rush to join fraternities has given many students organized opportunities to make friends and date. On isolated rural campuses, students may depend on them for parties. Even at big-city schools, they may foster a sense of community or brotherhood.

But there is a dark side to fraternity life — psychological and physical hazing. As fraternity membership grows, so will injuries and deaths from hazing rituals. We may soon witness an epidemic of hazing-related nervous breakdowns, drug overdoses, and torture not seen since the 1950s.

Too often, university officials

have dealt with delinquent fraternity brothers as they did with flower children in the '60s and '70s. Then, fraternity membership often was a stigma, identified with Vietnam atrocities, ROTC, and reactionary politics. Many students who valued their liberalism or individuality chose to "do their own thing."

So administrators could easily ignore fraternities. Why impose rules when frats exist in name only and pose little threat to official policy?

Professor James A. Fox and I have studied the rebirth of fraternities around the country. We are convinced that they will experience phenomenal growth during the next few years. Students, like their parents, seem to be opting for structure and organization.

Some college officials already have chosen to ban fra-

Jack Levin is professor of sociology at Northeastern University.

ternities. Others prefer to ignore what they regard as a growing menace. But we hope that many will follow the lead of state legislators in enacting anti-hazing statutes, and will reimpose rules and regulations governing fraternity life.

Fraternities do have value for a university. They can be held responsible for the delinquent behavior of individual members, allowing sanctions to be effectively imposed. And they may help to secure strong alumni financial support.

But universities must be willing to move out of the '60s and to provide a structure for fraternities in the '80s. Above all, they must convince local chapters that it is in their best interest to blackball hazing for good.

JONATHAN J. BRANT

Guest columnist

Fraternities didn't invent hazing

INDIANAPOLIS — Ever since the 1890s, national and international fraternities have harshly denounced hazing as contrary to all fraternity ideals and traditions. The National Interfraternity Conference has a longstanding ban on hazing activities, a ban that was unanimously reaffirmed in 1979 by our 57 member fraternities.

Hazing is any action or situation created to produce mental or physical discomfort, embarrassment, harassment, or ridicule. The high fraternity ideals — scholarship, leadership and social development — leave no room for such silly or potentially dangerous activities.

The problem is much older than fraternities. New students in 17th century European universities were subjected to what was called "penalism" — required to wear weird dress and endure physical abuse,

coarse jokes, and extortion.

In the late 18th and 19th centuries, British prep schools practiced "fagging," hazing that emphasized mental personal service and drudgery. It was justified as a means of teaching humility and proper behavior.

Hazing first appeared in North America in the 1850s as a form of class rivalry — pranks and mischief against freshmen by sophomores.

Our organization and its member fraternities stress the importance of quickly correcting any misdirected belief that hazing is a fraternity tradition. Upon detection, fraternities will expel a member for engaging in individual hazing. If necessary, an entire chapter will be suspended to prevent organized hazing activities.

The fraternity movement provides alternative progres-

Jonathan J. Brant is executive director of the National Interfraternity Conference.

sive education programs that offer the new member the opportunity to learn about his fraternity and himself through positive, constructive, and creative activities.

Most reported incidents of hazing occur in local and high school groups and in military settings. There have been fewer incidents of hazing among NIC member fraternities because they are offering effective solutions, supervision, and alternatives.

However, in those few cases involving fraternities, all of us have to be willing to share responsibility. Hazing will only be eliminated through the collective effort of student personnel officials and fraternity members.

QUOTELINES

"The Greek system helps alleviate the loneliness and alienation of life on a large, anonymous campus."

— Barbara McGowan, UCLA psychologist

"Students are committing themselves to organizations and are seeking close friendships again."

— Carol Thompson, assistant dean, University of Arizona



"A student in one of my classes came in one day with a brand on his arm."

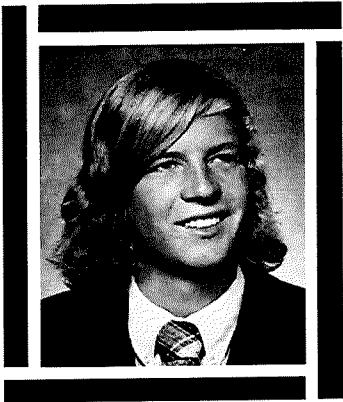
— Eric Hickey, a professor, on hazing ritual at West Georgia College

"Fraternities have contributed to the misguided notion that an adequate social life is to be equated solely with a big alcoholic party."

— William R. Cotter, president, Colby College, which banned fraternities and sororities this year

EILEEN STEVENS WOULD NOT ACCEPT THE EXPLANATION THAT IT WAS AN "ACCIDENT." THE FOLLOWING TELLS WHAT SHE HAS DONE ABOUT HER SON'S

DEATH BY HAZING



BY BRUCE D. HORNBUCKLE

HER SON WAS LOCKED IN THE TRUNK OF A CAR AFTER BEING GIVEN A PINT OF BOURBON, A FIFTH OF WINE, AND A SIX-PACK OF BEER AND TOLD THAT HE

would have to consume it before being released. It was February 25, 1978, and the weather was bitterly cold, the temperature nine degrees Fahrenheit near Alfred University in upstate New York. This activity was supposed to make her son sick, induce vomiting, and fulfill a traditional part of the pledge program for the local fraternity in which he sought brotherhood.

But he would not make it. When his brothers opened the trunk about forty minutes later, Chuck Stenzel was unconscious. He was put to bed at the Klan Alpine fraternity house where everyone assumed he would "sleep it off." But he didn't. Chuck died the day he pledged of acute alcohol poisoning. The pathologist who performed the autopsy on Chuck's body would later tell Chuck's mother that when her son's body was cut open, he almost passed out from the smell of that alcohol mixture in Chuck's stomach.

Eileen Stevens has every right to hate, to feel bitter. She has the ammunition and the justification to send the Greek system reeling, to rip it apart, exposing all of us at our very worst. But when she came to the Sigma Alpha Epsilon Leadership School last summer, Eileen Stevens came to address what is best in fraternalism, what is noble in our ideals of friendship. She came to share what has been destroyed in her life by a practice in our system which perhaps we have been too reluctant to correct, too reluctant in many cases even to discuss.

Mrs. Stevens reached us. She made us question the

goals and traditions of hazing practices as we have never done before. Maybe it was this lady's soft-spoken sincerity, her willingness to share her pain with fraternity men she surely understands are too often blindly defensive of their traditions. But I think she reached us because she is a mother. There wasn't a man at the Leadership School who could not relate to her or the similar losses we risk inflicting on the families of our own brothers. Indeed, Eileen Stevens speaks to fraternity members with compassion and the understanding of a mother who sees a son compromising his dignity, achieving goals by cheap and degrading methods, being less than he should be, simply not thinking.

More than anything, Eileen Stevens gave ΣAE a personal identification with a challenge that bitterly plagues us. Only last summer at ΣAE's 1979 convention at Newport Beach, California, the fraternity's special committee on hazing had trouble bringing its report to the convention floor because of the prolonged and vocal objections from a minority of chapter delegates. It is no secret that ΣAE has several chapters where hazing practices continue. But neither is it any secret that ΣAE's policies for enforcing its National Laws against hazing have undergone dramatic revision this past year. These stronger policies specifically outline methods for investigating hazing allegations and steps the fraternity will take to remedy abusive pledge programs. Three charters

Bruce D. Hornbuckle, Valdosta State '78 (Georgia Sigma) is a former E&L Consultant with the National Office and is a frequent contributor to THE RECORD. He is now in law school at the University of Georgia.

have already been suspended; two other chapters have been required to show cause to the Supreme Council as to why they should be allowed to retain their charters because of hazing practices. ΣAE is no longer looking the other way. Eileen Steven's story demonstrates that hazing is a serious problem that must be eliminated.

CHUCK STENZEL LIVED IN SAYVILLE, New York, with his mother and stepfather, Eileen and Roy Stevens. Chuck had just paid off the bank notes on his pickup truck, owned a boat, and spent his summers clamming to help meet college expenses. A sophomore majoring in economics, Chuck called home from Alfred University on February 24, 1978 to wish his parents a happy three-day vacation trip to the Bahamas and to share the unexpected news that he would soon be changing his major to history. The family had joked together about the economic factors in Chuck's new career choice.

Very late in the following night, the Stevenses were awakened by a telephone call from the Dean of Student Affairs at Alfred University. There had been a party earlier that night, he said. And there had been a great deal of drinking. Their son Chuck was dead from consuming too much alcohol. The details were sketchy.

The Stevenses made frantic arrangements to leave immediately for Rochester. A snowstorm had made travel difficult, but the Stevenses arrived at the Rochester airport at eight o'clock that morning. Two girls who were students at Alfred and friends of the Stevenses from Sayville had borrowed a car and met Chuck's parents at the airport. The girls took the Stevenses directly to the hospital where Chuck's body had been taken. And after the nearly two-hour drive, the Stevenses arrived only to be advised that they leave.

"The nurse urged us to leave," Mrs. Stevens told the Leadership School delegates, "and she added to my devastation by telling me that Chuck's body was undergoing an autopsy, that there was nothing we could do. She urged us to leave. But of course nothing in heaven or on this earth could have made me leave."

"I sat in that hospital lobby for four hours," Mrs. Stevens continued softly.

"It was only upon demand and getting a little verbal that the nurse finally called someone out to speak with us. A gruff little man whom I will never, ever forget came out and took my hand and walked me into the hospital chapel.

"He told me that he was a pathologist who had assisted at my son's autopsy. He said, 'There is very little I can tell you other than the kid drank a hell of a lot of booze.'"

The pathologist said that the results of the autopsy would probably confirm his speculations, but the probable cause of Chuck's death was acute alcohol poisoning combined with exposure to cold and acute pulmonary edema (the lungs filling beyond their capacity). It seemed, the pathologist said, that her son had drunk an incredible amount of alcohol, had passed out, and was put to bed to sleep it off. His lungs, however, were so filled beyond their capacity that the boy literally drowned in his own fluid.

"Your son didn't have a chance," the pathologist said, "and I can tell you one other thing. I'm sure that it was not your son's experience with alcohol that killed him. It was his lack of experience. His body went into shock and his heart stopped. I can't believe he was left to sleep it off."

Mrs. Stevens then asked to see her son's body. The pathologist gently discouraged her. But it was something she had to do.

"I hope and pray," Mrs. Stevens told the ΣAEs, "that none of you in this room ever has to go through an experience like that, walking into a sterile room full of stainless steel and uncaring faces. And I saw my son Chuck, my strapping six-foot-two blond son, covered with a sheet, his eyes closed forever. It was probably the most horrible moment of my life. I just kissed him, told him that I loved him, and left that room a very confused and bewildered woman."

The pathologist's explanation of how Chuck died made very little sense to Mrs. Stevens. Her son had not been a drinker. Sure he had enjoyed his good times and had a few beers every now and then with his friends. He wasn't what his mother would call a "goody-goody," but in Chuck's twenty years, she had never seen him inebriated or out of control. She had always known her son to be sensible about things like alcohol, and death by acute alcohol poisoning did not

seem plausible. Mrs. Stevens would not know until after Chuck's funeral that her son had decided to pledge a fraternity the day he died or that his heavy drinking had been part of a pledge program requirement.

The Stevenses went from the hospital to Chuck's dormitory, where his mother gathered clothing in which to bury her son. A crowd of students had gathered outside. Mrs. Stevens was dazed, but she remembers girls were crying, guys were crying; some of the students came up to put their arms around her, saying they were sorry. The atmosphere was one of shock, disbelief, confusion, terrible sadness. The Stevenses had planned to visit Chuck a few weeks later during Alfred University's parents weekend. Mrs. Stevens must have been thinking of this planned visit, hoping that somehow this tragedy would dissolve into a bad dream, praying that this duty of moving her son's things out of his room was not real and that any minute he would come bounding up, ready to go out to dinner with his family. Anything but this.

"When I walked into his room, it looked as though he had just stepped out for a few minutes. There was a half-written letter to home on his desk and a package of cookies partially eaten. To my surprise," she smiled, "his bed was made up. It looked as though he would be back momentarily."

She gathered up some of her son's clothes. She asked to see his roommate, but no one knew where his roommate was. Unknown to Mrs. Stevens, her husband had sent a student to find the dean. No representative from the university had yet met with Chuck's parents. The dean, it seemed, had stayed home that Saturday because he wasn't sure the Stevenses would come to Alfred. He met later in his office with Chuck's parents. The details remained sketchy: There had been a party. There had been a lot of drinking. But then the Stevenses learned the shocking news that two other boys who had attended the same party were hospitalized and in critical condition. The Stevenses were assured that a thorough investigation would be launched by the university and by local authorities. Depositions would be taken from every boy who had been at that party, and all information would be shared with the Stevenses.

Chuck's parents left the campus that day, returning to Sayville to bury their

son. Mrs. Stevens said that the next three days were a blur, and when the funeral was finally over the family tried to make some sense out of what had happened.

"It was at that point in time I received a telephone call from Chuck's roommate," Mrs. Stevens recalled. "He told me that he chose not to see me when we

nity was a local one with no national affiliation, it was Alfred's oldest and most prestigious fraternity. Chuck and two other pledges had been picked up that day at their dorm by members of Klan Alpine and told to get into the trunks of three cars. They each were given a pint of Jack Daniel's, a six-pack of beer, and a fifth of wine and told to

told that others had been through it, this was part of the tradition, that nothing had ever gone wrong before."

Continuing the story her son's roommate had related to her, Mrs. Stevens said that she learned the brothers had ridden around for a period of time with the three pledges locked in the cars' trunks. When the trunks were opened, Chuck was unconscious and had obviously consumed a great deal of what the brothers had given him. The two other pledges were vomiting.

"That was the intention," the roommate told her. "We gave them the mixture so they would vomit, so they would get very, very sick. I went through it. So many of us went through it. Nothing ever went wrong before."

His voice began to crack, and the stunned Mrs. Stevens waited quietly as her son's friend regained his composure. He went on to tell her that he had helped Chuck back to the fraternity house, undressed him, and put him to bed.

"Mrs. Stevens," he said, "I was Chuck's sponsor, his big brother. It was my duty, my responsibility to check on him every fifteen minutes. I was really not supposed to leave him. But, Mrs. Stevens, I passed out. I was too drunk. There were drinking races—it just got out of hand."

The other two pledges were listed in critical condition at the hospital for more than seventy-two hours. One boy had a heart murmur but was too embarrassed about it to tell the brothers. He went into cardiac arrest. The other boy still had traces of a drug in his body which had been administered to him legally for the flu a week before. The combination of this drug and the alcohol sent him into a coma. Strangely, both of these men went on to become initiated members of the Klan Alpine fraternity. The following year, Klan Alpine was quite successful with its rush efforts, pledging more new members than they ever had before.

"I guess they had gained some sort of notoriety," Mrs. Stevens said quietly.

Chuck's mother said she did not feel anger at her son's roommate when he told her what had happened. Rather, she felt sorry for him for what he had been through and admired the fact that he was courageous enough to tell her the truth. What did anger Mrs. Stevens, however, was learning that the fraternity intended to keep its ritual secret and not tell the

MRS. STEVENS," THE ROOMMATE TOLD HER, "CHUCK DIED BEING HAZED INTO KLAN ALPINE, MY FRATERNITY."



Mrs. Stevens and Chuck in a photo taken a month before his death.

came to Alfred because he really didn't want to face me, didn't know what to say to me. He told me that he wanted to do whatever he could to help me, whatever he could to make what happened easier. I asked him for only one thing. I asked him to please tell me what he could, to please tell me what happened to my son.

"I could hear him take a deep breath," Mrs. Stevens told the Leadership School delegates, "and then he said, 'Mrs. Stevens, Chuck died at a fraternity party. Chuck died being hazed into Klan Alpine, my fraternity. We [Klan Alpine members] agreed not to share what had happened. We agreed nothing could bring Chuck back, but I feel it's my responsibility as his friend, to you his mother, to tell you the truth. Chuck only decided to pledge that afternoon. I was somewhat responsible. We were very close friends. I belonged to that fraternity, thought a lot of it.'"

Chuck's roommate went on to tell Mrs. Stevens that although the frater-

consume it before they could be released. No harm had been intended. This was part of the initiation. It was annual, traditional, secret.

Mrs. Stevens paused before she continued the story her son's roommate had told her, looking around the auditorium slowly, finally saying that she knew every man in the room must certainly be thinking what she had thought at this point. Her immediate thought, she said, was that Chuck couldn't have done it, couldn't have been stupid enough to go along with this, was not fool enough to participate in this activity.

"Chuck made a poor decision in going along with this hazing," Mrs. Stevens said, "but it seems to me you put together a combination of alcohol abuse, peer pressure, secrecy, and an unsuspecting student, and you've got a dangerous situation. And I think Chuck was unsuspecting. He did not expect to die. I am certain he expected to wake up the next morning and it would all be over. He was

Stevens family how Chuck had died.

Mrs. Stevens said that when she confronted the Alfred University administration with this information, they denied it, assuring her that their investigation would bring out the truth. The Allegheny County district attorney was delaying his investigation of Chuck's death until official autopsy results became available, she said, partly because he believed that drugs might be involved. Meanwhile, the Stevens family read disturbing newspaper accounts of Chuck's death every day, accounts with sensational headlines suggesting drug use, alcohol abuse, and a weak moral character.

Five weeks after Chuck died, Mrs. Stevens had still heard nothing from the university or from the district attorney's office. And then she received a telephone call from a newspaper reporter who wanted her reaction to the statement that had just been released by the university and the district attorney's office. She said she had heard nothing about any statement, and so it was the reporter who informed her that an investigation had been concluded and Chuck's case had been generally dismissed as an unfortunate and isolated incident for which no blame could be placed. The university had also decided to withdraw its recognition of the fraternity for a probationary period of time. It took no action against any of Klan Alpine's twenty-five or so members.

"I could not accept that," Mrs. Stevens said. "I could not accept the fact that it was an accident. The young man who called me stated himself that the hazing was premeditated, it was planned, it was done annually and traditionally. There was nothing accidental about it. Accidents are spontaneous. It seemed to me that this hazing ritual was obviously done year in and year out."

Mrs. Stevens also learned that Klan Alpine had been on probation before. In fact, it was on probation when Chuck Stenzel pledged because of a fight in a bar the year before in which several students were beaten and injured. She was shocked that parents of students at the university were not made aware of this. And she suspects that the fraternity's probationary status was not known to her son when he made his fatal acceptance of the Klan Alpine bid.

The Stevenses filed a civil suit against Alfred University in August of 1978. It

asserted that someone was responsible for what happened to Chuck Stenzel. The school has consistently denied responsibility for Chuck's death, claiming that the incident occurred off campus at a private fraternity party. According to Mrs. Stevens, it is a contradiction for the university to claim no responsibility for the incident and yet have the jurisdic-

MY INTENTION IS ONLY TO MAKE YOU THINK. I'M NOT ANTI-FRATERNITY. I AM ANTI-ABUSE.'



Mrs. Stevens addresses Leadership School delegates in August of 1980.

tion to place Klan Alpine on probation. The school has never acknowledged that Chuck died in a hazing incident, nor has it provided the Stevenses with the results of the extensive investigations which were promised to them. According to Chuck's mother, the family never received copies of the district attorney's report on the incident, a copy of statements taken from other boys at the party, or any explanation at all of what happened that night. The Stevenses' lawsuit is still in litigation.

In August of 1978, Mrs. Stevens took another step against hazing. With the help of her sister, she formed C.H.U.C.K., an acronym for the Committee to Halt Useless College Killings. The organization's goals are to bring about an awareness of hazing practices, to share the laws and proposed legislation from a number of states that are taking strong steps to

eliminate hazing, to research and document deaths and injuries related to hazing, and to bring about an awareness of the problems of hazing so that others can learn from past tragedies and do something about it.

Mrs. Stevens' story has been told in *People* magazine, and she has been a featured guest on such television shows as *Donahue*, *Tomorrow*, *Good Morning America*, *Today*, *AM New York*, and a number of other news and talk programs. She travels extensively, sharing her story and her information on hazing. On the day she spoke to ΣAE Mrs. Stevens was concluding a speaking tour which had taken her to seven cities in the preceding nine days.

In August of 1979, one year after she formed C.H.U.C.K., Phi Kappa Tau became the first national fraternity to invite her to speak at a national fraternity gathering. Was she scared to face so many fraternity men with her story and her views?

"I was petrified," Mrs. Stevens recalls. Since that time, however, she has been a welcome guest of many national fraternity conferences of undergraduate brothers. She has spoken to Tau Kappa Epsilon, Acacia, Pi Kappa Alpha, Delta Tau Delta, Sigma Phi Epsilon, Alpha Tau Omega, Lambda Chi Alpha, Pi Kappa Phi, and Kappa Delta Rho.

Six states—North Carolina, Virginia, Texas, California, Wisconsin and Wyoming—had passed anti-hazing legislation before Mrs. Stevens began her campaign. Largely as a result of her efforts, a similar bill has become law in New Jersey, and anti-hazing legislation is being proposed in Louisiana, Missouri, West Virginia, Kentucky, and Ohio.

"I realize that legislation is not the answer," Mrs. Stevens told the ΣAEs, "but I do feel it's a positive step. Perhaps it will act as a deterrent. I thought, well, if it takes something like a law to make someone think twice, maybe it's something to work with. I felt that someone should be held accountable when a life is lost. After Chuck died, the fact that this fraternity was put on probation for a limited amount of time was not enough for me.

"I can't say that I want to see young men behind bars," she continued, "but I do think they should be held accountable when they totally disregard human life. When I hear the word 'fraternity' and I hear the word 'brotherhood,' I

think of things like unity, purpose, goals, achievement, ideals, values, and principles. And hazing does not fit at all. It contradicts everything you were founded upon. It conflicts with everything you're striving for. And I truly feel it's something that has to be eradicated, something that has to be brought out in the open, discussed, cared about, and weeded out."

The anti-hazing law which Mrs. Stevens initiated in New York and which is also serving as a model for similar legislation in other states prohibits campus organizations from participating in activities "which recklessly or intentionally endanger mental or physical health or involve the forced consumption of liquor or drugs" for the purpose of initiation into or association with these organizations. This law further requires all colleges and universities in the state to incorporate this prohibition into their campus rules and deems that all campus organizations will have this anti-hazing provision in their own by-laws. The law also requires that all students be informed in writing of these provisions against hazing and that the law be reviewed annually with all members of campus organizations. Any person violating this law is subject to suspension, expulsion, or other firm university disciplinary action. In addition, offenders will be subject to prosecution through applicable criminal statute provisions such as manslaughter, reckless endangerment, or assault. An organization which authorizes hazing activities will forfeit all campus privileges, including its right to license or exist on campus.

It is a tough law, but then hazing is a dangerous practice. And unfortunately, we as Greeks seem to have been inept at completely eliminating the practice on our own. Mrs. Stevens has documented at least sixty-five hazing related deaths, thirty-two of which have occurred since 1970, fourteen since Chuck died. All were probably traditional and all probably intended no harm. By far, acute intoxication is the leading cause of death in fraternity hazing incidents. Furthermore, alcohol is somehow related to ninety-seven per cent of all hazing deaths Mrs. Stevens has documented. The next most common cause of death in fraternity hazing activities is the accidents which occur during "road trips" or "kidnappings." Following closely in the death-by-hazing statistics are accidents

stemming from "exercise sessions" or "workout nights."

One pledge choked to death on his own vomit after being made to run until he was exhausted; another choked to death trying to swallow a thick slice of oil-coated liver. One boy suffocated when the "grave" he had been forced to dig and lie in collapsed on top of him. Another fell to his death from a coffin suspended by chains above a gorge. A number of pledges have drowned after being thrown into rivers, lakes, or creeks. Pneumonia has killed other pledges after they were hazed outside in extremely cold temperatures. One boy died of a skull fracture after being told to jump, blindfolded, into a water tank which nobody realized was empty. Pledges who have been taken away from campus and left lost or intoxicated to find their way back home have been hit and killed by cars, fallen to their deaths from high ledges, or found beaten and in a coma by the side of the road. One boy's body was found at the bottom of a snow-covered reservoir.

Mental hazing also takes its toll, but in a different manner. Pledges who have been told that they failed a phony "national examination" or didn't make the grade in fake oral examinations have run away from the house, driven away in anger, and smashed their cars into telephone poles, trees, or other motorists. Some of these purely psychological methods of hazing have left people affected mentally, resulting in cases of speech impediments or stuttering. "Do you ever know how far you can go in playing with someone's mind?" Mrs. Stevens asks.

Mrs. Stevens seemed almost apologetic or half-shy when she talked to the fraternity. She pointed out to the men listening that she felt sure a mother is the last person someone wants involved in his fraternity. She acknowledged that she has been criticized for her involvement, for airing fraternities' dirty laundry, for trying to bring about change.

"But my intention is not to offend you," she said. "My intention is only to make you think." I have said before I am not anti-fraternity. I am anti-abuse. So many times I've heard young people say they haze pledges because they had to go through it, they haze because it is traditional, they haze because the alumni expect it. And when something goes wrong, I hear young men saying they

didn't mean for anything bad to happen, that they didn't know how this death or injury could have happened. And I really do believe they feel this way, they really do feel bewildered and lost when something goes wrong.

"But let me tell you," she continued, "that if you're doing something that is in any way potentially dangerous, *get rid of it*. Don't be afraid to speak out if it is a problem in your house. You may be surprised that others feel as you do. Please do not let it take a death or tragedy to bring about some action. Wouldn't it be wonderful if educating people and preventive measures could be used, as opposed to doing something after the fact?"

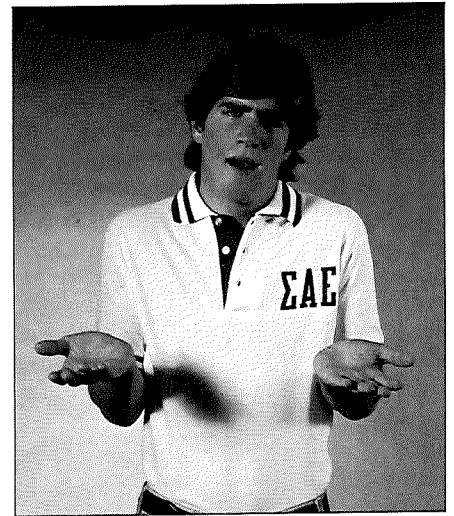
"I urge you to think about what I've said today," Mrs. Stevens continued. "Carry this message back to your houses, talk about it. Sure it's controversial. Sure it's going to anger some people. But everything I'm saying today needs to be said. I don't want it to happen again. I wouldn't want your mother or your family to experience what ours has. It's changed our whole lives. It's something I'll never get over, probably. And in sharing Chuck's story with you, I only hope you learn from it.

"I could stand here until I'm blue in the face and all the officers in your fraternity could do the same," Chuck's mother concluded, "but you are the ones who change things. It's up to you. It's your decision. And I realize that decision will be a lonely one. When and if you're confronted with a problem or a situation like this, I won't be there, no one will be there to assist you. It's up to you to say no."

MRS. STEVENS REACHED US. Her story touched us and gave us perhaps the most realistic perspective on hazing that any of us had ever seen. We saw the cruelty, the waste, the indignity of death by hazing. And we came to understand the risks many of us are taking with certain "traditions" in our own chapters. Her message was clear. So far we have perhaps managed to get by with hazing practices. But maybe our time—the time we have trusted to luck—is running out. ■

WHAT DO WE DO?

Most undergraduates today realize the detrimental effects of hazing. But in trying to change, many throw up their hands and ask...



Some background on the origin and evolution of hazing, its dangerous and potentially deadly effects and the subsequent liability, and specific suggestions on how to eliminate it

*Second of a two-part series
by Bruce D. Hornbuckle*

HAZING WAS UNKNOWN in the early years of Sigma Alpha Epsilon. Bids were extended and friends promptly initiated. There was no waiting, no pledgeship, no "junior initiate" status. Ironically, the practice now defined by some as an abiding tradition would have shocked the founders of virtually every American college fraternity. Hazing was a decidedly European practice rooted in some universities since the Middle Ages and having no place in the ideals of the new American democracy. Not until the 1920s did hazing activities become identified with the American fraternity system. Some have postulated that the practice simply sprang from evil in the heart of men. Others espouse the "European import" theory based on an earlier American fascination with all things European, including fashion, literature, royal families, and even hazing.

Whatever its origin, the idea caught on and spread. Only three times in the past thirty-five years has the practice

substantially decreased in ΣΑΕ: the late 1940s; the mid-1960s; and early in 1980. The first two decreases are explained by wars. American veterans returning to college after World War II were in many cases older and more mature than their pledge trainers. They refused to put up with the "fun and games" of hazing. In the late 1960s, the Greek system was deemed irrelevant by student activists. Fraternity membership dropped drastically and many chapters were forced to close their doors. Those which did not close were forced to make positive changes in order to remain marketable to prospective members.

FOR DIFFERENT REASONS, HAZING is now rapidly declining in ΣΑΕ. In a very real sense, fraternities are now being called to account for their past failures in dealing with the problem. Society is moving quickly on two effective fronts to eliminate hazing. Recent trends in the courts and mounting pressures on college administrators predict one result: Chapters that don't change will be disbanded and/or their presidents, pledge educators, and general membership will be

losing enormous lawsuits before they ever enter the job market.

Additionally, many states have passed or are now considering strong anti-hazing legislation such as that proposed by Eileen Stevens, founder of the Committee to Halt Useless College Killings [See part one of this series, "Death by Hazing," in the February issue]. Older laws, which are now being replaced, bar liability because the victim is considered a "willing participant." This newer legislation is premised on the idea that pledges do not know what's in store for them in initiation rites.

In short, hazing is no longer being combatted solely by the educational programs and resources of fraternities' national offices. More immediate action is being demanded by the administrators on many campuses. College administrators are being faced with pressures from parents, communities, the courts, as well as the threat of being named defendants in criminal and civil lawsuits stemming from hazing incidents. When their own efforts are failing, these administrators are giving national offices the ultimatum of reforming chapter pledge programs or closing the chapters entirely.

A review of recent ΣAE chapter probations and disbandings reveals the suddenness and strength of this nationwide movement to eliminate hazing. Between 1975 and the summer of 1979, ΣAE suspended five charters for reasons such as lack of membership and mediocre performance.¹ The picture changed dramatically in the fall of 1979, however; hazing entered the scene in a big way.

Two developments have been cited as the underlying causes for this shift. Colleges under fire from parents, courts and communities began demanding immediate action from national fraternity offices. And an angry majority of ΣAE delegates to the fraternity's 1979 national convention in Newport Beach, California, mandated that the Supreme Council take swift and deliberate action against chapters that continue to haze. The Council accordingly drew up procedures for investigating hazing complaints and for making decisions on the fate of guilty chapters.

Late in 1979, ΣAE chapters at Gettysburg College and the University of Arizona were disbanded completely be-

cause of general misconduct, with the chapters' pledge programs a contributing factor. Both had been on probation; both had failed to reform their pledge programs. The Arizona and Gettysburg chapter houses were leased out, and current plans call for recolonization on both campuses in 1982. Late in 1979, the Supreme Council placed the University of Oklahoma chapter on probation and in 1980 censured the University of Alabama chapter. Both chapters were hazing pledges and both have since taken strong action to reform their pledge pro-

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ncreasing numbers of active chapter members are determining that the risks of death and injury by hazing are simply too great to justify the continued use of the practice.

grams.

So far this school year, official hazing complaints have been lodged against nine ΣAE chapters. The Supreme Council issued strong warnings to chapters at the University of Kansas, UCLA, Auburn, Arizona State, and Texas. Charters of ΣAE chapters at Texas Christian University, Georgia Tech, and Missouri were suspended for hazing practices. If these three suspended groups can prove to the Supreme Council and the 1981 national convention that hazing practices have ceased, their charters will likely be reinstated. If not, present members will be ordered to vacate these houses and recolonizations will be planned for a future date.

In a recent statement, Eminent Supreme Recorder Ken Tracey explained the fraternity's commitment to eliminate hazing:

"The hazing practices of these chapters were brutal. Lives were being endangered. At the very least, the mental and physical health of these pledges was jeopardized. The potential for tragedy was great," Tracey stated.

"Be assured that we are diligently following the legislation you [the active collegiate chapters] have adopted. We may have fifteen or twenty fewer chapters for a few years, but when the job of rebuilding these closed chapters is complete, we will have a hazing-free frater-

pledge program, suggested activities to achieve the program's goals, and means of changing the chapter's attitude on hazing.

DEEP DOWN, WE KNOW HAZING is wrong. But some feel it achieves important goals such as pledge class unity, a sense of chapter tradition, a feeling of pride in having survived, the knowledge that one has proved equal to or better than the obstacles placed in the way of his initiation. Hazing is quite simply a rite of passage. To endure indignity somehow proves worth, manhood, and the right to belong.

Psychologists, however, point out other theories for the popularity of hazing which are largely based on a presumed insecurity in the hazers. According to two of these theories, pro-hazers are expressing suppressed fears of sibling rivalry or dealing with feelings of inadequacy by imposing false class distinctions on others.

Psychological theories aside, a practice is defended blindly when it seems to achieve certain goals such as pledge class unity or chapter tradition. The risk of death or injury does not seem as immediate as the risk of eliminating parts of a program that seem to work. Playing with a "successful" pledge program is tantamount to playing with fire to many

¹Minnesota Beta, New Mexico Sigma, New York Beta, Utah Sigma, and Virginia Kappa.

people. So it might be helpful in evaluating the pledge program to look for other chapter problems.

CORRELATIONS WERE SLOW TO appear at first, but ΣAE chapters that have modified their pledge programs have shown dramatic improvements in unrelated areas within a year of instituting the positive pledge program. The number of upperclassmen going inactive has decreased, chapter cliques and voting blocks have been eliminated or greatly reduced in power, house occupancy and meal plan participation increased, delinquent dues payments reduced appreciably, chapter apathy decreased, and number of initiates increased.

These changes come simply because the chapter shifts its emphasis from "making a good pledge" to the goal of "making a good brother." When a pledge is abused, he simply endures. He proves all he has to during pledgeship. After initiation, it's time to lay back and go along for the ride. Initiation becomes a goal symbolizing the day to slack off. The positive pledge program, on the other hand, makes a new member an integral part of the house. It is this one change in the attitude instilled in a new member that has so much to do with the future strengths and weaknesses of a house.

Developing a positive pledge program will require input from the entire chapter during a meeting, a retreat away from campus, or in an informal discussion. Idaho Alpha at the University of Idaho first took a serious look at its traditional "separation" policy in what began as an informal discussion of the practice at the house one day after lunch. "Separation" was a method designed to build pledge class unity by forbidding pledges to talk to actives during pledgeship. The pledges who sat in on that discussion provided the deciding votes a year later when separation was finally abolished.

When the discussion does occur, be sure to consider the goals the chapter wants the program to achieve. There may not be any. Some ΣAE chapters, such as California Alpha at Stanford, have no pledge program at all. While the chapter has been criticized for lack of attention to fraternity history and inadequate knowledge of ΣAE's national bond of brotherhood, California Alpha is consistently one of ΣAE's strongest chapters. And through their own initiative, the California Alpha pledges

HERE'S WHAT YOU DO

Some specific means to eliminate hazing and make pledgeship a challenging, positive experience

PROMOTE SCHOLARSHIP: Invite university speaker to discuss test-taking skills, study methods, how to succeed in college; designate quiet hours; take advantage of university academic and tutoring services.

AID CAREER GOALS: Use college resources for seminar on résumé writing, job interview skills; invite different alumni to speak on various careers.

DEVELOP LEADERSHIP: Assign each pledge to a chapter committee; require the pledge class to plan and implement its own activities.

DEVELOP PROBLEM-SOLVING ABILITIES: Have pledges discuss chapter weaknesses such as poor rush, apathy, and poor scholarship, and plan solutions which the active chapter might then adopt.

FOSTER PLEDGE CLASS UNITY: Pledges challenge another fraternity pledge class to a football or basketball game; pledge class plans and implements a house improvement project; pledges plan and implement a rush party, community service project, or a social event.

DEVELOP CHAPTER UNITY OF BOTH PLEDGES AND ACTIVES: Involve pledges on chapter committees; hold pledge-big brother sports events with mixed teams of pledges and actives; have an active chapter-pledge class retreat; big brothers help pledges with assigned house duties (better attitudes toward the house result when the entire chapter is concerned about its appearance); invite pledges to sit in on chapter business meetings.

INSTILL A SENSE OF BROTHERHOOD: Plan special nights when the entire chapter gets together to watch Monday night football, attend a movie, play or concert (check for group and/or student rates); plan an early morning "kidnap breakfast."

DEVELOP SOCIAL SKILLS: Have the house-mother or a home economics professor hold a seminar on table etiquette and other social graces; plan a seminar with college resources on effective communication skills, body language, eye contact, and other aspects of communicating.

BUILD AWARENESS OF CHAPTER HISTORY: Invite an older alumnus to talk about the chapter's early days, its founding, the high and low points of its history, special chapter traditions, and prominent alumni.

KNOWLEDGE OF THE GREEK SYSTEM: Invite campus fraternity dean or IFC president to address the pledge class on the system, its background, its purposes and activities, government, rivalries, opportunities for involvement, and its regulations and sanctions.

INVOLVE PLEDGES IN THE COMMUNITY: Visit a nursing home or youth center to sing, play games, coach or just talk; get involved with local Boy Scouts or Cub Scouts, Big Brothers of

America or other community groups (such involvement might well continue after initiation); pledges plan their own campus or community service project, such as Red Cross blood bank or Kidney Foundation organ bank.

DEVELOP GOOD RUSH SKILLS: Have one of the chapter's best rushers hold a seminar on recruitment skills: how to approach a person, what to talk about, what to look for in a man, what positive opportunities your chapter offers; have each pledge invite prospective members to various chapter functions.

IMPROVE RELATIONS WITH OTHER GREEKS: Have pledges plan an intramural event with another fraternity pledge class; pledge classes get together to plan joint fraternity social or service activities; pledge class plans social or mixer with sorority pledge class; have pledges recognize sorority founding date with a serenade and flowers.

IN ALL PLEDGE CLASS ACTIVITIES, keep these objectives in mind: mutual respect, honesty, organization, determination, strong and real leadership.

OTHER IDEAS: Have pledges hold a "wallet toss" at first pledge class meeting: Each pledge tosses his wallet into a pile, retrieves one, and finds its owner (breaks ice and builds trust); "Income tax work seminar" with a representative of the IRS; have a speed reading instruction firm hold free first session at the chapter house; invite candidates running for public office to speak to the chapter; recognize an outstanding pledge each week—a little recognition goes a long way toward motivation.

Invite a karate expert to hold a demonstration at the house. Have a city police officer discuss house, apartment, and automobile security. Invite experts to give presentations on backpacking, hiking, canoeing, rafting and then do it one weekend as a pledge class or chapter trip.

Eliminate the "grace week" after rush and start the pledge program immediately. The new pledges are fired up after rush and the grace week leaves them inactive and isolated. Besides, the term "grace week" implies to the pledge that he is to dread rather than look forward to the pledgeship ahead. Get the big brother program working *early*, within the first week of pledgeship when the new pledge most needs someone to help him adjust.

Encourage pledges to participate in intramurals. Have songfests where the pledges learn new songs from the brothers—but be sure it is a combined effort instead of a humiliating sing-along under severe, dictatorial choir directors. Use a copy of Fraternity Historian Joe Walt's cassette tape "The ΣAE Story," available from the National Office, as a source of inspiration and to spice up assigned *Phoenix* readings. ■

undertake community service and house renovation projects on a scale which most find truly amazing.

HOWEVER, IF THE CHAPTER DECIDES there is a need for continued use of the pledge program, most will agree there are certain goals to be achieved. These include: orientation and assimilation of new members into the chapter; motivation of new members; unity; develop good brothers; promote friendship and brotherhood; develop a well-rounded and diverse chapter that provides members with opportunities to excel in academics, athletics, service, social skills; instruct new members in traditions, songs, and history of the fraternity; build and develop leaders.

Once these goals have been determined, decide how to achieve them. For example, many chapters wishing to develop leadership assign each pledge to a committee in the chapter based on that pledge's own interests. The chapter channels the enthusiasm of new members and provides its pledge class with a working knowledge of how the house operates. This idea has also helped reduce chapter apathy and promote overall chapter unity between pledges and actives.

For other activities used to achieve similar goals, see the box on page four.

IMPLEMENTING NEW IDEAS IS A SIZEABLE part of the challenge. But the hazing issue goes much deeper. Its elimination will require a change in the chapter's attitude. In other words, the problem won't be solved simply by substituting new activities into the old program. According to Phil Bledsoe, *Missouri Alpha '77* and Student Services Advisor at the University of Missouri, "Hazing is an attitude, an attitude that must be changed. Substituting one practice for another without working to change the underlying attitude grants us only a temporary reprieve."

Dr. Richard L. "Skip" Moore, past director of the ΣAE Leadership School, agrees. Moore also makes the realistic observation that hazing activities persist because they are sometimes fun for the pledges. The new members are receiving attention from the chapter and participating in activities that will make great stories later. He's got a valid point. An honor pledge at a recent Leadership School almost decided not to be initiated

in Evanston when he learned the initiation team did not give the infamous "national exam" or plan any other activities he'd heard so much about in his chapter.

According to Moore, changes in the pledge program have to be realistic and meet the needs and desires of the chapter. "I know pledging can't be all serious and dull," Moore said, "and there are some natural rivalries between pledges and actives." Moore's candid observations underscore the real reason hazing reforms are so often unsuccessful. An all-serious pledge program is often as dull

chairmen.

"To talk about what I did both times through is to list practically the same activities right down the line," he continued. "I guess the only real difference was that they did stuff to us in the first one. In ΣAE the actives did stuff with us."

He went on to explain that the first pledge class had been kidnapped in the middle of a freezing cold night, blindfolded, and left twenty-five miles out in the country to find their way back home. Five pledge brothers were out of school the next week with the flu. In his ΣAE

When alcohol use is studied in relation to all hazing accidents and deaths in other tragedies, it crops up alarmingly in ninety-seven percent of all hazing tragedies.

as a hazing program is dangerous.

So in changing the pledge program, avoid extremes. A balanced program should include social activities and opportunities for the pledges and actives to get together. Replacing road trips with nothing but study halls will surely bring back road trips within a year. In chapter discussions of hazing, ask the brothers why they take pledges on road trips or make them wash cars to get signatures. The usual answer is that these activities give the full chapter a chance to get together and get to know the pledges. Revise the program with these thoughts in mind.

An interesting story is that of the man who went through two pledge programs. During the meeting of a discussion group on hazing at last summer's Leadership School, one of the participants told of depledging one fraternity as a freshman and joining ΣAE a year later.

"Both pledge programs were almost exactly alike," he said. "Both times around I got kidnapped, taken on road trips, had to work on an all-week house renovation project, went on a pledge class sneak, the whole works. One I hated. The other I liked. In the first one, our pledge class kept getting smaller and smaller as guys dropped out. But in ΣAE we were getting new members all the time, and all the pledges were working pretty tight with the chapter's rush

pledge class road trip, the actives were waiting at the drop-off point. They had a bonfire going, a keg of beer, hot dogs, and gave the pledges a ride back into town after a couple of hours of songs, stories, jokes, and an open discussion between actives and pledges on how pledgeship was going.

The point is that two chapters with basically similar pledge programs were achieving totally different results. One house used these activities to abuse the pledges. The other used these activities as a means of bringing the entire house together for safe and constructive social events. The only difference was the attitude, a subtle change of the preposition "to" to "with."

IT HAS BEEN SUGGESTED THAT CHAPTERS use this "with" rather than "to" criteria to review, modify, and revise existing pledge programs. This method of change is often more acceptable to a chapter since it does not involve junking the old pledge program.

Keep modifying existing activities until the entire active chapter will want to participate in it with the pledges. This test also separates the dangerous and degrading elements of an activity from the constructive and fun elements. Rarely will anyone think it fun to do exercises with a pledge class at 3 A.M. or drink a mixture of alcohol until he vomits. In-

volunteers with the pledge program results in a tighter house, a more solid brotherhood, and a lot less danger from hazing.

Another suggestion is to invite a committee of outsiders to review your pledge program. Don't hold anything back. The National Office provides this service. Or you can construct a panel of ΣAE alumni, university officials, parents and faculty members.

In re-evaluating the chapter's pledge program, careful attention should be given to three specific activities: road trips, exercise sessions (or line-ups), and use of alcohol. These three elements are the national leaders in causing death by hazing. Pledges taken on road trips have been hit by cars, shot as trespassers, beaten unconscious by unknown assailants, drowned, bitten by snakes, fallen or been thrown from moving vehicles, involved in wrecks, and fallen to their deaths from high ledges.

Pledges participating in exercise nights have died of stroke or heat exhaustion. Some of these men had medical problems they did not know about or were too embarrassed to reveal to their friends. Chapters working on pledge program reforms should also be aware that road trips and exercise nights are most often the activities concerned when there is a spontaneous demand for "a return to the old way." In other words, don't replace these particular activities with study sessions. Plan chapter intramural sports activities between the actives and pledges when the exercise night is dropped. Plan a mini-retreat with a bonfire in place of the road trip.

Alcohol, however, is the absolute evil in hazing accidents. Alcohol poisoning alone ranks as the third highest cause of hazing deaths and injuries. These incidents involve drinking contests or required drinking by pledges of various alcohol mixtures to induce vomiting. In many cases death or injury has resulted from alcohol reacting to prescribed medicines, traces of which can still be in the body a week after the last dose was taken. When alcohol use is studied in relation to all hazing accidents and deaths in other activities, it crops up alarmingly in ninety-seven percent of all hazing tragedies.

When used, alcohol should be treated responsibly at any fraternity function. But it should be absolutely banned where pledge activities are concerned. If you can't guarantee this reform, at least make

no compromises when it comes to the sobriety of the brothers responsible for whatever activity is planned. Their judgment should not be impaired. Being drunk is no excuse—morally or legally.

IN PLANNING A CONSTRUCTIVE pledge program, be aware that often heavy opposition to change will arise. The most common objection to change is that such activities are traditional. This is probably the toughest obstacle. Brothers will appeal to tradition in a variety of ways: "I went through it so they should; This has

until he quits. The better approach when a pledge's development is unsatisfactory is to tell the man honestly where he stands.

A related argument is that hazing sets the standard for entry into ΣAE brotherhood. Point out that eliminating hazing simply shifts this standard from one of endurance to one of achievement. Indeed, a chapter should have standards. Expect your brothers to achieve academic excellence, to demonstrate ability in organization and management, to learn how to work and live with others, to know what the fraternity

If you have to fake an emotional high to involve people in the fraternity, then we have something very false, some very basic purposes in need of careful questioning.

worked for years so why change now; We know this works, but we know nothing about this new stuff," and so on.

These points will be of genuine concern to the chapter. However, point out successful changes that have already been made in other house programs which have become new and popular traditions in their own right. Point out that tradition can cripple an organization if it is not continually reevaluated and modified to fit changing needs. If ΣAE "traditions" had not evolved, the organization would still be a small, regional, southern fraternity with different chapters taking two-year shifts as the "national office" — or long since forgotten in a merger with Alpha Tau Omega.

Another pro-hazing argument is the "screen out the wimps" assertion. This attitude will appear in the form: "If we don't haze, joining will be too easy and just anybody could end up in our fraternity." This argument is really out of place here. The rush program—not the pledge program—is the place to screen new members. If the chapter is relying on the pledge program to safeguard Minerva's membership rolls from "wimps," it's generally an indication that the rush program needs to be overhauled. In some cases, chapters rely on hazing techniques to harrass a pledge

stands for, to know how and why standards were chosen, and to live up to those standards. But do not confuse a standard of passive endurance with one of active achievement. Essentially, the distinction results in the difference between a weak and fragmented chapter or a strong and well-organized one.

Hazing is also supported by the claim that "it keeps the pledges in line." In reality, hazing is randomly and arbitrarily inflicted suffering. Look to other sanctions for those who break chapter or college rules: fines, probation, payment of damages for destruction, suspension, or expulsion.

By far the most popular cry for hazing practices is that it creates pledge class unity. The chapter has just pledged a group of men who hardly know each other, and the house wants to assimilate and orient them as quickly as possible. Granted, abuse and fear are sure-fire means of forcing some quick semblance of "group-think." But the truth is that a pledge class will attain a better quality of unity in a non-hazing program. Pledge class unity is usually defined as new members getting to know each other, learning to work together, learning to depend on each other, learning to trust each other. Those things will come of their own accord in a pledge program that brings new members together in a

variety of constructive and fun activities. So why force something that will develop naturally? The type of unity created by hazing rings false, carrying high risks of death, injury, pledge attrition, apathy following initiation, and overall lack of chapter unity. These risks are obviously unnecessary, particularly when the same objective can be reached through other methods that have advantages that hazing lacks.

THERE IS AN OLD SAYING THAT when a custom becomes generally accepted it becomes law. But the writing on the wall clearly indicates that hazing customs are meeting increased resistance. Society's reactions to hazing tells us the tide is shifting and that hazing will decrease within this decade. We can wait and let changes be forced upon us by chapter suspensions, lawsuits, university probation, Supreme Council closings of chapters, and the abolition of pledge programs altogether. Or we can effect

change ourselves by eliminating the evils of hazing.

It will take guts. It will require leadership and the courage to stand alone at first. But when you succeed, you will leave your chapter with a legacy of strength and dignity no brother will ever forget.

In his last year as Σ AE's Director of Leadership Training, Skip Moore shared some of his thoughts on hazing with Σ AEs from across the country in a poignantly truthful observation hitting at the very heart of some long-held beliefs in purpose:

"One of the points most often used in favor of hazing is that it increases emotion," Moore said. "It makes the guys want to be in more. It makes them feel like they've earned something. I wonder why it is that we can't let nature work for itself. Anybody who wants to be in an organization is dealing from insecurity. Any pledge is dealing from insecurity. He wants to be in.

"If you have demonstrations of the way your house gets along, demonstra-

tions of doing things together, demonstrations of unity and brotherhood, nature itself will increase their desire to belong," Moore said. "But if you have to fake that, if you have to fake an emotional high to involve people in the fraternity . . . brothers, we have something very false, some very basic concepts and purposes in need of careful questioning."■

The author expresses grateful appreciation of the brothers who assisted in the research for and preparation of this article. All were members of the 1980 Leadership School faculty and include Jeff Bacon, Vermont Beta '80; Charlie Koch, California Delta '79; Charlie Witzleben, Georgia Psi '70; Ray Artigue, Arizona Beta '76; John March, Oklahoma Kappa '75; and Ken Tracey, New Mexico Alpha '70. Special thanks to Dr. Richard L. "Skip" Moore, past director of the Σ AE Leadership School; Phil Bledsoe, Missouri Alpha '77, Student Services Advisor at the University of Missouri; and Eileen Stevens, founder of the Committee to Halt Useless College Killings.

Copies of Mrs. Stevens' documentation of hazing deaths, copies of her anti-hazing legislation, and more information about C.H.U.C.K. can be obtained by writing to Mrs. Eileen Stevens, C.H.U.C.K., Post Office Box 188, Sayville, New York 11782, or by writing to the Σ AE National Office, Post Office Box 1856, Evanston, Illinois 60204.

STATEMENT BY BOB NUGENT
FOR THE ASSOCIATED STUDENTS OF KANSAS
(ASK)

ON

SB 587

An act concerning hazing; prohibiting certain acts and providing civil and
criminal remedies therefor

BEFORE THE
SENATE JUDICIARY COMMITTEE

March 3, 1986

S. Jud.
3/3/86
A-IV

Good morning Mr. Chairman and members of the Committee. My name is Bob Nugent and I am the campus director for the Associated Students of Kansas at Fort Hays State University. It is a pleasure to be here today to express the views of the seven member student government associations on SB 587.

First Mr. Chairman, I would like to applaud, on behalf of ASK, the concern Senator Burke has demonstrated about this issue for several years now. Obviously, by the introduction of this bill this session by the Judiciary Committee, others are concerned as well and we appreciate the attention to this matter now being given.

This past December, the Governor of Massachusetts signed into law an anti-hazing bill; a bill which defines hazing as any initiation activity at a high school or college "which willfully or recklessly endangers the physical or mental health of any student." Hazing as now defined in Massachusetts includes whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity. If a person is found to be a "principal organizer" or a "participant", fines up to \$1000 and/or a jail term of up to 100 days may be levied. Onlookers who do not report this activity may be subject to a fine of up to \$500. Colleges and universities are required to report to the Board of Regents on an annual basis on the compliance of campus organizations to this new law.

Unfortunately, as is the case all too often, a tragedy prompted this action by the Massachusetts legislature. In 1984 a student died as a result of acute alcohol poisoning during a fraternity initiation.

Here in Kansas, I would like to tell you that the situation is much better.

That such things just don't happen at our universities. But last spring, a student told me of hazing practices by the university ROTC unit, and of hazing practices of some university departments. And just this past summer, it came to light that a fraternity at one university and another fraternity at another university faced charges of hazing arising out of their initiation ceremonies. What I am happy to relate is that in both of the latter cases, steps were taken by the National Chapters and by the universities in punishing those persons responsible.

That is the message I've come here to relate. That ASK and the students are just as abhorred at hazing practices as you may be, and are strongly united behind anti-hazing policies. But what we are not sure of is the necessity of SB 587. There are laws already on the books which outline criminal penalties for assaults, kidnappings etc., rules and regulations outlined in every fraternity and sorority chapter guidebook, and rules and regulations in place by every university. It's been my experience that charges of hazing are taken quite seriously by Greek organizations and university administrations and are dealt with in a timely fashion.

In preparing my remarks for today, in doing some research on the subject, I came across a growing phenomenon which may, but probably doesn't, but perhaps should have some relevance to the bill before you today - and that is corporate hazing. In the December, 1985 issue of Working Woman magazine an article describes the nightmare-ish experiences of people who might find themselves sent to corporate "assessment centers." According to the authors of this article, "A growing number of corporations - more than 2000 last year - are sending middle managers to assessment centers for leadership evaluation. Simulations, hypothetical what-would-you-do-if exercises that test your creativity and spunk,

are used to judge your leadership potential. Word from survivors of corporate hazing is that these evaluations are revealing and useful to corporations, and may be life-or-death for the participants. One executive, coming out of an Exxon assessment some years ago, was described by an office colleague as a 'basket case.'

I've included copies of this article at the back of my testimony.

To conclude Mr. Chairman, ASK supports the intent of this bill. What we are not sure of is whether this bill is needed, or more strict enforcement of our present laws is necessary.

Thank you Mr. Chairman and members of the Committee. I will be happy to answer any questions.