

**Stevens Institute of Technology**  
**Founder's Day Planning**  
**Kick-off Meeting, 19 June 2008**  
**Combined Meeting Notes of A. Kaplan, '09 and W.R. Monsees, '71**

**Attending:**

Tony Arturi, '59 (SAA, Past Honor Board Member)  
Maria Cimillo (Exec. Assistant to Provost)  
Gary Dobbins (HSAC member and Professor of Philosophy, CAL)  
Ed Eichorne, '69 (SAA Pres.)  
Andy Kaplan, '09 (SIT HB Chair)  
George Korfiatis (SIT Provost and SIT VP)  
Anita Lang (SAA Exec. Dir.)  
Stephanie Mannino (Assistant Director University Communications)  
Wayne Monsees, '71 (SAA)  
Siva Thangam (SIT Professor and Dean, Academic Admin.)

**Discussion:**

Inaugurated last year, Founder's Day is an annual event to bring the various elements of the Stevens Community together. The initiation of the Stevens Honor System began on a class-by-class basis in 1906 and became formally adopted by the institute in a speech by then President Humphreys on Wednesday, December 9<sup>th</sup> 1908 for all classes.<sup>1</sup>

The focus of Founder's Day this year will be the celebration of the 100<sup>th</sup> Anniversary of the Honor System at Stevens Institute of Technology with a theme of "100 Years of Honor". Founder's Day will officially be Wednesday, February 11<sup>th</sup> 2008, but will encompass a full week of Honor System related activities beginning on the Sunday prior and ending on the following Saturday. There is to be a major event on Saturday. The ramp up of events and activities to the celebration week will begin with the start of the fall 2008 semester. The events and activities will highlight the continuous presence of the Honor System over the past 100 years at SIT and that the Honor System is a way to live and act, not just an examination time only process. The Provost's Office took the action to begin reserving the necessary facilities for the February 11<sup>th</sup> event.

A recently conducted survey showed the feelings and impressions of the Stevens community on the Honor System. The data resulting from this survey follows these notes and formal release of the summary of the survey is expected shortly. The survey's results raised concerns about the current implementation and operation of the Honor System. Discussions are currently under way to up date the Honor System processes. These updates will be worked over the summer and into the early fall. The presentation of the proposed updates to the Honor System process can be during the celebration week of Founder's Day and will be further discussed and commented upon during the spring.<sup>2</sup>

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<sup>1</sup> See **Attachment B** (*The Stute*, February 25, 1956) for additional information regarding History of Honor System

<sup>2</sup> See **Attachment A** (Honor System Survey and Tally Results (Draft Release) by the Honor System Advisory Council in conjunction with the Stevens Honor Board, and Prof. Don McCabe, Rutgers)

There will be three to four major events held from September through celebration week. The faculty, the students and the SAA will each take the lead in planning one of the events. Plans for the event should be available for discussion in late July or early August. One event will include attendance and participation of peer schools with similar Honor Systems.

In the early part of September, the senior faculty will host the new faculty to brief them on the Honor System history, its operation, and application. In addition, a faculty/student event, such as a wine and cheese party, could be hosted to provide an informal forum for interchange.

An Ethics Workshop will be conducted with participation by peer colleges. The College of Arts and Letters will lead the focus on ethics. A Philosophy Club debate could be part of or in addition to this.

The *Stute* will support the celebration process with a selected series of articles on the Honor System. These articles should include historical articles from early *Stute* editions as well as current articles, interviews, and letters to the editors from alumni, faculty, and students.

Contact with all current and former Honor Board members will be made via an e-letter to solicit comments on the Honor System (including requests for Letters to the Editors to be sent to The Stute) and support for the celebration. General publicity will be made using the SAA e-letter system and specific SIT web site or link.

Other SIT communications, such as the *Stevens News*, should consider special editions or articles. The communications process should include reference to and information on the Honor System survey conducted earlier in 2008. Communications that can be picked up by outside media, such as a video on the Honor System at Stevens and/or a video on the Honor System, its workings and philosophy, should also be considered.

*All additions or corrections to these minutes should be directed to either Andy Kaplan '09 ([akaplan@stevens.edu](mailto:akaplan@stevens.edu)) or W.R. Monsees '71 ([monswr@verizon.net](mailto:monswr@verizon.net)).*

# **Attachment A**

Honor System Survey and Tally Results (Draft Release)

By the Honor System Advisory Council in conjunction with the Stevens Honor Board, and Prof. Don McCabe, Rutgers)

Conducted by Stevens Students in the spring 2009 semester through the assistance of members of the Honor Board, Student Government Association, Gear and Triangle, Alpha Pi Omega, STEP and Khoda.



# Honor System Survey

Spring 2008

<b>1.</b>	<u>Understanding / Support</u>
1a.	<u>Student Perspective of Understanding &amp; Support of the Honor System</u>
1b.	<u>Education about Honor System</u>
1c.	<u>Education about Accademic Policy</u>
1d.	<u>Occurrence of Cheating</u>
1e.	<u>Witness of Cheating</u>
1f.	<u>Reporting of Cheating</u>
<b>2.</b>	<u>Specific Behaviors</u>
2a.	<u>Frequency of: (%)</u>
2b.	<u>How serious is: (%)</u>
<b>3.</b>	<u>Campus Culture</u>
3a.	<u>Perspective</u>
3b.	<u>Approval of Cheating</u>
3c.	<u>Reporting</u>
<b>4.</b>	<u>Demographics</u>
4a.	<u>Class Standing</u>
4b.	<u>Gender</u>
4c.	<u>Major</u>
4d.	<u>Involvement</u>

**NOTES:**

<b>STEVENS</b>	Data was colected in class durring the Spring 2008 Semester at Stevens Institute of Technology (N=1,066)
<b>National</b>	Data was collected at 11 Schools across the nation durring the 2007-2008 accademic year (N=6,042)
<b>Honor Code</b>	Data was collected at schools with Honor Systems in 2005 (N=2,731)

Data respresents a response rate of 53.95% (1,066/1,976) (Including students on Co-Op and otherwise enrolled but not on

# 1. Understanding / Support

## 1a. Student Perspective of Understanding & Support of the Honor System

		Very Low	Low	Medium	High	Very High	
STEVENS		10	19	40	23	9	
National	Your understanding of penalty						
Honor Code	system for Honor violations?						
STEVENS		7	15	35	32	12	
National		1	5	28	46	20	
Honor Code	Severity of penalties	1	7		49	43	
STEVENS		10	24	46	16	4	
National		4	16	33	34	14	
Honor Code	Student understanding of policy	3	20		50	28	
STEVENS		5	10	33	38	15	
National		1	2	16	45	36	
Honor Code	Faculty understanding of policy	<1	6		48	46	
STEVENS		14	26	42	14	5	
National		3	13	44	32	8	
Honor Code	Student support of policy	2	13		60	25	
STEVENS		5	12	38	33	13	
National		1	3	19	45	33	
Honor Code	Faculty support of policy	1	6		49	45	
STEVENS		12	21	43	19	5	
National		3	11	35	37	13	
Honor Code	Effectiveness of policy	3	18		57	23	

## 1b. Education about Honor System

Have you been informed about the academic integrity policies on campus?

		Yes	No	
STEVENS	Have you been informed about	98%	2%	
National	the academic integrity policies	90%	10%	
Honor Code	on campus?	98%	3%	

How much have you learned about these policies from: (%)

		Learned little	Learned some	Learned a lot	
STEVENS	First Year Orientation	18	44	38	
National		32	47	21	
Honor Code		7	37	56	
STEVENS	Campus website	63	30	8	
National		57	33	10	
Honor Code		61	32	7	
STEVENS	Student handbook	28	45	27	
National		22	50	29	
Honor Code		22	48	30	
STEVENS	Admissions mailings	60	34	6	
National					
Honor Code					
STEVENS	Program Counselor, Resident Advisor, etc.	50	32	18	
National					
Honor Code					
STEVENS	Other students	30	48	23	
National		52	37	11	
Honor Code		17	46	38	
STEVENS	Faculty	22	48	30	
National		4	30	67	
Honor Code		13	48	40	
STEVENS	Teaching Assistants	64	27	10	
National					
Honor Code					
STEVENS	Deans, other administrators	53	34	14	
National		69	21	9	
Honor Code					
STEVENS	Other	86	7	7	
National					
Honor Code		43	15	42	

**1c. Education about Academic Policy**

In past year, how often, did your instructors discuss policies concerning: (%)

		Never	V. seldom	Seldom	Often	V often	
STEVENS	Plagiarism	8	23	38	26	5	
National		3	12	28	36	21	
Honor Code		6	19	38	28	9	
STEVENS	Group work/collaboration	6	18	37	34	5	
National		6	15	30	36	13	
Honor Code		6	17	35	33	9	
STEVENS	Proper citation/referencing - written sources	11	20	32	30	8	
National		4	10	20	39	28	
Honor Code		4	12	27	38	19	
STEVENS	Proper citation/referencing - Internet sources	11	22	32	27	8	
National		4	11	21	37	27	
Honor Code		7	17	30	32	14	
STEVENS	Falsifying/fabricating course lab	25	31	25	15	4	
National		21	19	25	22	13	
Honor Code		37	25	23	12	4	
STEVENS	Falsifying/fabricating research data	25	31	25	15	4	
National		19	19	25	25	13	
Honor Code		35	24	23	14	5	



### 1d. Occurrence of Cheating

How frequently do you think the following occur on campus?

		Never	V. seldom	Seldom	Often	V often	
STEVENS	Plagiarism on written assignments	6	37	38	14	5	
National		2	25	48	20	5	
Honor Code		3	47	40	9	1	
STEVENS	Inapprop. sharing in group assignments	4	22	36	24	15	
National		2	14	34	35	16	
Honor Code		2	23	40	28	7	
STEVENS	Inapprop. sharing on individ. Assignments	3	21	34	26	17	
National							
Honor Code							
STEVENS	Cheating during tests or examinations	6	33	34	16	10	
National		5	36	35	16	7	
Honor Code		9	54	28	7	3	

### 1e. Witness of Cheating

How often, if ever, have you seen another student cheat during a test/exam? (%)

		Never	Once	Few times	Several times	Many times	
STEVENS	How often, if ever, have you seen another student cheat during a test/exam? (%)	34	22		45		
National		54	14	23	7	3	
Honor Code		76	11	11	2	1	

### 1f. Reporting of Cheating

Have you ever reported another student for cheating?

		Yes	No	Not observed	
STEVENS	Have you ever reported another student for cheating?	3%	59%	38%	
National					
Honor Code					
STEVENS	Have you ever reported another student for cheating? (of those who have witnessed)	5%	95%		
National		5%	95%		
Honor Code		2%	98%		

## 2. Specific Behaviors

### 2a. Frequency of: (%)

	How often have you ...	Never	Once	> Once	NA
STEVENS	Fabricating or falsifying a bibliography.	87	5	3	5
National		83	7	2	8
Honor Code		89	7	3	2
STEVENS	Working w/ others when asked for individual work.	39	24	33	4
National		56	18	20	6
Honor Code		72	15	11	3
STEVENS	Working w/ others electronically on individual work.	49	19	28	4
National		74	9	10	7
Honor Code					
STEVENS	Getting Q/A from someone who has already taken test.	70	15	12	3
National		73	13	11	3
Honor Code		89	7	3	1
STEVENS	Copying another student's computer program.	69	14	10	7
National		68	4	2	27
Honor Code		64	3	2	31
		Never	Once	> Once	NA
STEVENS	Helping someone else cheat on a test.	82	8	7	2
National		88	6	3	3
Honor Code		93	4	2	1
STEVENS	Fabricating or falsifying lab/research data.	72	14	9	5
National		68	6	3	23
Honor Code		66	9	5	20
STEVENS	Copying during test with other's knowledge.	86	7	6	1
National		90	4	2	3
Honor Code		97	1	1	1
STEVENS	Copying during test w/o other's knowledge.	89	6	4	1
National		89	6	3	3
Honor Code		92	5	2	1
STEVENS	Getting help electronically during an exam.	91	5	2	2
National		90	4	2	3
Honor Code					
		Never	Once	> Once	NA
STEVENS	Receiving unpermitted help on an assignment.	64	18	15	3
National		76	12	8	4
Honor Code		73	17	9	1
STEVENS	Copying another student's homework.	54	22	23	1
National		72	14	12	3
Honor Code					
STEVENS	Copying few sentences from written source w/o citing.	74	13	10	3
National		69	15	11	5
Honor Code		69	18	12	1
STEVENS	Copying from electronic source w/o footnoting.	67	18	12	3
National		68	17	11	4
Honor Code		66	20	13	1
STEVENS	Turning in paper previously written by other student.	95	2	2	2
National					
Honor Code					

		Never	Once	> Once	NA
STEVENS	Turning in paper purchased from term paper "mill".	96	2	1	2
National		93	2	<1	4
Honor Code		98	<1	<1	1
STEVENS	Using unpermitted crib notes during test.	84	10	5	2
National		90	5	3	3
Honor Code		94	4	1	1
STEVENS	Using electronic crib notes during test.	83	9	6	2
National		91	4	2	3
Honor Code		95	2	1	2
STEVENS	Using electronic device as unauth. aid during exam.	92	5	2	2
National		94	1	1	3
Honor Code					
STEVENS	Copying material, word for word, from written source.	93	4	2	1
National		93	3	1	3
Honor Code		97	2	1	1
		Never	Once	> Once	NA
STEVENS	Turning in paper copied from another student.	89	6	3	2
National		92	4	1	3
Honor Code		97	2	<1	1
STEVENS	Using false excuse to obtain extension.	82	13	5	2
National		82	10	5	3
Honor Code		80	13	7	1
STEVENS	Turning in work done by someone else.	92	4	3	1
National		94	3	1	2
Honor Code		97	1	1	1
STEVENS	Cheating on a test in any other way.	86	7	4	2
National		88	6	2	4
Honor Code		91	6	2	2
STEVENS	Falsifying attendance sheet or seating chart.	62	16	21	1
National					
Honor Code					

**2b. How serious is: (%)**

How serious is ...		Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
STEVENS		18	43	30	9
National	Fabricating or falsifying a bibliography.	8	32	37	23
Honor Code		4	37	42	18
STEVENS		30	47	19	4
National	Working w/ others when asked for individual work.	20	45	26	9
Honor Code		5	33	45	18
STEVENS		28	48	19	5
National	Working w/ others electronically on individual work.	19	45	27	9
Honor Code					
STEVENS		14	21	36	29
National	Getting Q/A from someone who has already taken test.	9	16	30	46
Honor Code		2	5	21	73
STEVENS		10	19	39	32
National	Copying another student's computer program.	5	8	32	55
Honor Code		2	7	30	61
		Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
STEVENS		11	10	29	50
National	Helping someone else cheat on a test.	4	5	18	73
Honor Code		2	3	17	79
STEVENS		16	36	33	15
National	Fabricating or falsifying lab/research data.	6	21	37	35
Honor Code		3	22	42	33
STEVENS		10	8	23	59
National	Copying during test with other's knowledge.	4	4	14	78
Honor Code		1	1	10	88
STEVENS		10	5	19	65
National	Copying during test w/o other's knowledge.	4	2	11	83
Honor Code		1	1	6	92
STEVENS		10	9	27	54
National	Getting help electronically during an exam.	4	3	14	79
Honor Code					
		Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
STEVENS		18	40	30	12
National	Receiving unpermitted help on an assignment.	11	31	38	21
Honor Code		3	26	49	22
STEVENS		9	32	41	18
National	Copying another student's homework.	7	28	36	30
Honor Code					
STEVENS		16	35	32	16
National	Copying few sentences from written source w/o citing.	8	28	38	26
Honor Code		4	26	46	25
STEVENS		16	37	31	15
National	Copying from electronic source w/o footnoting.	8	26	37	29
Honor Code		4	27	43	26
STEVENS		10	6	21	62
National	Turning in paper previously written by other student.				
Honor Code					

		Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating	
STEVENS	Turning in paper purchased from term paper "mill".	11	5	16	69	
National		4	2	9	85	
Honor Code		1	1	9	89	
STEVENS	Using unpermitted crib notes during test.	10	11	31	48	
National		4	5	20	71	
Honor Code		1	2	13	84	
STEVENS	Using electronic crib notes during test.	10	15	30	45	
National		4	5	21	70	
Honor Code						
STEVENS	Using electronic device as unauth. aid during exam.	11	13	31	45	
National		4	6	23	67	
Honor Code		2	3	20	75	
STEVENS	Copying material, word for word, from written source.	10	8	26	56	
National		4	3	14	79	
Honor Code		1	1	7	91	
		Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating	
STEVENS	Turning in paper copied from another student.	10	13	35	42	
National		4	4	25	66	
Honor Code		1	1	14	83	
STEVENS	Using false excuse to obtain extension.	20	34	29	16	
National		13	23	33	31	
Honor Code		8	31	39	22	
STEVENS	Turning in work done by someone else.	11	11	27	51	
National		5	4	20	71	
Honor Code		1	2	11	87	
STEVENS	Cheating on a test in any other way.	10	11	31	48	
National		5	6	23	66	
Honor Code		2	3	25	70	
STEVENS	Falsifying attendance sheet or seating chart.	33	38	17	13	
National						
Honor Code						

### 3. Campus Culture

#### 3a. Prespective

How strongly do you agree or disagree with the following statements? (%)

		Disagree strongly	Disagree	Not sure	Agree	Agree strongly
STEVENS	Cheating is a serious problem on campus.	13	34	26	20	7
National		10	35	43	10	3
Honor Code		25	42	26	6	1
STEVENS	Investigation of suspected cheating is fair.	7	10	47	32	4
National		3	7	57	28	4
Honor Code		3	7	42	37	12
STEVENS	Students should monitor other's integrity.	11	24	24	35	6
National		16	32	33	35	5
Honor Code		8	22	21	37	12
STEVENS	Faculty report suspected cases of cheating.	7	20	34	34	5
National		2	12	35	41	10
Honor Code		2	12	34	42	11
STEVENS	Faculty change exams, etc. regularly.	9	16	22	41	12
National		3	11	28	43	15
Honor Code		2	11	33	40	15
		Disagree strongly	Disagree	Not sure	Agree	Agree strongly
STEVENS	Amount of work is reasonable.	9	20	18	45	8
National		3	11	12	59	15
Honor Code						
STEVENS	Degree of course difficulty reasonable.	9	19	19	47	7
National		3	10	13	59	15
Honor Code						
STEVENS	Assessments effective in evaluating learning.	10	20	24	41	5
National		4	11	16	59	11
Honor Code						
STEVENS	Assessments help me learn.					
National		3	11	15	60	12
Honor Code						

#### 3b. Approval of Cheating

If you cheated in a class, how strongly would the following disapprove? (%)

		Very strongly	Fairly strongly	Not very strongly	Not at all
STEVENS	A close friend	13	25	38	24
National		27	29	29	15
Honor Code					
STEVENS	Acquaintance/another students	9	28	46	18
National		17	33	39	12
Honor Code					
STEVENS	Your parents	58	29	9	4
National		76	17	4	3
Honor Code					

**3c. Reporting**

	How likely is that: (%)	Very Unlikely	Unlikely	Likely	Very Likely
STEVENS	You'd report an incident of cheating you observed?	38	43	16	3
National		23	47	24	6
Honor Code		12	44	34	10
STEVENS	The typical student would report an incident?	28	53	16	3
National		24	59	16	2
Honor Code		8	45	40	7
STEVENS	A student would report a close friend?	82	14	3	2
National		79	17	3	1
Honor Code		59	32	8	1

**Have you ever reported cheating?**

		Yes	No	Not observed
STEVENS	Have you ever reported cheating?	3%	77%	20%
National				
Honor Code				
STEVENS	Have you ever reported cheating? (of those who have witnessed)	4%	96%	
National		5%	95%	
Honor Code		2%	98%	

**If yes, reported it to:**

		TA	Profesor	HB Advisor
STEVENS	Have you ever reported cheating?	45%	59%	17%

**If yes, reported it to:**

		Online Form	HB Mem. In Person	HB Mem. via eMail
STEVENS	Have you ever reported cheating? (of those who have witnessed)	21%	31%	17%

**If did not report incident, why?**

		Unaware of How	Penility too Harsh	Penility too Lenient
STEVENS	Have you ever reported cheating?	29%	32%	4%

**If did not report incident, why?**

		Too Hard to Prove	Akward Situation	Cheating Not Severe Enough
STEVENS	Have you ever reported cheating? (of those who have witnessed)	43%	41%	45%

## 4. Demographics

### 4a. Class Standing

#### Class Standing - Four Year Program

First year 30% Soph 16% Junior 29% Senior 26%

#### Class Standing - Five Year Program

First year 30% Second 11% Third 9%  
Fourth 27% Fifth 23%

### 4b. Gender

Gender		Female	Male
STEVENS	Have you ever reported cheating?	29%	71%
National		65%	35%
Honor Code		71%	29%

### 4c. Major

#### Major:

Business & Technol.	17%	Mechanical Eng'g.	21%
Civil Engineering	13%	Biomedical Eng'g.	11%
Electrical Eng'g.	8%	Chemistry, Biology	6%
Computer Eng'g.	6%	Engineering Mgt.	5%
Chemical Eng'g.	4%	Computer Science	3%
Other	6%		

### 4d. Involvement

		Do not partic.	1 to 9 hours	10 to 19 hours	20 or more hrs.
STEVENS	Paid employment	45	29	16	10
National		35	17	22	27
Honor Code		37	40	20	4
STEVENS	Care for dependent	73	22	2	2
National		82	5	1	12
Honor Code		98	2	<1	<1
STEVENS	Fraternities/sororities	64	15	14	7
National		66	24	6	3
Honor Code					
STEVENS	Student organizations	40	47	10	4
National					
Honor Code					
STEVENS	Social fraternity/sorority/club				
National					
Honor Code		42	41	13	4
STEVENS	Athletic teams	66	8	12	14
National					
Honor Code		86	3	6	6



# HONOR SYSTEM SURVEY



STEVENS INSTITUTE OF TECHNOLOGY (IN CONJUNCTION WITH PROF. DON MCCABE, RUTGERS)

The Following Survey is voluntary and all data is anonymous. Data will be collected by the Honor System Survey Committee, and forwarded to Dr. Don McCabe, founding member of the Center for Academic Integrity.

**When Completed Please Return to the Howe Center Lobby**

## SECTION 1 - ACADEMIC ENVIRONMENT

1. Have you been informed about the Stevens Honor System? (Circle One)

(YES)

(NO)

	Learned Little	Learned Some	Learned A Lot
<b>1a. If yes, where and how much have you learned about the System? (Check all that apply.)</b>			
Pre-Enrollment (Admissions) Mailings			
First-year orientation program			
Campus website			
Other students			
Faculty or TA's - e.g., discussed in class, or course syllabi			
Dean or other administrator			
Other (please specify):			

2. How often, if ever, have you seen another student(s) cheating during a test or examination at Stevens? (Circle One)

(Never)

(Once)

(Several Times)

	Never	Very Seldom	Seldom / Sometimes	Often	Very Often
<b>3. In the past year, how often, on average, did your instructors discuss policies concerning:</b>					
Plagiarism					
Guidelines on group work or collaboration					
Proper citation/referencing of written sources					
Proper citation/referencing of Internet sources					
Falsifying/fabricating course lab/ research data					
<b>4. How frequently do you think the following occur at Stevens?</b>					
Plagiarism on written assignments.					
Inappropriately sharing work in group assignments					
Inappropriately sharing work in individual assignments					
Cheating during tests or examinations.					

	Very Low	Low	Medium	High	Very High
<b>5. How would you rate:</b>					
Your understanding of the penalty system for violations of the Stevens Honor System?					
The severity of penalties for cheating at Stevens?					
The average student's understanding of campus policies concerning student cheating?					
The faculty's understanding of these policies?					
Student support of these policies?					
Faculty support of these policies?					
The effectiveness of these policies?					

## SECTION 2 – STUDENT RESPONSE

6. For each action, please mark how often in the past year you have engaged in it, and how serious you believe it to be.

*NOTE - If a question does not apply to any of the courses you took in the last year, please check the 'N/A' column.*

	How Often in the PAST YEAR have YOU ENGAGED IN the following?				How Serious is each Behavior?			
	Never	Once	More than Once	N/A	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
Fabricating or falsifying a bibliography.								
Working on an assignment with others ( <b>in person</b> ) when the instructor asked for individual work.								
Working on an assignment with others ( <b>via email or Instant Messaging</b> ) when the instructor asked for individual work.								
Getting questions or answers from someone who has already taken a test.								
Copying another student's program rather than writing your own.								
Helping someone else cheat on a test.								
Fabricating/Falsifying lab/research data.								
Copying from another student during a test <b>with</b> his or her knowledge.								
Copying from another student during a test <b>without</b> his or her knowledge								
Using technology (such as text messaging) to get unpermitted help during a test.								
Receiving unpermitted help on an assignment.								
Paraphrasing or copying from a <b>book, magazine, or journal</b> without footnoting them in a paper.								
Paraphrasing or copying from an <b>electronic source</b> - e.g., the Internet - without footnoting them in a paper.								
Copying another student's homework.								
Turning in a paper previously written by another student as your own work.								
Submitting a paper purchased or obtained from a Web site and claiming it as your own work.								
Using unpermitted handwritten crib notes (or cheat sheets) during a test or exam.								
Using electronic crib notes (stored in PDA, phone, or calculator) to cheat on a test or exam.								
Using an electronic/digital device as an unauthorized aid during an exam.								
Copying material, almost word for word, from any written source and turning it in as your own work								
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.								
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.								
Turning in work done by someone else.								
Cheating on a test in any other way.								
Falsifying, or asking someone to falsify an attendance sheet or seating chart								
	Never	Once	More than Once	N/A	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating

	Very Unlikely	Unlikely	Likely	Very Likely
<b>7. How likely is it that:</b>				
You would report an incident of cheating that you observed?				
The typical student at Stevens would report such violations?				
A student would report a close friend?				

	Very strongly	Fairly strongly	Not very strongly	Not at all
<b>8. If you had cheated in a course and the following individuals knew about it, how strongly would they disapprove?</b>				
A close friend				
One of the students you go around with				
Your parents				

	Disagree Strongly	Disagree	Not Sure	Agree	Agree Strongly
<b>9. How strongly do you agree or disagree with the following statements?</b>					
Cheating is a serious problem at my school.					
The investigation of suspected incidents of cheating is fair and impartial at my school.					
Students should be held responsible for monitoring the academic integrity of other students.					
Faculty members are vigilant in discovering and reporting suspected cases of academic dishonesty.					
Faculty members change exams and assignments on a regular basis.					
The amount of course work I'm expected to complete is reasonable for my year level and program.					
The degree of difficulty in my exams and assignments is appropriate for my year level and program.					
The types of assessment used in my courses are effective at evaluating my level of understanding of course concepts.					

**10 . Have you ever reported cheating? (Circle One)**

(Yes)

(No)

(Have Not Witnessed Cheating)

<b>10a. If Yes: (Check all that apply)</b>	
<b>Whom did you report it to?</b>	
Teaching Assistant	
Professor	
Honor Board Advisor	
Honor Board member via eMail	
Honor Board member in person	
Online Reporting Form (Honor Board's Website)	
Other:	

<b>10b. If No: (Check all that apply)</b>	
<b>Why did you choose not to report it?</b>	
Unaware of how	
Didn't think Cheating was severe enough to report	
Felt that the penalty rendered would be too harsh	
Felt that the penalty rendered would be too lenient	
Felt situation was too hard to prove, and/or there was not enough evidence	
Would have created an awkward social situation – i.e. Were friend/roommate/close to cheating student	
Other:	

### SECTION 3 - DEMOGRAPHICS

11. Have you previously submitted a copy of this survey? (Yes) (No)
12. What is your academic class standing? \_\_\_\_\_ of \_\_\_\_\_
13. What is your Gender? (Male) (Female)
14. What are your academic major(s)?

(Biomedical Engineering)	(Civil Engineering)	(Chemical Engineering)
(Computer Engineering)	(Electrical Engineering)	(Engineering Management)
(Environmental Engineering)	(Mechanical Engineering)	(Naval Engineering)
(CS or related)	(Math)	(Chemistry & Chem./Bio)
(Physics)	(Business & Technology)	(Humanities)

	Do Not Participate	1-9 Hours	10-19 Hours	More Than 19 Hours
<b>15. If you actively participate in any of the following, please tell us about how much time you spend on each activity in an average week.</b>				
Paid Employment				
Caring for a Family Member				
Social Fraternity or Sorority				
Student Organizations				
Athletic Teams				

### SECTION 4 - FREE RESPONSE

16. What specific changes would you like to see Stevens make to promote the Honor System?

17. Please use this space for any comments you care to make, or if there is anything else you would like to tell us about honor or academic integrity at Stevens.

## **Attachment B**

*The Stute*, February 25, 1956

From *The Stute* Archives, as found by past Editor-in-Chief Michel Lutkenhouse

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EXTRA

# THE STUTE



EXTRA

Vol. LIII No. 16

CASTLE POINT, HOBOKEN, N. J., FEBRUARY 25, 1956

Subscription \$2.50 per Year

## Honor System Marks Golden Anniversary Exemplifies A Spirit Of Honesty & Integrity

"The President has approved the following sentence with regard to a violation of the Honor System in Term V Organic Chemistry: That he be given an "E" in the course and that he be suspended from the Institute for a period of fifteen weeks beginning February 6, 1956."

If a notice of this type appears in the STUTE, most readers glance over it quickly, and then pass on to the sports page, not thinking too much of what has occurred before the printing of such a notice.

Before notice of a sentence appears, the Honor Board has spent hours combing through all possible evidence to determine the guilt or innocence of a suspected violator of the Honor System.

The Honor Board, which is charged with investigating all suspected violations, is composed of thirteen men. Each class elects three men, and the thirteenth member is the Student Council's representative. In addition, one student in each section is designated as a Section Delegate, and is charged with maintaining the Honor System in his section.

### Board's Work Begins

The Honor Board's work begins when a suspected violation is reported. Violations may be reported in any of three ways. They may be reported by students who feel that another student's actions are unexplainable and possibly a violation, and that therefore he is betraying their trust in him. They would more than likely warn him that they feel his actions are a violation of the Honor System. If he is unable to provide a reasonable explanation, they will watch him for further possible violations. If he continues in these actions, they will refer the matter to the Honor Board for investigation.

A case may also be handed over to the Honor Board by an instructor who, while correcting a quiz, notices a more than reasonable similarity between two students' papers. The instructor will ask the students concerned to explain the similarity, and if no reasonable explanation is given, he will notify the Honor Board of the situation.

A third way for a violation to reach the Honor Board is through the man who will voluntarily report a violation which he has committed, even though no one is aware of it but himself.

When the Honor Board receives notice of a possible violation, the Chairman appoints an investigating committee consisting of four experienced upperclass members of the Honor Board. This committee must complete its investigations within two weeks after receiving word of a violation. However, the Chairman may grant an extension of the time interval when necessary.

Prior to the start of investigation, the secretary of the Honor Board will send notices to all students who may possibly have information pertinent to the case, including the student who has been accused. Each of the students is summoned by the following notice:

Dear Sir:

You are hereby notified to appear before the investigating committee of the Honor Board on \_\_\_\_\_.

You will kindly report to \_\_\_\_\_ at \_\_\_\_\_ and wait until called.

Failure to appear will result in disciplinary action on the part of the President of the College. If for

any reason you are unable to appear, notify the Chairman of the Honor Board so that another time may be arranged.

Sincerely,

Secretary, Honor Board

### Investigating Committee

At the start of investigation, a notice of the suspected violation is sent to the Dean's Office. This office will not release the suspected student's transcript until the case is decided, and the sentence, if any, fulfilled. This prevents a guilty student from transferring to another school without being punished for his violation.

The investigation committee hears the testimony of all persons concerned, including the alleged violator. Extreme care is exercised to obtain an unbiased view of the entire situation. After preliminary investigation, the accused student is informed by the committee that he is under suspicion. He is confronted with the evidence and asked if he is guilty as charged, and if not, whether he has a reasonable explanation for his actions. The committee deliberates over the testimony of the accused and the witnesses, considering only evidence which it believes to be reliable, and then submits a recommendation to the Honor Board.

If the Honor Board feels that there has been a violation, it may do one of two things. It may bring the case to trial, or refer it to committee for further investigation.

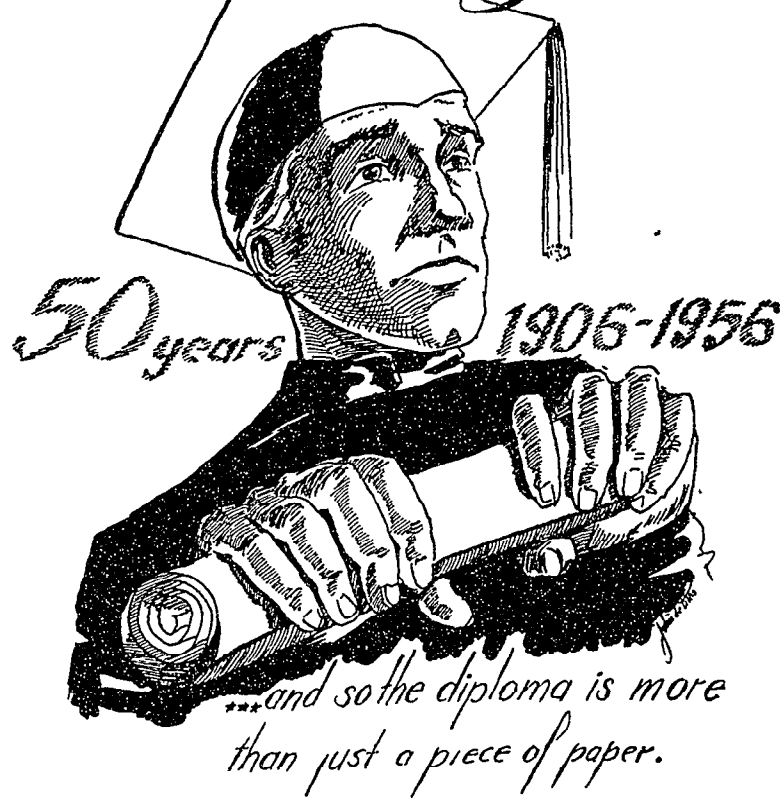
### Trial by Jury

If it is decided to bring the case to trial, the Chairman must explain to the accused the action taken by the Honor Board, ask for a written statement of his plea, and inform him of his rights during the trial.

The trial is conducted in accordance with the by-laws of the Honor Board, in the following manner. The judge is the Chairman of the Honor Board, who up until this time has taken no active part in the case. The secretary of the Honor Board acts as clerk, and is responsible for an accurate record of all proceedings. The chairman of the original investigation committee usually acts as prosecutor. With the assistance of the other members of the committee, he draws up the evidence against the accused, and presents it at the trial. The accused is allowed to represent himself as counsel for the defense, or he may appoint any member of the student body to act in this capacity. A jury of twelve men, three from each class, is chosen at random from the student body. Both defense and prosecuting counsels may reject any man so selected if they feel he is not qualified to sit in judgment on this case. The Dean of the college or his representative is permitted to sit in on jury screening and may reject any member as he sees fit. In actual practice, the Dean appoints the Chairman of the Honor Board as his representative, and instructs him to reject any student on probation as a possible juror.

During the trial, each counsel may call up any witnesses which he feels are necessary for presen-

### THE HONOR SYSTEM at the State



### Pres. Davis' Message

As President of the Stevens Institute of Technology, I extend my heartiest congratulations to the Honor Board and to the alumni and students of the Institute on the occasion of the Fiftieth Anniversary of the founding of the Honor System at Stevens.

It is important on this occasion that we accord full credit for the success which the Honor System has enjoyed at Stevens for fifty years, to those people who are truly responsible: the Stevens students. While the cooperation of the faculty and staff is necessary for the proper functioning of the Honor System, the students themselves either "make or break it." I am happy to say that they have "made it."

The Honor System has meant much to the Institute and its alumni over these fifty years. As this tradition is

handed down year by year, I hope that the student body will supply the wholehearted interest and support essential to the continued effective operation of this very worthwhile idea.



Jess H. Davis  
President

tation of his case. Cross examination follows. After all evidence has been presented, each attorney presents a summation, and the case is turned over to the jury for a verdict. Unanimous agreement of the jurors is required for a verdict. If a man is found innocent, he may not be retried for the same offense.

If a man is found guilty, the Honor Board suggests a possible sentence to the President of the college, who issues the sentence if he feels that it is reasonable. The defendant may appeal his case to the President of the college, who has the final word on the case.

In addition to investigating possible violations of the Honor System, the Honor Board is charged with the responsibility of providing suitable pledges for quizzes, homework, and reports. It is also

On the occasion of the Senior term examination in Valves and Valve-gears on Thursday, April 19, 1906, the Honor System was given a trial for the first time in the history of Stevens Institute. The experiment was a success in every particular, and it was reasonable to assume that the System had

### Other College Systems Vary

While we here at Stevens have come to take the Honor System as an integral part of our education, it is only a small percentage of the colleges and the universities in the country that have Honor Systems. A comparison of the Honor System at Stevens with those in force at other colleges will show that we have an Honor System that is as good as that at any other college or university.

The Honor System at California Institute of Technology is run by its Board of Control which governs all phases of campus life. All scholastic and extracurricular life, all relations between the student and student and between student and faculty come under the provisions of the constitution of the Board. This government extends both to the undergraduate and graduate programs with a joint committee from both programs making up the Board of Control. It is the duty of the Board of Control to interpret the constitution for the student body and to investigate all cases of suspected violations brought before it. It must consider all the cases and make suitable recommendations to a faculty committee on student activities.

The Honor System at Princeton is based on the principle of the individual's integrity. A student is not watched during any quiz or examination and signs a pledge that he is not guilty of any dishonesty or irregularity in connection with the execution of his work. The Honor System is administered by a committee of students elected from each of the four years. The composition of the committee is as follows: it is made up of seven men. The president of each of the four classes shall be members of the committee while there shall be two members of the senior class and one member of the junior class elected by their classes to complete the committee. The committee is charged with investigating all cases brought up before it. If, upon investigation they feel that the Honor System has been violated, they recommend to the faculty that the accused be dropped from the university.

The Honor System at Wesleyan University was established in 1893 and stated simply that all work would be done without the surveillance of the faculty. Each student pledges himself as to neither give nor receive help of any kind nor to use outside sources without proper acknowledgment. The Honor System is run by a group that is elected by the student body and is charged with investigating all alleged violations of the Honor System and to make suitable recommendations to the Administration Committee of the faculty.

The United States Military Academy at West Point is renowned for its Honor System. The System which was shaken by the

come to stay. The Senior Class, at least, had been assured of the Faculty's consent to sanction the System during the remaining examinations in May. The Class of 1906 felt considerable satisfaction in the institution and subsequent success of the Honor System.

The Honor System had been a subject of discussion among upperclassmen for more than a year, and several letters on the question had appeared in the STUTE. It was not, however, until March 19, 1906 that the conception of this ideal method of conducting examinations took definite form, for, at a Senior Class meeting that day, a motion was made by Cross that steps be taken toward the introduction of the System at the next exams. The motion passed, and President Elder appointed a committee consisting of Cross (chairman), Carey, Cole, Crisson, and Randolph to take the matter in hand.

At the next meeting, a week later, the committee submitted a report containing the plans it had formulated for the conduct of examinations and the petition to be submitted to the Faculty in the event of the Class' approval of the plans. The scheme, as presented, can be roughly outlined as follows: The students taking examinations to be entrusted to their honor to commit or allow no cheating; the Professors in charge to leave the students to themselves, but to be in a place within convenient reach should their assistance be requested; students to report evidence of cheating to a committee of five of their members who shall sit as judges in such cases and who shall be empowered to recommend for dismissal from the Institute, students found guilty of the charges, the unanimous vote of the committee being required for conviction; students to write the following pledge on their papers at the end of the examination: "I pledge my honor as a gentleman that I have neither received nor given assistance during this examination." The name, of course, is to follow the pledge.

### Honor System Adopted

Previous to the meeting the petition was presented to the individual members of the Class and received the signature of the majority. The presentation of the report at the meeting occasioned considerable discussion, two or three members showing decided opposition to the System. The Class then passed a motion that a two-thirds vote of the Class be required to decide in favor of the adoption of the Honor System, and that the voting be by secret ballot.

At the next meeting of the Class, on April 17, the matter finally came to a vote, the result being 16 against and 54 in favor, which was 7 votes more than the required two-thirds. The petition then went to President Humphreys, who, being assured of the Class' sincerity and of the willingness of the minority to submit to the will of the majority, arranged with Prof. Furman, who had charge of the examination, to give the System a trial. After this announcement another meeting was held at which the following men were elected to consti-

(Continued on Page 2, Col. 1)

(Continued on Page 2, Col. 3)



# Democracy and Honesty

"This above all, to thine own self be true,  
And it follows, as the night the day,  
Thou can'st not then be false to any man."

These immortal words of Shakespeare give us a view of the primary aim of our Honor System, the development of individual qualities of moral integrity and social responsibility and the instillation of a sense of professional ethics vital to the engineer in our modern society. At this time, a milestone in our history, it is only fitting that we should reflect upon the fulfillment of these aims.

Our Honor System satisfies its primary aim as stated above. A man on his honor typifies the definition of moral integrity. Social responsibility is an outgrowth of the fact that under the Honor System it is necessary that the entire student body act as a society. Every man has the same responsibility and upon this equality lies success. Today movements are afoot to raise the engineer to the professional level of a doctor or lawyer; our system of ideals can lead and strengthen these movements.

In 1776 the Thirteen Colonies cast off their ties with England and a new and respected concept of independence was founded. This concept has survived to the present. In 1906 the concept of an Honor System, a new ideal founded upon intellectual independence, was established at Stevens. This concept has likewise endured. The need for both institutions arose from a common point, there is no degree of either honesty or freedom. Both, by definition, are absolute quantities. The elimination from the society of anyone who cannot live up to these 100% ideals is necessary so that the institution might survive.

The past fifty years have led to a constant build-up of the dual concepts of mutual respect and human dignity. This increase has shown in all phases of our twin democratic institutions. We can look back and say that we have done our part. This is no time, however, to sit back on our laurels; something that stands still is, in reality, moving backward. It is our duty to be on a constant alert for improvement and revisions which will adjust the Honor System to the changes in need which are bound to arise. If we look upon this milestone as the beginning of the second fifty years rather than the end of the first fifty years we will have captured the proper spirit. The effort which will be put into this second beginning will be the impetus to make the future even more successful than the past.

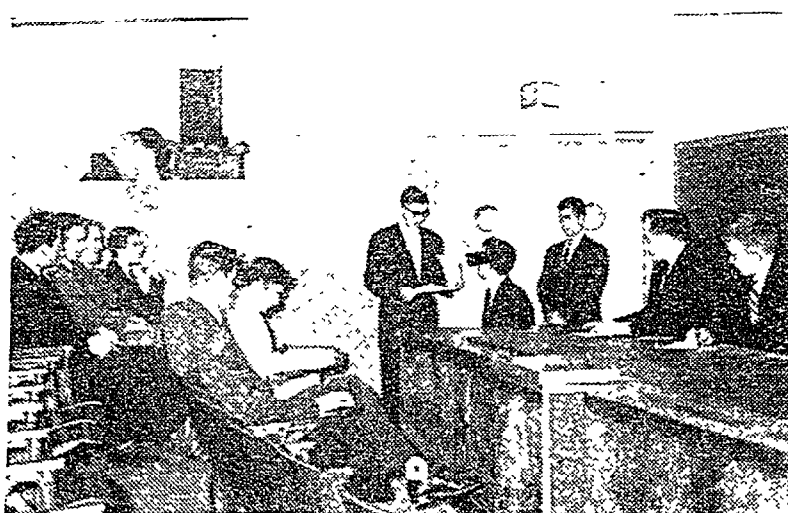
## College Honor Boards

(Cont. from Page 1, Col. 5)

"cribbing scandal" of '51 has survived the shock and stands as strong today as before. The principle on which the Honor System at West Point rests is that fundamental attribute of character, Honor, which in turn implies loyalty and courage, truthfulness and self-respect, justice and generosity. The operation of the system rests in the hands of a student committee. This Honor Committee is composed of cadets elected by their fellow students. The Honor Committee must interpret the Honor System for the student body and explain it to every incoming cadet and instruct them in the principles upon which the Honor System rests. They are charged with bringing to the open all violations of the Honor System yet they have no punitive power. They function entirely as an investigative and advisory group. If they come across any violation of the Honor System, they report it to the Commandant of Cadets along with a report of their investigations. The Commandant has the case investigated by his staff and he bases his decision on the reports of the investi-

gation committee of his staff and the Honor Committee. If a man is found guilty of a violation of the Honor System, the penalty is dismissal from the Academy. The Honor System takes in all phases of cadet life. The simplest meaning is that a cadet never lies, cheats or steals and that a cadet's written or spoken word be taken as truth. Any action which violates the above precepts, violates the Honor System.

At the request of the students, the faculty of Virginia Polytechnic Institute allowed the formation of an Honor System to "cherish and develop the manly virtue, Honor." All infractions of the Honor System are reported to the Honor Court. This Honor Court investigates all suspected violations. If they feel that an Honor Board violation has occurred, they will bring the accused to trial before a student jury. After the trial and before the sentence is announced, the record of the trial and the sentence imposed are carefully reviewed by a committee of the faculty. The faculty committee then will announce the record of the trial with their sentence imposed.



At a trial, the jury consists of 3 representatives from each of the upper classes and the freshman members of the Honor Board as far as they are approved by the Dean, the defendant and the prosecution. The Honor Board Chairman presides as judge while the Secretary acts as clerk. The defendant with the option of selecting a fellow student as his representative or adviser, and the prosecutor with his committee are also present. Others in the courtroom include witnesses, a marshal, and at an open trial, interested spectators.

## Honor Board History

(Cont. from Page 1, Col. 6)

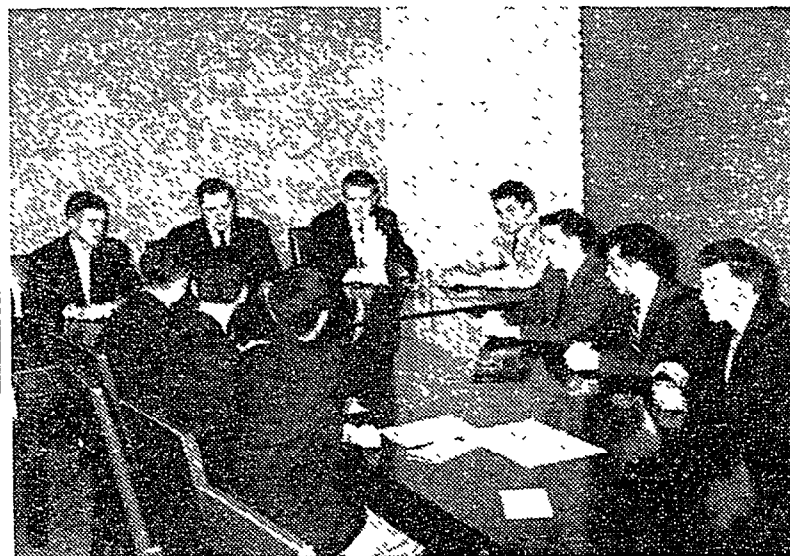
tute the committee mentioned above: Cole, Kirkup, Lewis, Lange, and Randolph. These men subsequently met and elected Lewis chairman.

During the examination no attempt was made by the Professors to watch the students. Everyone seemed to realize the significance of the pledge, and it is safe to say that not the slightest trace of dishonesty occurred to mar the initial appearance of the Honor System. They were at liberty to go when and where they pleased, speak to one another, and take any other privilege consistent with honor, due care being taken in the exercise of such privileges that other students were not disturbed at their work.

It was believed that the Junior Class would take up the question of the Honor System shortly.

On Wednesday, December 9, 1908 President Humphreys formally announced the adoption of Student Self-Government by all the classes. Dr. Humphreys outlined the history of the Honor System movement and characterized the final step as an event which would have a lasting and beneficial influence upon the life of the Institute. He said in part:

"I heartily congratulate the students of the Institute who have brought about this change which spells co-operation between the Faculty and Student Body. Here in



The Honor Board consists of three representatives from each class and one representative from the Student Council. The officers are a chairman and a secretary.

the United States our educational methods, especially in the institutions of higher learning, are based upon two widely varying principles. In one it is assumed that the discipline must be maintained through requirements which cover every minute of the roster periods, these requirements to be rigidly enforced. In the other system, the students are given liberty of action as to the selection of studies and as to attendance at recitations and lectures.

"The first, which disregards any desire there may be on the part of the students to do what is right for right's sake, tends to raise a spirit of insubordination. In the other case, liberty degenerates into license and breeds superficiality as to educational equipment. As in all such questions, the path of wisdom lies between the two extremes.

"An educational institution which does not by its methods discipline the unruly individual for the benefit of the majority and does not discipline the unruly impulses of all—to which impulses we are all subject—cannot claim to be properly preparing its students for their future responsibilities. As I see it, the effort should be made to build up a system that will offer the maximum of opportunities in the way of discipline and that will constantly be striving to so train the students that they will in the greatest possible measure exercise SELF-discipline, which is after all the only discipline of final value."

The following article appeared in the October 17, 1908 issue of the STUTE:

"An important step was taken by the senior class at a meeting last Monday afternoon when the Student Self Government rules originally suggested by the Class of 1906 and later amended by the

faculty, were accepted with a few changes. If the faculty will now concur in the changes made, and the regulations are adopted by the lower classes, as they no doubt will be, Stevens will have a comprehensive and satisfactory system of conducting examinations as well as tests, and the Student Self Government Committee will be a body with power to inquire into the conduct of college affairs in general.

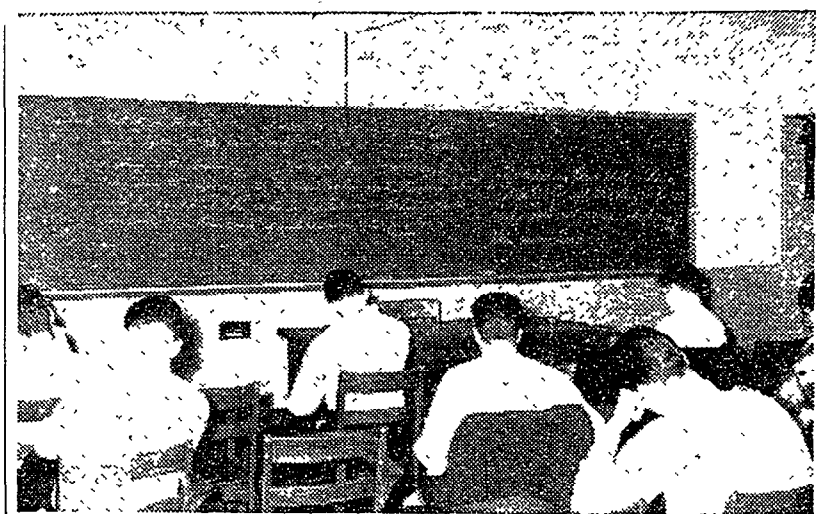
"One point was made clear by the amendments as passed by the seniors, that if the students agree to govern themselves they must have full authority and control over themselves, such as is granted at other institutions where the Honor System is in force."

## Honor Board Founded

The following letter appeared in the STUTE in December 7, 1912:

Dear Sirs:

The present Student Self-Government Board is not what its name implies, and in our opinion does not perform its proper function of being the connecting link between Student Body and Faculty. The reasons for this statement are two; first, the Board, we think due to an idea growing out of custom, concerns itself only with matters pertaining to our Honor System; second, the Board as now elected is not necessarily representative of the students and their activities. It is not our intention to criticize the present Board or any previous Board in the performance of their



The successful operation of the Honor System has always depended upon the wholehearted participation and cooperation of every student. At Stevens the tenseness of quizzes and examinations is markedly lessened. The room is proctored not by a member of the faculty, but rather by each individual student. Operating on the principle that an unfair advantage constitutes a violation of the Honor System, each student has as his guide that statement: "When in doubt, don't do it."

letic Association, the President of the Musical Clubs, the President of the Engineering Society, the President of the Dramatic Society, the President of the Y.M.C.A., the Editor-in-chief of the STUTE, and the President of Tau Beta Pi. Total membership 19.

The officers of this Board to consist of a President, Vice-President, and Secretary-Treasurer, ranking in the order named. The President and Vice-President to be elected by the Board from among its Senior members, and the Secretary-Treasurer to be elected from the Junior members.

The proposed membership is to our mind the representative one that should be chosen. Class presidents and vice-presidents are chosen by their classes as the most representative men, and they are, without doubt, in better touch with class affairs than any others. For this reason they should have a voice in all matters affecting the Student Body.

It should be noted that the above are but suggestions, that such details as are particularly mentioned are so done solely for illustration, and that certain changes might prove desirable.

Signed,

N. H. MEMORY  
J. H. VANDER VEER

Yes, the N. H. Memory, who was one of the driving forces toward Student Self-Government was none other than Nichol H. Memory, now the Director of Admissions at the State. He was at that time the Business Manager of the STUTE.

The following week saw a great deal accomplished toward resolving the problem of the Self-Government Body and its subsequent division into the Honor Board and the Student Council as we know these bodies today. On Monday of that week Mr. Memory submitted to the Senior Class a constitution embodying the essential ideas outlined in his letter but changed in a few details. The seniors then elected a committee composed of Mr. Memory, C. K. Steins and J. H. Vander Veer to hear objections to the proposed constitution and to secure its approval by the lower classes and the faculty.



In order to determine whether a case should be dropped or continued, the investigating committee headed by a Junior or Senior member of the Honor Board, considers the evidence presented and interviews all persons connected with the case. This same committee prosecutes the case in the event of a trial.

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## SPORTING COMMENT

BY DAVID HAID

With the game played last night against R.P.I. the basketball season came to a close. Though the outcome of this game was not known at the time of this writing, the season can be nothing but a winning one on the basis of the present 9-3 record. The season's third loss came last Saturday in a discouraging game with Union. Though the loss was a hard one to take it is now just another digit added to the record. It is still too early to make a thorough comment on the season, therefore, this will be put off until the next issue.

Although winter is still definitely with us, we would like to look forward to this Spring when the lacrosse and baseball teams will take over the lower field for another season.

Coach Misar will once again coach the team in his twenty eighth year at the Stute. Under him will be Gil Paganussi, this year's captain. Together they will lead the team in an attempt to equal or better last year's winning season when the team compiled a fine 9-2 record.

In this effort the team may sorely feel the loss of infielders Bulwith, Kopp and outfielder Gould, all excellent fielders and hard hitters. Returning this year are the regulars Paganussi, La Costa, Stein, Woodward, Guide and Goyette. These six will form a very strong nucleus while the remaining three positions may be filled from among the following six: Machyowsky, Taylor, Weygang, Calvino, Eckert and Rodoupolis, all of whom were with the team for at least one year. Pitching will remain the same with Woodward, Guide, Ziegler, Perry, Apostle, all being fine mound material. It therefore appears that the Stute has retained most of its talent from last year. However, the loss of the above three men and the new ruling prohibiting varsity competition for freshmen has severely limited the supply of talent and there is therefore a possibility that the team may enter the season lacking depth. Whether this will be compensated for by the experience gained by the players during the past season will not be seen till the team takes the field.

The schedule calls for games with all of our rivals of last year with two additions in games with Drexel and Hamilton. This gives a total of fourteen games, ten of which are at home. Except for the game with Pace on Tuesday, April 17, all the home games will be on either Wednesday or Saturday. The Stute body will therefore have many an opportunity to witness the team in action. It is hoped that they will take advantage of this situation and give the Stute nine support comparable to that given the basketball team during its season.

As both the varsity team and the newly organized freshman team under Coach Singer are still in the midst of tryouts, any candidates are welcome to come out for the team. This is true too of Coach Seymour's lacrosse team which practices, on alternate Saturdays with the baseball team, in the Field House practices are usually held after 4:00 P.M. on Tuesday and Thursday too.

The calendar for the baseball season is as follows. (The times have not yet been definitely set.)

Date	Team	Place
Sat. March 31	—	Home
Sat. April 7	—	Home
Wed. April 11	Fairleigh Dickenson	Home
Sat. April 14	Wesleyan	Away
Tues. April 17	Pace	Home
Mond. April 23	Wagner	Away
Fri. April 27	R. P. I.	Away
Sat. April 28	Hamilton	Away
Wed. May 2	Pratt	Home
Sat. May 5	Drexel	Home
Wed. May 9	Drew	Home
Sat. May 12	N. C. E.	Home
Wed. May 16	Pace	Home
Sat. May 19	Union	Home

### Music and Dancing Nightly...



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**MARCH 1, 1956**

## Sigma Nu Beats Delts for Hoop Title

The IFC basketball tournament came to a climax when Sigma Nu defeated Delta Tau Delta by a score of 27-23 last Tuesday, Feb. 14, at the Walker gym to cop the IFC basketball championship.

The game started off with the Delts taking the offensive while Sigma Nu found itself weak in playing the backboards. The game was one dominated by team plays as opposed to indiscriminate shooting. Due to this fact, the half-time score was 10-5 in favor of the Delts.

The second half saw Sigma Nu much improved on the boards, which permitted more control of the ball than in the first half. Slowly Sigma Nu took the offensive. Larry Dietz entered and proved to be the spark plug of the Sigma Nu squad in the second half. It was here that Bob Woodward and Howie Engelson of Delta Tau Delta fouled out. This aided Sigma Nu to tie up the score on foul shots. The score at the end of the second half was 19-19.

The five minute overtime was fast with Delta Tau Delta seemingly trying to play with a "hustle" strategy, while Sigma Nu attempted to ignore the pressure and "play-it-easy." Both teams seemed to play better ball during this period. Field goals brought the score to 27-23 in favor of Sigma Nu, for the basketball championship.

## MIT Foilers Win; Mestanos Shines

The Stevens Fencing team succumbed to M.I.T., their traditional rival, by a 14 to 13 score at the William Hall Walker Gymnasium last Saturday. Losing only to Harvard, the M.I.T. squad has been victorious in four out of five starts, while the Stute swordsmen suffered their second setback in five meets.

The bouts were nip and tuck throughout the first round, with M.I.T. leading 5-4. In the second round the visiting Techmen romped to an 11-7 lead by outmatching the Stevens fencers in every division. This was the largest edge held in the contest. Showing their skill at counterattack, the Red and Gray then went into action, taking six out of the next seven bouts, only to drop the important last two, making the final tally M.I.T. 14—Stevens 13.

Again sparked by sophomore Nick Mestanos (13 wins and 2 losses), the Stute foil team continued to boast an undefeated record for the season, outclassing M.I.T. 6-3 in that division. The Stevens saber and epee teams, however, could not match the foil-men's pace and lost 4-5 and 3-6 respectively. Outstanding performer for Stevens was Rein Raago, '58. Fencing his third intercollegiate saber match, Rein registered three wins and no losses for the day. Double triumphs were also scored by Les Pia and Chuck Gilmore.

For their next encounter the (Continued on Page 4, Col. 1)

## Stute Fencers Top Haverford by 15-12

Trouncing Haverford, 15-12, the Stute fencers scored their third triumph Wednesday afternoon, February 4, in the Walker Gymnasium.

Taking the lead from the very first bout, the Stone Millers never relinquished it. The meet came to a climax when the Stute, leading 13-11, needed one more bout to assure victory. In this very tense situation, Chuck Gilmore, wielding the epee, came from behind, 2-0, by registering three successive points to take the bout and the match for Stevens.

Sparked by Nick Mestanos '58, showing brilliant form by winning all three of his bouts, the undefeated foil team led the way to

victory. Together with Captain Chuck Gilmore, Nick has the highest average of the men on the varsity fencing squad.

When the Stute succumbed to Haverford's strong saber team, 5-4, it was the visitors' only consolation of the day. A winning streak of 12 bouts by Haverford's top saberman was broken by Carl Anderson '56.

The Red and Gray also dominated the epee competition, 5-4, with Gilmore taking three bouts and Dick Pollina adding two other wins.

STEVENS			HAVERFORD		
Foil	Won	Lost	Foil	Won	Lost
Schoffer	1	2	Johnson	0	3
Mestanos	3	0	Knight	2	1
Pia	2	1	Heiman	1	2
Saber					
Anderson	2	1	Hecht	2	1
Ryhsen	2	1	Ledger	2	1
Raago	0	3	Price	1	2
Epee					
Gilmore	3	0	Stover	1	2
Pollina	2	1	Goodman	1	2
Monahan	0	3	Rockwell	2	1



Scene from the Stute fencing strip at the Walker Gym as Stevens fencers drop a close match to M.I.T.

Dave McGinnis asks:

**Does Du Pont Have Summer Jobs for College Students?**



Ivar A. Lundgaard obtained two degrees, B.S. in Ch.E. and A.B. in economics, from the University of Rochester, and joined Du Pont's Photo Products plant at Parlin, N. J., in 1942. Later that year he became a shift supervisor and was promoted steadily thereafter. By 1951 he was Production Superintendent at Du Pont's Rochester plant. Today Ivar is Polyester Department Superintendent at Parlin, well able to speak about Du Pont employment policies out of his own experience and observation.

NOW AVAILABLE for free loan to student A.S.M.E. chapters and other college groups, a 16-mm. sound-color movie, "Mechanical Engineering at Du Pont." For further information about obtaining this film, write to E. I. du Pont de Nemours & Co. (Inc.), 2521 Nemours Building, Wilmington 98, Del.



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Ivar Lundgaard answers:

Yes, Dave, the Du Pont Company regularly employs students of science and engineering in its *Summer Technical Training Program*. The chief purpose is to provide good technical training under industrial conditions. And we learn about the students while they learn about us.

Students selected for the program after campus interviews include candidates for the B.S., M.S., and Ph. D. degrees. Assignments are related to their academic interests. Last summer 270 students from 93 institutions participated in the program. In this way, ties are often established which can lead to permanent employment after graduation.

In addition, many other students are hired directly by individual Company units to help out during vacation periods of our regular employees. For this "vacation relief work," assignments are likely to be varied; but these students also gain valuable insights into industrial practice, and many acquire experience related to their fields of study.

Altogether, about 750 college students, from both technical and nontechnical fields and at all levels of training, obtained experience with us during the summer of 1955. So you can readily see, Dave, that the Du Pont Company attaches a lot of importance to summer jobs for college students.



## Fraternity Row

(Cont. from Page 2, Col. 6)

the out going officers who did such a fine job during their administration.

The house was pretty empty two weekends ago with five men on the basketball team plus five spectators from the house up at MIT for the game. Neil Stuart, Bill Snyder, Chuck Lathrop, Bob Woodward, and Marsh Lipton all went to cheer Stevens on to victory, but they apparently didn't cheer loud enough.

We're definitely the best tanned house on campus this term. Nick "Cy Hugo" Rodoupolos, Bob Jones, Bob Cushman, Art Apostol, and Thorpe Aschoff all spent the interterm vacation in sunny Florida.

Our IFC basketball team wishes to congratulate Sigma Nu for winning the championship Tuesday night in a hard fought contest.

Every one in the house needs to be especially thanked for the wonderful job done in building a new bar for the house. In one week's time the wood was bought, cut and put together. Bruce Kirk supplied the stainless steel trim, Bob Jones obtained the bamboo front, Bob Woodward bought the tile foot-stand, and last but not least Jim Casey came through with the beer tap, CO2 cylinder, and accessories.

\*\*\*\*\*

**CHI PHI**—Last night seven of the brothers of Mu Chapter took a vacation from rushing to go up to the University of Connecticut and aid in the installation of our new Zeta Delta Chapter. This is indeed an honor as we have been called out of our zone for the occasion. We know that our men are having a good time instructing our new brothers in the art of partying.

Last Saturday night a large number of the brothers' dates graciously agreed to help whip the house into shape for rushing. Too bad Nez-i-poo. You no longer have to compete with Connie. It's now Rose Mary and Terry. Our thanks to Dave Wentink for those terrific (?) potato-pancake-corn-fritters, and to Joan our waitress extraordinary.

In keeping with our extensive social calendar, Sunday will feature the Kappa Deltas from Hunter College. Since the Kappa Deltas are using the house for their rushing purposes on Sunday afternoon, a good turnout from both sides is expected for the party that evening.

A final touch has been added to the "new look" at Green Gate. Wineberry and Dresden Blue hallways!! Our three blind brothers have since paid for their choice of wineberry as a "color" (?); they have been wineberried and feathered, a fate worse than being tarred and feathered.

Green Gate has a new Chapter Adviser—Carl Carlsen, class of '55. Most of the upper classmen will remember Carl as past Business Manager of the Stute, member of Khoda, Pi Delta Epsilon, and Tau Beta Pi. We couldn't have asked for a better man.

**ALPHA SIGMA PHI**—The men of Alpha Sigma Phi are anxiously working for the completion of the new party room. Among its many features is indirect fluorescent lighting.

Our congrats to our bowling team for their strong comeback by defeating Chi Psi, 5-0. We are looking forward to many more games like this.

In the past few weeks a few alumni have paid us a visit. Among these were Dick Shumway, Bill Sluka, Walt Kugler, Gene Tick, and Ron Krauss. These alumni held a party in honor of the seniors. They promised to visit us again in the near future.

We are all watching Daddy-O's pin very closely as we are expecting it to vanish soon. There also has been a rumor that a certain Nash Ambassador Super will be entered in the Pan American Road Race. (If someone can get it started!)

It seems one of our basketball players was laid up after making a lay up shot in the gym last Tuesday night.

Four cigar-candy store men are preparing to enter the sacred portals of Alpha Sigma Phi this afternoon.

After the premature demise of two cars in the last year, Pebbles is now working on the third! (A hopped-down Chevy governed down to 85 MPH.)

\*\*\*\*\*

**SIGMA PI EPSILON**—The last two weeks have seen a change in administration at the Sig Ep villa on Hudson Street. At the recent elections, Joe Faillace was elected president; Steve Rhysen, vice-president; Al Schleich comptroller for a second term in this important office; George Rose, secretary, and Bill Gerken, historian. In the following week, committee heads were named, and the brotherhood settled down to the job of preparing for closed rushing. We would like to express our thanks to the Mothers' Club for the help they gave us in obtaining three new couches for the party and game rooms.

The past week also saw one of the upstairs rooms converted to a combination game and study room, which will provide commuters with extra space to study during free periods.

Welcome faces around the house this week have been "Reds" Bergler, Ed "Marriage is wonderful" Boslow, Stan Vandergrift, and Bill Davis, a fraternity field secretary.

With a week of rushing—not to mention assorted liquids—under our belts, we will bid you adios for now, and go downstairs to await the coming of the next group of rushees.

## Fencing

(Cont. from Page 3, Col. 4)

touché men travel to Hartford, Conn., to meet Trinity College today at 2:30 P.M.

STEVENS (13)			MIT (14)		
Foil	Won	Lost	Foil	Won	Lost
Schaffer	2	0	Miller	2	1
Mestanos	3	0	Wieting	1	1
Pia	2	1	Fein	0	2
			Quist	0	1
			Wehrmeister	0	1
Saber	6	3		3	0
Anderson	1	2	Levine	2	1
Rhysen	0	3	Reis	2	1
Raago	3	0	Edwards	1	2
	4	5		5	4
Epee					
Gilmore	2	1	Strawson	2	1
Pollina	1	2	Bristol	3	0
Welck	0	3	Norris	1	2
	3	6		6	3

## Interviews

(Cont. from Page 1, Col. 6)

at the Placement Office for most of them. Before interviews started the seniors received a list of all the companies coming to our campus, and each week a more inclusive and informative sheet about the companies is given out. A list of the weekly interviews is posted both on the Navy Building and Placement Office bulletin boards. There is also available a Stevens Directory which contains

a complete list of Stevens alumni and the companies for which they work. Very helpful to the seniors are a number of books on careers and engineering employment distributed by the Placement Office.

As a guide to the companies, the Senior Booklet is published by the senior class and distributed by the Placement Office. The book serves as an introduction of the Class of 1956 to all companies. Besides a picture and suitable information about each senior, the Booklet contains a summary of the Stevens education, the names of the Trustees of Stevens, a list of student activities and an introduction by President Davis. Each senior also receives fifteen sheets which are duplicates of his page in the Senior Booklet so that he may use these in many cases in place of application blanks. These Booklets are also sent to companies not coming to Stevens with the result that many seniors receive information from these outside firms with an invitation to visit their personnel director.

With the need for engineers critical, the salaries for technical graduates have constantly in-

creased so that today offers run as high as \$440 per month. The average offer last year was \$380 and it was significant that the average starting salary for the Class of 1955 was \$381. This goes to prove that Stevens men do not necessarily jump at the highest salary offer but are more interested in the type of work and opportunities available. Some companies are also interviewing juniors for summer employment and many attractive offers have been reported. Notices are usually posted in the Navy Building concerning these interviews.

Just as the seniors will be looking over the companies, so will the company representatives be evaluating the men. They will be interested in the grades of the men, their extracurricular activities, judgment, quality of mind, ability to deal with people, professional competency and personality. Their questions will vary from "what field of engineering do you prefer?" to "do you like liquor?"

Taking everything into consideration, the prospects for the senior class are extremely good.

## Spotlight

(Cont. from Page 1, Col. 5)

department of Alcoa Aluminum in Edgewater, New Jersey.

Chuck joined the Stevens fencing team in the fall of his sophomore year, following a demonstration the team gave to his gym class. Among his other activities that year, in addition to those he was already in, was IFC football competition for the Betas. That summer he combined a job with some added education. Working as a chauffeur, he spent a great deal of time studying sociology by reading library books.

With the start of his junior year, Chuck was elected to the vice-presidency of Beta Theta Pi. He was also treasurer of the Newman Club, and a member of the Varsity "S" Club. The crowning achievement of that year came on the fencing strip, when his teammates voted him the Stevens Best Team Man Award, and when he won a first place medal on his dueling strip and then went on to win a cup as the top man at the Newark College Invitational Fencing Tournament. Thanks to the

many activities he has found time to participate in, Chuck has made the Gear and Triangle Activities Honors List four times so far.

Last summer was a busy one for Chuck. Besides his job in the Distribution Equipment Division of Western Electric in Manhattan, he made trips to both Washington, D.C. and Buffalo, N. Y.

This year, he was elected captain of the fencing team before the start of the season. After graduation, Chuck plans to go into production work, and take graduate courses at night in production engineering.

"Stevens," Chuck says, reflecting on the past four years, "offers its undergraduates many goals to strive for. It prepares students for a career by giving them a broad view of all engineering problems, thus increasing one's ability to choose from a wide range of fields. This is the opposite of the narrow view of the specialist, who does not see the overall effects of his judgment on the situation."

"THE Honor System brings forth the ideas of trust in others

and moral values that will guide the undergraduate through his later years. The Stevens fraternities and extracurricular activities help many students learn how to get along with each other, achieve social maturity, and develop a sense of working together as a team."

## Basketball

(Continued from Page 1, Col. 2)

seconds to go in one of the most exciting games of the year.

STEVENS				UNION			
G	F	P		G	F	P	
Goyette	5	3	13	Bower	1	0	2
Callahan	5	3	13	Baum	7	5	19
Morgan	8	2	18	Lawson	7	12	28
Walker	3	1	7	Conaway	3	2	8
Blue	5	4	14	Tole	3	6	12
Mawe	1	0	2	Crotty	0	0	0
Cutting	2	0	4	Nachbar	1	2	4
Martinelli	0	0	0	Buxbaum	2	0	4
Rodoupolos	0	0	0	Ziller	0	0	0
				Bick	0	0	0
Total	29	13	71	Total	23	27	73

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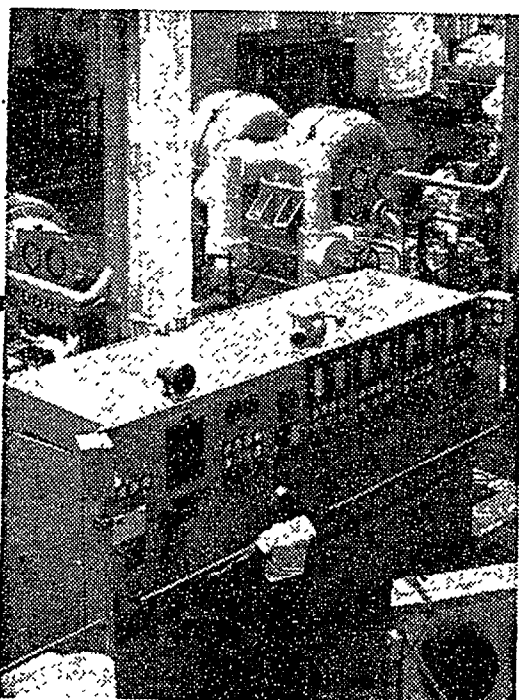
## What's doing at Pratt & Whitney Aircraft

### Jet Engines Tested in World's Most Complete Privately Owned Turbine Laboratory

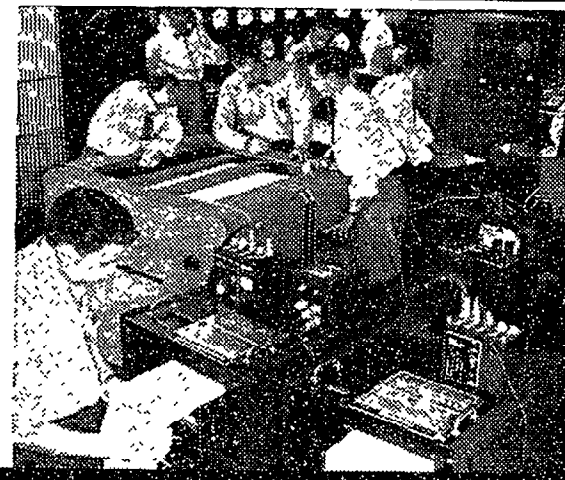
Located on the bank of the Connecticut River at East Hartford is a singular development facility—the Andrew Willgoos Turbine Laboratory. Here, behind windowless, thick concrete walls, many types of engines find a never-ending challenge in the development and testing of advanced aircraft engines.

Test methods used by Pratt & Whitney Aircraft in their unique laboratory are highly complex. Tests are conducted on full-scale experimental engines at simulated altitudes up to 76,000 feet. Extremely high speed airflow, with pressure and temperature accurately controlled, duplicates speeds as high as Mach 2.75. To reproduce such prodigious flight conditions, extraordinary equipment had to be devised. For example, a 21,500-hp driving dynamometer supplies the enormous power needed to test jet engine compressors over a range of speeds from 800 rpm to 16,000 rpm.

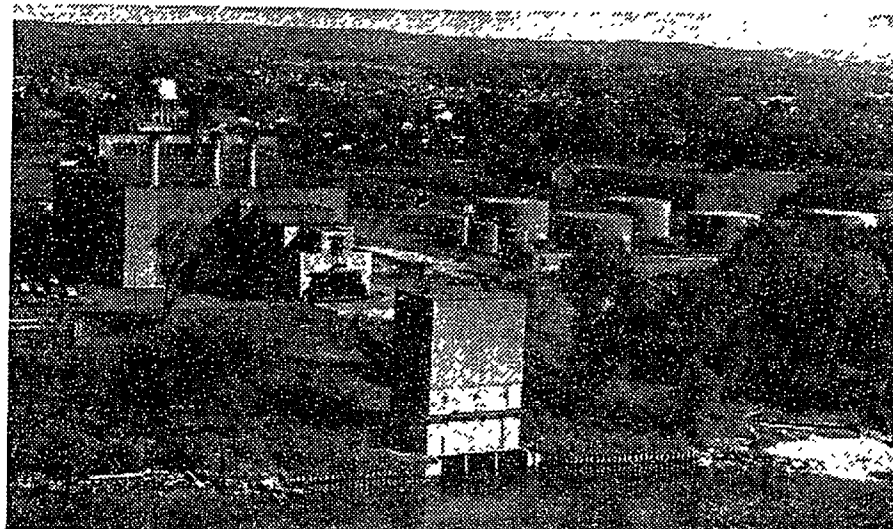
The time lapse between development and production of new engines is reduced considerably by the advanced facilities of the Willgoos Laboratory. An outstanding example of results achieved through concentrated engineering effort and complete research support is the Pratt & Whitney Aircraft J-57 turbojet. Today the unchallenged leader in its field, the J-57 is merely the forerunner of greater aircraft engines that will power the preeminent military and commercial aircraft of the future.



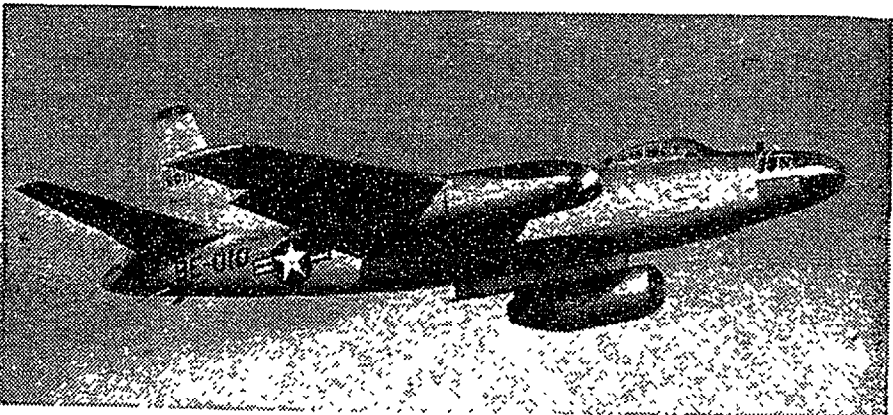
Giant refrigeration units from which conditioned air is piped to test cells are located in the large central section of Willgoos Laboratory.



Engineers in control room of one of eleven test cells at Willgoos Laboratory record important characteristics of gas turbine engines in operation.



Andrew Willgoos Turbine Laboratory where jet engines and their components are explored. Cooling water from the Connecticut River can be pumped through a maze of conduits at the rate of 160,000 gallons per minute — 3½ times the consumption of a city of half a million people.



B-45 flying test-bed is shown here with an experimental jet engine suspended directly beneath the bomb bay. Its regular engines are idled while in-flight performance of the turbojet is observed and recorded. The perfect complement to the complex ground-testing facilities of the Willgoos Laboratory, the flying test-bed is another vital factor in reducing engine development time.



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