

Score Sheet

Sources: Total of 6 sources from the following and evidence of their use is clear in your essay (5 pts. each)

40 (/40 pts)

- √ 2 books and/or website and/or interview
- √ 1 SIRS
- √ 1 EBSCO
- √ 1 Opposing Viewpoints
- √ 1 Facts.com
- √ The sources are clearly used in the essay
- √ The sources effectively supplement your thesis

MLA Format:

35 (/35 pts)

- √ Correct Works Cited MLA form (10 pts.) 10
- √ Correct parenthetical citation form in paper (10 pts.) 10
- √ Correct header on each page (10 pts.) 10
- √ Double spaced, 12 pt. font, title... (5 pts.) 5

Outline:

10 (/10 pts)

- √ Included with paper (outline previously graded)

Content:

67 (/70 pts)

- √ Intro and thesis (15 pts.) -14
- √ Organization of topic (20 pts.) 18
- √ Research supplements your voice in the essay—it doesn't drive it (10) 10 good!
- √ Proposed solutions to the specific problem of bullying (realistic) (10 pts.) -10
- √ Conclusion (10 pts.) 10 good!

Style:

25 (/25 pts)

- √ Follows conventions of formal essay writing, i.e., uses formal tone, avoids contractions, uses well-constructed sentences (with variety), uses good transitions between paragraphs,

Mechanics:

- √ Few, if any, mistakes in grammar, spelling, usage, punctuation
- One point off for each mistake

20 (/20 pts)

11
189
197
386 = 193

Final 6.
99

Score = 197 (/200 pts)

Comments:

Mike, Nice job! My only concern is still just organization. I feel like some points are repeated throughout. However, your research is remarkable and thorough.

Michael Plasmeier

Kaiser

English 9H

4 May 2006

Hazing Paper

Hazing is a very dangerous form of bullying. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). "Hazing" refers to any activity expected of someone joining a group ... that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate" (Hazing Defined 1). Most hazing deaths occur because the act goes too far; the hazers get carried away. Their intention is to have a team building activity or make sure members are up to snuff (Facts.com 2). However, this is not what really happens. The acts often cross the line, and the victims do not complain because they want to join the group (Facts.com 2). Teens often want to outdo one another; each year, teens do something more dangerous than what happened to them while they were the victims (Bowers 1; Bushweller 3). Not only can these acts be dangerous, but they are also an "abuse of power and [a] violation of human dignity" (High School Hazing). If teens can be educated that this hurtful and inhumane act of bullying is forbidden in high school, then they will know that it is not acceptable in college, where hazing becomes the most dangerous.

Although high school hazing starts out and seems harmless, it can quickly escalate to being harmful, dangerous, and illegal. However, in most cases, the victim will still take part because they want to join the group. Take for instance, Casey Culpepper. She wanted to join the volleyball team her first year in high school. All through the summer, the threat of the "initiation" haunted her. One day she and her friends were attacked by seniors after class and

smearred with concoctions that included canned dog food, eggs, ketchup, mustard, horse manure and pet feces. They were then hosed off so hard that it hurt (Bowers 1). Other students at Western Branch High School were attacked with chemicals and waste from portable toilets. These students must now take powerful HIV drugs and undergo frequent screenings for AIDS (Bowers 1). Their lives will never be the same after this harmful experience. Nick Haben was 18 when he was forced to consume large amounts of hard liquor and beer, jump over bonfires, and swim in a creek. He was just trying to join the college lacrosse team at Western Illinois University. He later passed out into a coma and died that night in his dorm. No one bothered to bring him to a hospital and save his life (Bushweller 2).

Unfortunately, the problem only gets worse after high school. Fraternities and sororities, tight social clubs in college based off the Greek system, are notorious for their dangerous hazing practices. The movie "Animal House," is a showcase of the problem in popular culture. Hazing and physical abuse in fraternities began with class fights between freshmen and seniors in the late 19th century and was based off military initiation rituals (Facts.com 5). By the 1970's, alcohol became a part of almost every fraternity function, including hazing (Facts.com 6). Alcohol impairs one's ability of judgment and the ability to know when to stop a dangerous situation. In fact, according to Eileen Stevens, the president of the Committee to Halt Useless College Killings (CHUCK), alcohol is a factor in 98% of all fatal hazing incidents (qtd. in Facts.com 6). In addition, this figure does not contain the incidents that college officials classified only as alcohol-related incidents (qtd. in Facts.com 6). This is why college is when most hazing turns fatal. However, teens in high school also drink alcohol and their judgment becomes impaired too. If students in high school learn that hazing is unacceptable, they will say no to hazing in college. Hopefully, they will recognize that they are being put in a dangerous

1 author

situation and ask the hazers to stop. However, most victims are afraid to speak up when they are being victimized by hazing. — Good trans. —

Hazing victims do not speak up and ask for the hazing to stop because of peer pressure (High School Hazing). Victims believe that the hazing is necessary to join the group, club, team, or activity (Bushweller 2). However, peer pressure not only forces the victim to go along with the act, but also forces the hazers to continue and the coaches to overlook it. Administrators, coaches, and teachers, as well as the hazers, believe the hazing is an acceptable tradition that should be allowed to continue (High School Hazing). Also, the older students are afraid to speak up and stop their friends from hazing others. They are afraid of peer pressure. Teachers and coaches do not know the dangers of hazing and are unwilling to stop it (High School Hazing). This must change. But still, through peer pressure, no one speaks up about hazing – not the victims or the hazers. This allows dangerous situations to occur, both in high school and through into college.

However, the problem has gotten better. High schools and colleges now educate students about the dangers of hazing (Facts.com 11). Forty-four states have also passed laws against hazing (Bowers 2). School districts are creating anti-hazing policies (Bushweller 2). That means that hazing is no longer “being swept under the rug” in most places (Facts.com 11). However, hazing goes on and continues to put lives at risk.

Teens have a tendency to want to outdo one another (Bowers 1). They want to do something better and harsher than what was done to them when they first joined the team (Bowers 1). This leads to an endless cycle of “hazing creep” (Bowers 1). If hazing can not be stopped, it will grow progressively worse over time. Today’s media also contributes to the problem (Bowers 1). Teens see television shows such as “Fear Factor” and try to replicate the

stunts without realizing that such stunts are closely supervised by trained professionals. In addition, teens may observe their peers doing crazy things. As a result of peer pressure an endless cycle of hazing creep continues. Hazing will get progressively worse if it can not be stopped soon. ok!

Hazing is just wrong! Kids should not need to go through humiliation rituals to join a club or team. There is no need for these activities to take place. Hazing defenders say that hazing helps build team solidarity (Facts.com 3). "Prolonged hazing works to break down a person's earlier group allegiances and replace them with new beliefs and loyalties" says James Ogloff, a psychology professor at Simon Fraser University in Vancouver, Canada (qtd. in Facts.com 3). However, there are much more constructive ways to build team camaraderie. Games that build trust are better than ones that destroy trust and cause suffering. There are no valid excuses to why hazing should be practiced. "A landmark 2000 study of U.S. high school hazing by Alfred University in New York found that almost half the students who joined school or youth organizations were hazed--1.5 million students a year--and more than a quarter were expected to perform potentially illegal acts" (qtd. in Bowers). In addition other organizations besides school clubs and teams hazed. The study also found that one quarter of youths joining church groups were hazed (Bowers 2).

Hazing ruins many students' lives by not letting them pursue their hobbies and interests. Many groups will not let a student join if they refuse to be hazed. For instance, take Jack Lukic. Hazing ruined his life. At Cox High School, Jack wanted to join theater as an extracurricular activity and for something fun. However, when he joined he was forced to put on a costume and bark on command for a week. He said, "It was just humiliating. You walk in, and they all laugh at you." He quit on the second day and never returned to theater ever. Even in college with

different kids, he never felt like going back. "I kind of had a bad taste for theater" (Bowers 3). Hazing ruined his life; because of a silly, supposedly harmless prank, he could never again pursue this hobby. There are many other stories like Jack's out there, where kids are not allowed to pursue their hobbies and interests. Hazing restricts their freedom to live their lives how they want, and to join the club or sport that they want to be a part of.

Most students who are hazed, do not complain. "Some [students] say 'I had a great time.' Others say 'I had a miserable time.' And others see it as a necessary evil" (qtd. in Bushweller 2). This is what makes hazing a difficult subject, the issue of consent. "Psychologists say [that] most students endure hazing and never tell anyone outside the group because of an overwhelming need to belong" (qtd. in Bushweller 2). One student even said, "I enjoyed it. It was fun. It's a bonding experience for us."

However, Art Taylor, a psychologist at the Center for the Study of Sport in Society at Northeastern University in Massachusetts, says, "That's bull. Humiliating hazing rituals are more likely to tear people apart, destroy trust, and cause feelings of hatred. [Also, B]oys and men who enjoy hazing others in brutal or humiliating ways are more likely to become abusive husbands or fathers" (qtd. in Bushweller 2). Even though some victims claim they enjoy hazing, it is still harmful and inhumane to some. To others, well they are most likely bluffing that they enjoyed being hazed. These students just want to fit in. This is a good example of peer pressure at work.

Hazing, although it appears harmless, can quickly become harmful and dangerous. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). Most of these deaths occurred in college, and as a result of alcohol. However, hazing can still be dangerous in high school. Not only can hazing cause physical harm, it can also cause psychological damage.

Hazing is caused by a need to belong and to fit in with one's peers. Hazing is not combated because it is believed to be an innocent act by uneducated students, coaches, and administrators. Victims do not speak up because of their willingness to join the team or group. In addition, hazing is just wrong. It is an abuse of human dignity. There are better ways to build team solidarity and trust, then to destroy it under the guise of building such trust. Hazing can and has ruined people's lives and the freedom to pursue the hobbies, sports, and activities that they want to. It is a destructive force, not a constructive force. Hazing is not enjoyed by most victims, even though many say its fun. Every way you look at it, hazing is just appalling and unnecessary.

Works Cited

“A Culture of Violence?: Current Topics of Special Interest.” Information Plus Reference Series.

Ed. Kathleen Edgar. 2004. Opposing Viewpoints Resource Center. Thompson Gale. 29 March 2006 <<http://galenet.galegroup.com>>.

Bowers, Matthew. “Rites & Wrongs.” The Virginian Pilot. 4 Sept. 2005. SIRS Researcher via SIRS Knowledge Source. ProQuest. 29 March 2006 <<http://sks.sirs.com/>>.

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High School Hazing. Stophazing.org. 30 Sept. 2005. 31 March 2006 <http://www.stophazing.org/high_school_hazing/index.htm>.

Score Sheet

Sources: Total of 6 sources from the following and evidence of their use is clear in your essay (5 pts. each)

- ✓ 2 books and/or website and/or interview
- ✓ 1 SIRS ✓✓
- ✓ 1 EBSCO
- ✓ 1 Opposing Viewpoints ✓
- ✓ 1 Facts.com ✓
- ✓ The sources are clearly used in the essay
- ✓ The sources effectively supplement your thesis

38 (/40 pts) -2

MLA Format:

- ✓ Correct Works Cited MLA form (10 pts.) -9
- ✓ Correct parenthetical citation form in paper (10 pts.) 10
- ✓ Correct header on each page (10 pts.) 10
- ✓ Double spaced, 12 pt. font, title...(10 pts.) 10

34 (/35 pts) -1

Outline:

- ✓ Included with paper (outline previously graded)

~~Don't see one...~~ 0¹⁰ (/10 pts) ~~10~~

Content:

- ✓ Intro and thesis (15 pts.) -15
- ✓ Organization of topic (20 pts.) -18 -2
- ✓ Research supplements your voice in the essay—it doesn't drive it (10) -10
- ✓ Proposed solutions to the specific problem of bullying (realistic) (10 pts.) -10
- ✓ Conclusion (10 pts.) -8 (a bit repetitive) -2

66 (/70 pts) -4

Style:

- ✓ Follows conventions of formal essay writing, i.e., uses formal tone, avoids contractions, uses well-constructed sentences (with variety), uses good transitions between paragraphs,

25 (/25 pts)

Mechanics:

- ✓ Few, if any, mistakes in grammar, spelling, usage, punctuation
One point off for each mistake.

16 (/20 pts) -4

Score = 189 (/200 pts) ^{Correct}

Comments:

See Marginals and end of paper...

~~89~~ 94

Add Outline

Michael Plasmeier

From: Michael Plasmeier [plasmeier180@msn.com]
Sent: Tuesday, May 23, 2006 3:29 PM
To: 'Laurie Kaiser'
Subject: Plaz: Questions about Hazing Essay

Ms. Kaiser, I have a few questions about the Hazing Paper I got back in class today. I left you a message on your voicemail while I was on the bus, because I had just discovered that you took off 10 points for the outline which you said you could not find. It was in my folder the entire time. It was the third to last paper in the back. Previously you had written "[Check] Looks Good Mike! See me if you have any concerns" I would like to get full credit for the outline that I had submitted along with the paper as originally specified.

Also, I got two points taken off for sources. I believe I had six sources and used a lot of evidence and case studies from my sources. You had even written "Great case studies!" on my essay. I would like to be informed to why I lost two points for sources.

This might have been because I never used the source "A Culture of Violence?: Current Topics of Special Interest. from the Opposing Viewpoints Resource Center." I believe that I had sufficient research and case histories from the other sources I used in my paper. Even though this was an oversight on my part, I believe I had sufficient research from other sources to counter-balance that missing source. Also, I believe that being locked in to certain sources, and being forced to use facts from certain sources purely for the intention of using that particular source is not aiding good essay writing. However, I see the need to follow a rubric, even if that rubric suggests something unwise.

I also had a point taken off for the MLA works cited page. I believe that that point was taken off for providing the full URL. However, I was following my MLA handbook 5th Edition which states on page 181, for "Documents within a scholarly project or information database", "be sure to give the URL of the specific document rather than that of the project or database, if they are different". Although, you specifically said not to do this in class, I followed the MLA handbook, which provides the official formatting for papers using MLA style. You previously stated and wrote that this paper would be based off MLA style. I believe, therefore, that I am entitled to full points for the MLA works cited page, because I can find no other mistakes.

I agree with the loss of 4 points for Mechanics. I am not too good at checking for these. I need a competent copy editor to read over my papers before I submit them. Unfortunately, peer revisions in school do not provide me much help, as I take essay writing very seriously. Whenever I try to read over a paper, I find I am always trying to change the wording and style of something, and I miss or create mistakes in that way,

I also seem to make it too long. When I am not restricted by length, I keep adding, because I do not want to take things out that I worked hard on. I like to provide all, and never throw away work. But I realize sometimes it is necessary to shorten.

If you have any questions feel free to contact me, or I will come in to discuss my paper with you when I am able.
-Michael Plasmeier



Michael Plasmeier
theplaz.com

[Get Skype](#) and call me for free.

Michael Plasmeier

Kaiser

English 9H

4 May 2006

Hazing Paper

Hazing is a very dangerous form of bullying. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). "Hazing" refers to any activity expected of someone joining a group ... that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate" (Hazing Defined 1). Most hazing deaths occur because the act goes too far; the hazers get carried away. Their intention is to have a team building activity or make sure members are up to snuff (Facts.com 2). However, this is not what really happens. The acts often cross the line, and the victims do not complain because they want to join the group (Facts.com 2). Hazing? Teens often want to outdo one another; each year, teens do something more dangerous then what happened to them while they were the victims (Bowers 1; Bushweller 3). Not only can these acts be dangerous, but they are also an "abuse of power and [a] violation of human dignity" (High School Hazing). If teens can be educated that this hurtful and inhumane act of bullying is forbidden in high school, then they will know that it is not acceptable in college, where hazing becomes the most dangerous. Although high school hazing starts out and seems harmless, it can quickly escalate to being harmful, dangerous, and illegal.

already said → Hazing can very quickly turn from a harmless prank into a dangerous situation. In most cases, the victim will still take part because they want to join the group. Take for instance, Casey Culpepper. She wanted to join the volleyball team her first year in high school. All through the summer, the threat of the "initiation" haunted her. One day she and her friends were

attacked by seniors after class and smeared with concoctions that included canned dog food, eggs, ketchup, mustard, horse manure and pet feces. They were then hosed off so hard that it hurt (Bowers 1). Other students at Western Branch High School were attacked with chemicals and waste from portable toilets. These students must now take powerful HIV drugs and undergo frequent screenings for AIDS (Bowers 1). Their lives will never be the same after this harmful experience. Nick Haben was 18 when he was forced to consume large amounts of hard liquor and beer, jump over bonfires, and swim in a creek. He was just trying to join the college lacrosse team at Western Illinois University. He later passed out into a ~~coma~~ and died that night in his dorm. No one bothered to bring him to a hospital and save his life (Bushweller 2).

I need you to show me first → ~~As you can see,~~ the problem only gets worse after high school. Fraternities and sororities, tight social clubs in college based off the Greek system, are notorious for their dangerous hazing practices. The movie "Animal House," is a showcase of the problem in popular culture. Hazing and physical abuse in fraternities began with class fights between freshmen and seniors in the late 19th century and was based off military initiation rituals (Facts.com 5). By the 1970's, alcohol became a part of almost every fraternity function, including hazing (Facts.com 6). Alcohol impairs one's ability of judgment and the ability to know when to stop a dangerous situation. In fact, according to Eileen Stevens, the president of the Committee to Halt Useless College Killings (CHUCK), alcohol is a factor in 98% of all fatal hazing incidents (qtd. in Facts.com 6). In addition, this figure does not contain the incidents that college officials classified only as alcohol-related incidents (qtd. in Facts.com 6). This is why college is when most hazing turns fatal. However, teens in high school also drink alcohol and their judgment becomes impaired too. If students in high school learn that hazing is unacceptable, they will say no to hazing in college. Hopefully, they will recognize that they are

good

Good!

being put in a dangerous situation and ask the hazers to stop. However, most victims are afraid to speak up when they are being victimized by hazing.

Now you're in gear

Hazing victims do not speak up and ask for the hazing to stop because of peer pressure (High School Hazing). Victims believe that the hazing is necessary to join the group, club, team, or activity (Bushweller 2). However, peer pressure not only forces the victim to go along with the act, but also forces the hazers to continue and the coaches to overlook it. Administrators, coaches, and teachers, as well as the hazers, believe the hazing is an acceptable tradition that should be allowed to continue (High School Hazing). Also, the older students are afraid to speak up and stop their friends from hazing others. They are afraid of peer pressure. Teachers and coaches do not know the dangers of hazing and are unwilling to stop it (High School Hazing). This must change. But still, through peer pressure, no one speaks up about hazing – not the victims or the hazers. This allows dangerous situations to occur, both in high school and through into college.

Nice, natural voice here.

However, the problem has gotten better. High schools and colleges now educated students about the dangers of hazing (Facts.com 11). Forty-four states have also passed laws against hazing (Bowers 2). School districts are creating anti-hazing policies (Bushweller 2). That means that hazing is no longer “being swept under the rug” in most places (Facts.com 11). However, hazing goes on and continues to put lives at risk.

or educate

Passed

Teens have a tendency to want to outdo one another (Bowers 1). They want to do something better and harsher than what was done to them when they first joined the team (Bowers 1). This leads to an endless cycle of “hazing creep” (Bowers 1). If hazing can not be stopped, it will grow progressively *and* get worse over time. Today’s media also contributes to the problem (Bowers 1). Teens see television shows such as “Fear Factor” and try to replicate the

stunts without realizing that such stunts are closely supervised by trained professionals. In ^{yes!} addition, teens may observe their peers doing crazy things. As a result of peer pressure an endless cycle of hazing creep continues. Hazing will get progressively worse if it can not be stopped soon.

Hazing is just wrong! Kids should not need to go through humiliation rituals to join a club or team. There is no need for these activities to take place. Hazing defenders say that hazing helps build team solidarity (Facts.com 3). "Prolonged hazing works to break down a person's earlier group allegiances and replace them with new beliefs and loyalties" says James Ogloff, a psychology professor at Simon Fraser University in Vancouver, Canada (qtd. in Facts.com 3). However, there are much more constructive ways to build team camaraderie.

Games that build trust are better than ones that destroy trust and causing suffering. Hazing is just wrong. ^{already said} There are no excuses to why it should be practiced. "A landmark 2000 study of U.S. high school hazing by Alfred University in New York found that almost half the students who joined school or youth organizations were hazed--1.5 million students a year--and more than a quarter were expected to perform potentially illegal acts" (qtd. in Bowers). In addition other organizations besides school clubs and teams hazed. The study also found that one quarter of youths joining church groups were hazed (Bowers 2). ^{This is a bit redundant and self-evident}

Hazing ruins many students' lives by not letting them pursue their hobbies and interests. Many groups will not let a student join if they refuse to be hazed. For instance, take Jack Lukic. Hazing ruined his life. At Cox High School, Jack wanted to join theater as an extracurricular activity and for something fun. However, when he joined he was forced to put on a costume and bark on command for a week. He said, "It was just humiliating. You walk in, and they all laugh at you." He quit on the second day and never returned to theater. ^{Not in college, or anytime.} "I

frog

kind of had a bad taste for theater” (Bowers 3). Hazing ruined his life; because of a silly, supposedly harmless prank, he could never again pursue this hobby. There are many other stories like Jack’s out there, where kids are not allowed to pursue their hobbies and interests. Hazing restricts their freedom to live their lives how they want, and to join the club or sport that they want to be a part of.

Most students who are hazed, do not complain. "Some [students] say 'I had a great time.' Others say 'I had a miserable time.' And others see it as a necessary evil” (qtd. in Bushweller 2). This is what makes hazing a difficult subject, the issue of consent. “Psychologists say [that] most students endure hazing and never tell anyone outside the group because of an *already covered* overwhelming need to belong” (qtd. in Bushweller 2). One student even said, "I enjoyed it. It was fun. It's a bonding experience for us."

However, Art Taylor, a psychologist at the Center for the Study of Sport in Society at Northeastern University in Massachusetts, says, "That's bull. Humiliating hazing rituals are more likely to tear people apart, destroy trust, and cause feelings of hatred. [Also, B]oys and men who enjoy hazing others in brutal or humiliating ways are more likely to become abusive husbands or fathers” (qtd. in Bushweller 2). Even though some victims claim they enjoy hazing, it is still harmful and inhumane to some. To others, well they are most likely bluffing that they enjoyed being hazed. These students just want to fit in. This is a good example of peer pressure at work.

Hazing, although it appears harmless, can quickly become harmful and dangerous. *said* About 70 people have been killed by hazing in the last 20 years (Facts.com 2). Most of these deaths occurred in college, and as a result of alcohol. However, hazing can still be dangerous in high school. Not only can hazing cause physical harm, it can also cause psychological damage.

Hazing is caused by a need to belong and to fit in with one's peers. Hazing is not combated because it is believed to be an innocent act by uneducated students, coaches, and administrators.

already said

Victims do not speak up because of their willingness to join the team or group. In addition, hazing is just wrong. It is an abuse of human dignity. There are better ways to build team solidarity and trust, then to destroy it under the guise of building such trust. Hazing can and has ruined people's lives and the freedom to pursue the hobbies, sports, and activities that they want to. It is a destructive force, not a constructive force. Hazing is not enjoyed by most victims, even though many say its fun. Every way you look at it, hazing is just appalling and unnecessary.

Mike, your conventions are great and your natural voice in writing is easy to follow and understand. you can easily chop the length of this in half because you repeat many of the ideas a few times throughout. Brevity is hard to accomplish when trying to prove a point, when you discuss hazing is just wrong; your evidence already proves that. Great case studies!

Works Cited

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~~3494&artno=0000121184&type=ART&shfilter=U&key=&res=Y&ren=Y&gov=Y&lnk=Y&ic=N~~>.

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✓ High School Hazing. Stophazing.org. 30 Sept. 2005. 31 March 2006

<http://www.stophazing.org/high_school_hazing/index.htm>.

Don't
see
this

check MLA Paper

Michael Plasmeier

Kaiser

English 9H

4 May 2006

Rev E

Hazing Paper

Hazing is a very dangerous form of bullying. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). "Hazing" refers to any activity expected of someone joining a group ... that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate" (Hazing Defined 1). Most hazing deaths occur because the act goes too far; the hazers get carried away. Their intention is to have a team building activity or make sure members are up to snuff (Facts.com 2). However, this is not what really happens. The acts often cross the line, and the victims do not complain because they want to join the group (Facts.com 2). Teens often want to outdo one another; each year, teens do something more dangerous than what happened to them while they were the victims (Bowers 1; Bushweller 3). Not only can these acts be dangerous, but they are also an "abuse of power and [a] violation of human dignity" (High School Hazing). If teens can be educated that this hurtful and inhumane act of bullying is forbidden in high school, then they will know that it is not acceptable in college, where hazing becomes the most dangerous. Although high school hazing starts out and seems harmless, it can quickly escalate to being harmful, dangerous, and illegal.

Hazing can very quickly turn from a harmless prank into a dangerous situation. In most cases, the victim will still take part because they want to join the group. Take for instance, Casey Culpepper. She wanted to join the volleyball team her first year in high school. All through the summer, the threat of the "initiation" haunted her. One day she and her friends were

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3 As you can see, the problem only gets worse after high school. Fraternities and sororities, tight social clubs in college based off the Greek system, are notorious for their dangerous hazing practices. The movie "Animal House," is a showcase of the problem in popular culture. Hazing and physical abuse in fraternities began with class fights between freshmen and seniors in the late 19th century and was based off military initiation rituals (Facts.com 5). By the 1970's, alcohol became a part of almost every fraternity function, including hazing (Facts.com 6). Alcohol impairs one's ability of judgment and the ability to know when to stop a dangerous situation. In fact, according to Eileen Stevens, the president of the Committee to Halt Useless College Killings (CHUCK), alcohol is a factor in 98% of all fatal hazing incidents (qtd. in Facts.com 6). In addition, this figure does not contain the incidents that college officials classified only as alcohol-related incidents (qtd. in Facts.com 6). This is why college is when most hazing turns fatal. However, teens in high school also drink alcohol and their judgment becomes impaired too. If students in high school learn that hazing is unacceptable, they will say no to hazing in college. Hopefully, they will recognize that they are

being put in a dangerous situation and ask the hazers to stop. However, most people are afraid to speak up when they are being victimized by hazing.

4 Hazing victims do not speak up and ask for the hazing to stop because of peer pressure (High School Hazing). Victims believe that the hazing is necessary to join the group, club, team, or activity (Bushweller 2). However, peer pressure not only forces the victim to go along with the act, but also forces the hazers to continue and the coaches to overlook it. Administrators, coaches, and teachers, as well as the hazers, believe the hazing is an acceptable tradition that should be allowed to continue (High School Hazing). Also, the older students are afraid to speak up and stop their friends from hazing others. They are afraid of peer pressure. Teachers and coaches do not know the dangers of hazing and are unwilling to stop it (High School Hazing). This must change. But still, through peer pressure, no one speaks up about hazing – not the victims or the hazers. This allows dangerous situations to occur, both in high school and through into college.

5 However, the problem has gotten better. High schools and colleges now educated students about the dangers of hazing (Facts.com 11). Fourty-four states have also passing laws against hazing (Bowers 2). School districts are creating anti-hazing policies (Bushweller 2). That means that hazing is no longer “being swept under the rug” in most places (Facts.com 11). However, hazing goes on and continues to put lives at risk. ?move para?

6 Teens have a tendency to want to outdo one another (Bowers 1). They want to do something better and harsher than what was done to them when they first joined the team (Bowers 1). This leads to an endless cycle of “hazing creep” (Bowers 1). If hazing can not be stopped, it will grow progressively get worse over time. Today’s media also contributes to the problem (Bowers 1). Teens see television shows such as “Fear Factor” and try to replicate the

stunts without realizing that such stunts are closely supervised by trained professionals. In addition, teens may observe their peers doing crazy things. As a result of peer pressure an endless cycle of hazing creep continues. Hazing will get progressively worse if it can not be stopped soon.

7

Hazing is just wrong! People should not need to go through humiliation rituals to join a club or team. There is no need for these activities to take place. Some people say that hazing helps build team solidarity (Facts.com 3). "Prolonged hazing works to break down a person's earlier group allegiances and replace them with new beliefs and loyalties" says James Ogloff, psychology professor at Simon Fraser University in Vancouver, Canada (qtd. in Facts.com 3). However, there are much more constructive ways to build team camaraderie. **vocab word** Games that build trust are better than ones that destroy trust and causing suffering. Hazing is just wrong. There are no excuse to why it should be practiced. "A landmark 2000 study of U.S. high school hazing by Alfred University in New York found that almost half the students who joined school or youth organizations were hazed--1.5 million students a year--and more than a quarter were expected to perform potentially illegal acts" (qtd. in Bowers). In addition other organizations besides school clubs and teams hazed. The study also found that one quarter of youths joining church groups were hazed (Bowers 2).

8

Hazing ruins many students' lives by not letting them pursue their hobbies and interests. Many groups will not let a student join if they refuse to be hazed. For instance, take Jack Lukic. Hazing ruined his life. At Cox High School, Jack wanted to join theater as an extracurricular activity and for something fun. However, when he joined he was forced to put on a costume and bark on command for a week. He said, "It was just humiliating. You walk in, and they all laugh at you." He quit on the second day and never returned to theater. Not in college, or anytime. "I

kind of had a bad taste for theater" (Bowers 3). Hazing ruined his life; because of a silly, supposedly harmless prank, he could never again pursue this hobby. There are many other stories like Jack's out there, where kids are not allowed to pursue their hobbies and interests. Hazing restricts their freedom to live their lives how they want, and to join the club or sport that they want to be a part of.

9 Most students who are hazed, do not complain. "Some [students] say 'I had a great time.' Others say 'I had a miserable time.' And others see it as a necessary evil" (qtd. in Bushweller 2). This is what makes hazing a difficult subject, the issue of consent. "Psychologists say [that] most students endure hazing and never tell anyone outside the group because of an overwhelming need to belong" (qtd. in Bushweller 2). One student even said, "I enjoyed it. It was fun. It's a bonding experience for us."

10 However, Art Taylor, a psychologist at the Center for the Study of Sport in Society at Northeastern University in Massachusetts, says, "That's bull. Humiliating hazing rituals are more likely to tear people apart, destroy trust, and cause feelings of hatred. [Also, B]oys and men who enjoy hazing others in brutal or humiliating ways are more likely to become abusive husbands or fathers" (qtd. in Bushweller 2). Even though some people claim they enjoy hazing, it is still harmful and inhumane to some. To others, well they are most likely bluffing that they enjoyed being hazed. These students just want to fit in. This is a good example of peer pressure at work.

11 Hazing, although it appears harmless, can quickly become harmful and dangerous. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). Most of these deaths occurred in college, and as a result of alcohol. However, hazing can still be dangerous in high school. Not only can hazing cause physical harm, it can also cause psychological damage.

Hazing is caused by a need to belong and to fit in with one's peers. Hazing is not combated because it is believed to be an innocent act by uneducated students, coaches, and administrators. Victims do not speak up because of their willingness to join the team or group. In addition, hazing is just wrong. It is an abuse of human dignity. There are better ways to build team solidarity and trust, then to destroy it under the guise of building such trust. Hazing can and has ruined people's lives and the freedom to pursue the hobbies, sports, and activities that they want to. It is a destructive force, not a constructive force. Hazing is not enjoyed by most victims, even though many say its fun. Every way you look at it, hazing is just appalling and unnecessary.

---- General notes:

Give more hs focus

Hazing creep emphasize more

Don't just say "people"

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4 May 2006

Changes D to E

Hazing Paper

Hazing is a very dangerous form of bullying. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). "Hazing" refers to any activity expected of someone joining a group ... that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate" (Hazing Defined 1). Most hazing deaths occur because the act goes too far; the hazers get carried away. Their intention is to have a team building activity or make sure members are up to snuff (Facts.com 2). However, this is not what really happens. The acts often cross the line, and the victims do not complain because they want to join the group (Facts.com 2). Teens often want to outdo one another; each year, teens do something more dangerous than what happened to them while they were the victims (Bowers 1; Bushweller 3). Not only can these acts be dangerous, but they are also an "abuse of power and [a] violation of human dignity" (High School Hazing). If teens can be educated that this hurtful and inhumane act of bullying is forbidden in high school, then they will know that it i's not acceptable in college, where it-hazing becomes the most dangerous. Although high school hazing starts out and seems harmless, it can quickly escalate to being harmful, dangerous, and illegal.

Hazing can very quickly turn from a harmless prank into a dangerous situation. In most cases, the victim will still take part because they want to join the group. Take for instance, Casey Culpepper. She wanted to join the volleyball team her first year in high school. All through the summer, the threat of the "initiation" haunted her. One day she and her friends were

attacked by seniors after class and smeared with concoctions that included canned dog food, eggs, ketchup, mustard, horse manure and pet feces. ~~Then, t~~They were then hosed off so hard that it hurt (Bowers 1). Other students at Western Branch High School were attacked with chemicals and waste from portable toilets. These students must now take powerful HIV drugs and undergo frequent screenings for AIDS (Bowers 1). Their lives will never be the same after this harmful experience. Nick Haben was 18 when he was forced to consume large amounts of hard liquor and beer, jump over bonfires, and swim in a creek. He was just trying to join the college lacrosse team at Western Illinois University. He later passed out into a comma and died that night in his dorm. No one bothered to ~~save him or~~ bring him to a hospital and save his life (Bushweller 2).

As you can see, the problem only gets worse after high school. Fraternities and sororities, tight social clubs in college based off the Greek system, are notorious for their dangerous hazing practices. The movie "Animal House," is a showcase of the problem in popular culture. Hazing and physical abuse in fraternities began with class fights between freshmen and seniors in the late 19th century and was based off military initiation rituals (Facts.com 5). By the 1970's, alcohol became a part of almost every fraternity function, including hazing (Facts.com 6). Alcohol impairs one's ability of judgment and the ability to know when to stop a dangerous situation. In fact, according to Eileen Stevens, the president of the Committee to Halt Useless College Killings (CHUCK), alcohol is a factor in 98% of all fatal hazing incidents (qtd. in Facts.com 6). In addition, this figure does not contain the incidents that college officials classify-classified only as alcohol-related incidents (qtd. in Facts.com 6). This is why cCollege is when most hazing turns fatal. However, teens in high school also drink alcohol and their judgment becomes impaired too. Iif students in high school learn that hazing is

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Hazing victims do not speak up and ask for the hazing to stop because of peer pressure (High School Hazing). ~~They also~~ Victims believe that the hazing is necessary to join the group, club, team, or activity (Bushweller 2). ~~However,~~ pPeer pressure not only forces the victim to go along with the act, but also forces the hazers to continue and the coaches to overlook it. Administrators, coaches, and teachers, as well as the hazers, believe the hazing is an acceptable tradition that should be allowed to continue (High School Hazing). ~~They~~ Also, the older students are afraid to speak up and stop their friends from hazing others. They are afraid of peer pressure. Teachers and coaches do not know the dangers of hazing and are unwilling to stop it (High School Hazing). This must change. But still, ~~F~~through peer pressure, no one speaks up about hazing – not the victims or the hazers. This allows dangerous situations to occur, both in high school and through into college.

However, the problem has gotten better. High schools and colleges now educated students about the dangers of hazing (Facts.com 11). 44-Fourty-four states have also passing laws against hazing (Bowers 2). School districts are creating anti-hazing policies (Bushweller 2). That means that hHazing is no longer “being swept under the rug” in most places (Facts.com 11). However, in places where the enforcement is not as tough, hazing goes on and hazing continues to put lives at risk. ?move para?

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However, when he joined he was forced to put on a costume and bark on command for a week. He said, "It was just humiliating. You walk in, and they all laugh at you." He quit on the second day and never returned to theater. Not in college, or anytime. "I kind of had a bad taste for theater" (Bowers 3).²² Hazing ruined his life. ~~B;~~ because of a silly, supposedly harmless prank, he could never again ~~do~~ pursue this hobby. There are many other stories like Jack's out there, where kids are not allowed to pursue their hobbies and interests. Hazing restricts their freedom to live their lives how they want, and to join the club or sport that they want to be a part of.

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English 9H

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Rev D

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Hazing, although it appears harmless, can quickly become harmful and dangerous. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). Most of these deaths occurred in college, and as a result of alcohol. However, hazing can still be dangerous in high school. Not only can it cause physical harm, it can also cause psychological damage.

Hazing is caused by a need to belong and fit in with their peers. It is not combated because it is believed to be innocent by uneducated students, coaches, and administrators. Victims do not speak up because of their willingness to join the team or group. In addition, hazing is just wrong. It is an abuse of human dignity. There are better ways to build team camaraderie and trust, then to destroy it. Hazing can and has ruined people's lives and hobbies.

It is a destructive force, not a constructive force. Hazing is not enjoyed by most victims, even though they say it's fun. Every way you look at it, they do. Hazing is just wrong a choice for

hazing is just appalling and unnecessary,

that they enjoyed being hazed.
 These students just want to fit in.
 This is a good example of peer pressure @ work.
 solidarity
 Under the guise (sp-dictate) of building such trust.
 the freedom to pursue the hobbies, sports, and activities they want to do.
 many

Michael Plasmeier

Kaiser

English 9H

4 May 2006

Changes C to D

Hazing Paper

Hazing ~~can become a very~~ is a very dangerous form of bullying. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). “‘Hazing’ refers to any activity expected of someone joining a group ... that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate” (Hazing Defined 1). Most hazing deaths occur because the act goes too far; the hazers get carried away. Their intention is to have a team building activity or make sure members are up to snuff (Facts.com 2). However, this is not what really happens. The acts often cross the line, and the victims do not complain because they want to join the group (Facts.com 2). Teens often want to outdo one another; each year, teens do something more dangerous than what happened to them while they were the victims (Bowers 1; Bushweller 3). Not only can these acts be dangerous, but they are also an “abuse of power and [a] violation of human dignity” (High School Hazing). If teens can be educated that this hurtful and inhumane act of bullying is forbidden in high school, then they will know that it’s not acceptable in college, where it becomes the most dangerous. Although high school hazing starts out and seems harmless, it can quickly escalate to being dangerous and illegal.

Hazing can very quickly turn from a harmless prank into a dangerous situation. In most cases, the victim will still take part ~~s~~ because they want to join the group. Take for instance, Casey Culpepper. She wanted to join the volleyball team her first year in high school. All through the summer, the threat of the "initiation" haunted her. One day she and her friends were

attacked by seniors after class and smeared with concoctions that included canned dog food, eggs, ketchup, mustard, horse manure and pet feces. Then, they were hosed off so hard that it hurt (Bowers 1). ?Replace with nick bottom of p2, source THREE? Other students at Western Branch High School were attacked with chemicals and waste from portable toilets. These students must now take powerful HIV drugs and undergo frequent screenings (Bowers 1). Their lives will never be the same after this harmful experience. Nick Haben was 18 when he was forced to consume large amounts of hard liquor and beer, jump over bonfires, and swim in a creek. He was just trying to join the college lacrosse team at Western Illinois University. He later passed out into a comma and died that night. No one bothered to save him or bring him to a hospital (Bushweller 2).

As you can see However, the problem only gets worse after high school. Fraternities and sororities, tight social clubs in college based off the Greek system, ?get better def? are notorious for their dangerous hazing practices. The movie "Animal House," is a showcase of the problem in popular culture. ?? Hazing and physical abuse in fraternities began with class fights between freshmen and seniors in the late 19th century and was based off military initiation rituals (Facts.com 5). By the 1970's, alcohol became a part of almost every fraternity function, including hazing (Facts.com 6). Alcohol impairs one's ability of judgment and the ability to know when to stop a dangerous situation. In fact, according to Eileen Stevens, the president of the Committee to Halt Useless College Killings (CHUCK), alcohol is a factor in 98% of all fatal hazing incidents (qtd. in Facts.com 6). In addition, this figure does not contain the incidents that college officials classify only as alcohol-related incidents (qtd. in Facts.com 6). College is when most hazing turns fatal. However, if students in high school learn that hazing is unacceptable, they will say no to hazing in college. Hopefully, they will recognize that they are being put in a

dangerous situation and ask the hazers to stop. However, most people are afraid to speak up when they are being victimized by hazing.

Hazing victims do not speak up and ask for the hazing to stop because of peer pressure (High School Hazing). They also believe that the hazing is necessary to join the group, club, team, or activity (Bushweller 2). Peer pressure not only forces the victim to go along with the act, but also forces the hazers to continue and the coaches to overlook it. Administrators, coaches, and teachers, as well as the hazers, believe the hazing is an acceptable tradition that should be allowed to continue (High School Hazing). They do not know the dangers of hazing and are unwilling to stop it (High School Hazing). Through peer pressure, no one speaks up about hazing – not the victims or the hazers. This allows dangerous situations to occur, both in high school and through into colleges.

However, the problem has gotten better. High schools and colleges now educated students about the dangers of hazing (Facts.com 11). 44 states have also passing laws against hazing (Bowers 2). School districts are creating anti-hazing policies (Bushweller 2). Hazing is no longer “being swept under the rug” in most places (Facts.com 11). However, in places where the enforcement is not as tough, hazing continues to put lives at risk. ?move?Add length here-jeff

Teens have a tendency to want to out-do one another (Bowers 1). They want to do something better and harsher than what was done to them when they first joined the team (Bowers 1). This leads to the endless cycle of “hazing creep” (Bowers 1). If hazing can not be stopped, it will grow progressively get worse over time. Today’s media also contributes to the problem (Bowers 1). Teens see television shows such as “Fear Factor” and try to replicate the stunts without realizing that such stunts are closely supervised by trained professionals. In addition, teens may observe their peers doing crazy things. As a result of, peer pressure and the

want to “one-up” their own initiation ceremony creates there is -the cycle of “hazing creep” (Bowers 1). If hazing can not be stopped, it will progressively get worse over time. Tune this para up kaiser. Hazing will get progressively worse if it can not be stopped.

Hazing is just wrong! People should not need to go through humiliation rituals to join a club or team. ...continue 3 para There is no need for these activities to take place. Some people say that hazing helps them build team solidarity (Facts.com 3). “Prolonged hazing works to break down a person's earlier group allegiances and replace them with new beliefs and loyalties” says James Ogloff, psychology professor at Simon Fraser University in Vancouver, Canada (qtd. in Facts.com 3). However, there are much more constructive ways to build team camaraderie. (vocab word) Games that build trust are better then ones that destroy trust and causing suffering in a group. Hazing is just wrong. There are no excuse to why it should be practiced. “A landmark 2000 study of U.S. high school hazing by Alfred University in New York found that almost half the students who joined school or youth organizations were hazed--1.5 million students a year--and more than a quarter were expected to perform potentially illegal acts” (qtd. in Bowers). In addition other organizations besides school clubs and teams hazed. The study also found that one quarter of youths joining church groups were hazed (Bowers 2).

Hazing ruined Jack Lukic’s life. At Cox High School, Jack wanted to join theater as an extracurricular activity and for something to put on his college application. However, when he joined he was forced to put on a costume and bark on command for a week. He said, “It was just humiliating. You walk in, and they all laugh at you.” He quit on the second day and never returned to theater. Not in college, or anytime. “I kind of had a bad taste for theater. (Bowers 3).” Hazing ruined his life. Because of a silly, supposedly harmless prank, he could never again do this hobby.

Most students who were hazed, do not complain. "Some [students] say 'I had a great time.' Others say 'I had a miserable time.' And others see it as a necessary evil" (qtd. in Bushweller 2). This is what makes hazing a difficult subject, the issue of consent. "Psychologists say most students endure hazing and never tell anyone outside the group because of an overwhelming need to belong" (qtd. in Bushweller 2). Some of the students say, "I enjoyed it. It was fun. It's a bonding experience for us."

However, Art Taylor, a psychologist at the Center for the Study of Sport in Society at Northeastern University in Massachusetts, says, "That's bull. Humiliating hazing rituals are more likely to tear people apart, destroy trust, and cause feelings of hatred. [Also, B]oys and men who enjoy hazing others in brutal or humiliating ways are more likely to become abusive husbands or fathers" (qtd. in Bushweller 2). Even though some people claim they enjoy hazing, it is still harmful and inhumane to some and to others; well they are most likely bluffing.

Hazing, although it appears harmless, can quickly become harmful and dangerous. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). Most of these deaths occurred in college, and as a result of alcohol. However, hazing can still be dangerous in high school. Not only can it cause physical harm, it can also cause psychological damage. Hazing is caused by a need to belong, and fit in with their peers. It is not combated because it is believed to be innocent by uneducated students, coaches, and administrators. Victims do not speak up because of their willingness to join the team or group. In addition, hazing is just wrong. It is an abuse of human dignity. There are better ways to build team camaraderie and trust, then to destroy it. Hazing can and has ruined people's lives and hobbies. It is a destructive force, not a constructive force. Hazing is not enjoyed by most victims, even though they say they do. Hazing is just appalling from every angle.

Michael Plasmeier

Kaiser

English 9H

4 May 2006

After All PR 1

(Rev C)

Hazing Paper

Hazing can become a very dangerous form of bullying. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). “Hazing’ refers to any activity expected of someone joining a group ... that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate” (Hazing Defined 1). Most hazing deaths occur because the act goes too far; the hazers get carried away. Their intention is to have a team building activity or make sure members are up to snuff (Facts.com 2). However, this is not what really happens. The acts often cross the line, and the victims do not complain because they want to join the group (Facts.com 2). Teens often want to outdo one another; each year, teens do something more dangerous than what happened to them while they were the victims (Bowers 1; Bushweller 3). Not only can these acts be dangerous, but they are also an “abuse of power and [a] violation of human dignity” (High School Hazing). If teens can be educated that this hurtful and inhumane act of bullying is forbidden in high school, then they will know that it’s not acceptable in college, where it becomes the most dangerous. Although high school hazing starts out and seems harmless, it can quickly escalate to being dangerous and illegal.

Hazing can very quickly turn from a harmless prank into a dangerous situation. In most cases, the victim will still take part, because they want to join the group. Take for instance, Casey Culpepper. She wanted to join the volleyball team her first year in high school. All through the summer, the threat of the "initiation" haunted her. One day she and her friends were attacked by

seniors after class and smeared with concoctions that included canned dog food, eggs, ketchup, mustard, horse manure and pet feces. Then, they were hosed off so hard that it hurt (Bowers 1).

?Replace with nick bottom of p2, source THREE? I think I should Other students at Western Branch High School were attacked with chemicals and waste from portable toilets. These students must now take powerful HIV drugs and undergo frequent screenings (Bowers 1). Their lives will never be the same after this harmful experience.

However, the problem only gets worse after high school. Fraternities and sororities, tight social clubs in college, ? get better def? are notorious for their dangerous hazing practices. The movie "Animal House," is a showcase of the problem in popular culture. ?? Hazing and physical abuse in fraternities began with class fights between freshmen and seniors in the late 19th century and was based off military initiation rituals (Facts.com 5). By the 1970's, alcohol became a part of almost every fraternity function, including hazing (Facts.com 6). Alcohol impairs one's ability of judgment and the ability to know when to stop a dangerous situation. In fact, according to Eileen Stevens, the president of the Committee to Halt Useless College Killings (CHUCK), alcohol is a factor in 98% of all fatal hazing incidents (qtd. in Facts.com 6). In addition, this figure does not contain the incidents that college officials classify only as alcohol-related incidents (qtd. in Facts.com 6). College is when most hazing turns fatal. However, if students in high school learn that hazing is unacceptable, they will say no to hazing in college. Hopefully, they will recognize that they are being put in a dangerous situation and ask the hazers to stop. However, most people are afraid to speak up when they are being victimized by hazing.

Hazing victims do not speak up and ask for the hazing to stop because of peer pressure (High School Hazing). They also believe that the hazing is necessary to join the group, club, team, or activity (Bushweller 2). Peer pressure not only forces the victim to go along with the

act, but also forces the hazers to continue and the coaches to overlook it. Administrators, coaches, and teachers, as well as the hazers, believe the hazing is an acceptable tradition that should be allowed to continue (High School Hazing). They do not know the dangers of hazing and are unwilling to stop it (High School Hazing). Through peer pressure, no one speaks up about hazing – not the victims or the hazers. This allows dangerous situations to occur, both in high school and colleges. **Add length here-jeff**

Teens have a tendency to want to out do one another (Bowers 1). They want to do something better and harsher than what was done to them when they first joined the team (Bowers 1). Today's media also contributes to the problem (Bowers 1). Teens see television shows such as "Fear Factor" and try to replicate the stunts without realizing that such stunts are closely supervised by professionals. In addition, teens may observe their peers doing crazy things. As a result, peer pressure and the want to "one-up" their own initiation ceremony creates the cycle of "hazing creep" (Bowers 1). If hazing can not be stopped, it will progressively get worse over time. **Tune this para up-kaiser**

Hazing is just wrong! People should not need to go through humiliation rituals to join a club or team. **...continue 3 para**

Add to 3rd para:

List hazing stats (three)

Counterpoint: people want it (and give their consent)

Counter points: builds teamword (actually destroys it and better, nondescrutive ways to build)

Ruined theater person's life

Write closing

Rev A

Kaiser - revised

Hazing Paper

Hazing can be a very dangerous form of bullying. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). "Hazing" refers to any activity expected of someone joining a group ... that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate" (Hazing Defined 1). Hazing is dangerous because

alcohol is often involved; in fact, alcohol is a factor in 98% of hazing deaths (Facts.com

Disagree... maybe use later then halfway

6) drop? Most hazing deaths occur because the act goes too far; the hazers get carried away.

Their intention is to have a team building activity or make sure members are up to snuff

(Facts.com 2). However, this is not what really happens. The acts often cross the line, and the

victims do not complain because they want to join the group (Facts.com 2). Teens often want to

maybe clarify

out-do one another; each year, teens do something more dangerous than what happened to them

(Bowers 1; Bushweller 3). Not only can these acts be dangerous, but they are an "abuse of power

pl?

and [a] violation of human dignity" (High School Hazing). If teens can be educated that this

hurtful and inhumane act of bullying is forbidden in high school, then they will know that it is not

is

acceptable in college, where it becomes the most dangerous. (That is why I believe that,

start out...

although high school hazing can be harmless, it can escalate to being dangerous and illegal as

It's O.K. to use personal pronouns if you have to. Not necessary here.

teens try to out-do one another. (thesis)

Hazing can very quickly turn from a harmless prank into a dangerous situation. In most cases, the victim will still take part in order to join the group. Take for instance, Casey

Culpepper. She wanted to join the volleyball ^{team} her first year in high school. All through the summer, the threat of the "initiation" haunted her. One day she and her friends were snatched by seniors after class, and smeared with concoctions that included canned dog food, eggs, ketchup, mustard, horse manure and pet feces. Then, they were hosed off so hard that it hurt (Bowers 1).

?Replace with nick bottom of p2, source THREE? Other students at Western Branch High School were attacked with chemicals and waste from portable toilets. These students must now take powerful HIV drugs and undergo frequent screenings (Bowers 1). Their ^{lives} life will never be the same after this harmful experience. ^{wow!}

However, the problem only gets worse after high school. Fraternities, tight social clubs in college, are notorious ^{from} their dangerous hazing practices. The movie "Animal House," is a showcase of the problem in popular culture. Hazing and physical abuse in fraternities began with class fights between freshmen and seniors in the late 19th century and was based ^{on} military imitation rituals (Facts.com 5). By 1970's alcohol became a part of almost every fraternity function, including hazing rituals (Facts.com 6). Alcohol impairs one's ability of judgement and the ability ^{to} know when to stop a dangerous situation. In fact, according to Eileen Stevens, the president of the Committee to Halt Useless College Killings (CHUCK), alcohol is a factor in 98% of all fatal hazing incidents (qtd. in Facts.com 6). In addition, this does not contain the incidents that college officials classify only as alcohol-related incidents (qtd. in Facts.com 6). College is when most hazing turns fatal. However, if students in high school learn that hazing is unacceptable, they will know that once they start college. Hopefully, they will recognize that they are being put in a dangerous situation and ask the hazers to stop. However, most people are afraid to speak up when they are being victimized by hazing. ^{7 self-worth}

Hazing victims do not speak up and ask for the hazing to stop because of peer pressure (High School Hazing). They also believe that the hazing is necessary to join the group, club, team, or activity (Bushweller 2). Peer pressure not only forces the victim to go along with the act, but also forces the hazers to continue and the coaches to overlook. Administrators, coaches, and teachers, as well as the hazers, believe the hazing is an acceptable tradition that should be allowed to continue (High School Hazing). They do not know the dangers of hazing and are unwilling to stop it (High School Hazing). Through peer pressure, no one speaks up about hazing – not the victims or the hazers. This allows dangerous situations to occur, both in high school and colleges.

Teens have a tendency to want to outdo one another (Bowers 1). They want to do something better and harsher then what was done to them (Bowers 1). Today's media also contributes to the problem (Bowers 1). Teens see television shows such as "Fear Factor" and try to replicate the stunts without realizing that such stunts are closely supervised by professionals. Teens see these shows and observe their peers doing such stunts. As a result, peer pressure and the want to "one-up" their own hazing ritual creates the cycle of "hazing creep" (Bowers 1). If hazing can not be stopped, it will constantly get worse over time.

Hazing is just wrong! People should not need to go through humiliation rituals to join a club or team.

Add to 3rd para:

List hazing stats (three)

Counterpoint: people want it (and give their consent)

Counter points: builds teamwork (actually destroys it and better, nondescriptive ways to build)

mentioned already... but a bit unclear

this paragraph needs some turning up.

Ruined theater person's life

Write closing

---- General notes:

Give more hs focus

Hazing creep emphasize more

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Peer Response Sheet

Writer's name MIKE

Reminders:

- Responders are responsible for commenting in each area below **IN DETAIL**.

1. What I like most about your paper is...

It's attention grabbing

2. It seems that about 50 % of your paper is research and 50 % of your paper

is your own words. Here's why: it's really good. The balance is great. there's enough research and your thoughts.

3. Your topic is: and your thesis statement is:

High School Hazing

although high school hazing can be harmless, it can escalate to being dangerous and illegal.

4. One place you could use more development (research/explanation) is... because:

5. Three quotes/ facts/details that are particularly interesting are...

6. This is what I think would improve or make your paper clearer...

Responders name Kristen D

Date _____

Michael Plasmeier

Kaiser

English 9H

4 May 2006

Revision B

w/ Kristen D.

Hazing Paper

Hazing can become a very dangerous form of bullying. About 70 people have been killed by hazing in the last 20 years (Facts.com 2). “Hazing’ refers to any activity expected of someone joining a group ... that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate” (Hazing Defined 1). Most hazing deaths occur because the act goes too far; the hazers get carried away. Their intention is to have a team building activity or make sure members are up to snuff (Facts.com 2). However, this is not what really happens. The acts often cross the line, and the victims do not complain, because they want to join the group (Facts.com 2). Teens often want to out do one another; each year, teens do something more dangerous than what happened to them (Bowers 1; Bushweller 3). Not only can these acts be dangerous, but they are also an “abuse of power and [a] violation of human dignity” (High School Hazing). If teens can be educated that this hurtful and inhumane act of bullying is forbidden in high school, then they will know that it not acceptable in college, where it becomes the most dangerous. That is why I ? believe that, although high school hazing can be harmless, it can escalate to being dangerous and illegal. (thesis)

Hazing can very quickly turn from a harmless prank into a dangerous situation. In most cases, the victim will still take part, because they want to join the group. Take for instance, Casey Culpepper. She wanted to join the volleyball her first year in high school. All through the summer, the threat of the "initiation" haunted her. One day she and her friends were attacked by

seniors after class, and smeared with concoctions that included canned dog food, eggs, ketchup, mustard, horse manure and pet feces^{2.}. Then, they were hosed off so hard that it hurt (Bowers 1).

?Replace with nick bottom of p2, source THREE? I think I should Other students at Western Branch High School were attacked with chemicals and waste from portable toilets. These students must now take powerful HIV drugs and undergo frequent screenings (Bowers 1). Their life will never be the same after this harmful experience.

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Hazing victims do not speak up and ask for the hazing to stop because of peer pressure (High School Hazing). They also believe that the hazing is necessary to join the group, club,

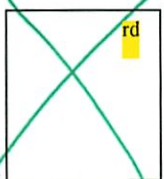
and sororities
(spelling?)

word
wording

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If hazing can not be stopped, it will constantly get worse over time.



Hazing is just wrong! People should not need to go through humiliation rituals to join a club or team. ...continue 3 para

Add to 3rd para:

List hazing stats (three)

Counterpoint: people want it (and give their consent)

Counter points: builds teamword (actually destroys it and better, nondescrutive ways to build)

Ruined theater person's life

Write closing

Peer Response Sheet

Writer's name Michael Plasmeier

Reminders:

- Responders are responsible for commenting in each area below IN DETAIL.

1. What I like most about your paper is...

your tone. It sounds like you care about your topic.

2. It seems that about 60 % of your paper is research and 40 % of your paper is your own words. Here's why:

I basically estimated sentences.

3. Your topic is: and your thesis statement is:

hazing in high schools

... although high school hazing can be harmless, it can escalate to being dangerous and illegal.

4. One place you could use more development (research/explanation) is... because:

Your conclusion could be more full and wrap things up well. Maybe support 3 could be longer too?

5. Three quotes/ facts/details that are particularly interesting are...

Story about people getting HIV from hazing

70 people have been killed by hazing in the last 20 years.

Casey's story

6. This is what I think would improve or make your paper clearer...

(see above)

Spelling and grammar too.

Good "rough" draft

Responders name Jeff Hall

Date 4/26/06

Thought of dropping →

Yours truly,
Jeff Hall

Print whole thing out

Michael Plasmeier

Kaiser

English 9H

4 May 2006

Revision B

w/ Jeff

Hazing Paper

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Hazing can very quickly turn from a harmless prank into a dangerous situation. In most cases, the victim will still take part^{term} because they want to join the group. Take for instance, Casey Culpepper. She wanted to join the volleyball her first year in high school. All through the summer, the threat of the "initiation" haunted her. One day she and her friends were attacked by

seniors after class, and smeared with concoctions that included canned dog food, eggs, ketchup, mustard, horse manure and pet feces. Then, they were hosed off so hard that it hurt (Bowers 1).

?Replace with nick bottom of p2, source THREE? I think I should Other students at Western Branch High School were attacked with chemicals and waste from portable toilets. These students must now take powerful HIV drugs and undergo frequent screenings (Bowers 1). Their life will never be the same after this harmful experience.

However, the problem only gets worse after high school. Fraternities, tight social clubs in college, ? get better def? are notorious ^{for} ~~from~~ their dangerous hazing practices. The movie "Animal House," is a showcase of the problem in popular culture. ?? Hazing and physical abuse in fraternities began with class fights between freshmen and seniors in the late 19th century and was based off military ^{initiation} ~~imitation~~ rituals (Facts.com 5). By 1970's ^{the} alcohol became a part of almost every fraternity function, including hazing (Facts.com 6). Alcohol impairs one's ability of judgment and the ability to know when to stop a dangerous situation. In fact, according to Eileen Stevens, the president of the Committee to Halt Useless College Killings (CHUCK), alcohol is a factor in 98% of all fatal hazing incidents (qtd. in Facts.com 6). In addition, this figure does not contain the incidents that college officials classify only as alcohol-related incidents (qtd. in Facts.com 6). College is when most hazing turns fatal. However, if students in high school learn that hazing is unacceptable, they will know ^{this} ~~that~~ once they start college and debate joining a fraternity. Hopefully, they will recognize that they are being put in a dangerous situation and ask the hazers to stop. However, most people are afraid to speak up when they are being victimized by hazing.

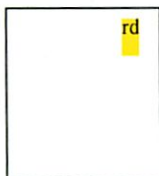
Hazing victims do not speak up and ask for the hazing to stop because of peer pressure (High School Hazing). They also believe that the hazing is necessary to join the group, club,

team, or activity (Bushweller 2). Peer pressure not only forces the victim to go along with the act, but also forces the hazers to continue and the coaches to overlook it. Administrators, coaches, and teachers, as well as the hazers, believe the hazing is an acceptable tradition that should be allowed to continue (High School Hazing). They do not know the dangers of hazing and are unwilling to stop it (High School Hazing). Through peer pressure, no one speaks up about hazing – not the victims or the hazers. This allows dangerous situations to occur, both in high school and colleges. *add length here*

too many consecutive citations I think

Teens have a tendency to want to out do one another (Bowers 1). They want to do something better and harsher then what was done to them (Bowers 1). Today’s media also contributes to the problem (Bowers 1). Teens see television shows such as “Fear Factor” and try to replicate the stunts without realizing that such stunts are closely supervised by professionals. In addition, teens may observe their peers doing crazy things. As a result, peer pressure and the want to “one-up” their own initiation ceremony creates the cycle of “hazing creep” (Bowers 1).

If hazing can not be stopped, it will ^{progressively} ~~constantly~~ get worse over time.



Hazing is just wrong! People should not need to go through humiliation rituals to join a club or team. ...continue 3 para

Add to 3rd para:

List hazing stats (three)

Counterpoint: people want it (and give their consent)

Counter points: builds teamword (actually destroys it and better, nondescrutive ways to build)

Ruined theater person’s life

Write closing

Michael Plasmeier

Kaiser

English 9H

4 May 2006

Changes A to B

Hazing Paper

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(Bowers 1; Bushweller 3). Not only can these acts be dangerous, but they are also an “abuse of

power and [a] violation of human dignity” (High School Hazing). If teens can be educated that

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Add to 3rd para:

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Print 2 forwarded

Plasmeier 1

1st Draft

Michael Plasmeier

Kaiser

English 9H

4 May 2006

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[3494&artno=0000238315&type=ART&shfilter=U&key=&res=Y&ren=Y&gov=Y&lnk=Y&ic=N](http://sks.sirs.com/cgi-bin/hst-article-display?id=SPL2300-0-3494&artno=0000238315&type=ART&shfilter=U&key=&res=Y&ren=Y&gov=Y&lnk=Y&ic=N)>.

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**H
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9th Grade

Research Project

Bullying: A Focal View

Subheadings/Topics

School bullying

- physical vs. verbal
- case histories
- causes
 - gender
 - race

- or hae - example (case history)

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Honors English 9
Ms. Kaiser
Freshmen Research Project
Bullying: A Focal View



Objectives: Your Freshmen Research Project has several purposes.

1. to further familiarize you with the HHS Library and its resources
2. to familiarize you with the research process: researching, notetaking, outlining, and research writing
3. to allow you more practice with the MLA format for research documentation
4. to tie in the theme of bullying in Robert Cormier's *The Chocolate War* with real life situations
5. to manage a topic for research by bringing a global concept into focal understanding (see handout)

The Assignment:

1. Prior to the start of your research, list the different types of bullying you can think of:

Handwritten notes in red ink: *direct/indirect*, *Verbal*, *physical*, *"lunch money"*, *gloun ups in corporations*, *hazing/spats*, *hazing/freshmen*, *Economic/class/race*, *blackmail*, *Siblings*, *peer pressure*, *students/teachers*, *Chocolate War*, *clothing/style*, *Parents → children*

2. Of that list, choose two to three that you may be interested in researching further and writing your paper on:

Handwritten notes in red ink: *hazing/freshmen*, *Verbal*, *siblings*

3. Research "bullying" and "bully" and "words you wrote for # 2 above" as Keyword topics on the library electronic resources and in the library card catalog. **You need a total of 6 sources.**

- You must have the following source types:
 - A minimum of 4 articles from the following sources:
 - SIRS (1) ²
 - EBSCO Host (1) ⁰
 - Facts.com (1)
 - Opposing Viewpoints (1)
 - A minimum of 2 articles from the following sources
 - Book (2)
 - or website (2)
 - or an interview with a bully or victim of bullying—can be a younger or older person (2)
 - or one combination of two of the above
- You may have more than the required number of sources.
- Document your research on the colored MLA sheets provided in the HHS Library.
- Research Dates: We will be in the HHS Library for full blocks



- A days Tuesday, 3/28 and Thursday, 3/30
- B days Wednesday, 3/29 and Friday, 3/31

Product: The culminating products of this assignment will be:

1. _____ notecards
2. _____ an outline
3. _____ a *typed* rough draft
4. _____ a self/peer edit
5. _____ an 800-1000 word (approximately 3 page) final draft

- **MLA Format:** You will need to use:
 - Correct Works Cited MLA form
 - Correct parenthetical citation form in paper
 - Correct header on each page
 - Regularly consult the handbook for this
- **Outline:** You will need to:
 - Provide an outline (which will be graded) prior to the writing of your essay.
- **Content:** in your essay, you will need to include
 1. intro and thesis
 2. detailed specifics on your chosen focal topic of bullying including:
 - a definition of what it is
 - who it effects
 - some possible causes
 - some possible case histories...
 3. proposed solutions to the problem of bullying



Score Sheet

Sources: Total of 6 sources from the following and evidence of their use is clear in your essay (5 pts. each) _____ (/40 pts)

√ 2 books and/or website and/or interview

√ 1 SIRS

√ 1 EBSCO

√ 1 Opposing Viewpoints

√ 1 Facts.com

√ The sources are clearly used in the essay

√ The sources effectively supplement your thesis

MLA Format: _____ (/35 pts)

√ Correct Works Cited MLA form (10 pts.)

√ Correct parenthetical citation form in paper (10 pts.)

√ Correct header on each page (10 pts.)

√ Double spaced, 12 pt. font, title...(10 pts.)

Outline: _____ (/10 pts)

√ Included with paper (outline previously graded)

Content: _____ (/70 pts)

√ Intro and thesis (15 pts.)

√ Organization of topic (20 pts.)

√ Research supplements your voice in the essay—it doesn't drive it (10)

√ Proposed solutions to the specific problem of bullying (realistic) (10 pts.)

√ Conclusion (10 pts.)

Style: _____ (/25 pts)

√ Follows conventions of formal essay writing,
i.e., uses formal tone, avoids contractions, uses well-constructed sentences (with variety), uses good transitions between paragraphs,

Mechanics:

√ Few, if any, mistakes in grammar, spelling, usage, punctuation

One point off for each mistake. _____ (/20 pts)

Score = _____ (/200 pts)

Comments:

Phases of the Research Paper:

1. Choose your focus from the global topic of “Bullying”
2. Research
3. Sifting through the information (color coding)
4. Note cards
5. Create a thesis
6. Outline template (including thesis)
7. Generate outline into a blue print outline (typed)
8. Begin introduction and first draft
9. Revision
- 10.Editing
- 11.Final draft
- 12.Publication

How to Bring a Global Issue into Focus

One thing you will need to do during your research process is to take the global idea of "bullying" and bring it into a more focused, manageable topic.

Global Perspective:

- A view of Earth from space
- Comprehensive view of the whole
- Little appreciation of detail

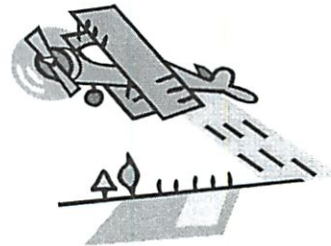


Global Issue:

- Bullying

General Perspective:

- High-altitude perspective-view
- Less comprehensive
- Still broad and relatively undetailed

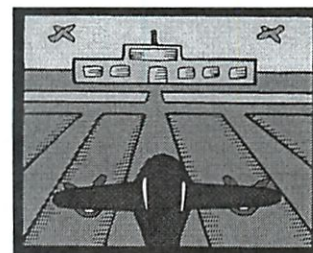


General Issue:

- Adolescent bullying in high school

Focal Perspective:

- Close-up view from the ground
- Field of vision limited to immediate vicinity
- Perspective is detailed in comparison to global and general perspectives
- Many more specific things can be identified



Focal Issue:

- Adolescent bullying of girls in American high schools

Some more possible focal issues:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Point 1: Is Euthanasia wrong? *(side one of card)*

“It’s literally acting against nature because all the processes of nature are bent towards the end of bodily survival” (Williams 64).

(side two of card)

Williams, J. Gay. “The Wrongfulness of Euthanasia.”
Intervention and Reflection: Basic Issues in Medical Ethics. New York, NY: Wadsworth, 1979.

Point 2: Euthanasia should be legal *(side one of card)*

“Euthanasia is thus shortening the span of organic life” (Brandt 265).

(side two of card)

Brandt, Richard. “A Moral Principle About Killing.”
Beneficent Euthanasia 23 October 2000. EBSCO Host.
24 February 2005.

What is a Thesis Statement?

Almost all of us--even if we don't do it consciously--look early in an essay for a one or two sentence condensation of the argument or analysis that is to follow. We refer to that condensation as a thesis statement.

- ✓ Your thesis needs to show your conclusions about a subject.
- ✓ Your thesis should indicate the point of the discussion.
- ✓ Readers need to be able to see that your paper has one main point. If your thesis expresses more than one idea, then you might confuse your readers about the subject of your paper.
- ✓ A thesis statement should show exactly what your paper will be about, and will help you keep your paper to a manageable topic.

Some General Statements about Constructing a Thesis Statement:

Take your time crafting a thesis. A strong thesis can make the drafting process easier; it will probably also save you time during the revision process.

Experiment with different versions of a thesis. Choose the version that is clearer, more precise, more memorable than the others.

Write your chosen thesis on a sheet of paper, then tape the paper to your desk or above your computer monitor. Make it a habit to glance up every ten minutes and refocus yourself on that thesis.

Which of the following would be the best thesis statement?

1. Some people believe that all humans are inherently evil.
- ② Although humans are quite capable of doing evil, humans are not inherently evil; rather, they have a free will to choose between good and evil.
3. Both *The Odyssey* and *Hercules* are great movies although at some points they are boring.
4. Both *The Odyssey* and *The Ten Commandments* have a heroic main character, but they take place in different time periods.
5. *The Odyssey* and *Braveheart* both illustrate a long journey, however, one is an epic poem and one is a movie.

OUTLINE OF IDEAS

Research Paper

I. *Introduction*

A. Capture statement (use one)

1. Question: _____

2. Startling Statement, Fact or Figure: _____

3. Quotation: _____

4. Situation: _____

B. SUPPORT FOR CAPTURE STATEMENT: _____

C. THESIS STATEMENT: (FOR OVERALL TOPIC): _____

Use
one

II. Body: (proves THESIS)

1. Paragraph #1 Subtopic: _____

Topic Sentence: _____

Support A: _____

Ex. _____

Support B: _____

Ex. _____

Paragraph #2 Subtopic: _____

Topic Sentence: _____

Support A: _____

Ex. _____

Support B: _____

Ex. _____

Paragraph #3 Subtopic: _____

Topic Sentence: _____

Support A: _____

Ex. _____

Support B: _____

Ex. _____

III. Conclusion (refer back to your introduction: highlight key points; closing comments):

In what paragraph are the case histories given?

Were at least two case histories mentioned?

2
 Yes No

Briefly describe the cases.

In what paragraph are possible solutions to bullying discussed? _____

According to the paper, what is one possible solution to bullying?

According to the paper, what is one possible solution to this example of bullying?

Is there a concluding paragraph?

Yes No

What points are restated in the conclusion?

Some is in thesis

What conclusion does the author draw in the final paragraph?

Hazing is not good, even if victims say it is.

What is the thesis statement?

"Although high school hazing starts out bad..."

How effective was the author at proving the thesis statement?

very effective

In your opinion, how much of the paper comes from the authors own thoughts and ideas? 40 %

How much of the paper consists of quotes or paraphrasing? 60 %

Please put an asterisk next to any area of the paper where you think the author may have failed to give credit to the original author.

In your opinion, how could this paper be improved?

not so "wordy", more of your own opinion, good otherwise

Works Cited

Is the title Works Cited centered one inch from the top of the page? Yes No

Is your header written in the upper right of each page Yes No

Does your header include: Name Yes No

Page Number Yes No

Is the page double-spaced? Yes No

Are the sources listed in alphabetical order by author's name or title? Yes No

Are the sources numbered? (They should NOT be numbered) Yes No

Is the first line of each sources at the left margin? Yes No

Are the second, third, etc. lines five spaces in from the left margin? Yes No

How many databases are cited? _____ 6 _____

Is SIRS listed? Yes No

Is EBSCOHost listed? Yes No

Gale listed? Yes No

How many books are cited? _____ ~~no~~ _____

How many websites are cited? _____ ~~1~~ 3 _____

SIRS

One

VIRGINIAN-PILOT
(Norfolk, VA)
Sept. 4, 2005, pp. A1+

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Rites & Wrongs

Hazing, be it silly or scary, is banned in many schools. But it still exists--just ask a freshman.

By Matthew Bowers
The Virginian-Pilot

Five years haven't erased Casey Culpepper's menacing memories of entering ninth grade.

It wasn't simply a bigger school, older students, or going out for volleyball. The threat of "initiation," a decades-old hazing tradition, haunted her all summer.

That tradition "made the first week of school very terrifying for me," said Casey, now a sophomore at James Madison University in Harrisonburg. "Like every corner you walk around, you're afraid you're going to run into a senior...I had that freshman look. They could smell it."

The initiation was this: Friends got snatched by seniors waiting outside after classes, and smeared with concoctions that included canned dog food, eggs, ketchup, mustard, horse manure and pet feces. Then they were hosed off so hard that it hurt. Casey escaped, but only because more than once her big sister Jill, then a senior, intervened.

To many students and adults, "initiation" was just an expected part of the Western Branch High School experience. That changed last fall. Parents of hazed freshmen in one incident complained to Chesapeake police and, apparently for the first time, criminal charges resulted. Some students were expelled.

Still, students returning Tuesday to public schools across South Hampton Roads--as well as their private-school peers already in classes--bring with them a variety of hazing practices, despite policies against it. They reflect what many researchers call a growing presence in high schools nationwide, even as the practice wanes in colleges, according to a report on hazing nationwide published last year.

Male soccer players at Tallwood High in Virginia Beach have been trussed in tape and dumped outside girls' team members houses.

Band members at Lake Taylor High in Norfolk have endured painful "beat-downs."

Norfolk Academy tennis players annually poured cake batter ingredients on teammates.

Freshmen all over get dumped into school trash cans or have "F's" scrawled on their hands. Drama students, service club members and athletes are made to wear costumes and sing, yodel and bark in schools and malls and restaurants.

But researchers say it's easy for seemingly harmless, prank-like teasing to evolve into more harrowing activities.

Adolescents commonly try to outdo one another. Their judgment is largely a work in progress, prodded by peer pressure and the need to belong, overdosed on gross-out TV shows such as "Fear Factor."

Lines blur. The three Western Branch High victims last fall suffered welts from being pelted with frozen eggs, and their skin turned blue from being doused with chemically treated waste scooped out of a portable toilet, police said. The three must undergo regular HIV and hepatitis tests for two years, because of the bodily wastes thrown on them.

"It gets more and more severe, and that unfortunately is where I've seen it go," said Susan C. Bon, who this year taught legal issues

in education at Ohio's Ashland University. "Hazing is so dangerous because of the potential for crossing that line."

Hazing generally refers to "rite-of-passage" activities expected of someone to join or remain in a group--activities that intimidate, humiliate, ridicule or risk emotional, physical or legal harm. It can vary widely, from wearing embarrassing outfits to sexual assault.

"A very extreme form of bullying" is how Sara Jo Williams, director of Virginia Commonwealth University's Center for School-Community Collaboration, describes it.

The law construes it more narrowly.

Virginia's statute that makes hazing a crime added a limiting definition in 2003: The activity must "recklessly or intentionally endanger the health or safety of" or injure a student, whether or not the hazed student participates voluntarily. It's a misdemeanor punishable by up to a year in jail and a \$2,500 fine. But expulsion was deleted as the only available school punishment, to leave educators more flexibility.

"Criminal statutes should only be reserved for the worst things," explained Del. David B. Albo, a Republican from Fairfax County and a sponsor of the change. "Merely humiliating somebody--it's not nice, but it shouldn't give you a criminal record."

Virginia is one of 44 states with laws prohibiting hazing, according to StopHazing.org, an online information site created by New Hampshire anti-hazing lobbyists. Three states require schools to take steps to prevent hazing, Bon said. Virginia is not one of them.

A landmark 2000 study of U.S. high school hazing by Alfred University in New York found that almost half the students who joined school or youth organizations were hazed--1.5 million students a year--and more than a quarter were expected to perform potentially illegal acts.

Sports teams attract much of the notoriety, but the study found that virtually all types of organizations hazed--it happened to one out of four youths joining church groups. Making news just this past year:

- Iowa wrestlers were charged with hazing and assault, accused of forcing their exposed genitals against freshmen teammates' faces.
- A New Hampshire private school suspended 15 seniors after freshmen were sprayed with food products, asked sexually explicit questions and made to simulate sex acts.
- Minnesota seniors were charged with assault and other crimes for a traditional last-day-of-school paddling of rising ninth-graders.
- In July, Texas officials began investigating complaints that three basketball players at a private school held down a younger teammate and rubbed their genitals on his head, neck and shoulders during a January road trip. The practice is common enough that it has a name: "tea-bagging."

Hazing has been traced to the mid-1800s Navy. It began as a way to instill respect in younger sailors, according to the Pace Law Review, which reported on high school hazing last year. It got so bad that by 1874 Congress stepped in and made military hazing a court-martial offense.

Similar activities then popped up in other institutions, including universities. Many schools began denouncing hazing in the early 1900s after two students in Texas and Maryland shot their hazers. Instead, the practice went underground and spread in secrecy among collegiate organizations, notably fraternities, and then to high schools.

Hank Nuwer, an author, speaker and professor at Franklin College in Indiana, tracks high school hazing back 100 years to a possible 1905 incident in which a young Ohio teen died of pneumonia after classmates stuffed snow down his back.

Hazers don't lack for creativity. Nuwer's online chronology catalogs incidents of branding, tarring, paddling, sodomy and electric shock, but also forcible leg-shaving, running with crackers clenched in buttocks, and videotaped games of naked Twister.

Locally, students say initiation activities run more to silly costumes and empty threats. But not always.

Male band members at Lake Taylor High in years past have endured what's known as the "freshmen beat-down," the "band beat-down" or "the treatment," where older members corner new ones and punch them in the arms, said several students who know about the practice but said they hadn't participated in it.

"It's not hard enough to cry, but you'll feel it," said Ramon Jones, a senior.

Ray Ilas, a senior Tallwood High School tennis player, said he had to drink a mixture of salad-bar fluids--pickle juice, olive juice, Thousand Island salad dressing--through a straw at a team party his first year.

More commonly, variations of "Freshman Friday" are rumored early in the year at several schools. Threats are spread about stuffing first-year students into lockers, but typically they wind up only with "F's" scrawled on the backs of their hands.

"It was like an urban legend kind of thing," said Ashley Wenners-Herron, a senior at Princess Anne High in Virginia Beach who got tagged twice--and did the same to a younger friend last year.

However, at least one freshman at Tallwood High last year twice got dumped into school trash cans, students said. Sarah Kuhr, a graduate this year, said she helped pull him out.

"I'm sure he was hurting inside, but outside he was laughing," she said. "I guess so he wouldn't look like a pansy to the older guys."

Freshmen have literally been targets: for Silly String at Indian River High in Chesapeake, and for water balloons at Western Branch Highs band camp. At I.C. Norcom High in Portsmouth, they are assigned plain white T-shirts and nicknames by the band.

Aarthy Thamodaran's tennis team at Norfolk Academy traditionally poured cake batter, eggs, chocolate syrup and the like on new players during an annual road trip to Richmond but stopped after school officials banned initiations.

"I think they were just afraid that things had the potential to get out of hand," said Aarthy, who graduated this year. "Even though this was innocent, it had the potential to escalate."

It's common for athletic teams to make the new guys lug ball bags and water to practice and to cut their hair. Costumes or strange outfits and signs are big at several schools.

For most, students say, it's a laughing matter.

"It's not a hazing kind of thing," said Crystal Johnston, a senior soccer player at Kellam High in Virginia Beach, adding that the initiates "enjoy the attention." She said her team rousts freshmen out of bed, dresses them in "funky clothes" from their own closets and makes them hold signs outside the school as buses roll up, bearing phrases such as "Honk if you want a date."

"As much as I felt stupid walking down the hall," said Candice Sweeney, a sophomore softball player at Tallwood High made to wear her uniform and eye-black and mussed hair to school, "it was funny. It was just doing it for the team."

Kristy Conley, a recent Tallwood graduate and softball player, said she had to yodel while covered in Band-Aids at a shopping center. "I wasn't really embarrassed, she said, because everybody else was doing it."

But not everyone goes along.

Students said a Tallwood soccer player objected last year to an attempt to tape him up for initiation at an off-campus team gathering. He fought back, a mini-brawl erupted, and the entire team later found itself in the principal's office.

"The bottom line is, we don't condone that kind of behavior, and we kind of explained to them what could happen," Principal Jobynia Caldwell said. "This is not what team members do to each other. It was a teachable moment, rather than a punishable moment."

Afterward she re-emphasized that team gatherings should include coaches or other chaperones and be held in public venues.

At Cox High in Virginia Beach, Jack Lukic unhappily donned a costume and barked on command as part of a weeklong initiation into a theater group. He had gotten involved in plays for fun and for something extra to put on his college applications.

On the second day, he begged off. He was told he had to accept the treatment, or he couldn't join. He quit.

"It was just humiliating," Jack said. "You walk in, and they all laugh at you."

Two years later, college-bound Jack has never returned to drama, in school or elsewhere.

"I kind of had a bad taste for theater," he said.

School officials stopped a similar practice at the Beach's Princess Anne High last fall, after the Western Branch High incident became public, Ashley Wenners-Herron said.

All initiations aren't necessarily bad. But experts say the danger rises when it turns into an exercise of power. Mix in teens with little or no adult guidance, with immature ideas about what's appropriate and what's not, in packs where it's easier to lose individual values--the "mob mentality"--and "that's when it can get out of hand," said Richard J. Hazler, professor of counselor education at Penn State University.

In addition, adults may seem to condone hazing by accepting it as tradition, by not making distinctions between the severity of acts they experienced and what may be going on today, and by referring to it as "a normal part of growing up...and kids pick up on that," said Jonathan K. Appel, assistant professor in educational leadership and counseling at Old Dominion University.

"It isn't necessarily behavior resulting from them being wild out-of-control criminals," Appel said. "They could be normal...Good kids do bad things with the lack of guidance."

Escalation is common. Adults remember "initiation" at Western Branch High once consisted of being sprayed with perfume, made to sing aloud or pushing a pencil down the hall with your nose.

By contrast, police said, last fall's publicized incident involved three freshmen standing in a water-filled ditch off a remote road,

surrounded by many teens they didn't know--including non-students--who assaulted them with frozen and raw eggs, Mountain Dew bottles filled with urine, vomit that had been saved in sealed buckets, waste scooped out of a portable toilet, and deer and fox urine used for hunting.

But freshmen often go along. Amanda House, now a junior, said she endured Western Branch High's initiation three times "just for fun," albeit with less-foul materials.

"The need to conform and be part of the group at that age is just immense," Appel said. "It would take a unique and strong person to not bend to the will of the group."

"Everybody wants to be included," VCU's Williams said. "And they'll go to any extreme to be included."

Western Branch High officials for years have opened the school year with written, public-address and in-person warnings against "initiation" activities. They weren't effective, Casey Culpepper said.

"Everybody would just start to laugh, because everybody knew that nobody ever got punished for it," she said.

Perhaps that's what shocked students, parents and others who complained of overkill last fall when police charged eight teenage boys, including seven students, with abduction or assault or both. The students were sentenced to probation and community service, and expelled from school. At least some have been allowed to return, however, for their senior year.

This week, those warnings will be amplified, said Arthur V. Brandriff Jr., the school's principal for 37 years. School officials will emphasize their legal right to discipline students for actions off school property, if they're on their way to or from classes, he said.

Officials also plan to emphasize that volunteering to be hazed also is wrong. Police will beef up their presence around the school, including officers on bicycles. And student leaders will be recruited to talk to their peers, under the assumption that students will listen to them more than to adults.

A specific prohibition against hazing was added to the school division's policy in the fall, following a state directive. No other steps are planned, board members said. They're expecting that expelling hazers last fall put students on notice.

"How many times," School Board member James A. Jay Leftwich Jr. asked, "are you supposed to tell somebody that you're not supposed to do something?"

"Some of them were good kids," said Jack J. Bider, the Chesapeake Police detective stationed at the school. "It sounds like it could be an innocent thing when you're back. But you have to put yourself in these victim's positions."

"School shouldn't be a place you're scared to go to, especially your first day."

"Powder Puff" Football Game Out of Bounds

A muddy, violent girls' football "game" pushed high school hazing into the public eye. Television viewers around the world repeatedly saw the videotape in May 2003 of Chicago-area seniors beating and kicking their junior schoolmates and dumping buckets of urine, feces and animal entrails on them.

Five students were hospitalized, one with a fractured skull and tailbone. Sixteen others were convicted of battery or alcohol charges, including Marnie Gaule. Thirty-three were expelled from school. Two mothers were convicted of providing beer to minors. Lawsuits were filed.

Researchers say hazing occurs regularly in high schools nationwide, affecting many thousands annually.

Tips for Parents

- Educate yourself. Read books on hazing from your library. Find out what your state's laws and school division's policies are concerning hazing.
- Ask what measures your school or division is taking to prevent hazing and how they respond--the repercussions--when it occurs.
- Ask your PTA or school administrators to invite police to talk to parents and students about hazing and the law.
- Talk to other parents, especially of older children and your children's teammates. What have their children seen or experienced about hazing?
- If your children have been hazed, tell school officials immediately. If physical abuse was involved, call police. Though your children

may be reluctant to "tell on" peers, get details from them about the incident.

- Set a good example--be independent yourself. Don't participate in activities that degrade people.
- Encourage your children's individuality. Help them choose activities fostering positive social skills, and encourage them to choose friends who show them respect.
- Most importantly, talk to your children. Make sure they know they can talk with you about anything that's making them uncomfortable.
- Here's where you pull out the "if everyone else jumped off a bridge, would you, too?" speech. Remind them that they shouldn't feel pressured to do something, despite tradition or crowd mentality.
- Talk specifically about hazing. Discuss how they should handle a hypothetical hazing situation. Don't lecture--it's more effective for your children to tell you what they'd do or what they think. Remind them that often it only takes one person to speak out or take a different action to change a situation, that it's important to tell them or school officials whenever students cause other students harm.
- And explain that physical or mental abuse, big or small, shouldn't be part of joining groups or being "cool." It also could be illegal.

Sources: KidsHealth, StopHazing.org, Guidance Channel Online

News researcher Ann Kinken Johnson contributed to this report.

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When Rites Are Wrong: Opponents of Hazing Mobilize Forces

By T.J. Banes
The Indianapolis Star

A scar the size of a dime on Jessica Zimmerman's right hip tells the story of an event that changed her life forever.

She was a freshman at DePauw University, among people she considered close friends. After inducing her to drink alcohol, they branded her with a lighted cigarette as part of an initiation.

"If I had a daughter or a friend who wanted to pledge a sorority today, I wouldn't discourage her, but I'd make sure she knew how to set boundaries," says Zimmerman, now 26. She has a master's degree in mental health counseling and is four credits shy of her school counseling license.

Hazing, as a rite of passage, has been documented in professional football, the military and other groups. But it is most associated with college fraternity life.

A half-dozen "pledge paddles" line the wall of Sigma Nu's fraternity house TV room at Butler University, but they are for decoration only.

"We don't haze; we don't believe in any of it," says Daniel Walt, a senior at Butler and a fraternity member.

Sigma Nu does not allow hazing, but it does employ a seniority system: Younger members mop the floors more often than the older ones. That isn't unlike a football practice, in which rookies do the grunt work, such as lugging the veterans' shoulder pads from the locker room to the practice field and back. Like Sigma Nu, most Greek organizations agree not to haze initiates.

Still, the number of hazing incidents nationwide continues to make headlines.

Last year, Franklin College professor Hank Nuwer tracked more than 200 media reports of hazing throughout the United States; nearly double the number of reports two years ago. With a grant from the college, Nuwer plans to compile the most up-to-date listing of national hazing incidents. He says his current research shows that more incidents involved fraternities than sororities. The greatest increase was in high school athletics, says Nuwer.

"Nobody really knows if the incidents are increasing, but the media is definitely more on top of it," says Nuwer. Part of that is making people understand what hazing is, added Nuwer.

"Hazing means different things to different people," says Daniel Walt, who came to Butler from Quincy, Ill.

He advises anyone considering joining a group to learn precisely what's involved in its initiation ritual. "You have to be clear with yourself: 'This is what I'm going to accept; if this happens, no.' Know what your limits are. And if you can't comfortably talk with (the members) about what makes you uncomfortable, then you're best not doing it."

Ritual Burning

In Zimmerman's case, she didn't see it coming.

As a condition of a lawsuit settlement between her and members of Kappa Kappa Gamma sorority, Zimmerman is not allowed to publicly discuss specifics of the ritual that took place in the fall of 1997. The incident, however, was widely publicized at the time, including a national report on ABC's "20/20," and in a book on hazing, "Wrongs of Passage," (Indiana University Press, \$13.97) by Nuwer.

Zimmerman's mother, Cindie Shaleen, who is organizing the first Indiana chapter of Mothers Against School Hazing (MASH, Inc.), says Zimmerman was one of six "pledges," or would-be members, taken into a darkened dorm room.

Sorority members entered the room dressed in sheets, chanting, and encouraged the girls to drink alcohol. They then burned them with cigarettes, causing scars said to be "a family sign," "a tradition," recalls Shaleen. The next day, Zimmerman received medical treatment for the burns.

People often think of hazing as paddling, drinking games and other "Animal House" behavior.

Hazing ranges from seemingly innocuous activities such as blindfolding and scavenger hunts to dangerous, extreme physical punishments

including sleep deprivation and excessive exercise, according to www.stophazing.org.

Those involved often look at hazing as an unpleasant way of earning membership in a club, team or even military branch.

The U.S. Department of Education requires colleges to report offenses. However, some psychological abuse such as insults or name-calling go unreported

Some experts say laws and school bans might actually increase interest in hazing as a kind of secret taboo. Others say television shows such as "Jackass" and "Fear Factor" might contribute to the number of hazing incidents across the country.

Mothers List Tips on How to Stop Hazing, Bullying

The Indianapolis Star

Mothers Against School Hazing Inc. (MASH), a nonprofit national organization, describes hazing as bullying, a negative act or words to hurt, embarrass or humiliate another person.

Following are some tips the organization offers for parents and their children to stop bullying and hazing:

- Refuse to be a spectator.
- Report incidents. Tell school or university authorities.
- Use distractions to stop the incident.
- Befriend a lonely student who may be vulnerable to bullies.
- Talk about hazing and bullying with friends, school counselors and parents.
- If you or your child is subjected to bullying or hazing, seek medical attention and counseling.
- Understand that feeling threatened is a form of hazing.
- Educating children and young adults about hazing is the first step in stopping it.

On the Web:

www.mashinc.org, Mothers Against School Hazing.

www.stophazing.org, provides definitions, laws and resources about hazing.

www.hazing.hanknuwer.com, Hank Nuwer, author of four books on hazing.

www.campuspeak.com, Denver organization provides educational speakers and programs for college students and administrators.

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BRUTAL RITUALS, DANGEROUS RITES

High School Hazing Grows Violent and Humiliating
by Kevin Bushweller

Christopher Wall was afraid to go into the varsity football locker room at his Mansfield, Texas, high school. Once, he recalls, when a junior varsity player wandered into the locker room to retrieve some socks, he was wrestled to the floor and kicked by a gang of older kids.

That's why Christopher stayed away. But one November morning, a coach told him to return his football equipment to the varsity locker room. Christopher figured he was safe just this once. But after he dropped off his gear and hurried to leave, teenage voices and shadows in the background made him uneasy.

Suddenly, a bulkier, older varsity player stepped in front of him. The veteran player asked what grade he was in. Before 15-year-old Christopher could answer, a gang of boys emerged from the shadows and grabbed and punched him in the chest and shoulders. Christopher recalls: "I was thinking: I just need to get out." Trapped in a blur of flailing arms, the 5-foot-11-inch, 145-pound boy broke free. He raced past rows of lockers to a door leading outside.

When he returned home, he told his mother he was having trouble breathing. According to a doctor's report provided to AMERICAN SCHOOL BOARD JOURNAL, the group beating resulted in "contusions to the chest area" and a "mild appearance" of fluid in the lungs.

Christopher's parents transferred their son to a private school.

'IT JUST TERRIFIES AND APPALLS ME'

This boy's experience, unfortunately, is no anomaly. A rash of increasingly violent and humiliating hazing incidents in high schools--especially on athletic teams--is alarming school officials across the country.

In Trumbull, Conn., for example, nine members of a high school wrestling team were charged this winter with felonious assault and reckless endangerment for brutally hazing younger teammates. In that case, a 15-year-old wrestler was bound with tape, rolled up in a wrestling mat, and thrown against a wall. Then the boy was held down while teammates raped him with the handle of a plastic knife.

In San Angelo, Texas, four varsity players allegedly beat a junior varsity player with a paddle made from a baseball bat. In Howard County, Md., younger high school soccer players were forced to stand bent over, facing a wall, while older players kicked soccer balls at them. One boy suffered a concussion when a ball knocked his head against a wall, according to the Baltimore Sun. And in Avon, Ind., an overnight high school football camp included nighttime beatings of younger players with electrical cords, belts, and tennis balls stuffed in socks.

Hazing--the practice of seasoned veterans intimidating, humiliating, or physically punishing younger recruits as a rite of passage--is nothing new, of course. In recent years, some brutal hazing rituals in the military were captured on videotape and later aired on national television. Veteran soldiers who defended the brutality argue that it toughens new recruits for the mental and physical trials of war. In sports, to deflate young superstar egos, older teammates often humiliate rookie athletes. And, many college fraternities and sororities are notorious for their bizarre or potentially deadly initiation rites.

Less known was how frequently this goes on in high schools, says Hank Nuwer, author of HIGH SCHOOL HAZING: WHEN RITES BECOME WRONGS. Over the past few years, Nuwer says, there has been an increasing number of reported cases in high schools, some of the incidents followed by costly lawsuits filed against school districts for failing to prevent hazing. Not only has the number of such incidents grown, he says, but so have the degree of violence involved and the pressure to perform humiliating simulated sex acts. In some instances, Nuwer says, human excrement has been rubbed on students' faces and older kids have urinated on younger ones, creating potentially serious health hazards. Most of the reported incidents involve athletic teams, but Nuwer says hazing occurs in other aspects of high school life as well.

The only national survey of hazing shows it is probably more pervasive than most school officials would like to believe. Nearly eight of every 10 college athletes reported they experienced questionable or unacceptable initiation rites, according to an Alfred University study (http://www.alfred.edu/news/html/executive_summary.html). Of the 255,637 college athletes who reported being hazed in college during the 1998-99 academic year, more than four of every 10 said they were subjected to hazing in high school, and one of every 20 said it happened in middle school.

In Christopher's case, Nuwer sees many of the typical signs of hazing: Older students intimidating younger ones. Gangs of kids fueling each other's aggression. A general fear, among younger players, of the veterans.

Even so, school officials refuse to call Christopher's beating an incident of hazing. After Mansfield Independent School District police conducted an investigation and interviewed the 12 kids involved, says district spokesperson Sherilyn Conn, "it appeared to us not to be an organized hazing incident. It was not a premeditated plan." She says the district saw the beating more as a random act of aggression.

Beyond that, says Conn, the punishment for the students involved was "swift and harsh." They were slapped with three to six days of in-school suspension and suspended for a few games if they were playing winter or spring sports. Says Conn: "We felt we made an absolute statement that this behavior would not be tolerated."

Christopher and his parents see it differently. They believe a culture of intimidation and aggression existed in the locker room. That, they say, is what set the stage for their son's beating. "This is horrible that kids are doing this to other kids," says Rose Mary Wall, Christopher's mother. "It just terrifies and appalls me."

In the cafeteria the day of the beating, Christopher says, some of the students involved were bragging: "Yeah, we got him." Worse still, after his parents reported the incident to school officials, Christopher says a friend called to tell him the older boys were angry. Christopher believes they wanted to settle the score: "I felt very fearful."

'IT WAS A DISTURBING INCIDENT'

On a cold December night in Essex, Vt., Lizzie Murtie--a 5-foot-1-inch, 100-pound, 14-year-old who collected Beanie Babies and worshipped the older girls on her high school gymnastics team--was trapped. She was standing in a parking lot, surrounded by a circle of cars and dozens of teenagers.

Earlier that night, Lizzie had to don a tennis outfit and stand on a busy street corner and sing "I'm a little teapot, short and stout." After a few other relatively harmless initiation rituals, Lizzie thought the night was over and the kids would head back to a teammate's house for what had been billed to parents as a team sleepover.

That's when the veteran gymnasts drove Lizzie and the other rookies to the parking lot. A boy was standing on the edge of the circle. One by one, the older girls ordered the younger ones to walk over to the boy, get on their knees, and put their hands behind their back. Then, they had to eat a banana that was protruding out of the boy's zipper.

According to Lizzie's mother, Linda Murtie, if the rookie gymnasts didn't do what they were told, the older girls warned them they would not be considered part of the team. And, if they told anyone about what happened in that parking lot, they would get everyone in trouble--maybe even cause the gymnastics season to be canceled.

Lizzie, fear and confusion swirling in her head, did what she was told to do. So did the other younger girls.

The gymnastics season went on, and Lizzie competed. But she told nobody about the hazing. "After it happened, I tried to block it out of my mind, but I still knew it was there," she told AMERICAN SCHOOL BOARD JOURNAL. "I got really depressed. I had trouble concentrating. My grades dropped. I didn't want to be around any of my friends. I just pretty much stayed at home in my room. I felt like I couldn't trust anybody. I had looked up to them, the seniors--most of them were good students, going on to college."

Near the end of the school year, long after the gymnastics season ended, a parent overheard her daughter talking about the incident and reported it to the gymnastics coach. The Murties were contacted. Linda Murtie recalls her daughter crying that day and saying over and over: "I can finally tell you."

That was more than three years ago. But Linda Murtie still bristles at what she considers a lackluster response from the school. She believes none of the students involved were punished.

Mike Deweese, co-superintendent of the Chittenden Central Supervisory Union, which includes Essex High School, disagrees. Most of the students were held accountable, he says. Because the incident was reported to school officials near the end of a school year, Deweese says, the district gave the students involved three choices: They could choose not to attend graduation ceremonies, commit to 30 hours of community service, or put in 10 hours of work developing a school anti-hazing program. They all chose the community service, Deweese says, and only two of the 12 did not honor that commitment. Those two were seniors.

All the sophomores and juniors returning for the next school year were put on athletic probation for a full year. And, Deweese says, the students paid for revisions to the school's yearbook to cover up surreptitious references to bananas in the "Locker Room Chatter" section of that year's edition.

On one thing, though, Linda Murtie and Deweese do agree: "It was a disturbing incident," he says.

'WHAT MAKES HAZING DIFFICULT IS THE ISSUE OF CONSENT'

Fortunately, Lizzie bounced back. Next year, she will be the captain of her gymnastics team. And she's become a high-profile opponent of hazing in her state and in the nation. She lobbied the legislature to pass Vermont's first anti-hazing law and was invited to join the governor this spring when he signed the bill into law.

But her lobbying for the law likely would have fallen on deaf ears if not for a disturbing hazing scandal this winter involving the much touted University of Vermont (UVM) hockey team, says Bill Sorrell, the state's attorney general. In a disgusting display of human behavior, UVM freshman hockey players were pressured to drink warm beer and eat seafood pie until they vomited and to participate in a bizarre ritual called the "elephant walk," in which the freshmen stripped off their clothes and stood in a line with other rookies. Older players ordered them to grab the genitals of the player in front of them and walk around the room without breaking the human chain.

The incident made national headlines when a freshman player who endured it, but was later cut from the team, filed a lawsuit against the university for failing to prevent hazing. During a university investigation, virtually every player lied to investigators, according to Sorrell. When school officials learned that they had been deceived, the university president canceled the remainder of the team's season.

The more Sorrell dug into the issue, he says, the more convinced he became that the Murtie family was right--Vermont needed an anti-hazing law. "What makes hazing difficult is the issue of consent," says Sorrell. "Some say 'I had a great time.' Others say 'I had a miserable time.' And others see it as a necessary evil." Psychologists say most students endure hazing and never tell anyone outside the group because of an overwhelming need to belong.

Indeed, in Sorrell's follow-up investigation, a veteran UVM player defended the tradition: "I enjoyed it. It was fun. It's a bonding experience for us."

"That's bull," says Art Taylor, a psychologist at the Center for the Study of Sport in Society at Northeastern University in Massachusetts. Humiliating hazing rituals are more likely to tear people apart, destroy trust, and cause feelings of hatred, he says. What's more, he suggests, boys and men who enjoy hazing others in brutal or humiliating ways are more likely to become abusive husbands or fathers.

In the end, Vermont's anti-hazing law passed, but Sorrell believes it is not tough enough. The law provides for civil penalties of up to \$5,000, but Sorrell wanted criminal penalties. Still, he says, it's a start. To begin with, the law makes it clear that a hazing victim's consent to endure a ritual is not a defense for the accused. The law also requires that all public school districts and colleges have anti-hazing policies in place by the 2001 school year. (For a breakdown of state-by-state anti-hazing laws, see <http://www.stophazing.org/laws.html>.)

Over the past several months, Sorrell says, he's heard from a number of public school parents who say hazing is practiced in their children's schools. In light of that, he warns school officials against assuming "that [hazing] is not going on or hasn't gone on." Schools can't afford to turn a blind eye to hazing, he says, because it can range from "the silly to the deadly."

Alice Haben knows the deadly consequences of hazing all too personally. Her son Nick--a muscular kid with a wide, welcoming smile--died in a college lacrosse team hazing incident at Western Illinois University in 1990. Now, Haben visits secondary schools and colleges to talk to students and educators about the dangers of hazing. "My point when I talk to young people is that they have to have control," she says.

Nick was just 18 when he was pressured to consume extraordinary amounts of hard liquor and beer, jump over bonfires, do push-ups and sit-ups, and swim in a creek--all part of a day of hazing. Eventually, Nick passed out and fell into a coma. But instead of taking him to the hospital, his older teammates, the ones running the hazing ritual, left Nick on the ground while the initiation rituals continued, according to his mother. Later, a group of rookies carried him back to his dorm room, where he died. His mother laments: "It would have taken only one person to save my son's life."

This year, Alice Haben is working with a group of parents in a school district in Illinois, where some parents are worried about the possibility of what Haben calls the "snowball effect." Each year, freshmen at the school are pressured to participate in a hazing ritual in which boys are forced to push a truck up a hill and girls have food smeared on their faces. But some parents fear that each successive class will try to outdo the previous one, inventing more dangerous or humiliating experiences. The event occurs off school grounds and not during school hours--still, Haben says, school officials need to confront it, especially if parents are worried.

Even if hazing is not happening in high school, she says, high school administrators should address the issue before students go to college. If students are taught to refuse to participate in dangerous hazing rituals, she believes, someone's life could be saved. "It's a power struggle--[the hazers] are saying, 'I'm better than you and if you do what I say you'll be as good as me,'" says Haben. "Kids need to know they have choices."

'WE JUST LIE IN FEAR ALL NIGHT'

One difficult choice students have is to break the code of silence surrounding hazing. That's what happened last year at Avon High School in Avon, Ind.

Marina Hennessy, a reporter for the school's student newspaper, THE ECHO, had read about a hazing incident involving a swimming team at a nearby high school. Boys were apparently sexually assaulted with objects as part of the hazing rituals.

Marina didn't think anything like that could happen at her school. Indeed, she had heard that Avon's cross-country team practiced positive bonding rituals, such as rock climbing. Marina planned to write a fall sports roundup of these positive rituals. She started with the football team. And that's when her story took a decidedly different twist.

At a summer overnight football camp, players told her, rookies on the varsity football team (most of them sophomores) were beaten with electrical cords, belts, and tennis balls wrapped in socks. Sometimes the beatings were random; sometimes the rookies were ordered to line up to be hit. A few boys told Marina they thought the beatings made stronger, better football players of the rookies. But she says most kids believed it was a cruel and pointless tradition. In her story, one boy tells Marina: "I kind of wish the coaches would do something about it; instead we just lie in fear all night."

Pam Essex, an English and journalism teacher who serves as THE ECHO's faculty adviser, says the Avon principal, who has since been put on paid administrative leave for an unrelated matter, ordered Essex not to publish the story. The principal accused Marina of sensationalizing what was simply "youthful horseplay," according to Essex. But Marina's mother threatened that, if the story were killed, she would take it to the local newspaper or the school board. The principal backed off.

In the aftermath, the football coach--who was unaware of the team's hazing traditions--resigned. Dick Helton, Avon superintendent, says the new football coach has canceled the overnight camp this year. If the camp is started up again, Helton promises there will be more vigilant adult supervision. School administrators and coaches also plan to institute more positive initiation rituals to build team unity. And, Helton says, the district is thinking of having a sports psychologist talk to student athletes about the dangers of hazing.

As it is, the district has no specific anti-hazing policy because Helton believes current school policies addressing student behavior and conduct cover hazing. More important, Helton believes, is the fact that school officials are on the lookout.

Still, Essex, a 23-year teaching veteran, worries. She was startled by the comments of some students' fathers. After Marina's story attracted coverage from the local newspaper and television stations, some fathers told Essex they didn't see what the big deal was about the traditional beatings: "Well, that's what happened when I was in high school."

Essex says the younger football players had a much different reaction: "They came to me and said, 'Thank you for running that story.'"

* * *

TACKLING HAZING

It's tempting to believe your student-athletes would never haze teammates. But think again, warns Art Taylor, a psychologist at the Center for the Study of Sport in Society at Northeastern University. "The more a school board and athletic director play ostrich and put their heads in the sand, the more they're going to get these kinds of problems."

Anti-hazing experts say there are some commonsense ways to keep hazing out of your schools--and protect your district against legal action if a hazing incident occurs.

- **REACT IMMEDIATELY AND AGGRESSIVELY.** At Glendale High school in Glendale, Calif., veteran football players chased younger players around the locker room, pinning victims on the floor or holding them against a wall while poking them in the pants with a sawed-off broom handle. When police investigated, none of the players said they were offended by the tradition. "They thought it was just goofing around," says Sgt. Rick Young of the Glendale City police department.

Because nobody complained, and because the broom handle was not used to sexually assault any students, the police dropped the case. The school district could have brushed the incident off and moved on. But it didn't. "We took it much more seriously [than the police]," says Mike Livingston, coprincipal of the 3,500-student school. "We don't think it's horseplay."

Students involved were suspended and made to do 40 hours of community service. Soon after, the school also created a policy that specifically banned hazing. What's more, Livingston says, school officials plan to hire locker-room security personnel.

- **HAVE A SPECIFIC ANTI-HAZING POLICY.** Too often, anti-hazing policies are crafted only after an incident occurs. That's usually too late, says Douglas Fierberg, a Washington, D.C., attorney who has represented hazing victims in court cases. Schools without policies put themselves at greater risk of being sued.

Fierberg says anti-hazing policies should define hazing and identify behaviors that are unacceptable. Beyond that, he says, a policy needs to be communicated to students and school officials. "Do you have coaches include it as a discussion item at the beginning of the season? Or is it just a case of [the coaches saying], 'Here's the sign-up sheet, and by the way, what's your jock size?'"

- **EDUCATE YOUR COACHES.** Many coaches participated in hazing rituals when they were younger, and some might believe the experience made them tougher, says Hank Nuwer, author of HIGH SCHOOL HAZING: WHEN RITES BECOME WRONGS. But "if a coach gives tacit approval of hazing," Nuwer warns, "that'll kill you in court."

A hazing scandal that led to the cancellation of the University of Vermont hockey season "set off a light bulb for all of us," says Jim Desmarais,

executive director of the New Hampshire Interscholastic Athletic Association. This year, for the first time, the association's annual conference for high school athletic directors included a workshop on tactics for preventing hazing. Says Desmarais: "We need to heighten awareness."

- HAVE ADULT SUPERVISION IN THE LOCKER ROOM. When Al Dobson became athletic director at New Hampshire's Lebanon High School, several coaches were not school employees. More often than Dobson liked, those coaches were late reaching the locker room because they were held up at their jobs. To ensure that there were adults in the locker room before the students arrived, he has tried to hire more coaches who work at the school. But sometimes that's easier said than done. It's difficult to find good coaches who also work in the school--and in some cases, men coach girls' teams and women coach boys' teams. That's why Glendale's Livingston says it's easier for his school to create a locker-room watchdog position.

- SURVEY YOUR ALUMNI. Current students might not be willing to break the code of silence surrounding hazing, says Taylor, who suggests surveying alumni instead. What initiation rituals did they experience? Taylor says rituals are usually passed along from one class to the next.

- PAY ATTENTION TO LITTLE THINGS. If you notice that older athletes aren't carrying equipment bags but younger ones are carrying two or three each, the older students are clearly bossing the younger ones around. And there could be more serious hazing behaviors going on, says Dobson: "It can escalate."

For more resources on this topic, go to <http://www.stophazing.org>.--Kevin Bushweller

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Hazing

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Like many other college students, 25-year-old Michael Davis wanted to join a fraternity. But in February 1994, as part of his initiation into the Kappa Alpha Psi fraternity at Southeast Missouri State University in Cape Girardeau, Davis and other pledges were pummeled, bodyslammed and kicked repeatedly by elder fraternity members. After losing consciousness, Davis died as a result of trauma to the brain. According to an autopsy report, Davis also suffered broken ribs, a lacerated kidney and a bruised liver.

Eileen Stevens, president of the Committee to Halt Useless College Killings (CHUCK), says that Davis is one of about 70 people, mostly young males, who have died as a result of hazing rituals during the past two decades. After losing her own son, Chuck Stenzel, in a hazing incident in 1978, Stevens founded CHUCK to raise awareness about the potential dangers of hazing and to lobby for antihazing laws.

Although it may take many different forms, hazing usually involves forcing a person to endure some sort of physical or mental abuse, harassment or humiliation as a condition of gaining membership or acceptance into a group. In the U.S., hazing is most often associated with gaining admission to college fraternities, but it is also practiced by many other groups, including sports teams, marching bands, police academies, the armed forces, street gangs and military academies. Hazing may even occur at the workplace, where new employees may be taunted, harassed or forced to perform humiliating acts before they are accepted by coworkers.

College fraternities--and to a lesser degree, sororities--continue, however, to be the organizations most involved with hazing and hazing-related deaths. To combat the problem, national fraternities and sororities have passed rules to outlaw hazing among their local chapters, and in recent years they have been quick to condemn serious hazing incidents when they occur. Likewise, nearly every college and university now has an antihazing policy, although there is debate over whether those policies have been enforced effectively.

As the public has become more aware of the potential dangers of hazing, state lawmakers have also responded by passing laws to punish hazers more severely. Since 1978, more than 30 states have either passed antihazing laws or have strengthened their existing laws regarding hazing, bringing the total number of states with antihazing laws to 40.

While there is consensus that the most physically abusive and life-threatening forms of hazing should be punished, some observers believe that hazing in its less severe manifestations is relatively harmless. They are concerned that some antihazing laws are so broadly written that they may outlaw innocent rituals, pranks and other initiation customs that fraternities have practiced for decades without mishap. In addition, they note that in most cases, the alleged victims of hazing are willing participants, students who have freely chosen to join a fraternity and willingly accept some kind of hazing as part of their initiation.

Some of the most outspoken defenders of hazing hail from military institutions and academies, where it is sometimes hard to distinguish acts of hazing from the routine physical and mental hardships that cadets encounter in boot camp. Some military personnel say that initiation rituals, even those that involve some amount of physical harm, can serve an important role by building trust among soldiers or cadets. By enduring hazing, new cadets can show their fellow soldiers that they "have what it takes" to face

the grueling physical and mental challenges of war.

Proponents of strong anti-hazing laws, on the other hand, contend that all hazing is dehumanizing and should be outlawed. Too often, they say, hazing has resulted in the death or serious injury of students who are pressured into joining a group and who endure brutal hazing simply to gain the respect of their peers. Hazing opponents argue that fraternity and military leaders should institute positive, constructive customs to initiate new members and build solidarity, rather than what they call the sadistic hazing practices that continue to be a common part of fraternity and military life.

Even among the most vocal opponents of hazing, however, there is disagreement over the best approach to curb the practice. Some favor strong laws that punish hazers as criminals and hold national fraternities liable for any harmful incidents of hazing that occur among their local chapters. They also support the growing trend among colleges and universities to closely regulate or even eliminate fraternities and sororities.

But others are concerned that broad anti-hazing policies may backfire by forcing fraternities and other groups to be even more secretive about hazing. They fear that hazing activities could become more severe and dangerous if they are practiced off campus, far from the sight of supervising officials or the public eye. Rather than being regarded as adversaries, they say, national fraternities should be viewed as allies who can play an effective role in reducing hazing.

Roots of Military Hazing

According to social psychologists, one of the main purposes of hazing and other initiation rites is to build group solidarity. Prolonged hazing works to break down a person's earlier group allegiances and replace them with new beliefs and loyalties, according to James Ogloff, a psychology professor at Simon Fraser University in Vancouver, Canada. "The whole idea with hazing, the purpose of any kind of team activity--and this is why you see it in the military, in fraternities and in sports teams--is the process of de-individuation, in which one must lose his identity as an individual and emerge as a member of a collective," says Ogloff.

In military institutions, where group solidarity is considered essential for the success of combat units, hazing has had an especially long history. Captain Andrew Wilcox, a commanding officer in the U.S. Marine Corps, says "bizarre rites of passage" have been used in the military for centuries "to impart tradition to sailors and Marines." In one such tradition, dating back at least to the 18th century, navy sailors who were sailing past the equator for the first time were treated to a "crossing-the-line" ceremony. Nicknamed "wogs," the sailors were struck with fire-hose whips and forced to crawl through garbage. A version of the rite is still practiced today.

Hazing has also been pervasive in the nation's military academies. Even Douglas MacArthur, the commander of Allied troops in the Pacific during World War II, had suffered hazing as a first-year student, or "plebe," at the U.S. Military Academy in West Point, N.Y. In 1900, the young MacArthur and other cadets were forced to testify before a congressional panel that was investigating a hazing-related death at the school. Asked about his own experiences, MacArthur testified that he had been hazed so brutally that his body went into convulsions, but like many other victims of hazing, he refused to name those who abused him. Hazing at West Point "was practiced with a worthy goal, but with methods that were violent and uncontrolled," MacArthur reflected decades later, in his book *Reminiscences* (1965).

Another military school, the Virginia Military Institute (VMI) in Lexington, was beset by a rash of high-profile hazing incidents during the 1920s. As part of school tradition, first-year cadets at VMI undergo a harsh year-long initiation ritual, now known as the "ratline," characterized by physical ordeals and incessant verbal harassment. In the 1920s version of the ratline, a student named Frank Dinges was beaten so badly during his initiation, according to news reports, that his appendix had to be removed. After an investigation into the incident showed that hazing was widespread, the Virginia state legislature responded by passing one of the nation's first antihazing laws in 1928. Under the law, hazing was defined as mistreatment that results in "bodily injury."

Seventy years later, hazing continues to be a problem at VMI and other military academies. In May 1998, three VMI seniors were indicted by a Rockbridge County, Va. grand jury for allegedly beating six freshman on a regular basis for months. As part of a hazing rite, the freshmen were reportedly beaten on the thighs and buttocks three times a week with belts--and once with a coat hanger.

At The Citadel military academy in Charleston, S.C., cadets Kim Messer and Jeanie Mentavlos cited severe harassment and hazing as the reason for their decision to leave the school in January 1997. Messer and Mentavlos were two of four women to attend the first coeducational class at the formerly all-male school, which was forced to admit women for the first time in 1996 as a result of a 1995 Supreme Court ruling. Messer and Mentavlos said that they were repeatedly punched and kicked by upperclassmen, and that on several occasions their clothing was doused with lighter fluid and set on fire. [See 1998 Integration at VMI and The Citadel]

Following an investigation of the alleged hazing at The Citadel, the Justice Department issued a report in January 1998 that found that "hazing, including physical abuse, still exists to a disturbing degree" at the military college. The report said investigators had uncovered incidents in which male cadets had carved letters into other cadets' flesh, punched staples into their chests and cut their faces with swords.

Since hazing is usually practiced secretly, the public rarely has a chance to witness hazing

firsthand. But in January 1997, the Cable News Network (CNN) and the television news program "Dateline NBC" broadcast amateur videotapes of a hazing tradition involving Marine Corps paratroopers. The videotapes depicted an unofficial rite, known as "blood pinning," in which newly acquired medals were pounded into the chests of paratroopers, some of whom writhed and screamed in pain. [See 1998 'Blood Pinning': Harmless Tradition or Abusive Hazing?]

Amateur videotapes have also helped shed light on brutal hazing practices in Canada's infantry. The Canadian Airborne Regiment, an elite fighting unit, was rocked by scandal in January 1995 when videotapes showing the regiment's gruesome hazing rituals were released. The videotapes depicted Airborne soldiers receiving electric shocks and being forced to eat feces, vomit and bread soaked with urine. Canadian Prime Minister Jean Chretien called the regiment's behavior "horrible and unacceptable." Citing the hazing incidents and other scandals involving Airborne soldiers, Canadian Defense Minister David Collenette disbanded the regiment later that month.

Fraternity Hazing

According to Hank Nuwer, author of *Broken Pledges: The Deadly Rite of Hazing* (1990), veterans and former cadets at military academies may have been partly responsible for introducing the more violent forms of hazing to college fraternities. Greek-letter fraternities, which began to be formed in the late 1700s, have included initiation rituals since they were founded, but those early initiations rarely included physical abuse, harassment or heavy alcohol drinking. In fact, hazing at colleges and universities was seldom a problem until the late 19th century, when fraternities began to embrace more dangerous pranks and physically violent initiation rituals, perhaps in imitation of the hazing that was commonplace among military schools at the time.

At first, the most serious hazing that took place at colleges and universities stemmed from class rivalries. Traditional battles royal, or "scraps," between sophomores and freshmen at some colleges, for example, pit the classes against one another in physical contests. The confrontations erupted into violence during the early 1900s at many schools, including St. John's College in Annapolis, Md., Columbia College in New York City, and Rutgers University in New Brunswick, N.J. At Muhlenberg College in Allentown, Pa., school faculty suspended the entire sophomore class in 1909 for a hazing incident involving the class and a group of freshmen.

Hazing became less common during World War II, since many college-aged men were fighting overseas. But after the war ended in 1945, veterans began enrolling in college in record numbers and hazing resumed. In a number of cases, veterans who enrolled in college introduced strenuous physical hazing that gave some fraternity pledge programs "a boot-camp aura," according to Nuwer.

By the 1970s, many fraternities had gained a reputation for their wild parties, risky pranks and abusive hazing. Movies, such as the 1978 hit *Animal House*, reinforced that image, although many fraternities complained that popular culture depicted them unfairly. By most accounts, however, national fraternities did little to dispel their reputation at the time and rarely enforced official regulations against hazing.

Also by the 1970s, alcohol had become an increasingly central part of fraternity parties and pledge initiations. Fraternity pledges are often encouraged or forced to drink large amounts of alcohol in short periods of time, a practice known as binge drinking. According to Stevens, alcohol is a factor in 98% of all fatal hazing incidents. She says hazing fatalities are often not counted correctly since they are reported only as alcohol-related accidents by many college officials. [For more information on binge drinking, see 1998 Alcohol Issues]

Although hazing had traditionally been associated with fraternities, reports of sorority hazing also began to surface in the 1970s. Sorority hazing less often includes physical abuse, but frequently involves harassing or publicly humiliating pledges. [See 1998 Hazing and Sororities]

During the 1980s, colleges began to monitor hazing more closely and to penalize it more severely. In addition to the passage in many states of antihazing laws, national fraternities and sororities issued strong regulations to forbid their local chapters from hazing. In part, national fraternities have been compelled to crack down on hazing to lower their court costs. Since the mid-1980s, national fraternities have faced an onslaught of lawsuits from pledges harmed by hazing and from the families of students killed in hazing incidents.

In a recent case, Joseph Snell was awarded \$375,000 in punitive damages against the Psi Phi fraternity in July 1997. Snell, a former student at the University of Maryland in College Park, alleged that members of the fraternity beat him on a regular basis with a hammer, horsehair whip and the legs of a chair. The fraternity argued, unsuccessfully, that it was not responsible for Snell's injuries since it did not authorize or condone the hazing committed by individual fraternity members.

In the case of Michael Davis, the 25-year-old who died after being beaten in a hazing incident in 1994, the Kappa Alpha Psi fraternity agreed to pay Davis's family \$2.25 million to settle a wrongful death suit. In addition, several members of the fraternity were convicted of hazing, then a misdemeanor in Missouri. In the wake of Davis's death, however, the Missouri legislature passed a law in 1995 to reclassify hazing as a felony carrying a penalty of up to seven years in prison. [See 1998 Antihazing Laws In the States]

Are Antihazing Laws Needed?

Not everyone believes that state antihazing laws are necessary or effectual. Critics point

out that nearly every college and university already has rules to discourage and punish hazing. They say colleges and universities are in the best position to detect and punish hazing when it occurs since they are closer to the problem and can better assess the seriousness of individual incidents. Students who are not deterred by their school's antihazing policies, they add, will likely not be deterred by state laws either.

Others contend that antihazing laws are redundant since every state already has laws that outlaw physical assault and other acts, such as kidnapping and forced confinement, that a hazing incident might involve. It does not make sense for antihazing laws to "compete" with those other laws, opponents say, especially since the penalties for assault and kidnapping are usually much stiffer than the penalties for hazing.

In some cases, the laws against hazing have gone overboard, according to opponents. Besides outlawing physical abuse, most state antihazing laws also target activities that *might* cause embarrassment or mental stress. Such laws, they contend, often hinge on vague and subjective views of what constitutes mental stress. Almost any initiation act, even the required memorization of an oath or the memorization of a fraternity's history, might be considered stressful by some people, they say.

Under an antihazing measure debated by the Colorado legislature in early 1998, acts of hazing that lead to "severe emotional distress" would have been outlawed. Critics of the measure argued that the language of the bill would subject fraternities and sororities to criminal penalties for simply asking students to wear funny hats or to dance in public. "What about running laps?" asked Chris Butler, a student at Colorado State University in Fort Collins and an opponent of the law. "To some people that can be emotionally troubling," he said. As of July 1998, debate over the measure in the Colorado legislature had stalled.

Critics of antihazing laws also say that most cases of hazing are not only harmless, but can often be rewarding for everyone involved. The majority of pledges who undergo a hazing ritual are still eager to join their fraternities when the ordeal is over, and many view their hazing as a positive experience, one that builds character and forges ties with the group. When "Dateline NBC" ran its footage of paratroopers getting their "blood pinnings," for example, many former paratroopers who suffered the practice said that they considered the experience to be an honor.

A related issue is the willingness of individuals to participate in hazing practices, even when they know that they might be harmed. Few victims of hazing are ever forced against their will to endure abuse, and in most cases they have the option of not participating by simply withdrawing as a pledge from the fraternity. "These people are adults," Butler noted, referring to students who consent to being hazed. "They have a right to submit to some degree of intimidation."

Judges and juries are sometimes reluctant to punish fraternity members for hazing when the alleged victims could have chosen not to participate. In June 1998, for example, Maryland District Court Judge Robert Horsey dismissed felony assault charges against members of the Kappa Alpha Psi fraternity, who had been charged with beating pledges with canes and paddles every day for two months. Five pledges were hospitalized and at least two of them had to undergo surgery to remove infected flesh on their buttocks. But Horsey said that the pledges should have known that their beatings would continue and noted that other pledges chose to leave the fraternity rather than continue to endure the hazing. Referring to the hospitalized pledges, Horsey said, "I think they should have gotten smarter...and gotten out."

Stronger Laws Advocated

Advocates of strong antihazing laws, on the other hand, argue that consent should not be used to excuse hazing. Hazing victims are often intimidated and feel that they must obey their hazers to avoid suffering even more abuse, they argue. In many cases, they say, students are required to pledge their loyalty to the fraternity and to take vows of secrecy about their initiation ritual long before they fully realize the severity of the hazing that they are forced to endure. Afterward, pledges are often reluctant to betray the fraternity by reporting their abuse to authorities.

Frequently, fraternity members initially try to make pledges feel comfortable, so that the pledges will trust them. As a result, pledges are often surprised--and unprepared--for hazing when it begins, and may be too trusting to object to the abuse, according to critics. Adding to the problem, most victims of hazing are first encouraged or forced to drink large quantities of alcohol, which can cloud their judgment about their own safety.

While opponents of hazing applaud colleges and fraternities for adopting tough antihazing policies, they say that those measures are simply not enough. They say that state antihazing laws, which treat hazing a crime, are necessary since state laws can carry stiff penalties, such as jail time, that colleges cannot impose. In addition, schools have limited authority to regulate hazing that occurs off their campuses. It is difficult for schools to penalize hazing that takes place during an off-campus party, for example, or during a ski trip that is not sponsored by the school.

Others argue that colleges already do a poor job of monitoring hazing and of condemning it when it occurs. They say that because colleges and universities want to avoid bad publicity, the schools tend to underreport hazing and often fail to investigate claims of abuse. Virginia's antihazing law, for example, is often sharply criticized since it stipulates that only the presiding authority of a school can bring hazing charges. The law is weak, according to Nuwer, because it allows judgments over hazing to be made by a person "with a vested interest in the school not losing face."

Opponents also say that state laws prohibiting assault are an ineffective way to stop hazing, in part because they fail to acknowledge psychological hazing, such as sleep deprivation, ostracism and public humiliation. They contend that mental hazing can have a debilitating effect on the emotional health of students and can lead to more serious abuse, accidents and even suicide. Stevens cites hazing cases in which students have had recurring mental breakdowns and have been forced to leave college, jeopardizing their careers, as a result of the humiliation and mental abuse that they were forced to endure.

Furthermore, unlike other state criminal laws, most antihazing measures include provisions that allow entire groups, not just individuals, to be charged with hazing crimes. Prior to the passage of antihazing laws, fraternities and sororities often escaped criminal prosecution as groups, even though they organized or encouraged the hazing that resulted in a person's death or injury.

Most antihazing measures also allow fraternities and other clubs to be charged with a hazing crime even if the victim of the hazing refuses to cooperate with authorities. Antihazing advocates say such laws are needed to prevent fraternities from trying to threaten or silence victims and to send the clear message that even hazing that is ostensibly voluntary will not be tolerated.

Are Fraternities To Blame?

While many opponents of hazing favor the passage of tougher criminal antihazing laws, others believe that the best way to curb hazing is to target national fraternities. Alcohol is a factor in nearly all fatal hazing incidents, and hazing opponents blame fraternities for encouraging irresponsible drinking among new pledge members. Observers say that fraternities rarely obey minimum-age drinking laws, which prohibit anyone under the age of 21 from drinking alcohol and which make it a crime to serve alcohol to anyone underage.

The perils of excessive drinking among college fraternities were highlighted by the death of 18-year-old Scott Krueger in September 1997. Krueger died of an alcohol overdose following a fraternity pledge party during which he and other pledges were forced to drink alcohol until they vomited. Just one month earlier, 20-year-old Benjamin Wynne died from an alcohol overdose at Louisiana State University in Baton Rouge. Like Krueger, Wynne was also pledging into a fraternity.

Citing concerns over hazing, alcohol abuse and vandalism, some colleges have abolished fraternities and sororities from their campuses. The trend has been most prevalent among small, liberal arts colleges in the Northeast. Amherst College in Massachusetts and Colby College in Waterville, Maine both abolished their fraternities and sororities in the 1980s. More recently, Bowdoin College in Brunswick, Maine announced in March 1997 that it was planning to abolish fraternities and sororities by the year 2000. Anti-fraternity sentiment

had been growing at Bowdoin since March 1996, when a student visiting from the University of Maine died by falling off the roof of a fraternity house during an unauthorized party.

In their defense, fraternities and sororities claim that they are the wrong targets in the campaign to curb hazing. Many fraternity and sorority leaders say that the Greek system has been unfairly stereotyped, and note that most fraternities and sororities devote an immense amount of time and money toward positive traditions, such as charity and volunteer work.

In early 1997, the National Panhellenic Conference and the National Interfraternity Conference, two of the nation's largest organizations representing fraternities and sororities, released a report showing the benefits of participating in the Greek system. The report found that members of fraternities and sororities are more likely to remain in school than other students and more likely to donate their time and money to their communities.

National fraternities and sororities are also quick to note their recent efforts to eliminate hazing. "Enforcement has been strong," said Jonathan Brant, executive vice-president of the National Interfraternity Conference. "Fraternities are not hesitating to close chapters or expel members. We are trying." Brant and other leaders contend that it is wrong to hold national fraternities responsible for the violent, unauthorized hazing committed by some rogue chapters and individual members.

Military Hazing

Regulating hazing among the armed forces and in military academies poses different problems than those raised by hazing among college fraternities. As part of their normal training in boot camp, soldiers and cadets are forced to endure various physical tests and ordeals on a regular basis. As a result, it is difficult to draw a precise line where the routine physical demands of being in boot camp end and where hazing begins.

Complicating the issue is the often brutal treatment that first-year students must endure as part of the traditional hazing at military academies, such as VMI, The Citadel and the Army's U.S. Military Academy in West Point, N.Y. Under the "adversative" approach used at those schools, freshmen are ostracized, verbally harassed, demeaned and forced to perform strenuous physical activities, such as pushups or laps, at the whims of upperclassmen.

"Hazing is a relative term and is difficult to define in a military sense," says Marine Captain Wilcox. "The mental and physical stress we place on our recruits and officer candidates during introductory training probably would constitute hazing in a collegiate setting." But like many others who work in the military, Wilcox says that forcing cadets to undergo

such ordeals is "is essential to building warriors," since it gives them a taste of the hardships that they could confront during wartime.

The sometimes brutal treatment that recruits and cadets are required to endure, Wilcox adds, are designed to test their courage and commitment to their military units. In the past, elder war veterans often severely hazed newcomers to their units, for example, to ensure that the inexperienced soldiers had the strength and stamina to be depended upon on the battlefield, where courage and mutual trust are essential.

"Acts of hazing--sometimes even violent acts--are rites of passage that link young Marines to their predecessors and teach them they can endure far more pain and stress than they thought they could," writes Dennis O'Brien, a staff writer for the *Chicago Tribune* and former Marine. O'Brien says that the public needs to recognize that training people for the Marines--a job in which soldiers are taught to kill as well as to risk their own lives--needs to include training in how to endure pain.

However, opponents of the adversative approach used in the armed forces and in military academies contend that such sanctioned abuse simply fosters resentment between those who are hazed and their abusers. They say that military leaders need to devise more constructive ways to develop and maintain group unity, such as cooperative games. Demeaning and abusing students, they say, does not serve to build solidarity, but only to weaken it.

Furthermore, opponents of military hazing argue that abusing new recruits only teaches cadets the wrong lessons, telling them that it is permissible to mistreat subordinates and demean fellow cadets. Some worry that hazing can become progressively more severe each year as a result of "hazing creep," the tendency of each new upper class to want to inflict more suffering than they themselves endured as new recruits.

Can Severe Hazing Be Stopped?

Analysts generally agree that there is a greater willingness on the part of colleges and universities, lawmakers, military leaders and fraternities to condemn hazing today there was a mere decade ago. Stevens remarks with optimism that hazing is something that is no longer "being swept under the rug" by national fraternities and sororities. She notes that many states have also begun to pass laws to specifically target hazing that occurs in high schools.

Some observers, however, are worried that tougher antihazing laws and penalties against fraternity chapters may force the practice of hazing to move underground. Hazing is already often shrouded in such secrecy that it is hard to uncover and punish, they say. They fear that hazing could become even more severe and secretive if fraternities are compelled to practice their initiation rites off campus, away from supervising authorities. At least

when hazing takes place on campus, critics say, hazing victims have a greater opportunity to seek help or medical attention. When hazing occurs off campus, on the other hand, victims may feel trapped and unable to escape from their situation.

"Banning the offending organizations only forces the sadism underground or transfers it to another group eager to take its place among the elite in inflicting and suffering pain and humiliation," cautions David Lowery, an editorial writer for the *Austin American Statesman*. Lowery says fraternity leaders need to set a better example and begin to replace abusive hazing with more positive initiation rituals. "The law can't end ritual cruelty," he says, "but individuals can cripple it by rejecting it and destroying the allure."

Stevens, however, remains adamant that strong antihazing laws are necessary since they can help bring attention to the issue. When fraternities members are fined or sent to prison for hazing, she says, society is sending the message that hazing is wrong and will be punished.

Still, hazing has continued, despite the passage of antihazing laws in most states and greater efforts among colleges and fraternities to end the practice. Stevens says that the key to eliminating and preventing hazing is education. Students and their parents need to become informed about hazing, its dangers and the criminal penalties that exist for those who participate in hazing rituals. Stevens also says that fraternities, sororities and other clubs need to develop "more dignified alternatives" to hazing, such as group volunteer work, that can establish the camaraderie and brotherhood that students often seek.

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A Culture of Violence?: Current Topics of Special Interest

Source Database: Information Plus: Youth Violence, Crime, and Gangs: Children at Risk

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High homicide rates, gang violence, bullies, school shootings, crimes based on hate, tales of violent hazings at school, and young people's easy access to guns are just some of the issues frequently cited by the media, lawmakers, and the public as indications that a culture of violence pervades the United States. Whether one reads a newspaper in print or online or watches television, cable, or satellite news, stories featuring crime and violence permeate those publications and broadcasts. "Breaking news" events often spur a flurry of special reports on topics related to the news event. For example, after Eric Harris and Dylan Klebold went on a shooting rampage at Columbine High School in Littleton, Colorado, in 1999, many reports focused on the easy availability of guns and youths' fascination with weapons. Or, when someone is killed in a drive-by shooting, reports often center on gang violence and what law enforcement is doing to prevent it. When the world learned the identities of the Washington, D.C.-area snipers and discovered one was a juvenile, it sparked discussion of whether juveniles should be tried as adults. During the subsequent trial of the young sniper, Lee Boyd Malvo, much debate focused on whether juveniles should be eligible for the death penalty.

Such topics might receive a lot of attention, then fade from view when another incident of a serious, but different, nature occurs. In time, many of those earlier topics are back in the news, the focus of new studies and the subject of much discussion. This chapter presents detailed information on several of the topics frequently discussed in the early twenty-first century.

Hate Crimes

In October 1998 the lives of three 21-year-old men forever changed after reportedly meeting in a bar in Laramie, Wyoming. One was Matthew Shepard, an openly gay student at the University of Wyoming. The other two men, who were friends, were locals Aaron McKinney and Russell Henderson. After meeting, Shepard left the bar with McKinney and Henderson. The pair ultimately robbed and beat Shepard so severely that he died five days later after falling into a coma. They struck Shepard repeatedly with a gun and then tied him to a fence in the countryside, leaving him to die. Shepard was found some 18 hours later by a bicyclist, who at first glance thought Shepard was a scarecrow. The wounds were so severe that doctors could not operate. When Shepard died, the world turned its eyes on Laramie, wondering how a crime so brutal could occur in such a seemingly small, friendly town.

Many perceived the acts against Shepard to be a hate crime, committed against him because he was gay. The prosecution did not approach the case as a hate crime, however. Some people claimed the motive was robbery because McKinney and Henderson took twenty dollars off Shepard as well as his coat, shoes, and credit card. Regardless, during

from my pain."

The organization has developed Don't Laugh at Me (DLAM) programs geared to children from second to eighth grades, as well as after-school summer camp programs. Participating members are encouraged to create "Ridicule Free Zones" where children can feel free of harassment and bullying. The group Peter, Paul and Mary are known for their activities promoting civil rights around the world. They have also spoken out against hate crimes and attended the funeral of Matthew Shepard.

Hazing

Like bullying, hazing involves humiliating someone into doing something that he or she would not do normally. In some instances, the hazing act is silly and harmless. However, in the early twenty-first century, parents and educators have become concerned that hazings are getting more and more aggressive and violent. Such hazings, which often occur as initiations to a school or social club, are considered a "rite of passage" to some, just "horseplay" to others, and degrading and devastating to various victims. Some athletic teams claim that hazing is done to toughen up younger players--to help them bond with the team. But unlike bullying, hazing is often done with the consent of its victims. For example, succumbing to peer pressure and wanting to be part of the group or clique, many students will allow themselves to be subjected to humiliating acts that they don't report.

Hazings, however, can go too far and the victims can be seriously harmed. A few victims have even died. Hazings usually involve older students (veterans) initiating young classmates (newcomers) into the club. The situation can quickly turn violent when the older group gangs up on the younger group, who has no idea what has been planned or what they should expect. Researchers note that students will do things in a mob situation that they would never do on their own.

Several cases of brutal hazings received significant news coverage in 2003, one involving a high school football team and the other concerning senior and junior high school girls. The football incident took place at a training camp over the summer. At camp, several players were allegedly sexually abused with pine cones, golf balls, and broomsticks. Three players were charged in the incident and appeared before a judge, who was to decide if they should stand trial as juveniles or adults. The judge ordered the decision sealed.

The incident involving the teenage school girls occurred in what was supposed to be a "powder puff" football game at a local park. Instead, the younger girls were allegedly beaten, kicked, shoved, and pelted with a variety of objects and liquids, including garbage, mud, paint, animal intestines, feces, and urine. Five girls were taken to the hospital as a result. Fifteen students, who were charged with misdemeanors, were identified through witnesses and a videotape that someone made of the melee. Thirty-two were suspended from school. Although the girls were underage, alcohol was present. Police considered charging some of the girls' parents for providing the alcohol.

Reports of such violent hazings are rare, but nearly half (48 percent) of all students are subjected to some form of hazing, according to a study conducted by Alfred University in 2000 (Nadine C. Hoover and Norman J. Pollard, *Initiation Rites in American High Schools: A National Survey*, Alfred University, Alfred, New York, 2000). The researchers concluded that "more than 1.5 million high school students in the United States are being subjected to some form of hazing each year." The study also attempted to differentiate between hazing that was humiliating rather than just embarrassing. Forty-three percent of students reported humiliating hazing. In addition, 23 percent cited hazing activities involving substance abuse.

Various researchers contend that hazing incidents are underreported. This occurs for several reasons: 1) The victim believes that hazing is an unpleasant, but a necessary part of joining an organization; 2) the victim is threatened into remaining silent; 3) the victim is ashamed and wants to forget the incident occurred; 4) the victim assumes everyone has to endure such acts; or 5) the victim doesn't want to involve parents, school officials, or police

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because that would bring more trouble from the hazers. Some school administrators, coaches, and parents also play a role in encouraging students to refrain from reporting the incidents saying that they, too, had to endure such rituals. Many schools, however, are developing anti-hazing programs. Parents of students victimized by hazings have also brought lawsuits against schools and the perpetrators of such events.

Guns

For many young Americans, schools, neighborhoods, parks, the street, and even the home can be dangerous places. Guns, knives, and other weapons turn up in searches of school lockers on occasion. Newscasts sometimes describe incidents of children being shot on playgrounds or youths firing guns from car windows as they cruise the streets. In "Prevalence of Youth Access to Alcohol or a Gun in the Home" (M.H. Swahn et al, *Injury Prevention*, 2002), the authors note that nearly one-quarter (24.3 percent) of adolescents ages 12 to 18 have easy access to a gun in the home. The use of deadly weapons and force in violent incidents, frequently reported by the news media, has increased fear among citizens of all ages.

By the 1980s guns were readily available to juveniles, according to Stuart Greenbaum, a specialist in public safety. In the publication "Kids and Guns: From Playgrounds to Battlegrounds" (*Juvenile Justice*, vol. 3, no. 2, September 1997), Greenbaum asserts that guns are the weapons of choice for today's youth. The juvenile arrest rate for weapons law violations increased more than 100 percent between 1987 and 1993. Although the rate fell 48 percent between 1993 and 2000, returning to about the same level as 1987, youth use of guns is still a major concern.

The gun as the weapon of choice among youths is backed by statistical data. For example, from 1983 to 1994 gun homicides by juveniles tripled while homicides involving other types of weapons decreased. From 1994 to 1997, however, homicides by youth declined sharply, primarily those involving firearms. Reasons for this are often cited as tougher laws, adult sentencing of youthful offenders, and vigilance by police to prevent violent crime.

Suicides

Other gun violence rose in the 1980s and early 1990s as well, namely suicides. From 1980 to 1994 the suicide rate for persons aged 15 to 19 grew 29 percent. Firearm-related suicides accounted for 96 percent of the increase. Beginning in 1995, the number of firearm-related suicides for those 19 or younger gradually declined, from 1,450 to 1,078 in 1999. Yet, due to the overall decline in all firearm-related deaths during those years (from 5,285 to 3,385), the percentage of firearm-related suicides for persons under 19 rose from 27 percent of all firearm-related deaths in 1995 to 33 percent in 1998, then dropped off slightly to 32 percent in 1999. According to the Centers for Disease Control and Prevention (CDC), in 2000 more than 1,007 children ages 10 to 19 committed suicide with firearms.

"Protecting Adolescents from Harm: Findings from the National Longitudinal Study on Adolescent Health" (*Journal of the American Medical Association*, vol. 18, no. 10, September 1997) reported that adolescents living in homes where guns were present were more likely to contemplate or attempt suicide. In houses in which guns are present, the risk of suicide is believed to be five times greater than that in houses in which there are no guns.















ATF Tracing Program

When committing crimes, juveniles and youth are more likely than adults to use handguns and semiautomatic weapons, according to the ATF. The ATF's Youth Crime Gun Interdiction Initiative (YCGII), begun in 1996 as a pilot program in 17 cities throughout the country, was aimed at reducing youth violence involving the use of firearms. Under the initiative, participating cities send information on all "crime guns" to the ATF's National Tracing

recklessness that may dominate in younger years can subside.... As long as the mitigating evidence is within "the effective reach of the sentencer," the requirements of the Eighth Amendment are satisfied.

Justice O'Connor, in a dissenting opinion joined by Justices Blackmun, Stevens, and David Souter, stated that the jurors were not allowed to give "full effect to his strongest mitigating circumstance: his youth." Hearing of his less than exemplary youth, a jury might easily conclude, as Johnson's did, that he would continue to be a threat to society.

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-  [Table showing agency hate crime reporting by state, 2002.](#)
-  [Table showing criminal incidents, offenses, victims, and known offenders by offense type, 2002.](#)
-  [Table showing criminal incidents, offenses, victims, and known offenders by type of prejudice that prompted crime, 2002.](#)
-  [Table showing race of known offenders, 2002.](#)
-  [Table showing hate crime incidents by location, 2002.](#)
-  [Table showing percentage of students ages 12-18 who reported being targets of hate-related words at school during the previous 6 months, by selected student characteristics, 2001. Data shown by ethnicity, grade, and sex.](#)
-  [Bar graph showing percentage of students ages 12-18 who reported being targets of hate-related words or who saw hate-related graffiti at school during the previous 6 months, by student and school characteristics, 2001.](#)
-  [Pie charts showing subjects arrested for church arsons and bombings by age and gender, January 1, 1995-August 15, 2000.](#)
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-  [Table showing percentage of students ages 12-18 who reported being bullied at school during the previous 6 months, by selected student characteristics, 1999 and 2001. Data shown by sex, ethnicity, and age.](#)
-  [Bar graph showing percentage of students ages 12-18 who reported being bullied at school, by student reports of bringing any weapon to school, 1999.](#)
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Educating to Eliminate Hazing

High School Hazing

Frequent misconceptions about hazing include the idea that hazing is nothing more than harmless pranks and that it is a practice largely isolated to college fraternities. The reality is that hazing activities occur in many different arenas. As a recent study indicates, hazing takes place in both men's and women's organizations and is common among student groups in middle/high schools—particularly athletic teams. To date, there has been no large scale research focused solely on hazing at the high school level. However, Hank Nuwer's book, High School Hazing marks the beginning of a much-needed focus toward this issue.

Hazing at any age can be exceedingly harmful. Hazing at the high school level is particularly troubling because the developmental stages of adolescence create a situation in which many students are more vulnerable to peer pressure due to the tremendous need for belonging, making friends and finding approval in one's peer group. Further, the danger of hazing at the high school level is heightened by the lack of awareness and policy development/enforcement around this issue. While many colleges and universities in the U.S. have instituted anti-hazing policies and educational awareness programs related to hazing, very few secondary schools have done the same.

A major part of the problem is the lack of understanding among the general population about hazing. Hazing practices in high schools are often overlooked and dismissed as mere "traditions" because students, parents, teachers, coaches and administrators do not understand the definition of hazing and how it operates in society. Many who are aware of hazing activities do not concern themselves with confronting the behavior because of the popular myths and misconceptions that are attached to the term. Hazing is not about harmless traditions or silly antics—hazing is about abuse of power and violation of human dignity. Hazing is a form of abuse and victimization. This is why it is crucial to promote anti-hazing education and support for victims at the middle and high school levels.

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Hazing Defined

"Hazing" refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. In years past, hazing practices were typically considered harmless pranks or comical antics associated with young men in college fraternities.

Today we know that hazing extends far beyond college fraternities and is experienced by boys/men and girls/women in school groups, university organizations, athletic teams, the military, and other social and professional organizations. Hazing is a complex social problem that is shaped by power dynamics operating in a group and/or organization and within a particular cultural context.

Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating. The specific behaviors or activities within these categories vary widely among participants, groups and settings. While alcohol use is common in many types of hazing, other examples of typical hazing practices include: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; brandings; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault.

Some common definitions and examples of hazing are below:

In the Alfred/NCAA survey of college athletes, hazing was defined as:

"any activity expected of someone joining a group that humiliates, degrades, abuses or endangers, regardless of the person's willingness to participate. This does not include activities such as rookies carrying the balls, team parties with community games, or going out with your teammates, unless an atmosphere of humiliation, degradation, abuse or danger arises."

"Hazing is an activity that a high-status member orders other members to engage in or suggests

EXAMPLES OF HAZING

The following are some examples of hazing divided into three categories: subtle, harassment, and violent. It is impossible to list all possible hazing behaviors because many are context-specific. While this is not an all-inclusive list, it provides some common examples of hazing traditions. [More Examples.](#)

A. SUBTLE HAZING:

Behaviors that emphasize a power imbalance between new members/rookies and other members of the group or team. Termed "subtle hazing" because these types of hazing are often taken-for-granted or accepted as "harmless" or meaningless. Subtle hazing typically involves activities or attitudes that breach reasonable standards of mutual respect and place new members/rookies on the receiving end of ridicule, embarrassment, and/or humiliation tactics. New members/rookies often feel the need to endure subtle hazing to feel like part of the group or team. (Some types of subtle hazing may also be considered harassment hazing).

Some Examples:

- Deception
- Assigning demerits
- Silence periods with implied threats for violation
- Deprivation of privileges granted to other members
- Requiring new members/rookies to

that they engage in that in some way humbles a newcomer who lacks the power to resist, because he or she want to gain admission to a group. Hazing can be noncriminal, but it is nearly always against the rules of an institution, team, or Greek group. It can be criminal, which means that a state statute has been violated. This usually occurs when a pledging-related activity results in gross physical injury or death" (from Hank Nuwer's book *Wrongs of Passage*, 1999, p. xxv).

Hazing is defined by the FIPG (Fraternal Information Programming Group) as:

"Any action taken or situation created, intentionally, whether on or off fraternity premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities may include but are not limited to the following: use of alcohol; paddling in any form; creation of excessive fatigue; physical and psychological shocks; quests, treasure hunts, scavenger hunts, road trips or any other such activities carried on outside or inside of the confines of the chapter house; wearing of public apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; and any other activities which are not consistent with fraternal law, ritual or policy or the regulations and policies of the educational institution."

- "1. If you have to ask if it's hazing, it is.
2. If in doubt, call your advisor/coach/national office. If you won't pick up the phone, you have your answer. Don't B.S. yourself.
3. If you haze, you have low self-esteem.
4. If you allow hazing to occur, you are a 'hazing enabler.'
5. Failure to stop hazing will result in death..."

Will Keim, Ph.D., "The Power of Caring"

- perform duties not assigned to other members
- Socially isolating new members/rookies
- Line-ups and Drills/Tests on meaningless information
- Name calling
- Requiring new members/rookies to refer to other members with titles (e.g. "Mr.," "Miss") while they are identified with demeaning terms
- Expecting certain items to always be in one's possession

B. HARASSMENT

HAZING: Behaviors that cause emotional anguish or physical discomfort in order to feel like part of the group. Harassment hazing confuses, frustrates, and causes undue stress for new members/rookies. (Some types of harassment hazing can also be considered violent hazing).

Some Examples:

- Verbal abuse
- Threats or implied threats
- Asking new members to wear embarrassing or humiliating attire
- Stunt or skit nights with degrading, crude, or humiliating acts
- Expecting new members/rookies to perform personal service to other members such as carrying books, errands, cooking, cleaning etc
- Sleep deprivation
- Sexual simulations
- Expecting new

members/rookies to be deprived of maintaining a normal schedule of bodily cleanliness.

- Be expected to harass others

C. VIOLENT HAZING :

Behaviors that have the potential to cause physical and/or emotional, or psychological harm.

Some Examples:

- Forced or coerced alcohol or other drug consumption
- Beating, paddling, or other forms of assault
- Branding
- Forced or coerced ingestion of vile substances or concoctions
- Burning
- Water intoxication
- Expecting abuse or mistreatment of animals
- Public nudity
- Expecting illegal activity
- Bondage
- Abductions/kidnaps
- Exposure to cold weather or extreme heat without appropriate protection

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Hazing Paper Outline

1. **Working Thesis:** Although high school hazing can be harmless, it can escalate to being dangerous and illegal as teens try to out-do one another.
2. **Constant Notice:** "Hazing Creep" – keeps getting worse and worse as teens try to out-do one another
3. **Topic One:** Can turn illegal and dangerous
 - a. Mention his case where it was dangerous – and person's life affected
 - b. In college - lots of people die from it
 - i. (98% of hazing death are alcohol related)
 - ii. mention a bit about frats
 - iii. if people know it is wrong in hs – this can be prevented
4. **Two:** It is done because students feel they need to belong
 - a. Peer pressure
 - b. Both hazer (Source 8) and the victim (7) feel peer pressure
 - c. Teens need to belong (pp)
 - d. Under reported because coaches did it (as hs students) and they go along with it
 - i. Hazers also did it a few years ago (and try to best that)
 - e. New people want to join team – might not know it's wrong
 - f. Coaches and hazers don't know danger (of escalation)
5. **Three:** It's just wrong!
 - a. People shouldn't suffer for joining a team
 - i. Eight-> "abuse of power and human dignity"
 - b. Some people just don't want to do it
 - i. Give theater boy example
 1. ruined his life! (sort-of)
 - c. **Counterpoint:** Makes groups stronger
 - i. Better ways to "build teamwork"
 - ii. ?give example of how people are doing that?
6. **Other points** (that I should work in somehow - ?or not?):
 - a. **Hazing victims give their consent (?into point three?)**
 - b. Less sever- doesn't deserve punishment – (see source 4)

Looks Good
Mike!
See me
if you
have
concerns!

Conclusion Paragraphs

Final impressions are important, almost as important as first impressions. A concluding paragraph is the last impression you will make on your reader, so make it good!

Your concluding paragraph *must*:

RESTATE YOUR THESIS IN A FRESH WAY. Do not use the same wording that you used in your thesis.

There are a number of other options that you have when writing a conclusion. You do not have to limit yourself to one of these. You may use them in any combination that seems appropriate.

Your concluding paragraph *might*:

1. Restate the main points of your essay
2. Make a prediction or recommendation
3. Propose a solution to the problem your essay discussed
4. Provide a quotation that supports the ideas
5. Make a reference to an anecdote or story from the introduction
6. A combination of the above

do more than
just restate

Remember that you want your conclusion to flow smoothly and provide a sense of closure. Although you may suggest other concerns that may not have been addressed in your essay, do not confuse the reader with *excess* information.

Suggestions for writing conclusions:

Conclusions are often the most difficult part of an essay to write since many writers think they have nothing left to say when they finish their last body paragraph. A writer needs to keep in mind the conclusion is often what the reader remembers best, so the conclusion should be just as effective as the rest of the essay.

A Conclusion Should:

- Stress the importance of the thesis statement
- give the essay a sense of completeness, and
- leave a final impression on the reader

More Suggestions:

- ***Synthesize; do not summarize:*** Don't simply repeat things in your paper. The reader has read it. Show the reader how the points you made and the support and examples you used were not random. Explain how they fit together.
- ***Answer the question "So What?":*** Show the readers why this paper was important, meaningful, and useful.
- ***Redirect your readers:*** Give your reader something to think about: perhaps a way to use your paper in the "real world." If your introduction went from general to specific, make your conclusion go from specific to general. Think globally.
- ***Create new meaning:*** You don't have to give new information to create a new meaning. By demonstrating how your ideas work together you can create a new picture. Often the sum of the paper is worth more than its parts

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