COLLEGE HOUSING AS LEARNING CENTERS

Harold C. Riker

American College Personnel Association
A Division of
American Personnel and Guidance Association
in cooperation with
The Association of College and University
Housing Officers

Student Personnel Series
No. 3
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by

Harold C. Riker
Director of Housing
University of Florida

The American College Personnel Association

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American College Personnel Association
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PREFACE

Architects are taught that form follows function. According to this principle, educational student housing can readily be built on the college campus when the functions are well defined in the plans and accurately expressed in the structure.

The two primary functions of college housing — as distinguished from other kinds — are, first, to provide a satisfactory place for students to live and, second, to help students to learn and to grow, since this housing is part of an educational institution.

Each college or university will specify these functions according to its own needs. In terms of student housing generally, however, living is to be defined as more than a bed and learning as more than a desk; they are part of a total process, a wholeness of student experience on the campus. To contribute favorably and consistently to this experience, the living and learning that go on in student housing have to be stimulated and sustained by planned programs.

For each of several recent years, colleges and universities have allocated over 30 per cent of their capital outlay dollars to the construction and renovation of student housing projects. When all of the many housing projects are successfully used to promote student living and learning, the impact on higher education in this country will be tremendous.

Harold C. Riker
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My particular thanks go to Dr. Margaret Ruth Smith, Monograph Commission Chairman, whose enthusiasm, advice and encouragement steered this monograph to completion. I am especially indebted to Mrs. Margaret Farmer, Editorial Associate, Educational Facilities Laboratories, Inc., for her invaluable assistance in editing the manuscript, and to Dr. Harold B. Gores, EFL President, for permitting her to do so.

The opinions and points of view expressed in this monograph are my own and do not necessarily represent those of any of the persons or organizations associated with the preparation of this monograph.

Harold C. Riker
The Present and the Future

Colleges and administrators are accustomed to seeing their student housing as a business enterprise because direct sources of income are generated to cover at least a major part of the cost. But few also see this housing as an important factor in the education of students so that the business function is the means to an end rather than an end in itself. Confusion as to the role of housing on the campus has led to some nonsensical combinations of facilities, staff, and activities—each tending to cancel out the effectiveness of the other.

This confusion is no longer to be glossed over or ignored. Great sums of money are now involved in the construction and operation of student housing so that the investment, if made, ought to contribute directly to institutional purposes. Even more to the point, colleges and universities are beginning to discover that they must make maximum use of all the facilities at their disposal in order to meet their responsibilities for conserving and developing this nation’s vital human resources.

The performance record of college housing is marred by shallow concepts of its role as an educational facility, hollow lip-service to its uses as part of the institutional program, and limited administrative initiative or creativity in the development of a housing program. Some of today’s housing is of incredibly poor quality, not so much because of its construction or equipment, but because it is inappropriate for the college and the students who live there. Quality in this sense is not so much a matter of dollar cost as it is educational usefulness.

The unfavorable side of this record has led to erroneous conclusions that housing is not an integral part of the college where it exists and that the college, abandoning whatever housing it has, will do better to concentrate on instructional facilities alone. Similar notions were advanced just over a hundred years ago at the University of Michigan and housing there was abolished for a time. Today, Michigan’s housing system is one of the largest in the country.

At the same time, it is well to recognize that significant change is under way as colleges and universities take on new and enlarged responsibilities. Some colleges will choose to relinquish their housing and feeding responsibilities, primarily for financial reasons, thus giving up useful educational facilities. On the other hand, because of expanding knowledge of human behavior, more institutions will discover and utilize their housing units as integral parts of the educational process so that these units will serve as vital centers for learning. As housing is developed and used to fulfill this role, notable changes will also be taking place in the institution’s curriculum, teaching methods, and operating philosophy.

A great quantity of student housing has been built on college campuses across the country during the past 10 years, a large amount of new construction is under way, and more is being planned. The pressure for dollars and results demands that present practices be closely scrutinized.

Return on the Investment

Sleeping and feeding facilities have been provided for thousands upon thousands of aspiring partakers of higher education. Colleges and universities have been able to expand tremendously in size so that their total enrollment has doubled in the past 10 years. At the same time, numbers and expansion have all too often shifted student housing into a warehousing operation. Plans for new construction have boiled down to the question of how many students can be bedded down, not how many will survive.

The Housing Climate. Step inside a college residence hall, look around, and ask yourself how the place makes you feel: satisfied and pleased, dissatisfied and uneasy, or no feeling at all. The entrance lobby may be warm and inviting or cold and severe. The lounge may be colorful and comfortable, or bleak or seedy. The corridors are probably barren and sterile with room doors by the cell block. Some student rooms will seem attractive and pleasant; others, dismal and depressing; but most will convey the impression of a storage box for the student and his gear. The study desk is likely to be obtrusive.

Other than this desk, however, and a few textbooks in students’ rooms, nothing about the typical residence
hall will suggest that the building is an educational facility and part of an educational plant. Nothing about its climate will serve to stimulate students to investigate some feature of the academic life. To the contrary, the bright recreation room says to students, "You're here to play." The expensive lounge says, "You're here to relax." The long corridors and congested lobbies or dining rooms say, "You're really not important here." The disciplinary system and staff procedures state flatly, "You're juvenile."

Exposure to this kind of climate is often the entering student's first impression of college. Typically, but with exceptions, this is the climate that surrounds as many as one-quarter of today's college students during a sizeable amount of every 24-hour day on campus, conservatively, from 75 to 95 hours per week. By contrast, a student may spend from 15 to 18 hours per week in class. Direct exposure to the academic life is thus brief by comparison—and not necessarily sharp. Given a nonintellectual housing climate, limited and uncertain exposure to the academic life, colleges and universities should not be surprised at the number of dropouts or disillusioned graduates.

The Root of the Problem. A nonintellectual housing climate may develop out of various factors. The planners did not conceive of the housing unit as an educational facility; it was designed as comfortable shelter and little more. The administrators, remembering their own experiences in college, expected to use the building for conduct control and the enforcement of regulations—a sufficient educational function in the view of some traditionalists. The teaching faculty had nothing to do with the planning and, hence, had no reason to see any uses for the building in teaching students. The students themselves, unimpressed by their academic program, tended to insulate their residential living from their classroom activities.

The root of the problem is fundamentally the time-honored but unwarranted assumption that learning is a product of just the classroom, occurring solely as the result of action and reaction among the teacher, the student, and their subject. The accumulating indications are, however, that many factors influence learning and that most of them are outside the classroom. The student society, for example, appears to be a significant force affecting behavior. For this reason, the student residence becomes an important means of working with this society.

A Time for Action

The theories about learning are many, and the evidence regarding the factors involved is far from conclusive. Even so, the wise course of action is to experiment with housing as a factor in learning because of the over-riding importance of finding better ways to insure student success at college. For example, solutions to the problem of student attrition should take advantage of housing programs wherever possible.

The time has come for trustees and administrators to take a fresh look at student housing and its requirements. Conditions today are greatly different from conditions yesterday; enrollments and buildings have both grown larger, with increases in size alone creating new problems. Thirty years ago college housing consisted principally of small residence halls with capacities averaging about 60 students. Today's residence halls tend to be large with capacities sometimes exceeding 1,000. Currently under consideration are new high-rise buildings for as many as 2,000 students each.

In addition to the customary residence halls for men or women and the fraternity-sorority houses, student housing now includes coeducational halls where men and women students share lounges, dining rooms, libraries, and social rooms. Apartment buildings for married students and, to a lesser extent, for single students have added a new dimension to college housing. Cooperative houses for students who want to cut down on living costs also contribute to the diversity in types of housing. The concentrations of students living within limited areas of the campus have created dynamic student towns requiring competent administration.

But the requirements are more than administrative; educational leadership is needed. Sheer numbers of students—5.3 million in 1964 as compared with 1.4 million in 1939—have produced feelings of impersonality, indifference, and the bigness of the institution versus the littleness of the individual. Communications among students and faculty or staff have become difficult, so that mutual understanding and appreciation are objectives that must be worked for. Review and revision are overdue for inappropriate conduct controls which have aroused resistance and antagonism, stimulating the trend for upper division students to move into off-campus apartments where numbers and authority can be shut out. Housing programs need to be overhauled to stimulate today's students whose intellectual capacities and experience background exceed those of so many of their predecessors. Serousness of purpose and the desire to learn are qualities to be encouraged vigorously at all times and by all possible means, not stymied by a narrowly conceived academic regimen.

The time is at hand when trustees and administrators will recognize out of necessity that housing designed and administered for formal or informal teaching purposes is not a philosophical ideal that is "nice if we can afford it." It is a requirement produced by changing times and conditions. For those who say that they cannot afford educationally oriented housing, the fact of the matter is that they cannot afford not to have it on the future residential campus. For many institutions,
the only necessary step will be to take full advantage of
the housing that already exists.

No one can draw the conclusion that all college stu-
dents should or will be assigned to campus living accom-
modations. For financial reasons alone, less than 50
per cent of all enrolled full-time students will ever live
on campus at any one period of time. And instruction by
television or other equipment will increase the number of
students who never set foot on college grounds. Nev-
ertheless, for sizable groups of eager scholars campus
housing units will increasingly act as learning centers,
stimulating intellectual activity and serving to raise stu-
dent standards of academic excellence. In fact, as tech-
nological equipment is developed and accepted for
educational uses, housing units may assume primary
importance as places to be used for the exchange and
interplay of ideas within communities of scholars organ-
ized for this purpose.

One sure thing about the future is change and par-
ticularly the accelerating rate of change. College housing
is no exception. Although many of the changes to date
have been superficial and confined principally to the
latest in equipment gadgetry, some basic changes are
occurring as high-rise residence halls are constructed,
buildings for men and women students are located in
close proximity, and residential-instructional facilities are
combined within the same structures.

With a steady demand for more housing to meet
increasing enrollments, negotiations are now routinely
under way for an average of more than 10 new or renova-
tion projects every week in the year. Since the major
part of this construction is financed over a 40-year
period, projects currently being undertaken will be in use
past the year 2000. As best they can, planners of today's
housing ought to anticipate the requirements for college
housing of the future. Since housing reflects the institu-
tion of which it is a part, a look at the American college
of the future will help to provide some answers.

The Future College and University

Colleges and universities of 1985 will be the result
of efforts made during the next 20 years to adapt higher
education to the major dimensions of change in Ameri-
can society. More people will constitute one basic
change, confirming predictions of the population exp-
losion. The number of people living in the United
States will increase to a possible 275 million by 1985, a
growth of 96 million during the 1960-85 period.

For college enrollments this means an increase two
and one half times the current figure, to about 13 mil-
ion students, according to one estimate. However,
population growth is not the only factor that will add
to the number of students. A college education is and
will continue to be a common expectation for college-age
youth. Changes in the industrial and economic life of
the nation will also add to enrollment totals: as the
imbalance of workers and jobs continues, young people
will prolong their college attendance; as older workers
find customary jobs disappearing, sizable numbers will
seek re-education opportunities. Resulting possibilities
are that the present wide range in the ages of students
will become more pronounced, while student aims and
academic programs will show considerably greater differ-
ences than at the present time.

More colleges will be developed to help in meeting
the enrollment pressures. During the past decade the
growth rate has been an average of 17 additional insti-
tutions each year. Currently, community colleges are
being established at a rate of 25 per year. As many as
1,000 new institutions are possible within the next 15
years according to one estimate, which would mean an
average annual rate of 65-70 each year. Regardless of
the eventual number, the large existing institutions will
grow larger and some will be giants in size and stature.

For September, 1964, the United States Office of
Education reported a total of 2,183 institutions of higher
education. Included in this figure, as a new policy, are
technical and semi-professional schools with two or three
year programs not generally creditable to a college de-
gree. One implication of this policy is the redefinition
of a college education to mean that a final degree is not
a necessary requirement.

More variety among institutions of higher learning
is to be expected as they respond to changes in the kinds
of enrolling students and their differing programs. More
colleges and universities will be able to enroll more stu-
dents whose primary interests can be described as aca-
demic or intellectual. As community colleges gain
acceptance and increase in number, they will meet the
needs of many students seeking vocational education
and re-education. In this process of institutional diversi-
fication, students will hopefully redefine their concept
of a college education and attend institutions with pro-
grams that meet their particular interests and abilities.

More machines are inevitable as the Space Age
progresses with new equipment and refined techniques.
Of profound significance is automatic data-processing
equipment which already enables scientists to design
research projects that would have been impossible a
few years ago. The prediction is that computers will
eventually perform at the speed of light. This equip-
ment seems likely to alter radically the materials and
procedures now used by students in the learning pro-
cess. Conceivably, more equipment for study purposes
will be needed by students where they live. Most of all,
the new machines will intensify the explosion of knowl-
dge.

More knowledge and the premium placed on knowl-
edge are fundamental changes affecting the future of
colleges and universities. Already major libraries are
doubling their book collections every 12 to 16 years. The number of technical and scientific journals now defies the efforts of many professional men to keep abreast of new developments in their fields. The dual problem is retrieving and utilizing information within the vast body of expanding knowledge. Some aspects of this problem are being studied in connection with the new library buildings at Johns Hopkins University where the computing center located on a basement level will be available for a variety of purposes. Further in the future are regional libraries mechanically related so that information at any central location will be available throughout the country. Books may be reduced to cards used in mechanical viewers which project a page at a time.

Already colleges and universities are vitally important to industry and government in the production of knowledge. The responsibility of higher educational institutions for processing and disseminating knowledge will assume truly major proportions as the social, economic, and political welfare of the country depends more and more on knowledge for progress. The direction of the future for these institutions is toward close and continuing activities with other segments of American society on a year-round basis. No longer will the college or university exist as an isolated ivory tower.

More organizational problems will have to be solved as colleges and universities increase in internal complexity and external interrelationships. Large institutions may find that machines lead to the centralization of some operations but to the decentralization of others. Small and large institutions will form associations for sharing libraries, laboratories, talent, and curriculum. The Southern Regional Education Board at Atlanta and the Committee on Institutional Cooperation, formed by the Big Ten universities and the University of Chicago, illustrate some of the possibilities.

It seems likely that many colleges and universities will eventually be organized on a regional basis to facilitate the increasing number of cooperative activities and enterprises. Year-round operations will maximize not only the use of physical facilities but also the opportunities for student and faculty to participate in cooperative programs with business, industry, and government. The campus population will become more stabilized when students are encouraged to continue independent study regardless of the formal class schedules and graduating students in greater numbers remain at the institution to work with research projects.

Many forces are at work to change and to recreate the American college campus. These forces will directly affect college housing.

**The Future Student Housing**

During the next 20 years the concept of housing as an integral element of higher education will gradually be accepted by a substantial majority of colleges and universities in this country. This development will come about primarily because of economic factors that dictate the efficient use of college buildings and sources of revenue. With more students and year-round academic calendars, housing units will again pay their own way, as before World War II, and also help financially to support the academic program. Economic factors will thus reinforce accumulating theoretical evidence concerning the values of housing units in the learning process and lead to their general use as educational facilities. Their functions will be vital and varied.

**Basically, housing units of the future will be designed as means for organizing students at large and small institutions into comprehensible living communities where the individual counts as a person.** In such communities, fostered by acquaintance and friendship, new knowledge will take on personal meaning. In this way, problems of student anonymity and loneliness will be reduced and learning will be stimulated. In order that these communities can be made up of students with similar interests, initial assignments will probably be determined by student statements regarding personal values and goals at college. Major fields of study may also be factors in assigning students, especially those in the upper division. New and improved methods will be found for obtaining advance information necessary for assigning students to their own best advantage. Research in the behavioral sciences will provide invaluable information about relationships between group living and individual behavior so that group assignments as well as roommate assignments can contribute positively to individual and group growth.

**Student living communities will be encouraged as educational aids because of their motivational qualities that develop when students live and work together in a team approach to learning.** Faculty members will make use of these communities in various ways to add to the range of their associations with students and thus increase their teaching effectiveness. Team teaching, personal and academic advising, or participating in enrichment programs are among the possibilities. To further vitalize the student environment, books and technological aids to learning will be readily accessible within housing units. The objective will be to cultivate productive centers of intellectual activity which will in turn stimulate other students to quality performance.

**Student housing will be used to focus student energy on learning and, as a consequence, many institutions will concentrate their best teaching efforts for undergraduates where they live.** The combination of living and learning facilities within the same physical area will help to strengthen student-to-student relationships on an intellectual as well as a social basis. Student-to-faculty relations will also tend to be closer in the living-learning situation with the possible result that the lecture system
teaching load can be reduced to free time for more work with individual students. The injection of learning and learning symbols in the form of teachers and classrooms as major elements of daily living, together with the motivating force of the student group engaged in a common enterprise, can generate a new enthusiasm for learning.

In some respects housing units of the future will parallel the colleges of European Renaissance universities. Like their predecessors, these units will be advantageous for teachers and students alike by providing favorable conditions for teaching and learning. A particular advantage will be the mutual concentration of effort which will tend to replace and hence reduce distractions external to the learning centers. Unlike the Renaissance colleges, these centers will be intimately related to the world around them wherever knowledge is being developed. The new machines and data processing will dramatically channel this new knowledge directly to students. In this kind of setting students will live their learning experience every day, not just sample it at specified hours. Because of the intensity of this experience they will live more fully.

Group living will be identified as a part of the curriculum and used in teaching human behavior, development, and relationships. An on-campus housing assignment will mean in effect registering for an action course based on everyday living experiences. The college residence unit has the unique feature of concentrating within limited space a large number of individuals from a variety of backgrounds but engaged in the common activity of gaining an education. In this situation, each student rapidly becomes aware of the intrusion of others into his daily routine; awareness of his intrusion into their routine may come more slowly. He has the opportunity to learn that each person is important, including himself; that each has a responsibility for the well-being of others.

The day-to-day experience of group living is indeed a practical laboratory in human relations. With a housing staff capable of teaching and assisting with teaching, the student will discover, for example, that behavior has a cause, that action is in response to a stimulus. In this process of learning, he will find his living situation more understandable and more useful in supporting his total learning experience.

The Case for Student Housing

Regardless of administrative intent, housing units have in fact long functioned as learning centers where students assimilated the attitudes of other students, exchanged ideas on topics having little to do with the formal curriculum, and adopted group standards as guides for behavior in the classroom and elsewhere. In the past, this informal and haphazard learning has been positive or negative, seldom neutral and more often negative in terms of stimulating intellectual activity.

In the future, housing units will be incorporated into the academic community so that the informal learning will have purpose and direction consistent with the objectives and curriculum of the institution. Recognizing that students are people, colleges and universities will constructively utilize the dynamic social forces at work within student housing units.

Simply stated, the educational function of college housing is to help students to learn and to grow as human beings. The case for housing as an educational facility rests on three fundamental assumptions.

*Environment Influences Behavior.* The housing structure creates a readily visible physical environment—the building with its finishes and furnishings, space, lighting, and color. Not visible are the potent physiological and psychological effects of this environment. For example, insufficient illumination, an undersized study desk, or an ill-fitting study chair may alter a student's intentions to study and drive him to other activities in or out of the building. On the other hand, a suitable combination of physical elements in a student's room can cause him to say, "This room makes me want to study and I forget to go to bed."

Equally important is the social environment created by student living groups and often given form by the physical structure. Since learning may be controlled by the standards of the significant group to which a student belongs, these groups can vitally affect the academic life of the institution. The possibility is that group standards are determined by a small number of the membership, so that active staff support of the positive leadership may balance the scales in favor of the growth of a healthy, intellectually oriented group.

Student achievement probably involves not only the individual and his environment, but also his relationships to this environment. The successful housing programs produce a favorable environment and encourage the development of helpful relationships.

*Enrichment of the Environment Enhances Intellectual Activity.* Since the physical and social environments are probable sources of student stimulation, then the quality of these environments is likely to affect the quality of student responses. If the environment is intellectually impoverished, the chances are that students will not have intellectual interests. A ready illustration of response to environment is provided by children in slum areas of large cities, and the results to date of the Higher Horizons Project in the New York City school system.

This project involves intensified instruction, increased individual attention through counseling, and cultural enrichment of the students' activities. During
a six-year period the number of the project group in junior high school who passed all of their work in high school increased from 5 per cent to 57 per cent. During a four-year period the median IQ of this group changed by almost 10 points from 92.9 to 102.2. The number who scored 100 or above almost doubled. Dropouts were reduced substantially. No longer disciplinary problems, many of these youthful students gained a new sense of purpose and the personal courage to admit their interest in learning and cultural matters.\footnote{C. T. Rowan, "Road out of the Slums," \textit{Saturday Evening Post}, February 4, 1961, pp. 87-88.}

The Higher Horizons Project may well have relevance for higher education. Many college students come from homes where books are seldom read or discussed. Like their younger counterparts, these students too are sometimes indifferent to learning and ignorant of cultural matters. One approach to the problem of student motivation is through the housing environment. Enrichment of this environment involves the physical features of daily living—art objects, books, displays. Enrichment also means activities and programs that keep students in touch with the world of ideas and people with ideas.

Because there is so much to learn in today's world, and so little time, enrichment of the student living environment ought to be part of a planned program arranged to complement the classroom curriculum. If enrichment activities are not so planned, time and money may be unnecessarily dissipated.

\textit{Learning is a Total Process.} A variety of factors influence learning. It is personal, so what a student learns depends considerably on what he wants to learn and what the subject means to him. To hear an idea is one thing, to explore this idea so that it takes on personal meaning is quite another, and the opportunities for students to explore the meaning of ideas are dismayingly limited on the contemporary campus.

Informal and comfortable association with persons having similar interests is another factor. Since housing units provide opportunities for such association, they can be profitably used to contribute to the learning process. This use implies activities that encourage discussion and stimulate the further examination of ideas. If students are to participate in a genuine way, they must have a strong feeling of personal security. This feeling can be provided by a housing staff academically oriented and capable of giving students the kind of security that rests on the firm assurance that someone really cares.

A further factor is the readiness of the student. He operates as a total organism, not a disembodied mind delivered for nurture to the college or university. He is a living human being with a physique, emotions, and a stage of development—all of which influence his mind and learning, sometimes to the point that he is unable to react intellectually to anything said to him in or out of class. Roadblocks to learning exist in a student's preoccupations with his vocational future, sex relations, home problems, finances, or physical condition and appearance. If these preoccupations are not reduced or removed as roadblocks, the student will fail and drop out. In this event who is at fault, the student or the institution?

Regardless of the answer, the fact remains that the instructor's best efforts are wasted unless his students are ready and able to hear and react to what he has to say. Many institutions employ counselors and other personnel specialists to improve students' chances for learning. As part of this team, the housing staff performs an invaluable function in identifying roadblocks, helping students to clear them away, or referring students where remedial action can be initiated rapidly.

But the housing staff can do more. As teachers, its members can express an active concern for the meaning of ideas and encourage students in their search for meaning. Thus, through its environments and staff, housing can contribute materially to student learning.

The Effective Living-Learning Centers

Effective living-learning centers have three essential elements:

- \textit{Programs}, developed as a framework for student action and reaction in learning;
- \textit{Staff}, selected and organized to sustain the programs and guide the day-to-day activities of the housing unit; and
- \textit{Physical Facilities}, designed to meet the requirements of students, programs, and staff.

These elements are closely interrelated and one is largely dependent on the others for its effectiveness. In the past, a common problem has been that these elements were developed separately, often at different times by different people. The logical solution is that decisions regarding programs and staff should be completed before physical facilities are planned, with the same planners also responsible for decisions regarding financing which is, in actuality, the fourth essential element of effective learning centers.

As administrators anticipate the future, they should have a clear view of the housing staff they want and possible developments in the construction of housing facilities.

\textit{The Staff of the Future.} The principal staff member will not be a disciplinarian, he will be a teacher who works with students in such ways that he participates actively in their learning. At the small college he will be relieved of some of his formal instructional responsibilities to assume staff duties in student housing. At the
large college or university, his office and probably his classroom will be located within or close to a living-
learning center so that his associations with students will extend beyond the desk or lectern. In any case, he
will be a visible and viable part of the student community.

In the larger housing systems some of these teachers will also be personnel workers. As members of the
teaching team, the personnel staff will be primarily responsible for giving direction to the student group life,
programming, and instruction in human behavior and relations. This instruction will often be noncredit and
informal. The teaching team as a whole will contribute to the in-service education of student staff, including
resident assistants and group leaders, with the personnel staff supervising administrative activities. Research will
be a joint team function, with the personnel staff assuming initiative for projects concerned with group living.

The part-time staff, graduate and undergraduate,
will be selected principally from students planning to major and perhaps teach in the behavioral sciences. In-
service education will then be a part of their academic program. As a recruiting method, the work of the student
staff will be organized and directed to stimulate interest in higher education as a career, with some emphasis on work in student housing. In this way, colleges and universities will develop a source of qualified candidates for full-time positions in housing and other departmen.

The chief housing administrative officer will be an educator, and so recognized, with ability to coordinate
the academic, personnel, and management functions of living-learning centers. Alert to his responsibility to en-
courage learning, he will maintain a working-living situation which enables teachers and students to make maxi-
mum progress. As specialized personnel agencies on the campus are decentralized, representatives of some of
these agencies will be assigned to living-learning centers. The housing officer will have close relationships with all
of these agencies. Centralized coordination within each center may not be needed when all parts of the housing
staff are agreed on their common objectives.

Physical Facilities of the Future. Housing facilities
will be specifically designed as parts of a total instruc-
tional plant in order to gain the greatest possible econ-
omy in construction costs and space use. At many insti-
tutions, the housing unit will no longer be planned as a
student residence relatively independent of the rest of
the campus.

The pivot point of the building will continue to be
the student room—private headquarters for studying,
sleeping, and storing personal belongings. Of equal im-
portance in the future, however, will be the grouping of
student rooms in a variety of ways to aid in the forma-
tion of student communities within the large structure.

High rise buildings, for example, will enable planners to
limit the size of the community on each floor yet produce
a total building occupancy sufficient for economical
operation. This type of building will also economize on
land use and travel time.

Important too will be food services, library, class-
rooms and meeting rooms, faculty offices, and technical
equipment rooms. Generally speaking, such facilities
will be located in buildings that are separate but adjacent
and often connected with those containing the student
rooms.

The living-learning centers will become a common
element of the American college and university. At the
small college, the campus as a whole will be the center
for learning with buildings arranged and used to inter-
relate the instructional and residential elements. At
large colleges and universities, the number of these cen-
ters will depend upon the number of students to be
housed. In some instances, these centers will serve as
satellite campuses, not necessarily contiguous to the
main campus. Such a development will be helpful to
institutions hemmed in by the surrounding city.

Stabilized environments, which simply mean favor-
able physical conditions for living and learning, will be
a major feature of future centers. Noticeable changes
in environmental conditions—such as temperature, ven-
tilation, and sound—can and do produce distractions
which reduce work efficiency and lead to emotional
tensions. Year-round air-conditioning provides an auto-
matic means for stabilizing room temperature, with
variations for winter and summer. This equipment
furnishes comfortable study conditions, helps to reduce
distracting noise, and adds to room privacy. It also pro-
longs the life of room furnishings and finish materials, at
the same time easing housekeeping requirements.

A future development in stabilized environments seems
likely to be made possible by geodesic domes engi-
eered to enclose each living-learning center, if not the
whole campus. By solving the weather problem, these
domes will transform requirements for building design
and materials. Indications are that these domes are rela-
tively inexpensive to build, not limited in size from the
structural viewpoint, and capable of covering enormous
space. They may, in fact, revolutionize the design and
construction of buildings and, concurrently, present ways
of living.

The new technological equipment placed in living-
learning centers may also be revolutionary by hastening
far-reaching changes in teaching methods. The teaching
station for a group of student rooms is one example.
Connected with the main library, television studios, and
information retrieval center, such stations will bring the
substance for learning directly to student rooms. Equip-
ment for programmed instruction or developing reading
skills may be part of the center library. Motion pictures,
closed-circuit television, and telephone networks have the capability of presenting outstanding teachers and the latest information to any campus and any part of the campus.

Much of this new equipment concentrates on techniques for conveying information to students in the most efficient possible ways. The practical effect is to place more responsibility on students for their own learning and to release teachers from the duties of information-giving. Yet to be understood and fostered, however, is the spark that causes the student to take hold and make use of the information he receives, whatever the source. Perhaps this spark will prove to be the setting and conditions for learning—in short the effective living-learning center.

Although planners cannot know now what equipment may eventually be used, building specifications should make ample provision for conduits which will permit the ready installation of equipment where needed. One possibility to be anticipated is the location of television screens in student rooms. The building structure should also be designed for the ready conversion of lower floor space for specialized equipment and adjacent rooms for seminars or offices.

**The Way to the Future**

Advance planning is the way to a successful future for college housing. As this housing becomes more closely related to the teaching-learning processes, planners will be unable to design a building without first determining the nature of this relationship as it exists or will exist. Because of the accelerating speed of change the probability of this relationship must be anticipated even where it is not yet active or recognized.

*Planning ahead is now a full-time job for small and large institutions alike.* While some of the small colleges may pool their planning resources, the principal difference in planning staffs will be the number employed. Realistic planning will encompass the total program of the institution as well as the programs of its various parts. Planning for a particular housing unit then properly becomes an extension of prior planning for educational programs of the college as a whole.

Successful planning will require a greatly expanded range of information as the basis for sound decisions. One general category of information includes the goals of the institution, its curriculum and teaching methods, the kinds of students to be enrolled, their behavior patterns and attitudes toward learning. The other involves physical space needs for human beings, new construction methods, new materials and equipment, new procedures for housekeeping and maintenance, new solutions to such design problems as interior circulation and sound transmission. Research and the results of research will be important sources for planning knowledge, replacing the routine survey of current practices both good and bad.

Planning in the future should extend beyond the point of delivering a statement of building requirements to the architect. A vital feature of the new planning will be developing procedures that bring together architectural design and building construction as integral parts of a total operation. The objective is a kind of project management in which the talents of architect and contractor are combined to produce a final product that is satisfying to both, and particularly to the college. Such management can conceivably be performed by the architect, the contractor, a specialist team, or the college. In any event, the project manager must have the ability and imagination to carry out his duties, as well as authority and responsibility to a top administrator of the institution.

The importance of project management as a part of planning needs special emphasis. At the present time, design and construction are often entirely separate activities. Among the possible results are time-consuming construction delays because of poor communications between architect and contractor, difficulty for the owner in determining responsibility for project problems, or higher costs because architectural plans have not been tailored to construction budget.

*The indispensable element of successful planning is, of course, sound financing.* Because of the growing dollar requirements for physical plant improvement and expansion, including student housing, colleges and universities will turn more and more to qualified experts to find the best solutions for financing new construction and renovation projects. These experts may be employed as full-time members of the college or university staff, or they may be representatives of reputable firms retained over periods of time for the purpose of developing financing plans for the institution. In either case, administrators will have the advantage of experienced judgment applied to their particular situation and, as a result, can avoid decisions pressured by time or short-term, special interests.

In the foreseeable future, the financing of residential and instructional facilities will become closely related as new living-learning centers are built. Students assigned to these centers will generally pay the full cost including amortization charges, so that room rates will rise, substantially in some instances. At the same time, enlarged scholarship and loan funds will be available from both public and private sources to defray part or all of the educational costs of students unable to pay.

The thoughtful and imaginative consideration of each of the essential elements of the living-learning centers—programs, staff, and facilities—within the context of higher education will add a new and illuminating dimension to planning for student housing.
The Programs

In the past, the educational role of college housing has largely been left to chance. But since chance is a risky basis for achieving desired results, administrators who demand a fair return on their substantial investment in housing are beginning to develop housing programs specifically designed to promote specific educational objectives.

These programs are intended to complement the curriculum by providing a more favorable climate for learning and expanding the student's opportunities for individual growth. Like formal courses, they are organized according to a definite plan and a definite timetable. Unlike formal courses, though, they offer the student no tangible rewards in the form of credits or grades, and participation in them is usually voluntary. To be successful, they must meet student needs simply and directly, which requires skillful planning by a skilled staff.

Since no two colleges or universities are alike, their housing programs differ considerably. The specific programs developed for the various housing units at any given school will be shaped by the same factors that form the framework for the life of the institution as a whole: its overall goals and policies, its curricular program, and the attitudes of its faculty and students.

Institutional Goals and Policies. Although all institutional activities, including those of the housing department, are presumably aimed at carrying out the objectives the college or university sets for itself, it is sometimes difficult for the housing administrator to discover just what these objectives are or how they apply to his work. Broad statements of goals tend to sound much the same, however varied the issuing institutions. But despite their basic similarity, stated goals also reflect subtle differences of purpose which are clearly relevant to housing and its programs.

For example, the major goals of a large midwestern state university include training students to be effective citizens and enabling each student to retain his individuality within his own small group. This university's large housing system devotes considerable attention to the individual and his learning. In contrast, another large midwestern university, this one in an urban location, emphasizes general education, professional preparation, community guidance, and research, but says little about the individual. It provides practically no housing.

A prominent eastern university which seeks to fuse ideas and experience by developing closely knit communities of scholars uses its housing systems to supplement classroom instruction. "Greatness," says one brochure, "derives first from the faculty and second from facilities which include imaginative arrangements for bringing faculty and students together."

Again in the midwest, a small liberal arts college commits itself to superior teaching, academic freedom, high standards of scholarship, and primary contacts among faculty, administration, and students. It is also committed to a strong residential system, through which it cultivates an academic climate conducive to intellectual pursuits.

Farther west, a women's college aims to guide learning and stimulate the growth of each student as an individual and as a responsible member of society. This college too is strongly residential, with part of its academic program conducted within student housing units.

How housing is used depends, then, on which institutional goals are emphasized and how they are translated into practice. As these examples indicate, housing programs tend to reflect the institution's goals for the individual student, becoming most effective as an educational instrument when these goals stress his intellectual growth in association with faculty and staff.

Administrative and Faculty Support. The college president, as chief administrator, decides housing policies for his campus. What he does—or fails to do—eventually governs the direction and strength of housing programs. When it comes to operating philosophy, departmental coordination, and budget, his support is indispensable.

Winning this support means maintaining open lines of communication between the housing office and the president's office. In a large university, the president necessarily relies on his representatives to transmit his viewpoints accurately; in the small college, he may per-
sonally assure himself that his policies are being translated in practice within the housing units. But in either case, without proper follow-up and follow-through, the president may discover that his intentions have not been understood and, therefore, not followed.

In the same way, unless housing personnel earn his confidence by demonstrating effective results from their educational programs, the president may base policy decision on his personal impressions and opinions about housing. If he has none, or is predisposed to the food-and-shelter approach to housing, the programs will obviously suffer.

Faculty members, grouped according to their attitudes toward student housing and its programs, fall into two general categories: those who regard housing as someone else's responsibility, and those who see in it an opportunity for reaching more students more effectively. The first category, unfortunately but understandably, is by far the more numerous. For on most campuses, housing has, in fact, been 'someone else's' responsibility for many years. Even at the small college, where the teacher may be assigned part-time duties in housing, he has usually regarded them as wholly extracurricular.

Yet the ranks of the second group can be swollen. Faculty interest in housing seems to revive when housing programs are designed to improve student learning and teachers are encouraged to participate in them in ways more meaningful than showing up for an occasional afternoon tea.

As a first step, faculty members can be invited to join in formulating plans and policies for student housing, which should no longer be regarded as the special province of student personnel or business officers. Since the faculty ultimately determines the educational uses of housing through its responsibility for the formal curriculum, it should logically also assume some responsibility for program development, in cooperation with the housing staff.

In the long run, though, more basic measures are needed to develop faculty support for housing's educational role. At the graduate training schools, for example, advanced-degree candidates should be led to understand that the first duty of a college teacher is to teach. And within the individual college or university, the administrative organization should foster unity of effort and purpose instead of perpetuating a separation between the in-class and out-of-class life of students.

This kind of unified administrative organization will also make for better coordination between student housing and other campus services and facilities, influencing the types of programs undertaken by the housing department. At a small college, for example, the student union or activity center may be physically combined with the housing units so that their programs are one and the same. At a large university, on the other hand, these programs may be quite separate, though similar, and serve quite different segments of the campus society. Intramural programs organized and operated entirely outside the housing units may yet be an important element of the total housing program.

Particularly close relationships can be expected among student personnel departments. The housing staff may routinely refer counseling problems to the counseling center, which, in turn, feeds back information needed by the housing staff in its work with students. Or some of the housing staff may also be members of the counseling center staff. Similarly, the placement office may handle some of its responsibilities for vocational counseling through housing programs.

Whatever the specific instance, the underlying aim of departmental coordination is to distribute the workload so that the work at hand—i.e., bringing together the student and the service—can be accomplished most efficiently.

Student Support. The success of housing programs is determined primarily by the amount of responsibility the students themselves are given for advance planning and detailed arrangements, and by the quality of support provided by the housing staff. When student representatives have the opportunity to join with faculty and staff members in selecting discussion topics, for example, a sense of partnership in learning may develop; at the very least, the selected topics are more likely to reflect student interest.

Yet at present, students are seldom included in planning. Usually, housing staff members do the planning and make the arrangements; sometimes they wait passively for students to ask for programs and suggest topics. In either case, nothing happens—except that the students are labeled as apathetic.

Because it is alert to student interests and acts as a good communications medium, an active student organization within the housing unit is one of the ingredients for successful programs. And on some campuses these organizations turn in an excellent job. In too many cases, though, their ineffectiveness is revealed by the superficiality of the activities they sponsor, the poor participation, and the negative attitudes expressed in property damage and disregard of regulations. A frequent source of this difficulty is the student's perception of the housing unit and its staff as disciplinary arms insensitive to student life. And, as in the case of faculty unconcern, this perception is rooted in reality.

Housing units today are generally used as a means of conduct control. In fact, since the early American college, and especially since women students have been enrolled, housing has served to enforce regulations imposed by the college. The cumulative effect of this con-
centration of discipline has been to develop an image of staff versus student and to damage the concept of housing as a setting for intellectual activity.

Students tend to resist rules and regulations, almost as a matter of principle, but reserve particular antagonism for those they regard as unduly restrictive. Some women students, especially seniors, resent sign-out sign-in regulations. Some men students chafe against quiet-hour restrictions. In the minds of these students, their only recourse is to move off-campus, where regulations are minimal or nonexistent.

The problem of discipline in housing is complicated on the one hand by the number of parents who condone the breaking of rules by their sons or daughters, and on the other by the general public expectation that the institution will act in loco parentis, keeping careful check on students' whereabouts and activities.

Housing does have a protective function for beginning students—and possibly for those in their second year—because they so often need help in forming effective study habits, budgeting time, and defining personal goals. But this function should be aimed at guiding individual growth, not merely restricting personal conduct. Instead, colleges continue to impose blanket conduct controls on students who live on-campus, under a paternalistic philosophy that perpetuates housing's role as a control device.

Some rules are, of course, always necessary and some will be broken. When this happens in the case of housing regulations that support state laws and institutional policies, violations should be followed by prompt administrative action. In the case of regulations specifically intended to serve the welfare of student groups, approval and enforcement through student organizations is the logical course. However, the reasonable approach to the disciplinary role is to restore—or if it never existed, to develop—the idea of student participation in an intellectual enterprise. As the staff works to substitute constructive for destructive activity the need for discipline should gradually be reduced.

Perhaps the most vital factor in planning constructive programs is to remember that each college student is a unique human being. Individual differences must be taken into account, in spite of the increasing number of students, and since the conditions under which these young people are growing up differ from those of 30 years ago, programs should be adapted to a changing constituency just as the curriculum is adapted to an expanding world of knowledge.

A number of circumstances account for the differences among students. They are at various levels of physical, social, and emotional development, and therefore react to college or university life in a variety of ways. Some are ready for considerable personal free-

dom of action; others are not. Additional differences stem from economic circumstances, home-town conditions, high school training, and family background. But students also share many characteristics. On the whole, they are more able academically than ever before. For example, a number of institutions are reporting a steady rise during recent years in the ability and achievement levels of their freshman classes, in spite of somewhat parallel enrollment increases. The University of California's current policy of admitting only the upper 12.5 per cent of high school graduating classes also suggests the increased ability of entering students.

Their seriousness of purpose is often expressed through the importance they attach to vocational objectives and to grades as a job qualification—but their expanding participation in cultural activities is also apparent. As enrollments have increased, the campus has come to represent a broader cross section of American society than before. The wider range of age groups, particularly with more students over 21, adds to an over-all impression of maturity.

The majority of the student population is still made up of young, post-adolescent students, full of unexpected contradictions. Acceptance into the campus student society is still a dominant common concern of beginning students. As always, students of today seek personal identity; in addition, they look for personal security. Even so, administrators should question the common practice of constructing the housing unit and its programs for adolescents—a practice which may encourage adolescent behavior. Rather, there is reason to believe that housing programs—and especially housing regulations and procedures—can be geared to a significantly higher level of intellectual ability and social maturity.

The Curricular Program. Programs in housing may eventually be used to cover subject matter not included in the formal curriculum, to reinforce classroom instruction, and to replace certain types of courses in order to relieve overcrowded schedules.

As curricula are re-studied and it is agreed that not all subject matter must be formally taught, some of the current survey courses—such as those concerned with literature, art, and music—will be replaced by informal programs and activities, following the example of the European universities which use the total environment, not the classroom alone, to develop cultural appreciation. In view of the expansion of knowledge and the limitations of time, it is possible that housing programs will someday be routinely included in curriculum planning, making learning a continuous and total process and thus increasing academic productivity.

Assignment Programs

Although frequently regarded merely as a clerical chore, the assignment of students to rooms and buildings
may be the most significant single educational program conducted through housing. By its assignment procedures the housing staff helps to create social structure capable of making a substantial impact on individual members. The good or bad effect of one roommate on another can often be readily observed; the effect of the corridor, suite, or section group may be equally potent, if less apparent.

Ideally, community living on campus provides opportunities for sharing ideas from different fields of study, whetting intellectual curiosity, and making new personal commitments to learning. Realistically, these opportunities seldom materialize in present-day residence halls. Eliminating this discrepancy requires a better understanding of the student group, which is the product of any assignment program.

Although little is yet known about the formation and development of student residential communities, enough is known to provide a springboard of action. To begin with, the student communities must somehow include members of the faculty and staff, so that the major elements of the total college community are represented in each of its smaller parts. Beyond this, the development of a successful community seems to involve a number of related factors. One of these is size.

**Group Size.** There is no "ideal" number for residential groups, but the general criterion is that the community should be small enough for the members to know each other as persons, not just passing acquaintances. This is particularly important if the frequent student-versus-faculty attitude is to be erased from the minds of student members of an "integrated" academic community. According to informal reports, groups of 6–8 men have proved successful in providing a sense of personal security. Women students find somewhat larger groups—20–25—satisfying. Yet the housing staff will often be faced with the practical problem of working with groups of 40–50 students on each floor of a residential building.

Since groups of this size tend to sub-divide into smaller groups of 4–6 and 8–10, depending on the activity at hand, and since residential groups are involved in a variety of activities, a reasonable range of sub-group size is probably desirable. Staff members might profitably try working through the sub-groups to develop stronger relationships within the larger group.

**Physical Identity.** Bricks and mortar also help to define and identify student communities. Ideally, perhaps, each community should have its own separate house, but practically speaking this ideal is seldom possible. Nor is it essential if the interior of a large building is properly subdivided for community identification. The arrangement of rooms and normal traffic patterns can disperse and weaken or bring together and strengthen the community. One of the necessary physical elements is a room for meeting and working together. (The popular coffee kitchens in the residential community of one of the West German universities seem to meet this requirement).

Other than the arranging of student rooms to focus on the meeting room, several devices seem helpful in identifying the communities within a building. One is naming each community for a distinguished faculty member. Another is the use of different accent colors for furnishings, walls, or trim in each community area. Still another is designating a separate dining room, or a section of a large dining hall, for each community.

Stabilizing the student's community membership would seem to be even more important. To do this, some housing staffs try to reduce room transfers to the minimum and to assign students to the same rooms or communities from year to year during their period of college attendance.

**Similar Values and Interests.** The daily association of students with others who hold common intellectual interests may be particularly important to the growth and expansion of these interests. Students often prefer to be assigned with others studying the same major subjects, and such common ground for discussion can and does lead to vigorous debate, with students sometimes selecting a knowledgeable faculty member as referee. The same situation can stem from common interest in intellectual inquiry per se rather than in a particular subject.

Some recent experimental evidence suggests that similarity of interests can be of major consequence. A 1959 study at the University of California (Berkeley campus) classified students in six residence halls as academic if their primary reason for enrolling at the university was to gain a basic education, and non-academic if their aims were primarily vocational. The highest failure rate occurred among the non-academic students living in a residence unit classified as academic. An additional finding was that the amount of association with others was a factor related to failure, with a noticeably higher rate of failure among students who reported they spent from less than half their time to no time at all with other members of their group. This study raises the possibility that student failure is related to the compatibility of interests held by the individual and the group with which he is associated in residence.

Yet the current practice of random assignment completely disregards all commonality of interests on the theory that the educational experience is broadened when students with differing interests are assigned together. This theory is relatively easy to put in practice,
but there is little evidence that the desired result is obtained. Assigning students to buildings according to academic classification—freshman halls, for example—is another form of random assignment. However, this procedure may have advantages for some institutions when used as part of a comprehensive housing program.

Grouping students according to common values and interests means determining these values and interests before assignment, and maintaining the identity of each community, once established, in the face of cancellations and reassignments. How difficult this is depends principally on the numbers of students to be assigned. An immediate, if imperfect, source of information is the housing application form with the student’s statement of his interests.

A community life might be generated around common interests in literature, art, the social sciences, mathematics, or physics and other physical sciences, to mention a few of the possibilities. Since vocational interests, such as engineering or business, are more subject to change, they are probably not as useful in community formation involving lower division students. Some similarity of values may be inferred from information regarding economic, educational, and family backgrounds, as well as religious preferences. Avoiding strong contrasts in these areas should reduce personality conflicts that could damage the development of a vital community.

A significant value for the intellectual community, personal commitment to learning, is to be encouraged in every possible way, even though it is not now easy to identify. At present, test scores and high school records taken together are probably the best indicators of this value as a basis for assignment.

Leadership. Some kind of student leadership usually emerges from the community, and the possibility is that a minority often governs the attitudes and actions of the majority. One recent study indicates that student residential communities may consist of three major groups: the potential positive leaders, roughly one-fourth; the potential negative leaders, roughly one-fourth; and the remaining one-half which follows one leadership group or the other, depending on the particular situation. The discouraging tendency of the particular groups studied was for the negative rather than the positive leaders to mobilize the stronger influence, possibly because of their stronger psychological needs to attract followers.

Because of this possibility, it is important for the full-time staff to identify and support the positive student leadership. Conversely, it may be necessary to remove a budding negative leader for his own good and for the good of the community. Selection of the student group leader might profitably include intellectual interests as one major criterion. In defining his duties, the staff could properly emphasize intellectual stimulation rather than conduct control and discipline.

Underlying an effective assignment program is the assumption that the college or university, if it provides student housing, has an obligation to strive for a residential situation favorable to academic success.

Student Government Programs

Student communities on the college campus, like communities anywhere, generally organize for their mutual welfare. The resulting governmental organizations are vital elements of the over-all housing program when they are viewed as channels for action and as administrative associates, with responsibility in such specified areas as communication of interests, planning and developing activities, and establishing and enforcing regulations relevant to group welfare. If they are perceived by students as a control device, these organizations will be generally ineffective. If no organization exists few housing programs can be developed successfully.

Active student government may be concentrated in the undergraduate residence halls or it may operate as a campus-wide organization with representation in the residence units—or some combination of these two possibilities. In general, women’s halls are better organized and more active in group projects than men’s halls, apparently because the women’s organizations have better-defined purposes. Although their major purpose is often conduct control, they also successfully carry out scholarship and cultural programs, as well as social activities.

The keys to successful government programs seem to be projects that have value for students plus combined student/staff leadership. Good organization is another helpful ingredient, as is strong status attached to the elected group representatives—particularly if this status is a product of the personalities and projects involved rather than the privileges accorded the position.

Still another element of success is continuity in personnel and program. For example, the election of officers in the spring preceding their term of office permits a training period for new officers and adequate advance planning for projects scheduled for the fall term. If planning is delayed until the opening of the term, action is also delayed and the chances for success are reduced because student interest patterns form rapidly during the early weeks of the fall term.

The organization in graduate residence halls is likely to be more informal and more spontaneous than

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2 James M. Alsobrook, Jr., “A Study of Health-Engendering People in a Campus Community,” Ph.D. Dissertation, University of Florida, April 1963. This particular situation developed during the course of the study but was not explicitly described in the final report.
in the undergraduate halls with committees, developed as the result of interests in specific programs, performing the functions of elected officers.

Similarly, the durability of organizations for married students seems to depend on projects involving continuity and the general welfare. For example, a small sundries and staples store operated by student residents provides day-to-day service as well as funds for organizational activities. With such a project, a governmental program is likely to be self-perpetuating, although loosely-knit and varied in effectiveness. A mayor-commissioner form of government tends to be flexible and resilient.

For fraternities and sororities a particularly serious problem is seeing, and helping the membership to see, the changing role of their chapters in a campus society more than ever concerned with matters cultural and intellectual. If these organizations are to remain active and productive, their objectives will necessarily emphasize educational over purely social values.

**Orientation Programs**

In conjunction with the over-all orientation program of the college or university, appropriate supplementary programs should be developed in housing units where the entering student's first and perhaps persisting impressions may be formed.

Traditionally, the orientation emphasis in student housing has been to help students get acquainted with each other, to the neglect of getting acquainted with the job of learning. By the end of an orientation week of social events in the housing units, it is not surprising that students find it difficult to settle down to the routine of attending classes and studying, or that this routine is regarded as incidental to college life. At some institutions, fraternity and sorority rush parties during orientation week also help to nullify administrative intentions. After all, the basic purpose of orientation is to introduce students into the academic life as quickly as possible, and the most important first impression housing can give is the feeling that each person is important himself and that learning is the business at hand.

Check-in procedures and information materials can convey this impression, reinforced by the presence of welcoming faculty members, and the first meeting of the floor or community group. Scheduled for the first evening after students arrive, this meeting is logically concerned with students' goals at college, ways to reach these goals, and the educational opportunities provided by the college, its curriculum, and its staff.

Ideally, the distribution of some class reading assignments during the first day of registration would encourage students to start studying and imply what is expected. Where there are general education programs, this procedure is easily possible and has been tried with favorable results. In certain residence units, for example, students started their reading assignments during orientation week and some fraternity rushes returned early to their rooms to work on classroom preparation.

This procedure illustrates coordinated institutional planning which includes student housing. The classroom faculty prepared the advance reading assignments and the housing staff encouraged students to begin their study program. With students studying in their rooms at the very beginning of the term, a favorable academic tone was quickly promoted. This tone, in turn, could be expected to contribute to better student performance in the classroom.

Since difficulties caused by poor study habits often head the list of problems reported by students, one logical orientation program in housing includes a series of informal meetings on such topics as "How to Study," "Budgeting Time," and "How to Take a Test." Also appropriate are informational meetings about the institution and its activities in higher education.

Leaders for orientation meetings may be faculty members, housing staff, and/or senior students. For many of these meetings, senior students are the most effective leaders because they are seen by beginning students as the real voice of experience.

Two important elements for the success of orientation programs are advance preparation and timing. Careful planning will ensure that ideas and information are presented in logical sequence—and in doses small enough to be easily swallowed. Good timing includes presenting the necessary fundamental ideas as soon as the student reaches the campus, thus capitalizing on his enthusiasm and the stimulation of a new situation. It also means scheduling activities and information so that they coincide with the students' need to act or to know. Thus, orientation is really a process that should continue well into the students' first year at college.

**Residence Counseling Programs**

Housing units offer exceptional opportunities for working informally with students as they discover their interests, develop their potentials, and resolve problems related to their personal growth. A staff sensitive to these day-to-day opportunities can initiate helpful assistance to students in readily acceptable ways, when necessary referring students to specialized counseling agencies.

Moreover, personnel work at the grass roots, where students live, adds vitality to the total personnel program on campus through early identification of student needs, together with follow-up observation and assistance as appropriate. But effective work at this level depends upon mutual understanding among the student personnel.
departments of their distinct but related functions, on
easy communications among these departments, and on
the presence of professional personnel workers on the
housing staff.

One problem in the development of personnel pro-
grams in housing is determining the desirable level of
counseling to be provided for student residents. Admin-
istrative failure to solve this problem can lead to the
selection of a staff member who is quickly dissatisfied
because he expected to work with individuals in a long-
term therapeutic relationship. The housing staff person
who finds that the counseling and disciplinary functions
are incompatible also illustrates this problem. Practical
experience indicates that personnel work in undergrad-
uate housing units is directed toward both individuals
and groups, while the level of counseling ranges from
advising and consulting to a short-term schedule of
problem-solving meetings.

Face-to-face encounters with a staff member—
whether a chance conversation in a corridor or the
preliminary exploration of a personal problem in the
office—can be of significant value to the student seeking
his own identity in the educational enterprise. The
proximity of the personnel worker to the student can
in itself be of considerable benefit when the impulse
arises to talk things over.

The formal personnel program for individual stu-
dents may include one or more interviews during the
academic year, if the staff-student ratio permits. Gen-
erally speaking, an interview program must be selective
and based on a preliminary review of students' records.
Under-achieving students with from average to high
ability are a group which merits special staff attention.
Such a program requires readily available personnel
records comprising a student profile developed from test
scores, academic performance, and activity reports.
Close cooperative relations with the academic deans and
student health services are necessary.

Working with individuals presents several problems.
Interest in a particular student may delay the personnel
worker in arranging for the prompt referral needed to
conservce his time. Getting to know more students better
is difficult if the personnel worker waits for visitors to
his office. Discipline, often a reason for interviews, may
be viewed as a punitive rather than a learning process.
The solutions to such problems lie in staff understand-
ing of duties and objectives.

In the residential setting, the staff can reach the
most individuals most effectively through the various
student communities. What the housing staff member
needs to know, as general background, is how groups
operate. What he needs to discover for his particular
groups are the prevailing attitudes and the actual as well
as the formal leadership structure, or the potential
leaders. What he needs to do is to make use of this in-
formation in his day-to-day work. Prevailing attitudes,
for example, have to be considered when programs are
developed, and unified leadership must be acquired to
obtain positive group action. If the staff does not cor-
correctly identify and gain support of the group leadership,
program results are likely to be poor.

Staff members are usually accustomed to working
with student organizations and committees on such mat-
ters as regulations, recreation, social functions, and, to
a lesser extent, social issues. All of these working rela-
tionships are opportunities for spotlighting group values
and their appropriateness to a given situation. But im-
mediate pressures may make the staff member neglect
his functions as counselor and teacher. He may attempt
to work with too many students at one time, forgetting
that resident students operate in small rather than large
groups. Or, he may fail to recognize that working with
a student community is far more complex than working
with an individual.

When personnel people find group work difficult
the answer is usually experience. In some cases, though,
the housing organization actually contributes to the diffi-
culty by expecting one staff member to be all things to
too many groups. To prevent this situation, the organi-
zational structure should be constructed to utilize prop-
erly all staff members, thus reducing the staff-student
ratio and maximizing staff-student associations. (See
Chapter 3, pp. 27-29.)

Communications Programs

Two-way communications between housing staff
and classroom faculty help to coordinate action in behalf
of students. The same kind of communications between
staff and student residents strengthens mutual under-
standing and assistance in developing housing programs
of all types. Both students and faculty need to know
what activities are taking place in the residence units
and why. Communications are described as programs so
that they will receive careful, continuing attention.

Housing staff sometimes forgets that resident popu-
lations change rapidly so that new information about
the same activities is needed at least once a year. It is
certainly dangerous to assume that "everyone knows." The
wise staff member will ask himself "who needs to
know" whenever a new policy is to be announced, a
procedure is to be changed, or an activity is scheduled.
For example, when the date for opening the residence
halls for the fall term is selected, the local or campus
police may need to know because of traffic congestion
that may develop near campus housing areas.

Getting information across to students before or
after they reach the campus is not easy. However,
quantities of written instructions and verbose explana-
tions of procedures are not the answer. For the purposes
of announcement or direction, a few simple and direct statements of what and why are sufficient. For a discussion meeting or cultural program, posters are needed that appeal to the eye through color, form, and comment.

Customary means for communications in housing units are the bulletin boards. The requirements are adequate size, no less than 4" x 5"; spotlight illumination to attract attention; location within the heavy traffic patterns of the floor and building; division of the board by major topics; and daily review to remove out-of-date materials.

Other ways to communicate include housing news sheets, intrabuilding radio stations, throwsheets for each student room, loud speaker systems, small group meetings, and notices posted at such strategic locations as corridor telephones or entrance doors. The best method for communicating depends upon the subject matter. For over-all effectiveness, the "gossip" system is hard to beat, with each member of a committee responsible for passing the message to specified individuals in his part of the building or area.

Planning is an important part of communications. For any event, the need to communicate should be anticipated well in advance. Thereafter, the communicator must consider the readiness of those to receive the information, the method of presentation, the ordering of ideas to be presented, and the timing in relation to other events and the event in question. At its best, a communications program helps the housing staff achieve maximum success in all programs, with minimum time spent on correcting misunderstandings.

Cultural and Instructional Programs

The programs discussed thus far—assignment procedures, student organization, orientation, counseling, and communications—are primarily designed to create favorable conditions for learning. But additional programs are necessary to focus attention on the process and materials of learning, drawing subject matter from formal course outlines or topical areas not specifically covered by coursework, and thus complementing and reinforcing the curriculum. Described as cultural and instructional, these programs help to make more accessible the storehouse of knowledge on the campus, to refine tastes acquired by intellectual training, and to stimulate interest in learning for its own sake.

Conversation, Discussion, and Debate. A program for promoting the art of good conversation has real merit since student conversation is often held to be superficial, and the profitable exchange of ideas is regarded as a valuable feature of residence hall living. Such a program might be developed in cooperation with the speech department.

The three elements of conversation are the conversationalist, what he has to say, and how he says it. Thus the first step toward helping the conversation is to help the person conversing.

The second step is adding to what can be talked about. Knowing something about the particular interests of student residents enables the staff to move beyond the how-are-you-today stage. Staff acquaintance with the academic programs of students provides another common ground for staff-student conversation. Conversation incentives among students range from news headline summaries on bulletin boards or intrahall radio broadcasts to coffee breaks with faculty members or receptions for distinguished campus visitors.

The third step for the housing staff is to use everyday situations for improving conversation. At committee and floor meetings, for example, the staff member can comment on the benefits of good conversation—and demonstrate such important elements of the art, such as giving others a chance to talk, listening, asking questions, and avoiding dogmatic statements and triteness.

Discussions in which a group as a whole considers a particular topic provide an especially useful opportunity for students to explore new ideas. But discussions remain conversation—and not very good conversation—unless they have a purpose and leadership in moving from problem to solution.

Some efforts to schedule meetings where students can discuss any topic with staff or faculty members have ended in failure, possibly because the meetings had no announced purpose or the faculty and staff saw themselves as resource persons rather than discussion leaders. In residence halls at the University of Florida, however, an Educational Forums Program has consistently aroused student interest during recent years. Selected from course outlines of general education departments, forum topics supplement classroom presentations and are scheduled shortly before or after the class lectures on the same subject. The success of these forums is related to the relevancy of the topics to formal class work, coordinated advance planning by students, faculty, and housing staff, and student responsibility for publicity and arrangements, including the invitation for the discussion leader.

The Old Masters Program at Purdue University brings successful business and industrial leaders to residence units for discussions on such matters as vocational choice and ethics in business, providing excellent opportunities for students to meet and talk informally with leaders in a variety of professional fields.

A group discussion can turn into a debate if one or more of the participants decides he has the best answer to the question being discussed and must convince the others that this is so. Debate involves a clear statement
of position, supporting evidence, and convincing persuasion. Although formal debates are seldom practiced, experience with debating procedures is to be encouraged. A student government meeting is likely to produce better decisions if the proponents of opposing views are expected to define their positions and provide supporting evidence.

Music, Literature, and Art Appreciation. Appreciation or survey courses in music, literature, and art have frequently been added to the curriculum to provide general cultural background for students in specialized fields and to open up additional possibilities for the use of leisure time. Strangely enough, these courses often seem to be directed toward some future time with little or no application to student living here and now. In fact, the music, art, and leisure time reading in student rooms tends to reflect home and high school backgrounds rather than the subject matter of college courses.

Introducing good music into student housing as a regular and normal part of everyday living requires a room equipped for music listening, a well-rounded record library, a schedule of musical presentations—and various devices for broadening the listening audience and catching the ears of students who do not take the trouble to vary their musical fare.

One way is an informal 15- to 20-minute recorded program in the hall lobby and lounge following the evening meal hour. Such programs may also be given by talented student residents, faculty or community artists, who are continuing sources for "live" musical events. And, sometimes, prominent visiting musicians are glad to meet informally with students in a residence lounge after a scheduled campus concert.

Three factors to be considered in planning musical programs for housing units are the quality of the musicians, the informality of the setting, and the readiness of the listeners. Students accustomed to rock 'n roll will probably not find chamber music a stimulating introduction to a music appreciation program.

Opening up the world of good books to undergraduate students is no easy program, especially when required reading taxes the time and capacity of the average undergraduate. Nevertheless, housing can and should convey the message that books are an invaluable and ready source of ideas, information, entertainment, and relaxation.

One possibility is a program of oral book reviews, delivered by staff members or older students who are capable of bringing the assigned book to life. Although some students may use such reviews to replace reading, others will be encouraged to read more. In the informal discussion setting, the book and the author may well take on new meaning for the students involved. Some reading aloud by two to five students has also been both profitable and enjoyable. This type of activity might helpfully include a student who has found reading difficult and a chore.

Book and magazine displays are useful visual aids for arousing interest in an author, a new publication, or a type of book or magazine, while book collections or sub-sections of the college library add greatly to reading-study rooms in any residence hall. At the small college, the ready availability of a browsing collection, including paperbacks, provides for impulse reading and sets an intellectual tone, a standard, for resident students. At larger institutions, basic reference materials and reserve books may also be included, especially if the residence unit and main library are some distance apart.

Encouraging student appreciation of good art involves, as a primary element, the existence of good art as a natural part of the campus living environment. The skillful use of residential wall space for paintings, drawings, prints, photographs, and sculpture capitalizes on space that already exists. Even appropriate art objects may be available, without cost, from storage closets of the museum or art department.

In addition to putting the blank walls to work in lounges, lobbies, corridors, and rooms, the housing staff can help arrange special art shows by resident students, the art department and faculty, local community sources, or national art groups. These shows can provide topics for group discussions, as well as elementary instruction in painting. Students may also be encouraged to borrow, rent, or purchase paintings or prints to hang in their rooms. Other aspects of art appreciation to be considered in over-all planning are the design of the building itself and the landscaping around it.

Regardless of the particular procedures for introducing art into student housing, there should be advance planning among students, faculty, and housing staff in order to create an art appreciation program which is well rounded and developmental in its objectives. Just hanging pictures is not enough.

Obstacles to this kind of housing program are the few students who are inclined to deface and destroy and college staff members who are appalled at the idea of placing art within the easy, everyday reach of students. Overcoming these obstacles probably means that an art appreciation program must be part of a total cultural-instructional program. For while the problem of damage to property has no ready solution, it clearly reflects student reaction to the kind of housing environment and administration provided by the institution. If the housing organization and program have no observable connection with the institution's educational structure, or if the physical environment is clearly anti-intellectual, the placing of art objects in housing units will seem
ridiculous. When these units are consistently used as a part of the teaching curriculum, a marked change can be expected in student attitudes and behavior, accompanied by a marked reduction in damage to property.

Class Instruction. Credit classes may be scheduled in a residential building or cluster for one or more of the following reasons:

1. To gain economy in plant utilization;
2. To use the informal residential environment as a favorable situation for learning;
3. To emphasize the continuity of learning in all aspects of college life;
4. To reduce student travel time and general congestion on rapidly expanding campuses by bringing the teacher to the students.

These classes are probably best limited to students living within the same building or area, and the results are encouraging. At Stephens College, for example, the house plan\(^3\) has been preferred over the basic elective program by participating students, and faculty members have noted a positive change in the attitudes of students toward learning. Similarly, both student and faculty representatives of the University College at Michigan State University have reported favorably on its in-residence academic program.\(^4\)

Non-credit instruction has also been successfully offered in residence units, usually for a number of consecutive weeks during an academic term. Instruction in study habits and techniques lends itself to this type of program, as do lectures and discussions on marriage and family relationships. In one women's hall, for example, weekly meetings on the topic "What It Means To Be a Woman" were held during one summer term with beneficial results, according to student participants.

An Intellectual Climate. Several surveys of colleges and universities in the United States have pointed out that those which appear to influence students the most possess an intangible quality, a special climate. Such a climate is intellectual because it encourages exercise of the mind by students and faculty together. It is cultural because interests acquired through instruction are reinforced by all elements of campus life. It is academic because all of these elements are committed in a planned way to complementing the formal curriculum.

Of necessity, this climate begins with the classroom faculty, but it depends for its development on the leadership, attitudes, activities, and physical facilities of the total campus community—including housing, where students may spend more than half of every day.

Ideally and realistically, the climate of a housing unit must reflect the college or university as a center of learning. How can this kind of climate be achieved? Activities or programs as described herein, and especially programs concerned with subject matter, should build attitudes and behavior that support the intellectual life and help it grow and flourish. The physical facilities contribute in subtle but influential ways to a favorable climate for learning.

Primary, of course, are the people—students, faculty, and housing staff—whose interchange of ideas sparks minds into new and creative action. If suitable programs are essential for development of an intellectual climate in student housing, suitable staffs are indispensable to the extension of the teaching function into residential buildings.

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\(^3\) See Chapter 6, p. 49.

\(^4\) See Chapter 6, p. 53.
The Staff

Wide differences are found in the staffing of residence units at colleges and universities, but certain categories of staff exist by some name wherever student housing is operated. The administrative staff is responsible for general supervision; the management staff, for financial, clerical, housekeeping, maintenance, and feeding operations; and the personnel staff, for programs related to student life. At the small college, one person may carry all of these responsibilities.

These categories directly influence the educational effectiveness of student housing, but none more than the personnel staff, which colleges and universities typically acquire by employing housemothers to furnish a wholesome maternal tone; appointing students to maintain rudimentary order; selecting trained counselors to counsel; and/or enticing selected faculty members to devote spare time to the social and intellectual development of students outside the classroom. These practices, which often lack real purpose or direction, are no longer adequate if residence halls are to function as learning centers.

Current Critical Conditions. Employing staff for housing units is already a major problem at most colleges and universities, and critical at some. Action is imperative to avoid the very real prospect of multimillion dollar housing plants without competent operating staff or with makeshift arrangements which only magnify administrative difficulties.

The shortage of qualified applicants for housing personnel staffs is a result of several factors. During the past 10 years, the amount of college housing has about doubled but the supply of applicants has not increased proportionately. The highly competitive research assistantships and fellowships have attracted graduate students away from part-time housing positions, which frequently pay less money. Stepped-up academic programs have caused many able undergraduate students to seek part-time jobs less demanding than those in student housing. The provisions of various retirement programs have eliminated some of the able but older women.

Graduate training schools have not been able to keep pace with the demand for personnel staff in housing, nor have their training programs presented housing opportunities in a uniformly favorable light. For some years, a number of universities have included student housing internships as part of graduate study in personnel work. These internships have added to the supply of part-time staff, especially for women's halls. In some instances, however, student interns have found their staff work a purgatory from which they are released by graduation. Such training situations reduce rather than increase the supply of applicants, as do the generally poor conditions under which housing personnel must work.

Perhaps the single most unattractive feature of housing work is the incredibly long hours expected by some college administrators. The actual duties may not be strenuous, but the staff person is often expected to be available to students—and administrators—around the clock except for occasional weekends off. The housemother, also known as the hostess or house director, frequently tends the main desk by day and the main door by night. The counselor, fresh from a master's degree in personnel work or some other field, discovers that counseling opportunities must compete, often unsuccessfully, with administrative details and disciplinary crisis situations.

The basic difficulty is the established policy of using housing for the control of student conduct and the housing staff as enforcer of these controls. This control policy generates the requirement that the staff live in the housing unit, to assure the general public and the administration that a responsible person will be on hand in the event of an emergency. The 24-hour nature of some staff work is clearly suggested by building floor plans which locate the staff apartment and office next to the information desk at the main entrance of the building. At the beck and call of student residents, the staff member lives in a goldfish bowl. Personal privacy is virtually impossible. Before, during, and after office hours the staff member is physically part of the student community, with his activities subject to interruption at any time and his guests subject to student inspection and gossip.
Moreover, his status in the academic community is uncertain. More often than not, housing staff members are in limbo, somewhere between the faculty and non-academic employees, with a pay scale consistently below that of the faculty. Recognition of their accomplishments is often limited, partly because association with other members of the community is also limited. Administrators should not be surprised that men and women interested in a career in some phase of higher education would count housing out.

Outmoded organizational patterns compound the difficulties of housing work by breeding inefficiency and preventing coordinated effort. Student housing may be administered by the business officer of the institution or by the student personnel officer, or by both. A further subdivision often occurs with men's housing under the dean of men and women's housing under the dean of women. The not uncommon results are jockeying for position, conflict over funds and policies, and difficulty in fixing responsibility. Divided authority can blur the administrative view when the role and program of housing are uncertain. The results are often reflected in marginal budgets which then require the combined talents of wizards and tyrants, not just bookkeepers and housemothers, to keep the housing unit operating.

Administration of student housing has become complex, and consolidation of authority and responsibility a necessity. Skilled management is essential to keep up with the requirements of existing bond issues or loans, to provide analyses needed for new financing programs, and to insure efficient operations as bases for essential educational programs. But good management cannot be achieved through divided responsibility and semi-autonomous units within the housing system. Nor can it be gained without a capable manager. Thus a shortage of qualified applicants for the management staff is part of the current critical staffing situation in student housing.

The circumstances of qualified housing staff are good on some campuses. In exceptional cases—usually occurring where the college president has been convinced that student housing is important to student learning—conditions are favorable, work is stimulating, academic rank or status is assigned, and salaries are comparable with those of the teaching faculty. In general, however, vigorous new thinking is needed about the staffing for housing on the college campus.

Staff Functions in Housing. One starting point is to gain administrative agreement on the functions to be performed. In general terms, these functions are programming, management, and research. Programming means counseling, teaching, and developing a productive learning environment. Management involves planning, financing, purchasing, housekeeping, and maintenance. Research entails collecting and evaluating data to be used in improving programs and management procedures.

From the standpoint of staffing housing, the key function is programming since the kinds of programs desired and planned by the college administration determine the types of staff to be employed and the organizational pattern to be developed. If conduct control is the principal program, the staff members can simply be caretakers who provide 24-hour-a-day enforcement of regulations. But if the learning environment is to be stressed, the housing staff must be qualified in counseling, teaching, and subject matter fields, and closely related to the academic structure of the institution.

The following sections describe the three major categories of staff essential for the operation of student housing. How many are to be employed in each category depends upon the number of units and the programs planned, as well as distribution of functions. If roughly 200 students live on the campus, all housing functions can be assigned to one person for coordination and action. This person may even have other responsibilities, depending on the help he gets from other departments or part-time assistants. As the numbers of student residents increase, however, so do the size and specialization of housing staffs. At one university, for example, about 11,000 students live on campus and as many as 1,100 full-time and part-time housing staff members are employed. (In this instance, food service and a central telephone switchboard are part of the housing system.)

Administrative Staff

At the small college, the administrative staff function probably rests with the student dean, the business officer, or an assistant to either one. With the president and dean of the college, these officers establish the objectives for student housing and give general direction to the housing staff.

Where the number of students living on campus is roughly 900-1,000, the chief administrative officer is sometimes titled the director of housing. As the numbers increase, he is likely to have assistants responsible for such functions as educational programming, management of facilities for single students and for married students, management of food services, and supervision of off-campus housing.

To whom does the director report? If housing serves as learning centers, he should report to the academic dean for academic matters, possibly through the student personnel dean, depending on the size of the institution and the housing system.

The various uses of the title of housing director constitute a problem. At some small colleges, house director refers to a trained counselor or a housemother in charge of one residence hall. At some large colleges and universities, the housing director discharges a management function, while the director of auxiliary enter-
prises exercises the administrative function for housing. Standardizing the use of the title of housing director would help clarify his role in the academic community.

When this title actually designates the chief administrative officer for student housing, it implies a considerable authority to carry out a wide range of delegated responsibilities. The capable housing officer should demonstrate a capacity for leadership and organizational direction with an educational emphasis. He should understand educational philosophy, methods, and programming. He should have general knowledge in the areas of management, planning, financing, and building design and construction.

Whether carried out by the director of housing or another administrative officer, specific duties of the administrative staff for housing include:

Coordination of the programming, management, and research functions within the housing organization, as well as coordination of relationships between this and other departments of the college or university. In practice, the administrative staff must have an overview of the work of the personnel and management staffs to insure unity of effort and direction. Such an overview implies, first, direct relationships with the academic, personnel, and business divisions of the institution and, second, supervisory responsibility for all persons when working on housing functions.

Communications among the housing staff, resident students, and the various departments of the institution. Closely related to coordination, this responsibility of communications primarily concerns advance information about program planning and its objectives.

Selection of Staff. The selection of new staff members may be wisely shared with those departments having close and direct relationships with housing. For example, the credentials of a counselor applicant should be reviewed by the dean of men or dean of women with whom the applicant may be working closely. Similarly, the qualifications of a prospective accountant should be discussed with the appropriate representative of the business office.

In-service Education of the staff is a vital administrative duty that is too often performed in a hit-or-miss rather than a systematic manner. For example, training clerical personnel in public relations may be as important as training student personnel workers in counseling techniques. Even more significant, however, is administrative guidance that sets goals and a frame of reference within which staff members are stimulated to exercise their own initiative and judgment.

Recommendations Regarding Housing Policies and Procedures. The administrative staff initiates all formal recommendations for approval by higher institutional authority and should be expected to submit opinions on any housing policy development or changes under consideration. Within the housing organization, this staff receives and acts on all recommendations regarding internal procedures and practices.

Planning. At some colleges and universities, planning for new housing construction now consumes a major share of administrative staff time. The quality of this planning depends on such factors as experience, ability, and knowledge of institutional policies and purposes. Planning also involves knowledge of operating procedures. Expansion of the housing plant without corresponding refinement of existing procedures leads to mounting inefficiency and higher costs, especially for salaries and wages.

Budget Preparation and Control. The housing budget, like any other, is prepared to meet the requirements of housing functions—programs, management, and research. Careful controls over costs are necessary to allocate available funds properly. For these reasons, the administrative staff logically supervises housing business activities, although this work is coordinated closely with that of the business office, which bears the ultimate responsibility. Since all categories of the staff need to be cost conscious, they should be informed as appropriate about the budget and financial procedures.

Special Services. Providing sleeping accommodations, meals, and meeting space for short courses and conferences is a special service usually scheduled during summer months. A relatively new service is making housing arrangements for early orientation and registration programs for incoming freshmen with their parents, during late spring and summer months. These services present opportunities for supplemental income and good public relations.

Off-Campus Housing. This responsibility usually means an inspection and referral service for private rental property. The purposes are to help students and faculty locate suitable accommodations and to insure satisfactory standards for off-campus rental units and management. The extent of this operation depends on the institution’s need for more housing and concern for off-campus standards.

Public Relations with Students, Faculty, Parents, Alumni, and Friends of the Institution. Student housing brings the institution into close association with its students and with individuals interested in students. For this reason, a staff that is sensitive to the importance of good public relations, internal and external, can be of major assistance to the administration of the college or university. Assignment to appropriate institutional committees broadens the understanding and informational background of housing staff members, improving their public relations work.
Management Staff

The management staff is specifically responsible for the basic operating functions in housing, which may be classified as clerical, financial, housekeeping-maintenance, and feeding. Some of these services may be performed in whole or in part by departments other than student housing, as when food service units are not located within housing areas. Nevertheless, when these services are related to housing they should be understood as part of housing management.

Management on the college campus is inevitably educational in nature, regardless of the customary terminology that labels some workers as non-academic or non-educational. Even though they may not teach a class, the quality of their work affects the success of the institution with its students.

If office procedures are efficient, if public areas are clean and tidy, if budgets permit the orderly renovation or replacement of facilities and equipment, if menus are varied and food well prepared, if routine operations run so smoothly they fade into the background, then students can work and learn in a favorable environment. It is safe to assume that, under such circumstances, students will perform better in the classroom. The college or university which unmistakably takes the position that all staff members contribute to the advancement of learning automatically helps to improve their attitudes and performance.

Clerical Operations. Clerical services include the day-to-day transactions across a desk or counter. Staff members see students to provide information, deliver messages and mail, issue keys, accept payment for bills or make change, receive reports regarding housekeeping-maintenance matters and so on. On occasions, staff members also talk with parents and friends of students or visitors to the campus and are expected to have some knowledge of the building and the institution.

If these staff members are to function as the public relations people they are, they must be carefully selected, fully instructed in procedures, and kept well informed. A friendly disposition can be helpful in meeting a disgruntled, irritated, or otherwise discourteous student. Knowing that behavior always has a cause, which may be unrelated to the business at hand, makes it easier for the clerk to deal sympathetically with the variety of situations that arise. Since correct information is often the single most important commodity handled by the clerical staff, the housing administrator has the continuing responsibility to see that his staff is well informed and kept up-to-date on changes and developments.

Paperwork. Applications, account records, and rental payments are often handled by separate offices of housing, admissions, accounting, and cashiering. Students and parents are likely to be confused, if not irritated, by referral from one office to another to handle what logically seems to be a single transaction. And the diffusion of responsibility leads to administrative inefficiency in maintaining controls over room assignments and rent collection.

For good public relations and efficiency, paperwork should be consolidated in whatever office is most appropriate, though in some cases close coordination may also prove effective and even the physical proximity of the various offices involved can materially facilitate the paperwork process.

Informational Material. Procedures aside, the administrator needs to look closely at the quality and quantity of informational materials being issued by his office. Students may be faced with bewildering inconsistencies even before they arrive on campus. For example, some descriptive housing bulletins announce on page one that students are encouraged to develop initiative and self-responsibility; the following pages list in detail the behavior which is strictly prohibited, with an appalling repetition of the word “don’t.” Regardless of what is said, the volume of paper which descends upon many an entering student blot out the message and, at the same time, adds heavy seasonal burdens to the clerical staff.

Inspection of informational materials may show that reducing the quantity will improve the quality. Much of the information given to prospective students when they inquire about housing can be saved for issue when it is actually pertinent. At the same time, each release of information ought to be clear, attractively presented, and timed to meet the student’s need for information.

Record Keeping. Maintaining appropriate records is indispensable to sound management decisions. These records are useful in analyzing operating costs, purchasing, and preparing budgets. From cost studies, by types of housing for example, operating procedures may be modified or funds reallocated. Building use reports, as well as cost records, can be helpful in planning. How many students use libraries, typing rooms, meeting rooms, lounges, or recreation rooms may suggest which facilities to enlarge or omit in proposed new construction. Records of the number of applications and cancellations received are useful in estimating future demands.

Office Procedures. Analyzing these procedures periodically may uncover some which are no longer needed or suggest entirely new and better procedures. As housing systems grow in size, the tendency is to add to procedures and staff, but many housing officers will find that consolidation and simplification of procedures will permit more work to be done in less time with no particular change in staff members.

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At the larger colleges and universities, electronic data-processing equipment offers opportunities for housing management to reduce significantly the time consumed by routine clerical activities or to absorb an increasing volume of work with the existing staff and, at the same time, to produce more comprehensive records for evaluation and planning purposes. With such equipment, cooperation with other administrative departments can have mutual advantages. From one properly designed student application, for example, a central machine room can produce the necessary information for both the housing and admissions offices. When a student returns his housing contract, the same machine room can set up his records for the accounting as well as the housing office. If tape equipment is used, the process which produces the student’s account can also produce his room assignment.

Assigning students to rooms cannot be reduced entirely to a mechanical process, since consideration must be given to special requests and other variables, but the work of preparing assignment notices, rent invoices, and account records can be reduced to one operation. The University of Wisconsin, Ohio State University, and the University of Illinois, among others, now use data-processing equipment in connection with their housing operations. The University of California, Los Angeles, has experimented with this equipment in making room assignments. Where this type of equipment is not available, modern office machines can be used to gain clerical time and save on errors, or electronic equipment time can be bought from a commercial source to handle assignment notices and billings.

Financial Operations. Management’s customary financial responsibilities are preparing budgets and operating statements, purchasing supplies and equipment, analyzing costs, and billing and collecting student accounts. Here too, a common problem is the division of these responsibilities among several offices so that decisions are made in one office without benefit of information available in another. For example, if the institution’s purchasing department fails to consider the housekeeping department’s experience with a particular brand of supplies or equipment, unsatisfactory and costly new purchases may be made.

A second common problem is the lack of standard accounting practices, which makes it extremely difficult to compare accurately housing operations at different colleges or universities. In fact, existing procedures prevent some institutions from readily producing a complete statement of operating costs for their own housing systems. Housing organizations at state institutions in Iowa have adopted standard accounting procedures, and such action might well be undertaken by other state or regional groups, with leadership provided by the national or regional organizations of business and/or housing officers.

Another responsibility of management is financial planning and financial programming. Expansion of the housing physical plant has generally been accomplished through borrowing procedures which have placed heavy demands against income and required detailed reporting of expenditures. Many colleges and universities now face the twin problems of demands for additional housing and commitments already made against existing sources of funds. Obviously, management talent is needed to develop and maintain financial programs that will open up opportunities for continued expansion to meet higher education’s housing requirements. At least one university has created a housing staff position to handle this particular responsibility.

Housekeeping-Maintenance Operations. Keeping the residence buildings clean and maintaining a standard of repair and replacement which will insure good living conditions is an obvious responsibility of management, but discharging these duties satisfactorily is by no means an easy job, as the poor results at many institutions will testify.

One element of the problem is the original planning for the building. Interior finishes and materials that are easy to clean and maintain, durable equipment with a low replacement factor, and design features that reduce cleaning requirements are important for good housekeeping. Advance decisions on housekeeping procedures make it possible for architects to provide storage and working space where needed and of the dimensions required. Planning also involves fund allocation for the proper equipment to do the housekeeping job.

A second element is the labor cost for housekeeping-maintenance. The present trend is to increase student residents’ responsibility for room care and limit the duties of the full-time housekeeping staff to daily cleaning of public areas and periodic cleaning of student rooms—once a week, month, or term. The success of this procedure depends on the students’ advance understanding of their housekeeping responsibilities, the ready availability of adequate cleaning equipment, and some type of inspection or incentive system, preferably operated by student organizations.

Since labor costs consume a sizable percentage of total housekeeping expense, periodic analyses of work routines are useful for discovering ways to save time, improve methods, and streamline organization. For example, organizing the housekeeping staff into work crews under a crew leader has resulted in improved performance. In men’s halls at Southern Illinois University, all housekeeping is done by part-time student employees, usually assigned for duty to the hall in which they live, under an adult supervisor. This successful procedure is part of the institution’s employment program. Apparently the student workers effectively solicit the aid of their fellow residents in helping to keep the building clean.
The attitude of student residents is a third element in the housekeeping-maintenance problem—and one of the points at which the student personnel staff can materially assist the management staff. Good group spirit and pride in the building are likely to reduce cleaning requirements, whereas antagonism and animosities between students and staff can and do create major repair and housekeeping problems.

A fourth element of the problem is the lack of a strong institutional policy on preventive maintenance. Since funds are always limited, administrators are always tempted to let new buildings ride on their original equipment until substantial funds are needed for major repair and replacement. But meeting needs as they arise is the less expensive way of keeping buildings in good condition, particularly since student reaction to a deteriorating environment can add to the eventual costs for repairs.

*Food Service Operations.* The responsibility of management is to produce good food at minimum cost with maximum speed. A major factor is a well-planned kitchen with equipment that permits the efficient flow of foods through preparation areas to serving lines. Other factors include skillful purchasing and close cost controls. Experience indicates that full-time employees produce greater operating economies and more uniform quality of service, although student employees are widely used to provide job opportunities on campus.

For students to pay for their meals by the term is advantageous to both students and management. For students, no-choice menus provide a balanced diet and encourage regular eating habits. For management, advance knowledge of the number of meals to be served permits economies in food purchase and preparation.

The big problem, of course, is that students tire of eating at the same place day in and day out, and the best solution seems to be close attention to menu planning, food preparation, and food display. The environment of the dining room is also important. Room size, lighting, carpeting, acoustics, decoration and color, air-conditioning, and music should all receive careful consideration. For variety, large dining rooms can be subdivided, each subdivision having a different decorating plan.

Not to be overlooked are the educational opportunities of the dining room, where students may enjoy good conversation, and build their sense of community. Tables can be reserved for speaking foreign languages or discussing special interests. After meal hours, dining rooms can be used for study or special programs.

In the author’s survey of food service operations at 77 institutions across the country, 35 reported combined management for housing and feeding; 34, separated management; and 8, use of professional catering services. Administrative interest in professional catering suggests the frequent difficulties colleges have in obtaining qualified food service personnel at existing salary schedules, as well as advantages gained by caterers from quantity purchasing and elimination of the all-too-frequent institutional red tape.

If food services are located within housing areas, management should be combined with that of housing to insure coordination of activity in support of common goals, including student learning. If a professional catering firm is employed, the institution’s educational objectives for food services should also be clearly set forth in contractual agreements.

*Special Management Categories. Apartment Housing for Married Students.* An on-the-spot representative of management is always useful for economy of operation through close property and maintenance controls, and can often discover and resolve incipient personnel problems before they reach serious proportions.

For large housing projects, full-time managers may be needed to handle the responsibility and workload. However, for many projects, part-time student managers are effective because they understand the married student viewpoint and are readily able to interpret policies and procedures. Duties may include resident check-in and check-out, follow-through on maintenance requests, unit inspection, and referral of personal problems which may affect a family or the community.

In some instances, student organizations assume responsibility for developing and maintaining recreation areas, community laundries, sundries stores, and nurseries. These organizations may also administer regulations governing student welfare and promote social-recreational activities.

*Fraternity and Sorority Houses.* Usually, each chapter provides its own management, with varying degrees of supervision by local alumni groups. On some campuses, though, the housing department assumes responsibility for room assignments, rent collection, and maintenance, and this or another department may also assist with food purchasing and preparation, along with inspections for safety and sanitation.

The advantages of institutional assistance are greater financial stability and improved living conditions resulting from continuity of standards.

Problems may arise from lack of cooperation by student members who fear institutional controls, and shortage of college personnel to handle the management job, but the chances are that colleges and universities will eventually be expected to provide major management support so that these houses can operate successfully. The requirements of management are increasing to the point where student members no longer have the time to handle the operating details adequately. However, management support is no substitute for vigorous student leadership in carrying out organizational goals and activities.
Student Personnel Staff

In discharging their primary responsibility, for seeing that housing units operate successfully as learning centers, members of the personnel staff take part in varied but related activities: residence counseling, program planning and development, supervision, and action (on-the-job) research. Since their role—that of motivator, initiator, and consultant—is active, not passive, they should not be limited to an office, except for appointed interviews, but be ready and able to meet and talk with students where they are, seeking as well as giving information and opinions.

The personnel staff member in housing can and does shift from one function to another without difficulty provided he keeps his primary responsibility clearly in mind. For example, counseling and disciplinary duties can be performed without basic conflict when the disciplinary process is handled as a counseling situation. If problems arise out of staff inexperience, a limited view of responsibilities, or a particular kind of formal training, they can usually be solved through experience and a clear view of purpose.

Where the numbers of students are small, the personnel staff may also assume certain management responsibilities, provided all assigned functions get a reasonable share of available time. Where the size of the housing system permits, however, the personnel staff should not have major management duties.

Specific Duties. Residence Counseling. In its broadest terms, counseling is often used to describe most of the duties of the personnel staff. However, some fairly restricted meanings apply to counseling in the context of student housing. Like all counseling, residence counseling is concerned with helping students realize their potential as persons and as students. The emphasis in the residential setting is likely to be on consulting with students as individuals and in groups, with particular attention to motivation and goals. A helpful relationship is often established quite easily by the staff member who displays an interest in students and their work.

This kind of counseling is especially concerned with Mr. Average Student and his associates who have superior talents. Since the quality and standards of group life are so important to individual development, the housing staff necessarily concentrates on students who can make positive contributions. Both the numbers of students and the nature of the counseling function in housing preclude the case-load concept but stress informal relationships as well as assistance through group activity. Substantial amounts of time cannot wisely be committed to working with individual students on deep-seated or special problems. For such cases, residence counseling is limited to early recognition and prompt referral.

In order to refer, the staff member needs to know what services are available on campus and in the local community, as well as their staff's capabilities, and he should be acquainted with members of these staffs so that he can be sure of easy and rapid communications. In addition, personal sensitivity is required to discover incipient problems that should be referred, and personal skill is essential in encouraging the student to seek help. Since time can be a significant factor in referral, preparation for this duty is an important part of in-service education. Successful referral, as a preventive measure, can be of enough value to the individual, the resident student group, and the institution to justify in itself the funds expended for the housing personnel staff.

Supervision. Sometimes misunderstood by staff and students, this duty has several distinct but related elements. First, it involves interpreting institutional as well as housing policies and procedures to individuals and groups. If staff members are to interpret clearly and correctly, they must understand these policies and procedures, and the reasons for them. On occasion, a staff member may disagree, in which case his disagreement should be discussed with the appropriate administrative officer (but not with student residents) in an effort to bring about change or at least understanding.

A second element of supervision is supporting student government as it organizes the resident group for the year. Since good organization is fundamental to all other housing programs, this support often takes a considerable amount of staff time. It also requires assigning real responsibilities to the student organization.

A third element is general authority over student uses of the housing unit, including scheduling facilities and equipment for individual or group use. This authority implies a certain responsibility for the condition of the physical plant. Although housekeeping-maintenance is the duty of the management staff, the personnel staff should encourage student support of high standards for the housing unit.

How well the supervising duty is discharged depends largely on the staff member's understanding of his role. If he is primarily concerned with student learning, supervision is employed to this end. If supervision becomes solely a matter of conduct control and discipline, the staff member is likely to develop feelings of conflict and frustration and to lose perspective in his work.

Program Planning. Because of the time pressures during the academic year and especially in the fall, the program for the year must be discussed and arranged in broad outline during the preceding spring and summer. This means setting aside some weeks when staff members can devote much of their attention to planning. Such a schedule enables the staff to make adequate preparations in advance, to take full advantage of good timing for certain types of programs, and to be sure that
topics as well as activities appeal to the range of interests of the various student groups in residence.

For unless sufficient preparation time has been allocated, some programs will never be produced or, if produced, will fall flat. Well-prepared programs may fail to attract student interest if scheduled at the wrong time: a discussion on how to take tests is pointless after students have taken their examinations. After evaluating their programs for the year, some housing staffs have discovered that most of the topics and activities were geared to freshmen and sophomores with almost nothing of interest to juniors and seniors. All of these problems are, of course, correctable through planning.

Although students are not only included in the planning but assigned responsibility for developing and carrying out each program, the staff has the continuing duty of making sure that student action is taken as and when planned to produce the best possible program. (Of considerable value is a definite schedule much like the classroom schedule for a given course of study.)

In the same way, while considerable autonomy among housing units is desirable for the exercise of staff and student initiative as well as for the development of unit individuality, staff coordination in planning is needed to eliminate unnecessary conflicts or duplications and strengthen the activities of each unit. Consistency in procedural matters is helpful to good public relations, and frequent, informal exchange of views and ideas among the various categories of housing staff can do much to enlarge mutual understanding and unify the total staff effort.

Staff members can further improve the quality and effectiveness of their own work by consistently collecting and interpreting information about the results of housing programs. The methods of evaluation can be informal studies of student attitudes, behavior, and performance, as well as more formal research. The results can be used to support recommendations for changes in housing policies, procedures, and programs.

The Full-Time Staff. The personnel staff duties described above are all performed, in varying degrees and with differing emphasis, on most campuses. But those duties concerned with student learning are more often preached than practiced. Achieving a reasonable balance depends on two things: the staff member's understanding of his over-all educational objective, and his qualifications.

The overriding objective of the personnel staff is to demonstrate the essential continuity of learning throughout the campus community. By what he thinks, says, and does, the individual staff member shows that learning is the primary purpose for student housing and its staff, that ideas presented in the classroom are relevant to daily life.

For example, art and music are used to enrich the housing environment. The abstract concept of concern for one's fellow man is applied to respect for the well-being of roommates and nearby neighbors. In these and many other ways, the staff helps students see their housing unit as a place where ideas are put to work.

Each staff member can measure his efforts to advance learning by reviewing the content of his conversations with students and the nature of his activities. He can do a better job in this area by gaining general knowledge of the curriculum, of notable activities of the various academic departments and classroom staff, and of special academic projects. By cooperating with other departments in helping students, he can give them evidence of unified action and continuity in the educational effort on campus.

This, of course, implies active participation in faculty affairs. A staff member who becomes immersed in the student life runs the risk of losing contact with the academic life and thus reducing his effectiveness in the general task of advancing learning. But participation here refers to more than membership on standing faculty committees and work with faculty organizations, important though these activities are. Attending, as well as contributing to, campus cultural and social events gives the housing staff a personally satisfying involvement in the adult community life, while broadening their perspective and strengthening understanding of their role as educators.

Qualifications for Full-Time Staff. Since the personnel staff must provide opportunities for learning, its members should be intellectually stimulating. They should display the genuine interest in the world of ideas that characterizes membership in an intellectual community. A working knowledge of educational philosophy and teaching practices, training in a field of study, and some teaching experience are highly desirable attributes to seek in prospective staff members.

Of the other qualifications to be considered in staffing, the ability to work with others—not only students but also fellow members of the staff and faculty—is of first importance. Closely related to this ability are an understanding of human behavior and a sensitivity to human reactions.

Training in counseling and the techniques of counseling is important in working with students in a one-to-one relationship and in arranging referrals. Knowing how people act and react in groups adds skill to handling group situations in matters of organization, programs, and behavior. The trained counselor who is seeking new ways to help students learn and grow, like the experienced teacher who is looking for new ways to teach and stimulate learning, is a good staff prospect.

The ability to organize also has much practical value for the staff member in working with resident
groups and planning programs. The successful organizer has an overview of each project and, at the same time, sees that someone follows through on the essential details. His most enviable talent is helping others understand the requirements of a proposed job and the most direct way of meeting those requirements, while convincing them that the whole proposal was their own idea.

The Part-Time Staff. Instead of or in addition to full-time staff members, classroom faculty may be assigned duties in housing on a part-time basis. An important qualification is the ability to work easily with students in an informal setting. Recruitment of faculty members is often more successful among those who already see housing as an opportunity to extend their work with students and who feel a responsibility for student life outside the classroom. A starting point in enlisting faculty members can be the employment of their special interests or abilities for particular housing programs or projects. For example, an economist whose hobby is photography agreed to display some of his work in an art show, sponsored by a student hall council, and eventually become associated with the staff of that hall.

Because the number of professional staff, part-time or full-time, will continue to be limited, while the number of students increases, part-time student members are an indispensable adjunct of the housing staff—so indispensable they may assume most of its day-to-day duties, while the professional staff concentrates on recruiting and training. Teaching skill is a necessary full-time staff qualification, with large housing systems assigning in-service education to one of the personnel staff as a primary duty, or including it as a function of the administrative staff.

Recruiting capable students, undergraduate or graduate, requires systematic work to identify those with leadership ability, a sense of personal responsibility, above-average academic performance, and a sincere interest in helping others. Whatever their personal capabilities, however, most of the part-time student staff members will be inexperienced and untrained in personnel work. Recruitment must be followed up by educating and training if the housing organization is to function successfully.

In-Service Education. As leaders of the student communities within the housing units, these part-time staff members reflect student interests and attitudes. But they also act as extensions of the professional, full-time staff in working with students and developing programs. The purpose of their in-service education is therefore also two-fold: to develop understanding and skills in human relationships, and to provide for the two-way communication of information for and about students.

For such a program to be effective, it must be as carefully planned and taught as any classroom course. Attendance at regularly scheduled meetings is naturally required of the recruits, while advance preparation and interesting presentation of the subject matter are important responsibilities of the staff member in charge of the program. Topics ordinarily covered include: the background, goals, programs, and personalities of the college or university; new developments and trends in higher education; psychological factors affecting human relationships; mental health problems; advisement techniques; leadership requirements; program development; case studies in human relationships; and evaluation.

Current in-service education tends to follow a general pattern. Pre-fall term orientation meetings held for one, two, or three days just before student residents arrive on the campus are quite common, as are regularly scheduled staff meetings. Individual conferences, special workshops for student government representatives and/or student staff usually have educational objectives.

Regrettably, the quality and consistency of these efforts presently leave much to be desired. Fall orientation programs are often inspiring, but little follow-up of ideas or plans actually occurs during the ensuing year. So-called training meetings during the term often amount to little more than administrative announcements with some discussion of the latest crisis, whatever it may be. The untrained staff remains untrained, learning through trial and error to the frequent disadvantage of those they are supposed to lead.

Correction of this kind of situation starts when staff training is specifically assigned as a responsibility of the staff coordinator. The problem of finding time is solved when the decision is made to utilize the major part of each staff meeting for instructional purposes. For example, administrative information can easily be shifted to news bulletins or staff memoranda. As a helpful by-product, this procedure produces the same communication for each staff member, eliminating the errors of faulty memory or notes.

A useful supplement to in-service education could well be a credit course in human relations, required for students employed as housing staff members. Properly constructed, such a course would be relevant not just to work in housing but to most fields of study. On this basis, it could readily be selected as an elective in the academic programs of student staff. If a course of this type is not offered, it could be developed in cooperation with the appropriate department.

Organizational Relationships—A Key to Effective Staff Work. Much can be done personally by qualified staff to emphasize the intellectual life in student housing. Through their own abilities and interests, this staff can enlarge student access to the academic community and, at the same time, sharpen the classroom faculty's awareness of the varied uses of housing as learning centers.
On some campuses, however, the organizational framework of the institution interposes between housing and the academic community distinct barriers which even the most capable staff may be unable to change or unwilling to fight indefinitely. For example, if housing is administered by a non-academic department, as is often the case, academic personnel on the housing staff are likely to lose their professional identity, especially when salary raises and promotions are under consideration. When housing is expected to carry out academic functions, it should be organizationally recognized as an academic unit.

Several years ago, the student personnel office which administers housing programs at Indiana University was added to the office of the Dean for Undergraduate Development. This office is responsible for all undergraduate activities in and out of class. According to the University’s President in a letter to the faculty in 1959, a principal idea behind this organizational plan was “that the undergraduate shall be encouraged to make his life during his college years a total intellectual experience, rather than a disjointed grouping of matters academic and matters social.”

Regardless of the size of the college or university, student housing can be assigned as a responsibility of the dean of the college or the academic dean. This responsibility may then be delegated to the student personnel officer or directly to the housing officer, so that the housing personnel staff is clearly related to the academic community with routine channels for developing housing programs coordinated with the formal curriculum.

From the business officer’s viewpoint, essential relationships with the housing office would not change since that office would be governed by the business procedures established for all academic units. In short, his responsibility for the financial operations of housing would remain the same. From the student personnel officer’s viewpoint, this association of his office and/or the housing office with the academic organization of the institution would serve to strengthen desired relationships, advancing the sense of unity in the education of students.

At some institutions, student housing, admissions, counseling services, remedial clinics, health services, and the personnel deans are organizationally related under the student personnel officer. This procedure permits ready communications among these offices but does not facilitate communication with the academic community: additional study must be given to improving organizational structures. There are a number of possibilities, of course, but the goal should be a structure which will help and not hinder the staff in its work with students.

Internal Organization. Within the housing department, a common staff comment is that routine supervisory duties take too much time and that, consequently, not enough time is left for educational functions. This complaint, which seems to occur almost without relation to the size of the staff, furnishes a clue that other factors—among them proper organization and distribution of duties—are as important to a desirable staff situation as are the staff-to-student ratios that have long determined staff requirements.

In organizing a personnel staff, one criterion is maximum association of staff with students on a routine, day-to-day basis. The theoretical principle is that physical proximity is an important element in developing a sense of mutual confidence and trust. (Since all staff members obviously cannot have the same close associations with student residents, even the illusion of proximity is important.) When this feeling of mutual trust does not exist in practice, staff organization, not staff personalities, may be at fault.

One organizational pattern which can help bring students and staff closer together, and is flexible enough to be used by both large and small institutions, consists of three levels: the coordinating, the supervisory or intermediate, and the direct contact.

The coordinating level is represented by a professional educator who is either a member of the classroom faculty or a student personnel worker. The faculty member will often be assigned on a part-time basis for housing units with capacities up to 200 students, coordinating the work of the part-time staff much as he does the work of honors or graduate students in his department. The personnel person will usually be assigned full-time for housing units ranging from 200 to 1,500 in capacity.

The supervisory or intermediate level of staff organization is made up of part-time staff members who are mature undergraduate or graduate students. In some cases, they are young faculty members. Each may be responsible to the coordinator for supervising a residence building or a section of a building, depending on its capacity. In women’s halls, where considerable emphasis is frequently given to these positions, this staff assistant has direct working relationships with perhaps 75 to 100 students and is often the principal administrative associate of the full-time staff member. In men’s halls, the supervisory assistant may be responsible for more students and work principally through the third level of organization described below. On large housing staffs, the intermediate level may include half-time graduate students who are specializing in personal counseling for student residents and are assigned to housing areas as representatives of the campus counseling center.

In some instances, the part-time staff assistants are enrolled in graduate student personnel programs. In general, they act on behalf of the coordinator, particularly in connection with supervisory and planning responsibilities, thus relieving him of many routine duties and, at
the same time, representing him in working with students. In this way, the coordinator’s influence is directly extended through the supervisory staff to students and especially to the third organizational level.

The third or direct contact level consists of students who are selected or elected leaders of resident groups. In men's halls these leaders are ordinarily selected as part-time staff and compensated in cash, free board, and/or free room. In women's halls, they are likely to be elected representatives who are associated with student organization rather than staff, although they work very closely together, usually without compensation. In some women’s halls, the staff selects for each resident group a student sponsor—usually a senior whose experience and ability give continuity and impetus to the group life.

One method for developing group cohesiveness and communications is an advisory board for the group leader. This board may automatically include the chairmen of committees concerned with scholarship, intramurals, social and educational programs, and special projects. If it has group sanction, it can handle a number of the group’s conduct problems. No device, however, can substitute for the group leader’s ability to work well with the student membership. If he lacks understanding, his group is likely to turn against him; conversely, with sensitivity and good will he can stimulate a high order of group loyalty, together with favorable conditions for living and learning.

The success of this three level organizational pattern rests heavily on personal acquaintance, easy communications, and friendly relationships. At the direct contact level the group leader must indeed be a leader, knowing his group members personally and having their confidence. At the intermediate level the part-time supervisory staff must work closely with their assigned group leaders, providing information when needed and supporting them strongly and promptly whenever possible. At the top level, the coordinator needs to convey his conviction that all of his staff are his direct representatives, worthy of trust and capable of proper action. When the staff can represent the coordinator well, they have in fact placed him in proximity to students.

An important feature of this organizational pattern is mutual confidence, as demonstrated by the delegation of responsibility and authority. Delegation of duties has the practical results of limiting the need for communications, which reduces the chances for bottlenecks, and of stimulating staff members' interest in their work, which they see as an important part of a total effort. If the coordinator fails to delegate work, he rapidly becomes overworked and unable to accomplish his job, while his staff associates occupy themselves with busywork and become bored.

As a general rule, the full-time staff will retain responsibility for such duties as certain areas of residence counseling and referrals, in-service education, initial program planning, and coordination. Assigned to part-time staff are limited types of consulting and referral; such supervisory duties as assisting organizations and explaining policies and procedures; program planning and follow-up; and collection of information for evaluating programs and procedures.

Evaluating the Full-Time Staff

Because it helps them keep up-to-date with new ideas and developments, maintain their perspective and initiative, and—above all—avoid getting lost in the daily routine, in-service education for all categories of housing staff represents a realistic way to raise the general performance level so that all personnel are contributing cooperatively to student housing as learning centers.

For the professional personnel staff, for example, more time at regular meetings can profitably be devoted to expanding informational and intellectual horizons. Some coordinators schedule outstanding administrators and faculty members to discuss new developments in their fields. Reviews of current books, periodicals, or staff studies provide excellent materials for mental stimulation. Joint meetings with the staff from other departments facilitate the exchange of ideas.

In addition, basic on-the-job preparation to provide a source of personnel for key positions is useful—even inescapable—in view of the shortages in all staff categories. Prudent budget planning will include funds both for professional preparation programs and for positions in which capable persons can work while they learn.

At the University of Illinois, an organized plan for working while learning has been developed to prepare personnel staff for women's residence halls. Features of this plan include a 10-day summer orientation workshop, on-the-job work as a resident assistant for 10 months with professional staff supervision, staff meetings for consultation and evaluation, and coursework with or without formal credit. Recruitment is directed toward women who are 40 to 55 years of age, preferably with two years of college work. Although the number of participants is as yet quite small, the success of this plan is indicated by the demand for those completing the 10-month program.

In recent years, the University of Denver and Indiana University have sponsored summer workshops for college administrators and staff interested in the planning and operating of student housing. New ideas and new perspectives are often gained by attendance at the regional and national conferences of such groups as the National Association of Women Deans and Counselors,
National Association of Student Personnel Administrators, the American College Personnel Association, and the Association of College and University Housing Officers.

The latter association has worked cooperatively with the Institute of Management at Southern Methodist University and with the Texas Manufacturers Association in developing a five-day Housing Institute to assist present and future housing administrative and coordinating staffs to carry out their managerial and personnel responsibilities. Discussion topics include human behavior, communications, the importance of attitudes, and staff education.

Still needed are graduate-level programs which include suitable courses and practical work to prepare men and women to fill major positions in the administrative, management, and personnel categories of housing staffs. Such programs should involve financial management, building management, and building design as well as student personnel work and administration in higher education.

Some of the present student personnel programs are helpful, but their emphasis is often preparation for counseling specialists and personnel deans. Some hotel management programs are also helpful, although graduates must adapt their training to work in the academic setting. The possibility that graduate programs in the administration of higher education can be readily adapted to include housing administrators is reinforced by some current action to include student personnel coursework within graduate departments of higher education. But whatever the particular program for housing personnel, its objective should be to produce individuals qualified for membership in the academic community and capable of working effectively within it.
Chapter 4

The Physical Facilities

There is no conclusive evidence on just how and how much college residence buildings affect students. Yet few can doubt that students do respond with pleasure or irritation—or indifference—as they see a housing unit or enter a room for the first time, and the indications are that these buildings do condition student activity and behavior. Circulation patterns, established by particular arrangements of rooms, corridors, stairs, and doors, tend to determine which students are likely to see one another most often and to become acquainted. Similar directional patterns can lead students toward or away from public areas designed for study or relaxation, while the physical environment in a student's room can invite him to stay or drive him out.

In the same way, the physical facilities do much to govern the success of housing programs and staff for a particular building. For this reason, programs and staff need to be the basis for decisions regarding the facilities. In fact, these facilities themselves constitute a program as important as any discussed in Chapter 2.

The over-all objective of this program is to provide a physical environment which will actively help students to learn and to grow. Central to this objective is understanding of the student as a human being who studies. Since he has emotional and physical as well as intellectual requirements and reactions, program objectives include personal identity and security, relaxation and recreation, along with intellectual stimulation and learning.

Some college administrators and architects contend that limited funds prohibit consideration of housing facilities as aids to learning. If, however, the planner is firmly oriented to developing all college buildings as learning instruments, notable results may be obtained within funds available, and if funds are so limited that educationally productive housing cannot be built, there is no real point in building. Just what can be done depends on basic funds, a program, imagination, and the policies of the particular institution.

A number of sources can be consulted for detailed descriptions of student housing units and their various parts. This chapter takes a look at these parts as learning aids and elements of an educational program.

The Student Room

As a student's workshop, this room should look like a place to study, dominated by large desk tops and sizable built-in bookshelves. In the women's hall at Christian College, Missouri, this impression is reinforced by combining desk tops with the tops of chests of drawers and building in bookshelves above them. If the desk top is separate, it should measure at least 30 by 42 inches.

As a student's castle, his room should enable him to be himself—to store and display his personal belongings and to exercise his own taste in adding decorations. Tackboards, tack strips, and drapery rods are useful—and inexpensive—equipment items for these purposes.

The amount of space in the room, particularly visible floor space, contributes to feelings of freedom or constraint. Ninety square feet per student in a double room for sleeping and studying is minimum, with 100 square feet per student a more desirable average. The cubic space in a room is also important because of the possible negative effects of a room with a ceiling height out of proportion to the other dimensions: in a 12-foot by 15-foot room, a ceiling height of 7\( \frac{1}{2} \) feet appears to produce more pleasing proportions than the fairly standard 8-foot ceiling.

An illusion of greater space can be created by arranging furnishings along the room's perimeter, leaving the central area clear and free for movement; windows of appropriate size also add to the sense of space and openness. Subdued over-all room illumination and color reduce glare and harshness, while strong lighting at the desk visually emphasizes both the importance of study and the place for it. Good ventilation is needed to maintain air freshness and reasonably steady temperatures, and air conditioning is highly desirable despite its somewhat higher cost because it assures better year-round working conditions. All of these factors—space, illumination, color, and ventilation—ought to add up to a sense of well-being and balance.

As an important contributing factor, furniture should have simple lines and proportions that fit the scale of the room as a whole. It should also fit students.
For example, the height of the desk top is properly 29 inches; the height from the floor to the seat of the desk chair, 17 inches. If appreciable variations occur in these dimensions, the student is likely to become uncomfortable and, eventually, to seek some other place to study. For the same reason, desks which cannot readily be used by left-handed students should be avoided. Since today's students are taller than their predecessors, 84 inch beds should be used in all or part of any housing unit. The preferred width is 36 inches.

To gain floor space in the room and put otherwise wasted space to work, drawers or shelves for clothes storage may be built into the bottom section of the closets. Although some students prefer movable furniture, built-in equipment can sometimes help to open up floor area and save space. Whether such equipment should be obtained through the building contractor or a furniture manufacturer depends on which can offer the best price for the best product.

Companionship versus Privacy. The double room, by far the most frequent room-type, often adds to the student's sense of security through the companionship provided by his roommate. For students entering college for the first time, this companionship may make a tremendous difference if it overcomes loneliness and replaces doubt with confidence and assurance. At the same time, the double room greatly limits opportunities for the privacy, quiet, and contemplation that are so necessary a part of the intellectual life.

Solutions to the problem of privacy are varied. The European universities generally design single rooms only. In the United States, planners have tried to provide a few single rooms per floor in undergraduate residence units and primarily single rooms in buildings designated for graduate students. One solution, used at Syracuse University, is to divide a double room with a semi-partition which contains a desk, closet, and chest of drawers on each side. This particular arrangement, which might be described as a semi-suite, requires approximately 215 square feet of floor space for two students.

A similar but less successful solution is to use room furnishings as partial dividers: for example, a double desk with a fixed back for bookshelves located between the two single beds. Or student rooms might be planned for sleeping and study only, with floor space reduced accordingly, and the saved space transferred to adjacent rooms for dressing and relaxing. A suite-type floor plan is one good possibility, and there is some evidence that this plan costs no more in space or dollars.

Church-related institutions often plan for prayer rooms, meditation rooms, or chapels in their residence units, thus providing a quiet place where students can be alone when they so desire. Other possibilities include small rooms off the residence library or study room.

Labelled as study cubicles, such rooms could also serve as quiet places. Spaces outside the building, such as a well-designed courtyard, can also be developed by landscape architects to serve the human need for solitude and reflection.

Noise, of course, is a problem common to most residence buildings on college campuses. Students who are dissatisfied or unsuccessful with their work frequently report noise where they live as a major source of trouble. If structural solutions to the noise problem are not financially feasible, a variety of partial solutions will help. Close attention can be given to such design details as types and locations of student room windows, utility connections between rooms, the use of furnishings as sound buffers, and absorbent finish materials. Carpeting, which is especially effective in muffling sound, may also stimulate both a sense of well-being and a respect for the care of facilities. A sound background, such as provided by piped music, can counter other sounds that might be distracting and at the same time contribute to a cultural enrichment program.

Grouping Student Rooms

For the individual student, physical facilities related to his learning are his room, space for study, and such equipment as book collections, technological aids, and visual aids. For student groups, the most important facilities are those that help in the sharing of information and exchange of ideas among students who want to learn and teachers who want to teach. In fact, the facilities affecting group life—and particularly the subunit in which student rooms are grouped—may make or break the educational effectiveness of the housing unit as a whole.

One effective way of grouping rooms is the suite plan which places six to eight students in rooms around a common sitting room or along a short corridor with an adjacent sitting room. By mutual consent, this common room may be used for study, discussion, conversation, and recreation at different times of the day and night. Comfortable chairs, a two-section table for writing or cards, carpet, lamp lighting, and quiet colors with a warm accent equip this room for varied use. The small size of the suite and the small number of students make this living situation manageable for most students adjusting themselves to the varied requirements of group living, and help establish the student's room in the suite as his home base on the campus.

These student rooms may be single or double or both. Designed as study and sleeping cubicles, they might all be singles at a cost comparable to double rooms, thus offering one solution to the problem of providing privacy without isolation.

A suite may have a common bathroom or small baths located between student rooms. Although the
construction costs for connecting baths may be greater, this initial cost may be offset by lower housekeeping costs if students are given responsibility for cleaning the bathrooms as well as their own rooms and sitting room. The connecting baths are also desirable if the building is used for special conference meetings during parts of the calendar year.

A women’s hall at Rhode Island College is subdivided into suites of eight single rooms arranged around a sitting room. Access to two exits is possible through the suite bathrooms. In a men’s hall at Washington University, St. Louis, each floor has four six-men-suites around a stair tower. Each suite contains two double and two single rooms, a suite bathroom, and a sitting room.

At Rollins College, Florida, a five-story men’s hall has six suites per floor, with horizontal access through corridor doors. Each suite—four double rooms, one single room, a sitting room, and suite bathroom—has direct stairway access to the ground floor and outside so that the occupants can entertain faculty and student guests without disturbing other suites. At the University of Florida, a fraternity house is subdivided into small suites for three to six students, each containing single student room cubicles with space for a bed, desk, and chair. Clothes storage for each suite opens off a sitting room which provides space for dressing and relaxing. A common bath adjoins each suite.

St. Olaf College has constructed two ten-story towers, one for men and one for women, with similar floor plans. An unusual feature is that no student room opens directly to the corridor around the central core. Rooms are arranged in four sub-groups per floor, with the three or four double rooms per group opening to narrow feeder corridors which lead to the core corridor. Each sub-group resembles a suite, although all four share a common bathroom, study room, and laundry room. Another unusual feature of these buildings is that each student room on a floor is slightly different in dimensions and shape, to stress individuality in group living. Floor-to-ceiling windows give good natural illumination to the rooms. These buildings, which accommodate only 30 students on a typical floor, show how high-rise structures can be used to limit the number of students per floor.

With the addition of a kitchenette, the suite becomes an apartment. At Indiana University, a women’s cooperative building has four apartments on a typical floor, most with three double bedrooms, a bathroom, and a study room which includes a pre-fabricated kitchenette unit. A common sitting room is available to all students on a floor. This arrangement of facilities is also followed at some of the Scandinavian universities, except that the student rooms are singles.

In the United States, the trend in housing preferences of upper division students seems to toward suite and apartment type facilities. Reasons include the search for privacy, a desire for independence and freedom from supervision, and efforts to reduce educational costs through the cooperative purchase and preparation of food. Since upperclass students are the logical group leaders and natural moderators of student group action, many colleges and universities will adopt plans for suites and apartments in future student housing. As a corollary, they will eliminate from future buildings the long noisy corridors with student rooms opening off either side, which are a classic symbol of mass education and a chronic source of discontent.

Study Spaces

The student’s room is ordinarily the focal point for study for several reasons: his textbooks and study equipment are there; his attire can be as informal as he cares to make it; his immediate surroundings are familiar; and he can shift position with ease or take a break at will.

Additional study rooms within the same residence building are desirable both for privacy, when a student wants to get away from his roommate, and for group study, when two to five students want to discuss their work without interrupting others or being interrupted. One report suggests that these special study spaces should be small and that enough should be provided to take care of 10 to 20 per cent of the residence hall capacity. (In support of this report, experience indicates that small typing rooms or floor lounges are often preempted by study groups of three to six in number.) The physical features of these study rooms include subdued color of finish materials, strong illumination, adequate ventilation, and such equipment as a study table, combination study-lounge chairs, and a blackboard.

An alternate plan for study spaces in a residence building is to remove the study function from the student room, which is then used only for sleeping, storage, and relaxation, and to assign each student space in a common study room conveniently located on a floor. One experiment with this plan was unsuccessful, apparently because the students were freshmen, the student rooms were overcrowded, and/or the study room equipment was not suitable for the safe storage of personal belongings. However, a similar experiment with medical students, in which the study room is located in a classroom building and study cubicles include locked storage for personal equipment, has been quite successful.

The theory behind such plans is that students ideally need a set place as well as a set time for study, where distractions can be kept at a minimum, and where

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optimum physical conditions, especially illumination and study equipment, can be furnished. In practice, additional analysis and evaluation are needed, with student age and progress toward academic specialization probable variables influencing the success of these plans.

Libraries and Reading Rooms. Every residence building or cluster needs a book collection for study reference and/or leisure-time reading. Centrally located, this “library” suggests to students and the general public that the residence area is primarily for students who study. The physical proximity of books may encourage more students to read them. If they include reference and reserve books, such collections reduce the demand on the main library while extending its influence across the campus. As the main library is regarded as the hub of the campus, so the residence library should serve as the hub of student living areas.

The residence library may be modest, principally equipped with paper-back books, an encyclopedia and a dictionary. When books are selected cooperatively by students and faculty, new mutual interests may be developed. Selection can also be intended to provide supplementary reading for certain basic courses.

As a reading room, the residence library includes a selection of current periodicals and newspapers. It also serves as a quiet place to study. Two sources of cultural enrichment can be the record and print collections. Records are customarily checked out through the library attendant for use in the music-listening room, while prints are loaned or rented for hanging in student rooms.

One common source of funds for books, records, and prints are activity fees collected by student organizations, which usually take a considerable interest in library services—sometimes to the extent of employing the library attendant. The staff of the main campus library may also be expected to give substantial support and assistance.

The library room need not be large, since books may be checked out by students for use in their rooms or other study spaces, and should not look large. If a quantity of seating space is necessary, the main room should be designed and furnished to reduce the impression of size.

One method is to use room dividers—open bookshelves, pegboard partitions for pictures and other displays, or planterboxes—to produce small seating areas which give the feeling of privacy. Since students prefer different types of chairs, a variety can easily be provided—straight desk chairs at study tables, semi-lounge chairs with low backs, and deep seated lounge chairs with high backs. Individual study desks or tables have limited use unless a back and baffles are added to form a study cubicle with visual privacy and some measure of protection against sound. Separate room-like cubicles can be designed as alcoves visually screened from the main library room.

Certain elements of the physical facilities need special attention. Strong illumination from the ceiling is necessary. Ventilation controls should insulate even temperatures and imperceptible air circulation. Carpet or acoustical ceiling tile will help control noise. Subdued colors should be used for room decoration. Since the library is properly a hub of the residence building, the total effect of this room must be inviting.

Special Aids for Learning. Used as learning centers, housing units will eventually be equipped with the technological and visual aids appropriate for the educational programs assigned to these units. The residence library is a logical place for some specialized equipment, such as teaching machines and reading accelerators, which can be operated with minimum supervision. Locating such equipment in housing areas will make it more readily accessible for students. Recording equipment for foreign-language instruction presents a similar possibility.

A music-listening room adjacent to the library and record collection can provide both instruction and recreation. Installation of recording equipment at the center's information desk enables the duty clerk to broadcast music to the lobby, community rooms, and perhaps student rooms, during certain hours. Organized by students and staff, these broadcasts can serve as instructional programs or background music. Tying-in this equipment with AM/FM radio is advantageous.

Also for dual purposes, television rooms are generally located near a major traffic center. Television outlets and sets are now sometimes provided for lounges or meeting rooms on the various floors of the residence building. These facilities expand the usefulness of housing units for group discussions following closed-circuit television lectures. When meeting rooms are to be used for classroom purposes, provisions must be made for motion picture and sound-amplifying equipment.

Student housing also presents excellent opportunities for using visual materials to complement and reinforce classroom teaching. Strategic walls—those opposite principal entrances and elevator doors, in certain stairways, or at the end of particular corridors—are just waiting to be put to use for hanging paintings, prints, or photographs; for murals; for pictorial reports; for displays; for sculpture and other works of art. Some floor space in public areas can readily be designated for standing display cases, the main requirements being convenient electrical outlets, electrical fixtures for spotlighting, and equipment for fixing materials in place and protecting them from disturbing fingers and fingerprints.

Lobbies and well-travelled corridors are good locations for displays which draw student attention to the
variety of human knowledge and new developments in particular fields. In a graduate hall at Syracuse University, for example, visual displays on such topics as music, art, and radar developments are planned to extend the general knowledge of students majoring in other fields; displays on atomic energy provide engineering students with useful background information and give art students glimpses of an otherwise unknown world. These same locations can also be used for displays intended to stimulate student interest in exploring vocational objectives.

Visual aids serve a number of other useful purposes. They point up the particular interests of the student group, encouraging support by a maximum number of the membership, as when colorful posters advertising a book drive help to focus interest and cause students to contribute. They can remind students of major topics in certain courses, as when a print display of outstanding paintings by Picasso reinforces a fine arts lecture on contemporary painters. Or, they can contribute to cultural enrichment programs, as when one lobby display case is filled with travel photographs of European or other countries while another portrays the development of transportation, or high points in the history of the community, state, or country.

At some colleges and universities, the museum is a rich source of materials particularly if the curator sees display cases in housing units as means for sharpening student awareness of the museum and what it has to offer. Displays prepared by the museum and other departments as part of community service projects may be excellent for use in student housing, and are ready made. Members of the faculty, staff, or student body have hobbies and special interests which produce colorful and fascinating displays.

Prerequisites to the best use of technological and visual aids for learning in housing units are coordinating institutional and residential programs, arranging for space when the residence hall is built or renovated, and allocating staff time for planning a learning aids program. Institutional policy and organization can take care of the first requirement; good definition of space needs and financial planning will provide for the second and third requirements. Some staff time may be available from resident assistants and other part-time staff members when they are on duty but not assigned specific responsibilities. Student committees are, of course, an important source of labor, ingenuity, and ideas.

Community Facilities

The way student rooms are grouped, as in the various suite plans, sets a framework for the development of small residential communities which, in turn, combine into larger groups to perform activities—intramural sports, for example—that require more participants. At the same time, all the residents of a building or related group of buildings are members of an even larger community. The development and direction of this community depend considerably upon the nature and variety of the housing programs, but also on the type of common facilities its members share.

Entrance Lobby. Because of its importance to first impressions, the lobby should invite students and visitors to a learning center where students live, work, and play. With imaginative treatment, illumination and color will create a feeling of quiet warmth; finish materials for floor, ceiling, and walls can include some variations in texture that avoid an impression of harshness yet provide durability for low maintenance. A dominant feature might well be an attractive display case for some of the visual aids already described. Particular attention should be given to the wall decorations of this room, since pictures, photographs, and other art work give subtle clues to the quality of the student group life. Quantity is not the issue; blankness or inappropriateness is.

Typical equipment includes an information desk, mail boxes, bulletin boards, some type of desk-to-room communications system, drinking fountain, and public telephones. High-rise buildings add elevator entrances. Large lobbies usually have several furniture groupings for guests and waiting visitors. Some small lobbies are little more than wide places in the well- trod path to and from student rooms.

Traffic patterns require particular study to reduce or eliminate the congestion which may occur at the information desk, mail boxes, and elevator entrances. The congestion problem can often be solved by careful attention to the equipment, properly designed to handle the anticipated numbers of people, and disposal of the traffic, without neglecting operating economy. In the case of elevators, for example, entrances at the lobby level may be arranged to open in opposite directions.

Desirably, the lobby serves as a central point with direct and often visual access to the various kinds of community rooms surrounding it. A library-reading room at least partially visible from some part of the lobby helps greatly to establish a climate for the building.

Eating Facilities. The dining room is an important community facility not only because well-balanced, regular meals are vital to physical health but also because suitable conditions for eating these meals may contribute to emotional health. The meal table has the potential for generating a strong group spirit, giving focus and cohesion to the student community.

As members of this community, students should expect to contract for their food on a term basis in order to obtain the best possible quality at the lowest possible
cost. This combination requires suitable equipment, efficiently organized, and competent management which insures expert purchasing and preparation of food.

Two current problems affecting the use of the dining room are the large numbers of students to be fed and the short time allowed for feeding them. In this country, it is generally agreed that college kitchens planned to serve from 1,000 to 1,500 students permit the best efficiency and greatest operating economy. For this reason, the small colleges, as well as the large, should centralize their kitchens as much as possible. However, an unnecessary consequence of the large kitchens has been large dining rooms, and impersonal, mass feeding. The cafeteria lines designed for speed, the self-bussing procedures which cause students to leave plates on trays while eating, and the general noise and clatter have all helped to establish a pattern of gorge-and-go dining. These problems can only be tackled when administrators decide that students are to be fed as human beings—and such a decision is really not contrary to sound business practices.

The problem of massed numbers can be solved when each dining room is designed to seat no more than 75 to 100 students at one time, thus maintaining human scale and so recognizing students as individuals. With careful planning, the large dining room can be replaced by a number of smaller ones adjacent to one large kitchen with its cafeteria serving lines—the most frequent type of food service today because of labor costs. In a large men's hall at the University of Washington, the central kitchen and seven small dining rooms demonstrate that large kitchens and small dining rooms are compatible for operating efficiency.

Slowing down the eating tempo is a problem less easily solved, but a first step is making the dining room a pleasant place to be. Of reasonable size, this room is more inviting when illumination, color, and the texture of finish materials are warm and soft. To be avoided are harsh lighting and color, together with hard surfaces, which can be disagreeable and repelling. Carpeting, draperies, and acoustical tile, along with background music, should solve the noise problem. The cafeteria line can be located in a separate room or isolated from the seating area by partial partitions or screens. Particular attention must be given to ventilating systems; money spent on the dining room's appearance is largely wasted if students are confronted at the entrance with stale food odors.

As a feature of community life, the dining room should be equipped with tables to seat six or eight students each. Rectangular and circular tables in combination give variety to the appearance of the room. The size and shape of the chairs should provide comfortable seating without crowding. Condiment tables and self-service beverage equipment add to the feeling of in-

formality. The combination of appetizing food, agreeable surroundings, and interesting conversation produces a mealtime situation that is truly a community experience and an aid to individual learning.

Conversation and discussion, as well as growing young men and women, require food and refreshment at times other than meal hours. One answer is the snack bar that provides an assortment of sandwiches, drinks, desserts, and short orders during the day and well into the night. When incorporated into the cafeteria serving line, the snack bar can utilize some of the same equipment as well as some of the dining room space. Where a separate location is more feasible, it needs to be within well-travelled traffic patterns and readily accessible to students.

Long serving hours and wide variation in the amount of student patronage, which boost operating costs, have encouraged administrators to use vending machine snack bars. But a sufficient volume of trade is still necessary to insure turn-over and freshness of vended food products, and some supervisory and housekeeping services are still required. At the University of Wisconsin, one popular snack bar has vending equipment available at all hours, and a short-order service and fountain is manned during special hours of the evening and Sunday afternoon.

Vending machines are sometimes placed in a number of locations within a housing unit, including student room floors, but this arrangement often creates problems of noise, housekeeping, supervision, servicing, and congestion, which argue for confining such equipment to space adjacent to the major community rooms of the buildings.

Catering services are required from time to time for special banquets, dinner meetings, and a variety of social functions and group meetings. These services may be furnished from the central kitchen or the snack bar. For light refreshments, a serving kitchen located near the social and community rooms is helpful. This kitchen can be used by food service personnel or by student committees.

Social-Recreation-Class-Meeting Rooms (Multipurpose Space). Students need facilities for entertaining friends or dates, and for a variety of social functions, especially in women's residence halls. They also need space for recreation as a change of pace from academic activities, and opportunities for the release of tensions. Much of the space required to meet these needs can also be scheduled for group meetings, including classes.

Indoor activities range from informal conversation, movies, television viewing, and card playing to ping-pong, piano or record playing, and occasional small group dancing. Depending upon the particular campus, the social-recreation rooms that provide space and
equipment for such activities may be located in a wing of the residence building, in a separate community building for a group of residence units, or in an adjacent student union or recreation building. The purpose is to remove noise-producing recreation from study and sleeping areas. At the same time, these social rooms must be within major traffic patterns and easily accessible from student rooms. One university planned for most noise-producing activities to take place in a student union located roughly midway between residence units for men and women students. But this union is several blocks from the residence units—too far for convenience—so noisy activities create a serious problem in the student living areas.

Most residence halls have some sort of central lounge and recreation room, many of which represent wasted space since they are largely unused. One common reason is that these rooms were designed for large group activities, both formal and informal, while the trend is toward informal, small group activities. As a general rule, large scale social-recreation rooms are to be avoided in favor of two or more smaller rooms arranged so that they can be used separately or jointly. Folding partitions (movable walls) give considerable flexibility in the subdivision of room spaces.

One of the social rooms should be furnished for card playing and conversation, with comfortable chairs and sofas, convenient tables, and dividers that give a measure of privacy to the different groupings in the room. A second room, adjoining the first, should be planned for activities likely to produce a greater volume of sound, such as ping-pong and piano or record playing. More than one room of each type may be needed if the capacity of the housing unit exceeds 600 students. Regardless of the number of residents in the building, however, a primary requirement in planning the social rooms is small scale. Of course, the television set must be located in a separate room since no other activity can take place in the same room at the same time.

In addition to small scale, these social-recreation rooms should convey a feeling of informality and warmth through colors, lighting, and furnishings. (Furnishings must also be sturdy to withstand heavy usage.) Sound absorbent materials are important in these rooms, along with contraction features which reduce sound transmission, and air conditioning is desirable for both noise control and ventilation. Wall space is often ideal for display purposes.

With advance planning, these community rooms can serve not only for social and recreational purposes but also for classes or meetings of groups varying in size from 50 to 250. All such rooms should be equipped for recorded music, motion pictures, and a speaker’s microphone. In addition, it should be possible to shift or remove some of the furnishings with minimum difficulty and to route student traffic around these rooms while meetings are in progress.

To supplement the two large community rooms, two to four smaller rooms seating 10 to 20 students each should be planned for committee or discussion meetings as well as study groups, tutorials, and seminars. These small rooms can also be used as student organization offices, and with limited cooking and refrigeration equipment they may double as kitchenettes for special functions. When located near the central kitchen, they can serve as private dining rooms. To meet the widest possible range of purposes, these rooms should be equipped with small sectional tables, comfortable chairs, television outlets, and a movable blackboard.

The use of these various rooms for academic purposes during daytime hours becomes more feasible when offices for some of the teaching faculty are located in the same area. The number and assignment of these offices depend upon the program of the college or university.

Outdoor Recreation. Formal and informal recreation programs on the campus are usually a responsibility of the physical education or intramural department, with the housing department cooperating in matters of organization and communications. In some instances, an athletic gear issue room may be included in a housing area for the convenience of students; volleyball, basketball, and tennis courts may also be located in proximity. Whatever the arrangements, however, suitable facilities are needed for outdoor recreation—a stimulus for group spirit and a remedy for the relief of many tensions.

Service Facilities. These facilities include: laundry rooms with coin-operated washers and dryers; housekeeping rooms for cleaning equipment used by students; sound-proof music practice rooms; storage rooms for evening dresses, luggage, and personal equipment such as skis; and parking space for cars, bicycles, motorcycles, and scooters.

These services are aids to learning in that they contribute to a smoothly operating living routine. For example, if room cleaning equipment is inadequate and inconveniently located, the student may fail to clean his room and resent both the conditions and the procedures, burning up energy that could be more profitably used. Similarly, laundry rooms where students get acquainted and get their washing done at the same time can be one of the community centers in a residence unit. However, if the room is dismal and the equipment frequently out of order, this so-called service will be a source of wasted motion, irritation, and discontent.

Facilities for Fraternities and Sororities

Traditionally, the social-recreation-dining space has been emphasized in fraternity and sorority houses. A
limited study of floor space allocation indicates that only 30-35 per cent of gross space may now be designated for study-bedrooms in this type of student housing, with most of the balance devoted to community space.

This kind of space allocation will and should change as fraternities and sororities bring their objectives and activities into better harmony with the educational programs of colleges and universities. The requirements of students in fraternity and sorority houses are essentially the same as those for students living in any other type of housing. The student room is basically the quiet place for study and sleeping; the community rooms provide opportunities for the membership to join in activities of mutual interest.

Institutions which support the fraternity system have the obligation of working closely with chapters engaged in building or renovating their houses to make sure that the plans are suitable, first, for students studying and, second, for small group living. This type of living should provide for the pleasure of association without eliminating the possibility of at least temporary withdrawal.

Attention should also be given to the housemother's needs for suitable quarters and adequate privacy. This means an apartment—living room, kitchenette, bedroom, and bath—with an outside entrance, located away from the traffic centers of the house.

Facilities for Married Students

Apartment facilities for married students should be specifically designed to meet the requirements of a studying as well as a working family with a low income. Like accommodations for single students, these facilities also should reflect the institution and its academic mission.

Housing a married student is complicated by the fact that he heads a family: a wife, who may be working during all or part of every week; and a child or children, who may be the centers of intense activity during most of the day and early evening. He therefore needs such special equipment as a kitchen range with suitable ventilation; a refrigerator no less than 11 cubic feet in size with freezer space for food storage; a tub-shower combination for bathing; storage space for food, dishware, clothing, and family equipment; and clothes washers and dryers available in central locations but not in each apartment.

Other factors pertain to married students. Countrywide, over half of this group are between the ages of 25-34, and about a fourth are estimated to be enrolled for graduate education. Many are working part-time to supplement the family income. According to the author's survey of apartment applicants and occupants at 11 universities, about 58 per cent had no children when they applied for housing. However, this figure for occupants dropped to about 44 per cent, indicating a change in family composition, as well as preferential assignments for families with children. Since the husband studies and probably works part-time, and since the wife may work, take care of children, and perhaps study too, time is an important factor in the lives of married students. Community activities tend to center on those a family can do together.

The Apartment Unit. For student family living, the basic apartment features are a living-dining room combination, preferably with a separate kitchenette, and a separate bedroom with bath, ample clothes storage, and study space. Separating these rooms from each other makes it possible for the husband to study in the bedroom while the wife cooks, sews, entertains, or watches television in the living-dining room. When there are children, another bedroom becomes essential.

Attention to the major elements of the physical environment—illumination and color, ventilation for heating and cooling, noise control—is also important for the married student and his family, but floor space is the most critical problem, compared to the needs of the single student. The gross space requirements are about 500 square feet for a one-bedroom apartment, 650 for a two-bedroom apartment, and 800 for a three-bedroom apartment.3

Careful room layout to gain the maximum use of floor space is an important element in economical construction, and durable finish materials which produce low housekeeping and maintenance costs are equally essential, since housekeeping is a student responsibility and maintenance is a factor in determining rental charges. For the institution to provide basic furnishings and equipment for the living-dining room, kitchenette, and one bedroom is probably an economy for both student and management. The moving of furniture is a continuing source of damage, and furnishings specifically planned for the apartment are more likely to contribute to the results desired for student residents. Although practice varies widely, individual apartment meters for electricity and gas are advantageous because they distribute costs equitably and enable students to pay for the utilities they use.

Study Space. In the case of the married student, family noise and confusion are added to the usual study hazards. He too needs help with study conditions; a small family-style desk or dining table in the living room

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3 These figures are based on two surveys: one made by the author in 1960 of 33 apartment housing projects at 20 colleges and universities; the second, made by the Office of Facilities, State University of New York, in 1963 of 24 projects at 17 universities.
hardly serves the study function or suggests that the apartment is, after all, for a studying family.

One possible solution is a form of study cubicle. In the apartment, an alcove off the bedroom can be equipped with a table, chair, locked bookshelf, and heavy drapery material across the entrance to provide security for study equipment, visual privacy, and some measure of noise control. At the University of Florida, which is experimenting with such an arrangement in one of its apartment projects, one side of the alcove (7 feet by 9 feet) is used for clothes storage. As designed, this study space has not added to the total floor area of the apartment, or to its construction cost.

Another solution is a group study room in the community building frequently constructed as part of an apartment project. This room can be furnished as a branch library-study room, in cooperation with the college library, or divided into cubicles for group and individual study. A proposed student housing project at the University of Stockholm has a number of study cells in a building at the center of the community area.

Community Facilities. The apartment project, like the residence hall or fraternity house, creates a student community. Many of these projects consist of one and two story structures; some are arranged much like a village, with parking and vehicular traffic around the perimeter so that the community looks inward upon its lawns, walks, and playgrounds. The open spaces between buildings are scaled to give pedestrians the feeling of friendliness and informality. The University of Stockholm's proposed project has courtyards with exterior stairs to second floor apartments to strengthen the opportunities for acquaintance. Whatever the method, the objective of the project site plan is to convey to each family the feeling of individuality and, at the same time, of participation in a significant community life.

Because of land shortages and problems of travel time on the campus an increasing number of apartment projects are large high-rise structures. Within these large structures, however, apartment units can and should be grouped to avoid the feeling of massed numbers and, at the same time, to provide opportunities for informal, friendly associations.

Although the common facilities provided for the married student community will depend somewhat upon the size and location of the project, certain assumptions must be made. First, this community will be an active part of the college or university. Second, the well-being of the wives is essential to the well-being of the student husbands. And, third, the welfare of the children strongly influences the attitudes and behavior of the mothers and student fathers. These assumptions have a direct bearing on the specific facilities to be considered.

A library-reading room will visually focus the community's attention on its academic purpose. This room may provide reference materials and study space for student husbands and browsing shelves for their wives. Adjacent to the library may be a meeting room, equipped with sectional tables and comfortable, lounge-type furnishings, to be used for formal classes, class-related discussion groups, organizational meetings, and occasional evening recreational programs, such as films and square dances.

Necessary service facilities include a laundry or laundries with coin-operated washers and dryers. Attractive in appearance, this facility can be a community center for student wives. In a few high-rise projects, small laundry rooms are located on each floor or every other floor. A playroom or playground for small children is sometimes located next to the laundry room. Indoor and outdoor play areas for children are indispensable, and some apartment projects have nurseries as well. A picnic area is a useful recreational facility in village-type projects, while a sundries store operated by the community government is both a convenience and source of activity funds.

For the village-type project, the various community facilities may be located in a central building which also includes a manager's office, a small workshop, and storage space for garden tools if students are responsible for care of the grounds surrounding their apartment units. In large structures, community facilities can be placed at the first and ground floor levels or in a wing connected to the main building. In planning any project for married students, attention must be given to the availability of such essential community services as fire and police protection, parking and traffic controls, garbage and trash disposal, schools and school bus transportation, sidewalks and area illumination.

Renovation of Facilities

Renovation of existing housing units can be more important than new construction. If these units are creating an unfavorable public image for the college or making second class citizens of its student residents, capital outlay improvements merit a high priority. Double standards for student housing—one standard for the old and one for the new—are inexcusable for institutions of higher learning. Granted that renovation is a continuing process, the requirements need to be determined on the basis of one standard for all housing. Of course, this does not mean that all facilities are to be identical. At the University of Virginia, for example, rooms in the Jefferson Quadrangle will probably never be equaled by new construction in the eyes of students.

According to the United States Office of Education,¹ on a sampling basis, 10.5 per cent of the student

housing facilities in use before 1957 were reported to be so obsolete they should be razed. An additional nine per cent were described as in poor condition, requiring major rehabilitation. These percentages represented possibly 149,000 spaces in 1957. No more recent figures are available, but since average replacement needs for residential buildings are estimated at two per cent per year, it is unlikely that this problem has been—or will be—entirely solved. Nevertheless, aggressive and continuing efforts must be made to eliminate unsatisfactory housing from the campus.

Aside from the physical condition of structures, there is a sizable problem of functional obsolescence. Some new and some old housing units are so designed that they can scarcely be described or used as educational facilities without some remodelling. The costs may actually be small in many cases, but the effort needed to take decisive action may be great except where housing is used for educational purposes as a matter of course.

Decisions on remodelling require careful planning, just as does new construction, including studies of existing and anticipated housing programs in relation to the present physical facilities, taking into account such possibilities as reassigning the use of space. For example, a storage room may be readily convertible to space for group meetings, television, or ping-pong, depending on the need. Removing or changing partition walls can enable planners to recapture wasted space for useful community purposes. The chances are that an analysis of existing floor space and its current uses can lead to the discovery of space for new and perhaps more important programs.

Remodelling plans may also lead to the construction of an addition to the existing building in order to take care of necessary program requirements. For example, a community lounge added to a men’s hall at Brown University provided a central meeting place for student residents and strengthened group morale. A further possibility is to locate a new housing unit near an older one, including with the new unit adequate facilities to meet the requirements for both. Eating facilities are frequently added to older units in this way.

Renovation projects tend to be much less costly than new construction, and substantial improvement in the physical and educational standards of housing facilities can often be made with considerably less commitment of funds. Whether renovation or new construction is involved, however, its financing is still a real problem to be solved.
Issues in Financing

Since all decisions regarding physical facilities, staff, and programs are ultimately controlled by financing plans, these plans must be made so that they contribute fully to the development of college housing as learning centers. It should be noted that considerable work in the area of financial planning is needed. Before real progress can be made, however, certain basic issues concerned with housing construction and operation must be clarified and resolved.

What Can the College Afford?

Even though this question is often raised, the real issue is whether or not the college can afford to build at all. Once the trustees agree that a housing project is to be built they immediately incur its major costs without having considered appearance, facilities, or layout of floor space. For a building with four floors or more, the structural frame and exterior walls are likely to consume over 35 per cent of total construction cost, while the mechanical equipment—heating, plumbing, and electrical—takes about 30 per cent more. The remaining 35 per cent goes for such items as excavating and grading, roofing, carpentry and millwork, doors and frames, hardware, windows, flooring, wall and ceiling finishes, painting, and miscellaneous.

The first demands on the building's floor space are for student bedrooms, bathrooms, corridors and stairs, and mechanical equipment. The second demands are for community facilities such as food services, library and other study spaces, and a few meeting and activity rooms. The square foot cost for the building is then determined by dividing the total number of gross square feet into the total estimated construction cost.

Often overlooked is the fact that square-foot cost represents an average. Some square feet of floor space, such as for bathrooms or kitchens, are considerably more costly than other square feet of space, such as for meeting and activity rooms. The actual cost differences depend, of course, on the circumstances and the building, but in some cases space for activity-type rooms can be added to a building at one-half to two-thirds of the square foot cost for the building as a whole.

When floor space is allocated and floor plans drawn, one point to remember is that facilities which maximize the educational uses of housing are usually the least costly to provide. In fact, skillful design and wise priorities can often include these facilities without adding to the total floor space as ordinarily planned. The second point is that these community facilities are among those which distinguish college housing from other kinds of housing. Such facilities may make the significant difference by helping to create a favorable climate for learning.

In addition to basic space requirements, the college can also afford basic decorations and equipment that are attractive and suitable for an academic building. For example, wall paint in warm, quiet colors costs no more than paint in loud, garish colors. Selection is based on a planned effect, not on cost. A key factor here is attention to detail and to alternate choices within the framework of an over-all plan and purpose.

Administrators sometimes have preconceived notions about what is essential and what they can afford in a residence building. But full knowledge of the facts about the elements of construction cost is a better basis for making decisions.

What is Economical Housing?

The real issue in this question of economy is finding the number of dollars needed to build properly, versus deciding that fewer dollars will produce a get-by housing project. Experience shows that time and again the so-called construction economies only delay the process of finding enough dollars and, even worse, result in unsatisfactory conditions that can seldom be entirely corrected at any cost. In buildings as in clothes, bargains are hard to come by—the customer usually gets just what he pays for.

Several features identify the truly economical housing unit. It can be operated at low annual maintenance costs over long periods of time, and has a reasonable life expectancy of no less than the number of years required to repay the construction loan. The economical unit has use flexibility so that it can be assigned in whole
or in part to single men, single women, and/or married students depending upon the housing demands. With this feature, maximum occupancy and income can be maintained at all times.

Of particular value is the building planned as an integral part of the total physical plant to avoid unnecessary duplication of space and to insure the highest possible use of space on a day-to-day basis. On the typical residential campus, a sizable amount of floor space stands idle for considerable periods of time. Community rooms in housing units are likely to be empty during morning and early afternoon hours while classrooms across the campus are largely vacant during late afternoon and evening hours. In terms of sound fiscal management, as well as good educational practice, the reasonable and economical step is to combine residential and instructional facilities whenever practicable. This step produces space which can then have maximum, multiple use on the college campus.

The economy of a residence building is also measured by its results. If its conditions for living and learning contribute to the intellectual growth and academic success of students, it is a good investment; if, on the other hand, these conditions are unsatisfactory and add to the factors causing failure and dropout, the building represents an expensive and unwise expenditure of institutional funds.

Who Pays the Housing Bill?

In order to answer this question another must be asked: what costs are included in the housing bill? Three answers are typical: first, annual costs for operating the housing unit; second, annual operating costs plus amortization costs (principal and interest payments on indebtedness plus the accumulation of required reserves); and, third, all of these costs plus those for housing educational programs and supporting staff.

Definitions of costs depend upon the operating policies and financial resources of the college or university. There is considerable agreement that institutional costs should not be charged against housing income, but actual practices are governed by circumstances. In the financing of living-learning centers, the justification will be both clear and sound to charge educational programs and staff against general institutional funds. At the same time, housing income is likely to be heavily assessed for housekeeping-maintenance costs—and probably for all that the traffic will bear.

Deciding who will pay the housing bill is just another way of considering the self-liquidation question. To date, few housing projects are entirely self-liquidating (total costs paid from rental income), and direct or indirect subsidies are common, in spite of popular opinion to the contrary. A sizable number become self-liquidating, it is true, when revenues from food services, conference groups, and miscellaneous sources are added to rental income. At the same time, the trend will probably be toward entirely self-liquidating projects, with student residents paying the total bill including educational costs assignable to housing.

The real issue in this matter is, and has been, how much rent students can afford to pay. For many years, the general policy has been low rental rates. When little was provided the cost was understandably low and reasonable room and board rates have served to attract students to a given college. Governing boards, of public institutions in particular, have felt an obligation to keep costs down in order to insure educational opportunities for all qualified students regardless of family income.

New conditions seem to be changing student and institutional attitudes toward this question of rates. Higher standards of living have greatly increased the public expectations for college housing accommodations; much more is provided today than yesterday so that rates are understandably higher. With some exceptions, mounting enrollments have created a demand for housing more critical than its cost. As colleges and universities have expanded, many have been forced to re-examine all sources of funds and to conclude that housing units—as opposed to instructional units—can be self-liquidating since they generate funds which can be used to cover both construction and operating costs.

Like the cost-of-living index, room rental rates have steadily moved upward. Current rates at some institutions give evidence that today's students can arrange to pay the price for their educational expenses. However, if resident students generally are to pay the total cost of the housing bill, the rates on many campuses will be boosted by substantial amounts. And unless large numbers of qualified applicants are to be denied the opportunity for a full college education—without this possibility being remote—institutions of higher learning will have to develop major remedies for increases in room and board rates and other student costs.

Financial Aid. One remedy already mushrooming is financial aid developed at both the state and national levels. Noteworthy are the New York State scholarship and scholar incentive programs with $52.5 million allocated in 1964-65 for direct assistance to college students working toward a degree. This money is received as a direct grant and is not repayable. In addition, New York State maintains a large student loan fund and pays the interest while the student is enrolled. A number of other states have established loan funds or state-guaranteed loans, in addition to direct scholarships.

In 1963 the Florida State Legislature set up its first student financial aid program on a state-wide basis. At the same time, through its budget processes, the Legisla-
ture shifted certain student housing costs from general state funds to housing revenue funds, with the result that rent rates were raised at the two largest state universities. Although the timing of these two actions was coincidental, it illustrates the point that withdrawing support funds from housing budgets may not produce additional income for educational use—the student subsidy is merely applied through direct aid rather than rent rates.

**Cooperative Housing.** Another remedy is the cooperative living unit—a means for reducing operating costs and, as a consequence, holding the line on rental rates. In the past, such units have often been private homes converted for the use of students with limited financial resources. In the future, this type of housing is likely to be specifically planned and constructed to provide a way for students to economize on their living costs. The University of Michigan has recently completed its Oxford Housing Project for 420 women. Described as participation housing, this project is for students willing to share in the work of housekeeping, menu planning, food preparation, and food serving. The project staff is limited to counselors and maintenance personnel.

The University of Connecticut has built and operated cooperative units for a number of years. These units—two per building and about 40 students per unit—have been assigned to fraternal or to independent groups. Apartment units for single students at Indiana University and Brigham Young University are another version of cooperative housing. In these cases, students have responsibility primarily for their assigned apartments.

**Year-Round Operations.** Still another remedy is adoption of a year-round academic calendar which will make possible maximum utilization of space and spread operating costs over 11 rather than eight or nine months of the year, thus slowing the upward rate trend. Many housing units for single students are now closed during the summer months so that the vacancy loss, on a year-round basis, is high.

Properly planned, a year-round calendar will eventually result in as much as a 90 per cent occupancy rate for single student housing during 11 months of the fiscal year. This percentage will greatly improve the possibilities for financing new construction on a self-liquidating basis. At the same time, full space utilization will somewhat reduce the housing expansion requirements. For the institution as a whole, year-round operations represent a realistic way to improve total plant productivity and to meet in part the spiraling enrollment demands.

There are problems. To date, the summer terms—by whatever names they may be called—do not draw capacity enrollments at institutions now on year-round calendars and probably will not do so until students have no other choice. During fall and winter terms, students have reportedly felt time and study pressures, and one institution has discovered an increase in the number of student self-referrals to the mental health clinic. Some faculties and administrators agree that their particular 11-month calendars have stepped-up academic requirements too much and seriously limited the opportunities for real learning. Housing organizations have experienced heavier workloads with the additional assignment periods and student turnover. Greater building use has added to housekeeping-maintenance requirements and has led to the scheduling of some repairs and improvements throughout the year rather than during summer months only. Longer occupancy periods for enrolled students will eventually limit the financial—and public relations—benefits of special conferences and short courses now taken care of in housing units.

If these and other problems can be solved, and it appears that they can, some reasonable form of year-round operations is both logical and desirable. As colleges and universities make use of these various remedies to counteract the size of the student's educational bill, they will also look for ways to cut housing construction costs.

**Can Construction Dollars Be Stretched?**

The answer to this question lies in analyzing the various elements of construction cost. For example, since two major and related elements are time and labor, the discovery of time-saving procedures will help to reduce costs. CPM—the Critical Path Method or Scheduling—is just such a procedure which has been used with considerable success by a number of contractors in recent years. In fact, this procedure is now required for bids on certain construction projects of U. S. Government Agencies when completion time is a vital factor.

In essence, CPM is a diagrammatic representation of a proposed construction project with arrows to indicate specific types of jobs and the time estimated for their completion. These arrows are arranged according to job relationships; shown also are calendar dates when certain jobs are to be finished and others are to start. The critical path consists of the particular job arrows which represent the maximum necessary time sequence for the project as a whole and thus indicates the total planned construction time.

Data-processing equipment is used on complex construction projects for such work as preparing the project schedule, identifying the critical manpower needs, and selecting the completion date. This equipment can revise time schedules if manpower shortages develop in particular fields and evaluate the effects on cost if certain jobs are speeded up.

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1 Francis A. Sando, “Critical Path is Road to Better Building,” *College and University Business*, Vol. 35, No. 6, December 1963, p. 39. Information in this and the following paragraph has been drawn from this article.
This procedure makes sure that construction materials and equipment are ordered for delivery when needed, which reduces storage costs, and that the various skilled workmen are available when actually required. From the contractor's point of view, CPM permits close home-office control over job progress, efficient work planning by sub-contractors, and a concept of the project as a whole which helps to point up problem areas and special requirements. From the viewpoint of the owner, CPM helps to insure a scheduled completion date and to produce operating efficiency which, in turn, reduces costs. It seems probable that CPM will become a regular part of many construction contracts for housing projects.

Construction equipment is a cost element to be studied for efficiency and profitable replacement by new and better products on the market. For example, the relatively new tower crane, being imported from West Germany, reportedly costs from one-half to two-thirds the price of a conventional crawler crane and has the advantage of placing its load at any point on a construction floor. The whole field of new materials and new uses for existing materials should have continuing attention followed by experimentation which necessarily has to be realistic. And it must be remembered, of course, that what proves to be desirable in one situation may not be so in another. To illustrate: under certain conditions a pre-stressed concrete structure may cost in the range of 10 to 15 per cent less than structures of reinforced concrete or steel framing. Under other conditions, this favorable differential may dwindle.

Another part of the issue concerning materials is the use of stock manufactured items versus special orders in types and sizes—procedures which also have a direct bearing on the cost elements of time and labor. Like the tailored suit, a custom designed building costs extra money. On the other hand, the use of stock items or prefabricated parts is less costly and should in no significant way lessen the individuality of a building. There is promise of considerable savings in standardizing the dimensions of repetitive building components such as structural members, doors, windows, and wall panels.

Standardized components open up the possibility of bulk bidding which assures manufacturers of sales volume for a particular component, and thus can produce lower costs through the building contractor to the owner. Another procedure of value to the owner and the contractor may be serial contracting by which bidding on a project includes the option to build one or more additional and similar projects during a specified period of two or three years. With this kind of guarantee, the contractor can maintain trained crews and work schedules with cost savings passed along to the owner.

Experimentation with standardized building components, bulk bidding, and serial contracting has been tried with some measure of success in British school building construction, principally on a county-wide basis. An experimental project modelled on British procedures has been undertaken for the construction of secondary schools in California. One problem is a possible limitation to the number of components that can be standardized. Another is creating a central organization that can control a large enough volume of construction to produce lower costs without, at the same time, standardizing the design and functions of buildings in a way detrimental to people and programs.

Although satisfactory answers are as yet hard to find, there is every reason to believe that the further application of modern technology to all of the major elements of building construction will produce marked improvements by which the construction dollar can be stretched considerably for the benefit of students.

What Does the Housing Cost Equation Mean?

The housing cost equation is simply this:

\[
\text{Financing} + \text{Construction} + \text{Operation} = \text{Room Rates}.
\]

Key factors in the financing cost are interest rate and repayment period. For housing units built with borrowed money these elements of cost—financing, construction, and operation—inevitably control the rental rates. If the financing costs rise, so will rental rates. If these rates are to be held constant, even though one cost element goes up, then one or more of the others must come down, obviously. Even so, analysis and study of these elements both separately and in combination may well produce remarkable results at some point in the future.

The Community Facilities Administration of the Housing and Home Finance Agency has prepared an equation which details the housing cost elements:

\[
\text{Annual rent charge} = \frac{(1.25)(a) + b}{9}
\]

per student

The 1.25 factor represents a debt coverage specifically required by the agency for the College Housing Loan Program; \( a \) is the annual cost of the construction loan per student as determined by the project cost per student, the interest rate, and the repayment period; \( b \) is the annual operating cost per student; and \( \frac{1}{9} \) covers an annual 10 per cent vacancy loss.

For example, a $4,400 project cost per student produces an annual principal and interest payment of $219 per student (4.4 x $49.81, the annual payment per $1,000 for a loan at 3.75 per cent amortized over a 40 year period). If the annual operating cost per student is $175, and this figure represents a reasonable estimate, the equation would be:

\[
\frac{(1.25)(219) + 175}{9} = \frac{498.84}{9} = \frac{55.43}{9} \text{ per month for 9 months}
\]

This $55 rate per month per student during a nine-
month academic year is more than double the median
rate per male student in a double room most recently
reported by the U. S. Office of Education. Of course,
this rate can be reduced by the amount of net revenues
available from such sources as food services, confer-
ences, special student fees, debt-free housing units, and
general funds. Some further reductions can be made by
such measures as extending the academic year to 11
months and cutting the 10 per cent vacancy loss.

Whatever the rate, the resulting revenue provides
the security for money borrowed to build the housing
unit. The sources of this money should also be studied
in a search for the most economical—and advantageous
—financing arrangements.

Sources of Funds: Revenue Bonds. The principal
source of funds for housing construction is revenue
bonds. According to the U. S. Office of Education, these
bonds financed 69.6 per cent of the residential facilities
at public institutions and 64.2 per cent of those at
private institutions completed during 1959-60, the most
recent year for which information is readily available.3
Most of these bonds were purchased by the Housing and
Home Finance Agency—clear evidence of the major
role played by the College Housing Loan Program in the
expansion of student housing facilities in this country.

Since no change is to be anticipated in the impor-
tance of these bonds as a fund source, governing boards
have the responsibility for increasing the attractiveness
of their bonds in the bond market in every way possible.
One worthy objective is the rating of housing bonds by
the major investment advisory services. Another, in
the case of public institutions, is legislation which will per-
mit pledging the full faith and credit of the state to hous-
ing bond issues. Where this action is now possible, the
effect has been to reduce interest rates and, hence, costs
for students.

Maintaining high standards for the financial man-
agement of housing units will obviously help to enlarge
the reputation of housing bonds as sound investments.
The possibility is that more of these bonds will be pur-
chased by private agencies in the future, a development
likely to produce favorable interest rates.

Private and Commercial Sources. According to the
U. S. Office of Education, private and commercial
sources provided 2.6 per cent and 3.3 per cent of the
total funds used by public and private institutions to
construct residential facilities during 1959-60.3 Small
as these percentages are, they may increase somewhat in
the future.

An advantage of the short-term over the long-term
loan is that it requires less time and less total money for
interest payments. The problem of high payments for
short periods may be considerably reduced because of
the trend toward higher rental rates, extended occupany
of housing units, and some stabilization of construction
costs by means of improved planning and better pro-
cedures. Short-term loans also represent a useful sup-
plement to other fund sources. Banks, insurance com-
panies, and bond underwriters are among the money
sources indicating interest in some kinds of housing
loans.

Other Sources of Funds. For state institutions,
other sources of funds include state appropriations, state
or local tax levies, and general obligation bonds. Private
institutions, on the other hand, have the advantage of
such sources as gifts and grants, endowment funds, and
current or other college funds. Although no great in-
crease in funds from these sources can be anticipated,
each has a potential which can be highly productive
when developed under favorable conditions.

Housing Investment Agencies. A number of in-
vestment agencies are currently making proposals both
regionally and nationally to help colleges and universities
in the construction of student housing. Some of these
agencies have built housing units, principally within the
last few years.

One proposal is that the agency will build and oper-
ate sizable housing units off the campus but located as
conveniently as possible. The college or university has
no formal commitments or relationships with the agency
but may provide for student referral and periodic inspec-
tions. In some instances, supervisory personnel are in-
vited to participate in informational programs sponsored
by the institution. Examples of this arrangement may
be found at the University of Wisconsin (where such
units were first built during the late 1920's), the Uni-
versity of Houston, the University of Texas, and the
University of California, Santa Barbara campus. Apart-
ment units have been built at Santa Barbara and resi-
dence halls at the other institutions to provide accom-
modations for single students.

These off-campus facilities are helpful in supple-
menting on-campus housing so that the institution can
enroll additional numbers of students. The developer's
problem is being sure that the housing he builds appeals
to student preferences and pocketbooks. The institution's
problems are that the rental rates for this housing may
be significantly higher than those on-campus—further
adding to educational costs—and student residents tend
to become part of an off-campus society often quite iso-
lated from the college community.

A second proposal is that the investment agency
will finance and build on-campus student housing units
to be leased and operated by the college or university.
At the end of the contract period of about 12 to 25 years,
these units become the property of the institution. Payments to the agency, on an annual or semi-annual basis, are made from rental income which also must cover all annual operating expenses. Two examples of this arrangement are a two-story frame residence hall for 116 men at Ricker College in Maine, and a three-story concrete and steel building for 132 men at Findlay College in Ohio. This type of proposal also includes the possibility of management by the agency.

The leaseback proposal has the advantage of opening up an additional source of construction funds and may produce a completed housing unit within a minimum number of months. At the same time, a number of factors have to be considered. At some institutions, the maximum occupancy clauses of existing loan agreements may preclude consideration of leaseback housing. The provisions of some leaseback contracts may limit the institution's initiative in arranging independently for future housing construction. And there is the problem of rental rates. To the housing cost equation is necessarily added the agency's profit, and interest rates may be higher than those available from other sources. The result can be increased room charges and/or insufficient funds to cover operating expenses. The probability also is that this housing unit cannot successfully be used as an educational facility.

Colleges and universities will want to weigh carefully the advantages and disadvantages of all sources of construction funds, in the light of their own circumstances and in terms of the results for students. Regardless of the source used, however, institutions can only expect to get what they pay for.
Approaches and Applications

HOUSING THEORY and practice are often light years apart. Many colleges and universities report in various publications that major purposes of their student housing are intellectual stimulation and individual development. But they apparently expect to achieve these goals almost automatically, by merely making residence buildings available for students.

The colleges and universities described in this chapter, on the other hand, are planning and making persistent efforts to utilize their housing units as educational facilities to reinforce and enrich student learning. Each of these institutions has its own particular approach, and some have been more successful than others. But they seem to share four essential qualities: initiative on the part of the president, cooperative support by the faculty, emphasis on multiple associations between staff and students, and reliance on housing units as vehicles for student learning.

Concordia Senior College

Located just outside Fort Wayne, Indiana, this two-year degree-granting college for ministerial training enrolls about 450 men in their junior and senior years, drawing most of its students from junior colleges, which are also operated by the Lutheran Church, Missouri Synod. The purpose of the college is to continue the liberal and general education of its students, preparing them for their professional education at the Synod’s Theological Seminary.

First opened in 1957, this new campus and college illustrate in a striking manner the use of both a program and a physical plant to maximize the effect of an educational philosophy on students. The major college buildings are arranged around a central square dominated by the steeply pitched roof of the chapel. Four clusters of small housing units radiate outward from the square. The village-like campus plan in a setting of gently rolling land gives a strong sense of unity to the college environment.

The concept of Concordia’s President, Martin J. Neeb, is that the whole campus serves as the classroom. Informal group instruction is stressed, and classrooms are designed for this purpose. (One type of classroom is split-level, with a large table and chairs on the lower level and a semi-circular counter with chairs on the upper level.) Class sections, like student houses, are limited to 34 students. Group organization is encouraged for the housing units which, in the president’s words, are “expected to contribute most heavily toward the development of cultural, social, and spiritual growth.” He regards the various phases of the college program, including activities in student houses, as inseparable and “always complementary, never supplementary, to each other.”

The Concordia House Plan. The primary elements of this plan are small student houses, a faculty counselor staff, and an operating unity for the college as a whole.

At present, 16 separate student houses are arranged in four clusters; each cluster is composed of three to five houses, plus a faculty counselor’s residence. The 34-student houses have double rooms on five staggered floor levels, with community bathrooms on the first and fifth levels. Stairway design shortens the corridors visually.

Common-use rooms in each house include a lounge-meeting room, small study room, prayer chapel, and storage room. The dining hall is centrally placed at the campus square, with food served family style for the evening meals. In each faculty counselor’s residence is a ground level studio for meetings with students.

Student living groups are deliberately kept small to emphasize the individual and encourage close associations with fellow residents. The small houses focus the student’s attention on his personal responsibility for the house and the welfare of his associates, while providing him frequent leadership opportunities through the spiritual, social, cultural, and athletic activities of the house membership. For example, the devotional meeting in the house lounge may be led by a different student each evening.

At the same time, the unity of the campus community is also stressed. Since each house is part of a

\[\text{Martin J. Neeb, "Concordia Senior College" Lutheran Education, April 1954.}\]
cluster, 136 to 170 students take part in inter-house activities. All students attend the morning chapel service and eat together at the central dining hall in the evening. Students are expected to request another house for their second year in order to broaden acquaintances on the campus.

The four counselors hold the rank of associate professor and teach at least one course. Their offices are located in the library rather than the faculty office building to emphasize the special nature of their relationships with students. More than counselors or teachers, these men serve as pastors for their communities of about 140 students each. The variety of their functions and the dimensions of the relationships with their assigned students also contribute to the operating unity of the college.

The Faculty Counselor Staff. The cornerstone for the Concordia House Plan is the residence counselor, defined as a person who is broadly educated, sensitive to human needs, and well acquainted with the profession that represents the common student objective at this college. This counselor is not intended to be a psychological consultant. He has a direct pastoral mission. His functions are counseling, preaching, course advising, teaching, confronting, entertaining, and administering.

His counseling goals are to assist his students to grow as mature independent persons and to gain the most possible from their college experience. The problems he works with include vocational intent, academic difficulties, courtship, finances, and the discrepancy between student action and intention.

Preaching as an active function has the secondary purpose of emphasizing the pastoral dimension of the counselor’s work and opening up another communications channel with students. As a course adviser, the counselor represents the office of the academic dean. In this capacity, he participates in the student’s over-all planning and is aware of the student’s curricular experiences. Before registering each quarter every student sees his residence counselor who may assist him with course load, electives, and areas of concentration.

Teaching a maximum of six hours has the secondary objectives of identifying the counselor as a competent teacher in the eyes of students and other faculty members, and enabling him to participate actively in the academic life of the campus.

Confronting describes the counselor’s responsibility for initiating discussions concerning conduct, thus helping the student face his immature behavior in order that he may better measure up to his capacity for responsible action. This function is an approach to the problem of discipline. The dean of students handles the discipline; the counselor is the consultant concerned with the behavior and the regulations from the viewpoint of the welfare of the individual and the campus community. In practice, counselors may ask students to “confront” their own actions whenever immaturity is indicated, in the office or in the student house.

Entertaining involves frequent social activities for which special funds and facilities are provided. These activities furnish another dimension for acquaintance and association; some are entirely social, others may involve informal discussion groups. Typically, counselors invite students in groups to their homes for snacks, meals, and meetings, as well as to open houses held at the beginning of the fall term, at Christmas, and in the spring.

Administrative duties include regular discussions with the dean of students and faculty members about campus life and individual students. As members of the college screening committee, the counselors assist in the evaluation of students for recommendation to other schools. They assist the dean of administration by advising him on physical plant conditions and requirements. They are in frequent communication with the leaders of the student houses regarding administrative matters. To be effective in their administrative function, the counselors must enjoy the confidence and respect of the administrators of the college, especially the president and the dean of students.

Evaluation and Application. According to a 1962 report by an examining team of the North Central Association of Colleges and Secondary Schools, Concordia’s institutional purpose is unusually well defined. The campus stands as a visible symbol of purpose; the exceptional residence counselor program contributes additionally to student understanding of this purpose. The housing plan and the careful development of residence counseling functions are praised by the team members, who also note the active involvement of students as planners and participants in campus life as evidence of a favorable situation.

Concordia Senior College is admittedly small, specialized in its program, and limited to upper-division students who have already made their initial adjustment to college life. Nevertheless, elements of its house plan are worthy of consideration by other institutions.

The organization of the student body into well defined groups of 34 each for housing units and for classrooms provides excellent opportunities to focus attention on individual growth and responsibility for growth. The clear inference is that positive action on behalf of the individual student is a requirement for all colleges today, whether the enrollment is 500 or 5,000 or more.

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2 The material for this section has been taken from "Objectives, Rationale, and Description of Resident Counselor Functions at Concordia Senior College," An Institutional Study, November 1961, mimeographed, 17 pp.
The residence counseling at Concordia illustrates one effective way to blend instructional and residential staff functions in order to produce a strong unifying force for the campus community.

The apparent operating unity, which includes student housing, seems to result from clarity of institutional purpose, as well as singleness of purpose. This suggests that well-defined relationships between the purposes of the college and its housing program are a feature of housing units used effectively as educational facilities.

**Stephens College**

Stephens College, a private liberal arts college for women, dedicated to student learning and each student's development as an individual and responsible citizen, enrolls about 1,800 students, most of whom live on campus. It is located at Columbia, Missouri, a town of some 36,000 people which is also the site of Christian College for Women and the University of Missouri.

During the college's 1959 self-study program, the president commented on the excessive increase in course offerings at colleges and universities, the often inefficient use of building space, and the need for residential colleges to make more intensive use of the space in their residence halls. These comments, together with faculty discussion of teaching methods, led to consideration of the residence halls as centers for learning and living, and to the Stephens House Plan experimentally organized for the 1960-61 academic year.

Financial support was provided through a three-year grant from the Fund for the Advancement of Education. From the Fund's point of view, a principal goal was to determine if superior basic education could be furnished without cost increases through more intensive use of resources, facilities, and personnel already existing on the campus. Searcy Hall with 108 students was the site of the House Plan for all three years. During the second year, Dearing Hall with 84 students and Fielding Smith Hall with 44 students were used for two separate and additional House Plans. Searcy and Dearing Halls were assigned to beginning students; Fielding Smith Hall, to second year students who had previously been members of the House Plan.

The Stephens House Plan. With the residence hall identified as a learning center, major features of the House Plan include:

1. **Team Teaching.** All beginning students take the same five courses taught by instructors who are assigned full-time to the House Plan. (At Searcy Hall, for example, there are five instructors including the residence counselor.) The five courses are integrated to avoid repetition while emphasizing relationships; overlapping topics are treated from the specific viewpoints of each course. Student association with other faculty members and other students is made possible through an additional five hours of elective courses and participation in the extra-class programs for the college as a whole.

2. **Flexible scheduling of classes.** Since blocks of time are assigned to House Plan courses, changes in the meeting time or length of class periods can be readily arranged without affecting the over-all class schedule of the college. As a result, instructors can assign topical materials for independent study, suspending classes for a week or two but continuing their teaching on a tutorial basis.

This flexibility also permits experimentation with closed-circuit television, amplified telephone interviews, and other electronic and mechanical teaching devices—all intended to free the instructors' time for more work with individual students.

3. **Proximity of faculty to students.** With class-rooms and faculty offices in the residence hall, the easy accessibility of faculty and students stimulates intellectual activities and conversation throughout the day.

4. **Faculty members as advisers.** Since he is the adviser for 20 students in the House Plan, as well as the teacher for one of their courses, the faculty member can know his students well and is thus able to help them in both academic and personal matters. Students are expected to discuss certain required outside reading with their advisers, so that interviews are assured.

5. **Living and learning as one activity, not two.** To create a total climate for intellectual growth, the House Plan includes original works of art, good books, and good music as essential features of the residence hall. In addition, out-of-class activities are used as extensions of instruction. For example, House Plan students are required to attend certain cultural events on campus, such as a Foreign Relations Lecture Series and chamber music concerts. Students sometimes choose to include special programs such as book discussions as part of their regular hall meetings.

6. **Team learning as a stimulus for personal growth in an intellectual climate.** In addition to taking the same basic courses from the same instructors, all House Plan students have a common reading assignment of certain books outside regular coursework and participate in one or more field trips to study cultural-social conditions in different cities. Shared learning experiences are thus provided for the student group.

**Evaluation.** Students in the House Plan have consistently liked it; according to the evaluations, they rapidly developed and maintained throughout the year a high degree of morale and enthusiasm. They found 3

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3 Lewis B. Mayhew, "The Stephens College House Plan," Final Report. (Mimeographed.) Much of the material in this and the following section has been taken from this report.
themselves studying because everyone else was studying. They responded to the pressure of their teachers, exerted through presence and program. Some reported that their work became so important that dating was a problem unless their dates shared their interests in intellectual matters. Test scores seemed to indicate a shift in values toward a theoretical level and a growth in both knowledge and the ability to think critically. According to the students, learning and living came together through the House Plan; the college experience was vitalized and enriched. House Plan students have returned to Stephens for the second year in greater numbers than other enrolled students.

The faculty members in the House Plan have given it their strong approval. All those who participated during the first year volunteered to continue. The close associations with students and other staff members were described as rewarding and professionally stimulating. One instructor cited as significant the development of student opinions and values from the total impact of personal association with faculty members plus course materials, rather than from students alone. Another instructor asserted that each adviser's knowledge of the 100 students in the House Plan was more comprehensive and accurate than the typical advisers' knowledge of their 10–12 advisees at Stephens.

Several other observations are worth noting. Intensive pre-planning by the staff team during the summer was most helpful. For example, by eliminating unnecessary repetition of subject matter in the basic courses, time was gained for presenting additional topics. The first assignments were posted on the Friday before classes began so that student time was profitably used at the outset of the term. During the early part of the year, group advising proved advantageous in distributing information about such matters as study habits, in reassuring the apprehensive freshmen, and in freeing time for the adviser. Including the residence counselor as a member of the staff team was an important factor in combining the instructional and residential programs.

The evidence suggests that effective learning is a product not only of teachers, students, and subject but also, and particularly, of the relationships among these elements. For example, teachers and students in the House Plan are known to each other in a variety of related ways which add depth and meaning to their association. The composition of the faculty team is especially important because each member must be both competent in his field and capable of informal teaching under varied conditions.

Application. Valuable as the House Plan is for Stephens College, the question of its applicability to other colleges or universities is logically raised. According to the college's research consultant, Lewis B. Mayhew, features of the House Plan may serve to solve a number of common educational problems.

For example, the House Plan illustrates one way of organizing the enrollment of an institution into small groups in order to focus attention on the development of each student as well as on the personal relationships among students and staff. Here is one solution to the problem of recognizing the importance of the individual in the midst of increasing numbers of students.

Team teaching, plus a basic curriculum and flexible scheduling, suggests means whereby faculty members can increase the effectiveness of their work with students. The House Plan readily supported an adviser-student ratio of 1–20 as opposed to a 1–12 ratio on the rest of the Stephens campus. In fact, the five advisers developed what was described as a superior knowledge of their 100 students. A common set of courses is, of course, a significant key to effective team teaching.

The House Plan's concentration of teachers and students, teaching and learning, within the residence hall made the coursework more meaningful to more students. The intellectual emphasis in the hall seemed to minimize the usual distractions and to spark the enthusiasm of the residents as a group. Social pressure was quite likely one of the factors that encouraged students to respond. Here perhaps is one of the answers to the problem of motivation.

The summer pre-planning sessions proved to be indispensable to the success of the Stephens House Plan. Considerable organizational difficulties beset the one House Plan for which no pre-planning was possible. The evidence is that worthwhile educational programs require time for advance planning.

Physical Facilities. No elaborate structure, facilities, or equipment was required for the House Plan. Searcy Hall, for example, is typical of many buildings designed for about 100 students. One variation is space for four faculty offices with a small reception room, off the recreation room at the ground floor level. Another is the display of paintings, sculpture, and exhibits in the public areas.

The paperback library in the third-floor lounge appears to be a useful symbol of learning in the living environment. The books are selected by the faculty for their relevance to course materials, but are not assigned as texts.

Used for lectures, the recreation room proved to have such limitations as insufficient ventilation for large groups, poor lighting for note-taking in some sections, no space to write, inadequate public address system, and a layout which hinders direct eye contact with the lecturer. In the second year of operation, therefore, split wood screens dividing the recreation room into four sections were provided to gain greater use of the space.
for classroom purposes, television, and recreation. New equipment included classroom chairs with writing arms, an amplifying system, a blackboard, and movie screen. These problems and solutions illustrate the point that advance decisions regarding the use of space can often prevent difficulties.

The several reports on the House Plan indicate that this experiment in new patterns of teaching has had substantial value for students and for the college. The results strongly suggest that the concentration of academic activities in residence units makes a favorable impact on the educational experience of students. To be noted is the fact that Stephens College is continuing its House Plan and now has under construction a new residence unit—one of four proposed for use in expanding the plan.

Indiana University

One of the 10 largest universities in the country, Indiana University prides itself on its breadth and quality of instruction, friendliness and informality, and individual attention to each student. According to the Information Bulletin for the College of Arts and Sciences, the advantages of a small school have been retained through the faculty-student counseling program and individualized programs in the residence halls. Yet the Bloomington campus has an enrollment of 21,000 with about 10,900 students—almost one-third the population of Bloomington—living in university housing. And, within 10 years, the number of on-campus residents is expected to rise to 15,000.

The University's President has called particular attention to the advantages of Indiana's housing system: "In order to provide an increasingly favorable academic atmosphere and to maintain the closest possible personal relationship between the student and the University, we continue to emphasize our work with residence halls and other housing units."4

The Indiana Residence Community Plan. Single students are assigned to 10 residence centers or communities, with approximately 1,000 to 1,200 residents in each center. One of these centers is for graduate students; the rest are for undergraduates. The graduate center and five others are coeducational, and present planning calls for all future centers to be coeducational.

Each center is described as similar in some ways to a small college with frequent opportunities for individual recognition, leadership experience, and association with faculty members. However, students also have the advantages offered by the substantial and diversified resources of a large university community.

The Center Staff. The head counselor, a full-time person with professional preparation and/or experience in student personnel work, functions much like a dean of men or dean of women in working with students and the part-time personnel staff. The Center also has a housing manager, who is responsible for the typical management functions of a housing unit, and a foods manager, who supervises all food services.

The primary responsibility of the head counselor is to promote an environment which adds depth and meaning to the educational experience of each student. Additional duties include advising student government, assisting with program development, and furthering faculty-student association. The head counselor may have an associate who is employed half-time.

Part-time staff members, identified as resident assistants, are employed as advisers, with each assigned to a living unit of 50 to 60 students. The first job of the resident assistant is to know unit members well enough to help each student meet his academic requirements to the best of his ability. Other duties are to aid in developing a favorable intellectual climate, to advise students on their unit and center activities, and to perform certain administrative functions. These resident assistants, as the university representatives closest to the students, do much to personalize the institution.

The resident assistants are usually graduate students enrolled in a two-year master's degree program. (For 1964-65, there were 170 resident assistants majoring in 33 departments, with 64 in student personnel administration.) These students are members of the staff of the dean of students. Their internship program and in-service education are responsibilities of the director of residence halls counseling and activities, who is also an assistant dean of students and an associate professor of higher education.

This director has an associate for administrative personnel functions, an assistant for in-service education and student conduct matters, and an assistant for educational programs. Two librarians complete the director's central office staff. The full-time student personnel staff totals 20. The director of the halls of residence, representing the assistant vice president and business manager, is charged with the administration and management of the university's housing system. Members of his immediate staff include the administrative housing manager, administrative dietitian, manager of maintenance and equipment, and officer manager. The executive director of the halls of residence has full responsibility for the planning and construction of new housing projects for the university.

Study Facilities and Conditions. Each center features a library equipped with reference books, supplementary reading materials for classwork, reserve books, books for browsing, best sellers, and magazines. Phonograph records are available for check-out, and art prints may be rented for use in student rooms. The center

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libraries, operated cooperatively with the university library, give visual evidence that books and learning are natural parts of a student's daily life, and reduce travel to the main library.

Study space in the library is limited to about 50 students, but the dining hall in each center is available for supervised study during weekday evenings, and is stocked with basic reference and reserve books. Unit floor lounges are also sometimes designated as study areas, and many students study in their own rooms.

Branches of the English Department's Writing Clinic are organized for four of the centers, with meetings held in the dining halls. Student participation is reportedly greater at the centers than at the main office of the clinic.

At the suggestion of the university's honors committee, one living unit in Jenkinson Hall was designated as a study emphasis section for the 1963–64 academic year. The 25 upperclassmen and 21 freshman men assigned to this section elected a governing board of directors, with each director presiding under a rotation system. On Friday evenings the members conducted their business meeting during the meal hour, usually inviting a faculty member to join them and to talk about his area of interest after dinner. On other evenings, they sponsored language tables in Spanish, German, and French. With a self-imposed requirement for reasonable quiet at all times, this group did not accept disturbing noise from any of its members. The results appeared to set a good example for other sections in the hall.

This study emphasis section was continued in 1964–65 when a similar section for women students was also designated, in another residence center. The number of applications from men greatly exceeded the space available.

The Faculty Associate Program. Begun in 1959, this program is designed to encourage the informal association of faculty with students in the residential community centers and to function as a bridge between the faculty and student communities on the campus, thus strengthening for each student the sense of unity in his college experience. The first year, 20 faculty members were invited to serve as associates for 20 living units in one residence center. Six years later, 80 faculty associates are active, with some in each center.

Currently, faculty associates are selected by the students during the spring or early fall, sometimes from a suggested list prepared by the counseling director's office. Some units may invite several faculty members to dinner before making a decision. Faculty associates are invited to serve for one academic year; they may be invited to serve again or a different faculty member may be chosen. The point is that student selection is an important ingredient for a successful program.

Other ingredients are also necessary. Active support by the unit's resident assistant provides encouragement for student organization leaders and a helpful contact point for the faculty member. The faculty associate needs some information about the kinds of students in his assigned living unit. Upperclassmen and academically motivated students appear to be more interested than many of the entering freshmen, especially freshman women.

From the faculty member's viewpoint, an informal arrangement for association with resident student groups is preferable so that he can schedule participation in accordance with his work commitments and personal preferences. For example, some faculty associates regularly join students for lunch at the center, and dinner on Wednesday evenings, when faculty wives may be included, seems to be another popular time. Faculty associates sometimes attend unit meetings, discussions, and special activities such as scholarship dinners and other social functions. One associate arranged to be in the unit lounge one evening each week at a specified time to visit and discuss ideas of interest. Occasionally, the faculty will bring their out-of-town guests to the center to meet, and perhaps to dine with, their students, who thus have an opportunity to talk with distinguished campus visitors.

Some additional values appear to be gained from Indiana's Faculty Associate Program. Acquaintance with faculty members at the residence centers seems to open up a communications channel which students are willing to use when they need assistance. Students see faculty members as social human beings who are interesting to know and to talk with about ideas not necessarily related to a particular course. At the same time, faculty members gain a fuller understanding of students by seeing and talking with them informally in their living situation. One faculty associate remarked, "I understand students better and (my experience) helped me reach them in my lectures." Faculty participants in this program also tend to have a new appreciation of administrative problems in student housing and to lend support to their solutions.

Faculty associates are not intended to be academic advisers. This type of individual assistance is provided by faculty members identified as junior division advisers. Each of these advisers is assigned 25 freshmen each year. For the 1964–65 academic year, 150 freshmen in one residence center were assigned to their junior division advisers on the basis of residence. As a result, six academic advisers will have all of their freshmen living in the same center, thus adding another dimension to the faculty-student relationships in that center.

Evaluation and Application. A general impression gained from Indiana's Residence Community Plan is the wide base of its support by faculty and administra-
tors—beginning with the president, and including the dean for undergraduate development, the chief business officer, the dean of students, and the chief housing officers. For example, the Faculty Associate Program has been gradually expanded with financial assistance from both housing revenue and state appropriated funds. A considerable cooperative effort is provided by the university library for the residence centers.

This Community Plan is first of all a useful way to reduce the impression of size at a large university and to develop living units where social and academic matters come together as part of a total campus experience. Other features of this plan are also noteworthy. The physical facilities are designed for comfort and convenience, as well as efficiency, so that they provide a sound foundation for heavy-duty use as educational facilities. Management procedures have been effectively developed by a well-trained staff. The study equipment and conditions give visible evidence of administrative commitment to the educational functions of the centers. The in-service education program for part-time personnel staff is well organized. Faculty and students participate together in programs which appear to produce mutual gains.

The Faculty Associate Program is admittedly not perfect. It is active in about half of the total number of living units, with only a percentage of students participating. It works well for some units but not for others, the success of the program evidently depending on such factors as the adaptability of faculty members to the informal residence situation, the composition and size of the living groups, and the quality of relationships established. Other factors include faculty interest, which requires administrative support, and student interest, which is probably influenced by staff and peer group support. Nevertheless, the strengths and gains of this program are impressive. Faculty participation has increased four-fold in six years, clearly indicating a recognition of the program’s values and favorable results to date.

Michigan State University

Michigan State University is one of the 10 largest in the United States, with a September 1964 student enrollment of about 32,000 at East Lansing, which has a population of about 32,000. An extensive housing system provides accommodations for 15,697 single students in residence halls and 2,140 in apartments for a 1964 total of 17,837. By late 1965 this total is expected to reach 20,000.

The university’s basic philosophy is that higher education in a democracy should be available to all who can use it well. Emphasis is placed on teaching, the importance of the individual, and the development of effective citizens. In describing expansion of the university’s facilities to meet impending enrollment requirements, the president stated in 1961 his objectives for new student housing: “We are creating what might be called student centers—accommodating our physical plant to most of the major needs of the student in the interest of saving his time and energy and with the hope of creating an atmosphere in the living units conducive to the pursuit of knowledge, which should be the student’s main reason for being at the university.”

These “student centers” reflect Michigan State’s decision to include instructional facilities in residence halls in order to improve the learning environment, gain economies through more intensive use of space, reduce student traffic on the campus, save travel time for students, and stress students’ responsibility for their own learning.

The Michigan State Living-Learning Center Plan. This plan is on a large scale. A typical residence hall, or center, accommodates about 1,200 students, and is one of a complex of three halls for approximately 3,600. Case and Wilson Halls were first occupied in the fall of 1962. Wonders Hall, completed in 1963, rounded out the first complex, while McDonel Hall became the first unit of the second complex. Located in proximity to McDonel, Fee and Akers Halls were assigned for use in the fall of 1964. Two additional and similar halls are scheduled for occupancy in 1965.

Constructed over a four-year period, these eight residence halls will provide housing for 9,600 students. At a cost of $6 million per hall, this plan represents a $48 million investment and commitment. Within these halls will be a total of 64 classrooms or laboratories with an estimated value of $4.8 million. Yet, according to the vice president for business and finance, “the new buildings are being built at no increase in the per-student cost factor.”

This means that residence units with classroom-laboratory space can be constructed for about $5,000 per student at Michigan State University, which will gain from the current housing project $4.8 million worth of new academic facilities at no extra cost. The secret of this financial wizardry seems to lie in the re-definition of space for student residence halls. This re-definition essentially means the dual use of space for instructional and residential purposes. For example, the customary recreation rooms have been replaced by classrooms available for lounge-recreation-program purposes during evening hours.

The Physical Facilities. Like all of the new buildings, Wilson Hall, which illustrates the Living-Learning Center Plan, is a model facility. It has all the advantages of the other halls and some superior features, including the first floor lounge, a multi-purpose auditorium-

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Center Plan, is coeducational. A west wing with a normal capacity of 564 women students and an east wing designed for 560 men students form the broken rim of a wheel with an enclosed spoke-like connection from each wing to the central two-story hub.

The two six-story housing wings normally accommodate a total of 1,124 students, although three students have been assigned to many of the double rooms because of the housing shortage. A lobby in each wing has an information desk, house telephones, and access to two passenger elevators. A study lounge and dressing room are located on each floor. Each pair of rooms for two students shares a connecting bath located against the corridor partition wall as a shield against corridor traffic noise. Students' responsibility for cleaning their own rooms and bathrooms is a means for reducing operating costs while adding building amenities.

The central hub structure contains facilities for common use by men and women residents. The kitchen and dining room are located on the second floor; four classrooms and a snack shop are on the first. The terrace level includes 20 faculty offices, a conference room, secretary pool office, and two natural science laboratories. In a annex to the central hub is a library with a seating capacity of 250, and a lecture hall for approximately 450. Unassigned space beneath the library is suitable for meeting room purposes.

Each of the two-story connections between the housing wings and central hub provide space for a lounge, laundry, and trunk storage on the first floor, and a lounge, three staff apartments, and offices on the second floor.

In Fee Hall some modifications have been made. The number of classrooms has been increased to 11: six have a seating capacity of 80 each and movable partitions which can be opened to produce three classrooms for 160 each; two can seat 50 each; two can accommodate 100 each and serve as multi-purpose rooms; and one is for 150 students. The Fee-Akers-McDonel complex has one auditorium for 450.

Fee and Akers Halls each house 612 men and 612 women students in separate wings. Rooms are arranged in four-student studio suites, each with two sleeping areas, a study area, and a private bath.

During evening hours, classrooms are available for student group meetings, programs, and recreational and social activities. These rooms are also heavily used for individual and group study with no specific supervision.

The Academic Program. The Case-Wilson-Wonders complex is reserved primarily for freshmen and sophomores enrolled in the University College, which administers the general education program at Michigan State. This complex is operated as a single academic unit, with class sections in any one hall open to residents of the others, but not to students outside the complex.

Classes are scheduled in blocks of two so that assigned student groups meet together eight hours each week within the complex. A five-minute break between the two classes is followed by a 15-minute period for travel to class on the main campus.

An assistant dean of the college, who has his office in the complex, is responsible for the academic program, scheduling, staff assignment, classrooms and teaching equipment, and student records. Students may visit his office for such assistance as academic counseling, adding and dropping courses, or discussing class absences.

Students also receive a list of faculty members who have offices in the complex. These faculty members are assigned as academic advisers and students are encouraged to visit them.

The proximity of classes, faculty, and students within the residence areas is expected to open up communications channels among students and between students and teachers. In addition, these arrangements are intended to develop an atmosphere which stimulates academic excellence.

The McDonel-Akers-Fee complex is principally assigned to upper-division students, with McDonel Hall allocated to the College of Natural Science, Akers to the College of Arts and Letters, and Fee to the College of Social Science. Students majoring in these fields as well as Business and Education are invited to live in any one of the three halls. Before making their housing application, students have available a list of the courses, section numbers, instructors, and class meeting hours for each hall.

The dean of the College of Social Science has moved the undergraduate activities of his office, including undergraduate records, to Fee Hall to furnish visual evidence of official support for this new enterprise and to add to student convenience. With three colleges offering courses within the same residence complex, some integrated sequences of courses may be made available to students in the future.

The Center Staff. A residence hall manager, representing the Dormitories and Food Services Division, is responsible for management, room assignments, and food services. A head adviser for men and a head adviser for women represent the dean of students, assisted by two graduate advisers and 12 undergraduate resident assistants in each wing of the center. The duties of this student personnel staff are personal advising and assisting with student activities and programs through the hall organizations.

In an experimental staff procedure underway in Fee Hall, graduate advisers have responsibility for academic as well as personal advising. In addition to the
four advisers listed above, the College of Social Science provides funds for seven more who also room and board in Fee Hall. All advisers are jointly selected by the director of residence hall programs, who represents the dean of students, and an assistant dean of the college, who coordinates policies and procedures for the chairmen and directors of the college. The advisers are also jointly supervised, so that representatives of the student personnel staff and the college work closely together within the residence complex.

The 11 graduate advisers in Fee Hall represent departments and schools of the college as follows: Economics, one man; Geography, one woman; Political Science, two women; Psychology, one man and one woman; Sociology and Anthropology, one man; Police Administration and Public Safety, one man; Social Work, one man and one woman; Urban Planning and Landscape Architecture, one man. This allocation was made to give each teaching unit one representative, with an additional representative for units with the largest number of majors living on campus. The four advisers supported by the budget of the dean of students are designated for psychology and social work.

Student residents are assigned to graduate advisers according to departmental and school majors. For example, all of the political science majors who live in the residence complex are assigned to the representatives of that department. The graduate advisers understand that, as a condition of employment, they are to be available to provide assistance when it is most needed; duty hours are not necessarily limited to a particular part of the day.

**Evaluation.** Michigan State’s Living-Learning Center Plan has only been in partial operation during two academic years so that observations of results are necessarily tentative. However, some of the favorable indications are worth noting.

During the 1962 winter term, the men students in Case Hall, who were predominately freshmen, achieved an academic record somewhat higher than that of other comparable groups and close to the all-university men’s average. This hall also had the highest retention rate from spring to fall of any men’s hall on campus for any previous year. Students initiated and carried out academic enrichment programs such as special lectures, films, and discussion groups. Good behavior in the hall, classes, and dining areas suggested a high level of morale.

Students generally liked the Living-Learning Center Plan and many were enthusiastic. Their reactions to the program in Case Hall were that their out-of-class association with faculty members had increased, as had individual assistance from the faculty and other students. Students found themselves discussing course work more often with other students outside the classroom. They were satisfied with study conditions, and especially with study areas outside of student rooms. Convenience of classes ranked high in advantages listed by students.

The coeducational feature of Case Hall was highly favored by both men and women students, although less so by the women, who somewhat disliked the lack of privacy and the need for looking their best in the lounges, study rooms, and dining hall. The relaxed social atmosphere was rated high. The majority of the students were pleased with the new building and the suite plan of their rooms. Some felt that this hall had developed the atmosphere of a small college. The shortage of upperclassmen during the first year was regarded as a disadvantage by freshman men.

Faculty participants also favored the Center Plan, some quite strongly. Those who started with the program generally continued and were looking forward to doing so. The classroom facilities of the halls were described as satisfactory, with some exceptions, and the offices a definite improvement over those previously occupied.

Faculty members were enthusiastic about the location of their classes and offices in the residence halls, and believed that this arrangement had educational values. For example, closer relationships developed among students and with faculty members, and these relationships, plus the informal atmosphere, appeared to produce more discussion in class. Although no more students visited their offices, 85 per cent of the faculty members reported a gain in their contacts with students outside of class in the residence center.

On the basis of observation, the faculty concluded that learning center students were actively discussing class materials outside of class. They also noted the high group spirit and generally mature behavior of the students, and approved the coeducational feature of the centers, which appeared to produce more relaxed boy-girl relationships.

The faculty generally regarded more contacts with staff members of other departments as an advantage of the centers, but some were concerned over their isolation from colleagues and administrators of their own departments. Their reasons were the limitations on exchanging ideas or information, and administrative difficulty in evaluating faculty performance in the residence centers.

Acceptance of the Living-Learning Center Plan is suggested by the use made of the residence halls for scheduling classes. In the fall of 1964, a total of 20

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7 LeRoy A. Olson, “Attitudes and Achievement of Case Hall Students, Winter Term, 1962,” Office of Evaluation Services, Michigan State University, Report, June 15, 1962. (Mimeographed.) Other material in this section has been drawn from this report.

8 LeRoy A. Olson, “Attitudes of Case-Wilson Faculty,” Office of Evaluation Services, Michigan State University, Report, April 19, 1963. (Mimeographed.) Other material in this section has been drawn from this report.
departments in seven different colleges offered 25 courses with about 184 sections in the freshman-sophomore halls. In the halls designated principally for upper-division students, 24 departments scheduled 74 courses with about 155 sections.

Academic administrative personnel and housing staff concerned with the Center Plan are all favorably impressed. The consensus is that the success of the plan to date comes from close cooperation among the representatives of the academic colleges, the student personnel staff, and the management staff.

Certainly Michigan State's Plan indicates that combined residential-instructional programs can be developed for large universities as well as small colleges, apparently with advantageous educational results, and that careful review and redefinition of floor space in residence halls can produce vital educational facilities at little or no extra cost.