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A COMPARATIVE STUDY OF FIVE MAJOR PATTERNS OF RESIDENCE
HALL ADMINISTRATION IN FIVE LARGE PUBLIC UNIVERSITIES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the
Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Harold Lee Hakes, B. S., M. S.

The Ohio State University
1963

Approved by

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Adviser
Department of Education
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CHAPTER I

A Description of the Study

As student enrollments in the nation’s colleges and universities continue to rise, the demand for adequate housing facilities increasingly becomes a serious problem for higher education. There is not enough housing to meet the demand. In a recent publication on college housing, Harold C. Riker, Director of Housing at the University of Florida, pointed out that during the nineteen sixties our colleges and universities will have to add to their already existing facilities about one and a half million new spaces or enough to house the combined populations of Boston and Cleveland.¹

The provision of housing facilities with all the related problems of finance, architecture, and staffing is a serious problem in itself. However, with the addition of more facilities, another problem immediately arises concerning the best administrative organization to operate the halls efficiently and effectively. Housing officials are faced with the question of whether the current administrative organizational plans are flexible enough to be expanded to handle the increased housing facilities and the administrative tasks. For that matter, one might question whether the current administrative patterns

are adequate to handle the present situation, let alone the increased facilities now being planned.

Any discussion concerning the administration of college housing will raise a number of pertinent questions. One might ask what administrative patterns currently exist. Are there any basic similarities which would allow a grouping or classification of systems? What are the relative advantages and disadvantages of the various existing patterns? How and why did these patterns evolve? What are acceptable criteria against which a system can be evaluated to determine its relative effectiveness?

Because campus housing will be expanded to accommodate the ever-increasing enrollments thus creating problems of administrative expansion, this comparative study of selected administrative patterns was made to determine the relative advantages and disadvantages of each system and the possible effects of future expansion. This writer compared the relative advantages and disadvantages of four basic patterns of residence hall organization in use today in four representative major universities and one additional system which had one basic organizational pattern for its women's residences and another for the men's housing.

**Factors Influencing Selection of the Study**

The writer was interested in studying the problem of residence hall administrative patterns because:

1. Residence hall administrators recognize the importance of the administrative patterns and the need for study and evaluation of current
methods of organization. Evidence includes the interest of the housing people initially contacted concerning the merit of this study. Also several school staffs were interested in this project as evidenced by their desire for information about the results.

2. Some residence hall staffs were working on this problem of evaluation and study. For example, the University of Michigan was completing a reorganization of its residence hall administrative pattern in conjunction with the reorganization of its student personnel services. Other schools were contemplating changes, and thus may be interested in making studies of their own and other patterns. Requests for the results of this study were received from one-third of the schools contacted. Staffs concerned about the effectiveness of their current organization should find valuable suggestions about the relative merits of various organizational plans from the findings reported.

3. Very few studies have been made concerning the relative advantages of patterns currently in use. In 1953 the National Association of Deans of Women made a comprehensive survey of the housing facilities for women students. This study covered the existing basic patterns of residence hall administration. No attempt was made to determine relative advantages or disadvantages of the patterns. A Survey of College Housing Organizations in Colleges and Universities was published by the

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3 Association of College and University Housing Officers, A Survey of College Housing Organizations in Colleges and Universities (Fort Collins, Colorado: Colorado State University, 1958), p. 152.
Research Committee of the Association of College and University Housing Officers in 1958. This study only determined the organizational patterns in use along with the responsibilities, ranks, and salaries of officials within the system. No comment was made about the relative effectiveness of the individual organizations. Other than these studies, little evaluative material is available on housing organizations. The literature concerning relative advantages and disadvantages is almost non-existent.

4. Obviously future expansion of housing facilities will raise problems about effective administration. Small colleges with facilities designed to meet current needs will grow, with a resultant increase in their residence hall organizations. These schools might profit from knowledge about the relative merits of the various patterns as they exist today in larger systems which now approximate what the smaller systems will eventually become.

**Purposes of the Study**

The purposes in undertaking this study were:

1. To determine what basic residence hall administrative patterns currently existed.

2. To determine some of the factors and conditions which brought these patterns into existence.

3. To study the purpose of residence halls as advocated by accepted authorities in the fields of housing and student personnel work to develop working criteria.
4. To evaluate the effectiveness of the personnel programs of
the various patterns.

5. To study the expressed beliefs about residence hall adminis-
trative patterns of authorities in the fields of housing and student
personnel.

6. To describe and study examples of each general pattern as to
relative advantages and disadvantages of these patterns as seen by
people working within representative systems, and to compare these
findings with the evaluative criteria resulting from purpose 4 above.

7. To summarize the findings about each pattern and to compare
these findings with each other.

8. To develop recommendations for effective organization of resi-
dence hall systems of large universities.

Statement of Assumptions

This study was organized and planned on the following assumptions:

1. That a study of existing administrative patterns of residence
hall management in representative large universities would:

a. Reveal the extent to which each administrative pattern
contributed to the accomplishment of the basic purposes of
the residence halls in the care and education of the student.

b. Show the strengths and weaknesses of present day admin-
istrative patterns and potential problems to be faced as pres-
ent facilities are expanded.

c. Facilitate the development of recommendations for more
effective organization of the residence hall administration
so that the purpose of the university and the residence halls may be more effectively accomplished.

2. That there is a need for relating residence hall purposes and objectives more closely to university administrative decisions.

3. That unless administrative organization is structured to accomplish basic personnel purposes, the college residence hall will not achieve its maximum potential in the education of the student.

4. That the present administrative patterns have evolved without much study or planning but rather have grown from necessity and circumstance without much reflective thought.

5. That if the residence hall is to achieve its purposes, housing staffs must evaluate the existing administrative patterns and adjust them in light of their findings.

Definitions of Terms Used

Administrative pattern.—The line and staff relationships which have been developed for the efficient operation of the residence hall system, which define areas of responsibility for each official, and which show the relationship of each official to other officials and areas.

Business area.—The financial, budgetary, and maintenance operations of the residence hall system.

Personnel area.—The educational, counseling, disciplinary, and student record functions of the halls.

Large universities.—Colleges and universities which had a 1961 population of 10,000 or more students according to the United States
population of 10,000 or more students according to the United States Department of Health, Education and Welfare.4

Procedures Used in Making the Study

Selection of residence hall systems to be studied.—The study was limited to large universities with a student population of over 10,000 students enrolled in the fall of 1961 because: (1) they are most influential due to the size of their facilities and staff in the development of the organizational patterns, (2) they set the patterns for the residence hall systems of smaller schools, (3) their size presents many problems not existing in systems in smaller schools, (4) their large size allows enough administrators to be employed for large, clearly defined areas of responsibility, (5) a study of their current organizational patterns will show what smaller schools may face as their enrollments and housing facilities grow to approximate existing conditions on the larger campuses, and (6) as enrollments grow, the larger universities will encounter problems of administrative expansion. Thus to study future potential problems, it is pertinent to study larger residence hall systems.

The writer began the selection of universities by first determining the types of patterns currently in use to a large enough extent that they could be considered basic. After determining the possible existence of five basic patterns, a survey of forty-eight large universities

was made to locate schools representative of each pattern. Replies from forty-one of the forty-eight schools questioned were received. Five representative schools were selected for study. The schools selected were: The Ohio State University as representative of Pattern I; Purdue University, Pattern II; Indiana University, Pattern III; The University of Wisconsin, Pattern IV; and The University of Illinois, a combination of Patterns II and III.

In selecting these schools consideration was also given to the following questions: (1) Are the schools and their residence hall facilities comparable? (2) Do the residence hall systems demonstrate outstanding leadership in the field of housing? (3) Are any of the systems under study considering reorganization and expansion thus making them more aware of the problem under study? (4) Do the administrators in charge of the systems approve of their systems being included in the study? (5) Are the locations of the schools such that they can be studied properly without too much difficulty? and (6) Does the number of patterns to be studied make it possible, with time and means available, to complete a thorough study of the selected schools?

**Methods of Study**

Related literature.—Following the initial survey of large universities and the determination of schools representative of each pattern, a study was begun of all related literature concerning the purposes of housing and housing administration. This was done to devise criteria to evaluate the purposes and administrative practices of residence halls in relation to accepted student personnel and housing theory.
Visitation of representative schools.--Upon the completion of these criteria, visits were made to the representative university selected for each of the four basic patterns and to the one having a combined pattern. The Ohio State University was the first university studied because it was the current residence of the writer and his familiarity with the locale made it a good starting place. Next a trip was arranged to Madison, Wisconsin, site of the University of Wisconsin. From Madison the author went to Champaign, Illinois, to study the University of Illinois, an example of the combined pattern. Next Purdue University was studied as an example of Pattern II followed by Indiana University as an example of Pattern III. There was no reason for the order in which the schools were studied other than that of convenience of the staffs of the schools involved and of the author.

Organization of this dissertation.--Chapter I presents a description of the study including factors influencing the selection of the problem, of the study, a statement of hypotheses and assumptions, definitions of terms, and procedures followed.

Chapter II presents a summary of the literative related to the study and the evaluative criteria for the administrative patterns. Chapter III presents the findings of the initial survey. Chapters IV, V, VI, VII and VIII contain findings of the study at each school. Each of these chapters is divided into three sections: (1) a description of the school studied, (2) a summary of the interviews, and (3) a summary of findings.

In Chapter IX the writer compares and summarizes the findings about each pattern as presented in Chapters IV through VIII. Chapter X
presents thirteen recommendations and a proposal for future administrative organization of the residence hall system based on these recommendations.
CHAPTER II

REVIEW OF RELATED LITERATURE

Section I. Purposes of Residence Hall Programs. — Historically the development of the American residence hall system shows a trend away from the early belief that dormitories were solely for physical shelter and security, toward an ever-increasing concern for the student's academic and social life. Cowley's summarization of the trends in the philosophy of residence housing clearly shows this but he includes questions whether housing has become as integral a part of the academic life as it should. He says, "The American compromise gives students body shelter and varying degrees of social education, but as yet remains considerably apart from the curricular life of the campus."\(^1\)

Thus the question remains: What are the purposes of the residence halls? Is it not imperative that housing administrators have a basic understanding of residence hall purposes so that they can evaluate their programs? With this evaluation, perhaps they can arrive at sounder policy decisions and better direct the future growth of the residence systems. A number of recognized authorities in the field of student personnel have expressed opinions concerning residence hall purposes. In this chapter, the author examines the thinking of these people about

the purposes of the halls and sets up evaluative criteria against which administrative structure and operation may be examined. Administration must be designed in any area of endeavor to facilitate the aims or purposes of the organization it serves. Residence hall administration is no exception.

Harriet Hayes, one of the earliest authors on residence hall programs, stated in 1932 that residence halls should provide for:

(1) the personal safety and physical surroundings of the residents,
(2) proper living, academic study, and administrative activities, and
(3) social life, formal and informal for individuals within the hall.\(^2\)

In their book, *A Student Personnel Program for Higher Education*, Lloyd-Jones and Smith expressed the belief that most educators desire maximum physical, emotional, moral, and social development as well as mental growth in college and university students. Such educators, they said, were becoming increasingly aware that good housing with its related personnel program was an excellent means to accomplish these ends. The authors pointed out that a good housing program provides the institutions of higher education with a method for controlling the vital experiences and influences that stimulate student growth and development.\(^3\)

In 1940 the Institute for Administrative Officers of Higher Institutions published a volume on student personnel services which stated


that administrative attitudes toward student housing reflected the attitudes of the institutions toward higher education. It was pointed out that if the function of the university is to educate the mind apart from the body, the dormitory program will not be of concern to the administrators so long as the program does not interfere with academic work. If the belief is held, however, that a college education means the optimum growth for each individual and that this growth includes all of life and its experiences, then student experiences in the residence hall and the residence hall program are an essential part of higher education.4

This same report included a statement of residence hall purposes formulated by Northwestern University. These objectives held that a residence hall should provide students with:

1. A capacity to live happily with people their own age who have come from different backgrounds.

2. An atmosphere that makes for growth in each individual in his immediate problems of learning self-direction to replace parent direction.

3. An opportunity to practice the principles of cooperative democratic living.

4. A discovery of intellectual interests new and compelling and enriching.

5. Some ways of using leisure time intelligently and fruitfully.

6. A chance for each student to participate actively in the program of the dormitory—to feel himself a member of the group.5


5Ibid. p. 204.
Melva Lind suggested in the Association of American Colleges Bulletin in 1946 that any academic education which is merely transmittal in nature is entirely inadequate in helping the student face life. She contended that the forward-looking residential college through its residence halls can improve the student's physical health, mental maturity, and emotional stability, and help make him a well-balanced, reasonable human being capable of playing his social, economic, and civic role with dignity, satisfaction, and pleasure.6

Harriet Hayes wrote in 1947 that all campus living accommodations should be considered to be integral and vital parts of the educational program of higher education. She said that every student should be encouraged to be a responsible and contributing member of the college community. She felt that opportunity should be provided enabling the graduate to meet social situations without ignorance and embarrassment. The author listed seven basic goals of residence hall administration. These were: (1) education in the social graces, (2) education for vocational understanding, (3) education in group loyalty, (4) education in value judgment, (5) education in group living, (6) education in civic and governmental responsibility, and (7) education for self-understanding.7

Paul Brouwer contended that all campus experiences are potentially educative, and that living accommodations are no exception. He asserted

that the daily contacts in intimate personal groups in dining halls, study halls, and living quarters are powerful forces in shaping attitudes, creating beliefs, and stimulating interests. He suggested that the residence hall is a laboratory for living in which life is genuine and students may experiment to find more effective ways of living in society.8

Showing the influence of Stephens College and its student personnel philosophy which stresses the education of the whole individual, Mary I. Omer wrote that residence halls for women are for teaching human relationships, citizenship, and experimentation to find better modes of living. She listed four basic objectives as follows:

1. To organize and maintain smoothly functioning efficient residence hall units which provide attractive and wholesome environmental conditions and offer an atmosphere of security and freedom from strain in which the hall residents may develop those habits, attitudes, and skills which characterize a well-adjusted person.

2. To provide each girl with and to motivate her to respond to out-of-class experiences which will enable her to adjust successfully to group living; to participate intelligently in student government; and to achieve in the out-of class area the maximum individual development consistent with her personal resources.

3. To cooperate with students, faculty, and administrators as individuals or in groups in carrying out the total college program of general education.

4. To develop and apply, under the supervision of the Dean of Student Personnel, techniques for implementing the objectives stated above and for evaluating and improving the entire residence counseling program, including the work of all hall staff members.9

Borreson in his chapter on student housing in Williamson's *Trends in Student Personnel Work* suggested five propositions to define the educational use of student living units:

First, the living unit is a display case of social-psychological mechanism, the dynamics and behavior integrated badly or not at all with the educational techniques and objectives used in the counselor's office and the classroom.

Second, if the basic abstractions and concepts of general education are to result in meaningful and consistent behavior, they must be derived from and applied to the immediate experience of the individual student. More experience is available in the dynamics of the residential living situation than in any other reasonably controlled frame of reference available at a college level.

Third, real educational use of the living unit demands broad positive educational objectives and rigorous criticism and validation of the techniques used to achieve these objectives. Currently only limited use is made of environmental manipulation as an aspect of therapy, and this is almost invariably phrased negatively. Removal from an adverse environment rather than positive educational manipulation is the rule of present practice.

Fourth, if the potential of previous propositions is to be realized, I naturally conclude that educational control over living units is essential...

Fifth, without closer working relationships between the instructional and student personnel staffs, these educational potentials will never be fulfilled.\(^{10}\)

In the same volume, Donald L. Halverson is quoted as saying that residence halls must be conceived as a part of the university's educational system. He stated:

Personally I can see little or no justification for the university's going into the room and boarding business. But there is much justification in bettering housing and living conditions, in giving students the protection and security

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of a well-conceived system where living in the halls will be an educational experience and privilege, a system which stresses the social values of living together, of getting the other fellow’s viewpoint, of learning to get along with one another and to respect another's opinions. . . . All these experiences are cultural and educational and to us worthwhile.11

Margaret M. Wilson stated that the residence hall is a part of the total educational endeavor and is a curriculum set up to provide specific learning experiences through which the student learns by doing:12 The same point of view was expressed by Rhoda Orme who believed a residence hall should provide a homelike and congenial atmosphere in which a student can develop social skills to use for happier human relations. She felt that an atmosphere conducive to study must be apparent along with suitable facilities for recreation and a staff which encourage the development of intellectual interests, aesthetic appreciation, ethical values, leadership ability, and social responsibility. She said, "In brief, a dormitory should contribute to the student's all-round development, that she may become a socially competent, intelligent, well-balanced person, having concern for the welfare of others."13

Calvin S. Sifferd suggested the five following objectives for the residence halls:

Objective 1: To foster an academic environment favorable to successful scholastic achievement.

11 Ibid. p. 253

12 Margaret M. Wilson, "Dynamics of a Residence Hall Program," Occupations, XXXIX (November, 1950), 116-122

Objective 2: To provide an opportunity and to promote participation in democratic group government.

Objective 3: To encourage proper habits for health and recreation.

Objective 4: To encourage group and individual social development.

Objective 5: To promote personal adjustment to the problems of every day life.14

Ruth Strang accepted the idea that the dormitory is a laboratory of living and suggested that it offers an opportunity for learning. The dormitory, she concluded, permits the student a daily opportunity to learn to live with persons of his own age and sex. "Through this experience, he gains understanding of people and practice in the process of group living characteristic of the modern world."15

The Woolfs reported that at the Pennsylvania State College Workshop on Housing during the summer of 1948 the residence hall staff members felt their objective for group living was to create with the students a democratic environment in which each student could have the maximum opportunity to mature. This group felt that the two factors in reaching their objectives were the content of the program, and the way the program was administered.16


Dugald Arbuckle suggested that the residence hall has much to offer in helping the student achieve the goal of self-determination. He said that many institutions are using the many learning experiences available in the residence halls effectively and are discovering that the more students are involved, the more efficient is the operation of the dormitory.\(^{17}\)

Mueller listed three major objectives in student housing of: (1) physical accommodations, (2) promotion of academic learning, and (3) personal development and two minor objectives of: (1) good public relations, and (2) the supervision and control of the conduct of the students.\(^{18}\)

In 1959, Annis Eileen Cozart did a study of the expectancies of freshman women students about The Ohio State University and its residence halls. She grouped her sample under the classifications of: (1) educational, (2) personal, (3) human relations, (4) educational-personal, (5) educational-human relations, (6) personal-human relations, and (7) personal education. The students felt that the university's responsibility was in the educational area specifically or in the related area of educational-human relations and educational-personal. In reporting the desired or expected role of the residence hall, the personal-human relations area received the greatest emphasis. Cozart pointed out that the functions of the residence hall tended to be those


centered in group living, group understanding, and in the development of personal characteristics which would help the student to be more tolerant, responsible, considerate, friendly, independent, unselfish in living, and adjusting to personalities and new situations. She suggested that the implications for the residence halls are:

1. Developing the residence hall as a laboratory of human relations.

2. To continue to make available opportunities that would provide for continued understanding of persons of diverse backgrounds and the development of cultural insight and spiritual growth.

3. To continue to develop an awareness of the reasons or motivating factors students indicate for college attendance.

4. To utilize the expressed goals of the residence hall program as indicated by the students to help establish the objectives of the program and its relationship to the total university or college community.¹⁹

Marjorie Palmquist studied some effects concerning the type of residence in the social education of selected Ohio State University senior women. These girls felt that university-owned residence halls were too large and too much like hotels in which the lounges and recreation areas were too small, students avoided responsibility for student government, and student governments operated perfunctorily.

Palmquist concluded that the sorority house which was selected as the most satisfying type of residence was chosen because of the close

personal bonds and reality experiences that were available there and
in the opinions of the women, apparently lacking in the residence halls. 20

Studying the ways that women's halls contributed to the educational
program of the university, Florence M. Thompson 21 surveyed 167 insti-
tutions about the types of activities being used in the hall programs.
She also studied the effectiveness of these activities as judged by the
people working with them. She found three basic areas of learning expe-
riences in the halls: (1) personal-living learning experiences, (2)
personal-social experiences, and (3) social-civic relationships. She
classified building a satisfactory personal philosophy, formation of
individuality through self-expression, emotional maturation, acquisition
of knowledge, the development of interests, appreciations and attitudes,
and the development of skills under the area of personal-living learning
experiences. Under the personal-social experience heading she included:
social customs and techniques, formation and evaluation of friendships,
and how-to-get-along with others. The learning tasks included under
the social-civic area were: working with groups, how to be a leader
and how to select a leader, the meaning of being responsible to the group
and for the group, consideration for individuals and groups, necessity
for appropriate regulations for group living, importance of cooperation

20 Marjorie J. Palmquist, "Some Effects of the Place of College
Residence on Opportunities in Social Education for Selected Women at
The Ohio State University" (Unpublished Ph.D. dissertation, The Ohio
State University), p. 183.

21 Florence M. Thompson, "The Use of Dormitories for Social Education,"
Educational and Psychological Measurement, VI (Autumn, 1947), 649.
to a smooth-running enterprise, loyalty to a group, tolerance and freedom.

Harold Riker's investigation of opinions showed that four assumptions must be made before the purposes of a residence hall program can be adequately determined. These must include a belief that the residence hall is a part of the college plant which is designed to process a valuable material - its students. This process is learning through living and growing in an environment. He believed that the residence hall must have educational purposes to stimulate the student to be more democratic, to develop his particular abilities and foster development toward better human relationships. He listed seven basic purposes for the halls as: (1) instructional support, (2) development of the individual, (3) experience in group living, (4) provision of homelike atmosphere, (conducive to academic pursuits), (5) satisfaction of physical needs, (6) supervision of conduct, and (7) support for the college.\(^{22}\)

To determine trends in housing college students in 1953, S. Earl Thompson surveyed eleven colleges and found that respondents from these schools held the basic residence hall purposes to be:

1. Fostering a residential environment favorable to scholastic achievement.

2. Developing and maintaining a program of social education in housing units which will train the individual in the art of personally successful and socially acceptable living.

3. Providing a program of student activities which will aid the student in developing and expressing his initiative in terms of common good.

4. Providing adequate and safe housing for students at minimum cost.

5. Developing more effective methods for operating units provided for student housing.

6. Assisting in the implementation of student welfare objectives of the educational institutions as a whole.\(^23\)

SECTION II. The Administration of Residence Hall Systems—A review of the literature on administration of residence hall systems shows that housing officials believe that administrative structure definitely affects the attainment of student personnel objectives. There is a major concern about the relationship of the business and financial area. There is an apprehension that concern for the budget may outweigh concern for adequate personnel services.

Ruth Strang recognized the problem and suggested that the business manager might be more powerful than the personnel deans because of his financial control. She stated that the business manager might be more concerned with physical maintenance and operation of the halls while the personnel deans might be concerned more with the utilization of the residence halls for the educational and social development of the student. She agreed that a hall program must be financially sound but also stressed that solvency must include provision for adequate personnel services. To attain this she advocated a unified plan in which business and personnel objectives are recognized as equally important and in which neither dominates.\(^24\)


\(^{24}\) Strang, *op. cit.*, 315
Strozier noted that certain aspects of residence halls are purely business in nature and should be so treated. He asserted that too often college business officials exert more control over the educational activities of the hall than they should. He admitted that it is less difficult to cut the intangible personnel benefits from the budget than the amount of food, light, heat, or maintenance. He maintained further that if the housing function of a school is considered as a part of the educational program, it is wrongly placed if it is completely under the direction of those who control the business aspects of the institution. He concluded that if the hall is educational in purpose, it must be placed firmly in the hands of those who see it as such and are competent to administer it.25

Lloyd-Jones and Smith pointed out that organizational patterns for the administration of housing vary widely from complete responsibility lodged in the dean's office to full authority in the business office. They believed that neither extreme is wise but that a division of authority based on the respective interests of each is best. They admitted that such a division of authority is filled with complications and that one stronger group may assert more control or even demand sole responsibility. However, this can be overcome by good interpersonal staff relations. They lamented that too often "he who controls the budget, controls the situation" and felt it paramount that there be a recognition of personnel purposes. They concluded that budget making therefore goes hand in hand with program planning.26

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26Lloyd-Jones and Smith, op. cit., 151.
Preston B. Albright argued that if student housing is primarily for the welfare of the student then even the business function should be controlled by the Dean of Students. He doubted that any scheme could be evolved which would eliminate all conflict between the business and personnel areas. He believed that the personality factor in administration is underestimated and the solution to this conflict lies in good staff interpersonal relations. 27

Feder and others stressed that residence halls should be self-sustaining, contribute to the general efficiency of the classroom, and be administered through close involvement of both the business and personnel staffs. They felt that cooperative budget planning could be achieved by establishing clear-cut relationships, functions, and responsibilities. Functions of student personnel services in the halls were listed as: (1) room assignments, (2) counseling services, (3) staff selection, (4) discipline and control, (5) stimulation of student government, (6) stimulation of recreational programs, and (7) development of social competence. The business office should be responsible for: (1) physical plant management and operations, (2) purchasing of supplies, (3) maintenance of financial records, (4) provision for security of the halls, and (5) operation of food services. To evaluate the services, they suggested the following criteria:

1. The supervision of residence halls should support the objectives of the institution by developing good study conditions and habits.

2. Living in the residence hall should contribute to supplementary educational experience - the development of responsible group membership and leadership.

3. Potential problems which may interfere with the student's academic progress should be located and solved.

4. Supervision of residence halls should be in the hands of qualified personnel who are in communication with counselors in residence halls.

5. Physical operation and maintenance and personnel functions should be coordinated for developing an effective service.

6. Food service budgets should be adequate to provide meals which are substantial in nutritive balance; safeguarded in respect to sanitary measures; well chosen, and attractively served.  

Some research has been done concerning administration and its related problems. In 1953 Harold Riker made a study of the management services in the halls of 238 colleges. He found that 78 per cent of the organizations had a single-line arrangement with the management and personnel areas in separate and parallel authority. Only seven per cent were centralized under one official although an additional twenty per cent said they would welcome a change to such a plan. Riker concluded that the determination of administrative organization must be based upon the philosophic purposes of the hall. He agreed with Strozier that the important factor concerning administration is the educational factor and that the hall administration must be delegated to professionally trained personnel workers.  


29Mueller, op. cit. 191.
In cooperation with the National Association of Deans of Women, Eugenia Symms made a questionnaire study of the relationship of the business office to the personnel office in the administration and operation of residence halls for women students in 238 colleges and universities in the United States. Her report showed five basic administrative patterns. In the first pattern the personnel office was responsible for all aspects of residence hall management. The second pattern made the business office responsible for all aspects of residence hall management while the third pattern provided a dual-line arrangement with the personnel office in charge of the educational and personnel program and the business office in charge of the business and maintenance operations. The fourth pattern created a centralized housing office responsible to both the business and personnel offices. The fifth pattern was a general category into which were placed all those patterns not characteristic of the previous four.

Symms reported that only nine per cent of those answering believed that the personnel office should be responsible for all aspects of residence hall management. This pattern was prevalent in colleges with enrollments under 1,000. She felt that this was because the residence hall operations in small colleges do not need large business offices to handle accounting procedures.

Only two per cent of the schools reported their systems completely under the business office. Symms concluded that all but two per cent believed in personnel principles and that the "personnel point of view" should be a part of residence hall management.
Seventy-seven per cent of the schools had a dual-line arrangement between the business and personnel divisions. Symms felt that this was good because the importance of both business and finance was recognized. In some institutions a housing committee comprised of members of business and personnel staffs met to coordinate the administration of the halls, resulting in mutual understanding between the educational and personnel areas.

Symms was not surprised that only seven per cent of the schools used a housing director who was responsible to the business office and to the personnel office. She felt this position would be a difficult one fraught with conflicting interests.

When asked which system would be desirable, nine per cent chose Pattern I; .4 per cent, Pattern II; sixty per cent, Pattern III; and twenty-eight per cent, Pattern IV, while 2.6 per cent did not resemble the four basic patterns. Symms noted a seventeen per cent difference between those having a dual-line pattern and those desiring a dual-line pattern of operation. Apparently those who had this dual-line pattern preferred to go to a central housing office responsible to both business and personnel. There was a drop from two per cent who had the business office in charge to .4 per cent who preferred it.

Symms made five summary statements saying:

1. The large percentage of institutions studied now operate under a dual plan of management for the residence halls. This means that the personnel office is responsible for education and personnel aspects and the business office is responsible for business and maintenance aspects.
2. When asked to state the type of management they preferred, the largest number preferred this same type of management but the percentage nevertheless dropped from seventy-seven per cent to sixty per cent.

3. In comparison to other present practices and preferences, we noted that the centralized plan with a housing officer responsible to the personnel office and business office increased from seven per cent in practice today to twenty-eight per cent who preferred this plan.

4. The only significant decrease in practice and preference occurred in the area of management by the business office. Under this plan the percentage dropped from two per cent in practice to .4 per cent preference where only one institution prefers to have the business office manage the residence halls.

5. Comparison of other practices and preferences does not seem significant. However, we should not ignore the nine per cent who have the personnel office fully responsible and the same percentage who prefer to operate under this plan.

In 1958 the Research Committee of the Association of College and University Housing Officers issued a report entitled, *A Survey of Student Housing Organizations in Colleges and Universities*, which reported (1) size and scope of present college and university housing organizations, (2) organizational charts of these institutions, and (3) job descriptions for the four or five top people in each organization. The committee member felt that the organizational pattern for each institution affected the operation of the housing program. They suggested that if there was a national trend in organization, it appeared to be toward some type of joint responsibility between the business office and the student personnel deans. In many cases, the

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30 Eugenia Symms, *op. cit.*, 3
housing office was responsible to two people; the dean of students and the chief business officer of the university. In many other cases, responsibility for the halls was given to an advisory committee for coordination. Included on this advisory committee for coordination were the housing officer, student personnel dean, faculty representative, and business officer of the university.\textsuperscript{31}

The literature relating to the residence hall, its purposes and administration, shows that there is a definite feeling that the residence is much more than a means of physical housing. The residence hall is generally viewed as a vital part of the educational system. Thus it must contribute to the academic, social, and personal education of the resident. To accept anything less from the residence hall would lose some of its potential benefits. There is a realization that administration must help attain the aforementioned educational purposes. Also there must be an acceptance of personnel aims as well as efficient business techniques. Both must contribute to the residence hall aims. The major concern is that business interests may overwhelm personnel interests in an attempt to preserve the balanced budget since business interests may not see the intangible benefits of the personnel program when faced with rising maintenance costs.

In this chapter are presented the results of studies and views of authorities in the fields of housing and student personnel about the purpose of residence halls and their administration. This was done so criteria could be established to evaluate the residence hall patterns

\textsuperscript{31} Association of College and University Housing Officers, \textit{op. cit.}, 3
under study. From the reviewed literature, the following four criteria were developed to be used to evaluate the patterns:

1. The residence hall system must provide healthful places of residence for student living.

2. The residence hall system must be a part of the university educational program, presenting a program designed to foster the total education of the student by:
   a. providing an atmosphere conducive to academic study,
   b. stimulating academic competence of the resident,
   c. providing opportunities for the social education of the resident,
   d. encouraging the resident to study himself to attain better self-understanding so that he will gain a greater degree of self-determination through rational thought and thus lead a better life in the democracy of which he is a vital part.

3. The administrative organization of the residence hall system must contribute to the attainment of the above purposes by:
   a. recognizing them as the basis of all decisions and operations,
   b. being so structured that the areas of personnel, finance, and management carry out their functions with a realization that each is equally important,
   c. operating as efficiently and effectively as possible within the educational framework of the university to benefit the student.

4. The administrative organization of the residence hall system
must provide for the orderly expansion of the system to care for expansion of the facilities so that as new facilities are added, administrative units may be added easily to the existing system,
CHAPTER III

THE INITIAL SURVEY

The Symms report\textsuperscript{1} showed four basic patterns of residence hall administration. It was decided to use these patterns as a beginning for the study of current organizational patterns. In the spring of 1962 a questionnaire was sent to forty-eight large universities throughout the United States to determine which, if any, of the Symms' patterns are in use today. Chapter III will be devoted to a summary of the findings of this initial survey of administrative patterns.

The questionnaire was sent to one student personnel administrator of each school, usually the Dean of Students or the Dean of Men. This person was asked to indicate which, if any, of the four patterns most closely resembled the residence hall organization in use in his school, or to modify the examples to fit his system. The questionnaires presented a visual line and staff drawing of the administrative patterns along with a printed resume for each pattern.

Figure 1 shows the line drawing for Pattern I in which the personnel office is responsible for all aspects of the residence hall management. Under this pattern, the student personnel staff of the university is responsible for all budgets, for all maintenance and housekeeping, for financing new halls, for selection of personnel, and for supervision of

\textsuperscript{1} pages 29-31.
the personnel services including the counseling services, educational program, discipline function, and record services.

Figure 2 presents a typical line and staff drawing of the organization for Pattern II in which the business office is responsible for all aspects of the residence hall management. Under this system, the chief university business official supervises the personnel work of the residence halls as well as the business operations. The residence hall staff may be divided into men's and women's operations or may be coordinated within a combined men's and women's program. Figure 2 is the same drawing as presented in the initial survey questionnaire.

A hypothetical dual-line organization for Pattern III is presented by Figure 3 in which the personnel office is responsible for all personnel functions including the educational program, the counseling services, and discipline functions. The business office is responsible for the management and maintenance aspects of the residence hall operations. This dual-line plan has two separate lines of authority with coordination between the executives of each area on a staff relationship.

Figure 4 presents Pattern IV with a centralized organization under a housing director who supervises the operation of both the men's and women's halls. All personnel and business functions come under the housing director. He, in turn, is responsible to the business and personnel offices to carry out their functions within the residence system.

The selection of schools to be included in the initial survey was based upon the size of the student body and the location of the school. Schools were used which had a student enrollment of over 10,000 in 1961.
Figure 1.—Pattern I

Figure 2.—Pattern II
Figure 3.--Pattern III

Figure 4.--Pattern IV
The University of Florida and the University of Chicago were just below the 10,000 student limit but were used to achieve a better geographic distribution. The survey results did not show any relationship between the location of the school and the pattern of administration in use.

Of the forty-eight schools receiving questionnaires, forty-one replied. Table 1 shows that of the forty-one replying, seven schools or 17 per cent use Pattern I; three schools or 7 per cent use Pattern II; eighteen schools or 45 per cent use Pattern III, nine schools or 22 per cent use Pattern IV while four schools or 9 per cent indicated that their patterns do not conform to any of the sample patterns submitted. Staffs of several schools submitted drawings or sent written descriptions of their patterns. These patterns are discussed at the end of this chapter.

Line drawings of the organizational patterns of the forty-one schools answering the questionnaire are presented in the Appendix. Appendix A includes those schools using Pattern I; Appendix B, Pattern II; Appendix C, Pattern III; Appendix D, Pattern IV; and Appendix E, those schools not conforming to any of the four basic patterns.

Table 2 shows seven schools reporting the use of Pattern I in which the personnel office is solely responsible for the business and personnel affairs.

The Florida State University organization belongs under Pattern I because the Dean of Students has the ultimate authority for the system and is a personnel administrator. The Dean of Men reported that
### Table 1

**NUMBER AND PERCENTAGE OF REPORTING UNIVERSITIES USING EACH OF FOUR PATTERNS FOR THE ADMINISTRATION OF STUDENT HOUSING PROGRAMS**

<table>
<thead>
<tr>
<th>PATTERN</th>
<th>NUMBER OF SCHOOLS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>II</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>III</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>IV</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
<td><strong>91</strong></td>
</tr>
</tbody>
</table>

*Two institutions surveyed did not fit into any of the four patterns noted. Information was not available about the other two for classification purposes even though they did reply to the survey.

### Table 2

**LOCATION AND STUDENT POPULATIONS OF UNIVERSITIES USING PATTERN I WITH THE PERSONNEL OFFICE RESPONSIBLE FOR ALL ASPECTS OF RESIDENCE HALL MANAGEMENT**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>LOCATION</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida State University</td>
<td>Tallahassee, Florida</td>
<td>9,835</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>Baton Rouge, Louisiana</td>
<td>16,070</td>
</tr>
<tr>
<td>The Ohio State University</td>
<td>Columbus, Ohio</td>
<td>27,410</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>Syracuse, New York</td>
<td>18,203</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>University, Alabama</td>
<td>14,164</td>
</tr>
<tr>
<td>University of Hawaii</td>
<td>Honolulu, Hawaii</td>
<td>10,250</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>Lexington, Kentucky</td>
<td>10,597</td>
</tr>
</tbody>
</table>
dormitory counselors are paid one-half from state funds and one-half from housing funds. As such, they are a part of the professional staffs of the Dean of Men and the Dean of Women. The Florida State University pattern and a pattern for each of the schools using Pattern I are shown in Appendix A with the exception of The Ohio State University pattern which is shown on page 57.

The Louisiana State University pattern is under the Dean of Student Services with a division of authority at the level of the deans of men and women. Each Dean has a Director of Housing under his office who is directly responsible for the housing units.

The Ohio State University residence hall system is basically the same as the questionnaire drawing of Pattern I shown in Figure 1 except that the business and maintenance areas of the men's residence halls are under the supervision of the Assistant Supervisor. There is no position of program director for the men's halls. The women's residence halls have a more complete staff with a business supervisor and supervisor for inter-hall programming. The Ohio State system is described fully as representative of Pattern I in Chapter IV where there is a line diagram of the system on page 57.

Syracuse University has an additional person in the organization. This is the Vice President for Student Affairs who passes his authority for the halls to the Dean of Personnel Administration who represents the personnel area of the university.

The University of Alabama has the personnel division of the university responsible for all areas of hall operation with the lone
exception of the auditing area. The residence hall system uses the business office for bookkeeping and auditing. However, determination of the budget comes under the authority of the personnel area.

The University of Hawaii gives the responsibility for the residence halls to the Director of Residences. He is under the personnel area. This is in contrast to Pattern IV where such a person is responsible to both the personnel and business areas.

At the University of Kentucky the Dean of Men and the Dean of Women are responsible to the President of the University for housing. Thus the personnel area at Kentucky handles the residence halls.

Table 3 shows three schools in which the business office is ultimately responsible for the personnel and business functions of the residence halls.

### TABLE 3

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>LOCATION</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigham Young University</td>
<td>Provo, Utah</td>
<td>11,876</td>
</tr>
<tr>
<td>Purdue University</td>
<td>West Lafayette, Indiana</td>
<td>21,282</td>
</tr>
<tr>
<td>University of Texas</td>
<td>Austin, Texas</td>
<td>23,368</td>
</tr>
</tbody>
</table>

Brigham Young University uses Pattern II with minor variations in titles. The original survey-drawing of Pattern II is shown in Figure 2
on page 35. The Brigham Young University residence hall administrative pattern along with the other schools using Pattern II are presented in Appendix B with the exception of the drawing of Purdue University's system presented on page 77.

The Purdue University organization is under the authority of the business office. In writing about the pattern, the Director pointed out that family housing is on the organizational chart. Also the Director of the Men's Residence Halls has Area Managers who report to him. The Area Managers are fully responsible for all aspects of the day-to-day operations including the student personnel program for halls of 750 to 1500 students each. This system is discussed fully in Chapter V as representative of Pattern II. A line drawing of the Purdue organizational chart is on page 77.

The pattern for the University of Texas, as reported, is an example of Pattern II. When the survey questionnaire was returned, the comment was made that Texas would move to Pattern III in the fall of 1962. No reason for the change was given. The pattern under which the University of Texas was operating at the time of the initial survey and which fits under Pattern II is presented in Appendix B.

Table 4 shows the universities surveyed which use the third pattern with a dual-line arrangement between the personnel and business offices. The personnel office is responsible for the personnel area including the counseling services, educational activities, discipline functions, and all records within the halls. The business office handles all budget, finance, maintenance, management, and accounting aspects.
Charts of the schools using Pattern III are presented in Appendix C with the exception of the pattern for Indiana University which is on page

**TABLE 4**

LOCATIONS AND 1961 STUDENT POPULATIONS OF UNIVERSITIES USING PATTERN III WHERE A DUAL-LINE ARRANGEMENT IS USED BETWEEN THE PERSONNEL OFFICE FOR EDUCATIONAL AND PERSONNEL OPERATIONS AND THE BUSINESS OFFICE FOR BUSINESS AND MANAGEMENT OPERATIONS

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>LOCATION</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University</td>
<td>Tempe, Arizona</td>
<td>13,492</td>
</tr>
<tr>
<td>Boston University</td>
<td>Boston, Massachusetts</td>
<td>18,401</td>
</tr>
<tr>
<td>Cornell University</td>
<td>Ithaca, New York</td>
<td>11,889</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>Ames, Iowa</td>
<td>10,413</td>
</tr>
<tr>
<td>Long Beach State College</td>
<td>Long Beach, California</td>
<td>11,316</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>East Lansing, Michigan</td>
<td>26,091</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>Evanston, Illinois</td>
<td>15,811</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>Stillwater, Oklahoma</td>
<td>11,301</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>University Park, Pennsylvania</td>
<td>21,242</td>
</tr>
<tr>
<td>University of California</td>
<td>Berkeley, California</td>
<td>23,713</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>Cincinnati, Ohio</td>
<td>18,596</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>Storrs, Connecticut</td>
<td>12,132</td>
</tr>
<tr>
<td>University of Indiana</td>
<td>Bloomington, Indiana</td>
<td>28,975</td>
</tr>
<tr>
<td>University of Miami, Florida</td>
<td>Coral Gables, Florida</td>
<td>12,988</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>Minneapolis, Minnesota</td>
<td>42,130</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>Norman, Oklahoma</td>
<td>12,525</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>Philadelphia, Pennsylvania</td>
<td>18,194</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>Detroit, Michigan</td>
<td>20,605</td>
</tr>
</tbody>
</table>

The pattern at Arizona State University varies from Figure 3 only in the use of titles to designate positions.

Cornell University's organization has an additional person in the business organization who supervises maintenance personnel employment.
Since there are no deans of men and women at Cornell, all personnel matters relate to the Dean of Students. Cornell reports that the Director of Housing and Dining along with the Director of Personnel report to the Comptroller and work together in staffing the residence halls.

The organizational plan at Iowa State University creates a dual-line relationship between business and personnel. There is one unique practice of a social-education director added to the business area. Normally this person would be included under the student personnel area.

Long Beach State College differs from the rest of the schools in this division in that it uses different titles for its residence hall personnel. These are shown in Appendix C. Michigan State University has a dual-line arrangement between business and personnel but appointment of the residence managers and advisers is made only with the mutual approval of the two areas. This is the only cooperative area between the business and personnel fields. Northwestern's pattern of residence hall organization has the dual-line arrangement. There is a split in the personnel areas between the men's and women's halls.

Oklahoma State University uses the same basic organization presented in Figure 3 with the exception of several titles. Pennsylvania State University has a dual-line arrangement for its hall operations. On the personnel side of the organization, a split occurs between the men's and women's halls at the level of the Dean of Men and Dean of Women.
In replying to the questionnaire, the University of California respondent sent the following description of its system:

The residence hall program is administered by two offices - the office of the business manager and the office of the dean of students. The office of the business manager is responsible for the management and operation of the halls. The office of the dean of students is responsible for the head residents and the graduate residents; the assignment of students to halls; supervision of student government; social, cultural and academic program; and the individual student and his problems. Each hall or group of halls has a head resident and two graduate residents, a unit manager, and a food service manager.

The dean of students delegates to the dean of women and the dean of men responsibility for the student program and counseling of residents, and responsibility for the training and performance of the head residents and the graduate residents. Assistant deans are assigned to carry out such responsibilities as may be delegated to them by the dean of men and dean of women.

The supervisor of housing services is responsible for assignment of students to halls, cancellations, determination of bills, checking in and out of students, and such other duties as may be delegated by the dean of students. The supervisor of housing services will assist the residence halls administrator in securing head residents for conferences.2

The plan of administration at the University of Cincinnati differs from the basic pattern on page 36 in that the Vice President and Dean of the Faculty is the person to whom the personnel deans are responsible. The coordination between the personnel program and the business operation occurs between the Director of Housing and the personnel deans.

The organization of the residence halls at Indiana University is a dual-line arrangement. A complete study of the Indiana system is

2University of California, Residence Hall Administration Policy. (Mimeographed) 1960.
presented as an example of Pattern III in Chapter IV. An organizational
diagram of the Indiana system is found on page 97.

The University of Miami, Florida, has a pattern which is basically
one with dual responsibility between the business and personnel areas.
The Vice President for Business Affairs handles the collection of stu-
dent charges while the Director of the Physical Plant handles the main-
tenance and security. There is a close relationship between the Vice
President for Business Affairs and the Director of the Physical Plant.
The Dean of Men and Dean of Women through the Director of Housing han-
dle the personnel aspects of the residence halls.

At the University of Oklahoma the residence hall administrators
report to the Housing Director only in matters of business and mainten-
ance and are hired, promoted, supervised, and considered as being on
the personnel staff.

At the University of Pennsylvania the Vice President for Student
Services is the link between the President and all student services.
The actual split in the relationships resulting from the dual-line
arrangement occurs below the vice-presidential level where business
interests are divided from personnel interests. The Housing Director
at Wayne State University has charge of room assignments, counseling
program, and discipline. At the same time, the business aspects are
under the Director of Auxiliary Enterprises.

Table 5 shows the universities that use Pattern IV which has a
centralized program with a Housing Director or officer responsible to
both the business and personnel offices. This housing officer has
complete control of the residence halls including all operations from budget, management, and maintenance to personnel programming.

**TABLE 5**

LOCATION AND 1961 STUDENT POPULATIONS OF UNIVERSITIES USING PATTERN IV WITH A CENTRALIZED HOUSING OFFICER RESPONSIBLE TO THE BUSINESS AND PERSONNEL OFFICES

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>LOCATION</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard University</td>
<td>Cambridge, Massachusetts</td>
<td>11,677</td>
</tr>
<tr>
<td>Southern Illinois University</td>
<td>Carbondale, Illinois</td>
<td>15,223</td>
</tr>
<tr>
<td>State University of Iowa</td>
<td>Iowa City, Iowa</td>
<td>11,701</td>
</tr>
<tr>
<td>University of Buffalo</td>
<td>Buffalo, New York</td>
<td>13,667</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>Athens, Georgia</td>
<td>10,440</td>
</tr>
<tr>
<td>University of Missouri</td>
<td>Columbia, Missouri</td>
<td>16,205</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Charlottesville, Virginia</td>
<td>10,321</td>
</tr>
<tr>
<td>University of Washington</td>
<td>Seattle, Washington</td>
<td>23,244</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>Madison, Wisconsin</td>
<td>32,835</td>
</tr>
</tbody>
</table>

Harvard College conforms to the fourth administrative pattern. There is a minor deviation from Figure 4 in that an extra-administrative official is added. The Harvard line drawing is shown in Appendix D along with the other schools using Pattern IV with the exception of the pattern of the University of Wisconsin which is shown on page 110.

Southern Illinois University shows the Coordinator of Housing as the chief residence hall administrative officer. There is a definite line of responsibility for the Coordinator of Housing to follow in discussing housing problems with the personnel and business areas.

At the State University of Iowa the Dean of Students still has some authority over the counselors in a direct line relationship which
could mean that actually the pattern is an example of Pattern III. However the Director of Housing has indicated that the pattern is an example of Pattern IV. Attached to the bottom of the reply from Buffalo was the comment that the personnel people and the Housing Director must agree concerning all policy matters before they may take effect.

At the University of Virginia the housing area is responsible to the business area by a line relationship and to the personnel area by a semi-line relationship. The University of Washington has all business and personnel functions pass through the Director of Student Residences.

The plan of organization for the residence halls at the University of Wisconsin is discussed in detail in Chapter VII as representative of Pattern IV. On page 110 is a drawing of the Wisconsin residence hall administrative organization.

Table 6 shows the four universities in the study that did not conform to any previously discussed pattern.

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>LOCATION</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Chicago</td>
<td>Chicago, Illinois</td>
<td>9,126</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>Champaign, Illinois</td>
<td>32,088</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>College Park, Maryland</td>
<td>24,386</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>Ann Arbor, Michigan</td>
<td>28,775</td>
</tr>
</tbody>
</table>
The University of Chicago plan actually appears to be Pattern III as a dual-line arrangement seems evident between business and personnel. The pattern is classified under the non-conforming group because the housing authorities at the University of Chicago said that their pattern does not meet the requirements of Pattern III. They gave no reasons for this. The University of Chicago pattern is presented in Appendix E along with the other schools not conforming to the previous four patterns with the exception of the University of Illinois pattern presented on page 134.

The University of Illinois does not fit any of the previous four patterns because the men's halls work under an arrangement similar to Pattern II while the women's halls work according to Pattern III. This pattern is discussed in detail in Chapter VIII because the uniqueness of this combination allows for a comparison of patterns within one system.

The University of Maryland is categorized outside the basic patterns because the survey questionnaire brought a letter from the Executive Dean of Student Life which stated:

None of your charts fit our situation here in Maryland. Our business office serves as a government service auditing office to keep our hand out of the till. Otherwise, all aspects of housing fall within the purview of the executive dean of student life. We are subject to the usual budgetary reviews but the expenditure of funds for a variety of purposes lies within this office.

I would recommend this straight line arrangement to any and all institutions, large or small, inasmuch as both their personnel and business ends will be better served by it.

As an illustration, we feed students for $1.67 a day, for 20 meals a week, over the longest feeding period of any institution in the country and yet we have better morale among our students than most other institutions can show. We also
have that dirty word, "profit," in an amount greater per student than any other institution within institutions comparable in size.

The best food service and dormitory directors around the country will indicate why this is so. Students do not always like what is expensive. They like what they like when they want it.

I am sure that in terms of a thesis that this is a bad response. Nevertheless, it is an honest one.\(^3\)

The University of Michigan organizational plan was recently changed after a period of study and evaluation. The pattern has a three-track arrangement with personnel and business aspects connected by a middle or third track. The men's program has one track in the middle and connects the other two tracks.

In reporting the organizational pattern of Brigham Young University, Director of Student Housing Fred A Schwendiman suggested a possible development in housing organizations worthy of mention here for it does not conform to any of the patterns previously discussed. He stated:

You might note that many universities now have a designation of an individual who serves as director of auxiliary enterprises. Often this person is someone other than the university comptroller or business manager. At our institution (Brigham Young), two years ago our director of auxiliary services, under whom the housing and food services operate, was designated as a university vice president. He, in turn, reports right to the president. You will find many universities bringing together in one organization the various income-producing services. These take the identity of auxiliary services. On many campuses, the housing and food services are major self-supporting enterprises and, therefore, become identified as auxiliary services, which, in most cases, would report through the university business officers, and then ultimately to the

\(^3\)Letter from B. J. Borreson, Executive Dean of Student Life, University of Maryland, College Park, Maryland, June 5, 1962.
president. I have mentioned this latter information because none of the organizational patterns you presented gave recognition to the identity of the auxiliary service pattern of organization.

It should be noted that the auxiliary service pattern of organization may be developing but it has not become widespread enough to be represented in the forty-one schools answering the survey questionnaire. Some schools show a Director of Auxiliary Enterprises but apparently feel that this does not change the relationships between business and personnel. However, there may be a development along these lines in the future which may bear watching.

\footnote{Letter from Fred A Schwendiman, Director of Student Housing, Brigham Young University, Provo, Utah, May 29, 1962.}
CHAPTER IV

STUDY OF PATTERN I

Introduction.—The initial survey of forty-eight large universities revealed that seven schools or 17 per cent used Pattern I for their organizational plan. Pattern I assigns the major responsibility for the operation of the residence halls to the student personnel administration of the university. The Ohio State University, Columbus, Ohio, is used as representative of this pattern and was chosen for study because of the size of the student population, availability, size of the residence hall facilities, reputation of the system which is growing and is already extensive in the number of students housed, and the willingness of the staff to cooperate with the study. Chapter IV will be devoted to an analysis of the results of the study of Pattern I as it operates at the Ohio State University.

The Campus Residence Hall System.—The campus residence halls at the Ohio State University are under the supervision of the Executive Dean of Student Relations who is a member of the President’s cabinet. The major area of responsibility for the Executive Dean for Student Relations is to handle all student relations, including the control and discipline of students, the promulgation and enforcement of rules governing student conduct both on and off campus, the control and development of student extra-curricular activities including student
athletics and all student (or student-connected campus organizations),
the origination and enforcement of rules relating to and for the develop-
ment and administration of services to students in the areas of coun-
seling and testing, scholarships and financial aids, orientation, stu-
dent housing, and student health.

To carry out the above noted responsibilities, the Executive
Dean for Student Relations has the following people on his staff: the
Dean of Men, the Dean of Women, the Director of Athletics, and those
persons in charge of the Student Auditing Service, University Health
Service, Student Financial Aids and Scholarships Office, Counseling and
Testing Center, Religious Affairs Center, International Student Office,
Orientation Program, the Ohio Union Programs, and the Veterans Center.

History.--In 1873, the first two halls, North Dormitory and South
Dormitory, were opened. The management of these halls was under the
Business Manager of the University who appointed a Manager for each hall.
By 1907, these halls had been vacated, and University President William
Oxley Thompson saw an acute need for a women's dormitory. Oxley Hall
for women was built and opened in 1908. In 1934, Mack Hall was built
and opened, in 1923, the University leased Neil Hall for women students.

Until 1934, the administrative pattern placed the responsibility
for the halls with the Business Manager and his appointed hall managers.
However in the early thirties, the Dean of Women, Esther Allen Gaw saw
a need for more personnel concern for women and began a campaign to
bring the residence hall administration under the jurisdiction of the
personnel deans of men and women. As a result of her work, Pattern I
was worked out and became the administrative pattern for The Ohio State
University residence hall system.

Today the system includes ten women's halls and seven men's halls.
The women's halls are: Oxley Hall, Mack Hall, Neil Hall, used prim-
arily now for nurses in training; Bradley Hall, Canfield Hall, Patterson
Hall; Siebert Hall; West Baker Hall; Westminster Hall; and Morrison
Tower, the newest high-rise, ten story hall.

The men's halls include: East Baker Hall; the International
House for Men; Stadium Scholarship Dormitory, a cooperative dormitory
with admission based upon academic achievement and economic need; Strad-
ley Hall; Park Hall; Smith Hall; and Steeb Hall.

\textbf{Purposes of the Halls.--} The aims for the men's residence halls are:

1. To foster an academic environment favorable to scholastic
achievement.

2. To provide an opportunity for, and promote participation
in democratic group government.

3. To provide wholesome surroundings which will contribute to
the development of high ideals and finer qualities of
character.

4. To encourage proper habits of health and recreation.

5. To encourage group and individual social development.

6. To provide opportunities to engage in activities which
will broaden cultural and leisure time interests.

7. To provide for personal adjustments to the problems of
everyday life.

8. To provide an atmosphere for the classification of educa-
tional purposes, which will help give drive and meaning
to the whole experience of a college education.
9. To provide an atmosphere which will personalize as far as possible, the offerings of the university—providing in a real sense a "home away from home."

The aims of the women's residence halls are:

1. To provide a climate for study that the work of the classroom may be effective and thorough.

2. To provide a healthful living environment with wholesome food and all hygienic precautions in living quarters.

3. To provide a medium by which women of all religious faiths and races may come to understand those whose backgrounds are different from their own.

4. To supplement the cultural influences of the campus by providing opportunities for activity in art, music, drama, social service, etc.

5. To contribute to the personal growth of the student resident through a well-developed social program, resources for personal counseling from a trained staff, and an opportunity for active participation in a self-government program.

Organization.—The Ohio State University Residence Hall System operates under a policy statement of the Board of Trustees of 1939 which states:

The residence halls of the University shall be under the direction of a housing council. The President of the University will serve as Chairman of the Council. The other members of the council shall be: the Dean of Women, the Dean of Men, the Business Manager, and the Director of Dining Halls. The housing council shall have charge of and be responsible for the operation of all residence halls, and shall prepare such rules and regulations as it may deem necessary.

The Dean of Women shall be responsible for the administration of the women's residence halls through the head residents

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2Office of the Dean of Men, Handbook for Counseling Staff, p. 5. (Mimeographed)

3Office of the Dean of Women, Counselor's Handbook, p. 1. (Mimeographed)
who shall serve under her direction.

The Dean of Men shall be responsible for the administration of the residence halls for men through the managers and head residents who shall serve under his direction.

The Business Manager shall supervise and audit all financial transactions involved in the operation of the residence halls.

The Director of the Dining Halls shall be responsible for the planning, preparation, and serving of all meals, and the personnel necessary for this work.  

With the addition of the post of Executive Dean of Students in 1957, the halls came under his jurisdiction. The Executive Dean delegates his authority to the Deans of Men and the Dean of Women who in turn have delegated their authority for supervision of the halls to the Associate Dean of Men and Associate Dean of Women in charge of residence halls. These people are also known as Supervisors of Housing and with their staffs, constitute the residence hall administrative system.

On October 7, 1959, a supplementary operational policy committee for the halls of residence and dining was formed to coordinate the housing operation and assist the housing council which now rarely meets. This group includes those assistants of each department who hold the ultimate responsibility for the operations in each area including: the Associate Dean of Women in charge of women's campus housing, the Associate Dean of Men in charge of men's campus housing, the Assistant University Comptroller, and the Director of University Food Services.

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4Board of Trustees Resolution, The Ohio State University, 1939, (mimeographed page un-numbered).
The line of authority for the system as can be seen in Figure 5 on page 57 shows the residence hall system as it is organized under the Executive Dean for Student Relations. The line of authority is split beneath him giving authority for men's housing to the Dean of Men and the authority for women's housing to the Dean of Women. Because of the extensive areas of their responsibilities, each Dean has an Associate Dean in charge of the residence halls.

The Associate Dean of Women and Supervisor of Women's Housing has two immediate aides to help her carry out the business and personnel functions of the system. The Supervisor of Management in the Women's residence halls is responsible for maintaining the halls, for seeing that all students are assigned to halls, for sending out the appropriate room and board billings, and for seeing that all needed repairs are made and personnel are available to carry out the necessary management duties. The Program Coordinator for the women's residences helps the Associate Dean to coordinate the interhall personnel program activities. She also acts as a resource person to help with the hall personnel programs.

Each hall has a Head Resident with the title of Assistant to the Dean of Women. This assistant is the administrative head of the hall but primarily is a personnel administrator. She is involved mainly with programming activities rather than maintenance activities. Each hall has a Housekeeper who is responsible to the Supervisor of Management for the maintenance of the hall.
Figure 5.—Organization of the Residence Hall System at The Ohio State University
The Head Resident has the authority to suggest changes in maintenance. To assist the Head Resident, there is a staff consisting of several Graduate Residents, Hostesses, and Nurses. The number of these people depends upon the size of the halls. The Graduate Residents are women-graduate students working on the masters degree in personnel or other allied fields. The Hostesses help with the administrative duties usually in the afternoon and evenings to relieve the Head Resident. The Nurses are on duty for the protection of residents in time of illness.

The Associate Dean of Men - Supervisor of Men's Residence Halls, has one immediate Assistant Supervisor who assists in handling the management functions of the halls. This person hires all maintenance staff, sees that students are assigned to the halls, sees that all room and board bills are sent to the students, sees that all supplies are ordered and sent to the halls, and sees that repairs are made in the halls when needed.

Each hall is under the authority of the Director who is also Assistant to the Dean of Men. In contrast to the Head Resident in the Women's halls, the Directors are equally in charge of personnel and maintenance. To carry out these functions, the Directors have a personnel staff including two Graduate Residents who are assistant directors and ten Student Counselors who are usually upper-class undergraduates and graduates who supervise the various living units. The clerical duties in the halls are accomplished by the hall secretaries who supervise the phone operators and student office clerical help. The
maintenance of the halls is entirely the responsibility of the Director who works with the Assistant Supervisor and the hall Housekeeper who supervises the maids and custodians in maintaining the halls. The Housekeeper is primarily responsible to the Director in the Men's residence halls.

Mention should be made of the residence hall accounting office which is in a dual-line with the hall operational organization. This office is not shown on the administrative chart for in actuality it belongs in the business office of the University and supervises accounting procedures. There is no administrative function here except when financial records demand it.

**Capacity.**—The residence halls for women have a combined capacity of 3,415 students including the capacity of a new hall partially opened with the beginning of the 1962-1963 academic year. The halls have rooms for single, double, and triple rooms. There are some suites for six occupants.

The residence halls for men have a combined capacity of 2,847 students. These halls have only single, double, and triple rooms.

**The study.**—Permission was requested and granted by the Associate Dean of Men - Supervisor of Men's Housing to study The Ohio State University as an example of Pattern I. Following this approval, appointments were made with twelve administrative personnel on the staffs of the Dean of Men and Dean of Women who are directly connected with the areas of personnel and business within the hall organization.
The people selected were: the Dean of Men, the Dean of Women, the Associate Dean of Men, the Associate Dean of Women, the Assistant Supervisor of Men's Housing, two hall Directors, the Supervisor of Management in the Women's Residences, the Coordinator of Program for the Women's Residence Halls, two Head Residents, and the Chief Residence Hall Accountant.

The interviews consisted of two parts. First, the interviewer explained the nature of this study stressing that the study was not concerned with personalities or The Ohio State University Residence Hall System as such, but rather with the effects of Pattern I as it operates at The Ohio State University. The second part of the interview consisted of a period of questions and discussions with the person being interviewed. Each person was asked about the purposes of the residence halls and the university to attempt to determine the point of view of the person in relation to the stated purposes of the halls. The person was asked to point out the advantages and disadvantages of the system as he saw it in everyday operation. Care was taken to draw comparisons between Pattern I and other patterns for the sake of contrast. Next came questions concerning the effectiveness of the pattern in achieving professed aims. Then an attempt was made to double-check previously stated disadvantages by asking what changes the person would make in the pattern. It was felt that any changes would relate to the stated disadvantages discussed previously in the interview. Usually this did occur. The interviewer continued by asking if any other pattern would be of greater effectiveness at
The Ohio State University. The interview was concluded by a question concerning what effect the future expansion of the residence hall system would have upon the pattern. The results of the interview were recorded on an interview sheet, a copy of this sheet is found in Appendix F. Presented in the remaining portion of this chapter is a summary of the interviews along with the writer's conclusions.

The people interviewed are divided into two categories. Group 1 consists of those people who determine policy and supervise its operation. In Group 2 are people who carry the policy decisions of Group 1 into effect. All interviewees are referred to in the masculine. Those interviewed in Group 1 are called "supervisors" and those in Group 2 are called "directors" so that the reader can distinguish between the groups.

**Summary of The Twelve Interviews Concerning Pattern I at The Ohio State University**

University and residence hall purposes.—Of the twelve people interviewed, all saw university attendance as primarily an academic learning experience. They professed the belief that the residence halls are a vital part of the learning experience of a university but that the residence hall program must go beyond the academic area and provide learning experiences for personal and social development.

For example, six administrators believed that the basic goal of a university is stimulation of the greatest possible growth of the individual by developing an intellectual curiosity and a love of knowledge. One person stressed that a university is for the training of
"generalists" rather than "specialists." Stating the reverse opinion, another director felt that the university purpose is to help the student attain a highly technical training. Several supervisors saw the purpose of The Ohio State University as the provision of the means, equipment, facilities, and faculty for the students of Ohio to obtain an education beyond the high school.

**Purpose of the residence halls.**—The residence halls were generally felt to contribute to The Ohio State University purposes through the provision of healthful living facilities and an orientation program which will help the student adjust to higher education. Six supervisors believed the halls should provide good living facilities and stress their educative potential to help the student grow personally, socially, and academically. One supervisor added that the halls could help the student better appreciate cultural patterns of others through living with all nationalities.

A director believed the residence halls have a three-fold purpose which include: (1) the promotion of the aims of the university by providing academic stimulation through good study conditions, discussion forums, and informal group meetings or intellectual contracts, (2) the provision of a social program so that the student can meet his or her social needs through parties and other activities to develop better human relations, and (3) the provision of counseling opportunities to promote personal growth. Several directors stressed the provision of adequate physical facilities.
Advantages of Pattern I.--The twelve interviewees listed three basic advantages to Pattern I as it is in use at The Ohio State University. These included: (1) emphasis on concern for individual students, (2) personnel aims protected from business domination, and (3) needs of each sex considered.

Eleven of the staff saw as an advantage that Pattern I allowed an emphasis on concern for the individual student. Six supervisors felt this emphasis upon the individual stems from the positive regard on the part of personnel people for students. Another supervisor mentioned that under the personnel area the halls can move easily to a decision about an individual student without interference from other departments. For example, when a student must be moved from a hall, a refund order can be written without consultation with the business area. The student's welfare is paramount. Several directors felt that the pattern allows professionally trained people to work with students without undue regard for "how much money can be made."

The protection of personnel aims from business domination by Pattern I was seen as an advantage by eight supervisors who stated that personnel people realize the values of the student personnel point of view and protect its intangible benefits against over concern for the dollar. Another supervisor added that personnel people hire personnel people who protect these personnel values. Four supervisors registered fear that business domination might bring about a lack of funds for the personnel program.

One supervisor saw an advantage in the separation of the men's
and women's programs. He believed that this is advantageous because men's and women's needs are different. For example, women need more closet space than men. Further, women's emotional needs are different from those of men.

Table 7 is a tabulation of the reported advantages of Pattern I divided according to men's and women's choices.

**TABLE 7**

**ADVANTAGES OF PATTERN I AS SEEN BY TWELVE INTERVIEWEES AT THE OHIO STATE UNIVERSITY**

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>Emphasis on Concern for the Individual Student</td>
<td>5</td>
</tr>
<tr>
<td>Personnel Aims Protected From Business Domination</td>
<td>2</td>
</tr>
<tr>
<td>Needs of Each Sex Considered</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 8 shows the advantages of Pattern I comparing the preferences of those interviewed using authority groupings. Group 1 represents those who make policy while Group 2, those who carry out policy.
TABLE 8
ADVANTAGES OF PATTERN I AS SEEN BY AUTHORITY GROUPINGS AT THE OHIO STATE UNIVERSITY

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Emphasis on Concern for the Individual Student</td>
<td>7</td>
</tr>
<tr>
<td>Personnel Aims Protected From Business Domination</td>
<td>6</td>
</tr>
<tr>
<td>Needs of Each Sex Considered</td>
<td>1</td>
</tr>
</tbody>
</table>

Disadvantages of Pattern I—According to the twelve people interviewed at Ohio State on the basis of their experience, four major disadvantages resulting from the pattern are: (1) lack of sound business operations, (2) over-emphasis on a psychological approach to students causing poor discipline, (3) over-emphasis on individual social development, and (4) failure to utilize the halls to attain their fullest academic potential. The disadvantage concerned with a lack of sound business operations is sub-divided into the following areas: poor communication, poor accounting, duplication of business operations, lack of competent people, and coordination of efforts.

The lack of sound business operations was seen as a disadvantage by nine staff members. A supervisor mentioned the cumbersome means of communication resulting from the administrative split between the men's and women's halls. He saw a duplication of effort because both the
men's and women's halls have a business office to issue student billings, to purchase supplies, and to supervise maintenance staffs. This makes accounting problems inevitable and results in needless duplication.

Another supervisor cited the problem of maintenance as an example of poor coordination. He felt that when maintenance is separated from personnel direction within the halls as is done in the women's halls, directors and housekeepers do not sufficiently coordinate their efforts.

Premising his remarks about the disadvantages of the pattern by two stipulations that (1) the residence hall system is supported by one fund, and (2) apparently the Executive Dean for Student Relations does not exercise much coordinating supervision over the Dean of Men and Dean of Women on housing matters, one supervisor listed three disadvantages which indicate a lack of sound business operations. First he was concerned about the unilateral action by the men and the women on their budgets. Because there is no coordinational official, he wondered if efficient and effective use is made equally of money spent. Second, the organizational patterns of the halls are confused and differ to such a degree that inefficiency apparently occurs. Third, personnel people lack the practical and theoretical business understanding needed to do the job effectively. As such the business aspects which should be of equal concern with the personnel functions are slighted. He felt that personnel people are not competent in the business area. Another supervisor felt that the lack of sound business operations comes from a lack of business specialists working in finance, building construction and business design within the system.
All of the directors saw a lack of sound business operations. They felt strongly that business operations should form a basis for all operations but are slighted under Pattern I because personnel people do not understand basic business functions. It was added that there is not enough communication between the executive offices of the residence halls where policy decisions are made and the hall level where policy is carried out. This lack of communication also causes much duplication of effort between the men's and women's halls.

The second most mentioned disadvantage was an over-emphasis on the psychological approach of personnel people in understanding students. This was believed to cause poor discipline. Several directors felt that personnel people are too concerned about the psychological area of the student's life and as a result make life in a residence hall too sheltered. They felt that so much time is spent analyzing student reactions on the basis of psychology that rationalization takes place and reality is lost. There is such concern for psychology that all unsatisfactory student actions are explained away. Thus student responsibility for their actions is negated.

Only one director saw pattern disadvantages in the over-emphasis on the individual's social development and in the failure to utilize the halls to attain maximum academic potential. He believed that personnel people worry more about the personal and social growth of the student than about his academic achievement. He cited as evidence how the women's halls cancelled subscriptions to The New York Times, Atlantic Monthly, and The Saturday Review of Literature which he considered
educative in favor of etiquette books for developing social graces. He was not opposed to social training but believed that academics should not suffer as a result of it. He also cited as an example of the reoccurring lack of educational concern that consistently the halls open with desks lacking in some of the rooms. He felt that to feel like a student, one needs a desk of his own.

Three supervisors did not see any disadvantages to the system.

Table 9 presents a tabulation of the disadvantages of Pattern I as seen by twelve interviewees at The Ohio State University. The tabulations are made by men's and women's preferences.

TABLE 9

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>Lack of Sound Business Operations</td>
<td>5</td>
</tr>
<tr>
<td>poor communication</td>
<td>4</td>
</tr>
<tr>
<td>poor accounting</td>
<td>5</td>
</tr>
<tr>
<td>duplication of business operations</td>
<td>5</td>
</tr>
<tr>
<td>lack of competent people</td>
<td>4</td>
</tr>
<tr>
<td>poor coordination of efforts</td>
<td>4</td>
</tr>
<tr>
<td>Over-emphasis on the Psychological Approach</td>
<td>2</td>
</tr>
<tr>
<td>Causing Poor Discipline</td>
<td></td>
</tr>
<tr>
<td>Over-emphasis on Individual Social Development</td>
<td>0</td>
</tr>
<tr>
<td>Failure to Utilize the Halls to Attain Academic Potential</td>
<td>0</td>
</tr>
<tr>
<td>No Disadvantages</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 10 shows the disadvantages of Pattern I as it operates at The Ohio State University according to authority groupings. Group 1 represents those administrators who make and supervise policy while Group 2 represents those who effect policy.

**TABLE 10**

**DISADVANTAGES OF PATTERN I AS SEEN BY AUTHORITY GROUPINGS AT THE OHIO STATE UNIVERSITY**

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Lack of Sound Business Operation</td>
<td>4</td>
</tr>
<tr>
<td>poor communication</td>
<td>3</td>
</tr>
<tr>
<td>poor accounting</td>
<td>2</td>
</tr>
<tr>
<td>duplication of business operations</td>
<td>2</td>
</tr>
<tr>
<td>lack of competent people</td>
<td>1</td>
</tr>
<tr>
<td>poor coordination of efforts</td>
<td>3</td>
</tr>
<tr>
<td>Over-emphasis on Psychological Approach</td>
<td>0</td>
</tr>
<tr>
<td>Causing Poor Discipline</td>
<td></td>
</tr>
<tr>
<td>Over-emphasis on Individual Social Development</td>
<td>0</td>
</tr>
<tr>
<td>Failure to Utilize the Halls to Attain Academic Potential</td>
<td>0</td>
</tr>
<tr>
<td>No Disadvantages</td>
<td>3</td>
</tr>
</tbody>
</table>

*Effectiveness of the pattern for achieving university and residence hall purposes.—All of the supervisors and directors claimed that the use of Pattern I achieved university and residence hall purposes to a*
degree. Four of the supervisors felt that the pattern was so effective that it should remain currently as it is used. Seven of the staff felt the pattern must be changed to achieve better university and residence hall purposes.

One director wanted to change to Pattern III for he believed a split in business and personnel operations would be more efficient and effective. Four people wanted to go to Pattern IV with a Housing Director for they felt that having one head of the residence halls would bring about better business operations. They also felt that having one person in charge would achieve better coordination and a more comprehensive educational program. Three women did not want a Housing Director for they felt that the Housing Director would be a man who might not understand the needs of women students. They indicated that a change was needed at Ohio State.

It should also be noted that those not wanting a change from Pattern I came from the supervisory group. All of the directors, those who place policy decisions into effect, along with three other supervisors wanted to change patterns.

Future expansion.—The twelve people interviewed aligned themselves on the issue of future expansion identically as they did on the matter of changing patterns. Those who did not want to change the pattern felt the pattern will allow for future expansion with a minimum of administrative change. Those who wanted to change the pattern felt that future expansion is a major reason for pattern change. Two
of the people who desired a change in pattern also cited the advent of co-educational housing at The Ohio State University as another problem in the future for Pattern I. They felt that the pattern would create more problems for co-educational living than it would solve.

Conclusions

The following conclusions are drawn from the summary of the twelve interviews concerning Pattern I as it operates at The Ohio State University:

1. The Ohio State University residence hall staff all saw the residence halls as a vital part of the student's education whether this be the student's academic, social, or individual personality growth. They expressed the belief that Pattern I facilitates the residence hall educational program because of its personnel orientation.

2. The staff basically agreed that the major advantage of Pattern I is placing housing entirely under the personnel deans. Thus a greater emphasis is placed upon concern for the individual student. All but one person cited this as a major advantage.

3. There was a feeling that Pattern I is advantageous because personnel aims are protected from business domination. This feeling was strongest among the people in Group 1, the supervisors who make policy. All but one of the supervisors interviewed pointed out this advantage. Two directors, both women, felt this way also. The male directors were not concerned about this.
4. The group interviewed felt that the major disadvantage of the pattern is a lack of sound business operations. This occurs because personnel people are not trained in business techniques. Four of the seven supervisors who make policy decisions said this, and all of the directors who must work with business operations at an operational level cited this as a problem of the pattern.

5. Those who saw no disadvantages to the pattern all came from the very top level of the policy-making group. From this fact one might suspect that these people are out of contact with the feelings of their staffs about present operations. This contention was supported by the desire of all the directors to change the pattern.

6. Two-thirds of those interviewed would like to see a change in pattern. The men preferred a change generally from Pattern I to Pattern IV with a Housing Director. The women wanted a change but said they did not want Pattern IV because the Housing Director would be a man who probably would not understand the needs of women students. However, in every other aspect, these same women seemed to advocate an organization which would be classified as Pattern IV.
CHAPTER V

STUDY OF PATTERN II

Introduction

The results of the initial survey of forty-one large universities showed that three schools or seven per cent use Pattern II which assigns the residence hall operations entirely to the business area of the university administration. Purdue University in West Lafayette, Indiana, is used as representative of Pattern II because of the size of the student population, availability of the system for study, size of the residence halls facilities, reputation of the system, and the willingness of the staff to cooperate with the study. Chapter V will be devoted to an analysis of Pattern II as it operates at Purdue University.

The Campus Residence Hall System

The student relations area.—The student relations area of Purdue University has only an indirect authority for the Purdue Residence Halls. It may make recommendations to the residence halls about counseling and educational functions but it has no actual line responsibility.

The student relations area is organized under a Vice President and Executive Dean of Students who supervises the student activities program, Dean of Men, and Dean of Women. The Executive Dean of Students has no responsibility for the residence halls or the Purdue Union.
The business and finance area.—The business area of Purdue University is administered by the Vice President and Treasurer. His official staff are: Business Manager, Director of Auxiliary Enterprises, Director of Physical Plant, Director of Development-Planning, and Director of University Residences and the Purdue Memorial Union. The men's and women's residence halls come under the Director of University Residences.

History.—The first residence hall at Purdue was built in 1927 for men. In 1934, the first hall for women was built. From the very beginning, the halls have been self-supporting.

The halls have always been under the business office due largely to the influence of R. B. Stewart who was the Vice President and Treasurer of the University at the time the residence hall system was begun. Dr. Stewart felt that the halls should be under business management because they were self-supporting. He could not see any necessity to place them under the personnel area for he felt that every university official whether he be academic or administrative is an educational officer. Dr. Stewart saw the need for advisors and counselors but did not see the need for their special personnel training. He felt that anyone in the University could counsel students if he was interested.

Today the system includes six women's halls housing approximately 1,450 students, and ten men's halls housing approximately 5,150 men. The women's halls: Duhme, Shealy, Wood, Warren, Vawter, and Hall X. The men's halls are the five Cary Halls, Men's Residence H-1, Men's Residence H-2, Men's Residence H-3, The Student Union Courts and Fowler House, and the Gable Courts and O. P. Terry House.
Purpose of the halls.--The purpose of the Purdue University Residence Halls are:

The Residence Halls serve two purposes: first, to provide comfortable living accommodations for the resident and second, to provide an opportunity for study and development under ideal conditions from which students may secure the greatest social, educational, and cultural advantages. In order to achieve the latter purpose, the university reserves its right to assign rooms and determine qualifications of those who may continue to live in the halls.

In consideration of these purposes, parents should realize that the university is not a preparatory or boarding school. The policy of the university is to encourage the development of good social habits rather than to exercise close supervision of the individual.

The university has continued its program of building residence halls so that more students of Purdue University may secure the social and cultural advantages of living in large groups. Many students, while enjoying most favorable living conditions in daily, social and recreational contact, are imbued with the right attitude toward human beings, an attitude that is permanently beneficial to each of them and to the university.

Organization: The head of the Purdue University Residence Hall System is the Director of University Residences and Purdue Memorial Union. He is assisted by a central office staff of five persons: the Director of the Men's Residence Halls, Director of the Women's Residence Halls, Director of Family Housing, Foods Director, and Director of the Purdue Memorial Union. The Director of Residences and the Director of the Purdue Memorial Union are currently one person. The Director of Men's Residences has an Assistant Director to help with the everyday hall operations and building programs. Below these two men are Area Managers who handle the living units of 800 to 1,000 men.
The Area Managers have the responsibility for the food, maintenance, clerical, and personnel operations of the halls. The Area Manager has a Foods Manager, Maintenance Foreman, Secretary, and several Faculty Sponsors who supervise the student housing units. The Foods Manager handles all feeding arrangements while the Maintenance Foreman handles all the necessary repairs to the physical plant. The Secretary is in charge of the financial and clerical records. In each living division, there is an Accountant Assistant who is responsible to the system's Chief Accountant. This assistant helps prepare the financial statement for each operational unit.

The Faculty Sponsors are in charge of the educational program, discipline, and student activities in the halls. The Faculty Sponsor has a living unit within the hall for which he is responsible. To help him carry out the personnel program for his unit, the Faculty Sponsor has a staff of student counselors. The women's halls have the same basic system of organization as that in the men's halls.

It should be pointed out that the Foods Director for the entire system helps the Area Manager and the unit Foods Manager with buying and preparation of the master menu. A coordinated buying arrangement cuts expenses.

Figure 6 on page 77 shows a line and staff drawing of the Purdue University Residence Hall organization.

**Capacity.**—The men's residence halls have a combined capacity of 5,200 single, undergraduate students. There are also housing spaces for 225 single, graduate men students.
Figure 6.—Organization of the Residence Hall System at Purdue University.
The women's halls have a combined capacity of 1,450 women. There are rooms equipped for single and double occupancy.

The Study.—Permission was requested of and granted by the Director of University Residences to study the Purdue University residence halls as an example of Pattern II. After receiving approval for the study, a trip of three day's duration was planned to Purdue. At that time appointments were made to discuss the organizational pattern with the people directly involved with all areas of the residence operation.

People interviewed were: Dean of Men, Director of University Residences, Residence Hall Accountant, Assistant Director of Men's Housing, two Managers of quadrangles, an Assistant Quadrangle Manager, and a Faculty Sponsor. The interviews were conducted in the manner described on page 60 of this dissertation. The summary of these interviews is presented in two categories. Group 1 consists of the administrators who determine policy and supervise its operation. These people are referred to in the text as "supervisors." Group 2 includes those people who carry policy decisions into effect and are referred to as "directors." All summaries are presented in the masculine.
Summary of the Ten Interviews Concerning Pattern II at Purdue University

Purposes of the university.—The ten residence hall officials at Purdue felt that the purpose of Purdue University is to give the students a good general and technical education and to also go beyond this academic education to help the students live better lives.

Five supervisors saw the University as a center of higher learning, culture, and research and added that Purdue has an obligation to recognize that its graduates must be in a better competitive position than graduates of other schools. Thus they felt that Purdue should stress professional competence. They felt that a university must accept the purpose inherent in the sciences, technology, and agriculture. They also saw a further need for general education so the Purdue graduate may see life in its many implications. Two directors felt that Purdue has a two-fold purpose, (1) to provide a liberal education so that the student will be intelligent about his government, the arts, the sciences and (2) to prepare the student to contribute some specialization to society. One person felt that the student's academic education is the primary purpose of a university but that emphasis must also be placed upon the understanding of meanings. Not only must the student obtain knowledge but he must also know how to use it wisely in getting along with others.

Purposes of the residence halls.—The residence halls were seen as a part of a university educational program and as such must contribute
to university purposes. The staff residence halls are more than a place to eat and sleep. They saw the hall staffs as obligated to give the student what they called the "plus" factors of college living including social skills, civic understanding, and personal competence in dealing with life. Several directors felt the residence halls should foster an academic atmosphere outside of the classroom. In addition the halls must help develop the person in his personal, social, and civic life.

Advantages of Pattern II.—The ten people listed seven advantages for Pattern II as it operates at the Purdue University. These advantages are: (1) one person heads the system, (2) good coordination, (3) good communications, (4) decisions made rapidly, (5) good business operations result, (6) student personnel relieved of business operations, and (7) generalists may be hired.

The staff cited the advantage of having one person responsible for the halls as very important. They felt this gives the opportunity for better coordination, good communication, and ease of making decisions. They felt that no business operation can exist with two masters. One man added that the area of university operation, business or personnel, under which the halls are placed administratively does not matter. He felt that regardless of where the halls are placed, one head is needed for the entire operation including both the men's and women's halls. One administrative head is advantageous for one person can finally define the areas of responsibility and make the decisions.
The group saw advantages of good coordination, good communications and rapid achievement of decisions resulting from the use of Pattern II. They agreed that the single administrative head facilitates these advantages and felt that without a single head, communication and coordination would become major problems. It was felt that a split between the business and personnel functions would complicate matters.

Six supervisors felt that placing the residence halls under the business area of the university was an advantage since they felt that the halls are primarily a business venture. Although personnel trained, one supervisor felt that the halls should be under the business area because business people understand efficient hall operation. He felt that all business people are educators at Purdue and realize the value of personnel work. He stated that at Purdue the business interests realize they are supportative to the educational function and act that way.

Four supervisors expressed the feeling that relieving the student personnel area of business functions is a pattern advantage. Personnel people do not like to work with business matters and have no training to carry on business activities effectively.

Several staff members felt that Pattern II allows what they each referred to as "generalists" to be hired to work within the system. Generalists as a term seemed to refer to people who have training which might relate to the residence hall operations in any manner. One man claimed that under Pattern II people with any experiential background can be secured to work in the halls. He cited that business men, ex-military
officers, and corporation personnel all have a type of personnel and business experience and thus can be hired to work in the halls. He pointed out that Dr. R. B. Stewart had the philosophy that anyone employed at Purdue University regardless of training is an educational officer.

The advantages of Pattern II as seen by ten people at Purdue University are tabulated in Table 11. The preferences are listed by men's and women's choices.

**TABLE 11**

ADVANTAGES OF PATTERN II AS SEEN BY TEN INTERVIEWEES AT PURDUE UNIVERSITY

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>One Person Heads the Organization</td>
<td>8</td>
</tr>
<tr>
<td>Good Coordination</td>
<td>8</td>
</tr>
<tr>
<td>Good Communication</td>
<td>8</td>
</tr>
<tr>
<td>Decisions Made Rapidly</td>
<td>8</td>
</tr>
<tr>
<td>Good Business Operations Result</td>
<td>7</td>
</tr>
<tr>
<td>Student Personnel Relieved of Business Functions</td>
<td>4</td>
</tr>
<tr>
<td>Generalists May Be Hired</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 12 presents the advantages of the pattern tabulated according to authority groupings. Group 1 is that group of administrators who make and supervise policy. The table refers to those who place policy into effect as Group 2.

**TABLE 12**

ADVANTAGES OF PATTERN II AS SEEN BY AUTHORITY GROUPINGS AT PURDUE UNIVERSITY

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>One Person Heads the Organization</td>
<td>5</td>
</tr>
<tr>
<td>Good Coordination</td>
<td>5</td>
</tr>
<tr>
<td>Good Communications</td>
<td>5</td>
</tr>
<tr>
<td>Decisions Made Rapidly</td>
<td>5</td>
</tr>
<tr>
<td>Good Business Operations Result</td>
<td>3</td>
</tr>
<tr>
<td>Student Personnel Relieved of Business Functions</td>
<td>4</td>
</tr>
<tr>
<td>Generalists May Be Hired</td>
<td>3</td>
</tr>
</tbody>
</table>

Disadvantages of Pattern II.—Two disadvantages were seen for Pattern II by the staff. These disadvantages included: (1) the difficulty of recruitment of Unit Managers with the required breadth of preparation or experience and (2) the Unit Managers' work load is too heavy. Five of the ten people interviewed saw no disadvantages to the pattern.

Before a discussion of the two disadvantages, it might be again
pointed out that the halls are organized into management units. The Unit Manager has several halls under his area. He has charge of all areas of the business, personnel, and food operations for his management unit. Thus the position is very complex.

Five people mentioned that there is a pattern disadvantage in that recruitment of managers with the proper background is most difficult. This results from the complex nature of the position and the background experience demanded of the candidate. One supervisor added that the solution to the problem of recruitment might lie in a training program.

Three staff members felt that the complexity of the Unit Manager's job makes the work load very heavy. They saw this as a disadvantage of the management unit system rather than of Pattern II.

A tabulation of the disadvantages of Pattern II is presented in Table 13. The table shows the disadvantages as reported by the men and women interviewed.

TABLE 13

DISADVANTAGES OF PATTERN II AS SEEN BY TEN INTERVIEWEES AT PURDUE UNIVERSITY

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment a Problem</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Manager's Work Load Too Heavy</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
The disadvantages of Pattern II are shown by authority groups in Table 14. Group 1 represents those people who make policy while Group 2 is that group who effect policy.

**TABLE 14**

**DISADVANTAGES OF PATTERN II AS SEEN BY AUTHORITY GROUPINGS AT PURDUE UNIVERSITY**

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Recruitment a Problem</td>
<td>2</td>
</tr>
<tr>
<td>Manager's Work Load Heavy</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>4</td>
</tr>
</tbody>
</table>

**Effectiveness of Pattern II in achieving university and residence hall purposes.**—All of the officials interviewed asserted that they felt that Pattern II did help achieve the Purdue University and residence hall purposes. They did not feel that any other pattern would work as well, and none were willing to advocate changing to another pattern.

**Future expansion.**—There was a unanimous opinion among the ten officials that the Purdue system would be able to meet future expansion needs under Pattern II. This feeling was based upon the fact that Purdue uses managerial units at the hall operational level. It was felt that as new halls were added, it would be simple to design new managerial units and add them to the already existing system.
Conclusions

The following conclusions are drawn from the summary of the ten interviews concerning Pattern II as it operates at Purdue University:

1. The staff felt that the major advantage of the pattern is the effective business organization which is attributed to the pattern. Nine of the ten people cited advantages in good coordination, good communication, speed of making decisions, and use of a single organizational head. This conclusion is further strengthened by the fact that seven of the ten saw good business operations resulting from use of the pattern.

2. There was a feeling that personnel training is an asset for a housing administrator but that it certainly is not necessary. This came out repeatedly in the interviews when the comment was made that any educator is a personnel person and needs no further training as such. It was also evident when three people said that what they call "generalists" can be employed. These three people came from the very top of the policy group. This seems to effect hiring policies since only three of the ten people interviewed have student personnel backgrounds. All of the others have business or military backgrounds.

3. There was a feeling that business procedures must be facilitated in residence hall management. It was felt that business is stressed by Pattern II. However, when one realizes that no mention of student benefits was made in the listed advantages, one might conclude that business is too prominent a concern. When discussing the purposes of the halls, the staff alluded to student benefits but when they came...
to a discussion of the advantages and disadvantages of the pattern, no mention was made about any student benefits. One might wonder if there is not a managerial attitude present which has more concern for business than student needs.

4. The Director of University Residences stated in his interview that he felt the key to the business success of any residence system is the unification of the residence halls under one person. He further asserted that whether the halls are under personnel or business interests matters little. Thus the conclusion is drawn that the business success of the pattern does not necessarily depend upon the system being under the business area but rather from the unification of the system under one administrative head.

5. The major disadvantages of the system do not involve the relationship of business to personnel interests but rather a concern for the work load and employment of managers for the managerial units. It was felt that including personnel activities, food preparation, and management duties under one person would cause that person to be overworked. Also a person with the needed comprehensive knowledge will be most difficult to replace.

6. There was a definite feeling that the system can be expanded to meet future housing requirements by adding new management groups as the new halls or complexes are built.
CHAPTER VI

STUDY OF PATTERN III

Introduction

The findings of the initial survey of forty-one large universities showed that of the reporting schools, eighteen or 45 per cent used Pattern III. This pattern places the responsibility for the halls equally upon the business office and the personnel deans. Indiana University at Bloomington, Indiana, is used as representative of this pattern because of the size of the residence hall facilities, reputation of the system which is nationally known both for its construction and for its educational program, and the willingness of the staff to cooperate with the study. Chapter VI will be devoted to an analysis of the results of the study of Pattern III as it is used at Indiana University.

The Campus Residence Hall System

The student relations area.—The student relations area which handles the counseling and educational programs for the residence halls is organized under the Vice President and Dean of Undergraduate Development. The Vice President in turn delegates his responsibility for the residence hall program to the Dean of Students. Assisting the Dean of Students is the Director of Dormitory Counseling and Activities. This person is actually in charge of the hall programs. At the hall level, there are management areas with head counselors and student counselors.
Also included in the student personnel area are the counseling services, foreign students office, reading clinic, health service, central housing, activities office, registrar and admissions.

The business and finance area.—The business operation of Indiana University is the responsibility of the Vice President and Treasurer. The business operations are sub-divided under the Vice President and Treasurer under the following officers: Business Manager, Controller, Internal Auditor, Assistant Treasurer, and Administrator of the University Hospitals.

The residence hall business office is under the Business Manager.

History.—The Indiana residence hall system got its start a little less than fifty years ago when a 114 student dormitory was completed in 1918. The hall was soon in debt. Originally it was planned that the hall would be self-sustaining. Something had to be done about the debt and the business office began operation of the hall by placing a Manager of Residences in charge of this hall. This plan was followed with other halls which were built subsequently.

From this time until 1937, the residence halls reported directly to the President of the University. However, when four new halls were built in 1937 and the operation became much more complex, the President transferred the halls from his direct jurisdiction to the Vice President and Treasurer who in turn placed the halls under the Business Manager.

The personnel function of the halls has always been directed by the Dean of Women or later by the Dean of Students when Indiana abolished
the offices of the Dean of Men and Dean of Women. The split in line responsibility between the business and personnel areas occurred because the immediate past Director of Housing believed that business people do not have time for personnel problems and likewise personnel people don't have time or understanding for business operations.

Thus the dual-lines of business and personnel responsibility have emerged.

**Purposes of the halls.**—The guiding philosophy of the Halls of Residence at the Indiana University centers around the desire to create and maintain a residential environment that is conducive to maximum academic achievement and personal development. With these objectives in mind, the Indiana Halls of Residence offer outstanding living and dining facilities, a competent service staff, and an excellent counseling and guidance program supervised by professionally trained personnel.

**Organization.**—To study the organization of the Indiana University Halls of Residence, one must examine two basic operational patterns. One pattern is for business operations and the other is for personnel functions. The organizational pattern is shown in Figure 7 on Page 92.

The business organization begins with the Vice President and Treasurer who is the ultimate business head under the University President. The Vice President delegates the authority to operate the halls to the Business Manager who in turn delegates the hall operations to the Director of the Halls of Residence who handles the every day operations of
the system and to the Executive Director of Residence Hall Development who plans for the future construction and requirements of the system.

The Director of the Halls of Residence has a central staff in the central office building and also an operating staff in the individual hall management groups. It should be pointed out that there is not a single administration for each dormitory. Rather several halls are grouped together into an administrative-management group with an administrative staff for business operations and a counseling staff or personnel work.

The Director of the Halls of Residence has the Assistant Director to help with general details. Also in the central are the Administrative Dietitian who handles the food organization; the Administrative Housing Manager who supervises daily maintenance operations; the Central Office Manager who handles accounting, applications, and records; and the Manager of Maintenance and Equipment who handles major repairs and maintenance.

At the hall management level, there is the Housing Manager who supervises all maintenance, custodial work, and records plus the Housekeeper for each living unit or hall. There is a Foods Manager at each center along with food production and service supervisors who report to the Administrative Dietitian. There is no staff relationship between food and maintenance at the hall management level.

On the personnel line of authority, the basis for action comes from the University President to the Vice President and Dean for Undergraduate Development who delegates the personnel functions of student
Figure 7.—Organization of the Residence Hall System at Indiana University.
life to the Dean of Students. The Dean of Students in turn operates through the Director of Dormitory Counseling and Activities who in reality is the head of the residence hall personnel program.

The central program office is headed by the Director of Dormitory Counseling and Activities who has an Associate Director. The Associate Director is a general aide to the Director along with the Assistant Director, Program Assistant, Librarian, and Accountant.

This office works through a Head Counselor in each management unit who supervises the Student Counselors in each hall unit. The Student Counselors work directly with the students.

**Capacity.**—The residence halls for undergraduate women include seven management units with a total capacity of 3,531 women. There are single and double rooms. The halls for undergraduate men include eight management centers with a combined capacity of 3,312. There are total graduate housing facilities for men and for women for 806 persons. The system has a total housing capacity of 7,649 students on the Bloomington campus.

**The Study.**—Permission to study the Indiana Halls of Residence as an example of Pattern III was granted by the Director of Halls of Residence. Following this approval, a trip was made to Bloomington, Indiana to talk with twelve administrators in all areas of the business and personnel operations of the system.

The people interviewed were: Dean of Students, Director of the Halls of Residence, Executive Director of Residence Hall Development, Director of Counseling and Activities, Administrative Dietitian,
Administrative Housing Manager, Office Manager, Maintenance and Equipment Manager, Housing Manager, Assistant Housing Manager, and two Head Counselors.

The interviews were carried on as were the interviews at The Ohio State University as described on page 60 of this dissertation. The interviews are presented using two categories. Group 1 consists of those administrative officers who determine policy and supervise its operation. These are referred to as "supervisors." Group 2 includes those people who carry policy decisions into effect and who are called "directors." All interviewees are referred to in the masculine.

**Summary of the Twelve Interviews Concerning Pattern III at Indiana University**

**University purposes.**—Basically the twelve people saw the Indiana University purposes to include the education of the student to lead a better life and the stimulation of research so that the student's society members will lead better lives. There was a concern about social education and civic education for the students at Indiana in the University purposes.

One supervisor saw a university as having two purposes: (1) the passing of knowledge to students and (2) the stimulation of research. Several supervisors pointed out that a university education is not only an education of the mind but even more so, an education for all the student's life. They also brought into the university purposes a desire for civic training.

**Residence hall purposes.**—The twelve people interviewed saw the residence halls committed to provide experiences to help the student
achieve the university purposes. Some concern was shown for developing leadership qualities and for providing good group living conditions.

Four supervisors listed two basic purposes for the halls: (1) the housing and feeding of students and (2) the initiation of good group living to help the student develop academically, personally, civically, and socially. Also they felt that the residence hall should be designed to give the student a home away from home in which he can learn about adulthood.

Advantages of Pattern III.—The people who work under the organizational framework of Pattern III saw five advantages to the pattern as it exists at Indiana University. These advantages were: (1) specialization of jobs is permitted, (2) business and personnel duties are separated, (3) the pattern is functional, (4) business efficiency is increased, and (5) easy selection of staff exists.

The advantage of job specialization was seen by all twelve people interviewed. They felt that the pattern is advantageous because people work with greater efficiency in their areas of expertness. One man added that he is not interested in business functions, and business specialists handle these operations. Therefore he does not have to worry about the business operations let alone about their efficiency. Another director felt that specialization is an advantage but warned that at Indiana this has allowed business to benefit more. Business specialists control the pocketbook and curtail personnel work.

Eleven of the twelve interviewed saw the split of business from personnel under Pattern III as advantageous. The staff gave many of
the same reasons for the advantage of a split between personnel and business as they did for the advantage of job specialization. Basically this advantage seems to relate to the advantage of specialization because the split allows the placement of workers in their area of interest and specialized knowledge. Thus each area does not need to be concerned about the other.

Six of the people interviewed saw the pattern as functional because the split between business and personnel allows for specialization. They simply said that the pattern works quite well. Three directors said the pattern is functional because business operations function without "hindrance" from personnel.

Three of the staff felt that the pattern increases business efficiency because business specialists do this work. Since the system must support itself, sound business operations are most vital.

The pattern is advantageous for it allows easier recruitment and selection of people for vacancies. Three people felt that this could be attributed to the specialization of work assignments. They added that there is an abundance of personnel and business people to fill positions in either the business or personnel area but there is a shortage of people with training in both.

Table 15 shows the advantages of Pattern III as seen by the twelve men and women interviewed.
### TABLE 15

ADVANTAGES OF PATTERN III AS SEEN BY TWELVE INTERVIEWEES AT INDIANA UNIVERSITY

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>Specialization of Jobs</td>
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<tr>
<td>Business and Personnel Split</td>
<td>7</td>
</tr>
<tr>
<td>Pattern Functional</td>
<td>4</td>
</tr>
<tr>
<td>Business Efficiency Increased</td>
<td>2</td>
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<tr>
<td>Easy Selection of People</td>
<td>2</td>
</tr>
</tbody>
</table>

The advantages of Pattern III are presented in Table 16 by authority groupings. Group 1 represents that group who make policy and Group 2, those who effect policy.

### TABLE 16

ADVANTAGES OF PATTERN III AS SEEN BY AUTHORITY GROUPINGS AT INDIANA UNIVERSITY

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Number Stating Opinions</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Specialization of Jobs</td>
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</tr>
<tr>
<td>Personnel and Business Split Apart</td>
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</tr>
<tr>
<td>Pattern Functional</td>
<td>3</td>
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<tr>
<td>Business Efficiency Increased</td>
<td>3</td>
</tr>
<tr>
<td>Easy Selection of People</td>
<td>3</td>
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</table>
Disadvantages of Pattern III.--The twelve people saw seven disadvantages of Pattern III which included: (1) communication between business and personnel difficult, (2) lack of understanding between business and personnel, (3) cooperation difficult, (4) personalities too vital, (5) coordination of efforts difficult, (6) conflict between business and personnel, and (7) over-concern for line authority. One person saw no disadvantages to the pattern.

Communication between business and personnel workers is difficult because the split requires a communication to go to the top eschelon of each area before it reaches a coordinational level. Several supervisors saw communication as a disadvantage resulting from a lack of understanding. They felt that conflict between business and personnel sometimes causes this communication problem. It was felt that poor communication results in a decrease in service to the student.

The pattern has a disadvantage in that there is a lack of understanding between business and personnel. Generally the feeling was expressed by the ten people who saw the disadvantage that the lack of understanding occurs from the business and personnel split. The staff felt that the lack of understanding comes from failure to see what the other area is doing and why. Six people attributed the disadvantage to a communication failure. Eight staff members stated that cooperation is hard to obtain because each area fails to understand the efforts and needs of the other. For example, food people do not receive cooperation from personnel people because the personnel people fail to see the dining area as their concern. One supervisor added that the problem of
cooperation is much greater when there is conflict between business and personnel.

Four men and four women saw a disadvantage to Pattern III that individual personalities are too vital to the success of the residence hall operations. One man felt that lack of understanding brings about a need for individuals to use their personalities to achieve their goals. Under this pattern people do things for others because of their personal relationship rather than the end goal. If someone in the line organization doesn't like someone else, the lines become clogged and action stops. This in turn hampers all of the operations. One man cited as an example the need to repair a leaking drain. If the personnel worker is not on good terms with the maintenance person, the drain will not be fixed as soon as it would if good relations exist. This certainly does not contribute to the students' welfare.

Difficulties in coordination were seen as a disadvantage to Pattern III by eight people who felt that with separate business and personnel operations, coordination of effort is difficult. There are two divisional heads who have separate responsibilities and authority which need to get together more to achieve better coordination of effort. One man blamed the coordination problem on communications. The lack of coordination brings about wasted efforts along with friction.

Five people at Indiana were concerned about the conflict which occurs at time between business and personnel interests. They felt that this conflict stems from the separation of business and personnel under Pattern III.
Two supervisors stated that there is conflict because the personnel group often think it needs more money than is available. This conflict in turn brings about an over-concern for line as well as staff relationships. They felt that the conflict between areas results from personality differences because Pattern III makes personalities important. Several directors felt that conflict occurs because the two areas do not understand the other.

According to four people, Pattern III arouses an over-concern for line authority. They felt that the use of specialists results in a jealous attitude about one's area. They mentioned that no one dares to offer suggestions because this would be a lack of faith toward those assigned responsibility.

One man felt that there are no disadvantages to Pattern III at Indiana.

Table 17 presents the seven disadvantages of Pattern III as given by twelve interviewees at Indiana University.

Table 18 shows the disadvantages of Pattern III by authority groupings. Group 1 is the group who make policy while Group 2 places policy into effect.
# TABLE 17

Disadvantages of Pattern III as seen by Twelve Interviewees at Indiana University

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>Communication Difficult</td>
<td>5</td>
</tr>
<tr>
<td>Lack of Understanding between Personnel and Business</td>
<td>6</td>
</tr>
<tr>
<td>Cooperation Difficult</td>
<td>4</td>
</tr>
<tr>
<td>Personalities Too Vital</td>
<td>4</td>
</tr>
<tr>
<td>Coordination Difficult</td>
<td>3</td>
</tr>
<tr>
<td>Conflict between Business and Personnel</td>
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</tr>
<tr>
<td>Over-concern for Line Authority</td>
<td>3</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
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</tbody>
</table>

# TABLE 18

Disadvantages of Pattern III as seen by Authority Groupings at Indiana University

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Communication Difficult</td>
<td>7</td>
</tr>
<tr>
<td>Understanding Lacking between Personnel and Business</td>
<td>7</td>
</tr>
<tr>
<td>Cooperation Difficult</td>
<td>5</td>
</tr>
<tr>
<td>Conflict between Business and Personnel</td>
<td>3</td>
</tr>
<tr>
<td>Over-concern for Lines</td>
<td>3</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
</tr>
</tbody>
</table>
Effectiveness of Pattern III in achieving university and residence hall purposes.—The twelve people at Indiana who were interviewed felt that Pattern III did help Indiana University and residence halls achieve their purposes. When asked if another form of organization would work any better, they stated unanimously that although Pattern III had problems that needed attention, these were not of great enough magnitude to bring about a change of pattern. One person felt that Pattern III was best for Indiana but a single organization under one head might have some merit if the current problems grew in magnitude. One supervisor seemed typical of staff opinions on the matter of organization when he stated that regardless of the disadvantages, business people do not have time for personnel work. Therefore the pattern should not be changed.

Future expansion under Pattern III.—All twelve officials felt that Pattern III will allow for expansion. Indiana uses managerial units at the hall operational level, and it was the feeling that as new halls are added, new managerial units will be brought easily into the organization. One supervisor felt that in the future concern should be given to communication or expansion will create more problems than now exist.

Conclusions

The following conclusions are drawn from the foregoing report of the twelve interviewees concerning Pattern III as it is in operation at Indiana University:

1. The twelve people at Indiana saw an educative value in the residence hall living experience. They felt generally that the halls should
support the university academic program but that the halls must also provide for the student's personal and social development.

2. The major advantage of Pattern III is the division of business operations from the personnel operations which allows each person to work in the area of his specialization.

3. About half of the business people in the system saw the pattern as effective for business purposes. The personnel people did not see this. When one realizes that no reference was made of benefits to the student or the personnel area, one can conclude that the pattern is weighted toward business effectiveness.

4. The major disadvantage to the system lies in the lack of full understanding between business and personnel which makes communication, coordination, and cooperation difficult.

5. There was a major concern about the importance of personalities in the pattern when one realizes that half of the personnel people and three-fourths of the business people voiced concern about personalities.

6. The pattern has definite possibilities for ease of future expansion not because of the dual-line relationship of business and personnel but rather because of the use of larger managerial units to operate the individual halls. The ease of expansion comes from the ability of the administration to continue adding managerial units.
CHAPTER VII

STUDY OF PATTERN IV

Introduction

Pattern IV which places the responsibility for the residence halls under a Housing Director with responsibilities to both the personnel and business areas was used by nine or twenty-two percent of the universities originally surveyed. The University of Wisconsin at Madison is used as representative of this pattern because of the size of the residence hall facilities, reputation of the system, and the willingness of the staff to cooperate in the study. Chapter VII is devoted to an analysis of the results of the study of Pattern IV as it operates at the University of Wisconsin.

The Campus Residence Hall System

The student relations area.--The residence hall system at the University of Wisconsin has a dual responsibility to the Dean of Students Office and to the university business office. The Dean of Students is responsible to the President of the University for the organization, direction and supervision of the Dean of Men, Dean of Women, Office of Student Organization Advisors, Foreign Students Advisor, Student Counseling Center, University Placement Service, Student Financial Aids, Student Employment Bureau and Wisconsin State University Testing.

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The University of Wisconsin makes great use of a faculty committee system. Thus the Dean of Students has an advisory committee called the Faculty Committee on Student Life and Interests to help him determine general student-life policies which regulate extra-academic affairs. This office is responsible for all non-academic activities of the student at the University of Wisconsin. Thus it is concerned with life in the residence halls. The Dean of Students heads the Faculty Advisory Committee on Residence Halls which ultimately advises on policy for the residence hall system.

The business and finance area.—The University of Wisconsin has a Vice President of Business and Finance who has the primary responsibility for business and maintenance operations. As such the Vice President for Business and Finance has the following areas to supervise: personnel, purchasing, accounting, athletics, student union, building and grounds, and residence halls.

The Director of Residence Halls reports to the Vice President on matters of management, future finance, budget and maintenance. The Wisconsin Residence Halls System has its own separate business office with no direct lines of communication to the university business office except through the Director of Residence Halls.

History.—The first residence hall at the University of Wisconsin was built for women in 1871. At that time the hall was under the direction of a Manager who was also the Student Union Manager. The residence hall division was called the Department of Dormitories and Commons and was purely a business office responsibility. In 1925 a faculty committee
appointed to plan a residence hall system decided that the halls must be considered as an environmental situation in which the food, housing and management areas contribute to the student's academic and personal life. To do this the committee felt that housing should be a total concept with one division as an entity. In that year the housing division was started with a Director of Housing responsible for the entire operation of the food, finance, personnel, maintenance, and management areas. This is essentially the pattern in effect today.

There are now six halls for women consisting of Elizabeth Waters Hall, Barnard Hall, Cole Hall, Elm Drive Hall, Chadbourne Hall, and Schlichter Hall. The men's housing facilities are Adams Hall, Elm Drive Halls for Men, Kronshage Hall, Sullivan Hall, and Tripp Hall.

Objectives of the residence halls.—The objectives of the Wisconsin Residence Halls are:

Broad Objective: To provide the best well-rounded living, social and educational program that the facilities and budget will permit.

Specific Objectives:

1. Maintain a program of University oriented and University centered living.

2. Provide an atmosphere conducive to academic achievement.

3. Create opportunities for practicing good citizenship.

4. Contribute to the development of social skills and contacts.

5. Encourage adherence to high moral and ethical standards.
6. Promote education in its broadest sense.

7. Provide clean comfortable living accommodations at a reasonable cost.

Organization.—The University of Wisconsin Residence Halls operate within the faculty committee structure of the university. The controlling policy committee, is called the Residence Halls Advisory Committee, presided over by the Dean of Students, has representatives from the business, housing, and personnel areas. This group reviews all residence hall plans and determines the courses of action for the system. Separate committees existing within this group are: Committee on the Men's Residence Halls, Committee on Women's Residence Halls, Committee on Cooperative Living Units, and Committee on Graduate and Professional People's Housing. Each of these sub-groups must conform to the policy decisions of the entire Residence Halls Advisory Committee. Actual responsibility for carrying out the policy decisions is in the hands of the Director of the Director of University Residences.

The Division of Residence Halls is administered by a Director of Housing who has responsibility for the over-all coordination of the operations. He handles much of the student personnel program of the halls, arbitration of disputes, and planning for the future of the system. He delegates to the Associate Director of Housing the responsibility for maintaining the daily operations of the halls. The Associate Director sees that all the necessary management functions are carried out daily in all the units including business and maintenance operations.

Newell J. Smith, Purposes of Wisconsin Residence Halls, (mimeographed).
To assist the Director, there are three assistant directors and two program advisors. The Assistant Director in charge of construction works with the architects in planning halls and with contractors in actual construction of the halls. The Assistant Director in charge of staff training sees that new people are trained and properly prepared to assume their positions. He does not train student counselors. The third Assistant Director handles the arrangements for special convention groups and their housing needs. The two program advisors are the Men's Program Advisor and the Women's Program Advisor. These two help plan the social and educational activities of the residence hall program. The Maintenance Advisor helps with the everyday maintenance coordination.

Under the Associate Director of Housing, there are seven assistants who work in the hall areas. Of these seven, four are Managers of residence hall areas, one is the Manager of Business Operations, one is the Manager of the Personnel Procurement Office, and one is Supervisor of Commissary Services.

It should be noted that the halls are divided into four management units. Each management unit is responsible for its own food, personnel program, and maintenance operations. There is a Manager for each unit who coordinates the entire operation of the unit and who has the sole responsibility for the entire operation. He has several Food Supervisors, Maintenance Supervisors, and Head Residents (women's halls) or House Fellows (men's halls) who help manage the operations. Each hall has one person in charge of program. In the women's halls this person is the Head Resident of the hall while in the men's halls, this person is the
House Fellow. There are student counselors in each individual living unit within the separate halls.

The Associate Director has a Manager of Business Operations who handles collections, audits, room assignments, and billing in his office. His duty is to supervise the financial situation of the various units. The records are centralized in one office with its own IBM operation. The Supervisor of Commissary Services has charge of the central food procurement needs of the system. The Personnel Officer sees that all people with the exception of the student counselors and central office administrators are hired.

The line organization for the University of Wisconsin Halls is presented in Figure 8 on page 110.

**Capacity.**—The total on-campus housing capacity is 4,291 students. The men account for 2,240 spaces, the women for 2,051 spaces. The halls have single, double, and triple rooms.

The study.—Permission to do the study was requested of the Director of Housing of the Division of Residence Halls of the University of Wisconsin-Madison. After this permission was granted, a visit of three days' duration was made to Madison to interview ten administrative officials on the housing staff and to collect other pertinent data concerning the university residence hall system.

The people selected to be interviewed were: the Director of Housing, Assistant Director (Construction), Assistant Director (Training), Student Program Advisor-Men's, Associate Director, Manager of Business Operations, two Area Managers, and two Head Residents.
Figure 8. -- Organization of the Residence Hall System at the University of Wisconsin.
The interviews were conducted in two parts. Part one consisted of an exploration of the study and its purposes. It was pointed out that the study was not concerned with personalities or the University of Wisconsin but rather with Pattern IV and its effects. The second part of the interviews consisted of questions about Pattern IV. Each interviewee was asked about the purposes of the halls, the advantages and disadvantages of the pattern and the effect of the pattern on future expansion. The results of the interview were recorded on an interview sheet. A copy of this sheet can be found in Appendix F.

The results of these interviews are presented using two categories. Group 1 consists of those people who determine policy. These people are referred to as "supervisors." Group 2 includes those people who carry the policy decisions into effect. The term "director" refers to those people in Group 2. All interview reports are presented in the masculine.
Summary of the Ten Interviews Concerning Pattern IV at the University of Wisconsin

Purposes of the university.—The ten people interviewed felt that a university should provide the student with an opportunity for higher education so that the student may lead a happier and more profitable life. Some mention was made of the research function of a university along with frequent mention of the "Wisconsin Idea" of service to the state.

One man said the purpose of a university is to provide the student with an opportunity for higher education which should include technical studies for vocational goals. Other staff members saw development of the ability to think as a part of university purposes and felt that a university education should stimulate the student's social and personal growth as well as his academic growth. They claimed the University of Wisconsin should educate the youth of Wisconsin, stimulate research, aid in community service projects, and help the student to develop personally and socially.

Purposes of the residence halls.—The ten people at Wisconsin felt generally that the residence halls must support a university's purposes. They stated that the halls must also be concerned about the personal and social life of the student. One can note a major concern for these areas. Not much was said about the use of the halls for academic stimulation.

One supervisor said that the residence halls are vital in the education of the student, providing him with group living experiences which
will help him to develop his personality, his social self, and his social etiquette. Three supervisors stated that the halls should not only provide clean, comfortable accommodations and good food at reasonable cost but also should provide basic experiences in social, civic, and cultural activities. Because several men wanted to see the student develop his rational powers, they advocated that the residence halls should stimulate the student to solve his own personal and social problems. They felt the halls should generally help to broaden the student's personal horizons through contacts with persons of other nationalities in his living unit.

Advantages of Pattern IV.—According to the ten people interviewed at the University of Wisconsin, Pattern IV has the following eight advantages: (1) unity of purpose for the student's benefit, (2) a uniform coordinated operation, (3) understanding between business and personnel, (4) good communication, (5) high staff morale, (6) efficiency of operation, (7) decisions kept close to the student for his individual benefit, and (8) flexibility of business operations.

All ten people at Wisconsin felt that Pattern IV provides unity of purpose for the residence halls which is of benefit to the individual student. One man pointed out that decisions are made so that both business and personnel operations are geared to benefit the student. Other staff members noted that this unity of purpose brings about a mutual understanding of why each area is doing as it is. They added that the unity of purpose comes from merging business and personnel operations into one organization. It was felt that the unified actions help the student much more than separate actions.
One person felt that under Pattern IV both business and personnel can better act together in room assignments, action on damages, and student problems. Five supervisors stated that the student benefits when both business and personnel see the value in helping the student and act accordingly. For example, by deferment of payments, business interests can help the personnel area. This can result best from a coordinated operation. Several directors said that under Pattern IV action and philosophy are related so that one working group exists with a common purpose.

All ten of the people stated that Pattern IV promotes understanding between business and personnel thus eliminating conflict. One person thought that when one area understands and works within the same department with the other area, better understanding is inevitable. Two supervisors mentioned that all areas of the operations are represented at the decision making conferences thus creating better understanding. They reported that conflict can easily start from misunderstandings which Pattern IV minimizes with coordinated operations and philosophical unity. One man added that emphasis on student needs rather than selfish business or personnel interests also help prevent conflict under Pattern IV.

All of the ten people interviewed agreed that the unification of business and personnel into one department under Pattern IV facilitates communications. They felt that this communication advantage comes because all sit at one table to make basic decisions for the system. Several people stated that understanding promotes communication because conflict is minimized.
Nine people believed that Pattern IV with its uniform operation and understanding between business and personnel promotes high staff morale since conflict is minimal. They reported that morale is very high at Wisconsin because of the ease of communication. Two supervisors said morale is higher in Pattern IV because all staff members are of one department and feel that they belong to a team which is willing to help its own members. Another supervisor claimed that there is little conflict in Pattern IV, which helps morale. All of the directors said that morale is high because all staff know their areas of responsibility at Wisconsin and feel free to communicate. In the judgement of the author, of the systems visited, the high morale factor was most evident at Wisconsin. One does not have to be told about morale because the feeling of pride on the part of the staff toward their work is very evident in their discussion about their work.

Pattern IV seems to promote efficiency of operations according to nine people at Wisconsin. These nine generally felt that unity of housing operations in one department brings about coordination which results in efficiency of operations. One person said that unified purchasing between halls and hall areas results in lower costs and facilitates ordering procedures. Also it was noted that maintenance benefits from more efficient operation because both business and personnel people work to see that the buildings are kept in repair. One man stated that the pattern allows for more efficient operation since budgets and funds can be shifted by the residence hall department to where they are most needed. Several supervisors felt that efficiency is evident in student
billings and collections. One department staff handles this and knows at any given time what the financial condition of the entire system is.

Five of the people interviewed judged that Pattern IV as it operates using management groups at Wisconsin keeps important decisions close to the student level. Many decisions are made at the area management level where student opinions can be considered. This results in decisions more beneficial to the students. Two supervisors contended that management groups can and should deal directly with the student to produce decisions of greater student benefit. Three other staff people saw the management grouping as important in keeping decisions close to the student where students' opinions will be recognized.

Two supervisors saw the unification of housing into one department resulting in a flexibility of business procedures. Both stated that no outside agency can control housing funds. This gives the department some degree of independence and allows the department to set up its own business procedures.

Table 19 shows the advantages of Pattern IV as seen by ten people at the University of Wisconsin. The advantages are tabulated according to the preferences of the men and women.

Table 20 shows the advantages of Pattern IV by authority groupings. Group 1 is composed of those administrators who make and supervise policy while Group 2 is composed of those people who effect policy.
### TABLE 19

ADVANTAGES OF PATTERN IV AS SEEN BY TEN INTERVIEWEES AT THE UNIVERSITY OF WISCONSIN

<table>
<thead>
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<tr>
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<td>Men</td>
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<tr>
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</tr>
<tr>
<td>Permits a Uniform Coordinated Operation</td>
<td>8</td>
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<tr>
<td>Promotes Understanding Between Business and Personnel thus Eliminating Conflict</td>
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</tr>
<tr>
<td>Facilitates Communication</td>
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<tr>
<td>Promotes High Staff Morale</td>
<td>7</td>
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<tr>
<td>Promotes Efficiency of Operation</td>
<td>7</td>
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<tr>
<td>Keeps Decisions Close to the Student</td>
<td>4</td>
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<tr>
<td>Allows Flexibility of Business Operations</td>
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### TABLE 20

ADVANTAGES OF PATTERN IV AS SEEN BY AUTHORITY GROUPINGS AT THE UNIVERSITY OF WISCONSIN

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<tbody>
<tr>
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<td>Group 1</td>
</tr>
<tr>
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</tr>
<tr>
<td>Permits a Uniform Coordinated Operation</td>
<td>6</td>
</tr>
<tr>
<td>Promotes Understanding between Business and Personnel thus Eliminating Conflict</td>
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</tr>
<tr>
<td>Facilitates Communication</td>
<td>6</td>
</tr>
<tr>
<td>Promotes High Staff Morale</td>
<td>5</td>
</tr>
<tr>
<td>Promotes Efficiency of Operation</td>
<td>5</td>
</tr>
<tr>
<td>Keeps Decisions Close to Students</td>
<td>2</td>
</tr>
<tr>
<td>Allows Flexibility of Business Operations</td>
<td>2</td>
</tr>
</tbody>
</table>
Disadvantages of Pattern IV.—The ten people interviewed at Wisconsin reported five disadvantages to Pattern IV as follows: (1) Managers are hard to recruit, (2) Manager's work is too complex, (3) Manager's training is difficult, (4) pattern cannot stand turnover of key personnel, and (5) some minor misunderstanding exists between business and personnel.

Five men saw a problem in the recruitment of Managers. The recruitment problem seems to come from the fact that few men have training in food, personnel, and business operations. As such it is difficult to find replacements when vacancies occur. The same men who saw a recruitment problem for managers also saw a problem of work complexity once a replacement is found. The feeling was that supervision of food, personnel, and business operations is just too complex for one man.

The training of Managers was seen as a disadvantage by four men who felt that training men in finance is so difficult and complex that adequate on-the-job preparation is almost impossible. Two supervisors felt that if there should be a major turnover of management group personnel this pattern would be in trouble.

One man stated that there are occasional minor misunderstandings between business and personnel. One person felt that at times a problem over finance does occur because personnel people do not understand accounting procedures. He hastened to point out that usually after discussion and explanation, the problems are solved.

Three people saw no disadvantages to the pattern.
Table 21 presents in tabular form the five disadvantages given for Pattern IV as it is in use at the University of Wisconsin. The people stating opinions are divided into groupings by sexes.

**TABLE 21**

DISADVANTAGES OF PATTERN IV AS SEEN BY THE TEN INTERVIEWEES AT THE UNIVERSITY OF WISCONSIN

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>Managers Hard to Recruit</td>
<td>5</td>
</tr>
<tr>
<td>Manager's Work too Complex</td>
<td>5</td>
</tr>
<tr>
<td>Manager's Training Difficult</td>
<td>4</td>
</tr>
<tr>
<td>Pattern Cannot Stand Turnover of Administrative People</td>
<td>2</td>
</tr>
<tr>
<td>Some Minor Misunderstandings Exist between Business and Personnel</td>
<td>1</td>
</tr>
<tr>
<td>No Disadvantages</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 22 presents the disadvantages by authority groupings with Group 1 representing those who make policy and Group 2, those who effect policy.
TABLE 22

DISADVANTAGES OF PATTERN IV AS SEEN BY AUTHORITY GROUPINGS AT THE UNIVERSITY OF WISCONSIN

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Number Stating Opinions</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers Hard to Recruit</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Manager's Work Too Complex</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td></td>
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<tr>
<td>Manager's Training Difficult</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Pattern Cannot Stand Turnover of Administrative People</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
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<tr>
<td>Some Minor Misunderstanding between Business and Personnel</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No Disadvantages</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Effectiveness of Pattern IV in achieving university and residence hall purposes.—The ten people at Wisconsin said that Pattern IV is very effective in achieving university and residence hall purposes. They would not advocate any change in pattern.

Some of the women officials at The Ohio State University had suggested that they opposed Pattern IV because a man probably would be the head of housing. Since at Wisconsin, a man heads the housing division and men even supervise the management units in which there are women's halls, it was decided to survey opinions on the effectiveness of male administration. Two women Head Residents and two male Unit Managers were asked about their feelings. There was unanimous agreement that
men should handle the administration of the halls. The women stated that administration is an area of man's responsibility for men better understand it. The male Unit Managers were asked how they felt about supervising both men's and women's halls. They saw no problem in working with women and said that if they felt in doubt about women's needs they would ask the women Head Residents for advice. There was no feeling that sex should be a determinant of responsibility.

**Future expansion under Pattern IV.**—There was a definite opinion at Wisconsin that the use of management units would allow Pattern IV to expand to meet future expansion. It should be noted that the Wisconsin pattern differs from the original example of Pattern IV used in the initial survey in the use of management units. The Director of Housing at Wisconsin was definite in his opinion that the use of individual hall administration units is inefficient. He further declared the use of management units negated this inefficiency. Also he claimed that the management unit was the best system that he had found to use for future administrative expansion as the hall facilities increased.

**Conclusions**

The following conclusions are drawn from the summary of the ten interviews concerning Pattern IV as it operates at the University of Wisconsin at Madison:

1. The staff at Wisconsin saw the residence halls as an intricate part of the educational program of a university and believed that the pattern is a major factor in helping the halls achieve their educational function. They felt that the program should center primarily
on the student's personal and social growth. The major reason for the pattern's educational success comes from the unification of operations into one department so it can devote its entire efforts to the achievement of student benefits.

2. The major advantage of the system is the unity of effort which the single departmental organization brings to personnel and business through business efficiency, good communications, flexibility of business operations, and coordination. This departmental unification brings about understanding between business and personnel and efficiency which works for the benefit of the student.

3. The major disadvantage of the pattern is the difficulty of the Unit Manager coordinating all business, food, personnel and management operations. Such coordination is most difficult not only from the standpoint of work load but also from the standpoint of training needed. Recruitment of personnel replacements is difficult.

4. This system has men managing women's halls within the managerial units. There is no concern about women's rights being violated by the male managers. The men who manage the halls find this to be no problem. The women Head Residents supervised by the men have no objection to this arrangement. The staff admitted that a problem could develop but felt that the solution would come from cooperation, communication and understanding on the part of the Manager and the Head Resident.

5. The advantages derived from the pattern seem to come from the unification of all areas of responsibility under one department with dual responsibility rather than from its placement under either business or personnel.
6. The program will expand easily in the future because of the use of new management units rather than from its personnel-business relationship. The addition of future management units will be achieved with a minimum of difficulty and a maximum of efficiency.
CHAPTER VIII

THE STUDY OF A COMBINATION OF PATTERNS II AND III

Introduction

In the initial survey of forty-eight large universities, four schools were found which did not conform to any of the four general patterns. These were not therefore placed into any category, for no generalizations could be made concerning them. The University of Illinois pattern is one of these. Its pattern was studied because it is a composite of Pattern II and Pattern III. At the University of Illinois, the men's halls use Pattern II, and the women's halls use Pattern III. Chapter VIII will be devoted to an analysis of the results of the study of the combined usage of Patterns II and III as they operate at the University of Illinois at Urbana-Champaign, Illinois.

The Campus Residence Hall System

The student relations area.—The statutes for the University of Illinois provide that the Board of Trustees on the recommendation of the President shall appoint a Dean of Students who will have general supervision over all extra-curricular affairs of the Champaign-Urbana undergraduates. He shall recommend the appointment of a Dean of Men and a Dean of Women who will deal with problems in the men's and women's areas.
The Dean of Men appoints certain associate and assistant deans to help him provide personal assistance, vocational advising, and guidance in problems involving general and campus adjustments. The Dean of Women does likewise in working with students.

The Dean of Men has no line relationship with housing although he has an Associate Dean of Men who works with the men’s hall counselors on a coordinational basis through the Supervisor of Men’s Halls. This Supervisor has the actual responsibility for the hall counseling program but is on the business staff of the University. The Dean of Women has a line relationship with the women’s halls and through the Associate Dean of Women handles all the counseling and personnel activities in the halls.

Because the Dean of Men’s Office has no line relationship to the halls and because the hall programs are under a business office appointee, the men’s program is considered to be an example of Pattern II. Because the women’s halls are under the Dean of Women for program and under the business office for management, the women’s halls are considered to be an example of Pattern III.

The business and finance area.---The business and finance of the University of Illinois is carried on by two officials appointed by the President. The Vice President and Comptroller has charge of all accounting, auditing, and collecting of money for the University. The Division of the Physical Plant has charge of all operations and maintenance of the physical plant. The Director of the Physical Plant supervises plant operations and has charge of the purchasing division, architectural and
planning division, operation and maintenance division, and auxiliary services division. The auxiliary services area includes the operations of the housing division, Illini Union, Assembly Hall, and Conference Coordinator.

History.--The first residence hall for the University of Illinois was opened for women students in 1918. The hall was managed by the staff of the Dean of Women. Until 1940, there were no men's halls but in 1940 the Triad was opened consisting of three men's halls. At this time the operation of the halls was turned over to the business area of the University, and the Dean of Women lost the operational control of the women's hall.

The basic pattern of the University of Illinois from 1940 until 1947 was Pattern II with all operations under the Director of the Physical Plant and the business area. The present pattern evolved when the Dean of Women in 1947 asked the President of the University to return the personnel aspects of the women's halls to her supervision. This was done, thus creating a combination of Patterns II and III.

Today the Illinois residence hall system includes thirteen women's halls, six men's halls, a graduate hall, and the Orchard Downs Housing Development for a few single men students, married students, and staff couples. The women's halls include: Busey Hall, Evans Hall, Lincoln Avenue Residence Halls-North, Lincoln Avenue Residence Halls-South, Allen Halls-North, Allen Halls-South, Saunders Hall, Blaisdell Hall, Van Doren Hall, Taft Hall, Clark Hall, Barton Hall, and Lundegren Hall. The men's halls include: Hopkins Hall, Forbes Hall, Garner Hall, Weston Hall,
Snyder Hall, and Scott Hall plus the men's housing units at Orchard Downs. The graduate hall is considered as a separate men's housing unit.

**Purposes of the halls.**—Sifferd, when Supervisor of Counseling at Illinois, listed five objectives for the halls:

1. To foster an academic environment favorable to successful scholastic achievement.
2. To provide an opportunity for and to promote participation in democratic group government.
3. To encourage proper habits for health and recreation.
4. To encourage group and individual social development.
5. To promote personal adjustment to the problems of everyday life.¹

**Organization.**—The residence halls of the University of Illinois are under the Division of Auxiliary Services and the Director of this division. This man grants the authority for the total operation of the halls, with the exception of the women's residence hall counseling program, to the Director of Housing. The Director of Housing holds full authority for the total operation of the halls including all business operations, food services, counseling and program (for the men's halls only), maintenance, construction, bonding, finance, and off-campus housing information.

To help him, the Director of Housing has four Assistant Housing Directors and a Business Manager. One Assistant Director handles the

¹op cit. p. 9.
the administration and educational programs of the living units while another Assistant Director handles all food operations. A third Assistant Director takes care of all building maintenance and construction. The fourth Assistant Director coordinates the off-campus housing program. The Business Manager supervises all the accounting and clerical operations.

The Assistant Director of Residence Operations has six supervisors to help him in conducting the daily routine of operating the halls. These people are: the Supervisor of Counseling and Operations in the men's halls, the Supervisor of the Women's Residence Halls, the Supervisor of the Women's Residence Halls, the Supervisor of Family Housing, the Supervisor of the Snack Bar (a student eating facility in the residence hall area which serves snacks at all hours), and the Chief Switchboard Operator.

The Supervisor of Counseling and Operations in the men's residence halls actually sees that the men's halls are functioning on a daily basis and that the counseling and educational program is operating satisfactorily. He supervises the entire men's residence hall program on the campus. He has four residence hall managers who in turn supervise the operation of their separate units composed usually of two or three halls. All the halls are grouped into management units, each managed by the Hall Manager who actually operates the individual halls in his managerial unit using student counselors.

The Supervisor of the Women's Residence Halls handles the maintenance and business operations of the women's halls through the Housekeepers
and maintenance personnel. Since the personnel program is under the Dean of Women, this Supervisor does nothing in the personnel area of the women’s operation.

The Supervisor of the Snack Bar is responsible for the snack needs of the students in the residence hall area. The Supervisor of Conferences handles the guest facilities for summer conferences. The Supervisor of Family Housing handles all married housing services. Interestingly enough since the residence halls have the most phones on campus, the housing division is responsible for the campus phone system. The phone system is a division within the housing office and is supervised by a Chief Phone Operator.

The Assistant Supervisor of Maintenance and Construction is not concerned with everyday custodial service but rather with major maintenance including electrical, plumbing, and painting projects. He, in turn, has a Maintenance Supervisor for Single Housing, a Maintenance Supervisor for Family Housing, a Maintenance Supervisor for Staff and Student Apartments and a Painter Foreman.

The Assistant Director for Food has managers for the central food stores, food service, and test kitchen to help with the food service. In turn, there are food Production Managers in each unit who handle the daily supervision of food preparation.

The Assistant Director of Housing Information handles all off-campus information and through his assistants checks on off-campus housing.

The Business Manager handles all room reservations, accounting, and financial matters for the system. He has under him the Office Manager
who handles all collections and data processing. Also he supervises
the Chief Accountant and clerical help who handle all accounting for
the system.

Previously it was mentioned that the Illinois organization allows
the Dean of Women to handle the counseling and program areas of the resi-
dence halls for women. This is organized with one Associate Dean handling
the counseling program and another Associate Dean handling the resi-
dence hall staff training program. These two Associate Deans work with
the Head Residents of the women's halls who are responsible to the Dean
of Women and place the counseling and educational program in operation
in the individual halls. The women Head Residents are not concerned
about maintenance. If they wish to make suggestions about maintenance,
they must go through channels to the Supervisor of Women's Halls in the
business operational area.

The line diagram of the Residence hall organization at the Univer-
sity of Illinois is presented in Figure 9.

**Capacity.**—The women's residence halls have a combined capacity of
3,859 beds. The rooms are designed for single, double, and triple occu-
pancy. There are a few four-bed suites called the Arbor Suites with
kitchenettes available.

The men's residence halls have a combined capacity of 4,367 beds.
The men have double and triple rooms available. There are no single
rooms. At the Orchard Downs residences, there are three-room suites,
rooms for four students, and four-room suites for five students.
Figure 9.—Organization of the Residence Hall System at the University of Illinois
The study.--The Director of Housing at the University of Illinois granted permission to study the organizational pattern at Illinois. The author went to Urbana to meet with eleven staff members from the housing area and the Dean of Women's office. All had a direct responsibility for on-campus housing.

The people selected were: Director of Housing, Associate Dean of Women in charge of Women's Counseling, Assistant Director of Residence Hall Operations, Business Manager, Assistant Director of Residence Hall Operations, Business Manager, Assistant Director of Maintenance and Construction, Manager of the Housing Office, Supervisor of Counseling and Operation of the Men's Residence Halls, Supervisor of Women's Residence Halls, Manager of the Gregory Drive Units, Manager of the Peabody Drive Units, and Head Resident of the Lincoln Avenue Residence Halls.

Summary of the Eleven Interviews Concerning the Combined Residence Hall Administrative Pattern at the University of Illinois

Purpose of the university.--The eleven people interviewed felt that the University of Illinois should provide primarily an educative experience for the students. They believed that the student should gain technical competence along with a broad general background so he can better understand himself and his society. This education must help the student become a happier person willing to contribute to his society and nation.

One man saw the purpose of the University to educate students of Illinois and to foster national goals along with doing basic and applied research. Several supervisors felt that a university educational
program must be designed to help the student develop as a total person not only educationally in the academic area but also civically, culturally, socially, and personally. Six supervisors pointed out that a university should stress the student's academic training and stimulate him to fulfill his intellectual potentialities.

**Purposes of the residence halls.**—The residence halls would seem to have the purpose of supplementing university academic aims. The eleven people generally felt that the halls could not only provide good housing facilities but also serve a definite educational function. This educational function would seem to center around the student's personal and social life rather than his academic life.

Several staff members saw housing as having two purposes: (1) to provide physical housing including shelter and food and (2) more than basic housing, to stimulate the student to achieve educationally the aims of the university. They felt the residence halls are a laboratory for social and personal living and should encourage an overall development of the student.

**Advantages of the combination of Patterns II and III at the University of Illinois.**—The combination of Patterns II and III has four basic advantages according to the eleven people interviewed at the University of Illinois. These advantages are: (1) the pattern allows experts to work in areas of their specialization, (2) the pattern is functional, (3) the areas of work responsibility are clearly defined, and (4) staff members are easier to find to fill vacancies.

All eleven staff members saw an advantage to the combined pattern
because it allows experts to work in the areas of their specialization. They judged that having business and personnel split in the women's area results in experts doing their respective jobs better. Three supervisors mentioned as an example the idea that women need more supervision than men. Therefore why not let the Dean of Women's office handle the women for they know more about women's needs?

Five men claimed that the combined pattern has an advantage of being more functional. Two supervisors stated that the pattern is functional in that it meets the needs of the business and personnel programs while, at the same time, takes into consideration the difference between men's and women's problems. They felt the pattern does the assigned job.

Four people claimed that the pattern allows for clearly defined areas of responsibility. They contended that the Illinois system has developed a clear delineation of responsibility. This has resulted from the specialization of experts in their areas. One person added that a problem can arise because everyone must expend effort to keep his attention away from other areas.

One staff member believed that the pattern allows the Director of Housing to fill vacancies with greater ease because of the specialization of the work areas.

Table 23 presents the advantages of the combined pattern in use at the University of Illinois with a tabulation of men's and women's preferences.
### Table 23
ADVANTAGES OF THE COMBINED PATTERN OF RESIDENCE HALL ORGANIZATION IN USE AT THE UNIVERSITY OF ILLINOIS

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Number Stating Opinions</th>
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<tr>
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<td>Men</td>
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<tr>
<td>Pattern Allows Experts to Work in the Areas of Their Specialization</td>
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<tr>
<td>Pattern is Functional</td>
<td>5</td>
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<tr>
<td>Areas of Work Clearly Defined</td>
<td>3</td>
</tr>
<tr>
<td>Staff Members Easier to Find</td>
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</tbody>
</table>

Table 24 shows the advantages of the combined pattern as seen by authority groupings. Group 1 represents those who make policy, and Group 2 represents those who place policy in operation.

### Table 24
ADVANTAGES OF THE COMBINED PATTERN OF RESIDENCE HALL ORGANIZATION BY AUTHORITY GROUPINGS AT THE UNIVERSITY OF ILLINOIS

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Pattern Allows Experts to Work in Areas of Specialization</td>
<td>7</td>
</tr>
<tr>
<td>Pattern is Functional</td>
<td>2</td>
</tr>
<tr>
<td>Areas of Work Clearly Defined</td>
<td>3</td>
</tr>
<tr>
<td>Staff Members Easier to Find</td>
<td>1</td>
</tr>
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</table>
Disadvantages of the combination of Patterns II and III at the University of Illinois.—Eight disadvantages in the use of the combined pattern were cited by the eleven people interviewed. These eight disadvantages are: (1) personalities too vital, (2) communication difficult, (3) conflict between business and personnel, (4) coordination difficult, (5) undue concern for lines, (6) isolation of areas, (7) understanding hard to obtain, and (8) uneconomical operation. Ten people thought that the system relied too greatly upon personalities. They stated that because of communication difficulties personalities are too vital to the successful operation of the pattern. They said that what a person accomplishes depended upon the cooperation that he receives from other areas. Many times this cooperation depends upon the people involved and their personal relationships. Two people mentioned personality conflict between the men's and women's groups resulting from poor communication.

Nine people felt that communication is difficult in the combined pattern. Four supervisors stated that there are communication difficulties between the women's personnel workers and the business workers because of the split-line arrangement. One man stated that the two different patterns within the system cause communication to be difficult for communication in the men's halls follows one pattern while it follows a different pattern in the women's halls. All of the directors who must place policy decisions into operation registered concern about communication. They generally blamed the misunderstanding about hall purposes and personality conflict for the communication problems. One person
said that it is difficult for the men to communicate with the women because of program differences.

Five people believed that there is a conflict between business and personnel under this pattern especially in the women's area of the program where there is a split between business and personnel operations. Several supervisors stated that in the women's halls conflict arises because the personnel people just do not understand how long it takes to get supplies ordered and replacements installed. Likewise they stated that maintenance people do not see what the personnel people are doing. Another type of conflict was seen occurring mainly at the director's level. The directors have a conflict of time for they must divide their time between business and personnel and, at times, just don't know which is more important. It should be noted that in discussing this problem of conflict, much mention was made of the term "fusion" because the staff believed that if all areas could fuse together, unity within the system would evolve. As one person said, "If fusion does not continue to occur, the fuse is set for an explosion."

Five people thought that coordination was difficult under this combined pattern because there are too few coordinational efforts made between the men's and women's personnel programs. It was said that coordination between maintenance and personnel in the women's halls is very difficult because of communication.

Three of the people were of the opinion that the combined pattern results in an undue staff concern about line relationships. This concern could erupt into conflict which was considered a major disadvantage.
Several of the staff claimed that the use of specialists with the division between business and personnel in the women’s halls resulted in a concern for line relationships involving communication and authority. Those on the business line resented suggestions from the personnel area. The problem is one of jealousy about responsibility and authority. One man added that there was undue concern over authority because if personnel registered concern about business methods or vice versa, reprimands would be issued. Everyone then would become over-cautious about commenting on conditions in other areas.

The pattern allows areas of responsibility to become isolated from each other. It was felt that the difficult lines of communication bring about an isolation of business from personnel. One person said that the isolation results partially from the business office being in one central headquarters with the personnel offices in the residence hall complex areas. Thus at Illinois a physical barrier is added to the philosophical barrier which further isolates business from personnel.

Two supervisors stated that there is a difficulty in obtaining understanding between business and personnel because the division between business and personnel within the women's halls brings difficulties of communication.

One man cited the lack of economical operation because of the failure to contract housing spaces for a full year's term. At Illinois contracts are for a semester only, and thus planning the budget is complicated. The semi-annual contract is used because personnel people do not understand the economic benefits of an annual contract.
Table 25 lists the disadvantages attributed to the use of a combination of Patterns II and III at Illinois. The disadvantages are tabulated according to men's and women's choices.

**TABLE 25**

DISADVANTAGES OF THE COMBINED PATTERN OF RESIDENCE HALL ORGANIZATION IN USE AT THE UNIVERSITY OF ILLINOIS

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Number Stating Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>Personalities Too Vital</td>
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<tr>
<td>Communication Difficult</td>
<td>7</td>
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<tr>
<td>Conflict between Business and Personnel</td>
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<tr>
<td>Coordination Difficult</td>
<td>3</td>
</tr>
<tr>
<td>Undue Concern for Lines</td>
<td>2</td>
</tr>
<tr>
<td>Isolation of Areas</td>
<td>3</td>
</tr>
<tr>
<td>Understanding Hard to Obtain</td>
<td>1</td>
</tr>
<tr>
<td>Uneconomical Operation</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 26 shows the disadvantages of the combined pattern by authority groupings with Group 1 representing those who make policy and Group 2 those who supervise policy.
TABLE 26

DISADVANTAGES OF THE COMBINED PATTERN OF RESIDENCE HALL ORGANIZATION BY AUTHORITY GROUPINGS AT THE UNIVERSITY OF ILLINOIS

<table>
<thead>
<tr>
<th>Disadvantages</th>
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<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Personalities Too Vital</td>
<td>6</td>
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<tr>
<td>Communication Difficult</td>
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<tr>
<td>Conflict between Business and Personnel</td>
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<tr>
<td>Coordination Difficult</td>
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<tr>
<td>Undue Concern for Lines</td>
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<td>Isolation of Areas</td>
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<td>Uneconomical Operation</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
</tr>
</tbody>
</table>

Effectiveness of the combined pattern in use at the University of Illinois in achieving university and residence hall purposes. — Generally the eleven people felt that the pattern was achieving the University and residence hall purposes with some degree of effectiveness. There were some misgivings about the continued use of the pattern but there was no outward admission that it might have to be changed in the near future. Apparently the staff were aware of the problems but they had not given much thought to changes that might be necessary to improve conditions. Four supervisors said that at present the pattern is effective. One man
felt that the pattern is effective but wondered what the future will bring in communicational problems. Two supervisors stated that co-
educational housing may force a pattern change. They felt that the pattern would someday shift in the women's area to conform to the men's pattern. It is interesting that these persons would not advocate a pattern change although in reality they were advocating a change by definition from the combined pattern to Pattern II or possibly Pattern IV.

_Future expansion under the combined pattern in use at Illinois._

All eleven people felt that the future expansion needs of the system will be met by the combined pattern because management units can be added to the existing organization. There were misgivings about the future effect of communication and co-educational housing on future personnel-business operations. Nevertheless the feeling existed that the expansion of administration with physical facilities will be no problem.

_Consclusions_

The following conclusions are drawn from the foregoing summary of eleven interviews about the combined pattern of residence hall organization in operation at the University of Illinois on the Champaign-Urbana campus:

1. The residence hall staff at the University of Illinois felt that the University purposes are primarily educative and the residence hall purposes must strive to aid in the academic function of the University along with stimulation of the student's personal and social growth.
The staff felt that this is being accomplished by the present pattern of organization at Illinois.

2. The major advantage of the combined pattern according to all eleven people is that it allows experts to work in their areas of specialization whether it be personnel or business. However, one must question this when one realizes that this occurs only in the women's halls, for in the men's halls business and personnel are combined under business management. It should be noted that this advantage is the same given in the study of Pattern III.

3. The major disadvantage for the organization centers around areas of staff responsibility and communication, for concern was voiced in varying degrees about communication, understanding of each other's responsibilities, isolation of areas, coordination, and undue concern for lines. All of this results from the pattern's design.

4. The staff concern about communication and coordinational difficulties seemed to have brought about a reliance on the personalities involved in the system to make it work. Ten of the eleven interviewed commented that the pattern depends greatly on personalities.

5. Realizing that this organization is a combination of Patterns II and III, one might conclude that the organization is mainly effected by the use of Pattern III in the women's area. It would appear that the organization suffers from the disadvantages of Pattern III but fails to benefit from the positive aspects of Pattern II and its centralization under business, for one cannot note any of the advantages given for Pattern II.
6. The staff does not want the pattern changed although there is a feeling that potential problems could reoccur as they have in the past when personalities clash.
CHAPTER IX

A SUMMARY OF FINDINGS AND CONCLUSIONS

This investigator compared the relative advantages and disadvantages of four basic administrative patterns of residence hall administration and one combined pattern, currently in use today. To accomplish this purpose, a study was made of the opinions of administrators in four schools which were representative of the basic patterns and in a school having a combined pattern. Each administrator was asked to evaluate the relative effectiveness of the pattern as it affected the system in which he worked.

Chapters IV through VIII reported in detail the findings and conclusions about each pattern as it operates in a representative system. Chapter IX will summarize these chapters so that from the general conclusions, recommendations can be made concerning future organizational patterns. To reach these conclusions, the writer used the following evaluative criteria set forth in Chapter II.

1. The residence hall administration must provide healthful places of residence for student living.
2. The residence hall system must be a part of the university educational program, presenting a program designed to foster the total education of the student by:
   a. providing an atmosphere conducive to academic study,
b. stimulating the academic competence of the resident,
c. providing opportunities for the social education of the resident, and
d. encouraging the resident to study himself to attain better self-understanding so that he will gain a greater degree of self-determination through rational thought and thus lead a better life in the democracy of which he is a part.

3. The administrative organization of the residence hall system must contribute to the attainment of the above purposes by:
   a. recognizing them as the basis of all decisions and operations,
   b. being so structured that the areas of personnel, finance and management carry out their functions with a realization that each is equally important, and
   c. by operating as efficiently and effectively as possible within the educational framework of the university to benefit the student.

4. The administrative organization or pattern of the residence hall system must provide for the orderly expansion of the system to care for future expansion of the facilities so that as new facilities may be added to the already existing system.
Summary of Findings about Five Residence Hall Patterns in Relation to the Evaluative Criteria

Pattern I.—Chapter IV revealed that the major advantage of Pattern I which has the residence halls under the personnel area was the emphasis placed by the staff and residence hall administration upon concern for the individual student and his personal, social, and academic education. The feeling was expressed by those interviewed that the personnel area, by virtue of its point of view and appreciation of the intangible benefits of personnel work, has deep concern for the individual student's total development. Thus it was felt that by operating the residence halls under the personnel area, personnel ideals would be recognized and stressed to a greater degree than under other patterns. All but one of the staff working under Pattern I cited this as an advantage. There was also a feeling that Pattern I protected personnel aims from business domination. It was feared that if business interests came to dominate the system, financial concerns would overshadow the intangible benefits of personnel work.

The most mentioned disadvantage of Pattern I was business incompetence on the part of the personnel people because of a lack of training and experience in sound business techniques. This contention was supported by concern about communication, poor accounting procedures, duplication of business efforts, and poor coordination of business and program efforts.

Referring to the evaluative criteria, the following summary statements can be made about Pattern I:

1. Pattern I meets the requirement that the pattern provide
healthful places of residence. The buildings are clean, well-appointed, and sanitary. The system certainly has room for growth but the existing facilities are more than adequate.

2. Pattern I seems to help develop a program for the individual student's education because of interest in him. The pattern's major advantage is the focus on the personnel point of view which stresses concern for the individual student's personal, social, and academic growth.

3. Pattern I apparently fails to meet the third requirement for effective business operations of the evaluative criteria because the staff registered a major concern about business efficiency. This contention was supported by staff concern for poor communications, poor accounting, duplication of business operations, and poor coordination. All of these elements are not indicative of sound, efficient, and effective business techniques.

4. It is questionable if Pattern I meets the fourth evaluative criterion for effective expansion because the staff felt that the pattern needs to be changed for future expansion. The staff definitely registered some concern that co-educational housing will further necessitate a change. This desired change seemed to be toward the use of Pattern IV.

An over-all summary would seem to show that Pattern I meets the first two requirements of the criteria for good living facilities and for a concern about the student's education but fails to meet adequately the
last two requirements for sound business operations and efficient future expansion.

Pattern II.—Pattern II which has the residence hall administration under the supervision of the business office has its major advantage in the area of business. The staff reflected a strong feeling that Pattern II brought about business competence. They stated in their interviews that the pattern allows for good coordination of efforts, good communication, and a unity of organization because there is one administrative head. All of these advantages pointed to the advantage of sound business operations resulting from Pattern II.

The representative residence hall system used managerial units for the operation of the halls rather than individual hall administration. As such the Unit Manager had responsibility for food, personnel, and management functions. It was from this area of organization that disadvantages were mentioned. The managership position was felt to be difficult because of the comprehensive knowledge and experience required. Potential Unit Managers are hard to find and train. The Managers find the job very demanding and complex.

A feeling was expressed that with the system under business interests people of any experiential background can be hired. Three of the people claimed that personnel training is of value at times but certainly not needed because men with personnel experience in the armed forces and business area of industry can serve as well.

Also it was felt that one of the key elements in the success of the pattern comes from its unification under a chief administrator. This
chief administrator stated that although he was very happy that the system was under the business area, he firmly felt that it could as well be placed under the personnel area.

Considering the evaluative criteria used the following summary statements are made regarding Pattern II:

1. The pattern meets the requirement for healthful living accommodations. The residence halls are expanding constantly, and when examined, the facilities certainly were well designed for optimal living conditions. All of these have been provided under the organization of Pattern II.

2. The degree of success with which Pattern II meets the second or personnel requirement is questionable. Admittedly the system has a very sound educational program. When one realizes that no advantage listed for the pattern directly concerned the individual student's education or the educational function of the halls, one must wonder whether the pattern stimulates a maximum effort to reach the student's educational potential. The major concern of the staff was about business methods, and little mention was made of the student. Thus one might wonder if business operations are not valued so highly that a managerial attitude exists. Is there such a great concern for business methods and techniques that the business emphasis exists at the expense of the counseling and educational functions?

3. There is little if any doubt that the pattern is effective in business operations thus meeting very well the business
requirement of the evaluative criteria. This contention is supported by the beliefs of the staff that good business operations exist. Much mention was made by the staff members about this when they discussed the pattern's advantages of good communication, coordination, unity, and expedited decisions.

4. The fourth criterion for effective expansion requires that an effective pattern must allow for orderly and efficient expansion for future growth. The organization studied meets this requirement primarily because it uses managerial units which can be easily added to the already existing organization.

Thus an over-all summary is that Pattern II meets all the requirements of the criteria with the possible exception of the educational requirement. The pattern partially meets the personnel-educative requirement but a greater staff emphasis on the student's education might result in more student benefits.

Pattern III.—Pattern III has a dual-line relationship with business affairs being handled in a line relationship to the business office and the personnel affairs handled in a line relationship to the personnel area.

The staff indicated that the major advantage of Pattern III is the split between business and personnel which allows specialists to work in their separate areas of specialization. It was believed that this specialization contributes to good business and personnel operations and makes
The major disadvantage of the pattern seems to be in the area of communications between the business and the personnel areas. The staff expressed concern that there is a lack of understanding between business and the personnel people concerning the objectives of each. The pattern's dual line not only creates a problem of understanding with accompanying problems of coordination, cooperation, and communication but also dependence upon personalities to make the pattern operative.

The following summary statements concerning Pattern III can be made using the standards of the evaluative criteria:

1. The pattern has facilitated residence hall development, for the system studied has one of the finest physical plants for student residential living of any school in the mid-west. This has been provided under the organization of Pattern III. Thus the pattern meets the first criterion for the provision of good living conditions.

2. The personnel program seems to be effective but there remains a question of degree of the pattern's effectiveness in stimulating the educational program. One might wonder if better results would be achieved if the business and personnel areas better understood each other. One might further question whether the pattern is allowing a maximum staff effort for student benefits if the staff is confronted with communicational, coordinational, and cooperative problems. Another point to be considered about specialization is whether this advantage is of benefit to the student ultimately. Are the specialists so interested in their work that they forget the student as the ultimate goal of their work? When one looks at the advantages listed in the interviews
he notes that specific concern for the individual is not directly mentioned among any of the listed advantages.

3. The requirement for effective business procedures poses the same problem of degree for Pattern III as does the personnel requirement. Is business as effective as it could be with a lack of understanding between business and personnel? It cannot be denied that there are sound business procedures in use, and that the business administration is sound. But does a pattern which brings about a lack of understanding stimulate the best business-personnel procedures to benefit the student in such areas as room changes, deferred bill payments, and provision of space for the educational program and its personnel?

4. The last requirement for the evaluative criteria concerns future expansion. One cannot deny that expansion under Pattern III has been carried out effectively in the past. Concern was shown by the staff for a possible compounding of the present disadvantages as the system continues to grow. The staff felt that the needs of the personnel staff were being ignored by the business and planning staffs. Pattern III passes the requirement for expansion but again the passage is a matter of degree. One wonders whether the present expansion has occurred in spite of the organization because of the very strong personalities involved. If these personalities changed, would the pattern provide efficient administrative expansion?

In summary Pattern III passes the first requirement for adequate facilities but on all the other evaluative requirements there is a question about the degree of attainment.
Pattern IV.--Pattern IV is an organization of the residence halls under a director of housing in a separate division accountable to business and personnel interests. The study indicated that the pattern's major advantage is the unification of all areas of the housing operation under one department. This unity brings about a concerted effort to help the student achieve the maximum personal, social, and academic education. The pattern permits a uniform coordinated operation with understanding between business and personnel. This seems to eliminate conflict. Communication was believed to be facilitated by the pattern as well as by high staff morale and efficiency of operations.

The staff indicated that the major disadvantage to the pattern came not from the relationship of business to personnel but rather from a modification of the pattern's administration of the individual hall operations. The system studied has managerial units for hall administration. The Manager has the sole responsibility for the food, management, finance and personnel activities. The disadvantages reported concerned the complexity of the job-requirements of the managership. The staff felt that the job-requirements of the managership are much too difficult, complex, and demanding. Also managers are too hard to find and train.

When pattern IV is appraised in relation to the evaluative criteria, the following is seen:

1. The pattern meets the first requirement of the criteria for the provision of healthful facilities. The system has fine facilities with adequate and sanitary living conditions which were built under this organizational pattern.
2. The staff members indicated that the pattern definitely meets the educational criterion. They claimed that the unification of all housing operations into one department works for the benefit of the student since all actions are geared toward helping him grow academically, personally, and socially.

3. The third criterion stipulates that there must be sound business operations. The study showed that the pattern's unification of all housing operations under one head in one department brings about efficient business operations. The staff pointed out that there are good business operations with business efficiency, good communications, flexibility of business operations, and good coordination.

4. There is a feeling on the part of the staff that the use of management units will allow the program to expand with a minimum of effort and a maximum amount of efficiency. Thus it would seem that Pattern IV meets the criterion about expansion.

In summary, the pattern seems to meet all four of the evaluative criteria very effectively.

**Combined pattern using Patterns II and III.**—The combined pattern studied was a mixture of Patterns II and III. The men's organization is under the authority of the business office which is characteristic of Pattern II while the women's system is a split-line arrangement with the business aspects under the business office and the personnel aspects under the personnel area. This is characteristic of Pattern III.

The staff pointed out that allowing experts to work in their areas of specialization whether it be in the business or personnel areas is
the major advantage. The pattern is also believed to be functional. The staff registered most concern about personalities being too vital and about communication problems. It was felt that communication is a major problem which causes an over-reliance on the personalities within the staff. If these personalities were changed, it was believed that major conflict might occur.

The pattern in relation to the evaluative criteria shows the following:

1. The first criterion concerning healthful facilities for residents is successfully met. The facilities are more than adequate and offer services designed to meet the needs of most students.

2. The educational requirements seem to be met because there appears to be a good educational program. However here, as in Pattern III, is the question of whether or not the apparent lack of understanding between business and personnel allows for a maximum attainment of residence hall educational objectives. Also it should be noted that in the listing of advantages there is no reference to student benefits.

3. The third requirement for sound business operations seems to be met to a degree by this pattern. There seem to be operational difficulties in the areas of coordination, communication, and specific staff responsibility. Basic business operations of communication mentioned are not preventing maximal accomplishment of business and personnel objectives.

4. The use of management units would seem to meet the future expansion needs of the system thus meeting the criterion for expansion. The staff feels that the pattern will expand effectively by adding more
managerial units. One major question does appear in that the split between the men's and women's personnel areas may present a major expansion problem if co-educational housing is stressed further. The limited communication between the men's and women's areas may cause a problem for co-educational housing. Thus it can only be concluded that at present so long as co-educational units do not increase in number too rapidly, the program through its management units can effectively be expanded under the combined pattern.

In summary the first requirement for good facilities is met by the pattern but the second requirement for sound personnel programming, the third for sound business operations, and the fourth for future expansion are met only to a degree. The problem of misunderstanding resulting from communication problems cannot be ignored as a factor in the degree of success of the pattern.

Conclusions about Five Residence Hall Patterns in Use at Five Representative Schools

It seems that Pattern IV with its unified housing division comes closest to meeting the requirements of the residence hall evaluative criteria. Pattern IV meets the first criterion by providing adequate and healthful living facilities. It meets the second criterion by stimulating a strong educational emphasis which to a great degree result from the unified efforts of both business and personnel. Sound business techniques have evolved thus meeting the third criterion for effective business operations. The fourth criterion for effective and efficient future expansion is met by the use of unit management groupings. In meeting all four of the evaluative criteria, Pattern IV seems to
provide a unity of action which other patterns do not seem able to achieve along with a balance of control between the personnel and business areas. Thus with all the housing operation united into one division, all areas of the operation can evaluate their actions in light of the unified philosophy of operation. All actions of personnel, food, and business people can be focused on benefitting the individual student.

Patterns, I, II and III would seem to rank next in achieving the requirements of the evaluative criteria. Pattern I appears strongest in the personnel area while Pattern II is strongest in the business area. Pattern III does not have a single peak of strength but does have a housing operation which ranks with Patterns I and II because of the use of specialists in each area. However this use of specialists in each area results in a communicational problem which detracts from the total achievement of the pattern. If the communicational problem would be solved, it is reasonable to assume that the pattern would become effective enough to rank above Patterns I and II.

The combined pattern which uses a combination of Patterns II and III would seem the least effective in meeting the requirements of the evaluative criteria. This judgement is based upon the fact that only one of the evaluative criteria is met. The pattern meets the criterion for providing adequate facilities but does not provide as effective a program for personnel and business operations as it might because of communicational and coordinational problems. The fourth criterion for future expansion is not met for the staff generally believed that the future might see a necessity to change the pattern as co-educational housing comes into the program.
In summary, it would seem that a successful administrative pattern must achieve a balance between business and personnel so that both areas can contribute to the student's benefit. At the same time, the pattern must provide an effective educational program and a sound business operation while allowing for efficient future administrative expansion. This study would indicate that Pattern IV is the most effective pattern in accomplishing these aims.
CHAPTER X

RECOMMENDATIONS

Introduction

As stated in the first chapter, one of the purposes of this study was to develop recommendations for a more effective organization of residence hall administration. It was hoped that findings of this study might help organizations to become more effective in present operation and in future expansion. This chapter presents recommendations for effective administrative organization which are based on the findings and conclusions of this study. The recommendations are presented not only for large universities but also for smaller ones and their residence hall system which may shortly, through their expansion, be faced with similar problems previously faced by the larger schools.

This chapter contains thirteen recommendations with the reasons for each. This is followed by a discussion of a recommended organizational plan which was developed from the thirteen recommendations.

The thirteen recommendations are offered as guide-lines for study in the development of patterns of residence hall administrations. Every school is unique and should utilize the recommendations which meet its needs. Personalities are also a factor. Any abrupt change could result in personnel being replaced unnecessarily or in personnel being placed in positions for which they are unqualified. It would seem that any
change in an organizational pattern should be thoroughly studied and discussed. When decisions are reached about a change, a planned program should be instituted and carried to its conclusion.

**Recommendations**

The following thirteen recommendations for residence hall administrative patterns are presented based upon the findings and conclusions of this study:

1. Residence hall administrations should be unified into one division or department of housing.

2. The residence hall administrative organization should be based on a philosophy of purposes for guiding and evaluating the entire housing operation.

3. Under the jurisdiction of the residence hall division should be all of the housing operations including the personnel, management, maintenance, food, and future development services.

4. There should be a dual responsibility for the residence hall administration to both the personnel and business areas of the university.

5. There should be one head of the residence hall division who has the ultimate authority for the entire operation.

6. There should be two basic staff divisions within the residence hall organization with one level a policy-making or central office group and the second basic staff division at the hall operational level.
7. The residence hall operational level should be organized into management groups, units, or areas.

8. Residence hall policy should be determined by the central office coordinational group and the heads of the management groups.

9. All policy decisions of the central coordinational group should pass by line communication through the manager of the unit with the possible exception of the foods area.

10. Since the individual halls within the managerial unit will need some supervision, the individual halls should be supervised by head resident counselors.

11. Future expansion of the system should proceed administratively through the planned addition of managerial units.

12. When expansion is contemplated and before new facilities are completed, plans for administrative expansion should be developed.

13. A residence hall training program for unit managers and other administrative personnel should be developed to prepare future replacements.
Analysis of the Recommendations for Administrative Organization

**Recommendation 1:** Residence hall administration should be unified into one division or department of housing.---This recommendation is made because the study revealed that Pattern IV which has a unified housing division most nearly meets the requirements of the evaluative criteria of any of the patterns studied. Those who work under Pattern IV cited that the major asset of the pattern is the unification of the residence hall organization into one division. Further evidence supporting this pattern is the desire of those in Pattern I to change to a unified pattern. The staff working under Pattern II seemed to indicate a value in being organized into one department. They claimed that this brought about better coordination and communication. The staff working within the framework of Pattern IV mentioned the values of coordination and communication but added that Pattern IV brought about a unity of purpose and action. Thus bringing the residence halls into one administrative unit should result in better coordination and communication than under any other split arrangement. Also this unification should result in a unity of purpose and action.

**Recommendation 2:** The residence hall administrative organization should be based on a philosophy of purpose for guiding and evaluating the entire housing operation.---The results of this study have shown that each system has a philosophical orientation which has affected its operation. It cannot be denied that the philosophies of R.B. Stewart who set up the Purdue residence hall system, of Mrs. Alice Nelson who
designed the administrative pattern at Indiana, of President Charles Van Hise who influenced so greatly the basic beliefs of Wisconsin, and of Dean Esther Allen Gaw at Ohio State were and remain today as vital forces in the operation of the halls. Further one can see the philosophies of each system influencing each pattern. The important point here is that the residence hall staff must have some point of reference to help determine and guide the direction of the residence hall operations in both the business and personnel operations. This philosophy must help to achieve the balance between both personnel and business which is so necessary to a successful operation. This philosophy also is very vital in the appraisal of the effectiveness and achievements of the system.

**Recommendation 3:** Under the jurisdiction of the residence hall division should be all of the housing operations including the personnel, management, maintenance, food, and future development services. Recommendation 3 is based upon the belief that all areas of the operation can contribute to the student's benefit and that to do so, these operations must be brought together into one department. In this way business may contribute to personnel and vice versa. Thus a unified program of action should evolve.

Food services should be included in the residence hall system not only because of its major contribution to the payment for new buildings but also because the food services can make a contribution to the student's educational needs through dietary programs and encouragement of social graces.
Maintenance can contribute to the unified program not only by providing good living conditions but also through support of the personnel program. For example, personnel benefits can be derived through the friendliness of the custodial staff to students and from encouragement to develop better housekeeping habits. In the counseling area it is surprising how alert maintenance people can spot potential problems of students and make referrals informally to counselors. Management supervisors with their control of the financial area can help the student plan to meet his financial obligations. Often the business staff can arrange financial payments to help the student in time of emergency.

Certainly the personnel people in the system through their educational programs will be of benefit to the student and the housing division. They can also make a contribution to the maintenance area through encouragement of good discipline which should reduce damages and repairs.

Future development plans for the entire hall system should be the responsibility of the division of residence halls. It is inconceivable that an outside agency should control plans for the residential living units. Facilities are difficult to change. Inadequate buildings may result when planning is done by well-meaning people inexperienced in student personnel work.

In summary the basic contention here is that really to bring about a unified program which will be of maximum benefit to the student and his total development while in the university, the residence halls must be organized within a single unit. This unit then should blend its collective actions to stimulate the student's personal, social and academic growth.
Recommendation 4. There should be a dual-responsibility for the residence hall administration to both the personnel and business areas of the university. -- In Chapter IX a plea was made for the achievement of a balance between business and personnel interests within the residence hall system. Both are vital to the efficient operation of the halls but at the same time neither should be allowed to dominate the other. Recommendation 4 is based upon the belief, supported by findings of the study of Pattern IV, that by giving the residence hall organization a dual responsibility to both areas, the balance will be facilitated.

Although a dual responsibility to business and personnel is advocated, the residence hall administration should have the final control of its business and personnel operations. The business and personnel areas will have responsibility to see that good practices in each area exist but the final determination of method and amount of services should be left to the discretion of the housing division. For example in the business area, the business office of the university will see that good accounting procedures exist but should not control the expenditure of funds. In the personnel area the deans office may recommend certain counseling services but the final decision about these services should be determined by the division of residence halls.

There is widespread concern expressed in the literature on housing organization that financial concerns will be stronger than concerns for student's intangible benefits. It is felt that the personnel program may be curtailed by finance. For this reason, it seems wise to
place both finance and personnel into one division so each may understand the other's needs.

Either business or personnel might argue for the unification of the residence hall division under its organization. This contention might be supported by the argument that the findings of the study showed organizational unity to be the key to effective housing administration. Pattern II supports this contention. However the results of the total study do not support placing the system under either area to the exclusion of the other. Pattern I showed an emphasis on personnel concerns and a lack of concern for business. If a balance is to be achieved between business and personnel, the experience of Pattern I would negate the argument on behalf of Pattern I. Pattern II seems to have an over-emphasis on personnel thus causing an imbalance. Neither area can seem to substantiate a claim to unification under its jurisdiction for neither can prove that this would achieve balance.

Pattern IV which has a dual responsibility to both business and personnel does not show an over-emphasis or balance in favor of either area. Rather, it appears that the unification of actions in both areas within one department results in a unity of action. A balance seems to exist. The Housing Director working under Pattern IV admitted that his system could operate under either area as well as under both. However he further stipulated that he wanted his staff to be mainly composed of personnel people with sound business training rather than the reverse. A look at the experiential backgrounds and training of the staff working in Pattern II would show that only three of the ten had student personnel
backgrounds. This would seem to indicate that Pattern II would swing to use of non-personnel people in favor of business people thus negating his argument that control could be equally defensible under either the business or student personnel area.

**Recommendation 5:** There should be one head of the residence hall division who has the ultimate authority for the entire operation. --One divisional head is recommended because of the beliefs of those in Pattern II and Pattern IV that the unification of the department under one head is vital for successful coordination, cooperation, and communication. The staffs working within Patterns II and IV contended that one person is ultimately needed to make decisions when there is a variance of opinions. The director of the residence hall division would be the ultimate administrative head for the system, making the final decisions concerning differences in staff opinions, and seeing that the system moves toward its goals.

Some concern was expressed by the women in Pattern I about a man's operating the residence hall system when he might not be familiar with women's needs. It should be pointed out that although the masculine is used here, there is no reason why a woman could not head the system as effectively as has been done most successfully at Indiana University. In fact the head of the Indiana University residence hall educational program at present is a woman who is a very effective administrator. The residence hall administrative pattern must have the very best people regardless of sex. The qualifications for the chief administrator must be based upon competence and experience and not upon whether the candidate is a man or woman.
Looking at the results of the study of Pattern IV where there is a man who is the housing director and where men run the managerial units which include women's halls, no negative feelings can be found about men being administrative leaders. In fact, the reverse seems to be true. The women working in this pattern felt that male managers are sensible. They contended that men generally have better business backgrounds than do women and thus are better qualified. One woman said that she felt that business and administration are a man's area. Thus the matter of sex is considered by the staff of Pattern IV as irrelevant. This supports the contention that sex should not be a factor in the qualifications for the housing director. Neither should sex be a determinant of what pattern is put into operation at a given school.

Recommendation 6: There should be two basic staff divisions within the residence hall organization with one level a policy-making or central office group and the second basic staff division at the hall operational level. The study of administrative patterns shows that in Pattern IV a central office group is needed to coordinate the actions of the management groups and to see that a general uniformity of operations and procedures exists. The central office becomes a coordinational group. It helps with the formulation of policy but is not basically a policy making group in the sense that it dictates policy.

The central office group would include coordinational assistants in the areas of personnel, management, maintenance, and food services. It would help and give advice to the unit managers but the unit managers would be included within the policy deliberations of this central group.
The unit managers would be included and consulted on all policy decisions because they are the persons who must ultimately place the general policy into effect. Further they are the men who are at the actual operational level and should know what the students need and want. They should know what is practical and what is workable.

The management unit would take the general policies of the central group and translate these into action keeping the requirements and feelings of the students in sight. This unit would be empowered to make exception where needed to meet student needs. It would determine the ways of accomplishing the general policy decisions in line with the needs of the students in the particular unit. In this sense the unit would determine its own procedures while following the general policy of the central group. Thus all policy could be better adjusted to meet student requirements.

The management unit should be able to raise questions about general policy in line with the specific needs of the student. Not only must communications come down the line but also communication must be able to go up the line of responsibility.

It is vital that the unit managers have positions of authority along with the accompanying responsibility to make decisions concerning the unit's operation for they are key persons. They must be included in the deliberations of the central office. They are both administrators in their own areas and liaison men between the units and the central office. Within the units, the unit managers must be in charge of all personnel, management, maintenance, and food operations.
Recommendation 7: The residence hall operational level shall be organized into management groups, units, or areas. --This recommendation is designed to bring about better administration for larger units of students and to bring about a unity of action such as is found in the system using Pattern IV. Individual halls would be placed within a management unit. Each management unit might consist of a student population of between 800 and 1,200 students whether this be within one or more halls.

The unit manager discussed in some detail under Recommendation 6 would head the management unit. He would be assisted by a supervisory staff to help with the actual daily operations. By effecting such a managerial unit, a unity of operation close to the student level should occur. Thus more consideration of student needs should result.

Recommendation 8: Residence hall policy should be determined by the central office coordination group and the heads of the management group. --If Recommendations 6 and 7 are to be effective, policy for the system must be a cooperative affair between the unit managers and the central group.

Recommendation 9: All policy decisions of the central policy group should pass by line communication through the manager of the unit with the possible exception of the foods area. --For the sake of good coordination and communication it is essential that the communications for the system come through the office of the unit manager whether it be on its way up or down the chain of authority. If the unit manager is to be the
operational head of his unit, it is obvious that he must have complete knowledge of what is occurring. This can best be accomplished by sending all communications through him. Without this provision, the unit manager could easily be by-passed and could become ineffective in his work. This recommendation was supported by the study because the staffs in Patterns II and IV where unit managers are used, claim this communication safeguard as necessary. Those in Pattern I who complained about communication and wanted to go to Pattern IV cited this as a positive reason for change.

It is conceivable that there might possibly be one exception to this line of communication in the foods area. It might be advantageous as well as convenient for the central office foods supervisor to work on a direct line arrangement with the unit foods supervisor concerning the master menu used for the entire system. This would be done to benefit from mass buying so that cost reductions might be achieved. Other dining hall matters would go through the unit manager.

Recommendation 10: Since the individual halls within the managerial unit will need some supervision, the individual halls should be supervised by head resident counselors. Recommendation 10 is made because college students need individual supervision. All hall systems visited during this study had arrangements for bringing disciplinary control and the personnel program to the student. The head resident counselors would have primary contact with the student in the hall areas. The head resident counselor would be responsible for discipline and the individual hall program.
Recommendation 11: Future expansion of the system proceed administratively through the planned addition of managerial units.—The study of Patterns II, III, and IV along with the combined pattern at Illinois show that the use of the managerial unit is the best means yet conceived by these systems for the orderly administrative expansion of a growing program. It should be fairly easy to build new facilities and add them administratively in units to the existing administrative organization. If the time should ever come when too many management units were reporting to the central office, an intermediary level between the unit manager and the central coordinating group might be added.

Recommendation 12: When expansion is contemplated and before new facilities are completed, plans for administrative expansion should be developed.—The staffs of Patterns II and IV arrange for administrative expansion is so arranged that with the completion of facilities there is no sudden rush to staff the new halls or to increase the operational budget.

Recommendation 13: A residence hall training program for unit managers and other administrative personnel should be developed to prepare future replacements.—The staffs working within Pattern II and IV both showed concern for the complexity of the unit manager's job and the diversified knowledge required for such a position. This recommendation is designed to set up a training program in the various areas of knowledge required by the position. It is believed that such a training program would prepare persons for the position and alleviate the shortage of trained people for them. This training program could be undertaken by some interested university. It should include courses in personnel,
business, and other related areas connected with residence hall management. If this training program is not initiated by some university, or until it is, each school using the unit management organization could set up a pre-service, on-th-job training program such as is used by the representative school studied in Pattern II.

A Proposal for an Administrative Pattern for Residence Hall Organization

In Chapter IX a summary statement was made declaring that Pattern IV comes closest to meeting the requirements of the evaluative criteria for effective residence hall organization. In the original sample line drawing of Pattern IV there were no management units. However the system studied as representative of Pattern IV had only a coordinational line to the personnel division which does not fully meet the recommendation for a dual-line responsibility to both business and personnel. Therefore certain modifications might be made of Pattern IV as presented theoretically and as studied in actual operation at the University of Wisconsin to meet the recommendations of this chapter. The pattern as modified will be presented and referred to as Modified Pattern IV.

Organization of Modified Pattern IV.—Figure 10 is a line drawing of the organizational arrangement of Modified Pattern IV. This figure shows a line relationship to both the business and personnel areas. This line would extend from both areas to the Director of Housing who would be the head of the Division of Campus Residence Halls.

The Director of Housing would be chiefly responsible for personnel work and future planning for the system. He would be the administrative
head of the system and have the authority to make final decisions in case of any staff disagreements. For daily assistance the Director of Housing would have an Assistant Director of Housing.

The Assistant Director of Housing would be responsible for the daily management of the halls. His responsibilities would include supervision of the maintenance, food, and financial operations.

Assisting these two administrative heads would be five central office supervisors including: Men's Program Director, Women's Program Director, Business Manager, Maintenance Supervisor, and Food Supervisor. The Men's Program Director would assist the Director of Housing with the men's personnel program. This would include the counseling, educational, and social phases of the residence hall program. The Women's Program Director would do the same with the women's halls. These people would handle only coordinational aspects of these programs between the halls. Final operational decisions concerning the programs would be made by the Unit Manager.

The Business Manager would handle all business matters of the system with his staff in the central office. He would see that all financial records are kept as collections and expenditures are made. He would have charge of all hall assignments and billings along with collections. The budget would be prepared under his supervision for discussion with the staff when budget time arrived.

The Maintenance Supervisor would be the liaison man between campus maintenance services and the residence hall system. He would assist in seeing that major repairs were made and coordinate services between
Figure 10.—Organization of Modified Pattern IV.
halls such as the use of paint crews, plumbers, and electricians who would in all probability not be maintained separately for each hall.

The Food Supervisor and his staff would handle all coordinational functions for the food service. The Food Supervisor would handle all ordering of food for the halls after the master menu had been prepared and approved by the unit food supervisors with the unit managers.

The Director of Housing, Assistant Director of Housing, Men's Program Director, Women's Program Director, Business Manager, Maintenance Supervisor, and Food Supervisor with the Unit Managers would make up the central policy-making group.

The management unit for the halls would include several halls under a Unit Manager and his supportive staff. The unit would be the operational level where decision about actual operational procedures are made.

Included on the staff of the Unit Manager would be a Program Director, Clerical Supervisor, Maintenance Supervisor, and Dietitian. These people would supervise the various operational areas for the unit and supervise hall operations. The halls would be handled by Head Residents who would be part-time employees and counselor assistants. Each hall would have a Housekeeper to supervise maintenance operations within the halls and her staff. The Dietitian would be assisted by a staff of people who would prepare and serve the meals.

**Analysis of Modified Pattern IV in relation to the thirteen recommendations.**—The Modified Pattern IV meets the first recommendation because it has placed the residence halls into one division. The second recommendation is not discussed here because a philosophy of operation
must come from within the operational staff. A hypothetical system as set up here lacks the staff to do this.

Recommendation 3 is accomplished by the inclusion of all housing operations within the Division of Campus Housing. Personnel operations are included under the Director of Housing, Men’s Program Director and Women’s Program Director. Business operations are under the Business Manager while maintenance operations are under the Maintenance Supervisor. The Food services are under the Food Supervisor. Figure 10 has shown a dual responsibility has been set up between the Division of Residence Halls and the business and personnel areas. This meets the fourth recommendation while the establishment of a Housing Director meets the fifth requirement.

Recommendation 6 has been accomplished by setting up a central office staff as seen in Figure 10 and by setting up a unit management level to operate the halls. The unit management operational level meets the requirements of Recommendations 6 and 7. Recommendation 8 is met when the text states on page 174 that the central office people and the Unit Managers would comprise the central policy-making group.

Figure 10 shows how all lines would pass through the Manager of the unit to meet the requirement of Recommendation 9. The same figure shows how Head Residents are planned for the system as suggested by Recommendation 10. Recommendations 11 and 12 cannot be shown by drawing but provision for unit management groups will meet the requirements of Recommendations 11 and 12. Recommendation 13 would have to be developed outside the pattern.
Advantages of Modified Pattern IV.--In meeting the thirteen recommendations, Modified Pattern IV should encourage a unity of purpose for the residence hall system. This unity of purpose should stimulate the individual student's academic, personal, and social growth.

The pattern should achieve a balance between business and personnel efforts for the system. Both areas are within the residence hall division and should understand what each is attempting to do. Thus it should be able to function to the mutual benefit of the system, each other and the student residents. Thus, good personnel activities should receive business support and business interests should receive personnel support.

Good business and personnel procedures should be facilitated because communication, coordination, and understanding should result. All of these factors were considered necessary by the interviewed staffs for efficient operations in both areas.

Future expansion should be facilitated by the use of the management unit under Modified Pattern IV.

Disadvantages of Modified Pattern IV.--The modified pattern might pose a problem in the area of responsibility to both business and personnel if each does not recognize the role of each in effective management of the halls. A potential problem could develop between the central office and the Unit Managers if both are not considered in the decisions of policy-making.

Modified Pattern IV in relation to the evaluative criteria.--Modified Pattern IV should be able to meet all four of the criteria set
forth in Chapter II as necessary for an effective residence hall organization. The first requirement was for the provision of good living conditions. Modified Pattern IV should be able to provide these for business and personnel operations should be effective enough to provide good facilities. The second criterion calls for an effective personnel program which should be possible using personnel trained people. The third criterion stresses business competence which should be met by the use of competent business administrators. The use of the management unit for future expansion should meet the fourth criterion.
APPENDIX A

LINE AND STAFF DRAWINGS OF SCHOOLS USING PATTERN I
Florida State University

Population: 9,835

Information from: John J. Carey
Dean of Men

President

Dean of Students

Director of Student Housing

Assistant Director

Dean of Men
Dean of Women

Business Finance Maintenance

Personnel

Louisiana State University

Population: 16,070

Information from: Dean A. O. French

President

Dean of Student Services

Dean of Men
Dean of Women

Director of Housing for Men

Housing Units

Director of Housing for Women

Housing Units
Syracuse University

Population: 18,203  
Information from: Frank Piskor  
Vice President - Student Services

President

Vice President for Student Affairs

Dean of Personnel Administration

Dean of Men

Housing Supervisor

Business Personnel Director

Housing Units

Dean of Women

Housing Supervisor

Business Personnel Director

Housing Units

University of Alabama

Population: 14,164  
Information from: John Blackburn  
Dean of Men

President

Vice President Student Affairs

Dean of Men

Housing Supervisor

Personnel Director

Housing Units

Dean of Women

Housing Supervisor

Personnel Director

Housing Units
University of Hawaii

Population: 10,250
Information from: Dean Harold Bitner

President

Executive Dean

Director of

Student Residences

Men's

Housing Supervisor

Business Director

Personnel Director

Housing Units

Women's

Housing Supervisor

Business Director

Personnel Director

Housing Units

University of Kentucky

Population: 10,597
Information from: Dean Leslie Martin

President

Dean of Men

Housing Director

Housing Units

Dean of Women

Housing Director

Housing Units
APPENDIX B

LINE AND STAFF DRAWINGS OF ADMINISTRATIVE PATTERNS FOR SCHOOLS
USING PATTERN II
Brigham Young University
Population: 11,876
Information from: Fred A. Schwendiman
Director of Housing

President

Vice President of Auxiliary Services

Women's Halls
Manager
Individual Halls

Men's Halls
Manager
Individual Halls

University of Texas
Population: 23,368
Information from: Dean Arne Nowotny
Dean of Students

President

Vice President of Business Affairs

Business Manager

Women's Halls
Manager
Individual Halls

Men's Halls
Manager
Individual Halls
APPENDIX C

LINE AND STAFF DRAWINGS OF ADMINISTRATIVE PATTERNS FOR SEVENTEEN SCHOOLS USING PATTERN III
Arizona State University

Population: 13,492
Information from: Dean W. E. Shofstall

President

Vice President
Business

Dean of Housing


Individual Halls

Dean of Students

Dean of Men

Dean of Women

Individual Halls

Boston University

Population: 18,401
Information from: Staton R. Curtis

President

Vice President
Business

Director of Halls


Individual Halls

Vice President
Student Affairs

Dean of Men

Dean of Women

Assistant to Dean

Individual Halls

Assistant to Dean

Individual Halls
Cornell University

Population: 11,889

Information from: Frank Baldwin
Dean of Men

President

Controller

Vice President
Student Services

Personnel

Director

Director of Halls

Dean of Students


Individual Halls

Iowa State University

Population: 10,413

Information from: J. C. Schillecter
Director of Residences

President

Vice President
Business

Vice President
Student Services

Director of Halls

Dean of Men

Dean of Women


Personnel Director

Individual Halls

Individual Halls
Long Beach State College

Population: 11,316  Information from: Dean Karl Russell, Jr.

- President
  - Business Manager
  - Dean of Students
  - Housing Manager
  - Director of Housing
  - Individual Halls

Michigan State University

Population: 26,091  Information from: Emery G. Foster
Manager of Dorm and Food Services

- President
  - Vice President Business
  - Vice President Student Services
  - Director of Halls
  - Dean of Men
  - Dean of Women
  - Individual Halls
  - Personnel Director
  - Individual Halls
Northwestern University

Population: 15,811
Information from: Willard J. Buntain
Director of University Housing

Oklahoma State University

Population: 11,301
Information from: Dean F. E. McFarland
Pennsylvania State University

Population: 21,242

Information from: Raymond Murphy
Assistant Dean of Men

University of California

Population: 23,713

Information from: Emily R. Reed
Assistant Dean of Students
University of Cincinnati

Population: 18,596  Information from: Dean Robert Bishop
Dean of Men

Vice President
Business
Director of Halls
Individual Halls

President

Vice President
Dean of Faculty

Dean of Men  Dean of Women
Personnel Director
Individual Halls

University of Connecticut

Population: 12,132  Information from: Arwood S. Northby
Dean of Students

Vice President
Business Administration
Office of University Resident Housing and Food

President

Provost
Vice President Academic Administration

Dean of Students
Assistant
Dean of Students
Men's Affairs
Assistant
Admin.
Individual Halls Men

Assistant
Individual Halls Women
University of Miami, Florida

Population: 12,988
Information from: Dean Nobel Hendrix

President

Executive Vice President

Vice President Business

Director of Physical Plant

Vice President Student Services

Dean of Dean Women

Dean of Dean Men

Director of Housing

Individual Halls

University of Minnesota

Population: 42,130
Information from: C. Luverne Carlson
Director of University Services

President

Vice President Business

Director of University Services

Director of Halls


Individual Halls

Individual Halls
University of Oklahoma

Population: 12,525
Information from: Clifford Craven
Dean of Students

President

Vice President
Business

Business Manager

Housing Director


Individual Halls

Dean of Students

Dean of Men
Dean of Women

Residence Personnel Director

Counselors in Individual Halls

University of Pennsylvania

Population: 18,194
Information from: Dean George Peters

President

Vice President
Student Services

Director of Halls

Dean of Men
Dean of Women


Personnel Director

Individual Halls
Wayne State University

Population: 20,605

Information from: Harold Stewart
Dean of Students

President

Vice President
Business

Director of
Auxiliary
Enterprises


Individual Halls

Vice President
Academic
Administration

Dean of Students

Student Housing

Individual Halls
APPENDIX D

LINE AND STAFF DRAWINGS OF ADMINISTRATIVE PATTERNS FOR EIGHT SCHOOLS
USING PATTERN IV
Harvard College
Population: 11,677
Information from: Dean John U. Munro

President

Vice President
Business

Assistant
Dean
for
Business
Affairs

Dean of Students

Housing Director

Business
Finance
Personnel
Maintenance

Individual Halls
(Assistant Director for Each)

State University of Iowa
Population: 11,701
Information from: T. M. Rehder

President

Vice President
Business

Housing Director

Manager
Individual Halls

Executive Dean of Student Services

Dean of Students

Counselor
or
Adviser
Southern Illinois University

Population: 15,223  Information from: Dean I. Clark Davis

President
Vice President
for Operations

Director of
Business Affairs

Director of
Auxiliary
and Service
Enterprises

Coordinator of Housing

Supervisor
Married
Housing

Area Head
Residents

Residence-Halls
Food Service

Maintenance
Program

University of Washington

Population: 23,244  Information from: Donald Anderson

President

Business Manager

Dean of Students

Dean of
Men

Dean of
Women

Director
Student Residences

Manager
Men's
Residence
Halls

Manager
Women's
Residence
Halls
University of Buffalo
Population: 13,667 Information from: Dean Richard Siggelkow

President
Vice President
Business
Dean of Students

Housing Director
Business Finance Personnel Maintenance

Individual Halls (Assistant Director for Each)

University of Georgia
Population: 10,440 Information from: Joseph A. Williams Dean of Students

President
Vice President
Dean of Students

Housing Director
Dean of Men Dean of Women

Business Finance Personnel Maintenance

Individual Halls (Assistant Director for Each)
University of Missouri
Population: 16,205
Information from: Dean Jack Matthews

President

Vice President Business

Dean of Extra Divisional Administration

Housing Director

Business Finance Personnel Maintenance

Individual Halls
(Students Senior Counselors)

University of Virginia
Population: 10,321
Information from: B. F. Runk

President

Comptroller

Dean of Students

Housing Director
Assistant to Dean

Business Finance Personnel Maintenance

Individual Halls
(Student Senior Counselors)
APPENDIX E

LINE AND STAFF DRAWINGS OF ADMINISTRATIVE PATTERNS FOR TWO SCHOOLS

NOT USING ANY OF THE FOUR BASIC PATTERNS
University of Chicago

Population 9,126

Information from: Lylas F. Kay
Director of Residence Halls

President

Vice President for Administration

Director of Residence Halls and Food Service

Vice President and Dean of Faculties

Dean of Students

Dean of Students

Asst. Dean of Students Activities and Housing

Director of Residence Halls and Food Service

Accounting Office Manager

Asst. Director Food Service

Supt. Maint.

Asst. Director Food Service

Unit Food.
Supvr.

Unit House-Keeping

Director of Student Housing

Asst. Director House-Keeping

Director of Residence Halls and Food Service

Accounting Office Manager
University of Michigan

Population: 28,775

Information from: F. C. Shiel
Manager of Service Enterprises

President

Vice President for Student Affairs

Director of Housing

Women's Halls

Men's and Women's Halls

Men's Halls

Director and Counseling Staff

Each Unit

Manager and Physical Operations Staff
Each Unit (Housing Dining Maintenance)

Business Manager

Director and Counseling Staff
Each Unit
APPENDIX F

INTERVIEW SHEET
1. What is the purpose of the university?

2. What is the purpose of the residence hall?

3. What do you see as your duties in your position?

4. Considering your position and the structural pattern of organization, what advantages do you see in this pattern?

5. What disadvantages do you see?

6. How effective do you feel the total pattern is in helping the University achieve its purposes?

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White, OSU; pink, Wis.; green, Ill.; blue, Purdue; yellow, Ind. white new, Michigan
7. How effective is the organizational pattern in achieving the purpose of the residence halls?

8. Of the entire system, what changes would you make? What would you change? What would you eliminate? What would you add? (Is there danger to imbalance between business and personnel?)

9. What is educational background?

10. Looking at other patterns would you see any advantages in other patterns over the one under which you are presently working?

11. Future expansion: How do you see the system expanding? What changes in administration do you foresee?

12. Additional comments:
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I, Harold L. Hakes, was born in Bellevue, Ohio, where I attended the public elementary and secondary schools graduating from Bellevue High School in 1957. My undergraduate education was completed at the Bowling Green State University, Bowling Green, Ohio. I received the degree of Bachelor of Science in Education from there in 1951. After graduation, I remained at Bowling Green for one year of graduate study as an assistant in the Department of Education before going to teach English at the Margaretta High School, Castalia, Ohio, in 1952. I returned to Bowling Green State University in the summer of 1953 to complete my Master of Science in Education. From 1953 to 1958, I taught English in the public secondary schools of Castalia, Bellevue, and Columbus, Ohio. In the fall of 1958, I began work at The Ohio State University on the Doctor of Philosophy Degree in Higher Education and Guidance with emphasis on student personnel administration. While at The Ohio State University, I was employed as Director of Stradley Hall and Assistant to the Dean of Men in an eleven-story men's residence hall.