

A STUDY OF THE STATUS AND ROLES OF HEAD RESIDENTS
IN COLLEGE AND UNIVERSITY RESIDENCE HALLS
FOR WOMEN

by
Donald W. Kilbourn

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of
Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of

DOCTOR OF EDUCATION

Department of Administrative and Educational Services

1959

Approved Walter F. Johnson

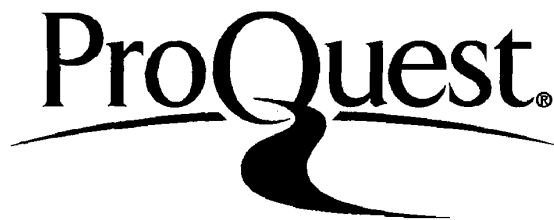
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ABSTRACT

The Problem

The purpose of this study was to identify certain status factors and roles pertaining to head residents of college and university residence halls for women; and to analyze these factors in light of the following hypotheses: (1) the professional status of head residents is inferior to that of members of the academic faculty; and (2) college and university housing administrators do not agree on the roles which head residents should play.

Methodology

The survey instrument used was of the questionnaire check-list type which revealed information about the status of head residents in women's residence halls and data relating to the roles of head residents as administrators, counselors, and disciplinarians. In addition, opinions concerning preferred status factors and roles of head residents were obtained from housing administrators and these opinions were compared with existing situations and practices.

Data were collected from housing officers representing 124 member institutions of the Association of College and University Housing Officers (an 82 per cent return). Responses were tabulated and analyzed in four categories: institutions with an enrollment of (1) less than 2,000 students; (2) 2,000 to 5,000; (3) 5,000 to 10,000; and (4) more than 10,000.

Conclusions

1. The hypothesis that the professional status of head residents of women's residence halls is inferior to that of members of the academic faculty was supported.
2. In general, housing administrators agreed on the administrative and counseling roles of the head resident. They did not agree on the disciplinary role.
3. Considerable confusion exists concerning the functions of residence halls in the over-all program of higher education. Although there are several notable exceptions, the primary emphasis in the operation of residence halls for women students continues to be on the provision of food and shelter. The educational mission remains secondary.
4. In general, head residents are not adequately trained to carry out many of the complex duties which they are, or should be, responsible.
5. Many college and universities assign functions to head residents which are generally considered to be incompatible with sound counseling practices and procedures.

Recommendations

1. The head resident of a women's hall should be a professionally trained person, possessing at least a baccalaureate degree plus specialized training in counseling and guidance.
2. The head resident should be accorded pay and professional status equal to that of members of the academic faculty with comparable training and tenure.

3. Each college and university should carefully determine how its residence halls can best contribute to the total educational development of its students. Head residents should then be employed who are capable of effectively implementing a housing program which is designed to accomplish the determined objectives.

4. Head residents should be assigned functions which are consistent with the over-all objectives of the residence hall program and which are compatible with sound educational theory.

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Donald W. Kilbourn
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Doctor of Education

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Thesis: A Study of the Status and Roles of Head Residents
in College and University Residence Halls for
Women

Outline of Study:

Major Field: Guidance
Minor Fields: Administration
Sociology

Biographical Items:

Born: August 17, 1916
High School: Cass City, Michigan
B. A. Degree: Michigan State University, 1941
M. A. Degree: Michigan State University, 1949
Doctorate: Michigan State University, 1959

Experience:

U. S. Army Officer, 1941-45
Instructor, Communications Skills Department, Michigan
State University, 1946
Resident Director of a men's residence hall, Central
Michigan College, 1947-48
Director of Housing, Central Michigan College, 1948-58
National President of the Association of College and
University Housing Officers, 1956-57
Associate Professor of Student Personnel, Central
Michigan College, 1958-

Membership:

American College Personnel Association
American Personnel and Guidance Association
Michigan College Personnel Association
Michigan Education Association
Student Personnel Association for Teacher Education
The National Association of Foreign Student Advisers

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CHAPTER I

THE PROBLEM

Statement of the Problem.

The purpose of this study is to identify certain status factors and roles pertaining to head residents of college and university residence halls for women; and to analyze these factors from the standpoint of the following hypothesis: (1) the professional status of head residents is inferior to that of members of the academic faculty; and (2) college and university housing administrators are not in agreement in regard to the roles which head residents should play.

Importance of the Problem.

Data relating to these hypotheses are important because (1) the educational potential in housing is not being utilized; (2) if housing standards are to be improved, and the educational potential more fully realized, college and university administrators responsible for housing must be in general agreement as to what functions housing shall fulfill; and (3) one of the most important positions in the

implementation of a housing program is that of the head resident and it is important, therefore, that the status and roles of this position be studied.

While the findings have implications for men's housing, the study emphasizes the head resident of women's halls. The reasons for this delimitation are: (1) traditionally, women students have been required to conform to many more regulatory processes associated with housing than men, and thus a head resident of a women's hall is cast in a wider range of roles than a head resident of a hall for men; and (2) parents, in general, are more concerned about the supervision of their daughters than of their sons.

Unless admission policies are changed drastically, by 1965 the 1954 college and university enrollment will be increased by almost one million students.¹ Estimates have been made for the need of housing facilities for this influx.² Adams reports the cost to be five and one-half billion dollars, and considers this to be a conservative estimate. Colleges and universities with slightly more

¹Ronald B. Thompson, "The Impending Tidal Wave of Students," Bulletin, American Association of Collegiate Registrars and Admissions Officers, (1954), p. 22

²Arthur S. Adams, "The Housing Officer as Educator," Proceedings, Sixth Annual Conference Association of College and University Housing Officers, (1954), p. 4.

than 90 per cent of the nation's higher education enrollment in the spring of 1956 were housing about 37 per cent of all full-time students in college-owned or operated residential buildings.³

Since the end of World War II, almost every college and university has been confronted with ever-increasing problems associated with the housing of students. Residence halls have been constructed as rapidly as money could be made available. During this period housing administrators became a necessary part of the over-all campus administration. Frequently, these positions were filled with persons who possessed little training or experience in the housing field. One result, on several campuses, has been that housing programs have developed out of expediency, and head residents, in such situations, have found the pressures of work load and inconsistent policies extremely difficult. Capable people have tended to look to other fields of personnel work where the rewards are greater and the demands somewhat fewer. If housing is to make its maximum contribution, housing programs and staff functions must be based on objective evidence. It is hoped that this study will make a significant contribution to the field of housing research.

³John B. Rork, "Trends in Residential Construction in Institutions of Higher Education," Higher Education, 14, No. 4, (December, 1957), p. 59.

Educational literature contains little information concerning status or roles of head residents. As recently as 1956, Riker⁴ concluded, after a careful survey, that a vital and greatly neglected source of information is carefully planned research. To date, research studies directly concerned with the various phases of student housing are few and somewhat inconclusive.

Scope of the Problem.

This study was an analysis of the findings revealed by a survey of existing and preferred practices relating to head residents of college and university residence halls for women as carried out in 124 colleges and universities, located in 41 states and the District of Columbia. Criteria used for the selection of schools to be included in the survey, procedures used in organizing and validating the survey instrument, and activities involved in procuring and interpreting the data are discussed in detail in Chapter III.

Definition of Terms.

Head Resident. This term was used to denote those individuals who are employed by the college or university and who reside in the halls of residence for women. While there is considerable diversity in such positions among

⁴Harold C. Riker, Planning Functional College Housing, (New York: Teachers College, Columbia University, 1956), p. 208.

the various institutions of higher learning, in general, a head resident may be considered as a person who lives in a residence hall and who is responsible to the college or university for the general welfare of the students living in the building. Other titles for this position include housemother, resident advisor, and resident director. Throughout this study the position is referred to as head resident.

Residence Hall. This term includes any college or university operated facility where women students live and where the institution employs a head resident. A synonym for residence hall is dormitory.

Status-Role. Sociologists define status-role in a variety of ways, depending upon the framework in which it is used. Neiman and Hughes,⁵ after surveying the literature on the concept of role, found three main groups of definitions: (1) definitions which use role to describe the dynamic process of personality development; (2) definitions in terms of society as a whole; (3) definitions in terms of specific groups within a society. They concluded that the use of the concept role in association with the concept status is one of the most concise and most frequently used in the literature.

⁵
Lionel J. Neiman and James W. Hughes, "The Problem of the Concept of Role--A Re-survey of the Literature," Social Forces, 30 (December, 1951), pp. 141-149.

6

Linton used a status-role continuity definition when he stated that "A role represents the dynamic aspect of a status." Young⁷ likewise had a status oriented definition of the concept role, when he defined it in terms of "the function or action of a person in a particular group, usually directed to some end, acceptable to other members of the group, e.g. wage earner, parent, pastor, teacher, citizen, or soldier."

8

For this study, Znaniecki's⁸ use of the concept role, with reference to specialized activities, is an apt definition. The individual has certain functions or responsibilities to fulfill in connection with his role.

9

Some of the factors which Wardwell⁹ used to study the status of chiropractors were used in the questionnaire to determine status of head residents. These factors are: (1) the amount of technical competence which head residents possess, (2) their rank within the hierarchy, (3) their income, and (4) their responsibilities.

⁶Ralph Linton, The Study of Man, (New York: D. Appleton-Century Co., 1936), p. 114.

⁷Kimball Young, Social Psychology, (New York: Crofts, 1946), p. 564.

⁸Neiman and Hughes, op. cit., pp. 146-147.

⁹Walter W. Wardwell, "A Marginal Professional Role: The Chiropractor," Social Forces, 30, (October, 1951 - May, 1952), p. 340.

Dubin's definition of status was used in this study to analyze the status of head residents.

Status is a set of visible, external markings that systematically ranks individuals and groups in relation to each other, and that includes all the members of the organization some place in the scheme of rankings.¹⁰

Function. This term was used to denote specific responsibilities of head residents.

Plan of the Study.

This thesis is divided into eight chapters. Chapter I includes a statement of the problem, the importance of the problem, and other related information necessary to an understanding of the study. Chapter II contains a review of pertinent research which has been done in the field of college and university student housing in the United States, and other related educational research. Chapter III consists of a review of the methodology used in choosing colleges and universities to be included in the study, and in constructing, validating, distributing, and tabulating the results of the questionnaire check list which was used. Chapters IV through VII contain detailed analyses of various aspects of the results of the study. Chapter VIII is devoted to findings, conclusions, recommendations, and implications for further research.

¹⁰Robert Dubin, Human Relations in Administration, (New York: Prentice-Hall, Inc., 1951), p. 254.

Limitations of the Study.

The questionnaire survey method was used to collect data for this study. This type of instrument imposes certain limitations upon any study in which it is employed. The respondent may find that at some point in the process of answering questions he must distort his responses in order to fit the form of the data-collecting instrument. Considerable effort was made to minimize this distortion factor, but this limitation is rarely eliminated completely.

When opinion questions are included in a questionnaire, a projective factor may impose additional limitations upon the data. Opinion questions may be answered in terms of what the respondent thinks is expected rather than in terms of his true feelings or opinions.

A further limitation of this study is its inability to determine the degree to which the various functions assigned to head residents were actually performed.

Colleges and Universities Included in the Study.

Questionnaires were sent to 152 colleges and universities. One hundred twenty-four institutions in 41 states and the District of Columbia returned completed forms for an 81.6 per cent return. Table I contains an alphabetical listing of colleges and universities included in the study and Table II includes a distribution of institutions by states. Table III summarizes the enrollment of colleges and universities included in the study.

TABLE I

ALPHABETICAL LISTING OF COLLEGES AND UNIVERSITIES
INCLUDED IN THE STUDY

Name	State
Adams State College	Colorado
Allegheny College	Pennsylvania
Arizona State College	Arizona
Baylor University	Texas
Boston University	Massachusetts
Brigham Young University	Utah
California Poly.	California
Catholic University of America	District of Columbia
Central Michigan College	Michigan
Chapman College	California
College of the Pacific	California
Colorado College	Colorado
Colorado State University	Colorado
Colorado University	Colorado
Concord College	West Virginia
Connecticut College	Connecticut
Cornell University	New York
Dennison University	Ohio
DePauw University	Indiana
East Texas State	Texas
Eastern Illinois University	Illinois
Eastern Michigan College	Michigan
Eastern Montana College	Montana
Emory University	Georgia
Ferris Institute	Michigan
Florida State University	Florida
Fort Hays Kansas State	Kansas
Fresno State College	California
Graceland College	Iowa
Howard University	District of Columbia
Illinois Institute	Illinois
Illinois State Normal University	Illinois
Illinois Wesleyan University	Illinois
Indiana State Teachers	Indiana
Indiana University	Indiana
Iowa State College	Iowa

TABLE I (cont.)

Name	State
Kansas State College	Kansas
Kent State University	Ohio
Knox College	Illinois
Lamar State College	Texas
Lincoln University	Missouri
Louisiana State University	Louisiana
Loyola University	Illinois
Mercyhurst College	Pennsylvania
Michigan State University	Michigan
Michigan Tech.	Michigan
Middlebury College	Vermont
Midwestern University	Texas
Mississippi Southern University	Mississippi
Mississippi State College	Mississippi
Montana State College	Montana
Montana State University	Montana
Morgan State College	Maryland
New Mexico A & M	New Mexico
New York University	New York
Northern Illinois University	Illinois
Northern Michigan College	Michigan
Northwestern University	Illinois
Occidental College	California
Ohio State University	Ohio
Ohio University	Ohio
Oklahoma State University	Oklahoma
Oregon College of Education	Oregon
Oregon State College	Oregon
Pennsylvania State University	Pennsylvania
Purdue University	Indiana
Ricks College	Idaho
Saint Cloud State College	Minnesota
San Jose State College	California
Santa Barbara College	California
South Dakota State	South Dakota
Southern Illinois University	Illinois
Southern Methodist University	Texas
Stanford University	California
Stetson University	Florida
Teachers College	New York
Temple University	Pennsylvania

TABLE I (cont.)

Name	State
Texas Southern University	Texas
Tulane University	Louisiana
University of Alabama	Alabama
University of Arkansas	Arkansas
University of California Berkeley	California
University of California Davis	California
U.C.L.A.	California
University of Chicago	Illinois
University of Cincinnati	Ohio
University of Connecticut	Connecticut
University of Denver	Colorado
University of Florida	Florida
University of Houston	Texas
University of Illinois	Illinois
University of Iowa	Iowa
University of Kansas	Kansas
University of Kansas City	Missouri
University of Maine	Maine
University of Miami	Florida
University of Michigan	Michigan
University of Minnesota	Minnesota
University of Missouri	Missouri
University of Nebraska	Nebraska
University of New Hampshire	New Hampshire
University of North Carolina	North Carolina
University of North Dakota	North Dakota
University of Oklahoma	Oklahoma
University of Oregon	Oregon
University of Redlands	California
University of Rochester	New York
University of Southern Calif.	California
University of Tennessee	Tennessee
University of Texas	Texas
University of Utah	Utah
University of Washington	Washington
University of Wisconsin	Wisconsin
University of Wyoming	Wyoming
Utah State University	Utah

TABLE I (cont.)

Name	State
Washington University	Missouri
Washington State University	Washington
Wayne State University	Michigan
Western Michigan University	Michigan
Westminster College	Pennsylvania
Westmont College	California
Wheaton College	Illinois
William and Mary	Virginia
Woman's College of University of North Carolina	North Carolina

TABLE II

DISTRIBUTION OF RESPONDING COLLEGES AND
UNIVERSITIES BY STATES

State	Number	State	Number
Alabama	2	Montana	3
Arkansas	1	Nebraska	1
California	14	New Hampshire	1
Colorado	5	New Mexico	1
Connecticut	2	New York	4
District of Columbia	2	North Carolina	2
Florida	4	North Dakota	1
Georgia	1	Ohio	5
Idaho	1	Oklahoma	2
Illinois	12	Oregon	3
Indiana	4	Pennsylvania	5
Iowa	3	South Dakota	1
Kansas	3	Tennessee	1
Louisiana	2	Texas	8
Maine	1	Utah	3
Maryland	1	Vermont	1
Massachusetts	1	Virginia	1
Michigan	9	Washington	2
Minnesota	2	West Virginia	1
Mississippi	2	Wisconsin	1
Missouri	4	Wyoming	1
TOTALS	States: 41 and the District of Columbia		
	Colleges and Universities: 124		

TABLE III
ENROLLMENT OF RESPONDING COLLEGES
AND UNIVERSITIES

Enrollment	Number of Institutions
More than 10,000	28
5,000 to 10,000	35
2,000 to 5,000	34
Less than 2,000	<u>27</u>
TOTAL RESPONDENTS	124

Titles of Administrative Officers Included in the Study.

Both the questionnaire and the accompanying letter contained the statement that the check-list should be answered by the administrative official responsible for the work of the head residents in the college or university residence halls for women. Table IV shows the titles of the administrative officials who returned the questionnaire.

One can assume that the dean of students and the dean of women represent student personnel, and that the business officer represents business. The data do not reveal, however, in which of the two areas, or perhaps both, the director of housing or the director of halls is primarily concerned. If we assume an equal division among these two positions, the responses reveal that 77 per cent of the head residents of women's halls are responsible to someone representing student personnel, while 23 per cent are responsible to the business division of the college or university.

TABLE IV

TITLES OF RESPONDING ADMINISTRATIVE OFFICIALS TO WHOM
HEAD RESIDENTS WERE DIRECTLY RESPONSIBLE

Titles	<u>Enrollment of Institutions</u>									
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		10,000 plus		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Dean of Women	13	50	15	44	13	36	9	33	50	41
Director of Housing	4	15	6	18	16	44	8	30	34	28
Director of Halls	3	12	5	15	3	8	8	30	19	15
Dean of Students	5	19	5	15	3	8	2	7	15	12
Business Officer	1	4	3	9	1	3			5	4
TOTALS	26		34		36		27		123	

Summary

This study is concerned with identifying certain job conditions, personal characteristics, and functions as they pertain to the status and roles of head residents in college and university residence halls for women. The data obtained were analyzed in terms of two hypotheses: (1) the professional status of head residents is inferior to that of members of the academic faculty, and (2) college and university housing administrators are not in agreement in regard to the roles which head residents should play.

Such a study would seem to be important since the results of a nationwide survey of certain housing practices would be a contribution to the field of educational research. Relatively little study has been devoted to head residents of college and university residence halls for women. Rapidly expanding enrollments make it necessary for institutions of higher learning to house increasing numbers of students in college-owned facilities. The manner in which students are supervised and counseled in their place of residence may have significant effect upon their education.

The study is presented in eight chapters with four chapters devoted to an analysis of the results of the survey.

CHAPTER II

A REVIEW OF THE RELATED LITERATURE

The Development of Collegiate Housing in America.

The defeat of the Spanish Armada had profound effect upon the type of education that was to be established in America. The Colonists education, as we know it, would not have been developed by Spaniards. As Cowley¹ reports, the British background of the pre-revolutionary college organizers had more to do with the establishment of residential colleges in America than any other factor. Our founding fathers emphasized religious training, and it became necessary for teachers to "save the souls" of students. To do so required careful control of the lives of young men and women. The preoccupation with morals in this country led colleges and universities away from the educational emphasis of residential housing, and served to create a significant difference between the British and American systems, a difference that continues to exist in varying degrees to the present time. The British were

¹W. H. Cowley, "The History of Student Residential Housing," School and Society, 40 (December 1, 1934), p. 708.

successful in bringing dons and students together in their housing units for effective educational stimulation; whereas, in the United States dormitories, with few exceptions, provided little more than shelter. Tutors at Oxford and Cambridge, during the eighteenth century, had virtually no disciplinary responsibilities. In America, however, the faculty member who lived in the residence hall was charged with responsibility for student conduct. Because of this "watch dog" role, the head resident became the student's enemy. Riots and rebellions were the result. Discipline became more important than the educational program and ability to keep the peace was the criterion for successful housing management. Primarily because of the many disciplinary problems associated with housing, dormitories were severely criticized in the nineteenth century. President Tappan, of the University of Michigan, led the attack in the 1850's. The one dormitory which the University possessed at the time was converted to classrooms. Tappan's philosophy was expressed as follows:

The dormitory system is objectionable in itself. By withdrawing young men from the influence of domestic circles, and separating them from the community, they are often led to contract evil habits, and are prone to fall into disorderly conduct. It is a mere remnant of the Monkish cloisters of the Middle Ages, still retained in England, but banished from the universities of Germany.²

²Ibid., pp. 710-711.

The Tappan influence rapidly spread throughout the Middle West and West. Existing dormitories were tolerated, at best, and very few new halls were built at state universities. As increasing numbers of American professors studied in Germany, the German point of view became more popular in this country. In German universities no attention was paid to students outside of the classroom. They had to find their own housing and boarding facilities.

The attack on college-owned and operated housing facilities continued until the 1890's. By this time a number of forces were at work to bring about a return of residential housing.

Several women's colleges had been organized during the last half of the nineteenth century, for the most part, as residential schools. As graduates of these institutions joined the faculties of colleges and universities in the Middle West, they voiced increasing praise for the residential system. Victorian morality demanded greater control of student behavior. Campus housing became a practical necessity for effective regimentation. Dean of Women, many of whom had come from the Eastern women's colleges, became a powerful force in reviving the dormitory idea. If they were to be responsible for the morals of women students, they insisted upon housing that could be supervised. At the same

time, students and alumni began to clamor for more "college life." The dormitory offered a means to this end.

In 1896 the Board of Trustees of Columbia University, in answer to the demands of alumni, adopted a resolution in favor of raising money to construct dormitories. At the University of Chicago, President Harper built seven halls of residence between 1893 and 1900. This action had considerable impact upon educational philosophy in the Mid-West. The importance of housing as an educational vehicle was also being stressed by this time at Yale, Princeton, and Harvard. The dormitory that emerged from this re-birth of interest was a compromise between Heidelberg and Oxford. The German system had no concern with student life outside the classroom, whereas, the British made the housing unit the center of the student's informal life as well as the enabling vehicle for academic preparation. Between these positions, American colleges and universities provided shelter and opportunities for social training, but little thought was given to curricular associations.

After a careful study of the development of collegiate housing in America, Cowley³ described the dormitory situation as it existed in the 1930's as follows:

³W. H. Cowley, "The History of Student Residential Housing," School and Society, 40 (December 8, 1934), p. 763.

It must be pointed out with emphasis, that the great majority of dormitories, even those built in recent years and many now being erected, have not been conceived primarily as educational agencies. They house students in comfort and almost complete safety, and they serve vitally in the social development of undergraduates. Organically, however, they are separate from the curriculum and the active intellectual life of the colleges.

The Functions of Housing in Higher Education.

Although few educators have taken issue with Cowley in regard to the actual academic function of residence halls, several writers have emphasized the potential educational opportunities in housing.

A committee appointed by the American Council on Education to investigate educational implications in housing reported that it is impossible for a modern college or university to evade responsibility with regard to the housing of its students. It is obvious, the committee members said, that this responsibility is not merely a matter of providing food and shelter but one closely associated with the major functions and purposes of an institution of higher education.⁴

⁵Moser reported that residence halls have a challenge

⁴Robert M. Strozier, et al., Housing of Students, American Council on Education Studies, VI, No. 14, (Washington, D. C., July, 1950), p. 1.

⁵Robert Moser, "Educational Philosophy in Residence Halls," Proceedings, Second Annual Conference of the Association of College and University Housing Officers, (1950), p. 13.

to help develop interested, active, capable, constructive, well-adjusted, socially-minded adults. This challenge cannot be met by food and shelter alone.

Several educators have stressed the importance of housing to the intellectual life of students. The President of the University of Connecticut has said:

The generally accepted institutional pattern today is one that underscores the necessity for student housing. College housing is now recognized as an opportunity for educational achievement. This recognition marks not only the greatest change in student personnel administration in the history of higher education in America, but also represents a basic change in American educational philosophy and practice.⁶

The handbook, entitled The Residence Hall for Students, prepared for the National Association of Women Deans and Counselors, contains the following statement:

The educational values in housing programs must not be left to chance, if the tremendous investment of property and human energy is to be justified. Residence halls must be dignified in the eyes of faculty members and business officers; otherwise, they will be limited in function to the provision of mere shelter and social respectability to the hundreds of thousands of young women who annually throng to our campuses. The conditions under which students live have always influenced significantly the

⁶A. N. Jorgensen, "The Growing Importance of Student Housing in Educational Planning," Proceedings, Seventh Annual Conference of the Association of College and University Housing Officers, (1955), p. 5.

quality of academic performance; this quality is the ultimate test of the reputation of a university.⁷

⁸Sifferd concluded that all residence halls activity must be evaluated upon the basis of its contribution to education.

The thirty-sixth yearbook of Guidance in Teacher Education contains the following statement:

Inadequate housing facilities are reflected in the type of academic work the students do, in the kind of recreational activities they seek in the community, and in the manner in which they adjust to the transition from home life to college life. Because much of the total education of the student is carried on in his daily associations with other students, housing becomes a very important factor in his life.⁹

The study committee which prepared this report concluded that as students make use of the personnel resources in housing, they find many opportunities for learning facts, skills, and attitudes which are valuable in their preparation for teaching. Understanding and appreciation of differences in feelings and attitudes of persons of different races, creeds, and needs may be learned through living together.¹⁰

⁷The Residence Hall for Students, A Handbook prepared for the National Association of Women Deans and Counselors, (1957), p. 6.

⁸Calvin S. Sifferd, Residence Hall Counseling, (Bloomington, Illinois: McKnight and McKnight, 1950), p. 184.

⁹Ralph E. Hargrove, Jessie E. Latham and Jack Shaw, Guidance in Teacher Education, Thirty-sixth Yearbook, (The Association for Student Teaching, Edwards Brothers, Inc., Ann Arbor, Michigan, 1957), p. 165.

¹⁰Ibid., p. 155.

11

Dr. Robert D. Swanson, President of Alma College, has emphasized the correlation of living standards and academic achievement. "I firmly believe that environment (and by this I mean residential living) is a co-ordinate to academic effort in the educational process."

College personnel administrators are also cognizant of the educational opportunities in residence halls.

12

Williamson believes that colleges and universities should inculcate in their students the expectation that they will come from classroom to residences to discuss informally the things they have heard in the classroom. He calls this "an organic integration of the residences into the academic program."

Harold Hand, an experienced teacher and personnel administrator, concluded that a student's adjustment to society, his scholarship, his attitudes, and his mental and physical health as a whole are largely determined by where and how he lives.

13

14

Another personnel administrator, Max Wise, believes that the residence hall on many campuses offers almost the

¹¹Robert D. Swanson, Proceedings, Ninth Annual Conference of the Association of College and University Housing Officers, (1957), p. 8.

¹²E. G. Williamson, "Student's Residences: Shelter or Education?", The Personnel and Guidance Journal, 36 (February 1958), p. 396.

13

Riker, Op. Cit., p. 61.

14

Max W. Wise, "Residence Halls and Higher Learning," The Personnel and Guidance Journal, 36 (February, 1958), p. 401.

only place where the departmentalization and specialization in higher education can be circumvented. Given proper leadership, residence halls could be the meeting ground for important members of the faculty and interested members of the student body. He says such a union could bring about what Whitehead calls "imaginative considerations of learning".

College business officers recognize that residence halls cannot be operated for shelter only. Dr. R. B. Stewart,¹⁵ Vice President and Treasurer of Purdue University, stated "Any business officer who is concerned with a financial policy that is financial only in the sense of commercial financial policy, of course, doesn't belong in an educational institution."

¹⁶
Riker listed eight specific purposes of residence halls.

1. The hall will help student residents to identify themselves as persons with living groups of significance to them.
2. The hall will foster the development or strengthening of important social values, including self-reliance, independent judgment, cooperative action, and cultural appreciation.

¹⁵R. B. Stewart, Proceedings, Fourth Annual Conference, Association of College and University Housing Officers, (1952), p. 6.

¹⁶Riker, op. cit., pp. 57-58.

3. The hall will seek to sharpen student perception of the continuity of learning on the college campus.
4. The hall will furnish informal training in the art of human relationships.
5. The hall will take a supportive role in assisting the student during the transition from his family environment to that of the broader civic community.
6. The hall will endeavor, as an aid to motivation and learning to maintain open lines of communication between students, between students and staff, and between students, staff, and the college community.
7. The hall will provide a physical environment which will contribute to physical and mental health and to the development of interest in a personal standard of living.
8. The hall will present an example of efficient administration.

It is interesting to note that research-oriented educators see significant educational implications in housing. Dr. Theodore P. Wright,¹⁷ Vice President in charge of research at Cornell University, stressed five major functions of residence halls.

17

Theodore P. Wright, Proceedings, Sixth Annual Conference, the Association of College and University Housing Officers, (1954), p. 2.

1. Counseling. (Dr. Wright considers counseling to be one of the most important functions a university can render.)
2. A base for student government.
3. Provide recreational facilities.
4. Provide dining services.
5. Provide study facilities.

18

Sifferd, who has had several years of experience in residence hall work, included the following objectives:

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

Important outcomes of guidance and personnel work in the residence hall program were outlined by Hargrove, Latham,
¹⁹
 and Shaw.

1. The transition from home to college living is facilitated.

¹⁸ Sifferd, op. cit., pp. 9-14.

¹⁹ Hargrove, et. al., op. cit., p. 166.

2. Good study habits and techniques of problem solving are encouraged.
3. Self-government and group processes are developed.
4. Social amenities become understood and practiced.

20

Williamson identified the following uses of housing:

1. Behavior control.
2. Sanitation.
3. Financial investment.
4. Recreation.
5. Cultivated living.

21

Thompson analyzed the relationship of housing to the student personnel program. The objectives which he listed are summarized as follows:

1. Provision of an academic environment conducive to scholastic success.
2. Opportunities for participation in democratic group government.
3. An environment which fosters sound health practices.
4. A social program which encourages participation on the part of each resident.

²⁰Williamson, op. cit., pp. 392-397.

²¹S. Earl Thompson, The Place of Housing in the Student Personnel Program for Institutions of Higher Learning. (Urbana, Illinois: University of Illinois, Doctoral Thesis, 1948), pp. 159-160.

5. A program in co-operation with other university agencies that promotes personal adjustment.

Clark, Hagie, and Landrus²² believe that within the residence hall a social environment conducive to good discipline must be purposefully established and maintained by adequate counseling facilities within the hall, a program of varied activities, and a democratic student government within each hall.

College students face many psychological problems. The transition from home to college is frequently difficult. The "rites of passage" which mark the passing from childhood to adulthood are not clearly defined in American culture. Young people are expected to behave as adults in some campus situations and as children in others. One result is that students become confused and some withdraw from school. Such a waste of human resource is indeed unfortunate. Writers have indicated that the residence hall can be of significant help in easing the strain of transition from home to college. According to Burgess and Locke,²³ some of the conditions which can ease the individual's transition

²²Selby G. Clark, Daryl G. Hagie, and Wilfred M. Landrus, "Discipline in College Residence Halls," The Personnel and Guidance Journal, 31 (December, 1952), p. 189.

²³Ernest W. Burgess and Harvey J. Locke, The Family, (New York: American Book Company, 1953), p. 294.

from child to adult status are residence in a community organized for this purpose, membership in an appropriate social group, and sensitive adult guidance and support.

²⁴Dr. Malcolm Willey, Vice President of academic administration at the University of Minnesota, believes that residence halls constitute the means of accomplishing easier transition from the primary group of the home to the community of adulthood. He pointed out that the importance lies in the opportunity housing presents for enjoying real, not artificial primary group contacts. The college housing unit, properly organized, is, according to Willey, a primary group, permitting all of the normal satisfactions that primary group participation affords.

The American Council on Education study concluded that the residential milieu during college years is, for an ever-increasing number of young people, the instrument of their induction into adult social life.²⁵ That the induction is not always made in socially-approved ways is emphasized by the ACE. "Too often has it (induction) merely been the extension of adolescent attitudes and forms, an extension

²⁴Malcolm Willey, "Student Housing in the Transition from Home to Community," Proceedings, Fifth Annual Conference of the Association of College and University Housing Officers, (1953), p. 7.

²⁵Strozier, et al., op. cit., p. 5.

which has led to a perpetuation of adolescent ways of thought."²⁶

Since the student spends at least one-third of his time in his college residence, the potential for learning in the residence hall is obvious. As Wrenn²⁷ has said:

All living offers opportunity for learning. Living in college residences is certainly no exception. The resident student has 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.

Organization and Administration of Residence Halls.

The most obvious deficiency in the material related to housing administration is the lack of scientific research. The literature indicates that considerable diversity exists among current administrative practices.

During the past decade college and university officials have had to adjust to rapidly expanding enrollments and physical plants. Administrators have had to blend personalities and traditions with housing goals that have often been uncertain and unrealistic. Authority is frequently divided and roles are vaguely defined.

A 1953 survey by Riker²⁸ of various aspects of student

²⁶ Loc. cit.

²⁷ Gilbert C. Wrenn, Student Personnel Work in College, (New York: The Ronald Press Co., 1951), p. 293.

²⁸ Riker, op. cit., pp. 177-179.

housing at 238 colleges and universities showed three major types of housing organization: divided, 186; single-line, 27; centralized, 17; and other, 8. Preferences were reported as follows: divided, 140; single-line, 23; centralized, 65; and other, 6. In the divided type of organization, responsibility is distributed among the business officer, the dean of men, and the dean of women. The business officer usually controls the finances, housekeeping and food services. The deans supervise room assignments, discipline, and activity programs. Riker pointed out that in this situation the business officer usually maintains the dominant position insofar as decision-making is concerned, and while satisfactory cooperation between these administrative officers and their representatives can and does occur, all too frequently there are varying degrees of conflict. In the single-line organization, complete responsibility for the halls of residence is assumed by either the business officer or the dean of students. The third type is the centralized organization, with a housing officer directly responsible for the operation of all functions of the halls. At the policy level, this officer is equally responsible to the chief student personnel officer and to the chief business administrator. Riker believes that the centralized type of

organization is likely to become increasingly popular, especially in those institutions which enroll more than one thousand students.

²⁹
The American Council study group on housing concluded that the ideal arrangement for administration of housing should be that of joint control by the dean of students and the officer in charge of business affairs. The success of this type of organization depends upon the ability of the director of housing to utilize and integrate the services of both of these officials.

³⁰
A recent study by Gray of 32 large universities revealed a variety of administrative arrangements. Among the 32 institutions, 10 showed dual responsibility of the housing officer to the business manager and the dean of students; 15 were directly responsible to the chief business officer; 4 directly and solely to the Dean of Students; 2 to the Dean of Men; and 1 to the Dean of Administration. Gray requested housing officials to list advantages and disadvantages of the administrative system under which they operated. Where control is under the chief business officer,

²⁹Strozier, et al., op. cit., p. 29.

³⁰Malcolm Gray, "Housing Administration," (An Address) privately mimeographed and presented January 16, 1958, at the Annual Conference of the Southern Association of Deans of Men and Personnel Administrators, Louisiana State University, Baton Rouge, pp. 1-7.

the following advantages were listed: since housing is largely financed through bond issues, it is best handled by finance people and should be under business management; since the business officer usually has supervision of maintenance, purchasing, plant planning and expansion, and since these phases of business activity are important to housing, they can be handled best by people trained in business who will fit housing into the over-all program. Housing officials who had dual administrative control of housing, with the business manager and dean of students jointly responsible for the housing program, were just as convinced that their organizational arrangement worked well for them. They reasoned that personnel problems were taken up with the dean and financial problems with the business officer. This system requires the housing officer to reconcile two different areas of interest, namely: the dean's point of view in dealing with student personnel, counseling, and enforcement of the various regulatory processes; with that of the business manager who is responsible for the costs involved in the personnel program. Generally, those who had administrative control by the chief personnel officer believed that the operation of housing was an over-all part of the academic program; that housing should be considered from the view point of education and social activities; that the dean of

students is best qualified to determine what the needs of students are and how they can best be filled.

The disadvantages of having the business officer in charge of housing were listed as follows: financial matters might be given priority and outweigh important factors relating to student morale, education, and social activities. The feeling was expressed that most business managers tend to see student personnel problems as secondary to business management. Disadvantages of dual responsibility to the business manager and the dean of students were expressed as follows: the housing officer is likely to be caught in the middle of a "spending versus student activity" controversy; lines of authority may not be clearly identified with the result that staff personnel become confused and frustrated; the work of the housing officer may be hampered and delayed by having to get approval of two or more heads.

In those situations where the dean of students was responsible for the entire housing program, the following disadvantages were presented by housing officers; business matters may be slighted in the programming of personnel services and result in inadequate financing; finance is a highly specialized field and personnel people are usually not trained in this area.

31

Stewart expressed the sentiment of several business managers when he concluded that whoever has financial responsibility for the residence halls should have final authority for the entire program.

Most educators who comment on collegiate housing agree that it is a very difficult field to administer. Wrenn³² stated that there is no more difficult task in the entire student personnel area. He believes that from a student personnel point of view, the administration of housing leaves much to be desired. Unless the financial, physical, social, and educational aspects are blended so that the educational is not dominated by business pressures, we have an example of structure before function.

33

The American Council on Education Study Committee concluded that housing is wrongly placed if it is completely under the direction of those who control the business aspects of the institution.

After a review of literature in the field and analysis of data obtained from questionnaires sent to students at Colorado A & M and faculty persons concerned with housing

³¹R. R. Stewart, "Supervision of Halls," College and University Business, 9 (August, 1950), pp. 6.

³²Wrenn, op. cit., p. 317.

³³Strozier, et al., op. cit., p. 27.

in the area west of the Mississippi River and east of the Pacific Ocean, Hotchkiss³⁴ drew the following conclusions: (1) in order to insure a smooth functioning administration of the residence hall program, all of the authority for the administration of the residence halls should be centralized in one person; (2) care should be taken to secure persons well qualified to supervise both personnel and financial aspects of the program; (3) this person should be responsible to the dean of students for the educational, social, and personal development of the student in the halls and responsible to the business manager for the financial aspects of the program; (4) within each residence hall there should be a resident director who is responsible to the person in charge of the whole housing program.

Riker³⁵ concurred with Hotchkiss in the centralized type of administration. He stated that since the educational, financial, and housekeeping functions, all converge on the student in the hall, they are of necessity closely inter-related. If the student behaves as a totality, any attempt to administer his living situation on the basis of separated parts is artificial and unrealistic.

³⁴Courtlyn Hotchkiss, The Development of A Men's Residence Hall Program at Colorado A and M College, (Colorado State College, Doctoral Thesis, 1954), 352 pp.

³⁵Riker, op. cit., p. 180.

The basic problem in housing administration is to effectively represent the interests of business and student personnel. The issue is not new. H. D. Smith, an architect, stated in 1940:

It should be emphasized that cooperation between administrators and architect in the building of dormitories is essential. Assuming that such cooperation has produced a well-planned, easily-operated, easy to look at, easy to live in dormitory, there remains one problem which lies outside the province of the architect, but which he knows must be solved in some satisfactory manner if the best ends are to be served by the continued construction of dormitories. This is the problem of cooperation in educational objectives and financial operation of the dormitory. And the question invariably arises, shall the director of dormitories be a business man or an academician? Happy is the institution which has somewhere in its personnel the rare individual who is both.³⁶

Most of the literature dealing with housing administration emphasized the conflict between persons interested in business and those representing student personnel. There seems to be general agreement that both areas must be coordinated at the policy-making level.

The Status and Roles of Head Residents.

A search of the literature failed to reveal much comprehensive objective research related to status and roles of head residents. Several articles have been written

³⁶

H. D. Smith, "Designing College Dormitories," American School and University, 12 (1940), p. 434.

which present opinions based on practice and experience. Most of these articles indicated that the status of head residents leaves something to be desired. Several professional organizations have gone on record favoring an upgrading of status for head residents. The National Association of Student Personnel Administrators proposed to do this by a job enlargement program, increased salaries, and by creating a "sense of stature."³⁷

The National Association of Women Deans and Counselors listed the following ways to increase the professional satisfactions of head residents: (1) offer a title with more prestige; (2) assign duties outside the hall such as teaching a class, assisting with the testing program and aiding in the counseling center or admissions office.³⁸ In these ways, according to the deans, the position is made more challenging and more rewarding to the professionally trained person. What there is about housing to cast the position of head resident in a lower professional echelon than that of admissions, testing, or teaching was not explained.

³⁷Report of Committee on Training Residence Hall Administrators, Proceedings, Thirty-ninth Annual Conference of the National Association of Student Personnel Administrators, (1957), p. 178.

³⁸"The Residence Hall for Students," op. cit., p. 28.

The American Council on Education study group on housing concluded that while the teacher or scholar is recognized as an authority in his field, housing personnel are not accorded the same degree of respect. One reason for the prevalence of this attitude, according to the ACE investigators, is that head residents are too often considered only as dispensers of etiquette and preservers of the peace. In the researchers' opinion the potentialities of group living will never be realized in the residence hall setting until housing officials are included in the circle of academic respectability and given pay and prestige commensurate with the difficulties and educational importance of their work. Top-level university administrators have not generally recognized either the onerousness or the importance of housing personnel assignments.³⁹

The ACE Study concluded that the life of the student group is culturally and intellectually improved, and the aid and participation of other members of the faculty is more easily obtained, where faculty members serve as heads of residences.⁴⁰

³⁹Strozier, et al., op. cit., pp. 34-40.

⁴⁰Strozier, et al., op. cit., p. 34.

41

Arthur S. Adams, President of the American Council, makes a plea for the housing officer to accept his role as an educator.

In planning for the increased enrollment in 1960-70 it is my earnest hope that the first step will be that the housing officer himself or herself will look upon himself or herself as an educational officer of the first rank. This is essential if you are going to play your role in the formulation of educational policy which will give adequate educational opportunities to young men and women.

42

Williamson has said that the leadership of the halls is the basic key to their use as an educational facility. He believes that we cannot expect the residences to perform much of an educational function until they are staffed by individuals committed personally to and skilled in the educational enterprise.

43

Lind made a plea for financial rewards more commensurate with the responsibilities of a head resident as well as a long-belated expression of gratitude from colleges and parents alike.

41

Adams, op. cit., p. 5.

42

Williamson, op. cit., pp. 396-397.

43

Melva Lind, "College Dormitory as an Emerging Force in the New Education," Association of American Colleges Bulletin, 32, (December, 1946), p. 532.

There is opposition on the part of some administrators and faculty members to extending faculty rank to head residents. Wrenn⁴⁴ believes this point of view is out of line with modern educational philosophy, which considers residence hall life as an important part of college education, and guidance as "the keystone of the arch of education."

Riker⁴⁵ pointedly stated, "From the point of view of logic, there seems to be no reasonable justification for expending upwards to a million dollars on a residence hall and, at the same time, neglecting to provide a staff capable of administering it." He identified four major obstacles connected with obtaining and retaining head residents.

1. Excessive work load.
2. Inadequate living quarters.
3. Inadequate training.
4. Reluctance to grant academic rank to head residents. The fact that head residents are infrequently accorded faculty status tends to widen the separation between housing and the other instructional departments. If housing personnel are assigned an inferior status on the campus, they may conclude that their work is educationally unimportant.⁴⁶

⁴⁴Wrenn, op. cit., p. 310.

⁴⁵Riker, op. cit., p. 183.

⁴⁶Ibid, p. 182.

Many parents, college professors and administrators have no real conception of the role of the head resident. They tend to pass along to their children or students the stereotype of the housemother image. Harvey,⁴⁷ a professionally trained head resident, tabulated reactions to her position as revealed by faculty members and parents. She was referred to as matron, housemother, chaperone, housekeeper, dormitory mother, and mistress. Most people were surprised to see a young person as head resident and frequently asked such questions as: "Isn't this type of work for older people?" or "Isn't this work just for widows?" She concluded hers was a misunderstood profession.

The literature revealed that the roles assigned to head residents are many and varied. Institutions which offer specific training programs for head residents report a major problem to be the inconsistency of responsibilities. Dorothy Stratton,⁴⁸ Dean of Women at Purdue University, found one of the chief difficulties in the Purdue head resident training program to be the lack of any consistent type of organization and of any standardization in the requirements of the position.

⁴⁷ Janice Harvey, "The Lament of the Young Head Resident," Journal of National Association of Deans of Women, 13 (January, 1950), pp. 85-87.

⁴⁸ Dorothy C. Stratton, "The Professional Training of Residence Hall Directors," Proceedings of the National Education Association, (1940), pp. 519-524.

Basically, the purposes for which residence halls are operated determine, to a large extent, the functions of head residents. Most writers identified three general areas of responsibility: those dealing with business and management, those concerned with recreational and social programs, and those broadly defined as educational.

The National Association of Women Deans and Counselors⁴⁹ emphasized the counseling role of the head resident.

This organization also studied the role as interpreted by students and listed the following functions:

1. Adviser, teacher, and resource person.
2. Historian, to aid in continuity and background from year to year.
3. Counselor and referral agent.
4. Coordinator to interpret and clarify university policies.
5. Liaison agent to maintain effective communication with faculty members in regard to the needs and welfare of each student under her supervision.⁵⁰

⁵¹Ohlsen also stressed the counseling role in the following nine specific functions:

⁴⁹"The Residence Hall for Students," op. cit., p. 13.

⁵⁰Ibid., p. 27.

⁵¹Merle M. Ohlsen, "Developments in Residence Hall Counseling," Educational and Psychological Measurement, 10, (Autumn, 1950), pp. 455-464.

1. Make himself available to students when they need to talk to a friend about personal problems.
2. Help students with activities they now have and help them organize new ones to meet individual needs.
3. Help students with a meaningful social program.
4. Provide facts about students which help others who also work with same students.
5. Become acquainted with students who need special help, and act as referral agent when necessary.
6. Help orient students to college life.
7. Provide exit interview for those students who plan to drop out of school.
8. Help students improve their equality of scholarship.
9. Help students with their educational-vocational planning.

Ohlsen summarized these roles in one general objective, "To help the student to better understand himself and his relations with people through his day-to-day contacts with interesting and friendly individuals who can work and plan with him."⁵²

⁵²Ibid., p. 455.

The Association for Student Teaching defined the role of the head resident in broad terms as follows: "The main responsibility in residence halls is aiding the student to develop into a mature and unselfish person, a good citizen, well adjusted to society, who has learned how to solve problems of group living."⁵³

Wrenn⁵⁴ sees the role as one of providing students with a setting for well-rounded living, an atmosphere conducive to study, and experiences that contribute to their social and emotional development.

The A.C.E. Study Committee on Housing concluded that supervision of the regulatory processes is the greatest problem the head resident faces. Both the A.C.E. and the N.A.W.D.C. look upon the disciplinary role as an educative process and not as punitive in nature.

Clark, Hagie, and Landrus⁵⁵ viewed the disciplinary role as one of providing a social environment conducive to good discipline. They believe the key to such an environment is a well-trained head resident who is able to play a multiple counselor-administrator-activity expert-educator role.

⁵³ Hargrove, et. al., op. cit., p. 172.

⁵⁴ Wrenn, op. cit., p. 309.

⁵⁵ Clark, et. al., op. cit., pp. 189-193.

After interviewing faculty members at Central Michigan College, Kilbourn⁵⁶ found that most professors at that institution believed that housing should provide food and shelter in an atmosphere which fostered the wholesome development of the individual. Instructors, in general, believed that this could best be done by head residents who "supplemented" the work of the classroom. They saw the role in a variety of forms: stimulator of intellectual pursuits, custodian of moral virtues, disciplinarian, administrator, counselor, referral agent, teacher of etiquette, and public relations emissary.

The writer⁵⁷ also questioned 200 junior and senior women students at Central Michigan College on their expectations of a head resident. Seventy-two per cent saw the primary role as that of friendly counselor-advisor. Most students in this group expected the head resident to exercise minor disciplinary authority, but they thought she should refer the serious cases to someone else. They expected her to "know" the residents and be able to call them by name. (All of the students interviewed lived in halls housing over 300 women.)

⁵⁶ Donald W. Kilbourn, "The Function of Housing in Higher Education," Personnel-O-Gram, 12 (October, 1957), pp. 8-11.

⁵⁷ Loc. cit.

Qualifications and Training of Head Residents.

In general, the literature revealed two major areas to be considered in the qualifications and training of head residents: personal characteristics and professional training. The American Council study concluded that it is an open question whether training of the staff member is as important as the personal characteristics. A head resident should possess personal morality and intellectual vigor. She must have genuine respect for students and be confident in her ability to gain respect from them. She must avoid authoritarianism and be sensitive to the nuances of collegiate life. The reporters of this study stated that the training should include a study of human development in both its biological and psychological aspects, with emphasis on adolescence, plus familiarity with the facts concerned with the interdependence of emotional and intellectual factors in learning.

As early as 1910 writers were recommending that head residents be college graduates. Southard⁵⁹ did not think it absolutely necessary, but believed the baccalaureate degree to be desirable. "The college degree," she said, "is an

⁵⁸ Strozier, et. al., op. cit., p. 37.

⁵⁹ Lydia Southard, "Qualifications and Training of the Head of a College Dormitory," The Journal of Home Economics, 2, (October, 1910), pp. 496-499.

introduction in academic circles, and in those places which are slow to receive domestic administration on its modern professional basis, the possession of a degree may hasten the coming of that unquestioned position in the community which the head of the dormitory has a right to expect."

⁶⁰
Southard listed the following qualifications for the successful head resident:

1. Must not be a cynic.
2. Should possess empathy.
3. Have experience in dormitory living.
4. Enthusiasts.
5. Training in domestic science.
6. College degree.

⁶¹
Lind stressed a threefold requirement for the successful head resident: appealing personal qualities, thorough academic attainments in the field of her specialty, and knowledge of the psychology of adjustment and the techniques of personnel work.

⁶²
Wrenn stated that persons having counseling responsibilities in residence halls should have a background in psychology, group-work, theory and practice, counseling techniques, and other professional subjects amounting at

⁶⁰ Loc. cit.

⁶¹ Lind, op. cit., pp. 533-534.

⁶² Wrenn, op. cit., p. 310.

least to a Master's degree. With this kind of training, Wrenn concluded, housing personnel should have equal status with faculty members who teach academic courses. He also recognized the importance of certain personality qualifications. Head Residents should understand, respect, and like young people; they should themselves have achieved a good adjustment to life; should be persons of integrity, possessing moral and religious values; should be able to see the humorous side of things and take the tension out of situations.

⁶³Stratton indicated that a Bachelor's degree should be the minimum standard for head residents, with certain professional training, depending upon academic preparation and function, added to this academic preparation.

⁶⁴Wilson specified a Master's degree in personnel for head residents.

- ⁶⁵Riker listed six qualifications for head residents.
1. Trained teachers.
 2. Strong professional background in knowledge areas concerned with human relations.
 3. Capacity for developing through practice those teaching methods effective in informal instruction.

⁶³Stratton, op. cit., pp. 519-524.

⁶⁴Margaret Wilson, "Dynamics of a Residence Hall Program," Occupations, 29, (November, 1950), pp. 116-122.

⁶⁵Riker, op. cit., pp. 182-183.

4. Administrative ability.
5. Personalities adapted to work in human relations.
6. A broad educational philosophy which will enable them to relate their work to that of the other college departments.

The fulfillment of the educational potentialities in residence halls depends, to a large extent, upon the skill of head residents. Orme⁶⁶ has said, "Being a good disciplinarian and nice woman who loves young people are no longer adequate qualifications for dormitory heads."

Literature Pertaining to Status and Roles in Related Occupations.

Allen⁶⁷ analyzed the roles of student supervisors in men's residence halls at Iowa State College. The study centered on the expectations of four groups--college administrators, former head residents, head residents, and student residents--concerning the roles to be played by student supervisors. The investigation, focused on the structure function of the hall's population, was based largely upon

⁶⁶ Rhode Orme, Counseling in Residence Halls, (New York: Bureau of Publications, Teachers College, Columbia University, 1950), pp. 143.

⁶⁷ James Allen, Role Expectations Which Characterize The Position of Head Resident in the Men's Residence Halls. (Iowa State College: Master's Thesis, 1954), 164 pp.

the application of needs and concepts of the generalized other to the men's halls situation. He studied the role in relation to friendship, discipline, counseling, administration, leadership, and example.

A similar study was completed by Moser⁶⁸ who analyzed the functions and responsibilities of the housefellow at the University of Wisconsin.

Raines⁶⁹ studied the role of the part-time student assistant in the Men's Residence Halls of the Big Ten Universities. He found considerable disparity in the attitudes of the personnel staff members toward the functioning role of the student assistant.

Crossen⁷⁰ discussed the role of the student assistant in women's residence halls.

Hopwood⁷¹ prepared a booklet in which the various problems that freshmen may bring to a student counselor are discussed. The relationship of the student assistant to the head resident was also outlined by Hopwood.

⁶⁸ Robert P. Moser, A Study Dealing with the Problems of Residence Halls, (Madison, Wisconsin: University of Wisconsin Master's Thesis, 1946), 53 pp.

⁶⁹ Raines, op. cit. 388 pp.

⁷⁰ Marion H. Crossen, "The Student Assistant in the Dormitory," Journal of the National Assoc. of Deans of Women, 10 (Oct., 1946), pp. 27-29.

⁷¹ Kathryn L. Hopwood, The Student Assistant in the Women's Residence Halls of the Ohio State University, (Columbus, Ohio: The Ohio State University Press, 1954), 56 pp.

Status and role of the head resident in men's residence halls was analyzed briefly in a doctoral thesis by Hotchkiss.⁷²

Some of the studies which have been done in industry in regard to status and role contradictions of foremen have implications for studying status and roles of head residents. Notable among these are the writings of Wray,⁷³ DeMan,⁷⁴ and Roethlisberger⁷⁵ who picture foremen as "marginal men," either in the middle between management and labor, or to one side on the margin of the primary relationship between management and labor.

In the professional field, Wardwell's⁷⁶ study of the chiropractor reveals some of the problems involved in belonging to a "marginal" profession.

⁷² Hotchkiss, op. cit., 352 pp.

⁷³ Donald E. Wray, "Marginal Men of Industry: The Foremen," American Journal of Sociology, 54 (January, 1949), pp. 298-301.

⁷⁴ Henri DeMan, Joy in Work, (London: George Allen & Unwin, Ltd., 1929), pp. 204-206.

⁷⁵ Fritz J. Roethlisberger, "The Foreman: Master and Victim of Double Talk," Harvard Business Review, 23 (Spring 1945), pp. 285-294.

⁷⁶ Wardwell, loc. cit.

A thorough and interesting study of status and role of the college professor is contained in Wilson's sociological work, The Academic Man.⁷⁷

Summary

A composite of the foregoing data reveals that the residence halls can and should make a significant contribution beyond food and shelter to the education of students. That the educational potential in housing is not being realized leaves little room for doubt. There seemed to be consensus among writers that the educational program should take precedence over the business aspects, but there was considerable disagreement as to who should be responsible for housing. In general, the writers agreed that the interests of both business and personnel had to be represented somewhere at the policy-making level but there seemed to be no clear-cut organizational pattern for the implementation of this dual representation.

Most of the literature related to status indicated that although college and university administrators espouse the importance of head residents, they are generally reluctant to grant them professional status and remuneration commensurate

⁷⁷L. Wilson, The Academic Man, (New York: Oxford Univ., Press, 1942), 248 pp.

with their responsibilities. Most authors concluded that residence halls will never be able to make their maximum contribution to education until head residents are accorded faculty status.

Writers dealing with role reveal that the functions of head residents are many and varied. Three general areas of responsibility emerged: those concerned with business and management, those related to recreational and social programs, and those broadly defined as educational.

The writings concerned with the qualifications and training of head residents generally agreed that the fulfillment of the educational potentialities in residence halls depends, to a large extent, upon the skill of head residents. Most writers concluded that a baccalaureate should be the academic minimum, although several personnel-oriented authors stated that the Master's degree should be required. Certain personal characteristics were also considered but they were not as clearly defined as the academic. Personal morality, respect for students, personal adjustment, and sense of humor were mentioned most frequently as being desirable.

CHAPTER III

PROCEDURES AND TECHNIQUES OF THE STUDY

Initial Activities.

The planning phase of this study was begun by discussing with experienced housing officials the desirability of obtaining data about existing management and counseling practices in women's residence halls. Several administrators belonging to the Association of College and University Housing Officers were contacted concerning the possibility of such a project. Each person with whom the proposed study was outlined indicated that the findings would provide valuable and much needed information for the field of housing research.

Following this initial activity, the writer carefully examined studies which related to the proposed undertaking. Books, periodicals, bulletins, unpublished theses, pamphlets, conference proceedings, and reference encyclopedia were searched for appropriate material. It was determined that a paucity of objective research existed in the housing field, especially on the status and role of the head resident. Considerable material was found concerning aims

and objectives of residence halls. It was discovered that writers have been expressing ideas on the educational missions of housing for some time. However, how these missions should be implemented and within what kind of personnel framework were infrequently mentioned.

Development of the Instrument.

Development of the instrument proved to be a long and laborious process. The organization and administration of women's residence halls is so lacking in uniformity that extreme care had to be taken to devise questions which would cover a variety of situations. Several types of questionnaires and check-lists were examined in order to discover the form which would best meet the desired criteria. The instrument had to reveal two types of data: (1) existing practices, and (2) opinions from housing administrators as to the desirability of such practices. A questionnaire check-list which had proved successful in obtaining similar information was found in an unpublished thesis, entitled The Role of the Part-Time Student Assistant in the Men's Residence Halls of the Big Ten Universities. The writer is grateful to the author of this dissertation, Dr. Max Reid Raines, for the many ideas obtained from his research project.

Seven members of the staff at Central Michigan College, two counselors, two professors from the department of sociology, one mathematics instructor, the dean of women, and the dean of students, suggested modifications in form.

The writer's graduate committee reviewed the questionnaire and made valuable suggestions for improving the clarity and conciseness of the instrument.

The research committee of the National Association of College and University Housing Officers reviewed the questionnaire. This committee consisted of the following persons:

Ruth N. Donnelly, University of California at Berkeley
Frank J. Dowd, Jr., University of Rochester
Robert M. Jones, University of Arkansas
Richard H. Neddersen, University of California at Berkeley
S. Earl Thompson, Michigan State University

Various members of the research committee cautioned the writer to design questions that would not force structured responses. It was pointed out that misinformation might be obtained unless opportunities for qualified answers were possible. It was further suggested that a modified checklist be used to facilitate recording and also to save time for the respondents. Additional questions were proposed by the committee in order to provide frequently requested information on the salary and training of head residents.

With these recommendations the research committee endorsed the study and granted approval to distribute the questionnaire to the members of the Housing Association.

The Pilot Study.

Questionnaires were sent to housing administrators of twelve colleges and universities. An effort was made to select schools for the pilot study which would offer variety in size, location, and operations. A personal letter was included asking each housing officer to indicate any problems he experienced in answering the questions. Responses were received from the following:

Brigham Young University
Eastern Michigan College
Ferris Institute
Mississippi State College
Montana State College
Northern Illinois University
Purdue University
Southern Illinois University
University of Arkansas
University of Rhode Island
Western Michigan University

Each administrator reported that he found the instructions and the questions to be reasonably clear. (Samples of typical letters from these housing officials may be found in Appendix A.) Several minor suggestions were made which were incorporated in the final instrument.

The completed questionnaire check-list was designed to reveal the following types of information:

- (1) factual data pertaining to the professional status of the head resident of women's residence halls;
- (2) the administrative role of the head resident;
- (3) the counseling role of the head resident;
- (4) the disciplinary role of the head resident;
- (5) the opinion of housing administrators concerning certain job conditions related to status of the head resident, and role preferences associated with administration, counseling, and discipline. (Appendix B includes a sample of the questionnaire.)

Selection of the Sample.

The following criteria were used to select the colleges and universities to be included in the survey: (1) membership in the Association of College and University Housing Officers, and (2) operation of at least one college or university-owned residence hall for women.

The Association of College and University Housing Officers included, at the time of the survey, 180 institutions in 48 states and the District of Columbia. One hundred fifty-two schools in this organization operated at least one residence hall for women. Institutions belonging to this Association were selected because:

- (1) they represented variety in size and type;

(2) they included an adequate diversity of geographical locations;

(3) administrators look to the Association of College and University Housing Officers for guidance and leadership in solving problems related to collegiate housing;

(4) the study was of interest to the Association and was endorsed by its research committee;

(5) an adequate response was likely because of the professional nature of the Association;

(6) the writer had served in a number of capacities for the Association, including the national presidency, and had some insight into some of the problems confronting housing officers.

Each selected college and university was forwarded a copy of the questionnaire for completion and return. The material was sent to the chief housing officer as indicated on the Association membership list prepared by the national secretary. A cover letter explaining in detail the procedures to be followed accompanied each survey form. (See Appendix A for a copy of this letter.) A self-addressed, stamped envelope was included. Eighty-seven completed forms were returned within five weeks. A follow-up letter and questionnaire were sent to each institution that had not responded. This contact brought in another 37 forms, making

a total of 124. Twenty-eight colleges and universities did not return the questionnaire. Final returns totaled 82 per cent. Two administrators replied that college policy prevented them from supplying such information unless requested by an educational organization, or governmental agency.

All data from the completed questionnaires were tabulated and analyzed. The material revealed some of the existing functions and roles pertaining to head residents of women's residence halls. The information further indicated some of the practices which impinged upon the status concept of head residents.

A summary of the results of the study, as well as recommendations concerning the professional status and roles of head residents based on the results of the information obtained from the survey, were made available to all participating institutions and to the research committee of the Association of College and University Housing Officers.

Tabulation.

Responses to each question were tabulated according to the following enrollment categories:

(1) colleges and universities with an enrollment of less than 2,000 students;

- (2) those between 2,000 and 5,000;
- (3) those between 5,000 and 10,000;
- (4) institutions with more than 10,000 students.

Total numbers and percentages, or averages where appropriate, were recorded for each category and for the combined groups. The write-in responses were carefully recorded and summarized.

Summary

The survey instrument used was of the questionnaire check-list type which revealed information about the status of head residents in women's residence halls and data relating to the roles of head residents as administrators, counselors, and disciplinarians. In addition, opinions concerning status and roles were obtained from housing administrators and these opinions were compared with existing practices.

All of the responses were analyzed in terms of two hypotheses: (1) the professional status of head residents is inferior to that of members of the academic faculty; and (2) college and university housing administrators are not in agreement in regard to the roles which head residents should play.

The sample was taken from the member institutions of the Association of College and University Housing Officers. The findings were tabulated in four categories, according to size of enrollment.

CHAPTER IV

THE PROFESSIONAL STATUS OF THE HEAD RESIDENT

One hypothesis of this study was that the professional status of head residents is inferior to that of the academic faculty. Data on six factors relating to status were collected and analyzed. These factors were: title, age, marital status, professional training, faculty rank, and salary.

Most academic positions maintain a fairly consistent set of titles. Within the teaching hierarchy for example, the terms instructor, assistant professor, associate professor, and professor are firmly established. Each level has certain requirements, rights, privileges, and remunerations. Most positions in the student personnel field have well-established titles. Such terms as Dean of Students, Dean or Counselor for Women, Dean of Men, Director of Admissions, Director of Placement, and Counselor are consistently used in their respective areas. Although title may not be as significant in determining professional status as other factors, this area was included because of the interest on the part of several members of the Housing

Association in determining the relative usage of the various titles.

Item (1). What title is assigned to such persons (head residents) on your campus? (Check one)

Head Resident	_____	Resident Director	_____
Housemother	_____	Other	_____
Resident Adviser	_____		

Table V reveals the wide range of titles used by colleges and universities to identify those persons who reside in women's residence halls and who are responsible for the general welfare of the students who live in such halls.

The data revealed some interesting information. (1) No title is used by more than one-third of the respondents. (2) The term, counselor, while not used at all among the small institutions, was indicated by one-third of the largest universities. (3) The title, housemother, considered archaic by several housing administrators, is still being used by 37 per cent of the smaller colleges.

Item (2). What title would you prefer for such persons? (Check one)

Head Resident	_____	Resident Director	_____
Housemother	_____	Other	_____
Resident Adviser	_____		

As indicated in Table VI, 41 administrators (33 per cent) preferred a title different from the one currently

TABLE V

TITLES OF HEAD RESIDENTS AS USED BY 124 COLLEGES AND UNIVERSITIES

Titles	Enrollment of Institutions									
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		More than 10,000		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Head Resident	7	26	10	29	11	31	12	43	40	32
Resident Director	4	15	10	29	9	26	3	11	26	21
Counselor			3	9	6	17	9	32	18	15
Housemother	10	37	5	15	2	6			17	14
Hostess	1	4	2	6	4	11	1	4	8	6
Resident Adviser	1	4	2	6			2	7	5	4
House Director	1	4			2	6			3	2
Assistant Dean			1	3					1	1
Dean of Residence	1	4							1	1
Dormitory Director	1	4							1	1
Housefellow	1	4							1	1
Manager							1	4	1	1
Proctor					1	3			1	1
Supervisor of Residence			1	3					1	1
TOTAL RESPONDENTS	27		34		35		28		124	

TABLE VI

PREFERRED TITLES FOR HEAD RESIDENTS AS INDICATED
BY 124 ADMINISTRATORS

Titles	<u>Enrollment of Institutions</u>									
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		More than 10,000		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Head Resident	9	33	12	35	17	49	12	43	50	40
Resident Director	7	26	9	26	11	31	4	14	31	25
Resident Adviser	3	11	10	29	1	3	2	7	16	13
Counselor	1	4	1	3	4	11	8	29	14	11
Housemother	4	15	1	3	1	3			6	5
Others	3	11	1	3	1	3	2	7	7	6
TOTAL RESPONDENTS	27		34		35		28		124	

being used on their campuses; or conversely, 67 per cent were satisfied with the existing title.

The findings indicate a lack of agreement among housing administrators as to what title should be assigned to persons who live in the halls of residence for women and are responsible for the welfare of the residents.

Item (3). List the number of head residents presently employed according to marital status.

Number who are single	_____	Number who are widows	_____
Number who are married	_____	Number who are separated	_____
		or divorced	_____

Widows comprised 61 per cent of the 788 head residents reported in this study. (Table VII)

Item (4). List the number of head residents presently employed according to age.

Number between 21 and 30 inclusive	_____
Number between 31 and 40 inclusive	_____
Number between 41 and 50 inclusive	_____
Number between 51 and 60 inclusive	_____
Number who are 61 or over	_____

With less than one in four head residents under forty years of age, and 65 per cent past fifty, it is obvious that young women are not attracted to the position. (Table VIII)

Responses to item number five would seem to rule out the theory that administrators prefer older women for head residents. Since 72 per cent of the respondents indicated a preference for head residents under fifty, causes other

TABLE VII

MARITAL STATUS OF HEAD RESIDENTS
INCLUDED IN THE STUDY

Marital Status	<u>Enrollment of Institutions</u>									
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		More than 10,000		Total	
	No.	%	No.	%	No.	%	No.	%		
Single	42	24	44	31	47	19	62	29	195	25
Married	24	14	11	8	29	11	6	3	70	9
Widow	100	57	80	56	166	66	133	62	479	61
Separated or divorced	11	5	7	5	11	4	15	7	44	5
TOTAL	177		142		253		216		788	

TABLE VIII

AGE OF HEAD RESIDENTS INCLUDED IN THE STUDY

Age	Enrollment of Institutions									
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		More than 10,000		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
21 - 30	16	11	20	14	37	15	31	14	104	14
31 - 40	19	13	9	7	14	6	15	7	57	8
41 - 50	21	14	23	16	28	12	29	13	101	14
51 - 60	43	29	55	39	90	38	118	55	306	41
61 and over	48	33	33	24	71	30	23	11	175	24
Total	147		140		240		216		743	
Age unknown or not reported	30		2		13		0		45	
TOTAL	177		142		253		216		788	

employment policy must account for the preponderance of elderly women. (See summary at end of this chapter.)

Item (5). Assuming equal qualifications, please indicate your preference relative to marital status and age for head residents.

With 60 per cent of the respondents dividing their preference among the three specific choices relative to marital status and 40 per cent stating that marital status is not an important factor, one may conclude that there is not much agreement among housing administrators on this characteristic.

In regard to age, there was a significant difference between the existing situation and that which housing administrators preferred. Sixty-five per cent of the reported head residents were past fifty. Seventy-two per cent of the administrators indicated that they preferred head residents to be less than fifty-one years of age. (See Tables IX and X)

Item (6). What is the policy at your institution relative to minimum educational preparation for persons whom you might employ as head residents:

High school graduate	_____	Master's plus 1 year	
Two years of college	_____	of graduate study	_____
College graduate	_____	Doctorate	_____
Master's degree	_____	Education not a factor	_____

TABLE IX

PREFERRED MARITAL STATUS OF HEAD RESIDENTS AS
EXPRESSED BY 123 ADMINISTRATORS

Marital Status	Enrollment of Institutions									
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		More than 10,000		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%
Single	2	8	11	32	7	20	10	36	30	24
Married	4	15	3	9	5	15	1	4	13	11
Widow	11	42	6	18	8	23	6	21	31	25
Separated or divorced									0	0
Marital status not a factor	9	35	14	41	15	43	11	39	49	40
TOTAL RESPONDENTS	26		34		35		28		123	

TABLE X

AGE PREFERENCES FOR HEAD RESIDENTS AS EXPRESSED
BY 123 ADMINISTRATORS

Age range	Enrollment of Institutions							
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		More than 10,000	
	No.	%	No.	%	No.	%	No.	%
21 - 30	2	8	2	6	4	11	2	7
31 - 40	4	15	8	24	9	26	9	32
41 - 50	11	42	16	47	11	31	11	39
51 - 60	4	15	2	6	8	23	2	7
61 and over							1	4
Age not a factor	5	19	6	18	3	9	3	11
TOTAL RESPONDENTS	26		34		35		28	
								123

One out of every five colleges and universities surveyed set the Master's degree or higher as the minimum educational requirement for new head residents. Forty-one institutions (33 per cent) would require a Baccalaureate degree. Thus, sixty-five respondents (53 per cent) demanded a four-year degree or higher. Forty-three schools (35 per cent) would employ head residents without any college training. Table XI contains a detailed breakdown of educational requirements by size of institution.

Table XII shows that the large schools set the highest academic standard for head residents. Sixty-four per cent of the universities exceeding 10,000 students demanded at least a four-year degree, whereas only 40 per cent of the colleges with an enrollment of less than 2,000 had such a requirement.

Item (7). Irrespective of your present policy what do you believe should be the minimum educational preparation for head residents? (Check one)

High school graduate	_____	Master's plus 1 year of	
Two years of college	_____	graduate study	_____
College graduate	_____	Doctorate	_____
Master's degree	_____	Education not a factor	_____

Tables XIII and XIV reveal that most housing administrators (82 per cent) preferred at least a four-year degree for head residents, whereas only 53 per cent of the institutions sur-

TABLE XI

MINIMUM EDUCATIONAL REQUIREMENT FOR HEAD RESIDENTS

Minimum Education	Enrollment of Institutions									
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		More than 10,000		Total	
	No.	%	No.	%	No.	%	No.	%		
High school graduate	4	15	5	15	5	14	5	18	19	15
Two years of college	3	11	4	12	5	14	3	11	15	12
College graduate	8	30	8	24	16	46	10	36	42	33
Master's degree	2	7	8	24	4	11	8	29	22	18
Doctorate									0	0
Education not a factor	9	33	8	24	5	14	2	7	24	11
TOTAL RESPONDENTS	27		34		35		28		124	

TABLE XII

MINIMUM DEGREE REQUIREMENTS FOR HEAD RESIDENTS

Degree Requirement	Enrollment of Institutions									
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		More than 10,000		Total	
	No.	%	No.	%	No.	%	No.	%	No.	
Accept less than college graduate	16	60	17	50	15	43	10	36	58	47
Demand at least a four- year degree	11	40	17	50	20	57	18	64	66	53
TOTAL RESPONDENTS	27		34		35		28		124	

TABLE XIII

PREFERRED EDUCATIONAL MINIMUM FOR HEAD RESIDENTS

Preferred Minimum	Enrollment of Institutions							
	Less than		2,000 to		5,000 to		More than	
	No.	%	No.	%	No.	%	No.	%
High school graduate								
Two years of college	6	22	4	12	6	17	1	4
College graduate	13	48	18	53	21	60	16	57
Master's degree	7	26	10	30	7	20	10	36
Master's plus one year								
Doctorate								
Education not a factor	1	4	2	6	1	3	1	4
TOTAL RESPONDENTS	27		34		35		28	
							124	

TABLE XIV

A COMPARISON OF EXISTING AND PREFERRED PRACTICE RELATIVE TO
EDUCATIONAL MINIMUM FOR HEAD RESIDENTS

Minimum Education	Less than 2,000		2,000 to 5,000		5,000 to 10,000		More than 10,000		Total	
	Exist. Prac.	Pref. Prac.	Exist. Prac.	Pref. Prac.	Exist. Prac.	Pref. Prac.	Exist. Prac.	Pref. Prac.	Exist. Prac.	Pref. Prac.
Accept less than four- year degree	60	26	50	18	43	20	36	7	47	18
Demand at least four- year degree	40	74	50	82	57	80	64	93	53	82

veyed required at least a Baccalaureate degree as the minimum educational standard.

Item (8). Do your head residents have faculty status? That is, are they considered members of the faculty?

Yes ____ No ____.

Item (9). Do you believe head residents should have faculty status? Yes ____ No ____ Undecided ____.

Responses to items eight and nine revealed considerable disparity between the existing situation and preferred practice as expressed by 123 administrators.

It is interesting to note that 42 per cent of the deans of women who answered these questions thought head residents should not have faculty status. The only reason expressed for this opinion was loss of control. Head residents with faculty status might be asked to teach or perform other functions not directly related to housing. In the thirty-three institutions, where head residents had faculty status, not one administrator thought this policy should be changed.

No other question elicited so many write-in comments. Several respondents detailed their reasons for believing that head residents should have faculty status. Those most frequently listed were:

1. Makes for better cooperation with other members of the faculty.

2. Shows head residents that their work is considered important.
3. Makes it easier to employ qualified head residents.

Several administrators recognized a difficult dilemma. Before faculty status can be given, head residents must have advanced degrees; but before such persons can be attracted to the collegiate housing field, greater pay and status must be offered. (Additional data on responses to items 8 and 9 are contained in Tables XV and XVI.)

Item (10). List the number of Head Residents who have specialized college training (a major or minor) in the following areas:

Business Administration	___	Psychology	___
Counseling and Guidance	___	Sociology	___
Educational Administration	___	Others	_____
Institutional Management	___		_____

Forty per cent of the 788 head residents reported in this study had some form of specialized college training. Although counseling and guidance was by far the most prevalent area of academic preparation for head residents, it represented only 17 per cent of the total number of head residents reported. The general lack of professional training, as revealed by the responses to this item, tends to support the hypothesis that the professional status of head residents is inferior to that of the academic faculty.

TABLE XV

NUMBER OF COLLEGES AND UNIVERSITIES WHO GRANT
FACULTY STATUS TO HEAD RESIDENTS

	<u>Enrollment of Institutions</u>							
	Less than		2,000 to		5,000 to		More than	
	No.	%	No.	%	No.	%	No.	%
Grant faculty status	5	19	12	35	11	32	5	18
Do not grant faculty status	22	81	22	65	23	68	23	82
TOTAL RESPONDENTS	27		34		34		28	
							33	27
							90	73
							123	

TABLE XVI

OPINIONS OF 123 ADMINISTRATORS RELATIVE TO THE GRANTING OF
FACULTY STATUS TO HEAD RESIDENTS

	<u>Enrollment of Institutions</u>							
	Less than		2,000 to		5,000 to		More than	
	No.	%	No.	%	No.	%	No.	Total
Should have faculty status	18	67	21	64	25	71	16	80
Should not have faculty status	7	26	6	18	9	26	9	31
Undecided	2	8	6	18	1	3	3	12
TOTAL RESPONDENTS	27		33		35		28	123

TABLE XVII-A

AREAS IN WHICH HEAD RESIDENTS HAVE SPECIALIZED COLLEGE TRAINING

Educational Areas	Enrollment of Institutions				Total
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	More than 10,000	
	Number	Number	Number	Number	Number
Counseling and Guidance	15	34	39	43	131
Education	7	2	10	9	28
Educational Administration	4	1	12	8	25
Sociology	9	3	4	4	20
Psychology	4	3	5	5	17
Home Economics		1	13	2	16
Business Administration	4	3	3	4	14
Institutional Management	1	2	1	2	6
Others	13	17	13	13	56
TOTAL RESPONDENTS	57	66	100	90	313

Item (11). Assuming other factors to be equal, if you were employing a Head Resident and could select from among applicants who had specialized training, from which areas would you be most likely to choose? (Check one)

Business Administration	_____	Psychology	_____
Counseling and Guidance	_____	Sociology	_____
Educational Administration	_____	Others	_____
Institutional Management	_____		_____

Housing administrators are obviously in agreement as to the type of academic training they would like their head residents to possess. This is an important agreement because it provides a base for training programs. The data reveal a considerable divergence between the technical training preferred and that which is currently possessed by head residents. Such disparity is not likely to be found in the various academic departments of colleges and universities.

Item (12). What is the average monthly salary (10 months basis) of your head residents?

- A. Cash \$_____.
- B. In addition to the cash salary, are head residents provided rent free living quarters? Yes _____ No _____.
- C. In addition to the cash salary, how many meals per week are provided head residents? _____
- D. Please list other perquisites accorded head residents which generally are not part of the salary arrangements for the teaching staff _____.

TABLE XVII-B

PREFERRED AREAS OF ACADEMIC SPECIALIZATION FOR HEAD RESIDENTS

Academic Areas	<u>Enrollment of Institutions</u>				
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	More than 10,000	Total
	<u>Number</u>	<u>Number</u>	<u>Number</u>	<u>Number</u>	<u>No.</u> <u>%</u>
Counseling and Guidance	25	23	29	20	97 84
Educational Administration		3	2	1	6 5
Sociology	1	2		1	4 3
Institutional Management		1	1	1	3 3
Psychology		1	1		2 2
Business Administration				1	1 1
Others		1	1	1	3 3
TOTAL RESPONDENTS	26	31	34	25	118

The data in Table XVIII include monthly cash salary only. In addition, head residents receive rent-free living quarters plus twenty or twenty-one meals per week. In the few cases where board, or board and room were not provided by the institution, the cash salary was reduced according to the "Michigan" schedule. For tax purposes and salary schedules, the value of living quarters for a head resident in Michigan state-supported institutions of higher learning has been established at fifty dollars per month, and board at the rate of thirty dollars per month. It is assumed that a person could rent comparable facilities and feed himself for eighty dollars per month. This figure appears to the writer to be unrealistically low. Utilities are also paid by the college or university and the amount allotted to food and lodging (eighty dollars per month in Michigan) is tax deductible. Only four colleges listed additional perquisites for head residents. If food, living quarters, utilities, and the tax deductibility feature are worth \$125 per month, the total median salary reported in this study is \$355 per month or \$3,550 for three terms or two semesters.

Item (13). Taking into account the various remunerative factors such as cash, meals and housing, compare the average monthly salary (10 months basis) of a head resident with five

TABLE XVIII

MONTHLY CASH SALARIES OF HEAD RESIDENTS (10 MONTHS BASIS)

Monthly Salary Range	Enrollment of Institutions							
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		10,000 plus	
	No.	%	No.	%	No.	%	No.	%
\$ 75 - 124	5	24	2	7	1	3	1	4
125 - 174	7	33	7	23	5	15	1	4
175 - 224	3	14	6	20	9	26	5	19
225 - 274	3	14	4	13	6	18	4	15
275 - 324	1	5	3	10	3	9	4	15
325 - 374	1	5	3	10	7	21	5	19
375 - 424	1	5	1	3	3	9	4	15
425 - 474	1	5	1	3	2	7	2	8
475 - 524								
525 - 574								
TOTAL RESPONDENTS	21		30		34		26	111
MEDIAN	\$165.00		\$232.50		\$232.50		\$290.00	\$230.00
RANGE	\$75-450		\$100-580		\$100-400		\$100-440	\$75-580

years of service with that of an assistant professor who has been teaching for five years. (Check one)

- A. Head resident paid at least \$150 more per month than assistant professor _____
- B. Head resident paid \$100 to \$150 more per month than assistant professor _____
- C. Head resident paid \$50 to \$100 more per month than assistant professor _____
- D. Little or no difference in monthly salary _____
- E. Head resident paid \$50 to \$100 less per month than assistant professor _____
- F. Head resident paid \$100 to \$150 less per month than assistant professor _____
- G. Head resident paid at least \$150 per month less than assistant professor _____

With only 5 per cent of the head residents included in this study receiving higher salaries than assistant professors, and 56 per cent making at least \$150 per month less, it should be obvious that the salary disparity at this level is considerable. It is unfortunate that the questionnaire did not provide for greater salary ranges at the low end of the scale. Additional categories would have provided greater discrimination for the 56 per cent reported in the lowest salary grouping.

The data reveal that after all perquisites were considered, the median salary of the 788 head residents included in this study was approximately \$1,000 per year less than that of an instructor and \$2,000 less than the salary of an assistant professor.

The information in Tables XVIII and XIX becomes more meaningful when compared with the data in Tables XX and XXI.

TABLE XIX

COMPARATIVE SALARIES OF HEAD RESIDENTS AND
ASSISTANT PROFESSORS IN 107 INSTITUTIONS

Comparative Salaries (categories above)	Enrollment of Institutions							
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		10,000 plus	
	No.	%	No.	%	No.	%	No.	%
A			1	3			1	1
B			1	3			1	2
C							1	2
D	1	5					2	14
E	1	5	7	23	4	13	4	8
F	1	5			3	9	3	7
G	6	27	7	23	4	13	12	20
	13	59	14	47	21	66	12	60
TOTAL RESPONDENTS	22		30		32		23	107

TABLE XX

MEDIAN SALARIES PAID TO FULL-TIME INSTRUCTIONAL
PERSONNEL IN 772 DEGREE-GRANTING INSTITUTIONS
FOR TWO SEMESTERS OR THREE TERMS, 1957-58¹

Rank	Median Salaries
Instructor	\$4,562
Assistant Professor	5,595
Associate Professor	6,563
Professor	8,072

TABLE XXI

MEDIAN SALARIES PAID TO ADMINISTRATIVE OFFICERS IN
723 DEGREE-GRANTING INSTITUTIONS, 1957-58²

Position	Median Salaries
Dean of Women	\$6,006
Registrar	6,032
Director of Public Relations	6,420
Director of Placement	6,494
Director of Audio-Visual Services	6,900
Director of Extension	8,083

¹"Salaries paid and Salary Practices in Universities, Colleges and Junior Colleges, 1957-58," Higher Education Series Research Report, NEA, (May, 1958), pp. 12-18.

²Ibid., pp. 30-31.

Summary

The data support the hypothesis that the professional status of head residents is inferior to that of members of the academic faculty. This conclusion is based on the findings of five areas related to status:

1. The amount of professional training demanded of head residents proved to be considerably less than that required of members of the academic faculty. Twenty per cent of the institutions surveyed required a Master's degree as the minimum educational preparation. No college or university demanded the doctorate. Thirty-five per cent would employ new head residents with no college preparation and 12 per cent set two years of academic work beyond high school as the minimum. Only 40 per cent of the 788 head residents included in this study were reported as having completed an undergraduate major or minor.

2. Seventy-three per cent of the institutions surveyed did not grant faculty status to head residents.

3. The salaries paid to head residents was less than that paid to members of the teaching faculty. With all perquisites converted to cash salary, the median income for

assistant professors was approximately \$2,000 per year more than the median income for head residents.

4. Nearly two-thirds of the head residents reported in this study were elderly widows. Sixty-five per cent were past fifty years of age. Only 20 per cent were less than forty. A recent survey of 1393 women faculty members in the state of Michigan revealed an average age of 44.1 years.³ This age differential, together with the fact that only 17 per cent of the administrators indicated a preference for head residents past fifty, shows that the position is not an attractive one to young women.

5. The literature revealed that one of the causes of the low holding power among professionally trained head residents is the relatively low status accorded the position.

³"Faculties of the Michigan Institutions of Higher Education," Staff Study No. 10, The Survey of Higher Education in Michigan, (June, 1958), p. 23.

CHAPTER V

THE ADMINISTRATIVE ROLE OF THE HEAD RESIDENT

For this study, Znaniecki's¹ definition of the concept role, with reference to specialized activities, was used. Within this frame of reference the individual has certain functions and responsibilities to fulfill in connection with his role.

In an effort to select administrative areas for study which would be of most value to housing personnel, the writer carefully reviewed the proceedings of conferences of the Association of College and University Housing Officers. Those role functions discussed most frequently in the conferences were included. Questions pertaining to room assignments, room maintenance, food service, special privileges, educational and social programs, theft, equipment maintenance, financial obligations, and the dissemination of information were developed to study the administrative role of the head resident.

¹Lionel J. Neiman and James W. Hughes, "The Problem of the Concept Role--A Re-survey of the Literature," Social Forces, 30, (December 1951), pp. 146-147.

In order to better relate the data to the hypothesis that housing administrators are not in agreement as to what roles head residents should play, it was important to study both the existing functions and the preferred functions. Thus, administrators were asked to respond to each item in two ways: first, in regard to the existing situation, and second, in regard to their preference in the matter.

The hypothesis was supported on an item when less than two-thirds of the respondents were in agreement on the preferred function. Or conversely, the hypothesis was rejected when two-thirds or more of the respondents agreed on the preferred function.

The data revealed information relative to current functioning roles of head residents. An analysis of these practices should be valuable to administrative personnel who are responsible for developing policies related to the operation of women's residence halls

Detailed instructions for answering the items in the questionnaire may be found in Appendix A.

KEY TO RESPONSES: Existing

1. Is an existing function.
2. Is not an existing function.
3. Undecided.

Preferred

- A. Should be a function.
- B. Should not be a function.
- C. Undecided

Item (14). Responsible for room assignments within the hall.

<u>Existing</u>	<u>1</u>	<u>2</u>	<u>3</u>
Preferred	A	B	C

Sixty-eight per cent of the 120 administrators agreed that head residents should be responsible for room assignments within their respective halls. (See Table XXII.) Only in those institutions having an enrollment of less than 2,000 students was this point of view not expressed by at least a two-to-one majority. In several small colleges, room assignments are made by the dean of women.

Item (15). Responsible for seeing that student rooms are adequately maintained either by the residents, or by the custodial staff, or both.

Three out of every four college administrators surveyed stated that this was a legitimate function of the head resident. (See Table XXIII.) Only in the largest institutions was there lack of agreement. Some respondents expressed the point of view that head residents could not "inspect" rooms and develop effective rapport with students. If this hypothesis is accurate, there are several head residents whose "rapport" leaves something to be desired. This question needs further study before any conclusions in this regard can be drawn.

TABLE XXII
RESPONSIBILITY OF HEAD RESIDENTS FOR ROOM ASSIGNMENTS WITHIN THE HALL

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		10,000 plus	
	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	10	38	24	73	17	52	19	68
2. Is an existing function but should not be			3	9				
3. Is an existing function but undecided as to whether it should be			1	3				
4. Is not an existing function and should not be	13	50	6	18	6	18	6	21
5. Is not an existing function but should be	3	12	2	6	5	15	2	7
6. Is not an existing function but undecided as to whether it should be			1	3	1	3	1	4
TOTAL RESPONDENTS	26		33		33		28	
Per cent who believe this should be a function (Item 1 plus item 5)		50		78		67		75
							120	

TABLE XXIII

HEAD RESIDENT'S RESPONSIBILITY FOR ROOM MAINTENANCE

Existing and Preferred Functions	Enrollment of Institutions									
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total					
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	20	77	29	88	28	80	13	48	90	74
2. Is an existing function but should not be					2	6			2	2
3. Is an existing function but undecided as to whether it should be	2	8							2	2
4. Is not an existing function and should not be	2	8	3	9	4	11	11	41	20	17
5. Is not an existing function but should be	2	8	1	3			2	7	5	4
6. Is not an existing function but undecided as to whether it should be					1	3	1	4	2	2
TOTAL RESPONDENTS	26		33		35		27		121	
Per cent who believe this should be a function (Item 1 plus item 5)	85		91		80		55		78	

Item (16). Responsible for food services within the hall.

The findings revealed a high degree of consensus (94 per cent as shown in Table XXIV) that food service should not be a function of the head resident. Institutional food service has become a highly specialized function and head residents are not expected to be experts in this field.

Item (17). Responsible for ruling upon requests from residents who wish to be absent from the residence hall beyond prescribed closing hours.

Seventy-one per cent (Table XXV) of those who answered this item indicated that the head resident should be responsible for making such decisions. What such authority does to the self-concept of the head resident, or to her role as counselor and friend to the students, deserves careful study.

Item (18). Responsible for the social, educational, and recreational activities of the hall.

The literature on housing reveals that if the residence hall is to serve as an effective corollary to the classroom, the educational, social, and recreational program within the hall must be carefully developed and skillfully administered.

HEAD RESIDENT'S RESPONSIBILITY FOR FOOD SERVICES WITHIN THE HALL

Existing and Preferred Functions	Enrollment of Institutions												
	Less than 2,000	No.	%	2,000 to 5,000	No.	%	5,000 to 10,000	No.	%	10,000 plus	No.	%	Total
1. Is an existing function and should be							1	3		1	4		2
2. Is an existing function but should not be				1	3								1
3. Is an existing function but undecided as to whether it should be													0
4. Is not an existing function and should not be	26	96		29	93		31	89		25	93		111
5. Is not an existing function but should be	1	4					2	6					3
6. Is not an existing function but undecided as to whether it should be				1	3		1	3		1	4		3
TOTAL RESPONDENTS	27			31			35			27			120
Per cent who believes this should not be a function (Item 2 plus item 4)		96			96			89			93		94
													100

TABLE XXV

RESPONSIBILITY OF HEAD RESIDENTS FOR RULING UPON REQUESTS FROM STUDENTS WHO
WISH TO BE ABSENT FROM THE HALL BEYOND PRESCRIBED CLOSING HOURS

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	16	59	23	70	24	67	17	63
2. Is an existing function but should not be	1	4					2	7
3. Is an existing function but undecided as to whether it should be					1	3	1	4
4. Is not an existing func- tion and should not be	7	26	3	9	8	22	6	22
5. Is not an existing func- tion but should be	2	7	2	6	3	8		
6. Is not an existing func- tion but undecided as to whether it should be	1	4	5	15			1	4
TOTAL RESPONDENTS	27		33		36		27	
Per cent who believe this should be a function (Item 1 plus item 5)		66		76		75		63
							123	
								71

Administrators were in almost complete agreement (92 per cent) that such activities should be administered by the head resident. (See Table XXVI) These findings have implications for the personal and professional qualifications of head residents.

Item (19). Responsible for investigating cases of reported lost or stolen property belonging to the residents.

The respondents generally agreed that investigating cases of reported lost or stolen property was a legitimate function of head residents. Most writers, reporting on the role of the head resident, have indicated that one criterion for the development and maintenance of an effective educational and social program within the hall is the avoidance of the "policeman" label on the part of the person in charge. Undoubtedly the "sleuthing" role and the educational role can be made compatible by some persons. There seems to be little doubt but that administrators want the head resident to play both roles. The findings raise some interesting questions which should be studied in greater depth.

Item (20). Responsible for seeing that property belonging to the residence hall is not abused or damaged beyond normal usage.

Most administrators believe that head residents should be responsible for student conduct in regard to the way

RESPONSIBILITY OF HEAD RESIDENTS FOR THE SOCIAL, EDUCATIONAL, AND RECREATIONAL ACTIVITIES OF THE HALL

[illegible]

TABLE XXVII

RESPONSIBILITY OF HEAD RESIDENTS FOR INVESTIGATING CASES OF REPORTED LOST
OR STOLEN PROPERTY BELONGING TO STUDENTS

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	20	74	28	85	29	83	18	69
2. Is an existing function but should not be	1	4					1	4
3. Is an existing function but undecided as to whether it should be	1	4	2	6	1	3	1	4
4. Is not an existing func- tion and should not be	3	11	2	6	4	11	6	23
5. Is not an existing func- tion but should be	2	8	1	3	1	3		
6. Is not an existing func- tion but undecided as to whether it should be								
TOTAL RESPONDENTS	27		33		35		26	
Per cent who believe this should be a function (Item 1 plus item 5)		82		88		86		69
								82

students use residence hall property (Table XXVIII). As in many situations, the important problems to housing administrators seem to be in the techniques of administration rather than in the policies. The techniques, however, are directly related to policies. Several respondents revealed that their head residents lacked the training to supervise college students effectively and, at the same time, serve as friend and counselor. In many instances where a choice between a counseling role and an administrative role had to be made, the policy dictated priority to the administrative.

Item (21). Responsible for seeing that residents meet their board and room payment obligations.

Three-fourths of the respondents (Table XXIX) indicated that head residents should not be responsible for seeing that students meet their board and room payment obligations. In general, this function seems to be handled at a higher administrative echelon.

Item (22). Responsible for explaining house policies, college regulations and traditions to residents.

Table XXX reveals that administrators generally agreed (94 per cent) that responsibility for explaining house policies, regulations and traditions is a proper function for head residents. The residence hall is a logical outlet

TABLE XXVIII

RESPONSIBILITY OF HEAD RESIDENTS FOR SEEING THAT PROPERTY BELONGING TO
THE RESIDENCE HALL IS NOT ABUSED OR DAMAGED BEYOND NORMAL USAGE

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No.	No.	No.	No.	No.	%	%	%
1. Is an existing function and should be	24	89	30	88	31	89	17	63
2. Is an existing function but should not be			1	3	1	3	2	8
3. Is an existing function but undecided as to whether it should be							1	4
4. Is not an existing function and should not be	2	8	2	6	2	6	7	26
5. Is not an existing func- tion but should be	1	4	1	3	1	3	3	2
6. Is not an existing func- tion but undecided as to whether it should be							0	0
TOTAL RESPONDENTS	27	93	34	91	35	92	27	123
Per cent who believe this should be a function (Item 1 plus item 5)								85

TABLE XXIX

RESPONSIBILITY OF HEAD RESIDENTS FOR SEEING THAT STUDENTS
MEET THEIR BOARD AND ROOM PAYMENTS

Existing and Preferred Functions	Enrollment of Institutions									
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		10,000 plus		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	2	7	6	19	6	18	3	11	17	14
2. Is an existing function but should not be	1	4					1	4	2	2
3. Is an existing function but undecided as to whether it should be			2	6	1	3	1	4	4	3
4. Is not an existing func- tion and should not be	24	89	21	66	22	65	22	81	89	74
5. Is not an existing func- tion but should be			1	3	2	6			3	3
6. Is not an existing func- tion but undecided as to whether it should be			2	6	3	9			5	4
TOTAL RESPONDENTS	27		32		34		27		120	
Per cent who believe this should not be a function (Item 2 plus item 4)		93		66		65		85		76

TABLE XXX

RESPONSIBILITY OF HEAD RESIDENTS FOR EXPLAINING HOUSE POLICIES,
COLLEGE REGULATIONS AND TRADITIONS

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	21	81	32	94	32	91	26	96
2. Is an existing function but should not be					1	3		1
3. Is an existing function but undecided as to whether it should be								0
4. Is not an existing func- tion and should not be	3	12	2	6	1	3	1	4
5. Is not an existing func- tion but should be	2	8			1	3	3	3
6. Is not an existing func- tion but undecided as to whether it should be							0	0
TOTAL RESPONDENTS	26		34		35		27	122
Per cent who believe this should be a function (Item 1 plus item 5)		89		94		94		96
								94

for the dissemination of information to students. This study did not explore the head resident's function in the over-all campus orientation program. Several experienced housing officers stated that an effective orientation program for freshmen can be centered in the place of residence.

Item (23). If these statements do not adequately describe the functioning administrative role, please describe the function of the head resident in this regard.

Twenty-eight administrators responded to this open-end item. Most comments referred to the relationship of the head resident with the student government. Inspection of student rooms, social, educational, and recreational activities of the hall, care of property, and dissemination of information were mentioned most frequently as areas where the head resident and the officers of the student governing board cooperated. The respondents indicated that student involvement in administration of the hall was desirable. The degree of participation, however, was not determinable. There is generally a lack of agreement among housing personnel as to how much students should be permitted to assume administrative responsibilities for the operation of a hall of residence. Philosophies vary from almost complete student control at one extreme to

virtually no student participation at the other. One point of view which seems to be gaining in popularity is expressed as follows: residents should be given as much responsibility as they are willing and capable of accepting within the limits of their accountability.

Item (24). If these statements do not adequately describe your concept of the desired role, please describe the function of the head resident in this regard.

Responsibility for creating a climate favorable to the effective functioning of student government was expressed in various ways by nineteen respondents. The relationship of the head resident to the numerous facets of residence hall student government is an area which should yield fruitful returns from research.

The only other function mentioned more than once in response to this item had to do with the head resident's responsibility for the training and supervision of student employees who perform clerical and supervisory duties within the hall.

Summary

The hypothesis that housing administrators are not in agreement on the roles of the head resident was not supported by responses to the items on residence hall administration.

Housing administrators agreed on each of the nine specific items by at least a two-to-one margin. The only area which indicated lack of agreement was the complex relationship of the head resident with the hall student government. Unfortunately, the questionnaire did not include specific items on the responsibilities of the head resident to student government. Information on this important function was obtained from the write-in responses. Administrators seemed to believe that students should be responsible for some aspects of hall administration. For what and to what extent, however, could not be determined. Part of this confusion stems from the lack of agreement among educators as to the functions of the residence hall in higher education. Until greater consensus exists among top-level college and university administrators on the place of housing in the education of young men and women, we can expect a wide range of practice in the utilization of students in the operation of residence halls. Some writers believe that housing officials should take a more active role in formulating policies related to the over-all goals of residence halls. General agreement by housing administrators on the broad issues of housing is a desirable preliminary to the raising of housing standards, according to several members

of the profession. They argue that a united front is essential if the roles of collegiate housing are to be effectively interpreted to those who determine policy.

Results of this study indicated that housing administrators generally agree on the administrative roles of the head resident. The following functions, based on responses to the items related to administrative role, were considered proper responsibilities for head residents: responsibility for room assignments, student room maintenance, administration of requests from residents who wish to be absent from the hall beyond prescribed closing hours, responsibility for the social, educational, and recreational activities of the hall, investigation of the loss or theft of personal property, the use and care of residence hall property, and the dissemination of information related to housing policies, college regulations and traditions. Housing administrators were in almost complete agreement that head residents should not be assigned responsibility for food service, or for seeing that students fulfill their board and room payment obligations.

In general, most respondents tended to prefer those functions which were currently assigned to their respective head residents.

CHAPTER VI

THE COUNSELING ROLE OF THE HEAD RESIDENT

Questions on counseling roles were developed (1) to determine some of the areas in which head residents are expected to provide counseling service; (2) to identify the extent to which head residents should be responsible for professional counseling; and (3) to examine the differences between existing counseling functions and those which housing administrators prefer for their head residents.

The hypothesis that administrators do not agree on the roles that head residents should play was supported on an item when less than two-thirds of the respondents agreed on a preferred function.

In order to study both the existing and preferred counseling functions, housing administrators were asked to respond to each item in two ways: first, in regard to the existing role; and second, in respect to the role they preferred for head residents.

Directions for answering items pertaining to counseling role were the same as those for the administrative role as described on page

KEY TO RESPONSES: Existing

1. Is an existing function
2. Is not an existing function
3. Undecided

Preferred

- A. Should be a function.
- B. Should not be a function
- C. Undecided

Item (25). To counsel residents in a capacity similar to that of a professionally trained college counselor.

<u>Existing</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>Preferred</u>	<u>A</u>	<u>B</u>	<u>C</u>

Respondents were almost evenly divided in their reaction to item 25. The data in Table XXXI reveal that 49 per cent (item 2 plus item 4) believed that head residents should not be expected to counsel students in a capacity similar to that of a professionally trained college counselor. Forty-six per cent (item 1 plus item 5) preferred to have head residents function as professionally trained counselors. The remaining 5 per cent were undecided on this issue.

Only one administrator among thirty-four whose head residents functioned as professional counselors thought this policy should be changed. In the eight-five institutions where head residents were not assigned professional counseling responsibilities, 22 administrators preferred to have head residents function as professional counselors. An additional six respondents among the 85 were undecided as to what the role should be.

RESPONSES TO ITEM 25: TO COUNSEL RESIDENTS IN A CAPACITY SIMILAR TO THAT OF A PROFESSIONALLY TRAINED COLLEGE COUNSELOR

Existing and Preferred Functions	Enrollment of Institutions									
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		10,000 plus		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	6	23	11	33	8	24	8	31	33	28
2. Is an existing function but should not be	1	4							1	1
3. Is an existing function but undecided as to whether it should be									0	0
4. Is not an existing function and should not be	9	35	13	39	22	65	13	50	57	48
5. Is not an existing function but should be	7	27	7	21	4	12	4	15	22	18
6. Is not an existing function but undecided as to whether it should be	3	12	2	6			1	4	6	5
TOTAL RESPONDENTS 26										
Per cent who believe this should be a function (Item 1 plus item 5) 50										
Per cent who believe this should not be a function (Item 2 + 4) 39										

Item (26). To counsel those residents whose problems are considered to be relatively minor and refer to the appropriate person or agency those whose problems appear to be serious.

One of the major problems in most questionnaire-survey instruments, that of extensive variations in interpretation of words, was especially operative in items 25 and 26. The semantic differential in such words as "relatively minor," "serious," and "professionally trained" may not have been considered carefully enough by the writer. A better approach might have been to cite specific cases and ask administrators to check the existing and preferred ways head residents would or should be expected to respond. In analyzing the data, the reader should remember that it is not known what kinds of counseling cases would be included in the "relatively minor" category. Neither is it known what might be considered as appropriate cases for a "professionally trained" counselor. One might logically assume that if 46 per cent of the respondents preferred to have head residents function as professionally trained counselors, nearly the same per cent would expect the so-called "serious" cases to be handled in the residence halls. Table XXXII reveals, however, that 94 per cent of the 122 persons who answered item 26 preferred to have head residents refer the serious cases.

TABLE XXXII

RESPONSES TO ITEM 26: TO COUNSEL THOSE RESIDENTS WHOSE PROBLEMS ARE CONSIDERED TO BE RELATIVELY MINOR AND REFER TO THE APPROPRIATE PERSON OR AGENCY THOSE WHOSE PROBLEMS APPEAR TO BE SERIOUS

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	22	81	29	85	32	94	25	93
2. Is an existing function but should not be	1	4					1	4
3. Is an existing function but undecided as to whether it should be			1	3				1
4. Is not an existing function and should not be	2	8	2	6			4	3
5. Is not an existing function but should be	2	8	2	6	2	6	6	5
6. Is not an existing function but undecided as to whether it should be							1	4
TOTAL RESPONDENTS	27		34		34		27	122
Per cent who believe this should be a function (Item 1 plus item 5)	89		91		100		93	94

With 94 per cent of the administrators agreeing that serious counseling cases should be referred, it is apparent that head residents are not expected to do much intensive counseling. As was stated previously, the responses are confusing because in item 25, 46 per cent of those answering the question indicated that they preferred a situation where head residents counseled students in a capacity similar to that of a professionally trained college counselor.

According to the data, nearly all head residents were expected to do minor counseling; but we do not know for sure what kinds of cases were included in this classification. In order to better understand the types of counseling problems handled by head residents, as well as to determine the extent to which administrators prefer counseling to be handled by head residents, additional research should be done.

Item (27). To refer to the appropriate person or agency all residents who appear to need counseling. In short, to assume no responsibility for counseling other than as a referral agent.

Responses to this item revealed that administrators expect head residents to do some counseling. Eighty-one per cent rejected the idea that head residents serve as referral agents on all cases, and an additional 6 per cent were undecided (Table XXXIII). The findings are consistent with the responses to item 26.

TABLE XXXIII

RESPONSES TO ITEM 27: TO REFER TO THE APPROPRIATE PERSON OR AGENCY
ALL RESIDENTS WHO APPEAR TO NEED COUNSELING

Existing and Preferred Functions	Enrollment of Institutions									
	Less than 2,000		2,000 to 5,000		5,000 to 10,000		10,000 plus		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	5	22	4	13	2	6	2	6	13	11
2. Is an existing function but should not be	2	8			1	3			3	3
3. Is an existing function but undecided as to whether it should be	1	4			2	6			3	3
4. Is not an existing function and should not be	14	61	24	77	25	78	29	91	92	78
5. Is not an existing function but should be	1	4	1	3	1	3			3	3
6. Is not an existing function but undecided as to whether it should be			2	6	1	3	1	3	4	3
TOTAL RESPONDENTS	23		31		32		32		118	
Per cent who believe this should not be a function (Item 2 plus item 4)		69		77		81		91		81

Item (28). To attempt to resolve cases of serious conflict among room mates.

This function was accepted as a proper responsibility by 88 per cent of the administrators (Table XXXIV).

As in previous items, more accurate information would probably have been obtained if specific situations had been cited rather than the generalized statement, "cases of serious conflict."

Item (29). To counsel residents who seek help in improving their study habits.

Responses to this item revealed that 80 per cent of the housing administrators believed that head residents should counsel students who seek help in improving study habits. Table XXXV indicates that in 44 institutions, where head residents were not responsible for this type of counseling, 20 administrators preferred a policy which would place counseling of this nature in the hands of the head resident. It is interesting to note that not one respondent, from a college or university where head residents were responsible for helping students with their study habits, thought this policy should be changed.

Item (30). To serve as an academic tutor to those residents who seek such aid.

**RESPONSES TO ITEM 28: TO ATTEMPT TO RESOLVE CASES OF
SERIOUS CONFLICT AMONG ROOM MATES**

Existing and Preferred Functions	Enrollment of Institutions						
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total		
	No.	%	No.	%	No.	%	No.
1. Is an existing function and should be	19	73	28	85	28	80	26
2. Is an existing function but should not be	1	4			28	93	101
3. Is an existing function but undecided as to whether it should be			1	3	1	3	1
4. Is not an existing function and should not be	5	19	3	9	2	6	12
5. Is not an existing function but should be	1	4	1	3	4	11	6
6. Is not an existing function but undecided as to whether it should be							5
TOTAL RESPONDENTS	26		33		35		122
Per cent who believe this should be a function (Item 1 plus item 5)		77		88		91	88

TABLE XXXV

RESPONSES TO ITEM 29: TO COUNSEL RESIDENTS WHO SEEK HELP IN IMPROVING
THEIR STUDY HABITS

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	13	54	17	52	24	69	21	75
2. Is an existing function but should not be								63
3. Is an existing function but undecided as to whether it should be								
4. Is not an existing func- tion and should not be	5	21	9	27	5	14	5	18
5. Is not an existing func- tion but should be	6	25	6	18	6	17	2	7
6. Is not an existing func- tion but undecided as to whether it should be			1	3				1
TOTAL RESPONDENTS	24		33		35		28	120
Per cent who believe this should be a function (Item 1 plus item 5)		79		70		86		82
								80

As can be seen from the data in Table XXXVI, administrators do not want tutorial duties assigned to head residents. Eighty-nine per cent rejected this role.

Item (31). To serve as adviser to the residence hall student governing body.

Table XXXVII reveals that respondents were in almost complete agreement (98 per cent) that the head resident should be the adviser to the student government of the hall. It would be interesting to study the effectiveness of the head resident in this role. Most housing personnel express a deep regard for the educational potency of student participation in the various activities associated with residence halls.

Item (32). To give group and/or individual instruction to residents who seek to improve their skill in such areas as courtesy and etiquette.

The data in Table XXXVIII show that 95 per cent of the administrators agreed that giving instruction to residents who seek to improve their skill in such areas as courtesy and etiquette is a proper function for head residents.

Item (33). To give group and/or individual instruction to residents whose behavior indicates they need to improve their skill in such areas as courtesy and etiquette.

RESPONSES TO ITEM 30: TO SERVE AS AN ACADEMIC TUTOR TO THOSE
RESIDENTS WHO SEEK SUCH AID

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	2	6			2	2		2
2. Is an existing function but should not be			1	4	1	1		1
3. Is an existing function but undecided as to whether it should be					1	4	1	1
4. Is not an existing function and should not be	23	92	27	82	32	91	25	89
5. Is not an existing function but should be	1	4	2	6	2	6	5	4
6. Is not an existing function but undecided as to whether it should be	1	4	2	6	1	3	1	4
TOTAL RESPONDENTS	25		33		35		28	121
Per cent who believe this should not be a function (Item 2 plus item 4)	92		82		91		93	89

RESPONSES TO ITEM 31: TO SERVE AS ADVISER TO THE RESIDENCE HALL
STUDENT GOVERNING BODY

[illegible]

TABLE XXXVIII

RESPONSES TO ITEM 32: TO GIVE GROUP AND/OR INDIVIDUAL INSTRUCTION TO
RESIDENTS WHO SEEK TO IMPROVE THEIR SKILL IN SUCH AREAS
AS COURTESY AND ETIQUETTE

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	21	84	25	74	31	89	25	93
2. Is an existing function but should not be							102	64
3. Is an existing function but undecided as to whether it should be							0	0
4. Is not an existing func- tion and should not be			2	6			1	4
5. Is not an existing func- tion but should be	4	16	6	18	2	6	1	4
6. Is not an existing func- tion but undecided as to whether it should be			1	3	2	6	3	2
TOTAL RESPONDENTS	25		34		35		27	121
Per cent who believe this should be a function (Item 1 plus item 5)		100		92		95		97
								95

The reader will note that the difference between items 32 and 33 is in the words "seek" and "need." Most experienced counselors agree that this difference could be highly important in a counseling situation, especially in those areas which may threaten the social sophistication status of students. Many professionally trained counselors argue that it is unwise for a counselor to attempt to change or correct an individual's social behavior unless the person seeks help. To force the contact is to invite deep resentment and loss of rapport, they maintain. To arbitrarily give instruction to residents whose behavior indicates they need to improve their skill in courtesy and etiquette may have deleterious effect upon the relationship between the giver and the recipient. Since the head resident must literally "live with" her students, her position is made especially vulnerable if she is thought of as a "watchdog." In spite of this possibility, Table XXXIX reveals that 90 per cent of the administrators preferred to have their head residents assigned responsibility for instructing students who need to improve their social graces, irrespective of whether they seek such help. Such a role raises some serious questions as to the probable counseling effectiveness of head residents.

TABLE XXXIX

RESPONSES TO ITEM 33: TO GIVE GROUP AND/OR INDIVIDUAL INSTRUCTION TO
RESIDENTS WHOSE BEHAVIOR INDICATES THEY NEED TO IMPROVE THEIR SKILL
IN SUCH AREAS AS COURTESY AND ETIQUETTE

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	18	75	25	76	30	83	20	77
2. Is an existing function but should not be							93	78
3. Is an existing function but undecided as to whether it should be							0	0
4. Is not an existing func- tion and should not be	1	4	3	9	2	6	2	8
5. Is not an existing func- tion but should be	5	21	4	12	2	6	3	12
6. Is not an existing func- tion but undecided as to whether it should be			1	3	2	6	1	4
TOTAL RESPONDENTS	24		33		36		26	119
Per cent who believe this should be a function (Item 1 plus item 5)	96		88		89		89	90

Item (34). If these statements do not adequately describe the existing counseling role, please describe the function of the head resident in this regard.

Six administrators mentioned the counseling function of the head resident in relation to her student counselors or student assistants. Their respective head residents were consultants for the student employees on various kinds of counseling situations in which the assistants were involved. Help was given by individual consultations and through the technique of case conferences. Undoubtedly, this function is more prevalent than the data indicate, and the reader should not conclude that only six institutions among the 124 reported in this study expected their head residents to serve in this capacity.

The role of the head resident as a referral agent was emphasized by nine housing administrators. As in the consultant role, one should not assume that only nine schools expected head residents to provide referral service. The degree to which such service is actually provided deserves further study. The literature reveals that referral service is among the most important personnel functions a residence hall staff member can perform.

Item (35). If these statements do not adequately describe your concept of the desired counseling role, please

describe the function of the head resident in this regard.

The same factors mentioned in the previous item were listed as desired functions. The only additional comment made more than once was expressed by respondents from three small colleges. They indicated that most counseling activities carried on by the head resident should be done in cooperation with the dean of women.

Summary

Except for the question of the degree to which serious counseling cases should be handled in the residence hall, respondents generally agreed on the counseling role of head residents. Thus, the hypothesis that housing administrators are not in agreement on the roles of head residents was not supported on the items concerned with counseling. Agreement by at least a two-to-one margin was achieved on every item except number twenty-five. This item raised the issue of whether head residents should counsel students in a capacity similar to that of a professionally trained college counselor. Opinion as to preferred practice was about equally divided. On the next item, however, 94 per cent of the 122 administrators who answered the question preferred to have head residents counsel those students whose problems were considered to be relatively minor and to refer those

whose problems appeared to be serious. This apparent dichotomy in the two positions may be attributed to semantic interpretation. Specific situational items would undoubtedly have yielded more valid discriminatory information on the degree to which head residents should perform professional counseling activities.

In addition to those areas mentioned above, administrators generally agreed that head residents should do some counseling. They rejected the position that the head resident should assume no responsibility for counseling other than as a referral agent. They believed she should attempt to resolve cases of serious conflict among room mates, counsel students who sought help in improving study habits, serve as adviser to the hall student government, and give help to students whose behavior indicated they needed to improve their social skills (such help to be given whether or not the student sought aid). Respondents further agreed that head residents should not serve as academic tutors.

In general, preferred practice tended to conform with existing practice. Only on the items dealing with professional counseling and counseling to improve study habits did any substantial number of administrators prefer to change existing functions. In both cases the trend was to prefer a greater degree of professional counseling on the part of the head resident.

CHAPTER VII

THE DISCIPLINARY ROLE OF THE HEAD RESIDENT

Williamson defines a college disciplinary situation as follows: "When one or more students commit, or are alleged to have committed, behavior which is alleged to be, or actually is, in violation of good taste, generally accepted mores, and ethical codes, or in violation of specific and detailed regulations established by the institution."¹

School discipline traditionally has meant punishment, or threat of punishment, of the student for the protection of the institution. There are several points of view in regard to the disposition or treatment of persons whose behavior is considered undesirable to the school or community. These approaches may be summarized as follows:

(1) strict enforcement on an impersonal basis; (2) indulgent laxity; (3) the punitive philosophy; (4) preventive group work; or (5) individual counseling as prevention.²

¹E. G. Williamson and J. D. Foley, Counseling and Discipline, (New York: McGraw-Hill Book Co., 1949), p. 133.

²Ibid., p. 12.

It is the thesis of Williamson and Foley that individual counseling contributes materially to the prevention of disciplinary behavior by early identification of frustrations and aggressions. They further contend that such counseling should be done by someone who is trained to identify the early symptoms of antisocial behavior.³

Two basic principles of discipline, generally accepted by student personnel workers, are clearly stated by Wrenn:⁴
(1) prevention should be given more attention than cure; and (2) the learning values of the experience for the student should be the first concern of those responsible for handling discipline situations.

Head residents are in an excellent position to observe the behavior of students. In addition to the possibilities of individual counseling, they have the resources of the peer group at their disposal.⁵ Redl has said, "Prevention of social behavior through group experiences is a concept which has many ramifications and possibilities that are only vaguely sensed as yet." Adequate research on the value of group activities is lacking. We do know that many

³Ibid., p. 21.

⁴C. Gilbert Wrenn, Student Personnel Work in College, (New York: The Ronald Press Co., 1951), p. 455.

⁵Ibid., p. 459.

aspects of delinquency are rooted in differential association, thus, the group may provide the base for social growth and emotional stability of its members.

Items on discipline were designed: (1) to determine the extent to which head residents were responsible for enforcing certain regulatory processes; (2) to obtain an expression from housing administrators on the preferred disciplinary role of head residents; and (3) to examine the degree of difference between the existing disciplinary functions and those which administrators preferred for their head residents. The hypothesis that persons responsible for the administration of residence halls are not in agreement on the roles of head residents was supported on an item when less than two-thirds of the respondents agreed. Directions for marking the items were the same as for the items on administration and counseling. Each item was marked in two ways: first, in regard to the existing function of the head resident; and second, according to the function which the administrator preferred for head residents.

KEY TO RESPONSES: Existing

1. Is an existing function.
2. Is not an existing function.
3. Undecided

Preferred

- A. Should be a function.
- B. Should not be a function.
- C. Undecided.

Item (36). To investigate cases of misbehavior which occur in the residence hall and assess penalties to known violators.

<u>Existing</u>	<u>1</u>	<u>2</u>	<u>3</u>
Preferred	A	B	C

Seventy per cent of the administrators agreed that head residents should not assess penalties to known violators. It is perhaps somewhat surprising to note that one-fourth of the respondents preferred their head residents to be assigned this responsibility. Twenty-six of the 36 institutions where head residents had this function preferred the existing policy. The data in Table XL reveal relatively little differentiation in policy among the four categories of colleges and universities.

Item (37). To assess appropriate penalties on all known minor cases of misbehavior which occur in the residence hall and refer the more serious cases to designated authorities.

Administrators were almost evenly divided on this item. Forty-nine per cent viewed such responsibility as a preferred function while 50 per cent indicated the head residents should not assess penalties. (See Table XLI.)

Twenty-two deans of women and 27 housing directors preferred their head residents to be assigned disciplinary responsibility as stated in item 37. This function was rejected by 28 deans of women and 21 directors of housing.

RESPONSES TO ITEM 36: TO INVESTIGATE CASES OF MISBEHAVIOR WHICH OCCUR IN THE RESIDENCE HALL AND ASSESS PENALTIES TO KNOWN VIOLATORS

Existing and Preferred Functions	Enrollment of Institutions									
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total					
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	4	15	9	29	8	24	5	19	26	22
2. Is an existing function but should not be	1	4	2	6	2	6	2	8	7	6
3. Is an existing function but undecided as to whether it should be			2	6	1	3			3	3
4. Is not an existing function and should not be	20	77	16	52	21	64	17	65	74	64
5. Is not an existing function but should be	1	4	2	6					3	3
6. Is not an existing function but undecided as to whether it should be					1	3	2	8	3	3
TOTAL RESPONDENTS	26		31		33		26		116	
Per cent who believe this should not be a function (Item 2 plus item 4)	81		58		70		73		70	

TABLE XLI

RESPONSES TO ITEM 37: TO ASSESS APPROPRIATE PENALTIES ON ALL KNOWN MINOR CASES
OF MISBEHAVIOR WHICH OCCUR IN THE RESIDENCE HALL AND REFER THE
MORE SERIOUS CASES TO DESIGNATED AUTHORITIES

Existing and Preferred Functions	Enrollment of Institutions											
	Less. than 2,000	2,000 to 5,000		5,000 to 10,000		10,000 plus		Total				
		No.	%	No.	%	No.	%		No.	%		
1. Is an existing function and should be	10	42	15	48	11	34	10	38	46	41	46	41
2. Is an existing function but should not be					2	6	2	8	4	4	4	4
3. Is an existing function but undecided as to whether it should be											0	0
4. Is not an existing func- tion and should not be	13	54	10	32	17	53	12	46	52	46	52	46
5. Is not an existing func- tion but should be	1	4	5	16	2	6	1	4	9	8	9	8
6. Is not an existing func- tion but undecided as to whether it should be			1	3			1	4	2	2	2	2
TOTAL RESPONDENTS	24		31		32		26		113		113	
Per cent who believe this should be a function (Item 1 + 5)		46		64		40		42		49		49
Per cent who believe this should not be a function (Item 2 plus item 4)		54		32		59		54		50		50

Item (38). To investigate and refer to designated authorities all cases of misbehavior which seem to require attention.

The data in Table XLII reveal that housing administrators are about evenly divided on this issue. Forty-seven per cent wanted head residents to refer all cases of misbehavior requiring attention while 51 per cent believed that some disciplinary cases should be handled in the hall. Existing policies were about the same irrespective of size of institution.

Thirty deans of women preferred the function as stated in item 39, and 25 rejected it. Twenty-one housing directors favored the idea while 28 were opposed. Thus, the deans appear to be somewhat more reluctant than the housing directors to assign disciplinary responsibility to head residents.

Item (39). To serve as adviser to the student judicial body on those cases of misbehavior which are referred to the residence hall student government.

The role of adviser to the residence hall student judicial body was generally considered to be a proper function for head residents. Eighty-six per cent of the 121 administrators who marked the item preferred their head residents to be assigned this responsibility. Table XLIII reveals that only in those institutions with an enrollment

TABLE XLII

RESPONSES TO ITEM 38: TO INVESTIGATE AND REFER TO DESIGNATED AUTHORITIES
ALL CASES OF MISBEHAVIOR WHICH SEEM TO REQUIRE ATTENTION

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
1. Is an existing function and should be	13 46	15 45	14 41	13 50	55 45			
2. Is an existing function but should not be	1 4	1 3			2 2			
3. Is an existing function but undecided as to whether it should be		1 3			1 1			
4. Is not an existing function and should not be	13 46	16 48	17 50	13 50	59 49			
5. Is not an existing function but should be	1 4		2 6		3 2			
6. Is not an existing function but undecided as to whether it should be			1 3		1 1			
TOTAL RESPONDENTS	28	33	34	26	121			
Per cent who believe this should be a function (Item 1 + 5)	50	45	47	50	47			139
Per cent who believe this should not be a function (Item 2 plus item 4)	50	51	40	50	51			

TABLE XLIII

RESPONSIBILITY OF THE HEAD RESIDENT AS ADVISER TO THE
RESIDENCE HALL STUDENT JUDICIAL BODY

Existing and Preferred Functions	Enrollment of Institutions									
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total					
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	17	65	23	72	26	70	23	88	89	74
2. Is an existing function but should not be					1	3			1	1
3. Is an existing function but undecided as to whether it should be			1	3					1	1
4. Is not an existing func- tion and should not be	8	31	2	6	3	8	1	4	14	12
5. Is not an existing func- tion but should be	1	4	5	16	7	19	2	8	15	12
6. Is not an existing func- tion but undecided as to whether it should be			1	3					1	1
TOTAL RESPONDENTS	26		32		37		26		121	
Per cent who believe this should be a function (Item 1 plus item 5)		69		88		89		96		86

of less than 2,000 was there any appreciable number (31 per cent) who preferred not to have their head residents function in this capacity.

Item (40). To assume no responsibility for discipline.

Eighty-four per cent of the 119 respondents rejected the idea that head residents should assume no responsibility for discipline. Table XLIV indicates that only one administrator from the largest schools agreed with the statement, while seven officials from the smallest institutions thought head residents should have no disciplinary responsibility.

Item (41). To assume no responsibility for discipline other than as a counselor to those residents who are accused of committing an act of misbehavior.

Table XLV reveals that two-thirds of the respondents preferred their head residents to have responsibilities for discipline beyond those of a counselor. One-third of the smaller schools and one-fourth of the largest institutions, however, reported their women's halls were managed by head residents whose sole disciplinary function was counseling students who had violated campus or community regulations.

Nine administrators in institutions where this role, as stated in item 41, was not assigned, thought it should be. Only one person from those schools operating under this system thought it should not be.

TABLE XLIV

RESPONSES TO ITEM 40: TO ASSUME NO RESPONSIBILITY FOR DISCIPLINE

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	5	20	1	3	2	6	8	7
2. Is an existing function but should not be							0	0
3. Is an existing function but undecided as to whether it should be							0	0
4. Is not an existing function and should not be	18	72	29	85	28	85	25	93
5. Is not an existing function but should be	2	8	2	6	2	6	1	4
6. Is not an existing function but undecided as to whether it should be			2	6	1	3	1	4
TOTAL RESPONDENTS	25		34		33		27	119
Per cent who believe this should not be a function (Item 2 plus item 4)		72		85		85		93
								84

TABLE XLV

RESPONSES TO ITEM 41: TO ASSUME NO RESPONSIBILITY FOR DISCIPLINE
OTHER THAN AS A COUNSELOR TO THOSE RESIDENTS WHO ARE ACCUSED
OF COMMITTING AN ACT OF MISBEHAVIOR

Existing and Preferred Functions	Enrollment of Institutions							
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total			
	No.	No.	No.	No.	No.	%	%	%
1. Is an existing function and should be	8	6	6	6	26	33	18	23
2. Is an existing function but should not be		1	3		1			1
3. Is an existing function but undecided as to whether it should be					0			0
4. Is not an existing func- tion and should not be	15	19	61	25	75	62	74	66
5. Is not an existing func- tion but should be	1	5	16	2	9	4	6	8
6. Is not an existing func- tion but undecided as to whether it should be				1	3		3	3
TOTAL RESPONDENTS	24	31	34	25	114			
Per cent who believe this should not be a function (Item 2 plus item 4)	62	64	74	64	67			143

Item (42). To do follow-up counseling, in certain cases, on those residents whose conduct has been inappropriate.

There was almost unanimous agreement that head residents should be responsible for follow-up counseling on those residents whose conduct had been inappropriate. Ninety-five per cent of the administrators agreed on this function. It is interesting to note from Table XLVI that no one representing schools, where this was an assigned function, thought the policy should be changed. Thirteen per cent from colleges or universities not having such a policy preferred their head residents to be assigned this responsibility.

Item (43). To assume responsibility for enforcing regulations pertaining to quiet hours in the residence hall.

Consensus was not reached on this item. Sixty-one per cent of the administrators preferred to have their head residents responsible for enforcing regulations pertaining to quiet hours. Thirty-five per cent did not. By adding categories 1, 2 and 3 in Table XLVII, it is apparent that 71 per cent of the institutions surveyed do make their head residents responsible for quiet hours. Most of those who opposed this function expressed the belief that the head resident should not be cast in the image of a police woman. To do so, they said, tends to destroy her effectiveness as a counselor.

TABLE XLVI

RESPONSES TO ITEM 42: TO DO FOLLOW-UP COUNSELING, IN CERTAIN CASES,
ON THOSE RESIDENTS WHOSE CONDUCT HAS BEEN INAPPROPRIATE

Existing and Preferred Functions	Enrollment of Institutions									
	Less than 2,000	2,000 to 5,000	5,000 to 10,000	10,000 plus	Total					
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Is an existing function and should be	21	78	24	73	31	89	21	87	97	82
2. Is an existing function but should not be									0	0
3. Is an existing function but undecided as to whether it should be									0	0
4. Is not an existing func- tion and should not be	3	11			1	3	1	4	5	4
5. Is not an existing func- tion but should be	3	11	8	24	3	9	2	8	16	13
6. Is not an existing func- tion but undecided as to whether it should be			1	3					1	1
TOTAL RESPONDENTS	27		33		35		24		119	
Per cent who believe this should be a function (Item 1 plus item 5)		89		97		98		95		95

RESPONSIBILITY OF THE HEAD RESIDENT FOR ENFORCING REGULATIONS
PERTAINING TO QUIET HOURS

Existing and Preferred Functions	Enrollment of Institutions									
	Less than 2,000	2,000 to 5,000		5,000 to 10,000		10,000 plus		Total		
		No.	%	No.	%	No.	%		No.	%
1. Is an existing function and should be	13	48	21	72	19	56	16	59	69	59
2. Is an existing function but should not be	3	11	4	14	3	9	1	4	11	9
3. Is an existing function but undecided as to whether it should be	1	4	1	3			1	4	3	3
4. Is not an existing function and should not be	9	33	3	10	10	29	9	33	31	26
5. Is not an existing function but should be	1	4			1	3			2	2
6. Is not an existing function but undecided as to whether it should be					1	3			1	1
TOTAL RESPONDENTS	27		29		34		27		117	
Per cent who believe this should be a function (Item 1 plus item 5)		52		72		59		59		61
Per cent who believe this should not be a function (Item 2 plus item 4)		44		24		38		37		35

Item (44). If these statements do not adequately describe the existing disciplinary role, please describe the function of the head resident in this regard.

Forty-three administrators, about equally divided among the four enrollment categories, indicated in one way or another that the head resident handled some disciplinary problems in cooperation with the student government. It was impossible to determine from most of the responses whether the head resident or the student government was held accountable for disciplinary action taken within the hall. In fact, several housing officials volunteered the information that the disciplinary role of their head residents was not defined. Five respondents said their head residents were simply told to handle whatever discipline they could and to refer those cases which proved to be difficult. One of the problems with such a system is that wide differences may occur among the halls in the way discipline is administered because of the variations in training and divergences in personality of the various head residents.

Item (45). If these statements do not adequately describe your concept of the desired disciplinary role, please describe the function of the head resident in this regard.

Ten administrators thought head residents should be responsible for investigating cases involving possible discipline but not for assessing penalties.

Only three respondents mentioned the preventive disciplinary function. Since most of the literature on discipline in the residence hall stresses the importance of the head resident as an agent for preventive discipline, it would be interesting to probe this area in greater detail.

Divided staff arrangement was discussed by only three persons. They preferred a system which placed a resident administrator and a resident counselor in each hall.

Summary

The hypothesis that housing administrators are not in agreement on the roles of the head resident was supported by the responses to several items related to discipline. Housing officials were about equally divided on the proposition of having head residents assess penalties on all minor cases of misbehavior. One-half of the respondents wanted head residents to handle some discipline while an equal number preferred to have them refer all cases. Neither did they agree on who should be responsible for enforcing quiet hours.

Administrators did agree that head residents should be responsible for some discipline beyond that of a counselor. They wanted them to do follow-up counseling on residents whose conduct had been inappropriate, and they expected them to serve as advisers to the hall student judicial group.

The importance of effective cooperation between the head resident and the student government in administering discipline was stressed by a number of officials. Considerable uncertainty existed, however, as to who should be specifically responsible for what. In several institutions the head residents were expected to put out the "brush fires" and call for help on the big ones.

CHAPTER VIII

FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

This study was concerned with the status and roles of head residents of college and university residence halls for women students. Data were collected from housing administrators representing 124 member institutions of the Association of College and University Housing Officers. Responses were tabulated and analyzed in four categories: institutions with an enrollment of (1) less than 2,000 students; (2) 2,000 to 5,000; (3) 5,000 to 10,000; and (4) more than 10,000. Twenty-eight replies were received from schools with an enrollment of less than 2,000; 35 from the second category, 34 from the third, and 27 from the largest colleges and universities. The instrument used was the questionnaire-check list. It was returned by 82 per cent of the recipients.

Factors relating to status and roles were analyzed in terms of two hypotheses: (1) the professional status of head residents is inferior to that of members of the academic faculty, and (2) college and university housing

administrators are not in agreement in regard to the roles which head residents should play. The tabulated results became a summary of certain procedures, practices, and policies related to the housing of women students as well as a compilation of preferred practices as expressed by housing administrators.

Findings

The following specific information concerning the status and roles of head residents in the 124 colleges and universities included in the study was revealed by the results of the study.

1. The term "head resident" was the title most frequently used for persons who live in women's residence halls and who direct the activities of the hall. Thirty-two per cent used this title; 21 per cent employed the title "resident director"; "counselor" was the term used by 15 per cent of the respondents; and "housemother" was the assigned title at 14 per cent of the colleges and universities.

2. Housing administrators preferred the following titles for head residents: head resident, 40 per cent; resident director, 25 per cent; resident advisers, 13 per cent; counselor, 11 per cent; and housemother, 5 per cent.

3. Widows comprised 61 per cent of the 788 head residents reported in this study.

4. Administrators expressed the following preferences in regard to marital status for head residents: marital status not a factor, 40 per cent; widowed, 25 per cent; single, 24 per cent; and married, 11 per cent.

5. Sixty-five per cent of the 743 head residents on whom age data were received were past fifty years of age.

6. Age preferences for head residents were expressed as follows by administrators:

21 - 30	8%
31 - 40	24%
41 - 50	40%
51 - 60	13%
61 and over	1%
age not a factor	14%

7. Eighteen per cent of the institutions surveyed set the Master's degree as the minimum educational requirement for new head residents. One-third required a baccalaureate degree and 35 per cent employed head residents with no college training.

8. Respondents preferred the following minimal education for head residents:

High school graduate	0%
Two years of college	14%
Baccalaureate degree	55%
Master's degree	28%
Doctorate	0%
Education not a factor	4%

9. Twenty-seven per cent of the colleges and universities included in the study granted faculty status to head residents. Seventy-three per cent did not.

10. Sixty-five per cent of the administrators believed head residents should have faculty status. Twenty-five per cent disagreed, and 10 per cent were undecided on this issue.

11. Forty per cent of the 788 head residents had some form of specialized college training.

12. One hundred thirty-one head residents had special training in counseling and guidance. This represented the largest number (17 per cent) of the head residents reported. The next highest number was general education with less than 4 per cent.

13. The area of academic preparation most preferred by housing officers for their head residents was counseling and guidance. Eighty-four per cent selected this area of specialization.

14. The median salary for head residents was \$230 per month plus food and lodging. (Ten months' basis.)

15. The findings revealed that after all perquisites were considered, the median salary of the 788 head residents reported in this study was approximately \$1,000 per year less than that of an instructor, and \$2,000 less than the salary of an assistant professor.

16. Two-thirds of the respondents preferred to have their head residents responsible for making room assignments.

17. Seventy-eight per cent of the administrators wanted head residents responsible for student room maintenance.

18. Responsibility for food service was not considered a proper function of head residents by $9\frac{1}{4}$ per cent of the housing officials.

19. Seventy-one per cent thought head residents should be responsible for ruling upon requests from residents who wished to be absent from the residence hall beyond prescribed closing hours.

20. Responsibility for the social, educational, and recreational activities of the hall was considered to be a legitimate function for head residents by 92 per cent of the administrators.

21. Eighty-two per cent of the respondents agreed that head residents should be responsible for investigating cases of reported lost or stolen property belonging to students.

22. Housing officers generally agreed (85 per cent) that head residents should be responsible for seeing that property belonging to the residence hall was not abused or damaged.

23. Three-fourths of the respondents indicated that head residents should not be responsible for seeing that students meet their board and room payments.

24. Ninety-four per cent of the administrators preferred to have their head residents responsible for explaining house policies, regulations, and traditions to students.

25. Having head residents counsel students in a capacity similar to that of a professionally trained college counselor was rejected by 49 per cent of the respondents. Forty-six per cent preferred this function.

26. Ninety-four per cent of the administrators wanted head residents to counsel students whose problems were considered to be relatively minor and to refer those whose problems appeared to be serious.

27. The point of view that head residents should provide no counseling service beyond that of a referral agent was rejected by 81 per cent of the housing officers.

28. Resolving cases of serious conflict among room mates was considered to be a proper function for head residents by 88 per cent of those who answered the questionnaire.

29. Head residents were expected to counsel students who sought help in improving their study habits. Eighty per cent of the administrators so indicated.

30. Eighty-nine per cent rejected the role of academic tutor for their head residents.

31. Housing administrators were in almost complete agreement (98 per cent) that head residents should serve as advisers to the residence hall student governing body.

32. Ninety-five per cent of the respondents wanted head residents to give group and/or individual instruction to students who sought help in improving their skill in such areas as courtesy and etiquette. Ninety per cent approved the function whether or not students sought such help.

33. Seventy per cent of the respondents preferred not to have their head residents assess penalties to students who violated regulations, although 50 per cent approved the function when limited to minor cases.

34. Eighty-six per cent of the 121 administrators who answered the item approved the role of adviser to the hall student judicial body for their head residents.

35. Housing officials rejected (84 per cent) the thesis that head residents should be assigned no responsibility for discipline, and two-thirds wanted this function to go beyond that of counseling students who were in disciplinary trouble.

36. "Follow-up" counseling on students whose conduct had been inappropriate was considered by 95 per cent of the administrators to be a proper function for head residents.

37. Seventy-one per cent of the colleges and universities surveyed made their head residents responsible for enforcing quiet hours. Only 61 per cent of the housing officers preferred to have their head residents function in this capacity, however.

38. In general, housing administrators preferred those functions which were currently assigned to their respective head residents. Whenever differences were noted between existing and preferred practice, the trend was to prefer a greater degree of professional counseling.

39. The greatest deterrent to higher professional standards in women's residence halls, as expressed by nearly 50 per cent of the administrators, was lack of funds to employ qualified staff.

40. In general, there was relatively little difference in housing policies among the institutions irrespective of size. Similar results were obtained in regard to preferred practices as expressed by housing officers.

41. Head residents included in this study were directly responsible to the following administrative officials:

Dean of women	41%
Director of housing	28%
Director of residence halls	15%
Dean of students	12%
Business officer	4%

Conclusions

The following conclusions may be drawn from the results of the findings of this study:

1. The hypothesis that the professional status of head residents of women's residence halls is inferior to that of members of the academic faculty was supported by this study. This conclusion is based on the findings of five areas related to status:

(A) The amount of professional training demanded of head residents proved to be considerably less than that required of members of the academic faculty.

(B) Three-fourths of the colleges and universities did not grant faculty status to head residents.

(C) The salaries paid to head residents were substantially less than that paid to members of the teaching faculty.

(D) Nearly two-thirds of the head residents included in this study were elderly widows. Seventy-two per cent of the administrators, however, preferred head residents to be less than fifty-one years of age and only one-fourth specifically preferred widows.

(E) The literature revealed relatively low holding power of professionally trained head residents among the various colleges and universities.

2. The hypothesis that college and university housing administrators are not in agreement on the administrative role of the head resident was not supported by the findings in this study. A high degree of consensus was obtained on the functions of the head resident in regard to administrative responsibilities for room assignments, room maintenance, residence hall programing, interpretation and enforcement of certain regulations, and food service.

3. Housing officials generally agreed on the counseling role of the head resident. Thus, the hypothesis that administrators are not in agreement on the counseling role of the head resident was rejected. Respondents, however, did not agree on whether the head resident, ideally, should counsel students in a capacity similar to that of a professionally trained college counselor. Irrespective of training, most administrators wanted the head resident to handle only the relatively minor counseling cases and to act as a referral agent on the serious ones.

4. The hypothesis was supported on the responses to items concerned with discipline. Administrators did not agree on the disciplinary role of the head resident. They wanted her to have some authority for enforcement of the regulatory processes, but for what, and to what extent was not determined.

5. Considerable confusion exists concerning the functions of residence halls in the over-all goals of higher education.

6. Most housing officers recognize the educational potential in residence halls as an important supplement to the classroom. They see the need to employ professionally trained head residents and the desirability of giving sufficient pay and status to attract and hold qualified personnel. Higher echelon administrative officials in many colleges and universities, however, are unable or unwilling to take the necessary steps to raise the educational standard of residence hall operation. Considerable disparity exists between what top-level administrators say about the functions of residence halls and what they actually do. Although there are notable exceptions, in general, the primary emphasis in the operation of residence halls for women students is still the provision of well-prepared food and the maintenance of comfortable, hygienic living facilities. The educational mission is secondary.

7. In general, head residents are not adequately trained to carry out many of the complex duties for which they are, or should be, responsible.

8. In many colleges and universities, head residents are assigned administrative and disciplinary functions which tend to seriously reduce their effectiveness as counselors.

Recommendations

The following recommendations are based on information obtained from this study and from implications gleaned from the educational literature:

1. Residence hall living can and should be a potent factor in the over-all educational program. One of the key persons in the housing of women students is the head resident. Therefore, she should be a professionally trained person, possessing at least a baccalaureate degree plus specialized training in counseling and guidance.

2. The head resident should be accorded pay and professional status equal to that of members of the academic faculty with comparable training and tenure.

3. Each college and university should carefully determine how its residence halls can best contribute to the total educational development of its students. Head residents should then be employed who are capable of implementing the program effectively.

4. Head residents should be assigned functions which are consistent with the over-all objectives of the residence hall program and which are compatible with sound educational theory.

Implications For Further Research

Throughout the study questions arose which suggest the following investigations:

1. Basic to any program is purpose. Considerable confusion exists among administrators as to what residence halls should accomplish. Studies aimed at determining desirable housing goals would seem to be worthwhile. Such studies should investigate opinions of college and university presidents, student personnel workers, counselor trainers, business officers, housing personnel, and students relative to the functions of housing in higher education.

2. A study similar to this dissertation but focused on the status and roles of head residents of men's halls would provide a broader base on which to formulate over-all housing policies.

3. There is a need to study the various sociological and psychological forces that operate in the living units. The residence hall, studied as a community, should provide valuable information on the potentialities of group living for the development of democratic and self-directing citizens.

4. Successful practices employed by head residents in carrying out their assigned functions would seem to be worthy of investigation. Special emphasis should be placed on the

dynamics of student involvement in the various phases of residence hall discipline, counseling, programing, and administration.

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APPENDIX A

- Section 1: Copy of letter sent to twelve housing officers requesting critique of pilot questionnaire.
- Section 2: Samples of replies from housing officers who reviewed the pilot questionnaire.
- Section 3: Copy of cover letter accompanying survey questionnaire.
- Section 4. Copy of postal follow-up letter.
- Section 5. Copy of survey questionnaire.

Section 1

March 14, 1958

Dear :

It is my hope that you will permit me to prevail upon you for some assistance. I know that the task of filling out questionnaires is frequently tedious. I have tried to make this document reasonably free of time-consuming data hunting, however, and still provide the necessary information.

This is a pilot study preparatory to a doctoral dissertation. I have selected twelve housing administrators to find the "bugs" in the present questionnaire. As you respond to the questions, please indicate any problems you have relative to clarity of questions and directions. Are any statements misleading or poorly phrased? Please feel free to offer all the criticism you believe should be made.

Many thanks for your cooperation.

Cordially,

Donald W. Kilbourn
Director of Housing

DWK:KH

Section 2

PURDUE UNIVERSITY
Residence Halls for Women
Lafayette, Indiana

March 31, 1958

Mr. Donald W. Kilbourn
Director of Housing
Central Michigan College
Mount Pleasant, Michigan

Dear Mr. Kilbourn:

I had very little difficulty in filling out your questionnaire. I usually find that I want to qualify almost every response, but not so in your case. It is not time-consuming, and the instructions are quite clear. I am sure you could use it as it is and get quite good results, but since you asked me to review it from a more critical standpoint, I'll mention some minor considerations which occurred to me.

.....

I hope I have not confused the issue by bringing up points which are irrelevant to your study. I think that you have excellent material, and if you have available a summary of your conclusions, I should be interested in reading it.

Good luck on your dissertation!

Sincerely,

Betty Arnaman
Director

UNIVERSITY OF ARKANSAS
Fayetteville

Housing Office

March 25, 1958

Mr. Donald W. Kilbourn
Director of Housing
Central Michigan College
Mount Pleasant, Michigan

Dear Mr. Kilbourn:

Thank you for your letter of March 13 and I am glad to assist in completing your well planned questionnaire. After looking over all of the questions it appeared to fall closer within the bailiwick of the Dean of Women, so you will note I have secured her compliance for you.

The questionnaire appears to me to be very well organized and the instructions are certainly very clear. I think #9 was not answered purely because it involved checking with each head resident and the Dean of Women did not have time at that hour. We have only five head residents in women's housing and I believe one has a degree in Business Administration, one in Arts and Science, and the others did not complete their degrees.

Question 13 is not confusing, it is just that the procedure for making room assignments in freshman housing is different from upperclass housing. Personally, I would have the head resident make all room assignments in cooperation with the Dean of Women.

Sincerely yours,

Robert M. Jones
Assistant Dean and
Supervisor of Housing

BRIGHAM YOUNG UNIVERSITY

Provo, Utah

March 31, 1958

Office of Student Housing

Mr. Donald W. Kilbourn
Director of Housing
Central Michigan College
Mt. Pleasant, Michigan

Dear Don:

.....

I have marked up your questionnaire in a rough style.
I believe it to be a very complete one and very objective.
I am sure you could now go ahead and widen the scope of
your replies and come up with adequate information without
any major revisions to the format of the survey.

.....

Sincerely,

Fred A. Schwendiman
Director of Student Housing

NORTHERN ILLINOIS UNIVERSITY

DeKalb, Illinois

Division of
Business Services

March 18, 1958

Mr. Donald W. Kilbourn
Director of Housing
Central Michigan College
Mt. Pleasant, Michigan

Dear Don:

I was happy to read and fill out your questionnaire - and have made my comments thereon which I hope will prove to be helpful. Questions 12 and 45 are the only ones which I felt needed particular attention-; in general, this is an excellent questionnaire and you should be very successful with it.

.....

With best personal regards,

Paul Fairbrook
Manager, Auxiliary Enterprises

UNIVERSITY OF RHODE ISLAND

Kingston, Rhode Island

Director of Housing

March 31, 1958

Mr. Donald W. Kilbourn
Director of Housing,
Central Michigan College,
Mount Pleasant, Mich.

Dear Don:

.....

Your analysis of job conditions are excellent. It
is the result of a tremendous amount of work.

A few suggestions:

Sincerely,

Margaret E. DeWees
Director of Housing

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May 12, 1958

Section 3

Dear

At the present time, I am engaged in making a nation-wide survey of the professional status and roles of Head Residents. The study is confined to women's housing only.

As you know, the position of head resident is frequently misunderstood by administrators, students, faculty, and parents. The functions of housing personnel are difficult to define clearly. It is hoped that this study will bring into focus some of the problems of residence halls operation.

This survey has been approved by the Research Committee of the Association of College and University Housing Officers. The Committee believes that the information which this study will provide is much needed and will be particularly useful. Copies of the summary will be made available to the members of the Association of College and University Housing Officers.

The questionnaire should be completed by the administrative officer who is responsible for the work of the head residents in women's halls. If you are not responsible for this phase of housing, I would appreciate it if you would send the material to the appropriate person.

I know the task of filling out questionnaires is often tedious. This document can be answered without a lot of time-consuming data-hunting, however, and you should be able to complete it in a few minutes. All replies will, of course, be strictly confidential. No responses will be identified in the final report.

I hope that you may find it possible to help me in this difficult process of collecting the necessary data.

An addressed, stamped envelope is enclosed for your convenience.

Your cooperation is deeply appreciated.

Cordially,

Donald W. Kilbourn, Director
of Housing
Central Michigan College
Mt. Pleasant, Michigan

Section 4

June 20, 1958

On May 12, I sent you a questionnaire concerning the professional status and functions of Head Residents. To date, completed questionnaires have been received from 87 of the 152 Colleges and Universities who make up the sample.

During interviews and in correspondence, Housing Officers have expressed considerable interest in the outcome of this study. I am anxious to collect as much data as possible for the report and am asking for your help.

I have enclosed a stamped envelope and another copy of the questionnaire. I will be grateful if you would complete the form and return it to me.

Cordially yours,

Donald W. Kilbourn
Central Michigan College
Mt. Pleasant, Michigan

DWK:mc

THE PROFESSIONAL STATUS AND ROLES OF HEAD RESIDENTS 179
IN COLLEGE AND UNIVERSITY RESIDENCE HALLS FOR WOMEN

This questionnaire is to be answered by the administrative official who is responsible for the work of the Head Residents in the college or university residence halls for women.

This survey is an attempt to study the status and roles of persons who reside in halls of residence for women and who are responsible for the general welfare of students living in such halls. These persons may be called Head Residents, Housemothers, Resident Advisors, Resident Directors, etc. Throughout the questionnaire this position will be referred to as Head Resident.

Your name and the name of your college or university will not be disclosed.

All questions are concerned with Head Residents of halls for WOMEN only.

1. What title is assigned to such persons on your campus? (check one)

Head Resident	_____	Resident Director	_____
Housemother	_____		
Resident Advisor	_____	Other	_____

2. What title would you prefer for such persons? (check one)

Head Resident	_____	Resident Director	_____
Housemother	_____		
Resident Advisor	_____	Other	_____

3. List the number of Head Residents presently employed according to marital status.

Number who are single	_____	Number who are widows	_____
Number who are married	_____	Number who are separated	_____
		or divorced	_____

4. List the number of Head Residents presently employed according to age.

Number between 21 and 30, inclusive	_____
Number between 31 and 40, inclusive	_____
Number between 41 and 50, inclusive	_____
Number between 51 and 60, inclusive	_____
Number who are 61 or over	_____

5. Assuming equal qualifications, please indicate your preference relative to marital status and age for Head Residents.

Marital status (check one)

Single women	_____
Married women*	_____
Widows	_____
Separated or divorced	_____
Marital status not a factor	_____

Age (check one)

21-30	_____
31-40	_____
41-50	_____
51-60	_____
Over 60	_____
Not a factor	_____

*Assumes adequate facilities for married couple.

6. What is the policy at your institution relative to minimum educational preparation for persons whom you might employ as Head Residents? 180

High school graduate	_____	Masters plus 1 year graduate study	_____
Two years of college	_____	Doctorate	_____
College graduate	_____	Education not a factor	_____
Masters degree	_____		

7. Irrespective of your present policy what do you believe should be the minimum educational preparation for Head Residents? (check one)

High school graduate	_____	Masters plus 1 year of graduate study	_____
Two years of college	_____	Doctorate	_____
College graduate	_____	Education not a factor	_____
Masters degree	_____		

8. Do your Head Residents have faculty status? That is, are they considered members of the faculty? Yes _____ No _____.

9. Do you believe Head Residents should have faculty status? Yes _____. No _____. Undecided _____.

10. List the number of Head Residents who have specialized college training (a major or minor) in the following areas:

Business Administration	_____	Psychology	_____
Counseling and Guidance	_____	Sociology	_____
Educational Administration	_____	Others	_____
Institutional Management	_____		

11. Assuming other factors to be equal, if you were employing a Head Resident and could select from among applicants who had specialized training, from which area would you be most likely to choose? (check one)

Business Administration	_____	Psychology	_____
Counseling and Guidance	_____	Sociology	_____
Educational Administration	_____	Others	_____
Institutional Management	_____		

12. What is the average monthly salary (10 months basis) of your Head Residents?

- A. Cash \$ _____
- B. In addition to the cash salary, are Head Residents provided rent free living quarters? Yes _____ No _____.
- C. In addition to the cash salary, how many meals per week are provided Head Residents? _____.
- D. Please list other perquisites accorded Head Residents which generally are not part of the salary arrangements for the teaching staff: _____
- _____
- _____

13. Taking into account the various remunerative factors such as cash, meals and housing, compare the average monthly salary (10 months basis) of a Head Resident with five years of service with that of an Assistant Professor who has been teaching for five years. (check one)

Head Resident paid at least \$150 more per month than Ass't Prof. _____

" " " \$100 to \$150 " " " " " " _____

" " " \$ 50 to \$100 " " " " " " _____

Little or no difference in monthly salary _____

Head Resident paid \$ 50 to \$100 less per month than Ass't Prof. _____

" " " \$100 to \$150 " " " " " " _____

" " " at least \$150 per month less _____

ROLE OF THE HEAD RESIDENT

The remaining questions are concerned with the role of the Head Resident in three general areas; administrative, counseling, and disciplinary. You are asked to respond to each question in two ways: first, in regard to the existing situation, and second, in regard to your preference in the matter.

Directions for answering questions pertaining to role.

For each question on the line marked EXISTING, if the statement describes an existing function of the Head Residents, encircle number 1. If the statement does not describe an existing function, encircle number 2. If you are undecided as to whether the statement describes a function of your Head Residents, encircle number 3.

For each question on the line marked PREFERRED, if you believe the statement describes a function which should be assigned to Head Residents, encircle letter A. If you believe the described function should not be assigned to Head Residents, encircle letter B. If you are undecided whether the described function should be assigned, encircle letter C.

When responding to the PREFERRED part of each question, try to think in terms of the desired role of the Head Resident rather than in terms of whether specific persons could or could not perform the stated function.

Responsibility does not mean that the Head Resident, herself, necessarily performs the function. If she is held accountable for the success or failure of the function she is, of course, responsible.

EXAMPLE: Existing ① 2 3 Responsible for room assignments within hall.
Preferred A ③ C

If this is an existing function of your Head Residents you should encircle number 1. If you believe this should not be a function of Head Residents you should encircle letter B. (For each question encircle one number and one letter)

KEY TO RESPONSES: Existing

1. Is an existing function.
2. Is not an existing function.
3. Undecided.

Preferred

- A. Should be a function.
- B. Should not be a function.
- C. Undecided.

ADMINISTRATIVE ROLE

14. Existing 1 2 3 Responsible for room assignments within the hall.
Preferred A B C

KEY TO RESPONSES:Existing

1. Is an existing function.
2. Is not an existing function.
3. Undecided.

Preferred

- A. Should be a function.
- B. Should not be a function.
- C. Undecided.

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15. Existing 1 2 3 Responsible for seeing that student rooms are adequately maintained
Preferred A B C either by the residents, or by the custodial staff, or both.
16. Existing 1 2 3 Responsible for food services within the hall.
Preferred A B C
17. Existing 1 2 3 Responsible for ruling upon requests from residents who wish to be
Preferred A B C absent from the residence hall beyond prescribed closing hours.
18. Existing 1 2 3 Responsible for the social, educational, and recreational
Preferred A B C activities of the hall.
19. Existing 1 2 3 Responsible for investigating cases of reported lost or stolen
Preferred A B C property belonging to the residents.
20. Existing 1 2 3 Responsible for seeing that property belonging to the residence hall
Preferred A B C is not abused or damaged beyond normal usage.
21. Existing 1 2 3 Responsible for seeing that residents meet their board and room
Preferred A B C payment obligations.
22. Existing 1 2 3 Responsible for explaining house policies, college regulations and
Preferred A B C traditions to residents.
23. If these statements do not adequately describe the functioning administrative role, please
describe the function of the Head Resident in this regard.

(If additional space is needed please use the back of this page)

24. If these statements do not adequately describe your concept of the desired role,
please describe the function of the Head Resident in this regard.

(If additional space is needed please use the back of this page)

COUNSELING ROLE

25. Existing 1 2 3 To counsel residents in a capacity similar to that of a
Preferred A B C professionally trained college counselor.
26. Existing 1 2 3 To counsel those residents whose problems are considered to be
Preferred A B C relatively minor and refer to the appropriate person or agency
those whose problems appear to be serious.

KEY TO RESPONSES:Existing

1. Is an existing function.
2. Is not an existing function.
3. Undecided.

Preferred

- A. Should be a function.
- B. Should not be a function.
- C. Undecided

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27. Existing 1 2 3 To refer to the appropriate person or agency all residents who appear to need counseling. In short, to assume no responsibility for counseling other than as a referral agent.
Preferred A B C
28. Existing 1 2 3 To attempt to resolve cases of serious conflict among roommates.
Preferred A B C
29. Existing 1 2 3 To counsel residents who seek help in improving their study habits,
Preferred A B C
30. Existing 1 2 3 To serve as an academic tutor to those residents who seek such aid.
Preferred A B C
31. Existing 1 2 3 To serve as adviser to the residence hall student governing body.
Preferred A B C
32. Existing 1 2 3 To give group and/or individual instruction to residents who seek
Preferred A B C to improve their skill in such areas as courtesy and etiquette.
33. Existing 1 2 3 To give group and/or individual instruction to residents whose
Preferred A B C behavior indicates they need to improve their skill in such areas as courtesy and etiquette.
34. If these statements do not adequately describe the existing counseling role, please describe the function of the Head Resident in this regard. _____

(If additional space is needed please use the back of this page)
35. If these statements do not adequately describe your concept of the desired counseling role, please describe the function of the Head Resident in this regard. _____

(If additional space is needed please use the back of this page)

DISCIPLINARY ROLE

36. Existing 1 2 3 To investigate cases of misbehavior which occur in the residence
Preferred A B C hall and assess penalties to known violators.
37. Existing 1 2 3 To assess appropriate penalties on all known minor cases of mis-
Preferred A B C behavior which occur in the residence hall and refer the more serious cases to designated authorities.
38. Existing 1 2 3 To investigate and refer to designated authorities all cases of
Preferred A B C misbehavior which seem to require attention.
39. Existing 1 2 3 To serve as adviser to the student judicial body on those cases of
Preferred A B C misbehavior which are referred to the residence hall student government.

KEY TO RESPONSES: Existing

1. Is an existing function.
2. Is not an existing function.
3. Undecided.

Preferred

- A. Should be a function.
- B. Should not be a function.
- C. Undecided.

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40. Existing 1 2 3 To assume no responsibility for discipline.
Preferred A B C
41. Existing 1 2 3 To assume no responsibility for discipline other than as a counselor
Preferred A B C to those residents who are accused of committing an act of
misbehavior.
42. Existing 1 2 3 To do follow-up counseling, in certain cases, on those residents
Preferred A B C whose conduct has been inappropriate.
43. Existing 1 2 3 To assume responsibility for enforcing regulations pertaining
Preferred A B C to quiet hours in the residence hall.
44. If these statements do not adequately describe the existing disciplinary role, please
describe the function of the Head Resident in this regard. _____

(If additional space is needed please use the back of this page)

45. If these statements do not adequately describe your concept of the desired disciplinary
role, please describe the function of the Head Resident in this regard. _____

(If additional space is needed please use the back of this page)

46. If the present functions of Head Residents at your college or university are considerably
different from what you would prefer please indicate the major factors which prevent
you from changing them. _____

(If additional space is needed please use the back of this page)

Name and title of person who answered this questionnaire.

Name of college or university.

Current enrollment

THANK YOU FOR YOUR COOPERATION

APPENDIX B

Samples of Unsolicited Letters from Housing Administrators

UNIVERSITY OF FLORIDA

Gainesville

Office of
Director of Housing

May 20, 1958

Mr. Donald W. Kilbourn
Director of Housing
Central Michigan College
Mt. Pleasant, Michigan

Dear Don:

Returned herewith is the completed questionnaire received recently in connection with your survey of the professional status and roles of Head Residents in women's residence halls.

May I congratulate you on the quality of the questionnaire which you prepared. I trust that the information we have provided will be helpful to you.

Needless to say, I would appreciate very much receiving a copy of the results of your survey.

Best personal regards.

Cordially,

Dr. H. C. Riker
Director

WAYNE STATE UNIVERSITY

Detroit 2, Michigan

Division of Student Personnel
Office of Housing Counselor

July 7, 1958

Mr. Donald Kilbourn
715 Preston
Mt. Pleasant, Michigan

Dear Don:

I have no doubt but what you may find it difficult to fit the situation at Wayne in with that of other institutions of this size. If you need more information, or some kind of clarification, please let me know. I shall be most interested in knowing the results of your study. I might add that I found it somewhat difficult to work through your questionnaire at first, but after I had completed it, I decided that it made a lot of sense. It looks to me as if you have a very good instrument.

Yours very truly,

Earl D. Sumner
University Housing Counselor

DEPAUW UNIVERSITY
Greencastle, Indiana

Office of the Dean of Students

July 7, 1958

Mr. Donald Kilbourn
715 Preston
Mt. Pleasant, Michigan

Dear Mr. Kilbourn:

So often questionnaires are an annoyance to complete because directions and statements are confusing. I think this is the best questionnaire I have seen all year.

Really, it was fun filling it out.

Good luck with your survey. If copies are mimeographed I would appreciate your sending me one. I'll be glad to purchase a copy.

Sincerely,

Nelle Barnhart
Associate Dean of Students

THE UNIVERSITY OF NORTH CAROLINA

Chapel Hill

Office of
The Dean of Women

June 8, 1958

Dear Mr. Kilbourn:

I am happy to fill this out. Please give me the results of your questionnaire, whenever you make compilation. I especially want this question answered: what's the usual title of the position which you survey? Will you give me this answer when you know it.

Katherine Carmichael
Dean of Women