A Survey of Housing Conditions and Proposed Housing for the Utah State Agricultural College

Lenore Lewis

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A SURVEY OF HOUSING CONDITIONS
AND PROPOSED HOUSING
FOR THE UTAH STATE AGRICULTURAL COLLEGE

A Thesis
Presented to
The Committee on Graduate Work
Utah State Agricultural College

In Partial Fulfillment
of the requirements for the Degree
Master of Science in the School of
Education
Department of Education

By
LENORE LEWIS
May 1936
This Thesis written by Lenore Lewis has been approved by:

Professor in charge of Major Subject

Date

Dean over Major Department

Date

Chairman, Committee on Graduate Work

Date
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JUSTIFICATION AND STATEMENT OF THE PROBLEM

One of the most obvious as well as the most complex problems with which the Utah State Agricultural College has to deal is that of finding and keeping suitable living quarters for the students under its care. When the institution was small the matter was fairly easy to adjust. But with the extraordinarily rapid increase in the number of young people attending the college it has become a most perplexing problem.

The problem is one which deserves attention because of its effect upon the academic and social development of students.

President Butler of Columbia University says: "It is to be borne in mind that the provision of residence halls is as important as classrooms. The chief purpose of university residence halls is not one of housing but of education and educational influence. The cost of residence halls is an expenditure for necessary educational equipment."

Dr. Ada Comstock, President of Radcliffe College says: "We need direct supervision of all our students. This equality of opportunities is important not merely for the sake of material benefits thereby conferred upon students. It is important as a matter of democracy.....by no other is youth more impressed."

A need for better housing conditions for students has been felt at the Utah State Agricultural College for sometime. Administrators and teachers realize that housing conditions exert a vital influence upon the academic success as well as social development of the student and are making contributions to the education of the student.
Educators agree that one's living conditions have a tremendous influence on one's ideals, and study habits, on school mortality and on moral and intellectual standards. It is, therefore, important that the institution knows something about the conditions under which the large majority of its students live.

The writer undertook the problem of surveying the housing conditions at the Nebraska State Agricultural College in order to determine:

First, whether or not a majority of the students were housed in homes where they had modern conveniences.

Second, to find whether or not students lived in crowded conditions.

Third, to obtain the approximate number of students keeping house and to find how and where the majority of them lived.

Fourth, to get information regarding rentals paid by students.

It is intended that the data collected serve as a basis for proposing a housing program to meet the needs of this particular institution in the light of the facts revealed by the survey and best theory and practice.
SUMMARY OF PREVIOUS PUBLISHED INVESTIGATIONS ON THE HOUSING PROBLEM

The constantly increasing number of young people seeking preparation for their life's work has filled and over-crowded in some cases our institutions of higher learning. These students are frequently young people of limited means, who, in time, if not while they are attending school, must depend very largely upon their own efforts for support. Their housing and living conditions must be made economical and, at the same time must satisfy their intellectual, physical and social needs.

Investigations of College Housing

Provisions for the Housing of Young Women

The Young Women's Christian Association has in certain cases devised suitable housing for groups of industrial workers and business girls. Private and endowed colleges have accepted dormitories and residence halls for their students as a part of their plant. In these institutions can be traced the evaluation of housing from a body shelter merely to a laboratory of intellectual and social growth and character building. The great state supported universities, colleges, and teachers colleges, on the other hand, have made little provision for the satisfactory housing of their students, leaving them to take care of themselves in off-campus boarding houses or fraternity houses.¹

¹Housing Committee of American Association of University Women. E. E. Wood, Chairman, "Housing of Women Students at College", Journal of the American Association of University Women, Vol XIV No 4 - July 1922 p 99
Values of College Housing

The educational value of the conditions under which students live during the four years of undergraduate life is emphasized in the report of the housing committee of American Association of University Women.¹ P1. 97-103

The Y. W. C. A. manual presented the following values of YWCA residences which would apply equally well to college housing: safety, freedom, happiness, health and appreciation of spiritual values. It was pointed out that the contribution of group living was reciprocal. Living in a group not only helped the girl to express and develop her own personality, but, at the same time, helped her to contribute to the life of the group and to enrich life for the individual.²

Pierce mentions the additional values of developing taste and ideals of house furnishings, of overcoming the tendency in school life to overemphasize certain pleasures and amusements, of cultivating a spirit of democracy, and of affording so free from disturbing influences that students will be able to do their best scholastic work.

Types of Housing in Normal Schools and Teachers Colleges

A study made of the housing of students in normal schools and teachers colleges shows a combination of dormitories and off-campus lodging houses to be typical of teacher training institutions. Sixty-four per cent of the 105 institutions reporting have this combination


of dormitory and off-campus houses. Fourteen per cent reported off-campus houses only; and eleven per cent, dormitories only. Other types of housing mentioned less frequently were: sorority houses, church dormitories, private homes where students work for board and room and private homes of families or relatives. Cooperative houses, training schools in rural districts, and apartments were mentioned once each. Two teachers colleges and two normal schools reported no provision for the housing of students.

The range in the number of off-campus houses is very great in the above 103 institutions, varying from none to 420. The median number in teachers colleges is 76 and in normal schools 15. One-fourth of the deans of women in the 75 institutions using off-campus houses have more than 100 houses to inspect and supervise. This means a vital problem for the dean and her staff.

The wide differences in maturity and in the social and economic background of students in normal schools and teachers colleges make the question of housing in these institutions an important and interesting one.

A further, more detailed study of the same group of normal schools and teachers colleges shows that the dormitories vary in size from a small cottage housing nine students to a large building accommodating 573 students. Seventeen dormitories house fewer than twenty-five students each; nine house more than 200; and four, more than 500. The median number of students per dormitory is 75.3 The number of off-campus boarding houses is also given in this article, and their faults
are summarized. Their educational possibilities for prospective teachers are pointed out also. This type of housing presents problems of living more like those which the majority of students will face in the communities in which they will teach, than those presented in the dormitory type of housing.

Some Difficulties in College Housing

Some of the difficulties in college housing reported to the housing committee of the American Association of University Women by other college women in response to a questionnaire used by the housing committee are listed below:

1. College housing was too expensive and imposed an additional financial burden on the institution.
2. No suitable buildings were available.
3. Private capital could not realize enough profit.
4. Because of inadequate means and inexperience, students were satisfied with low standards of living.

Off-Campus Housing

The objection to the kind of housing common in teacher training institutions namely, the off-campus housing, are discussed by Pierce,¹ and may be stated under the following headings:

1. Faults in the administration of the system of housing.
   a. The scattered student body which prevents the growth of a healthy college spirit.

¹Pierce, Anna Eloise
b. Low social standards and practices.
c. Poorly balanced meals.
d. Lack of standardization in prices.

2. Faults in the houses or dwellings themselves:
   a. Inadequate heating.
   b. Incomplete and unattractive furnishings.
   c. No provision for segregation in case of illness.
   d. No provision for quiet.
   e. Inadequate bathing facilities.
   f. Inadequate provision for social life.

3. Faults in the family of person of the landlord:
   a. Undisciplined children.
   b. Undesirable men.
   c. Low social ideals and practices.
   d. Lack of refinement and education.
   e. Lack of cooperation with the college.

Residence Halls

The questionnaire of the housing committee mentioned three types of college housing:

1. Cottage
2. Corinatory
3. Cooperative House

These types of housing were discussed under the following headings:

1. The physical plant and its equipment.
2. Facilities for self-support.
3. The social plant.
   a. Dining room
b. Kitchenette and its value.
   c. The reception room.

4. Sleeping and study rooms.
   a. Single or double beds.
   b. Lavatories in the rooms.

5. The building fund.
   a. Appropriations.
   b. Endowment.
   c. State taxes.

The committee offered the following conclusions and recommendations as a result of its study:

1. Dormitories are desirable places of residence for undergraduates and graduates as well.

2. Site should be healthful and inspirational.

3. Proportion, arrangement, and color rather than ornament should be depended upon for beauty in the physical plant.

4. There should be facilities for self-support and cooperative effort.

5. The social plant should have dining rooms, since college commons and cafeteries are make-shifts or emergency measures. It should also provide reception rooms and afford other opportunities for social life.

6. Single sleeping and study rooms are most desirable.

7. There is need of providing inexpensive living in state supported colleges to permit the children of the average American family to receive a college education while maintaining their independence and self respect.
Sorority Houses

Johnson\(^1\) gives a picture of actual conditions in certain institutions. The provisions for social life is in general more adequate than the provision for individual privacy and comfort.

Housing Standards

The lack of adequate standards for the housing of college students is evident. The committee of the American Association of University Women undertook the collection of the data necessary to the establishment of standards, but these tentative standards are largely based on present practice. Klauder and Wise\(^2\) suggested, from the architect’s point of view, the following standards for college dormitories:

1. A vehicle approach to within a few feet of the entrance.
2. Suitable space for an attendant near the main entrance and near this a house telephone system connecting with each room.
3. An attractive common room of generous dimensions in which social functions or small dances can be given; it should have a fireplace of adequate size.
4. One suite for the house mother or matron. The parlor or sitting room of her suite should open directly upon the common room, but there should be another door by means of which the matron’s suite could

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\(^1\)Johnson, Grace A. "Supervision and Living Conditions in College Sorority Houses" - Journal of Home Economics - Vol XIX July 1927, pp 574-79

\(^2\)Klauder and Wise, College Architecture in America pp 157-61. Scribners Sons, New York 1929
be entered from the hall or corridor. A bedroom with a generous closet, and a private bathroom should complete her suite.

5. A small reception room or parlor near the main entrance of the building, entered from the hall or corridor and, if not adjoining, at least near the common room and the house mother's suite.

6. A kitchenette should be located near the center of the building, accessible to the greatest number of student occupants.

7. A small laundry for light work should be provided in the basement for the use of the students.

8. There should be a trunk life and an outside basement entrance whether trunks are stored in the basement or elsewhere.

An unpublished report of the Institution Economics section of the American Home Economics section of the American Home Economics Association, 1928, suggests minimum construction standards for school and college residences. The different kinds of rooms needed, the facilities for their specific use, and their space allotment are described in terms of (a) general practice and (b) suggested standards.

Relation of Housing to Character and Morals

The relationship of character to housing, and practical means of improving the housing situation in teacher training institutions have been discussed at length at the annual meetings of the National Association of Dean of Women. Brogdon is of the opinion that "living conditions and their effect on character and morals are largely centered in the house mother." Newman gives a graphic account of the vigorous attempts to improve housing conditions in the State Teachers College at Greeley,

Brogdon, Mary C. "Better Housing Through Better Householders," Fourteenth Yearbook, 1927 - National Association of Deans of Women pp 149-60 Published by the Association, 1324 Eye Street, Washington, D. C.
Colorado, and the success attending these efforts. Ninrow\textsuperscript{3} outlines a plan for conducting meetings for householders, which has been very successful in raising the housing standards in her institution.

Relation of Housing to Health

Mays\textsuperscript{4} points out the inadequacy of the health facilities in many institutions and relates her success in bettering the health conditions in her institution.

Relation Between Housing and Academic Achievement

A study of the relation between housing and scholastic performance was made by Prasser.\textsuperscript{5} The purpose of this investigation was to examine the factors which entered into the scholastic achievement of 176 freshman women at the State University of Iowa in 1927-1928. One of these factors was the housing of the students. The freshman women were divided into five residence groups, namely, those living at home, those living in sorority houses, those living in the dormitory, those living in approved rooms and those living in homes in which they worked for board or room or both. These five different groups were compared with respect to their scholastic achievement, and the following items obtained from their budgets:

\begin{itemize}
\item Ninrow, Maude Elizabeth, "How House Mothers May Aid in the Betterment of the Conditions of Students, and Their Effect Upon Character and Morals." Thirteenth Yearbook, 1926 – National Association of Deans of Women pp 156-58 Published by the Association, 1634 E. Street, N. W., Washington, D. C.
\item Prasser, Mary Rose, "A Study of the Scholastic Performance of Freshman Women at the State University of Iowa, 1927-28," Published by the University, Iowa City, Iowa 1930.
\end{itemize}
1. Help at home.
2. Self support.
3. Church and social service.
4. Activities.
5. Recreation.

The class average was used as a standard with which to compare each of the housing groups.

In scholastic achievement, as measured by first semester grade points, freshman living at home ranked first, those in sorority houses, second; those in the dormitory, third; those in approved rooms, fourth; and those living in a home where they worked for self-support, fifth. The group living in a home where they worked made a better scholastic record than the other members of the entire group of working freshmen, but ranked low in church attendance and activities, and very low in recreation. They also carried a reduced schedule of school work, though their intellectual ability was above average and their high school records were the best made by any resident group.

SUMMARY:

The sources reported furnish an interesting background for a housing survey at the Utah State Agricultural College. They make evident the need for adequate housing and express opinions concerning the value of different types of housing.

A survey of conditions at this institution should enable us to evaluate our situation according to accepted housing standards.
SOURCE OF DATA AND PROCEDURE

The data presented in this paper were obtained in 1935 by competent and mature people who were employed by the college for the purpose of investigating the housing conditions.

The investigators obtained the Logan address of every student at the college with the exception of the students who were living at home and visited each residence. When these inspectors visited boarding houses or bathing quarters they had certain definite information to obtain. (Data card is in the appendix.)

The information sought was the result of a carefully prepared questionnaire which was the composite work of a committee on personnel at the college.

Four hundred twenty residences were visited by these workers and four hundred twenty questionnaires were answered.

This year the writer and an assistant sampled the data to obtain an idea as to whether or not they were reliable and to note any changes that might effect the reliability. Every tenth address card was taken from the files at random and the residence was again visited. The inspector, who was in a majority of cases, the writer, used the same questionnaire as was used in the previous survey and tabulated her findings.

The 1935 material was compared in forty cases with that obtained in 1936 and in every case the first data taken proved to have a high degree of correspondence.

It was concluded that the 1935 survey was highly reliable and therefore could be used in an analysis of the housing situation at the institution.
The writer found very little material available in the Utah State Agricultural College Library which had any bearing on this study.

Several of the books summarized above were suggested by Miss Harriet Hayes, Director of Housing, Columbia University.

Letters were written to several institutions in neighboring states to obtain current information regarding housing in their particular institutions. These replies are included in the appendix.
Presentation of Data

The following tables reveal the housing conditions of those U. S. A. C. students who board and who keep house for themselves.

Following each table is a brief analysis and interpretation.
Number of U.S.A.C. Students Boarding Classified According to Amount Paid for Board & Room in Relation to Number of Meals Eaten Per Day & Number of Students Per Room, Logan, Utah, 1935.

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<td>127</td>
<td>24</td>
<td>149</td>
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From table I-A the following significant facts may be observed:

1. There are no students who have provided definite arrangements for only one cooked meal per day at the boarding house.

2. More boarding students prefer a place providing two cooked meals per day. The respective plans are used by the sample students as follows: Two meals are preferred by 516 students. Three meals are preferred by 143 students.

3. Provision for three meals a day while made by a minority of students is, nevertheless, an important and popular plan with large numbers.

4. The percentage of boarding students who can afford a single room is relatively small among U. S. A. C. students being about eleven percent.

5. There are far more students who live with one room mate among boarding students than with any other number. In fact, this number exceeds all other numbers combined.

6. A considerable number of boarding students club together with three and four in a room — the percentage being as high as 36.

7. The great majority of boarding students pay from $15.00 to $20.00 per month for board and room. The specific numbers being at $15 — 75; at $16 — 28; at $17 — 9; at $18 — 129; at $19 — 24; and $20 — 149.

8. Those who have three meals a day usually pay $20 per month and live in two person rooms.

Thus it seems that conditions are very crowded even in boarding houses charging the average price for students per month, and that
the most crowded conditions exist in homes where students obtain two meals per day.

The quality of food and the accommodations for students who board and room where they have three cooked meals a day must not be of as high a standard as that maintained in the two meal a day houses because there is no appreciable difference in price.
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<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

| Tubs                    | 25        | 17| 51| 2 | 4 | 1 | 3           | 19     |
|                        |           |   |   |   |   |   |             | 27     |
|                        |           |   |   |   |   |   |             | 1      |

| Showers                 |           |   |   | 1 | 1 | 1 | 5           | 8      |

| Lavatories              | 27        | 17| 51| 2 | 5 | 1 | 1           | 25     |
|                        |           |   |   |   |   |   |             | 32     |
|                        |           |   |   |   |   |   |             | 7      |

| Toilets                 |           |   |   |   |   |   |             |        |
| Indoor                  | 1         | 25| 17| 51| 23| 14| 10          | 5      |
| 2                       |           |   |   |   |   |   |             | 125    |
| 3                       |           |   |   |   |   |   |             | 29     |

| Outdoor                 | 5         | 1 | 2 | 2 | 2 |   |             | 6      |

| Water                   |           |   |   |   |   |   |             |        |
| Hot and Cold            | 24        | 17| 31| 29| 15| 13| 50          | 158    |
| Cold only               | 6         | 2 | 5 |   |   |   |             | 13     |
| Hydrant                 | 7         | 2 | 4 | 6 |   |   |             | 27     |
Table II-A shows that:

1. There are 158 houses reported as having one or more bathrooms.

2. Fourteen of these homes where students board and room have no bathrooms.

3. Only eight of the houses have showers.

4. One hundred fifty eight (158) houses have hot and cold water.

5. Thirteen of the houses have cold water only.

6. In twelve of these boarding and rooming houses students must use outdoor toilets.

7. The large number of hydrants, however, is due to the fact that there are hydrants at homes where there is water in the house.

It appears from the facts revealed by the table that there are a number of places now being patronized by students that do not have adequate and necessary conveniences for them.
<table>
<thead>
<tr>
<th>Water</th>
<th>$4-$10</th>
<th>$11-$15</th>
<th>$16-$20</th>
<th>$21-$25</th>
<th>$26-$35</th>
<th>Totals</th>
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<tr>
<td>Hot and Cold</td>
<td>55</td>
<td>51</td>
<td>44</td>
<td>15</td>
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<td>177</td>
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<td>Cold only</td>
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<td>14</td>
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<td></td>
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<td></td>
<td></td>
<td>55</td>
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<td>24</td>
<td>10</td>
<td>4</td>
<td>71</td>
</tr>
<tr>
<td>Coal Stove</td>
<td>100</td>
<td>58</td>
<td>24</td>
<td>5</td>
<td>3</td>
<td>190</td>
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<td>2</td>
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<td>4</td>
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<td>16</td>
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<td>Men and Women use the Same Bath</td>
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<td>38</td>
<td>22</td>
<td>7</td>
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</tr>
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<td>32</td>
<td>21</td>
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<tr>
<td>Men and Women Have Apt. on same floor.</td>
<td>Yes</td>
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<td>Men and Women Occupy the same apt.</td>
<td>Yes</td>
<td>37</td>
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<tr>
<td></td>
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<td>41</td>
<td>28</td>
<td>6</td>
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</table>
Table I-B shows the following:

1. Twenty per cent of the batching quarters have no water in the house.

2. Most all of the houses that do not have water in them are in the low price rental list namely, $4 to $10 per month.

3. About 72 per cent of all student housekeeping quarters are heated by coal stoves.

4. Coal stoves are popular even in houses charging from $25 to $35 rent per month.

5. Only two per cent of the houses were comfortably furnished.

6. Although most of the meagerly furnished houses and apartments fall in the lowest rental group, price of rental does not, according to this table, insure adequate furnishings.

7. In fifty per cent of the housekeeping quarters, men and women use the same bathroom.

8. In 50 per cent of the batching quarters men and women have apartments on the same floor.

9. About 30 per cent of the batching quarters are occupied jointly by men and women.

It, therefore, appears that conditions under which a majority of the students who are keeping house live are not very satisfactory.
Number of Houses Affording Specific Modern Conveniences to U.S.A.C. Students Who Keep House for Themselves in Relation to Size of Houses, Logan, Utah, 1935

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<th>Bathrooms</th>
<th>1</th>
<th>19</th>
<th>11</th>
<th>22</th>
<th>19</th>
<th>16</th>
<th>25</th>
<th>10</th>
<th>5</th>
<th>1</th>
<th>2</th>
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<th>Tubs</th>
<th>1</th>
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<th>11</th>
<th>22</th>
<th>22</th>
<th>17</th>
<th>29</th>
<th>15</th>
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<th>7</th>
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<td></td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

| Showers   | 1 | 5  | 6  | 5  | 2  | 4  | 1  | 1  |   |   |   | 3 | 28 |

<table>
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<tr>
<th>Laundry</th>
<th>1</th>
<th>18</th>
<th>11</th>
<th>19</th>
<th>15</th>
<th>14</th>
<th>18</th>
<th>6</th>
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<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

| Indoor Toilets | 1 | 18 | 12 | 20 | 15 | 15 | 18 | 8  | 1 |   | 2 | 107 |
|                | 2 |    | 2  | 15 | 19 | 15 | 11 | 8  | 9 | 9 | 1 | 2 | 89  |
|                | 3 |    |    |    |    | 1  |    |    |   | 1 | 1 | 2 | 5 | 20 |

| Outdoor Toilets | 12 | 4  | 11 | 5  | 8  | 5  | 6  | 1  | 4 | 1 |   | 47  |

<table>
<thead>
<tr>
<th>Water</th>
<th>M&amp;C</th>
<th>17</th>
<th>10</th>
<th>23</th>
<th>27</th>
<th>61</th>
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<th>10</th>
<th>11</th>
<th>1</th>
<th>2</th>
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<th>7</th>
<th>207</th>
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<td>C. only</td>
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<table>
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<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
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<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>Total No. of House</th>
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<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
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</tbody>
</table>

Total No. of Houses = 264
According to data tabulated in table II-B:

1. Twenty-five of the houses have no bathrooms.

2. Fifty seven of the houses do not have inside toilets.

3. Forty-six houses have no water in them and an additional number of seventeen houses has cold water only.

4. The large majority of houses have fewer than seven rooms.
Location of Living Quarters Occupied by U.S.A.C. Students Who Keep House for Themselves in relation to Amount of Money Paid for Rent and Size of Apartment, Logan, Utah, 1935

<table>
<thead>
<tr>
<th>No. of Rooms</th>
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<th>$5</th>
<th>$6</th>
<th>$7</th>
<th>$8</th>
<th>$9</th>
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<th>$20</th>
<th>$21-25</th>
<th>$26-35</th>
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<td>11</td>
<td>20</td>
<td>11</td>
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</table>
In table III it is observed that:

1. First floor one room apartments exceed in number.
2. Approximately 80 per cent of all housekeeping quarters are one and two roomed apartments.
3. The largest number of apartments is located on the first floor. The percentage being about 45. About 30 per cent of the apartments are located on the second floor and 25 per cent of all student apartments are basement apartments.
4. More apartments rent for $10 than for any other amount.
5. The average amount of rent for housekeeping apartments is $13.00.

The majority of U. S. A. C. students who keep house for themselves live in the cheaper apartments.

The cheaper apartments are the small one and two room apartments and students are living in very crowded conditions.
### Table: Number of Apartments and Houses Rented by U.S.A.C. Students Who Keep House for Themselves

Showing From Whom They Rent in Relation to Amount of Rental, Logan, Utah, 1935

<table>
<thead>
<tr>
<th>Amt. paid for apt.</th>
<th>$3-5</th>
<th>$6</th>
<th>$7</th>
<th>$8</th>
<th>$9</th>
<th>$10</th>
<th>$11</th>
<th>$12</th>
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<th>$15</th>
<th>$16</th>
<th>$17</th>
<th>$18</th>
<th>$19</th>
<th>$20</th>
<th>$24-25</th>
<th>Totals</th>
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<td>1</td>
<td>5</td>
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<td>5</td>
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</tr>
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<td>4</td>
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<tr>
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<td>2</td>
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<td>18</td>
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<td>4</td>
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<td>21</td>
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<td>17</td>
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</tr>
</tbody>
</table>
Table IV reveals the following:

1. About 50 per cent of all the housekeeping quarters rented by students are rented from husband, wife and family.

2. The percentages of places rented to students by wife only, wife and family, and husband and wife are almost equal.

3. The largest number of cheap apartments is rented to students by husband, wife and family.

4. The fewest number of cheap apartments is rented from wife only, and wife and family.
General Conclusions

It is evident from the data presented that the financial conditions of the large majority of the students of this institution are poor. Therefore, any housing plan proposed for this institution will necessarily have to provide for a large number of students of limited means.

There is an astonishing lack of standardization in prices paid by students for similar accommodations.

The data seem to indicate that the general environmental and physical conditions of a large majority of the students of this institution are not conducive to effective study habits because of the following:

1. Inadequate modern conveniences such as heating, bathrooms, and lavatories.
2. Incomplete and unattractive furnishings.
3. Very crowded conditions.
4. Few provisions for privacy.
5. Lack of cooperation with college.

It is further evident that the housing situation as it pertains to students is very unsatisfactory, and that the number of students batching is, in all probability, far too large. That number is equal to about one-third of the total student enrollment.
RECOMMENDATIONS FOR THE IMPROVEMENT OF HOUSING CONDITIONS

It is evident from the available data that some constructive plan of housing should be developed at the institution if the majority of students are to profit by their home life during their years at college.

The following suggestions are thought to be important and necessary: First: That there be appointed a director of housing who could give his full time to this particular phase of student life. The suggested director to be responsible to the Chairman of Social Affairs and the Dean of Women.

Second: That the institution establish an approved housing list.

Third: That all householders who wish to be placed on the approved list make application to the director of housing for inspection, and that only those houses that meet the requirements be placed on the list.

Fourth: Some effort should be made to make householders and students aware of their obligations to each other and to the institution. Each householder should be given a booklet at the beginning of the year containing information similar to the following which has been successfully used at Greeley, Colorado.

Information for Householders - September 1956*

Dear Householder:

You are a part of the educational plan of the Utah State Agricultural College. We need your cooperation in the training and directing of our students who depend upon the private homes in Logan for housing during the school year. We are convinced that comfortable, wholesome, and

*Issued by Committee on Social Affairs - Utah State Agricultural College, Logan, Utah
pleasant living conditions have a great influence on a student's scholarship, habits, attitudes, and ideals.

In order that students and householders may live congenially and happily while students in the college, we have found it necessary to have a few regulations concerning college life and approved rooming houses.

We feel that there is better cooperation in our organization involving students, faculty, and householders where there is a common understanding as to duties, obligations, and privileges. It is hoped that this booklet contains information which will help you as a householder to know what is expected of you in your part of the educational program of the college. You will be held responsible for a knowledge of and a conformity to the standards and regulations in this book. Please feel free to come to our office if there is anything which you wish to discuss with us. Sometimes just talking over a problem with us may help you to solve it more easily.

We thank you most sincerely for your cooperation in helping to build up and to maintain the high standards of our college. We hope you have a pleasant year with the students in your home.

Very sincerely yours,

Chairman Social Affairs
Dean of Women
Director of Housing

Householders Contract - Agreement between student and householder

It is hereby agreed by and between the undersigned student enrolled at the Utah State Agricultural College and the undersigned household that the room rented by the student from the household is on the following terms and conditions:
1. Room rent shall be paid for the entire quarter unless by special arrangement satisfactory to both householder and student. The quarter is interpreted to mean from two days before the opening of college until two days before the opening of the other quarter.

2. The householder shall not change rates during the quarter or year.

3. The householder shall not charge extra fees except as stated in Section 4.

4. The student shall pay extra fees as follows:
   a. Thirty-five cents a night for guests.
   b. Long distance calls.
   c. A charge will be made for electrical appliances other than the pressing iron and curling iron as follows:
      (1) Electrical heater = .05 per hour
      (2) Electrical warming pad = .05 per hour
      (3) Radio = $1.00 per month
      (4) Electrical fan = .50 per month

5. The householder shall provide:
   a. Change of bed linen once a week.
   b. Hot water daily.
   c. Heat until 10:30 p.m.

6. The student shall not move within the quarter except under unusual circumstances. Decision in such cases shall be made through conference between householder and student and when necessary referred to the director of housing of the Utah State Agricultural College.

7. The student is not held for rent if he withdraws because of illness or by request of the college.
8. The student agrees to observe the following courtesies:
   a. Avoidance of noise after 8 p.m.
   b. Avoidance of baths after 10:30 p.m.
   c. Economy in the use of lights. They should be turned off when not needed.

9. If the household moves or his name is taken from the approved list, this agreement is null and void.

10. In case of disagreement concerning any of the above terms and conditions, the matter shall be referred to the director of housing of the Utah State Agricultural College.

   It is further agreed by the undersigned that this agreement shall cover the ______ Quarter, 193_, of the Utah State Agricultural College and the rental price shall be $____ per quarter, payable as indicated in Section 1.

   Executed in duplicate

   Date________________________

   ________________________________
   Student

   ________________________________
   Householder

Moving:

At the end of a quarter, a student may change his residence. He must, however, give his householder a two weeks notice of his intention.

During the quarter no student is permitted to move unless he first secures the permission of the director of housing or the chairman of social affairs committee. In the case of women students the Dean of Women can substitute for the Chairman of Social Affairs. No such permission will be given until the householder has been consulted.
Permission to move will sometimes be granted for the following reasons:

1. When the householder has broken her part of this agreement:
   a. Lack of heat.
   b. Poor light.
   c. Lack of hot water.
   d. Inadequate supply of clean linens.
   e. Meals that are of poor quality and not well-balanced.

2. When a student is obliged to leave college because of ill health, loss of funds, low standard of scholarship, or behavior.

3. When upon the recommendation of the medical advisor the conditions of the house are considered detrimental to the student's health.

4. When there is repeated failure to observe quiet hours, earnest students will be given permission to move.

5. When a student provides another student to take her place.

6. Absolute necessity to work for board and room.

7. If a householder gives up her house during the school year, the students are not required to stay under the new management unless they wish.

--- Rules of Social Affairs Committee

**General Responsibilities of Householders**

Householders may not take men students or married couples to live in their house during the same quarter that they have women students.

No men may go to a girl's room without special permission from the householder. Houses with large verandas should have light upon them either from overhead light or from hall and front windows.

Whenever students use the porch householders should see that neighbors are protected from undue noise.
No householder should be away overnight without making arrangements for a responsible person to take charge. The Dean of Women must approve all such arrangements.

All cases of illness should be reported immediately to the medical advisor and to the Dean of Women.

People who are guests of students are expected to keep all college regulations during their stay in our approved houses.

Requirements for Approved Houses:

1. Each student must have a bed to himself.
2. All houses must have central heating plants.
3. No house will be accepted where there are more than eight people to use one bathroom.
4. All houses must have adequate parlor accommodations.
5. New householders will be required to furnish business and character references.
6. A room must not be occupied by more than two students. Exceptions to this rule to be made by the director of housing.
7. No cooking and sleeping in the same room.
8. Each approved house must have a telephone.
9. All householders must make an annual written application for placement on the approved list.
10. Student cooking privileges can not be allowed where there is no separate sink with hot and cold running water and proper sanitary drainage.
11. No basement rooms are allowed for sleeping purposes.
12. The student has a right to expect his room to be kept at a comfortable temperature, 68° to 72°, from 6:45 a.m. to 10:30 p.m. He is within his rights when he buys a thermometer and keeps the readings.
13. Each student has a right to expect an adequate and well placed light for study purposes. Nothing below 60 watts is adequate. Even this size is too small unless it hands directly over the study table.

14. Each student has a right to expect a hot bath daily. All students are urged to be courteous about the amount of water drawn and the time spent in the bathroom.

15. The student has a right to expect a clean room and a weekly change of linens.

16. The student has a right to expect adequate parlor arrangements for the entertainment of guests.

17. All householders shall provide opportunity for students to press clothing. Students should press only on ironing boards provided for that purpose, and not on beds, study tables, or chairs.

Approval Cards:

Approval cards are granted for one year only.

Houses may be removed from the approved list during the year for:

1. Not enforcing student standards.

2. Failure of the householder to attend or be represented at Householder's Association meetings.

3. Failure to report illness or flagrant breaking of student government standards to the proper authority.

4. Keeping men, either students or outsiders, in houses with women students. Special exceptions to this rule may not be given except where bath and toilet arrangements are absolutely separated.

5. Houses must not be left over night without responsible persons in charge. These persons must be approved by the Dean of Women before the
householders leave town.

6. Approval cards are not transferable. A house now on the approval list will not necessarily remain there under new management.

That all householders be required to attend a special meeting for the discussion of common problems once a quarter.

That all places where students are residing be inspected and visited at least once a quarter, and that careful follow-up work be done in cases where conditions are questionable until marked improvement has been noted.

That the institution build dormitories to relieve the crowded condition and meet more adequately the needs of students. If the institution in and of itself cannot afford a building program of this type at the present time the plan used at Pullman Washington, so successfully may be found helpful. The following is a skeleton of their dormitory plan:

Local company organized and incorporated as a holding company. Company composed largely of local business men.

Company contracts with Board of Regents for the erection of a dormitory, costing a fixed sum, on property adjacent to college campus and agreeable to Board. Plans and specifications to be furnished by Board of Regents and erection of dormitory to be supervised by college architect.

Dormitory must necessarily be located on land which does not belong to the State as otherwise a mortgage could not be placed thereon. Should be adjacent in order to fit in with proper campus planning and also so that same is handy to college heating, lighting and water systems.
The general plan is to issue bonds for the full amount of the cost of construction of the building, plus the site upon which the dormitory is to be located. In order to secure the bond holders, a mortgage is taken out on the property itself and deposited with some bank acting as trustee. As additional security for the bonds a copy of lease with Board of Regents is also filed with trustee. Lease also requires that institution keep the building fully insured as an additional protection to the bondholders.

Bonds issued in valuations of $500.00 and $1,000.00. Interest is at the rate of 4% per annum, payable semi-annually.

Money received from the lease as entered into between the Board of Regents and corporation is used to pay the semi-annual interest and at same time retire a definite number of bonds. Bonds are issued serially though it is specified as a part of the bonds that they may be called on any interest bearing date. Bonds are sold entirely on an investment basis and not on any appeal to college loyalty or through particular personal influence.

Five series of bonds totalling about one and a half millions have been issued and have all been taken locally so that no outside agency has been necessary to float the issues. The last series of $190,000.00 was taken within a week after notice was given.

The bonds are so popular as an investment that at the present time we have a waiting list of over fifty persons desiring some of the bonds already issued or those of any new issue contemplated.

The dormitory after construction is operated at the expense of the institution, the corporation having nothing to do with these details;
its only purpose being the construction of the building which is then leased to the institution and to all intents and purposes becomes a part of its plant.

That the institution establish cooperative houses for both boys and girls so that worthy students who have to economize can do so and at the same time maintain standards of respectability in living. This would practically eliminate the undesirable batch living quarters.

The sample plan of the organization of the cooperative Dormitory is as follows:

OUTLINE OF THE ORGANIZATION OF THE COOPERATIVE DORMITORY SYSTEM AT IOWA STATE COLLEGE

Clara Barton and Alice Freeman Halls at Iowa State College are examples of cooperative dormitories. They house sixty-five and ninety-six girls respectively. The housing department is conducted like the other dormitories on the campus except the girls perform the daily housekeeping duties. These tasks are supervised by the hall directors. The girls pay the same room rent as is charged for rooms in any of the resident halls on the campus.

The food department is managed by a dietitian, who is a staff member of the Institutional Management department. The girls plan, prepare and serve the meals under her supervision. The weekly charge for food is $2.50, just half of the regular rate and the work averages one hour a day.

Plan of Organization

I. Committee Organization.

1. The girls resident in these halls are grouped into ten committees.

2. These committees rotate through four divisions of work with every fifth week a rest period, when they are free from any duty in the house. The cycle is completed every five weeks.
II. Committee Duties
   A. Housework
      1. First Floor Cleaning
         a. Duties are arranged to fit the needs of the respective dormitories.
         b. Each girl has duties definitely assigned which she performs every day for a period of one week.
         c. All duties are to be completed by 7:45 a.m.
      2. Second and Third Floor Cleaning.
         a. Here again duties are arranged to fit the needs of the respective dormitories.
         b. Duties are assigned for a period of one week.
         c. One day a week, in addition to the regular duty, a girl from each of the two committees in this division launders the tea towels.
         d. Duties are to be completed by 7:45 a.m.
   B. Food Preparation
      1. Breakfast and Lunch
         a. Girls report in the kitchen at 6 a.m. and serve at 6:45 a.m.
         b. One committee prepares the breakfast.
         c. The second committee makes preparation for luncheon.
         d. Girls on either committee who do not have eleven o'clock classes make the final luncheon preparation.
         e. Luncheon is served at 12:05.
         f. Both committees wash dishes and leave the kitchen in order following each meal.
      2. Dinner
         a. Girls report in the kitchen at 4:30 p.m. and serve at 6 o'clock.
         b. One committee prepares the main course and vegetables and the other the salads, sauces, and desserts.
         c. If a girl on this committee has a free period during the day, she often works during the period and then does not report to the kitchen until 5:30 or later.
         d. Both committees wash dishes.
   III. Meal Service
      1. Girls have assigned places in the dining room which they keep for a period of one week.
      2. The hostess at each table is appointed weekly by the house president.
      3. The waitresses at each table are assigned by the respective committee chairman.
      4. Breakfast
         a. The fruit and cereal are placed on the table before the meal.
         b. The main dish and hot beverages are placed by the waitresses.
         c. The girls leave the dining room by tables as they finish and carry their dishes to the kitchen.
      5. Luncheon
         a. Cafeteria service is used for the hot dish and beverage.
         b. Salads, sandwiches, and desserts are placed on the table previous to the meal.
c. Girls leave the dining room by tables and carry their dishes to the kitchen.

6. Dinner
a. The food is placed before the hostess, who serves it.
b. All the tables are cleared by the waitresses simultaneously for the second course.
c. Everyone leaves the dining room together at the finish of the meal.
d. The waitresses clear the tables.

IV. General Cleaning
1. Each girl is held responsible for her own room.
2. Saturdays, girls who live in the dormitory are employed to clean the parlors, corridors, stairways, kitchenettes and bath rooms. They are paid from the dormitory operations fund.
3. Some of the Saturday cleaning in the kitchen is done by the breakfast and lunch committee.
4. A college boy is employed on Wednesday and Saturday to do the heavier cleaning.
5. Daily Janitor service is provided, as in the other dormitories on the campus.
6. The table linen is sent to the college laundry for laundering.

V. House Organization
1. The hall directors and dietitians are assisted in the social and disciplinary measures by a regular house organization with a president and a house council.
2. The house is governed by a constitution adopted by the members.
3. The personnel of each committee remains the same for a quarter.

4. Two committees function in the same division at the same time.

5. Each committee is headed by a chairman who serves for a period of six weeks.

6. The chairman are selected at the beginning of the school year by the hall direction and the dietitian, after that the committee chairmen assist in the selection of their successors.

   a. The girls are assigned to their respective committees by this group. This prevents all inexperienced members from being placed on the same committee as well as eliminates the same girls working on a committee for two consecutive quarters.

7. The table below shows the division of committee duties and the method of rotation. The groups are designated A, B, C, D, E, F, G, H, I, J, respectively and the divisions I, II, III, IV, V.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Preparation &amp; service of breakfast and luncheon</th>
<th>Week-off</th>
<th>Cleaning duties on first floor</th>
<th>Preparation &amp; service of dinner</th>
<th>Cleaning duties on second and third floors</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week</td>
<td>Division I*</td>
<td>Division II</td>
<td>Division III</td>
<td>Division IV</td>
<td>Division V</td>
</tr>
<tr>
<td>Group A-B</td>
<td>Group C-D</td>
<td>Group E-F</td>
<td>Group G-H</td>
<td>Group I-J</td>
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</tr>
<tr>
<td>2nd Week</td>
<td>Division V</td>
<td>Division I*</td>
<td>Division II</td>
<td>Division III</td>
<td>Division IV</td>
</tr>
<tr>
<td>Group I-J</td>
<td>Group A-B</td>
<td>Group C-D</td>
<td>Group E-F</td>
<td>Group G-H</td>
<td></td>
</tr>
<tr>
<td>3rd Week</td>
<td>Division IV</td>
<td>Division V</td>
<td>Division I*</td>
<td>Division II</td>
<td>Division III</td>
</tr>
<tr>
<td>Group G-H</td>
<td>Group I-J</td>
<td>Group A-B</td>
<td>Group C-D</td>
<td>Group E-F</td>
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<tr>
<td>4th Week</td>
<td>Division III</td>
<td>Division IV</td>
<td>Division V</td>
<td>Division I*</td>
<td>Division II</td>
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<tr>
<td>Group E-F</td>
<td>Group G-H</td>
<td>Group I-J</td>
<td>Group A-B</td>
<td>Group C-D</td>
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</tr>
<tr>
<td>5th Week</td>
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<td>Division III</td>
<td>Division IV</td>
<td>Division V</td>
<td>Division I*</td>
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<tr>
<td>Group C-D</td>
<td>Group E-F</td>
<td>Group G-H</td>
<td>Group I-J</td>
<td>Group A-B</td>
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</table>
PLAN OF ORGANIZATION FOR COOPERATIVE DORMITORY

Institutional Administration

Dietitian

Director of Housing

Hall Director

House President

Vice, Pres., Secretary & treasurer

House Council

Food Preparation

House Keeping Duties

Discipline and Social

Committee Members

Committee Members

Committee Members

Committee Members

Committee Members

Committee Members

Committee Members

Committee Members

Committee Members

Committee Members
In institutions operating cooperatives it has been found that the students living expenses are reduced one-half.

That the batchin quarters be eliminated as rapidly as possible.

That the director of housing be given authority to act in behalf of the institution on matters pertaining to living conditions of all students.

That housemothers be employed for fraternity as well as sorority houses.
ADVANTAGES OF THE PROPOSED PLAN:

In all probability the majority of students will live outside of college operated residence halls for some years to come. Although the responsibility for housing these students rests largely with the townspeople of the community no organized effort has been made to educate them in the standards that should be maintained by college people.

A director of housing could assume this responsibility and could cooperate closely with landlords as well as with students. Such a director would be interested in raising the housing standards as rapidly as possible and in all probability would attack the problem in a manner somewhat like the plan proposed.

While no study has been made here to prove the effect of living conditions to a student's happiness and contentment, it is assumed that there is a definite proportional relationship. Happiness and contentment have a direct bearing on attitudes and habits which are fundamental to academic success.

Many students are, at the present time, succeeding in spite of crowded, unpleasant, and inconvenient living conditions but a higher measure of success could be attained if their living conditions were improved.

People like to remain in pleasant situations. Students are not exceptions. It is very probable that freshman mortality could be greatly reduced if living conditions were more pleasant for them during the first year when they have so many adjustments to make.
Letters were written to the deans of women in institutions comparable to the Utah State Agricultural College to get some idea of the housing programs at their respective schools.

At Colorado State College of Education at Greeley, Colorado, all freshmen must reside in the dormitories unless they live at home or with close relatives. All other students are required to live in houses approved by the college. The off-campus houses are regularly inspected by a director of housing.

The University of Idaho requires all undergraduate women students to live on the campus. The only women who live out in town are girls whose homes are in Moscow, or girls who work in homes approved by the University for their board and room. One cooperative house is maintained for worthy students who have limited finances.

The State College of Washington, located at Pullman, has a nearly adequate dormitory system. All of the dormitories and fraternity houses are under the leadership of competent people. The dining rooms of all of these houses are operated under the direction of a supervising dietitian, who herself is a member of the staff of the College of Home Economics.

This present year only ninety women students live off the campus at the University of Arizona. These girls are living with private families who are on the approved list of houses. The approved houses have been affiliated as closely as possible with the dormitory system.

Regulations regarding the housing of students who attend the University of Oregon at Eugene say that students can not live in hotels, apartments or detached houses, and must live in fraternities, sororities, dormitories or in their own homes in Eugene. Any other requests come under
the head of Exceptions and require the filling out and filing of one of the Residence Petitions. These petitions are then passed or denied by the Housing Committee consisting of nine members.

At the University of Minnesota there are about two hundred ten houses on the approved list. All undergraduate students must live in dormitories or approved houses unless their homes are in Minneapolis. All of these homes are inspected by the director of housing and her assistant at least once a year and some of them oftener. If they fall below the standards required they are taken off the approved list and not recommended to students. In inspecting these houses the following points are taken into consideration:

The personality of the householder; the adequacy and attractiveness of the furnishings; closet accommodations; heating and ventilation; bathroom facilities; and the general care and upkeep of the house. The houses are graded A, B, and C. However, a house is not kept on the approved list if it falls below a B rating. There are rules and regulations governing the standards of householders, and the conduct of students.

Meetings are held once a month and it is compulsory for the householders, if they wish to be on the approved list, to attend these meetings.

The University of Minnesota also operates a number of cooperative cottages.

SUMMARY: It is apparent that these institutions all have constructive housing plans and that they feel housing to be a very vital factor in student life.
COLORADO STATE COLLEGE
OF EDUCATION – GREELEY

Office of the Dean of Women

February 17, 1956

Miss Lenore Lewis
Dean of Women
Agricultural College of Utah
Logan, Utah

My dear Miss Lewis:

We are pleased to tell you our present policy in housing our college students. This applies to undergraduates and unmarried students.

Freshmen are supposed to live in the dormitories unless they reside in Greeley or live with relatives or friends whom their parents approve. Students who work for room or room and board may live in the homes where they work. The other undergraduate students are required to live in houses approved by the college. These number about 85 houses for the women and 21 for the men.

The fraternities and sororities are housed in approved houses rented by the householders. Not all members are able to live in these houses but meet there for social purposes.

With the dormitories now being built, we expect to house 65 men and 261 women next year. This will lessen the number of houses needed in town unless the dormitories attract a large number of students.

The householders are required to see that rules for students approved by the college are kept.

I am enclosing a copy of the pamphlet INFORMATION FOR HOUSEHOLDERS and a copy of the AGREEMENT BETWEEN STUDENT AND HOUSEHOLDER.

Very sincerely yours

Margaret M. Roudebush
Director of Off-Campus Housing

Enc. 2
February 21, 1936

Miss Lenore Lewis
Dean of Women
Agricultural College of Utah
Logan, Utah

My dear Miss Lewis:

For a number of years at the University of Idaho, we have required undergraduate women students to live on the campus. We have two halls of residence for women, and eight sorority houses. The only women who lived out in town were those girls whose homes were here, or girls who worked in homes approved by us for all of their board and room. We have found that this way, the girls have been comfortably housed, and we have known very definitely the conditions under which they lived. Our living expenses at the hall are so reasonable, that girls could not afford to live out and "batch" or pay to live in a home and have the right kind of food and care for any less. Board and room in our nice, comfortable halls is $6.00 per week.

During the years when the depression was felt most keenly, we established what we call the College Women's Club, on the campus. Thus, we took care of some worthy students who could not pay all of their way, but could arrange to finance themselves to some extent. In this Club, we have a housemother, and twenty-two women students. The girls do their own work, cooking, cleaning, everything, and run on a co-operative basis. They pay their room rent to the University, and we handle their other affairs for them. Through very good management on the part of the girls and their housemother, they have been able to live for $15.00 and $16.00 per month this way.

We have found our housing plan for women very satisfactory. We know where the women students are, how they are living, that they are getting the proper and comfortable care and food, and plenty of sleep.

If there is any further information I can give you, I shall be very happy to do so.

Sincerely

Permeal J. French
Dean of Women

PF

gac
Miss Lenore Lewis
Dean of Women
Agricultural College of Utah
Logan, Utah

My dear Miss Lewis:

We have on this campus a nearly adequate dormitory system. In our college dormitories we house at the present time something like 550 to 600 women students. We are planning on an addition of two units next year which will house about 220 more. These dormitories, I may say, are built on what you might call a "bond issue" plan. A Community Building Corporation, made up of people interested in the welfare of the college, have organized and sell bonds which furnish funds for building the dormitories. These bonds are paid for from student rentals over a considerable period of years. Practically all of our women's dormitories and our three men's dormitories have been built on that basis.

Our Bursar, Mr. Wm. C. Kruegel, I am sure, would be glad to send details of this plan, for it is he who has largely worked out the project.

In addition to the dormitories there are a number of sororities on the campus which house approximately 500 of the women students, and a larger group of fraternities housing a larger number of men.

I may say that all of our dormitories for men and women are under the leadership of competent women, and the dining rooms are operated under the direction of a supervising dietitian, who herself is a member of the staff of the College of Home Economics. Any information which you might wish on these points could be had by writing Miss Ethel Clarke, Supervising Dietitian, or Miss Florence Harrison, Dean of the College of Home Economics.

We find, as I imagine you do — although I am not familiar with your college — that the facilities of the town are not sufficient or suitable to provide proper housing accommodations for the students and while we have a number living in town, it is as far as women are concerned — very small and growing less.

Sincerely yours,

Mrs. Annie M. Fertig
Dean of Women
Office of the Dean of Women

February 15, 1926

Miss Lenore Lewis
Dean of Women
Agricultural College of Utah
Logan, Utah

My dear Miss Lewis:

Thank you for your letter of February 8th and I hope that I may help you with a record of our housing regulations. I am enclosing an information booklet for women students, which contains all our rules for housing, both off and on the campus. I am also sending you a copy of all minimum requirements for class "A" rooms off campus and the application form which landladies must file with us.

At the present time we have about ninety girls living off campus. Of that number about seventy are living with private families who are on our approved list and the remainder in large houses run on the same plan as our dormitories and house from ten to fifteen girls. These large approved houses have been affiliated as closely as possible with the university dormitory system. All off campus houses are, of course, directly under the supervision of the Dean of Women and are inspected as regularly as possible.

I hope this information is of some use to you, and please feel free to write me at any time.

Yours very truly,

Helena E. Turner
Assistant Dean of Women

Ends
Miss Lenore Lewis
Dean of Women
Agricultural College of Utah
Logan, Utah

Dear Miss Lewis:

I have your recent letter asking for information regarding living accommodations and regulations for our women students.

I am enclosing an information sheet which will give you an idea of our regulations regarding housing and living conditions. These regulations apply at the dormitories and sorority houses and girls living in town (not at home) are also given copies of the sheet. Town residences must be approved by the Dean of Women.

As to our accommodations, we have two women’s dormitories, Hoyt Hall and Merica Hall, with capacities of 140 and 60 respectively. There are six sorority houses, their combined capacity being 110.

At Merica Hall we are trying an experiment which has proven very satisfactory so far. Kitchensettes are provided for those girls who wish to economize by doing their own cooking. There are four kitchensettes and groups of from six to eight girls share each, getting and serving their own meals. Many of them find it possible to live much more economically in this way.

I trust that this information will be of some help to you.

Sincerely yours

E. Luella Galliver
Dean of Women

ELGAWS
Enc. 1
Office of the Dean of Women

March 7, 1956

Miss Lenore Lewis
Dean of Women
Agricultural College of Utah
Logan, Utah

Dear Miss Lewis:

In response to your inquiry, I would say that Oregon has rather strict regulations regarding housing of students.

Our State Board of Education says that students cannot live in hotels, apartments or detached houses, and must live in fraternities, sororities, dormitories or in their own homes in Eugene. Any other requests come under the head of Exceptions and require the filling out and filing of one of the enclosed papers called Residence Petition. These petitions are then passed or denied by the Housing Committee consisting of nine members.

A student may live off the campus if he can show financial necessity and a saving of at least $6.00 under dormitory cost, backed by a letter from his parents. Upper-class men do not have to show this saving.

A student may live off the campus for health reasons, accompanied by a doctor's letter and checked by our campus physician.

A student may live off the campus if he is married, living with relatives, and for miscellaneous reasons, such as not being group or dormitory type, etc.

If the enclosed blanks are not clear, do not hesitate to write again.

Very truly yours

Hazel P. Schwering (Mrs. C.L.)
Information on the Girls' Co-operative Cottages

The University operates six co-operative cottages for girls, housing from ten to fifteen in each building, which buildings are right on the campus. They are furnished by the University, having one central dining hall and kitchen, fully equipped, where the girls all meet at meal time. The rent of thirty ($30.00) dollars a quarter (three months) is paid to the University from each girl for two in a room, or five ($5.00) dollars extra per quarter for a single room. Each girl has her own bed, dresser, table, etc. All other expenses in connection with the running of the cottages are taken care of by the girls co-operatively and have averaged about twelve ($12.00) dollars a month, making a total of twenty-two ($22.00) dollars a month for room and board, three meals a day. The University pays the phone bill, but all other bills are paid by the girls. The buildings are heated by the University heating plant and are always comfortable; hot water is always available as this too comes from our own plant. There are laundry tubs in the basements where the girls may do their own personal laundry if they care to. An electric iron and ironing board is provided in each cottage for use by the girls.

There is a chaperone in each cottage, placed there by our Dean of Women. A cook and two assistants take charge of all the cooking and a cleaning woman comes in once a week to do the heavy work. The girls assist with a part of the work, such as waiting on table and doing the dishes after the evening meal only, (breakfast and lunch are served cafeteria), making of means, checking the laundry and caring for their own rooms. The girls in groups of ten take turns at the dishes and waiting on table, and as we have around eighty-five girls this would mean that each girl would only help with this work about nine evenings in the quarter. All in all the work required of the girls will not average one-half hour a day.

A list of furnishings is enclosed.

With each reservation a deposit of ten ($10.00) dollars is required, check made payable to the University of Minnesota, and sent to the office. This deposit applies on the last quarter's rent. Usually the cottages are all filled early in the summer, so it is well to get your reservation in as soon as possible. All reservations are made for the entire college year, unless a girl leaves the University, in which case, of course, she is released.

In case a deposit is made early and a girl changes her mind about coming to school, or for any reason prefers to live elsewhere, the deposit will be refunded if this office is notified before September first following.

Yours truly

Manager of Cottages
Shevlin Hall
University of Minnesota
Minneapolis, Minnesota

Catharine McBeath
March 5, 1956

Miss Lenore Lewis
Dean of Women
Logan, Utah

My dear Miss Lewis:

Your letter of 28th ult., addressed to our Dean of Women has been referred to this office for reply and I am very glad to send you the information asked for.

Upon coming to the campus the men and women students call at this office for lists of available rooms. When these rooms are filled the householders notify me. There are about sixty rooming houses for girls on our approved printed list, and I enclose a copy of one so as to give you an idea of prices, etc. About one hundred and fifty householders take boys. All of these homes are inspected by myself and an assistant at least once a year, and some of them oftener. If they fall below the standards required by us they are taken off from the approved list and not recommended to students.

In inspecting these houses the following points are taken into consideration: The personality of the householder; the adequacy and attractiveness of the furnishings; closet accommodations; heating and ventilation; bathroom facilities; and the general care and upkeep of the house. A card like the one enclosed is made out for each house and kept on file in this office. The houses are graded A, B, and C. However, a house is not kept on the approved list if it falls below a B rating. We have rules and regulations governing the standards required of the householders, and the conduct of the students. Copies of same are enclosed herewith. These rules are made by the Householders Association with the advice and guidance of this office and the Deans of men and women. We have a separate organization for the householders keeping boys and those keeping girls. Meetings are held once a month and it is compulsory for the householders, if they wish to be on the approved list, to attend these meetings. The Dean of Women, the Dean of Men and myself meet with both these organizations. The chaperones of the sorority houses also hold a meeting once each month which is attended by the Dean of Women and myself.

In addition to the rooming houses we have our girls' dormitory, which houses about 225 girls. There is a Director in charge. Our boys' dormitory houses some 550 boys and a man is in complete charge of this building.

We also have a group of co-operative cottages for girls and a circular letter is enclosed which will give you particulars of how they are operated.

If I have not covered the information you are looking for please do not hesitate to write me again as I am glad to be of service to you.

Yours very truly
Catharine McBeath
Director of Housing
### Data cards:

#### BOARDING STUDENTS NAMES

<table>
<thead>
<tr>
<th>Men:</th>
<th>Women:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of occupants: Men:</td>
<td>Number of occupants: Women:</td>
</tr>
<tr>
<td>Coth:</td>
<td>Coth:</td>
</tr>
<tr>
<td>Price of board and room per month:</td>
<td>Price of board and room per month:</td>
</tr>
<tr>
<td>Water supply:</td>
<td>Water supply:</td>
</tr>
<tr>
<td>Quality:</td>
<td>Quality:</td>
</tr>
</tbody>
</table>

Location of students' rooms: Basement?; First floor?; Second floor?; Attic?.

Number of students per room? Do men and women occupy rooms on same floor? Do men and women use same bath room? Are students' rooms lighted by electricity?; gas?; oil?; Are students' rooms heated with steam?; hot air?; oil?; coal stove?; No heat in room?; Electricity?

Price of board and room per month? Laundry included? extra?

Are students served one?, two?, three? meals daily?
Do students have use of any room other than bed room in which they may receive and entertain guests? Informant Visitor Comment:

### STUDENTS KEEPING HOUSE

<table>
<thead>
<tr>
<th>Names of Men:</th>
<th>Names of Women:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address of apartment house:</td>
<td>Address of apartment house:</td>
</tr>
<tr>
<td>Size of apartment: 1 room; 2 room; 3 room; 4 room;</td>
<td>Size of apartment:</td>
</tr>
<tr>
<td>Price per month: Rented furnished.; Unfurnished;</td>
<td>Price per month:</td>
</tr>
<tr>
<td>Location of apartments: Basement; First floor; Second floor;</td>
<td>Location of apartments:</td>
</tr>
<tr>
<td>Number of occupants: Men; Women;</td>
<td>Number of occupants:</td>
</tr>
<tr>
<td>Number of bathrooms; toilets; tubs; lavatories; indoor toilets; outdoor;</td>
<td>Number of bathrooms;</td>
</tr>
<tr>
<td>Do men and women use same bathroom facilities?</td>
<td>Do men and women use same bathroom facilities?</td>
</tr>
<tr>
<td>Do men and women occupy the same apartment?</td>
<td>Do men and women occupy the same apartment?</td>
</tr>
<tr>
<td>Do men and women have apartments on the same floor?</td>
<td>Do men and women have apartments on the same floor?</td>
</tr>
<tr>
<td>Water supply: Hot and cold water in apartment; cold only in apt; no water in apt;</td>
<td>Water supply:</td>
</tr>
<tr>
<td>Heating: Apartment heated by: furnace; coal stove; gas; electricity;</td>
<td>Heating:</td>
</tr>
<tr>
<td>Quality and amount of furnishings: Complete and of good quality; Moderate in quantity and quality; very meagre furnishings; Visitor;</td>
<td>Quality and amount of furnishings:</td>
</tr>
</tbody>
</table>

Four hundred twenty residences were visited and the visitor filled out a card for each residence.