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A Comparative Study of the Role and Responsibility of the Head Resident as Seen by the Head Resident and Students of Selected Residence Halls at Central Washington State College

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A COMPARATIVE STUDY OF THE ROLE AND RESPONSIBILITY OF THE
HEAD RESIDENT AS SEEN BY THE HEAD RESIDENT AND
STUDENTS OF SELECTED RESIDENCE HALLS AT
CENTRAL WASHINGTON STATE COLLEGE

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
John Emmett Ward

June, 1969

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CHAPTER I

INTRODUCTION TO THE PROBLEM

The Head Resident, regardless of the population within the residence hall or the conditions under which he is to carry out his duties, is one of the most important and influential members of the entire college or university staff. Yet, it is the observation of many of these Head Residents that only "lip service" is given to this fact, and in reality, the performance of his duties is too often hindered either by school policy, which is incompatible with the nature of the residence halls, or by Student-Personnel Administrators who for various reasons fail to recognize the complexity and discontentment which is continually a part of his position. Coupled with many other negative aspects, as working with youth who are in a transitional stage of development--without parental direction for the first time, and often incapable of satisfactory adjustment at the college or university level--the Head Resident leaves his position after one year of service, when he is then in a far better position to understand and be of considerable value to the students which make up the residence halls. To the student, it would appear that the Head Resident is viewed partially as

an administrator and partially as a policeman; to the administration he is viewed mainly as a student; and to himself, his role is confusing, conflicting, and, too often, unrewarding. Nevertheless, the position does offer many opportunities which enable the Student Head Resident to complete his studies, gain valuable experience in student-personnel relationships and, consequently, to gain a better understanding of himself.

Statement of the Problem

The interest and concern aroused by the Head Residents as to their role and responsibility, by which the writer was similarly made aware as a result of his position as a Head Resident, made the present study appropriate and valuable. It was the purpose of this study to investigate and gather data from many sources which pertained to college and university housing; to compare and evaluate other institutions of higher learning with that of Central Washington State College in regards to residence halls, student activities, and the Head Resident position; and to gain a better understanding of the position of Head Resident by soliciting the opinions of students and Head Residents in the form of a questionnaire so that meaningful information could be compiled and evaluated.

Importance of the Study

The needs of students are paramount in any institution which has been established and organized for the purposes of educating youth. Similarly, if an organization is to function at a peak performance, there would appear to be a need for the strong leadership type of personality to bring this activity about. In the colleges and universities throughout the United States, the knowledge which is received directly through the classroom experience is but one aspect of the educational process. Even more important, perhaps, is the socialization process which is so often acquired through living with peers in a residence hall setting. But if there are difficulties in the lives of students adjusting to this socialization process, there will also be anxiety and discontentment in the life of the Head Resident; for his life is interwoven with the student. He is viewed constantly as an example. He is the source of strength when help is needed away from the classroom. When the Head Resident is confused as to what is expected of him; when there is disharmony among his co-workers or distrust of those who he perceives as his superiors; when there are rules which he is expected to uphold but which do not appear to be enforced to any great extent by those whom he feels should be concerned, then he becomes weak and often lax. His position becomes unrewarding and distasteful. He fails at many of the tasks with which he should be concerned and which are well within his capabilities.

In essence, the importance of this study is an attempt to determine to what extent the Head Resident is in harmony, not only with the needs of the student, or how he views himself in the eyes of the Administration, but also as he sees himself in a role which may be beneficial to himself and to others--the role of the Head Resident.

Further Organization of this Paper

If the Head Resident position is filled by a person untrained in the necessary disciplines to cope with the numerous problems which students bring to the college, and if the Head Resident cannot relate to students either because of a lack of knowledge, understanding of human needs, or simply age differences by which the student perceives a gap in his relationship with the Head Resident, then the position is filled by a "baby sitter" or an "enforcer of rules" as so often has appeared to be the case.

The writer is convinced that it would be folly to examine the position of the Head Resident without first looking at the position in which students are placed within the living units. If students are subjected to conditions in direct contrast to meeting, not only their educational objectives, but also their personal, moral, or social objectives, then the student is bound to rebel in many ways creating that situation in which the Head Resident's position is vacated yearly at a minimum. Therefore, the residence

hall; its structure and function, its positive and negative aspects, have been reviewed and questioned.

The second major concern of this study was an attempt to better understand the student and his relationship, both to the residence hall and to the Head Resident. This area is regarded as the most vital of the three broad aspects of the student-housing program. Previous statements have also implied that student values and needs should be paramount in the decisions made by administrators and that these decisions should not be considered only in respect to maintenance and planning of living units, but also in respect to the preparation and selection of the personnel, vital to the unit as a functioning body.

The third and final major concern, the role and responsibility of the Head Resident, is contingent upon many factors and personalities which surround him in his struggle to perform to the best of his ability. Many of these factors and personalities which are familiar to the Head Resident are too numerous and involved to mention in the course of this study. Nevertheless, the Head Resident has proven to be extremely valuable to the residence hall program and his services have not gone unnoticed by the many students and administrators aware of his position.

It was hypothesized by Hollister (1968) that "Head Residents . . . on the same campus, under the same administration, might hold different conceptions of their

respective roles . . ." perhaps as a result of a lack of agreement among the administrators (p. 11). It was believed by Mr. Hollister that a survey of the perceptions of the Head Resident role on the part of faculty personnel might yield meaningful information. It is the writer's conviction that students within the residence hall will dictate to the Head Resident his role if the Head Resident has not been carefully prepared and chosen to meet the needs of the student in his particular residence hall.

Based upon these premises, the following general hypotheses were formulated:

1. There is significant agreement between students in the residence halls and the Head Resident as to the type of living unit which is preferable.
2. There is significant disagreement between students in residence halls and the Head Resident in regard to his position as a staff member.
3. There is significant agreement between students in the residence halls and the Head Resident relating to his role as Head Resident.
4. There is significant disagreement between students in the residence halls and the Head Resident pertaining to college and housing rules.

CHAPTER II

REVIEW OF LITERATURE

In a general overview of literature pertaining to college and university residence halls it has been found that much information could be obtained on student attitudes and opinions in regards to conditions which exist, or should exist, within the residence hall structure, but very little information has been obtained which indicated these same emotions and attitudes of staff members in charge of the residence halls. Considerable difficulty has been found in locating information which specifically dealt with the types of interaction between students of residence halls and the Head Resident pertaining to discipline, student government, social functions, or the like. Confusion was common in many of the sources in defining the role of the Head Resident and in the degree, or type of preparation, which would enable the Head Resident to best meet the needs of the students under his jurisdiction.

To give a somewhat broader meaning to the statement of "confusion being common, in many sources, in defining the role of the Head Resident," Hill's (1961) conclusion was indicative of an underlying difficulty:

Evaluation of the effectiveness of present methods of selecting students for preparation and service in student personnel positions is seriously handicapped by confusion as to the nature of student personnel work and by the diversity and complexity of positions in the field.

Not only was there an apparent problem in defining roles of staff members, but also considerable difficulty arose in regard to terminology in identifying certain positions. To illustrate this point, Crane (1964) stated, "A counsellor was defined as a dormitory resident charged with the responsibility of helping other residents over the bumps of life in an academic community." The Head Resident, on the other hand, was defined by Crafts (1961) as:

The person who is directly responsible administratively for resident counsellors, student counsellors, or advisors in a residence building or perhaps in a number of buildings. Therefore, the Head Resident is chiefly an administrative person.

It would appear that a comparison of the two positions would not be confusing to the reader until, again, a reference is made to the role of each. In an attempt to clarify this point Kauffman (1967) states:

I think we get trapped with the semantics of counselling as a term. I don't really think that graduate students and seniors who are employed as residence hall counsellors [Head Residents] on a part-time basis should be regarded as counsellors in the same sense as professional counsellors with confidentiality, medical ethics and other connotations which the term counselling implies. . . .

Mr. Kauffman suggests that it would be to the advantage of student personnel to "relax a bit" in their grand conceptions of the role of the Head Resident, and he indicated that

older people may be desirable with more wisdom, experience, flexibility, and common sense to make residence halls livable rather than to try to "delineate in very professional and precise terms what the role is." Nevertheless, depending upon the size and program to which each college or university prescribes to meet the demands of the students in the residence halls, it was apparent that some common terminology was needed as to whether a reference was being made to the Head Resident, Resident Assistant, or Counsellor which is affiliated with a Counselling and Testing Center found on many college campuses.

Residence Halls in General

From the review of literature, a general statement could be made in that there were at least four basic elements which made up a residence hall; students, staff, programming of activities, and the physical environment. The key factor implied was the "human element" defining residence halls. To the extent that residence halls will be utilized in the future,

. . . official estimates indicate that by 1970 the enrollment in colleges and universities in this country will be 7 million. By 1980 the enrollment may reach as high as 10 million. Of this total enrollment from 30-40 per cent will have to be housed on campus. If the present building trend continues, and indications are that it will, there could be as many as 2.8 million students in the residence halls in 1970 and 4 million by 1980 (Poole, 1965).

If it is true that residence halls will be used to such a large extent in the future and that the key factor in planning

residence halls is based upon the "human element," then logically, students should have some say as to what they expect, and for what purposes the residence halls should be used.

In a study summarizing student responses to selected items from a housing attitude questionnaire (Penn, 1967), students were asked to briefly describe the kinds of housing they would prefer while at the university, how they used their rooms in the residence halls, and what experiences do residence halls offer which might not be available in other housing facilities. Of 134 males and 308 females living in ten residence halls, fifty-five per cent of the men and fifty-seven per cent of the women indicated a preference for university residence halls during some part of their college career. The remaining forty-five per cent and forty-three per cent of men and women respectively preferred apartments, fraternity-sorority housing, private housing facilities, or co-op living.

Specific features that were frequently mentioned as desirable by both sexes included "new, clean, large yet inexpensive accommodations containing a private bath, cooking facilities, and study facilities." Adequate lighting, heating, ventilation, and sound proofing were other concerns. Small residential communities were also frequently mentioned as desirable.

As to how students used their rooms:

Ninety-seven per cent of the men and ninety-four per cent of the women stated that they slept in their rooms; fifty-three per cent of the men and seventy-one per cent of the women used their rooms for relaxation; seventy-three per cent and seventy-six per cent of the men and women respectively studied in their rooms. Ninety per cent of the men studied at some location within the residence hall and seventy-six per cent considered these locations as ideal. Ninety per cent of the women also studied within the hall but only sixty-eight per cent felt these facilities to be ideal (Penn, 1967).

Students felt that such educational and cultural activities as speakers, forums, and lectures were experiences unique to the residence halls, and indicated that opportunities involving interpersonal relationships (e.g. meeting people, learning to live cooperatively with others, leadership experiences, and forming friendships) were most valuable. Other advantages included social and recreational activities, study aid services, counseling, participation in student government, and knowledge of campus activities.

According to Adams (1968), "the contribution of the residence experience may be a detrimental, neutral or positive force in shaping the conditions for learning." He implies that residence administrators can contribute to the total effectiveness of a college learning environment by helping to create a campus society in which "prestige and recognition is associated with solid scholarship." That the residence program can stimulate "interpersonal relations" between students, faculty and administrators is a generally accepted goal of most residence hall programs.

In a study by Alfert (1966) in which the frequency of dropping out of college was examined in relation to the type of housing, it was found that students housed in rooms in private homes and in boarding houses had the highest dropout rates. The lowest dropout rates were among men in dormitories and co-ops, and among women living in sorority houses. No relationship was found between academic aptitude and dropout rates.

As a result of these studies it would appear that living facilities should be provided by colleges, so that freshmen in particular might live on campus rather than at home, in private rooms, or in boarding houses.

That "living facilities should be provided by colleges at least for freshmen students," was a fairly well researched and developed fact according to the review of literature. But there nevertheless were many problems which students felt to be unfair, unrewarding, and even damaging in regards to housing facilities.

The normal expectations have been that the student will study, sleep, and take part in certain social activities within his residential space. As a result, there have been repeated attempts to combine three incompatible elements--sleeping, studying and social activities. It is becoming apparent that it is generally impossible to successfully combine all three activities, and this is evidenced by the student seeking different environmental conditions in different locations for study and human interaction activities (Yokie, 1968).

In an experiment at the University of Oregon (Beal, 1968) in which freshmen living units, upperclass living units

and combination living units were compared through the use of biographical data, academic and disciplinary records, and an attitude questionnaire, it was found that freshman men living with upperclassmen indicated the most satisfaction with the college experience and had generally favorable attitudes toward personal problems, family and finances. No particular trends were noted among the freshman women. Upperclass women tended to prefer living separately to living with freshmen. Upperclass men living in the mixed units showed somewhat less satisfaction with the college experience than did those living separately.

Disciplinary incidents were less frequent among freshmen men in the mixed unit than among those living with other freshmen. The women in the mixed units, however, had more disciplinary problems than did those in the segregated units. Academic performance was not significantly affected by the various living arrangements.

Similarly, in a study by Elton (1966) it was found that housing students by similarity of educational major does not influence first semester college achievement nor is the first semester college grade average of a student an effectual predictor of the academic achievement of his roommate.

Before leaving the topic of residence halls, one specific type of housing would appear particularly worthy of consideration--the coeducational residence hall. The rationale for this type of housing tended to weigh extremely heavy by research on the following basis:

1. Our society and culture is founded on coeducational living.
2. Education has always been coeducational.
3. Our neighborhoods and communities are established on a coeducational basis.
4. Our economy is functioning on a coeducational basis.
5. Our children's play groups are formed on a coeducational basis.
6. Our social life is based upon coeducational activity.
7. Have many difficulties arisen because of lack of knowledge and understanding of the opposite sex by one of the sexes? And can knowledge and understanding be increased through development of constructive working contacts and relationships between male and female hall residents? (Allen, 1961)

Coeducational residence halls imply the "utilization of hall facilities and programs for learning and changing of and by male and female student residents together through those delimited avenues of the institutions (Allen, 1961)." Many colleges and universities are presently convinced that the coeducational housing facility has great merit not only from an academic standpoint, but also pertaining to the process of socialization, and for many other reasons, least among them for disciplinary measures.

A typical example of many of the residence halls in which students were required to live for at least their freshman and sophomore years was stated by Shay (1968) as,

. . . little cubicles piled one on top of the other. The narrow physical environment is restricted even further by arbitrary rules about the arrangement of furniture, the use of rooms, quiet hours, entertainment

of guests, the possession of alcohol, and closing hours. A student has a minimum of freedom which says he is not trusted. . . . If students cannot entertain friends in their residences, they will make every effort to move off campus.

By the use of coeducational facilities the writer is convinced that negative attitudes of students toward their housing program would logically decrease.

Student Involvement in Residence Halls

The literature which has been reviewed thus far tends to deal primarily with the residence halls in general, disregarding specific types of activity encountered by both the student and the Head Resident. Since the student is basic to any academic program, consideration was given to this topic first in an attempt to relate his needs in regard to college living experiences and the pursuit of higher educational goals.

Fley (1968) states that:

Rules--whether for men or women--should serve to orient the student to his new environment in the college . . . to define for the student the expectations that the college and his peers have for the roles he is to play and the general behavior expected of him.

She implies that colleges often fail to set guidelines for the student thereby failing to give him some routine and structure while he is learning to operate in a new environment.

Miss Fley further states that:

One of the greatest problems that a new student on a residential campus faces is the use of time. In college the student is left on his own to provide his own rhythm or daily pace. Classes do not meet every day or at the

same time. Fellow students arise, retire and take naps during the day at various times. With cafeteria-type meals, students do not eat at regular times. New students frequently fall victim to the irregular or free pace of life. As the term wears on, they stay up later each night, arise later each morning, skip meals. If the problem becomes serious, they began to mix up day and night . . . stay up all night, sleep all day . . . classes are skipped . . . assignments slide . . . the student is in trouble. For the new student it appears that some regular daily event is needed to mark the passage of time; and unless the student has a regular job, closing hours are sometimes the only daily event that supplies this.

Miss Fley points out that "societies have always regulated themselves by regulating the women" but also suggests that a few colleges have required freshman and sophomore men to observe closing hours, and that the idea deserves more consideration than it has been given so far.

Contrary to this statement, Mabel (1968) states that "the traditional hours system is being attacked as continuation of the in loco parentis philosophy and the double standards . . ." Colleges at which hours control has been eliminated report that "few women stay out beyond the dormitory closing time but that provisions of open hours does increase somewhat the need for security measures to protect women from unauthorized strangers in dormitories late at night." Both points of view have merit, though it would seem that the latter has been accepted more readily by the students on many campuses.

Huson (1967) speaking on the topic of student rights in the residence halls states that:

We have rules, of course, regarding the use of liquor and having guests of the opposite sex in the rooms. The student feels that some of these rules have been established to appease the legislature and the public. The student wants open room visitation . . . he feels there is hypocrisy in the enforcement of rules because sometimes rules are established, but they are overlooked; they are not enforced.

Miss Huson also states that she feels that there has been a move away from an interest in student government, particularly among older students. "With increased freedom the students are expected to accept increased responsibility. They are responsible for fellow residents. But how are we going to promote this responsibility?"

According to the dictionary definition, discipline is "that training which corrects, molds, strengthens or perfects; punishment or chastisement; or education." The discipline of students, according to Lehmann (1964) may be difficult because a disciplinary situation is often indicative of an individual problem that calls for counseling.

These student problems fall into four general categories:

1. The purpose that brings a student to the University.
2. The stresses to which the student is subjected.
3. The maturational problems to which college-age students are exposed.
4. The Institutional pressures that challenge students.

Lehmann further implies that since the student's response to his living unit determines to a large degree his satisfaction and his sense of security in the whole system, the Head Resident who controls the living unit is the student's most

direct and most influential contact with the university. Because this Head Resident is in an authority role, the manner in which he exerts this authority is the important factor in discipline. Other "problems" which students face were found to range from extreme psychological disturbances to minor irritations either within the structure of the school facilities itself, or within the social setting from which the student had arrived. The military draft, for example, was certainly a matter of extreme concern among college men. In a pilot study (Stewart, 1968) at Ohio State University, it was learned that "sixty-one per cent of the male students who responded indicated that the draft was one of their greatest worries." Included in the list of concerns to which they reacted were such normal college fears as "finances, making friends, being accepted and doing well in their studies."

To the Resident Directors who live and work with college men it was evident that the military draft was creating "discontent, discouragement, fear, frustration and general unrest to the extent that the quality of the individual's education may be threatened (Stewart, 1968)."

A second type of irritation found to be common on many campuses involved the use (and abuse) of alcoholic beverages. In a study by Armacost (1966), a twenty-seven item questionnaire was distributed to 691 members of the National Association of Student Personnel Administrators to identify

some basic assumptions and beliefs of persons engaged in student personnel administration. The majority of the 522 deans who replied agreed with the position that:

Institutional rules and guidance are necessary to educational development, but felt that students should be free to make personal decisions which did not disrupt the educational goals of the institution. Forty-one per cent believed imposition of residence requirements and related college rules as preconditions for admission to be reasonable.

Nevertheless, the consumption of alcoholic beverages did tend to pose problems for both student and administrator, as students failed to respond to the directives issued by many colleges forbidding the use of this substance. At Northern Illinois University, a study was initiated in which "liberalized regulations" permitted the consumption of beer and light wine in residence halls for freshman men, and changed weekday closing hours from 8:45 to 11:00 p.m. As a result of this study, it was found that although students drinking regularly in the residence halls increased five-fold, no significant increase was noted in frequency or amount of drinking under the liberalized regulations. Study conditions were not impaired but the number of hours studied per week decreased slightly. Scholastic achievement was better under the relaxed conditions (Buckner, 1969). It was also found that drinking was not a factor in underachievement and that under the liberalized system, students were better able to relate to staff members. It was apparent that continued research in regard to the consumption of alcoholic beverages on the

college campus would, undoubtedly, prove helpful before any justifiable statements, either pro or con, should be made.

The Position of Head Resident

Concerned with the philosophy of residence hall living, the writer, as well as Henry (1961) and many others in the field of college and university housing services, are aware that "the halls should serve as an educational medium and that it should be a place in which the student may participate in valuable group living experiences." It is for this reason that little has been mentioned, specifically, in regard to the Head Resident position, so that some background as to the complexity of his position might be brought into a more accurate and clearer focus. According to McConnell (1961):

We must have someone in the halls who can be approached by students with immediate problems, and that is someone . . . you may call him a glorified baby sitter . . . who must be available for this purpose. You cannot pay the bills, and amortize the building and put professional people in the halls. Our professional services provide a Head Resident who comes in contact with students, a place of referring the students with problems to.

What then, is student personnel counseling? Corey (1966) suggests that counseling in student personnel work is a face to face relationship between a student and one person who is trained to help the student confront and work through his personal problems by developing insights into himself, his relationships and experiences. In theory, on many campuses, all students in need of counseling are expected to go to the

psychological services center. In practice, however, all student personnel workers are involved in some aspect of counseling as a part of their work. The Head Resident has an infinitely greater chance of being sought out by a student who is gradually becoming unable to cope with a situation than does the psychologist in some remote office on campus. The Head Resident will be sought out over and over again, if he (she) knows how to enter into a helping relationship, to listen to a student. Corey goes on to state that if a Head Resident is well trained he will succeed in helping eight out of ten of those who come to him and will refer the other two for deeper therapy. Why is it then that many colleges no longer seem to believe that the Head Residents must be carefully prepared to counsel students?

Crane (1964) on the other hand, would insist that frequently advanced undergraduate and graduate students have served as excellent staff personnel for residence halls. Some of the desired qualities in these students are maturity, students having the respect of their fellows, students with good common sense who recognize the job to be done and do it. Therefore, the opinion was offered that textbook trained counselors are not essential to a good program and perhaps not desirable.

In a questionnaire responded to by 117 of 173 members of the National Association of Womens Deans and Counselors, however, it was revealed that:

Formally trained Head Residents were younger, more often given faculty status, better paid, more influential in making administrative decisions and more "professional" than those informally trained. The formally trained were also given more intellectual and cultural responsibilities, fewer housekeeping duties, more influence in assigning rooms, and tended to be more in touch with students, both psychologically and academically (Allen, 1967).

From a student's view of residence hall counselors (Head Residents), Loftman (1968) perceives that problems for the counselor arise for basically two reasons. First, "they are not selected by the people they are to counsel," and second, "they are seen by their counselees as enforcers of rules, as police rather than assistants in time of personal trouble." Thus the most popular counselors are usually those who don't "bug" the dorm students and who are willing to join with them in breaking such regulations as having no alcohol in the rooms.

Riker (1965), who is considered by many to be one of the most knowledgeable men in the field of student personnel work and who has contributed many articles pertaining to this field, states that:

Wide differences are found in the staffing of residence units at colleges and universities, but certain categories of staff exist by some name wherever student housing is operated. The Administrative staff is responsible for general supervision; the management staff, for financial, clerical, housekeeping, maintenance, and feeding operations; and the personnel staff, for programs related to student life. . . .

These categories directly influence the educational effectiveness of student housing, but none more than the personnel

staff. Since Dr. Riker is in a position to evaluate, so effectively, the conditions which presently exist within the residence hall structure, the remainder of this chapter will deal primarily with what he regards as factors influencing the effectiveness of the living units on college and university campuses in regards to the staff.

"Employing staff for housing units is already a major problem at most colleges and universities, and critical at some (Riker, 1965)." This statement is based on the fact that during the past ten years the amount of college housing has about doubled but the supply of applicants has not increased proportionately. Other reasons for a critical shortage of staff for housing units include:

1. Highly competitive research assistantships and fellowships.
2. Jobs less demanding than those in student housing.
3. Provisions of various retirement programs have eliminated some of the able but older women.

Perhaps the single most unattractive feature of housing work, according to Dr. Riker, is the incredibly long hours expected by some college administrators. The staff person is often expected to be available to students and administrators around the clock. Another basic difficulty is the established policy of using housing for the control of student conduct and the housing staff as enforcers of these controls. At the beck and call of student residents, the staff member lives in a goldfish bowl, his activities subject to interruption at

any time and his guests subject to student inspection and gossip. Housing staff members "are in limbo, somewhere between the faculty and non-academic employees, with a pay scale consistently below that of the faculty." Recognition of the housing staff member and his accomplishments is often limited, partly because "association with other members of the community is also limited."

In leaning more towards a positive approach, Dr. Riker states that:

Circumstances of qualified housing staff are good on some campuses. In some cases . . . conditions are favorable, work is stimulating, academic rank or status is assigned, and salaries are comparable with those of the teaching faculty. In general, however, vigorous new thinking is needed about the staffing for housing on the college campus.

It is a general consensus that the personnel staff member in housing can and does shift from one function to another without difficulty provided his primary responsibility is kept clearly in mind. Counseling and disciplinary duties, for example, can be performed without basic conflict when the disciplinary process is handled as a counseling situation.

In its broadest terms counseling is often used to describe most of the duties of the personnel staff. However, some fairly restricted meanings apply to counseling in the context of student housing. Residence counseling is concerned with helping students realize their potential as persons and as students. The emphasis in the residential setting is likely to be on consulting with students as individuals and in groups with particular attention to motivation and goals . . . this kind of counseling is especially concerned with Mr. Average Student and his associates who have superior talents. . . . Substantial amounts of time cannot wisely

be committed to working with individual students on deep-seated or special problems. For such cases, residence counseling is limited to early recognition and prompt referral (Riker, 1965).

According to Dr. Riker, those interested in student personnel positions should be "intellectually stimulating," and show a "genuine interest in the world of ideas that characterizes membership in an intellectual community." A working knowledge of "educational philosophy and teaching practices, training in a field of study, and some teaching experience are highly desirable attributes to seek in prospective staff members." Other qualifications which were mentioned by Dr. Riker included the ability to work with others, understanding of human behavior and a sensitivity to human reactions, training in counseling, and the ability to organize.

CHAPTER III
PROCEDURES FOR GATHERING DATA

The Questionnaire

After an extensive review of literature in areas which were in accordance with the policies at Central Washington State College in regard to residence hall programming, a questionnaire was devised by which both students in the residence halls and Head Residents could mark their preference to each question and the results could then be compared. Sample forms were distributed to the committee chairman and to the Dean of Graduate Study for their approval before the questionnaire was circulated. Upon notification of this approval, 510 copies of the questionnaire were printed from a multilith duplicating process and the questionnaires were divided into groups in the following manner so that an adequate sampling of the college housing facilities would be represented:

<u>Number of</u> <u>Questionnaires</u>	<u>Name of Hall</u>	<u>Number of</u> <u>Questionnaires</u>	<u>Name of Hall</u>
36	Kamola	10	Kennedy
60	Muzzall	10	North
50	Courson	60	Barto
34	Jenny Moore	60	Sparks
60	Stephens	60	Student Vil-
30	Hitchcock		lage Co-ed
30	Anderson		

Head Resident Assistance

The questionnaires were personally delivered to each Head Resident with added comments or instruction if there appeared to be any confusion as to the instructions on each questionnaire. The majority of Head Residents preferred to give the questionnaires to Resident Assistants who agreed to distribute them and to see that they were returned. Only in Kamola Residence Hall were the forms taken to and from the residence hall by a student, and delivered directly to the students.

The Head Residents were asked to fill out the questionnaire, not from the standpoint of the student, but rather as that of the Head Resident. This point was stressed particularly in those situations where the Head Residents were more likely to respond as a student rather than a Head Resident since many of the Head Residents on campus are quite young and student oriented. Of the 13 questionnaires delivered to the Head Residents, 12 were returned.

Student Assistance

Very little or no contact was made between the writer and students who were asked to respond to the questionnaire. After the questionnaires were completed they were either picked up, generally by the Resident Assistant, or delivered to the Head Resident's office.

Of the 510 questionnaires which were distributed to the residence halls, 384 were returned completed, or 75 per cent.

Since there were 3,255 students residing in the residence halls Fall Quarter 1968, the 384 figure would represent well above the 10 per cent sampling required for a valid study of this nature.

CHAPTER IV
REPORT OF FINDINGS

Interpretation of Questionnaire

The results which were obtained from the questionnaires generally proved to be significant and valid, at least for the purpose of this study. In regards to statistical analysis, the writer was concerned basically with percentages and mean scores, depending upon the type of question and nature of the response. Several questions which were placed on the questionnaire were quite similar to others for the purpose of cross-checking the results for consistency and validity. An example of the two types of similar statements may be found on items number 16 and 20 of the questionnaire. Also several questions were of less value to this study than others, but which proved to be interesting and, perhaps, beneficial to those few individuals who were most concerned. An example of this type of statement may be found on item number 15 of the questionnaire. Those questions which were conceived of as being of less value than others may, nevertheless, be analyzed by referring to the Appendix. Question number 7 was voided completely due to an insufficient number of valid responses.

Since this chapter is basically centered on a report of the findings, discussion and summation will be excluded or held to a necessary minimum until Chapter V.

Student Responses to Residence Halls

Since the amount of data from a questionnaire, such as the one used for this study, would be somewhat overwhelming should each question be analyzed and followed by a discussion as to the results of the statistical evidence, the writer has chosen to point out several questions which are pertinent to the main issues of this study. In regard to residence halls in general, questions number 2, 6, 8, 11, 13, 15, and 46 were selected because of their direct and relevant effect upon the student.

In Chapter II of this study, special emphasis was placed on the coeducational residence hall as probably the most ideal living unit of the numerous types found on many campuses. Of the number of students who responded to question number 2 of the questionnaire, 60 per cent of the students preferred to live in a coeducational living unit while only 7 per cent felt that a "high-rise" type of dormitory would be preferred. Twenty-one per cent of the students preferred a residence hall with an outside exit to each room, all girls or all boys; while only 10 per cent would choose a hall with one main exit, all girls or all boys (see Table 1). Sixty per cent of the Head Residents who responded to this question similarly preferred the coeducational type of dormitory.

TABLE 1
 RAW SCORES AND SUPPORT OF FINDINGS FOR THE TYPE OF
 RESIDENCE HALL PREFERRED BY STUDENTS
 AND HEAD RESIDENTS

Type of Dorm	Students	Head Residents
Co-ed	229	6
High-rise	27	1
Outside exit	81	1
Main exit	39	2
Totals	376	10

Student results:

Total responses, 376; of this total 60 per cent prefer co-ed; 7 per cent high-rise; 21 per cent outside exit type; 10 per cent the residence hall with one main exit.

Head Resident results:

Total responses, 10; of this total 60 per cent prefer the co-ed type of residence hall.

As to what students felt were the objectives of residence halls (see Table 2), females evidently placed more emphasis on sleeping space and promoting the socialization process than the males who apparently felt that while the socialization process was important, the educational opportunities were next in the matter of importance. The males ranked sleeping space last as an objective of residence halls. Both males and females, however, indicated very strongly (86 per cent of the males and 90 per cent of the females ranked question number 8 between 1 and 3) that the residence hall played an active part in the lives of students.

Discipline, which has often been a source of large disputes on many campuses was found to be no different on the campus at Central Washington State College. In response to question number 11, "I believe that our residence hall discipline is too strict," 50 per cent of the females and 49 per cent of the males ranked this question between 1 and 3, indicating that about half of the respondents apparently felt quite strongly about this issue in that the student was disciplined to a greater degree than he would prefer. Forty-one per cent of the Head Residents ranked this question accordingly. But what was more surprising in regard to discipline and the comparison of figures, was statement number 13 of the questionnaire: "I approve of our residence hall government as it is now functioning." Fifty-nine per cent of the students who responded to this question ranked it between

TABLE 2

RAW SCORES, NUMBER OF STUDENTS AND MEAN SCORES
FOR QUESTION NUMBER SIX OF QUESTIONNAIRE

	Female			Male		
	1	2	3	1	2	3
a.	402	168	2.3	1040	164	6.3
b.	519	168	3.0	514	166	3.0
c.	442	168	2.6	447	164	2.7
d.	520	166	3.1	494	166	2.9
e.	799	166	4.8	833	163	5.1
f.	998	162	6.1	892	163	5.4
g.	997	163	6.1	959	163	5.8

Vertical columns 1 represent the total points received from males and females on a one to five basis for each choice.

Vertical columns 2 represent the number of males and females who responded to the question.

Vertical columns 3 represent the mean score for each choice.

1 and 3, while 90 per cent of the Head Residents ranked it accordingly. Since residence hall discipline was handled through Judicial Boards, which were established through the residence hall government, there would appear to be quite a discrepancy between student and Head Resident values. But a referral to question number 46 of the questionnaire may give a much more suitable answer than merely speculation. When 82 per cent of the students who responded to the suggestion that "there has been a strong movement away from an interest in student government in the residence halls," and ranked the question between 1 and 3 on a five point scale, the chances appear likely that students and Head Residents were observing their respective dormitories on a somewhat different basis in respect to residence hall programming.

The final question which had been selected in regard to the residence hall program affected the halls only indirectly, and yet, it should not have been taken lightly. Question number 15 pertains to meals which were served in the dining hall. Only 31 per cent of the students who responded ranked this question between 1 and 3. Contrary to this finding, 100 per cent of the Head Residents ranked the same question accordingly. The large difference of opinion can, perhaps, be accountable only in terms of attitudes, maturational factors, and the like.

Personal Objectives of Students in Residence Halls

Of those statements which were considered to be more relevant and meaningful as to how students perceive their position in the residence halls, questions number 5, 36, 37, 41, 44, 45, 47, 48, and 50 were most appropriate to this study. In reference to Table 3 of the study, both males and females favored "doing well in their studies" as their greatest concern followed closely by finances. The respondents were least concerned about "being accepted" which is, perhaps, notable since the majority may feel that they have already been accepted.

Seventy-two per cent of both males and females ranked question number 36 between 1 and 3 indicating a fairly strong feeling on the part of students that the advantages of residence hall living outweighed the disadvantages. Similarly, 76 per cent of the respondents agreed with the position that institutional rules and guidance are necessary to educational development. However, as in other colleges and universities in which research had been done in student-personnel work, boys of college age at Central Washington State College found that the military draft was a deep concern which hindered their educational objectives. Sixty per cent of the males who responded to question number 41 ranked the statement between 1 and 3. Perhaps the figure does not immediately appear overwhelming, but the fact that sound educational objectives were not being met by the youth

TABLE 3

RAW SCORES, NUMBER OF STUDENTS AND MEAN SCORES
FOR QUESTION NUMBER FIVE OF QUESTIONNAIRE

	Female			Male		
	1	2	3	1	2	3
a.	433	174	2.4	461	172	2.6
b.	441	174	2.5	542	170	3.1
c.	589	173	3.4	655	170	3.8
d.	281	174	1.6	272	172	1.5
e.	VOIDED			634	171	3.7

Vertical columns 1 represent the total points received from males and females on a one to five basis for each choice.

Vertical columns 2 represent the number of males and females who responded to the question.

Vertical columns 3 represent the mean score for each choice.

of our nation, because of the threat of military draft, did produce some thought-provoking questions, at least in the minds of students.

If the military draft was a problem to students, it was one in which they had very little control to immediately change. The use of time on campus, however, was one problem in which an even higher percentage of students were having difficulty. Eighty-seven per cent of both male and female respondents ranked question number 44 between 1 and 3. Ironic as it may have appeared, however, 93 per cent of the student respondents ranked question number 48 between 1 and 3. Students apparently felt that even though the use of time on campus was one of the big concerns, especially to a new student, he nevertheless should be allowed to decide for himself how his time should be spent. Since considerable discussion was given to this topic in Chapter 2 of this study little more will be added to a well known concept. What is not so well known, apparently, or which goes unheeded, is question number 45 of the questionnaire, "that there is considerable hypocrisy in the enforcement of rules in our educational system, since rules are established, but that they are overlooked and not enforced." Eighty-four per cent of the males and females who responded ranked this question between 1 and 3. The implications of this statement, and the response to it from such a large proportion of the students on our campus deserves considerable attention.

The respondents, by an overwhelming majority, felt that the Head Resident was basically concerned with the welfare of the student, although 53 per cent of the female respondents, as compared to 74 per cent of the male respondents, believed that their respective Head Residents were trained counsellors, when ranked according to the previous procedures.

How Head Residents Perceive Their Position

In an attempt to refrain from biases in this section of the study, considerable forethought was given to each statement recorded, which may have accounted for a somewhat shorter and concise report on how Head Residents perceive their position, as compared to how students in residence halls perceive theirs. Nevertheless, since the writer was in a position as Head Resident, and a participant at the time of this study, comments or statements reflecting biases--pro or con--pertaining to various aspects of the residence hall program would appear justifiable. These statements, however, will appear in Chapter 5 of this study.

In item number 3 of the questionnaire, students were asked to respond to the number of hours per day they estimated that the Head Resident worked, either directly or indirectly, in regard to the residence hall program. Of the seven choices which were offered, students responded with an average of 9.45 hours per day (see Table 4). Head Residents, on the other hand, estimate that they work, either directly

TABLE IV
 RAW SCORES AND SUPPORT OF FINDINGS FOR STUDENT
 AND HEAD RESIDENT RESPONSES TO THE
 NUMBER OF HOURS WORKED BY
 HEAD RESIDENTS

Hours	Students	Head Residents
1	17	0
4	83	0
7	85	1
10	90	4
15	43	5
18	18	0
More	24	2
Totals	350	12

9.45 average number of hours which students estimate that Head Residents work.

13.6 average number of hours which Head Residents estimate that they work.

or indirectly, with the residence hall program 13.6 hours per day. Stated another way, 58 per cent of the Head Residents responded to this question by stating that they worked 15 or more hours per day in regards to residence hall programming. Only 1 Head Resident stated that he worked 7 or less hours per day.

In response to question number 4, the vast majority of students and Head Residents alike chose to elaborate on item b, "limiting the age factor." Both groups were apparently convinced that Head Residents should be preferrably between the ages of 20 and 40 years of age, married, and understanding of the youth groups of which they had chosen to become a part. Considerable mention was given to graduate students.

A follow-up statement to question number 12 of the questionnaire was question number 19 in which students and Head Residents were asked if the concept of staff and faculty was synonymous. Seventy-eight per cent of the students ranked question number 19 between 3 and 5, which would indicate that the majority of students were aware that "staff" and "faculty" held different meanings. With this understanding then, 82 per cent of the females and 87 per cent of the male students ranked question number 12 between 1 and 3 thereby indicating that they perceived the Head Resident to be a strong member of the staff. Fifty-four per cent of the Head Residents, on the other hand, ranked this question between 1 and 3, but 63 per cent ranked it between

3 and 5. When asked a similar question (number 16) in which Head Residents were asked if their position was an enviable position on campus, 83 per cent indicated a negative response by ranking the question between 3 and 5 on a five point basis.

In an attempt to determine which of the three areas--programming, conduct control, or management--the Head Residents felt was their major function on campus, the percentages for questions number 22, 23, and 25 were found and the results were as follows: number 22, 100 per cent of the Head Residents ranked number 22 between 1 and 3; number 23, 41 per cent of the Head Residents ranked number 23 between 1 and 3; number 25, 50 per cent of the Head Residents ranked number 25 between 1 and 3. All of the Head Resident respondents were in agreement that they should at least be concerned with programming which includes counseling, teaching, and developing a productive learning environment.

Many individuals have expressed the belief that counseling and disciplinary duties tend to create an incompatible situation, for such a position as the one held by Head Residents. In response to this statement, 83 per cent of the Head Residents ranked question number 26 between 3 and 5, thereby tending to disagree with the statement and possibly finding that the two disciplines are indeed compatible.

The Head Residents were not apparently convinced that "formally-trained" Head Residents were quite superior to "informally-trained" Head Residents. Only 18 per cent of them ranked question number 40 between 1 and 2. There was serious doubt, however, on the part of the writer, that the majority of Head Resident respondents were aware of the differences in the two concepts. The reason for this statement was based on the number of questions which were asked by Head Residents upon completion of the questionnaire. Of the 11 Head Residents who responded to the question, 9 of them marked either 4 or 3, which was not particularly indicative of an outstanding preference.

Neither were the Head Residents convinced that "the most popular Head Residents were those who were willing to join with the student in breaking regulations." Even though 33 per cent of the females and 50 per cent of the males ranked question number 43 between 1 and 3, only 8 per cent of the Head Residents ranked this question accordingly. But, as the students were aware that there was considerable hypocrisy in the enforcement of rules in our educational system, so too, were the Head Residents. Eighty-three per cent of the Head Residents ranked question number 45 between 1 and 3, which would be quite significant in leaning toward a positive statement as perceived by Head Residents.

The final question which was perceived to be of more value and importance to this study than others was question

number 29. As a permanent job at Central Washington State College, only 36 per cent of the Head Resident respondents ranked this question between 1 and 3, which was, perhaps, not too astounding to many, as the position was a trying one; a position in which hours could not be evaluated, the problems of students were often involved and complex, and the privacy of the Head Resident was held to a minimum. These factors, combined with many other negative aspects, resulted not only in frequent changes in personnel, but also a distaste for such a position for any length of time. Consequently, a response such as the one received in regard to a permanent Head Resident position, could almost be predicted by those involved in student-personnel work.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Review of the Basic Theme of this Study

In this study three concepts were perceived by the writer to be basic to the general theme, and therefore to be of utmost importance to the student and Head Resident in a living unit on a college or university campus. They are:

1. Residence halls as they meet the educational, personal, moral and social objectives of students and Head Residents; their structure and function.
2. Student involvement in residence halls and factors which influence student attitudes and behaviors.
3. Head Resident involvement in residence halls and factors which influence his attitudes and behaviors.

It was hypothesized by the writer in Chapter I of this study that, to a large extent, the role of the Head Resident would be determined, not only by a careful selective process in which the qualifications for this particular position were examined and evaluated, but also that his role would be determined by the conditions of the physical structure and by students themselves. As a result of this hypothesis, students in the residence halls, rather than student-personnel, were selected for this study and a comparison made between the responses of the student and those of the Head Resident.

The results of these comparisons were made on a percentage and mean score basis which served to meet the purposes of this study.

Residence Halls as They Affect Students and Head Residents

From the data acquired, it was apparent that conditions as they exist at Central Washington State College are in accordance with other college and university standards and practices, but which do not necessarily meet the needs or objectives of either student or Head Resident. It was found, for example in regard to co-ed living units, that 60 per cent of the student and Head Resident respondents on a five point scale from high to low, rank this question from 1 to 3, indicating a significant preference for the coeducational type of student housing. And yet, of the approximate 3,380 students living in residence halls on campus, less than 721 or 21 per cent of these students were living in coeducational halls as of fall quarter, 1968. This type of living unit, however, has gained wide acceptance in the past few years and will undoubtedly become much more prominent in the future as seen on many campuses inclusive of Central Washington State College.

Similarly, in regard to residence halls, students apparently are much more disinterested in the residence hall as a self-contained unit on campus, managed and disciplined by peer group associates. This statement can be justified,

perhaps, by the fact that 82 per cent of the student respondents who were asked if they believed that there had been a strong movement away from an interest in student government in the residence halls ranked this statement between 1 and 3 on a five point scale. Without a strong interest in student government within the residence hall structure, several concepts are noteworthy:

1. Corrective measures in the form of Judicial Boards for those students who are unwilling, or unable, to conform to college and housing rules become lax and structurally weak.
2. Social and educational functions within the individual living units are hindered or become obsolete due to lack of enthusiasm or participation.
3. Leadership within the individual residence halls becomes extremely difficult due to lack of rapport and unity with the group.
4. The sense of identity becomes very abstract with regard to the college, especially as the institution grows and becomes more impersonal as a whole.

As a result of these concepts, the student feels that he does not belong--especially the new student who comes to the college somewhat frightened, bewildered, and searching for identity with his peers. Consequently, the role of the Head Resident also changes. No longer can he depend on the type of leadership which would allow the new student to assimilate into the residence hall groups through its function as a strong close-knit body. No longer can the Head Resident depend entirely upon the function of the disciplinary board to see that justice and direction are given to those who warrant

special attention. And no longer can the Head Resident rely on group participation in the planning of functions which require group effort. Students were in agreement, however, that the advantages to residence hall living outweighed the disadvantages, and that institutional rules and guidance were necessary to their educational development.

The Complex Role of the Student

On the college campuses, the student's role was becoming increasingly complicated, not only in regard to the difficulty in achieving satisfactory grades or the amount of knowledge with which he was expected to become aware, but also because of the tremendous pressures exerted on him by external and social forces. Although "being accepted" was of prime importance to a student, financing his schooling and activities was of no small concern, even though it was generally agreed that students were allowed more money to provide for their needs during this period than ever before. Part of the reason that students found colleges to be complicated and difficult was not necessarily caused by factors of which they had had any control. Students, for example, found considerable hypocrisy in the enforcement of rules in their educational system in that rules were often overlooked and not enforced. Since rules are basic guidelines which give direction and security to those members who make up an organization or functional group, inconsistent or intolerable

guidelines were conceived of as being worse and doing more harm than no rules at all in attempting to promote worthwhile goals or objectives. Eighty-four per cent of the students who responded to a question of this type did so by ranking it between 1 and 3 on a five point basis, thereby indicating a significantly positive statement. Confusion and even resentment were bound to follow under these conditions and which was rapidly becoming commonplace during the time of this study.

To further complicate matters, male students were seriously hampered in their pursuit of educational goals by external pressures such as the military draft. That "the military draft was a deep concern which hindered their educational objectives" was found to be significantly true by 60 per cent of the males who responded to this question.

The involved and complicated issues with which students were forced to take issue was, in effect, those with which the Head Resident also was forced to become, at least, aware and knowledgeable if he was to perform his duties as a counselor and leader of men. In regards to the hypocrisy of enforcing rules, the Head Resident often found himself in what he believed to be an area of unresolved conflict. The student was displeased, for example, that he could not consume alcoholic beverages in his room or entertain those of the opposite sex unless the act was performed illegally and unnoticed. The administration, on the other hand, was

sympathetic toward the views of the student, and, like the Judicial Board members, responded to violators quite casually, usually in the form of reprimands. The Head Resident was considered by many, therefore, to be the "ugly image", the individual who either enforced the rules or was "not doing his job." But if he enforced the rules by charging students with this common type of violation, and presented the violators to the residence hall Judicial Boards, too often the members either found the accused not guilty because of lack of evidence, or found them guilty by which the violator was given a warning type of sentence. All too often the Head Resident soon perceived of himself to be a policeman and, perhaps, rightfully so, for students could not tolerate some of the housing rules which appeared inconsistent with sound educational and social objectives, and yet which the Head Resident was asked to enforce. In effect, the Head Resident's patterns of behavior may have been changed to cope with the needs of the student through a more sound and understanding counseling role. But again the change would have been brought about by student attitudes and behavior.

The Complex Role of the Head Resident

Since the role and responsibility of the Head Resident, like the student's role, had become so increasingly complicated and involved, the question of time was believed to have

been a pertinent factor as to his effectiveness. Students were therefore asked to estimate the number of hours that they believed the Head Resident worked, either directly or indirectly, in regard to the residence hall program. The majority of the student respondents stated that of the seven choices which were listed on the questionnaire, approximately ten hours a day would be their estimate. As indicated in Chapter IV, the majority of the Head Residents, on the other hand, were apparently convinced that they were involved 13 hours per day. But either figure is impressive when some thought is given to the fact that a high percentage of the Head Residents on this campus were also involved in acquiring additional education for themselves. Head Residents were allowed to take a maximum of 12 credit hours per quarter, or 6 free credit hours per quarter, whichever suited their particular needs. As a result of the burden of meeting educational objectives, coupled with the continual interruptions, both night and day, of students coming and going for important and unimportant reasons, it was understandable that Head Residents viewed their working days much longer than usual. Students, however, were well aware of this fact and acknowledged this statement with an appropriate choice.

During the orientation program for Head Residents at the beginning of the school year, considerable discussion was given to the topic of the Head Resident position in that it

was one of the most influential and vital positions of any on campus. If this statement were true, then prestige, respect, and a certain desirability would appear to logically accompany the position. To the student on campus, this statement has apparently been a valid one, for 82 per cent of the female and 87 per cent of the male students ranked a similar statement between 1 and 3, indicating a significantly positive statement. Head Residents, on the other hand, were apparently not as convinced of this statement, for 63 per cent of them similarly ranked the same question between 3 and 5; a significant number perceived this statement to be negative, or at least, not as positive as their student counterparts.

The reasons for the Head Resident's response to this question were perhaps as varied as the number of Head Residents. But it was interesting to note that Head Residents definitely did not consider their position on campus to be an enviable one, perhaps for reasons which have already been mentioned. Nevertheless, the role of the Head Resident as perceived by students and by Head Residents was best illustrated by question number 22 in which both groups were in strong agreement that one of the major functions of the Head Resident was that of programming which included counseling, teaching, and developing a productive learning environment.

In a concluding statement as to how students perceive the head Resident in the living units on this campus, questions number 31 and 50 were of most interest to each of

the Head Residents as they briefly looked over the questionnaires which were returned by the student respondents. In question number 31, students were asked if they would feel perfectly at ease in discussing personal problems with their Head Residents. Sixty-four per cent of the females and 81 per cent of the males ranked this question between 1 and 3 indicating a positive response, but more so in regards to the male residence halls. This result may have been brought about by age factors of Head Residents, by the type of counseling which takes place between the two halls, or possibly by different standards in men's and women's residence halls. The results of this study were not sufficient to justify an answer.

A similar question by which students expressed a positive view toward the Head Resident was the last statement of the questionnaire in which students were asked if they believed their Head Residents to be basically concerned with the welfare of the student. Ninety-three per cent ranked this question from average to high which should have been a rewarding figure to those who had been involved in the residence halls as Head Residents during the time of this study.

Recommendations

As a result of this study the following recommendations would appear appropriate for consideration in regards to the residence hall program:

1. That further consideration be given to the residence hall facilities now standing, and those yet to be constructed, in regard to a coeducational environment whenever feasible.
2. That the student government programs currently in effect in the residence halls be evaluated as to their usefulness and effectiveness, and changed to better meet the needs of the students should the evaluation warrant the change.
3. That student housing rules and regulations be similarly evaluated as to their usefulness and effectiveness and those rules which are perceived to be of value to the institution or to the student be enforced and understood.
4. That the Head Resident be given the status and, consequently, the authority to make decisions in regard to residence hall practice and procedure, and that due consideration be given to the hiring of Head Resident, so that not only the needs of students are met, but also that the philosophies of the institution and those of the Head Resident are not found to be incompatible.

Summary

Before an in-depth study such as this thesis is undertaken, almost every writer will question the purpose of the study as to its merit, not only to himself, but also, perhaps, to others. It may be that the study would only serve to broaden the scope of a particular area so that the individual would be more informed and, consequently, better able to function toward a more desirable goal. This concept, in itself, may be sufficient and admirable in many cases, but it has been the writer's intention to bring the role and responsibilities of the Head Resident into focus; not as they exist on other campuses, but as they exist on the campus at Central Washington State College.

After considerable observation and interaction in regard to the Head Resident position, it was apparent that although the position did provide personal value for many of the Head Residents, it also brought its share of disappointments and deep concern. This study was, therefore, an attempt to bring to the forefront questions which Head Residents were asking themselves and others; essentially, "what can we do in our position to better meet the needs of the student and gain a better understanding of our role as Head Residents?" Unfortunately, there are no simple solutions to such complex questions and this study has certainly not answered this question. But this study has been of value to the writer, and hopefully to the reader, in that it has asked and received several notable responses to questions, both from Head Residents and from students, which tend to point, at least, to a direction in which to start.

Most certainly, discipline is a factor to which every Head Resident, regardless of philosophies, must respond, if the residence hall is to function in a positive and rewarding manner. It would be strange indeed if a residence hall were to function without, at least, several occasions where disciplinary measures were in order either for the good of the student or his peers. But if the residence hall government is weak, and this study has, at least, indicated that this statement is well worth looking into, then a weakness is created in the residence hall function, by which Head

Residents have little control, since school policy has been set for him. If he cannot discipline the students himself by means other than a weak form of Judicial Board, he feels helpless and frustrated in his position, and consequently the results are negative, as could be expected. It may even logically follow that, as students and Head Residents have indicated, "rules are established, but they are overlooked and not enforced," for this very reason. When rules are broken, and the repercussions are slight, this attitude would prevail.

It can be hypothesized that the status of the Head Resident is similarly bound up in a series of conflicts of which he has little hope of solving. Since programming has been indicated by both students and Head Residents as the most purposeful function of the Head Resident, and yet students are taking little interest in residence hall government, his job is magnified to even greater proportions than before. The role of the Head Resident becomes questionable when numberable important responsibilities keep him so occupied that soon many of his projects falter, because of insufficient time, planning, or adequate help.

One escape from this predicament, however, may be found in the coeducational residence halls where mixed groups can work together for a common good; where there are usually several Resident Assistants to aid the Head Resident; and where social, personal and educational opportunities are

perceived by both student and Head Resident to stand the best chance for success.

There have been statements brought to the writer's attention by those involved in student-personnel work that perhaps within a ten year period the residence hall will function strictly as a motel on campus and the position of Head Resident will be that of motel manager. But until the time arrives when this concept is true, every effort should be made to either change the role and responsibilities of the Head Resident or to promote further studies by which his position can be re-evaluated and up-dated.

It is the writer's conviction that the Head Resident should be extremely valuable to the student in the residence halls and hopefully there will always be those individuals who are concerned and aware of the needs of students and who are willing to give aid and direction so that others might succeed.

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APPENDIX A
QUESTIONNAIRE

Dear Fellow Student,

Because of the growing complexity and importance of the functions performed by Head Residents in the living units of the Central Washington State College Campus, it is becoming increasingly difficult for them to fulfill their role satisfactorily without a general knowledge of student attitudes and opinions relating both to the position of the Head Resident and to the residence hall of which you are a member. The study being conducted is an attempt to find out how you perceive the Head Resident's position, and your own position within the residence hall.

In order that this study might materialize, your help is urgently needed by filling out the following questionnaire and returning it either to your Head Resident, or to me personally at Stephens Hall. Please note that your name does not appear on the questionnaire to assure complete anonymity and that the results of this questionnaire may be viewed in the forthcoming Masters Thesis tentatively titled, "A Comparative Study of the Role and Responsibility of the Head Resident as Seen by the Head Resident and Students of Selected Residence Halls at Central Washington State College."

Thank You,

John E. Ward

Head Resident, Stephens Hall

Questionnaire

Name of Residence Hall _____ Sex _____

Your age _____ Class Standing F. S. Jr. Sr. Marital Status _____

Please fill in the appropriate spaces by marking them with an "X" where applicable.

1. Do you hold an office or work as a member of a committee in your residence hall? Yes _____ No _____

Do not care to have an office _____

Have held an office _____

Have run for an office but was not elected to a position _____

Present position in residence hall _____

2. In what type of residence hall would you prefer to live if the opportunity presented itself?
- Co-ed dorm _____
 - High-rise type of dorm; all girls or all boys _____
 - Dorm with outside exit to each room; all girls or all boys _____
 - Dorm with one main exit; all girls or all boys _____
3. How many hours per day on the average do you estimate that the Head Resident is working either directly or indirectly in regards to the residence hall program? (please circle one answer)

1 4 7 10 15 18 More hours

4. How would you change the position of the Head Resident to better meet the needs of the student?
- Increase the academic qualifications _____
 - Limit the age factor _____ Suggested age _____
 - Accept only certain races or creeds _____ If so, which ones _____
 - Standardize philosophies _____
 - Other _____

5. How would you rank the following items in terms of how they concern you at the present time. (1) most important; (2) next important, etc.
- Finances _____
 - Making friends _____
 - Being accepted _____
 - Doing well in your studies _____
 - Military draft _____
6. What do you believe are the objectives of residence halls? (please rank as you did question #5)
- To provide sleeping space _____
 - To provide study space _____
 - To promote the socialization process _____
 - To provide educational opportunities _____
 - To provide certain disciplinary measures _____
 - To train students for student personnel work _____
 - To free off campus housing _____
7. What would be your suggestions for improving the present residence hall conditions? (please rank as you did questions #5 and #6.)
- More liberalized regulations within the dorm _____
 - Stricter enforcement of rules _____
 - Fewer people in rooms _____
 - Better conditions for study _____
 - Better conditions for socialization programs _____
 - Stronger residence hall government _____
 - Freedom to move from dorm to dorm during the year _____
 - Freedom to move off campus _____
 - Restaffing of present residence hall _____
 - Greater faculty interest _____
 - Greater concentration on the residence hall as a learning center _____
 - More interdorm activities _____
 - Other _____

On the following questions please circle the number which you feel best describes the way you perceive each question; i.e. by circling #1 you would indicate a very high preference; #5 would indicate a very low preference. (#1 could mean excellent and #5 poor, etc.)

8. I believe the residence hall plays an active part in the lives of students.
- 1 2 3 4 5
9. I find that I have acquired certain possessive feelings in regards to the residence hall in which I live.
- 1 2 3 4 5

10. I feel that the Head Resident is essential to residence hall programming.
1 2 3 4 5
11. I believe that our residence hall discipline is too strict.
1 2 3 4 5
12. I feel that the Head Resident is a strong member of the staff.
1 2 3 4 5
13. I approve of our residence hall government as it is now functioning.
1 2 3 4 5
14. I am satisfied with my present room conditions.
1 2 3 4 5
15. I am satisfied with the meals which are served in the dining hall.
1 2 3 4 5
16. I believe that the Head Resident position is an enviable position on this campus.
1 2 3 4 5
17. I would prefer an assistantship or fellowship type of position over the Head Resident position on this campus should the opportunity ever present itself.
1 2 3 4 5
18. I agree with the policy of using housing for the control of students conduct and the housing staff as enforcer of these controls.
1 2 3 4 5
19. In my opinion, the concept of "staff and faculty" is synonymous.
1 2 3 4 5
20. I feel that the Head Resident position holds a high degree of status on this campus.
1 2 3 4 5
21. I agree that salaries for Head Residents should be comparable with those of the teaching faculty.
1 2 3 4 5

22. The Head Resident is mostly concerned with programming which includes counseling, teaching, and developing a productive learning environment.
1 2 3 4 5
23. I believe that "conduct control" is the principal program for which Head Residents are hired.
1 2 3 4 5
24. I believe that the Head Resident should not spend substantial amounts of time working with individual students on deep-seated or special problems.
1 2 3 4 5
25. The Head Resident is basically concerned with management which includes planning, financing, purchasing, house-keeping and maintenance.
1 2 3 4 5
26. In regards to counseling and disciplinary duties, I conceive of the role of Head Resident as being incompatible.
1 2 3 4 5
27. I feel that student housing brings the institution into close association with its students and with individuals interested in students.
1 2 3 4 5
28. In my opinion the Head Resident is affiliated mainly with the director of housing.
1 2 3 4 5
29. If a Head Resident position were offered to me as a permanent job on this campus, I would be willing to accept it.
1 2 3 4 5
30. I feel that it is extremely important that a Head Resident has the ability to counsel students.
1 2 3 4 5
31. I would feel perfectly at ease in discussing personal problems with my Head Resident.
1 2 3 4 5
32. I believe that the Head Resident is chiefly an administrative person.
1 2 3 4 5

33. I believe that the residence hall should serve as an "educational medium" and that the fundamental job of the Head Resident is to promote and encourage educational experience for the student.
 1 2 3 4 5
34. I would prefer to live with students who are of the same class standing as myself.
 1 2 3 4 5
35. When applying for this college, I wanted to live in a residence hall.
 1 2 3 4 5
36. I feel that the advantages to residence hall living outweigh the disadvantages.
 1 2 3 4 5
37. I agree with the position that "institutional rules and guidance are necessary to educational development."
 1 2 3 4 5
38. I am satisfied with the system, presently in effect, of choosing roommates.
 1 2 3 4 5
39. In regards to living conditions, I believe that the expectations of this college are too high.
 1 2 3 4 5
40. I believe that "formally-trained" Head Residents are quite superior to "informally-trained" Head Residents.
 1 2 3 4 5
41. I find that the military draft is a deep concern which hinders my educational objectives.
 1 2 3 4 5
42. The Head Resident is basically an enforcer of rules.
 1 2 3 4 5
43. The most popular Head Residents are those who are willing to join with the student in breaking such regulations as having no alcohol in the rooms.
 1 2 3 4 5
44. One of the greatest problems that a new student on a residential campus faces is the use of time.
 1 2 3 4 5

45. I believe that there is considerable hypocrisy in the enforcement of rules in our educational system on campus because rules are established, but they are overlooked and not enforced.
1 2 3 4 5
46. There has been a strong movement away from an interest in student government in our residence halls.
1 2 3 4 5
47. I believe that my Head Resident is a trained counsellor.
1 2 3 4 5
48. Students should be allowed to decide for themselves how their time in the residence halls will be spent.
1 2 3 4 5
49. The Head Resident is a dominant figure at our residence hall meetings.
1 2 3 4 5
50. The Head Resident is basically concerned with the welfare of the student.
1 2 3 4 5

APPENDIX B
RAW SCORES OF MALE, FEMALE, AND HEAD RESIDENT RESPONSES
TO QUESTIONS NUMBER EIGHT THROUGH FIFTY
OF QUESTIONNAIRE

RAW SCORES OF MALE, FEMALE, AND HEAD RESIDENT RESPONSES TO QUESTIONS

NUMBER EIGHT THROUGH FIFTY OF QUESTIONNAIRE

Question Number	Females					Male					Head Resident				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8	67	62	38	11	6	66	57	38	19	6	5	4	3	0	0
9	56	55	44	21	9	46	60	36	15	24	8	2	0	1	0
10	98	44	23	8	9	107	40	23	8	5	6	2	3	1	0
11	18	20	54	32	60	19	19	53	54	40	0	1	4	3	4
12	47	62	33	14	17	85	52	22	19	4	3	1	2	2	3
13	22	50	46	42	23	14	35	50	43	42	3	5	2	1	0
14	83	41	20	15	25	62	60	25	17	20	3	6	1	0	1
15	10	17	36	38	84	10	13	29	48	83	3	3	6	0	0
16	24	37	61	37	22	43	43	52	25	19	1	1	5	3	2
17	24	27	58	40	27	17	28	66	42	28	2	1	2	2	3
18	18	29	34	48	54	11	24	37	39	76	1	0	6	2	3
19	15	17	49	51	51	22	23	52	37	48	0	0	0	0	11
20	21	45	62	41	16	30	59	52	32	11	0	1	4	4	3
21	17	29	41	55	42	21	37	44	43	39	0	4	4	3	1
22	29	43	48	42	19	39	60	35	30	18	5	3	4	0	0
23	19	31	56	41	34	24	39	47	41	33	0	3	2	1	6
24	17	18	18	56	73	10	14	29	41	88	1	5	2	1	2
25	21	22	51	53	36	8	39	53	44	40	0	1	5	3	3
26	16	20	54	44	44	14	26	57	45	36	1	1	4	4	2
27	34	54	48	24	23	24	53	43	30	28	1	3	3	5	0
28	21	35	56	42	26	16	37	60	49	21	0	1	5	3	3
29	22	29	26	39	69	22	20	31	32	79	3	1	0	2	5
30	113	42	16	6	7	105	46	18	11	4	9	1	2	0	0

RAW SCORES (Continued)

Question Number	Females					Male					Head Resident				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
31	47	38	32	30	35	61	58	28	14	19	2	1	0	0	0
32	11	28	46	59	38	6	27	56	63	31	0	3	5	4	0
33	21	43	64	40	15	22	60	59	23	18	3	4	5	0	0
34	39	35	32	42	38	28	21	56	33	45	1	2	0	1	3
35	129	29	13	3	11	76	31	19	16	41	9	0	0	0	0
36	63	45	43	17	16	39	36	51	28	28	6	3	2	1	0
37	51	44	49	25	14	28	53	55	25	22	4	3	5	0	0
38	63	42	36	27	16	52	54	40	20	18	5	5	0	0	1
39	8	25	73	38	29	16	33	73	37	21	0	1	1	2	7
40	16	18	73	40	24	13	26	79	27	32	2	0	4	5	0
41	7	6	4	2	125	57	28	26	31	42	1	1	0	1	5
42	18	33	37	53	42	17	32	54	46	32	2	0	4	1	5
43	21	16	25	34	87	32	30	30	34	57	1	0	0	3	8
44	99	45	17	10	13	80	56	23	15	9	9	1	1	1	0
45	50	58	47	15	11	36	52	64	22	7	5	3	2	1	1
46	42	54	49	21	15	46	65	42	18	9	2	3	1	4	2
47	17	25	54	45	40	34	44	45	29	13	0	0	3	1	3
48	105	50	15	5	7	105	45	20	8	3	6	4	1	1	0
49	21	42	43	47	37	41	45	46	33	14	1	3	3	3	1
50	85	59	27	8	3	91	55	24	7	6	12	0	0	0	0