INTRODUCTION

History tells us that the housing of students was a problem even with the founding of the first universities at Bologna and Paris.

History also tells us that two concepts of housing students developed in Europe. One was the English idea of developing the whole student, "the collegiate way of living". The other concept was the German idea where the university took no responsibility for housing students and paid no attention to student activities outside the class room. The English universities at Cambridge and Oxford offered close parental supervision of students. Residential housing was the essence of this system and the idea was to combine the intellectual and social environment with the view of educating the whole man.

History again tells us that in America the original styles in housing were adapted from the English, but with innovations to fit the style of American colleges.

In America, the housing pattern in our colleges and universities has gone roughly through three phases. When our colleges were first established, the English idea of housing students was predominant and close attention to supervision of housing and the "collegiate way of living" was considered a really important part of educating the whole student. This concept, although subject to much criticism, was prevalent from the time of the American Revo-
lution to the Civil War. Many unfortunate incidents, due apparently to the requirements of residential living, which occurred during this period brought a wave of criticism before the Civil War. Attacks on the system were made by several college and university presidents such as Wayland of Brown, Barnard of Columbia, and Tappan of Michigan. As a result, the German influence of no responsibility for the housing of students prevailed for a period. The Greek letter fraternities had their period of greatest expansion when the tide was running against residence halls.

This phase did not last very long and by 1890, residential housing again became the responsibility of the universities. Harper of Chicago, Wilson of Princeton, Porter of Yale, urged the residential philosophy despite sentiment against it. This sentiment for residential housing continued to grow and after 1930 reasserted itself throughout the land.

After World War II, there was a tremendous growth in enrollments in colleges and universities. This growth in enrollments was accompanied by a tremendous increase in the number of married students attending colleges. It was thought at the time that once the returning married veterans had graduated that the demand for housing married students would cease. However, the enrollments have continued to increase and the married student became a part of the university scene. The demand for residential housing continued to grow and although the emphasis on building housing units seemed to dominate the situation, the residential philosophy of giving the
student more than room and board persisted and was kept in proper perspective.

Details of important historical events in housing at Iowa State will be discussed in later chapters dealing with the development of housing as it occurred during five housing eras at Iowa State. It is felt appropriate here, however, to give a thumb-nail sketch of the housing pattern as established at Iowa State during the first 100 years of its history.

It is extremely doubtful that in the early years of the University either the president or any member of his staff gave much thought to either the English concept or the German concept of housing students. The students had to be housed and fed and the only answer was for the College to provide the facilities because the accommodations could not be provided in the small distant village of Ames. The plan at the beginning actually approached the English concept, because all students and staff were housed, fed and taught under the roof of one building. The men and women of the faculty were in close contact with the small student body and were interested in their welfare and the development of the whole student. The process took place without a real awareness of the importance of residential housing in the total program.

Lack of housing was a problem in those early days of the University as it has been throughout its 100 year history. When we examine the housing pattern at Iowa State, we note that it can be roughly divided into three periods.
During the first 25 years, 1869-1894, most of the students, both men and women, were housed in college residences and lived under strict supervision. In fact, in 1887, the College Board passed definite restrictions as to residences of students. The resolution stated that no student be permitted to room outside the college buildings except for sufficient reason and upon vote of the faculty and consent of the president and steward. There were 305 students enrolled that year and housing for approximately 370. The housing concept was one of enforcing discipline rather than the development of the whole student.

The next period from 1895 to 1946 witnessed a tremendous growth in enrollment and an acute need for housing women students. Ten women's residence halls were constructed during that period. We assume that, based on the regulations in effect in the women's halls during this period, security of the women and the supervision of their morals were actually stressed more than the social and intellectual development.

In spite of this emphasis, however, a good social and student government program developed. It was a period of conservatism and the paternal attitude of the administration was always evident.

There were no permanent men's residence halls during this period until 1927 when Hughes Hall was ready for occupancy, and by 1946, two sections of Friley Hall were opened. Men students lived in fraternities, rooming houses and private homes. They were not allowed the freedom that existed outside the class rooms as in the
German Universities, but the concept that college residences would aid in the social and intellectual development was not given any great importance in the thinking of the administration.

Revolutionary changes occurred in the University housing pattern during the 1946-1969 period. The married student came into the picture following World War II and continued to remain at about 18 per cent of the total enrollment. This and the undreamed of expansion in enrollment created a housing emergency, the most critical during the entire history of the University. The result was that more permanent and temporary housing was built (over 7800 beds) than had been built in all the previous 75 years of the University. Major changes in organization of the housing staff and student government took place. The Men's Residence Association, the Women's Residence Association, the University Married Community with its Mayor and Council, the Head Residents and the House system, were established and encouraged by the administration. Students were given responsibility to govern themselves and to organize their activities. The concept that University residence halls should provide more than room and board and that they provided the best laboratories on campus for teaching democracy was stressed. Although the objectives of student housing had been well established during this period, it wasn't until December 12, 1958, that I, as director of residence, presented these objectives in writing to the Board of Regents. The objectives of student housing presented at that time were as follows:
A. To provide good food and living quarters at the lowest possible cost.

B. To provide and maintain an educational facility which:
   1. fosters an academic environment for scholastic development
   2. provides an opportunity for learning democracy through democratic group government
   3. encourage good habits of recreation and health
   4. encourage social development
   5. promote personal adjustment

While these objectives of the student housing have not changed, the implementation of the program has changed and will continue to change in the future.