

A STUDY OF STUDENT LIVING CONDITIONS IN THE  
SIX TEACHERS COLLEGES  
OF OKLAHOMA

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A STUDY OF STUDENT LIVING CONDITIONS IN THE  
SIX TEACHERS COLLEGES  
OF OKLAHOMA

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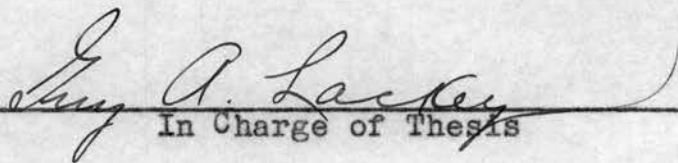
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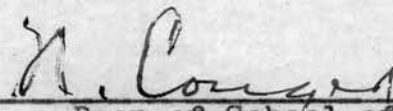
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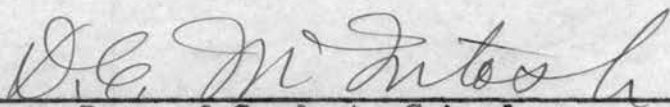
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P. W. A.

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CHAPTER I  
INTRODUCTION

Even a superficial examination of current literature dealing with problems of higher education convinces one that the conditions under which students live are important factors in determining the kinds of persons which they become.

There is at the present time quite a concerted movement in all institutions of higher learning to provide living quarters for students which will furnish optimum conditions for the development of physical, mental, moral, and social personalities in the student personnel. Colleges and universities are being staffed with deans of men, deans of women, and other personnel workers whose primary function is to concern themselves with the development of all aspects of student personality.

It is in line with this movement that the writer has undertaken a survey of the housing conditions of students in the six state teachers colleges of Oklahoma. This interest is a natural and vested one for the writer, since she occupies the position of Dean of Women in one of these six institutions.

SUMMARY OF SOME OF THE PREVIOUS RELATED STUDIES

There have been few studies made of the provisions for housing college students. An investigation was made by the Housing Committee of the American Association of

University Women after the following facts were noted at a conference of Deans of Women and of representatives of housing committees in California in the fall of 1921.

(1) There is at present no standard for the housing of college students.

(2) There is no central source of carefully collected data available for the establishment of such a standard.

(3) Present housing conditions vary from no standard to a standard financially beyond the reach of the average student.

(4) The state-supported colleges have frequently given little attention to the housing of students, leaving this matter to private enterprise.

(5) It is desirable that the housing conditions of students during the four years of undergraduate life should have an educational value.<sup>1</sup>

It was decided at this conference that necessary data be collected and a standard for the housing of college students be established. A questionnaire with a letter was sent to the Deans of Women stating the purposes of the investigation to be:

(1) To enable this committee to aid in establishing for women students a standard of housing which shall have a definite educational value during the formative college years.

(2) To enable this committee to serve, temporarily, as a source of information and advice regarding present conditions and tendencies shown by the better class--(the more thoughtfully planned class)--of housing; "temporarily"--since rightly this source should be the national government through its Division of Housing at Washington.

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1

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

The Young Womens Christian Association has shown the value of adequate housing for women in the business world. Private colleges have used residence halls as an integral part of their set-up for some time. It is from these colleges that we are able to trace the evolution of housing from a mere shelter to a laboratory for social and intellectual growth and character building. In the West and Middle West the state supported institutions have left the housing of their students to private enterprise which often is unsatisfactory.<sup>2</sup>

Klein found in a survey of land grant colleges and universities in 1930 that three institutions out of the forty-four reporting assumed no responsibility for housing students. Fifteen per cent of the students were living in college-owned dormitories; two of the forty-four institutions had no dormitories, and in nine others the dormitories accommodated less than five per cent of the enrollment.<sup>3</sup>

In 1927 Strang found that there was a diversity of types of housing and a combination of off-campus housing and dormitories was most commonly used in housing students in teachers colleges.<sup>4</sup>

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<sup>2</sup>

Ibid., pp. 97-108

<sup>3</sup>

Donfred H. Gardner, "The Evaluation of Higher Institutions," Student Personnel Service, pp. 97-108.

<sup>4</sup>

Ruth Strang, "The Housing of Students in Normal Schools and Teachers Colleges," Journal of Home Economics, Vol. XX, August 1928, pp. 560-568



In 1925 Evenden reported some poor housing conditions for students in some of the Eastern teacher colleges. In one instance more than fifty girls had to use one very small washroom containing three bath tubs and a sink, or else carry water to their rooms.<sup>5</sup>

The conclusion of most of the studies made is that dormitories, supplemented by some other form of housing, are the usual forms of housing for students in teacher colleges.

Studies of housing conditions for students have also been made by Hays<sup>6</sup> and Augustine.<sup>7</sup>

#### PURPOSES OF THE STUDY

This study has two primary objectives, namely, to determine what the prevailing housing conditions for students in the six teachers colleges of Oklahoma are, and what changes need to be effected in order to improve these conditions.

The writer contends in this study that when the State assumes the responsibility of preparing teachers for the public schools and encourages young men and women to prepare themselves for the profession of teaching, it should

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5

E. S. Evenden, "Standards for Building for Normal Schools and Teacher Colleges," Year Book of the American Association of Teacher Colleges, 1925, pp. 70-71

6

Harriet Hays, Planning Residence Halls for Undergraduate Students in American Colleges and Universities, 1932.

7

Amelia Augustine, Some Aspects of Management of College Residence Halls for Women, 1935.

also assume the responsibility of providing living conditions which are conducive to good health, good morals, normal social development, and which are not economically out of reach of the type of students who attend the institutions. It is further contended that extra-classroom environment, especially the living quarters of students, is a major factor in the education of teachers. Proper living conditions are probably as important a factor in the education of young people as the curriculum.

Housing is a problem of education. The housing of students should be an integral part of their education because the physical and social conditions under which they live are important parts of the college environment, and environment is the most important factor within the control of educators in modifying the behavior pattern of a given individual.<sup>8</sup>

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8

Ruth Strang, The Housing of Students in Normal Schools and Teachers Colleges, pp. 562-568.

## CHAPTER II

## COLLECTION, TREATMENT, AND INTERPRETATION OF DATA

## A. Sources of Information

The three methods of securing the information on which this study is based are:

First, a questionnaire was sent to the officials of each teachers college in charge of student housing requesting certain information revealed in the following pages. This questionnaire was formulated after the writer had tabulated the various problems connected with student housing which she had encountered as Dean of Women and after she had done extensive reading of the literature and research in this field. The recommendations made in Volume VIII, Number 1 ( January 1930) of Research Bulletin of the National Education Association, entitled The Questionnaire, were followed in formulating this questionnaire. A copy of the questionnaire used in this study follows:

COPY A

## QUESTIONNAIRE

Name of Institution \_\_\_\_\_,

Address \_\_\_\_\_ Date \_\_\_\_\_,

Name of officer reporting \_\_\_\_\_,

## PART ONE

Kindly answer all the following which pertain only to the school year 1937-38.

1. Total number enrolled first semester \_\_\_\_\_.  
    (a) Men \_\_\_\_\_  
    (b) Women \_\_\_\_\_
2. Total number enrolled second semester \_\_\_\_\_.  
    (a) Men \_\_\_\_\_  
    (b) Women \_\_\_\_\_
3. Total number of students living in residence halls  
    first semester \_\_\_\_\_  
    (a) Men \_\_\_\_\_  
    (b) Women \_\_\_\_\_
4. Total number of students living in residence halls  
    second semester \_\_\_\_\_  
    (a) Men \_\_\_\_\_  
    (b) Women \_\_\_\_\_
5. Total number of students living in apartment houses  
    first semester \_\_\_\_\_  
    (a) Men \_\_\_\_\_  
    (b) Women \_\_\_\_\_
6. Total number of students living in apartment houses  
    second semester \_\_\_\_\_  
    (a) Men \_\_\_\_\_  
    (b) Women \_\_\_\_\_
7. Total number of students living in their own homes in  
    the college town first semester \_\_\_\_\_.  
    (a) Men \_\_\_\_\_  
    (b) Women \_\_\_\_\_

8. Total number of students living in their own homes in the college town second semester \_\_\_\_\_.
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
9. Total number of students living in their own homes, but in other communities (driving) first semester \_\_\_\_\_.
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
10. Total number of students living in their own homes, but in other communities (driving) second semester \_\_\_\_\_.
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
11. Total number of students who room and board in boarding houses first semester \_\_\_\_\_.
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
12. Total number of students who room and board in boarding houses second semester \_\_\_\_\_.
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
13. Total number of students who room in rooming houses, but eat elsewhere in public or private places, first semester \_\_\_\_\_.
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
14. Total number of students who room in rooming houses, but eat elsewhere in public or private places, second

semester \_\_\_\_\_.

(a) Men \_\_\_\_\_

(b) Women \_\_\_\_\_

15. Total number of students who work for room and board  
first semester \_\_\_\_\_.

(a) Men \_\_\_\_\_

(b) Women \_\_\_\_\_

16. Total number of students who work for room and board  
second semester \_\_\_\_\_.

(a) Men \_\_\_\_\_

(b) Women \_\_\_\_\_

17. Total number of students who do light housekeeping  
first semester \_\_\_\_\_.

(a) Men \_\_\_\_\_

(b) Women \_\_\_\_\_

18. Total number of students who do light housekeeping  
second semester \_\_\_\_\_.

(a) Men \_\_\_\_\_

(b) Women \_\_\_\_\_

19. Total number of students living in fraternity or  
sorority houses first semester \_\_\_\_\_.

(a) Men \_\_\_\_\_

(b) Women \_\_\_\_\_

20. Total number of students living in fraternity or  
sorority houses second semester \_\_\_\_\_.

(a) Men \_\_\_\_\_

(b) Women \_\_\_\_\_

21. Total number of students living in hotels first semester \_\_\_\_\_  
(a) Men \_\_\_\_\_  
(b) Women \_\_\_\_\_
22. Total number of students living in hotels second semester \_\_\_\_\_  
(a) Men \_\_\_\_\_  
(b) Women \_\_\_\_\_

## PART TWO

Kindly answer all the following, which pertain to college approved rooms.

1. Total number of rooms available in residence halls first semester \_\_\_\_\_  
(a) Men \_\_\_\_\_  
(b) Women \_\_\_\_\_
2. Total number of rooms available in residence halls second semester \_\_\_\_\_  
(a) Men \_\_\_\_\_  
(b) Women \_\_\_\_\_
3. Total number of apartments available first semester \_\_\_\_\_  
(a) Men \_\_\_\_\_  
(b) Women \_\_\_\_\_
4. Total number of apartments available second semester \_\_\_\_\_  
(a) Men \_\_\_\_\_  
(b) Women \_\_\_\_\_

5. Total number of rooms available in rooming and boarding houses first semester \_\_\_\_\_
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
- (c) Married couples \_\_\_\_\_
6. Total number of available rooms in rooming and boarding houses second semester \_\_\_\_\_
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
- (c) Married couples \_\_\_\_\_
7. Total number of rooms available without board first semester \_\_\_\_\_
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
- (c) Married couples \_\_\_\_\_
8. Total number of rooms available without board second semester \_\_\_\_\_
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
- (c) Married couples \_\_\_\_\_
9. Total number of places available to work for room and board first semester \_\_\_\_\_
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_



10. Total number of places available to work for room  
and board second semester \_\_\_\_\_
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
11. Total number of rooms available for light housekeeping  
first semester \_\_\_\_\_
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
- (c) Married couples \_\_\_\_\_
12. Total number of rooms available for light housekeeping  
second semester \_\_\_\_\_
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
- (c) Married couples \_\_\_\_\_
13. Total number of rooms available in fraternity and  
sorority houses first semester \_\_\_\_\_
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
14. Total number of rooms available in fraternity and  
sorority houses second semester \_\_\_\_\_
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
15. Total number of available rooms in hotels first  
semester \_\_\_\_\_
- (a) Men \_\_\_\_\_
- (b) Women \_\_\_\_\_
- (c) Married couples \_\_\_\_\_

16. Total number of available rooms in hotels second semester \_\_\_\_\_

(a) Men \_\_\_\_\_

(b) Women \_\_\_\_\_

Second, the writer visited personally each of the six teachers colleges and held interviews with deans of men and women and with registrars. An interview form was prepared and used as a guide in these interviews. This interview form follows:

FORM B

INTERVIEW FORM USED WITH DEANS AND REGISTRARS

Name of Institution \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

Name of officer reporting \_\_\_\_\_

Does college have requirements concerning the following:

1. Location of rooms occupied by students, including basement and attic rooms \_\_\_\_\_ Please state requirement \_\_\_\_\_
2. Size of rooms \_\_\_\_\_
3. Condition of walls \_\_\_\_\_
4. Condition of floors \_\_\_\_\_ coverings \_\_\_\_\_
5. Sufficient closet space \_\_\_\_\_
6. Furnishings in rooms \_\_\_\_\_  
(list pieces of furniture required)
7. Beds, size, type of springs, thickness of mattresses  
\_\_\_\_\_
8. Adequate heating facilities \_\_\_\_\_

9. Adequate ventilation? \_\_\_\_\_
10. Adequate lighting? \_\_\_\_\_
- a. Number of windows \_\_\_\_\_
- b. Size of electric light bulbs \_\_\_\_\_  
in watts
11. Cooking facilities? \_\_\_\_\_
12. Provisions of reception room? \_\_\_\_\_
- a. Number of times a week students may use \_\_\_\_\_
- b. Is heat to be provided? \_\_\_\_\_
13. Number of students using one bathroom \_\_\_\_\_
14. Place where students can wash and iron when  
necessary? \_\_\_\_\_
- a. An understanding between householder and student if  
extra charge is to be made for use of electric  
iron? \_\_\_\_\_
- b. What customary charge is \_\_\_\_\_
15. Responsibility of students for cleaning own rooms,  
hall, bathrooms: \_\_\_\_\_
16. Responsibility of housemothers for any part of the  
cleaning; \_\_\_\_\_
17. Responsibility of householder for having copy of  
"College Regulations for Students" in place where  
students may see any time: \_\_\_\_\_
18. Responsibility of householder to college for what  
occurs in her home: \_\_\_\_\_
19. Responsibility of householder to college for reporting  
to college violations of "Regulations" by students:  
\_\_\_\_\_

20. Responsibility of housemothers to college when expecting to be away over night:\_\_\_\_\_
21. Responsibility of householder to have a definite understanding with students when rooms are rented, concerning: use of radio?\_\_\_\_\_; piano?\_\_\_\_\_; paying part of utility bills, if any?\_\_\_\_\_; how rent is to be paid?\_\_\_\_\_by calendar month?\_\_\_\_\_; every four weeks?\_\_\_\_\_; weekly?\_\_\_\_\_
22. How approval is made of all places where students stay: by faculty committee?\_\_\_\_\_; dean of men and women?\_\_\_\_\_or by:\_\_\_\_\_
23. Householder making application for approval?\_\_\_\_\_
24. How application is made:\_\_\_\_\_; by written application?\_\_\_\_\_; on printed forms supplied by college?\_\_\_\_; verbally?\_\_\_\_\_; to whom application is made?\_\_\_\_\_; who decides approval?\_\_\_\_\_.
25. How consent of approval is given\_\_\_\_\_; printed forms supplied by college\_\_\_\_\_; by letter?\_\_\_\_\_; verbally?\_\_\_\_\_.
26. Length of time approval extends:\_\_\_\_\_.
27. Removal of places from approved list\_\_\_\_\_
28. Unmarried women keeping students\_\_\_\_\_; what is considered before approval is given:\_\_\_\_\_; age:\_\_\_\_\_; standing in community:\_\_\_\_\_.
29. Requirements householders must fulfill before approval is given:\_\_\_\_\_; when inspection is made:\_\_\_\_\_; before approval is given?\_\_\_\_\_

- after approval is given?\_\_\_\_\_.
30. Time householder is given requirements?\_\_\_\_\_;  
before inspection?\_\_\_\_\_; after inspection?\_\_\_\_\_  
or\_\_\_\_\_.
31. Provisions for exceptions to above requirement:\_\_\_\_\_;  
examples of exceptions:\_\_\_\_\_.
32. Different requirements for homes keeping men?\_\_\_\_\_;  
keeping women?\_\_\_\_\_; married couples?\_\_\_\_\_.
33. Manner by which householder pledges willingness to keep  
requirements up to college standard:\_\_\_\_\_;  
on printed form supplied by college?\_\_\_\_\_;  
by letter?\_\_\_\_\_; verbally?\_\_\_\_\_.
34. Rating of approved houses\_\_\_\_\_; what rating is based  
on?\_\_\_\_\_; if householder knows how rooms are  
rated:\_\_\_\_\_; if students know how rooms are  
rated:\_\_\_\_\_.
35. Frequency of inspection of all places where students  
stay?\_\_\_\_\_; who makes inspections?\_\_\_\_\_.
36. Householders attention being called to the results of  
inspection?\_\_\_\_\_; are corrected steps sug-  
gested?\_\_\_\_\_; is there a "follow-up" to see if  
suggestions are carried out?\_\_\_\_\_.
37. Inspection of institutionally owned residence halls?  
\_\_\_\_\_; by whom?\_\_\_\_\_; how often?\_\_\_\_\_; of  
entire building?\_\_\_\_\_; of sleeping rooms only?  
\_\_\_\_\_.

38. Inspection of all places where students eat? \_\_\_\_\_;  
by whom? \_\_\_\_\_; how often? \_\_\_\_\_.
39. Those working in kitchens where students eat being  
required to take tests for venereal diseases? \_\_\_\_\_;  
who assumes responsibility to see that this is done? \_\_\_\_\_
40. College assuming any responsibility for students living  
with parents, except in cases of infraction of "Student  
Regulations"? \_\_\_\_\_

Third, following the interviews, the writer made inspection trips to the different types of rooming and boarding quarters of students. The various types of living quarters found were noted and are classified according to the following outline:

COPY C

CLASSIFICATION OF THE VARIOUS TYPES OF LIVING QUARTERS  
FOUND ON INSPECTION TRIPS

1. Residence halls
2. Apartments
3. Homes of students living in college town
4. Homes of students living in other communities
5. Rooming and boarding houses
6. Rooming places not offering board
7. Homes offering light housekeeping facilities
8. Places where students may work for their room and board
9. Fraternity house
10. Hotels

## HOUSING STANDARD

Standards utilized by the writer in making the personal inspections of the various types of living quarters found in the six teachers colleges were compiled from the following sources:

1. (U. S. Departments of Labor. Housing. Monthly Labor Review, Vol. X, June 1920, pp. 10-19. Government Printing Office, Washington, D. C.)
2. (Harriet Hayes. Planning Residence Halls. Bureau of Publications, Teachers College, Columbia University, New York City, 1932, pp. 223-242)
3. (Anna E. Pierce. Deans and Advisors of Women and Girls. Professional and Technical Press, New York, pp. 260-289.)

## What Houses Should Provide:

I. Housing standards based upon health requirements must consider first: air space, ventilation, lighting, sanitation, privacy and proper separation of the sexes. In applying these requirements to particular dwellings, the factors taken into account were: number of rooms per person, sanitary conveniences, floor space, location, the neighborhood, and surroundings.

1. Houses should be located in a neighborhood with reasonably well maintained streets, and fairly accessible means of transportation.

2. Whatever the method of heating is, it should be such as to permit heating rooms to a temperature of 68° in the coldest weather in any locality.

3. Two safe and convenient ways of escape should be available from every building or interior section of a building.

4. Outside stairways, fire escapes, and ladders are not to be regarded as dependable exits in case of fire.

5. Hallways and stairs leading to exits should be lighted at all times to an intensity of at least one foot candle.

6. Halls should be clean, comfortable, free from dampness, and sanitary in all respects.

7. Water supply should be pure and adequate, and maintained throughout the building at a sufficient pressure to insure full service at all times.

8. Natural and artificial lighting should be adequate to facilitate good living and working conditions. It should be adequate to provide for the special needs of students, such as facilities for study and social life.

The amount of illumination provided in the various rooms should not be less than the following:

#### Foot Candles

Living rooms, reception rooms, etc....	4-6
Bedrooms--for general illumination---	5
study tables.....	12-15
Bathrooms and lavatories.....	6
Halls, passageways and stairways.....	3
Kitchens.....	12

## II. Space Allotment for Student Rooms.

1. The minimum area of a single room used for sleeping, dressing, and studying should measure 18 square feet of clear space.



2. Closet space should be included in the plan for each room. It should be sufficient to accommodate a student's clothes (including hats and shoes) and his hand baggage in a sanitary, convenient, and orderly manner. An area of at least 32 by 40 inches should be provided for each closet, and all closets should be individual, never built for use by more than one person.

3. Double rooms should not be less than 200 square feet in clear area, and should be larger than this where possible.

4. Neither bedrooms, nor bath and toilet rooms should be located in basement areas.

5. Bedrooms and bathrooms should be so placed that they receive direct sunlight daily.

6. Bath and toilet facilities should be sufficient to encourage hygienic habits of living.

a. They should be suitably located, first from a sanitary standpoint, second, with regard to adjacent rooms, in order that they may not be in any way objectionable.

b. They should be conveniently located, on the same floor with, and near to, the rooms they are to serve.

### III. Space for Social Life.

1. Sufficient space should be provided for the following activities:

- a. Social and recreational life within the group of students during their leisure time.
- b. Short visits and calls upon individual students by members of their families and friends.

B. Tabulation and Interpretation of Data

Data Secured from the Questionnaire.-

TABLE I

TOTAL ENROLLMENT BY SEX AND SEMESTERS IN  
OKLAHOMA TEACHERS COLLEGES FOR 1937-1938

College	Total Enrollment				Total Enrollment	
	First Sem		Second Sem		First Sem	Second Sem
	Men	Wo- men	Men	Wo- men	Men and Women	Men and Women
A	313	366	294	333	679	627
B	350	650	350	650	1000	1000
C	372	744	427	854	1116	1281
D	367	533	379	501	900	880
E	415	491	359	412	906	771
F	398	554	457	512	957	969
Total	2215	3343	2266	3262	5548	5528

Table I shows that the total enrollment for the two semesters of the school year 1937-1938 remains about constant, 5548 and 5528, respectively. It also indicates a rather small range of enrollment for the six institutions: 679 for the first semester in institution A to 1281 for the second semester in institution C. These six teachers colleges probably train more teachers than all the other institutions in Oklahoma.

Residence Halls. - The State of Oklahoma within the past two years has erected at four of the teachers colleges modern types of residence halls. These furnish favorable surroundings for young people who are away from home. These halls compare favorably with the description of modern residence halls given by Anna Pierce.<sup>8</sup> They are especially built to serve as the best means of maintaining high standards. The residence halls at the teachers colleges in Oklahoma provide comfort, protection, and beauty. Living among such pleasant surroundings should inculcate a love for beauty and an appreciation of the finer things of life.

TABLE II

NUMBER OF STUDENTS LIVING IN RESIDENCE HALLS AND NUMBER OF ROOMS AVAILABLE IN RESIDENCE HALLS IN OKLAHOMA TEACHERS COLLEGES, 1937-1938

College	No. Students Living in Residence Halls				No. Rooms Available in Residence Halls			
	First Sem		Sec'd Sem		First Sem.		Sec'd Sem	
	Men	Women	Men	Women	Men	Women	Men	Women
A	0	0	0	0	0	0	0	0
B	125	165	125	190	75	150	75	150
C	110	142	110	138	55	85	55	85
D	0	0	0	0	0	0	0	0
E	92	75	92	106	46	74	46	74
F	104	186	104	186	53	93	53	93
Total	431	568	431	620	229	402	229	402

<sup>8</sup>

Anna Pierce, Deans and Advisers of Women and Girls, p. 269.

We see from Table II that colleges A and D have no residence halls.

The other four teachers colleges have a total of 631 available rooms for students in residence halls.

College E, with 120 available rooms, has the least in number.

College B, with a total of 225 available rooms, outnumbers either college C or F.

Not any noticeable increase is seen in the total enrollment of these four colleges having residence halls during the first and second semesters.

The percentage of the total enrollment living in residence halls during the school year of 1937-1938 practically remains constant for both semesters.

✓ Every fourth student enrolling in these four colleges lives in the residence halls.

Apartments.-Four of the teachers colleges approved two different types of apartments for students, namely:

1. Outside apartments separated from the main house and usually located above garages.

2. Those in homes, which were small efficiency apartments or sleeping rooms with a connecting bath.

These types of living quarters were adequately and conveniently furnished.

Only one college permitted unmarried students to occupy outside apartments, where a lack of supervision by a housemother proved to be a disadvantage.

TABLE III

NUMBER OF STUDENTS LIVING IN APARTMENT HOUSES  
AND NUMBER OF APARTMENTS AVAILABLE IN OKLAHOMA  
TEACHERS COLLEGES FOR 1937-1938

College	No. Students Living in Apartments				No. Apartments Available			
	First Sem.		Sec'd Sem		First Sem		Sec'd Sem	
	Men	Women	Men	Women	Men	Women	Men	Women
X A	0	10	0	8	2	6	2	6
B	10	10	10	10	30	30	30	30
Y C	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.
D	30	15	25	15	16	20	16	20
E	10	8	12	8	7	6	7	6
F	0	0	0	0	0	0	0	0
Total	50	43	47	41	55	62	55	62

It is interesting to note in Table III that college F has no available apartments for students.

College A has the least number of available apartments but none of these was occupied the first and second semesters by men.

College C has no record of available apartments, nor of the number of students living in apartments.

The percentage of the total enrollment of students living in this type of quarters is small. For the first semester it was 2.7 per cent, and 2.5 per cent for the second semester.

Homes of Students Living in College Towns.— Generally speaking, these homes are comparable to those found in most small towns in our country. They can be classified

as excellent, good, average, and below average. The first three have home-like surroundings with modern lighting, adequate heat, sanitation, and other prerequisites of normal, healthful living conditions. There are only a few homes which can be classified as "very poor."

TABLE IV

NUMBER OF STUDENTS LIVING IN OWN HOMES IN  
THE COLLEGE TOWNS IN OKLAHOMA TEACHERS COL-  
LEGES FOR 1937-1938

College	No. Students Living in Own Homes in College Towns			
	First Semester		Second Semester	
	Men	Women	Men	Women
A	112	131	112	131
B	50	150	50	150
C	N.R.	N.R.	N.R.	N.R.
D	107	114	107	144
E	35	51	39	50
F	40	60	40	60
Total	344	536	348	535

The data in Table IV disclose that the number of students living in their own homes the first semester is approximately the same as for the second semester.

Colleges A and D have thirty-three per cent more students living at home than the combined total of colleges B, E, and F.

The percentage of the total enrollment of students living in their own homes is 20.3 per cent for the school year 1937-1938.

Homes of Students Living at Home but in Other Communities.- Most of the students in this group come from homes located in small towns and on farms. Few of the farm homes have modern conveniences. These students attended small elementary and high schools where social contacts were limited. By continuing to live at home and by spending much time in driving to and from college, together with "home duties", little time is left for social contacts or college activities.

One of the teachers colleges is near a city where many of their students commuting live. These students have many social contacts, and their homes are usually of the better type.

TABLE V

NUMBER OF STUDENTS LIVING IN OWN HOMES, BUT IN OTHER COMMUNITIES (DRIVING) IN OKLAHOMA TEACHERS COLLEGES FOR 1937-1938

College	No. Students in Own Homes but in Other Communities (Driving)			
	First Semester		Second Semester	
	Men	Women	Men	Women
A	14	19	17	16
B	40	85	40	85
C	N.R.	N.R.	N.R.	N.R.
D	15	32	30	32
E	16	24	22	20
F	20	10	20	10
Total	105	170	129	163

The entries in Table V reveal a small variation in the total number of students commuting during the first and second semesters.

College C reported "no record" on the number of its students commuting.

College B has the largest number of commuting students. Forty-four per cent of all commuting students are attending College B.

Six and two-tenths per cent of all the students reported commute from their homes outside the college community.

TABLE VI

NUMBER OF STUDENTS WHO ROOM AND BOARD IN BOARDING HOUSES AND NUMBER OF ROOMS AVAILABLE IN ROOMING AND BOARDING HOUSES IN OKLAHOMA TEACHERS COLLEGES, 1937-1938

College	No. Students Who Room and Board in Boarding Houses				No. Rooms Available in Boarding Houses			
	First Sem.		Sec'd Sem.		First Sem.		Sec'd Sem.	
	Men	Women	Men	Women	Men	Women	Men	Women
A	24	25	24	25	38	29	38	29
B	20	30	20	30	35	65	35	65
C	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.
D	106	71	88	71	55	63	55	65
E	32	53	31	43	23	30	23	30
F	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.
Total	182	179	163	169	151	187	151	189

Colleges C and F, as shown by Table VI, had no record of students rooming and boarding in off-campus houses, nor any record of the places offering this method of living.



Approximately 10 per cent of the total student enrollment live in off-campus houses.

About one-half of all the students living in off-campus houses are found in college D, which has no residence halls.

Houses Offering Rooms Without Board. - This type of housing conforms to college regulations and differs little from the preceding types in so far as accommodations for student lodging are concerned. This method of living can prove to be very undesirable. Students reported that they often went without food, rather than go out in all sorts of weather. And they also too frequently have the opportunity of making undesirable contacts in many public places.

TABLE VII

NUMBER OF STUDENTS WHO ROOM IN ROOMING HOUSES BUT EAT ELSEWHERE AND NUMBER OF ROOMS AVAILABLE WITHOUT BOARD IN OKLAHOMA TEACHERS COLLEGES FOR 1937-1938

College	No. Students in Rooming Places but Eat Elsewhere				No. Rooms Available without Board			
	First Sem.		Sec'd Sem.		First Sem.		Sec'd Sem.	
	Men	Women	Men	Women	Men	Women	Men	Women
A	36	39	30	33	35	40	39	40
B	10	10	10	10	20	30	20	30
C	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.
D	20	15	30	15	32	20	32	20
E	48	52	40	43	26	35	26	35
F	N.R.	N.R.	N.R.	N.R.	29	30	29	30
Total	114	116	110	101	142	155	146	155

Interpreting the data in Table VII, we note that colleges C and F have no record of their students who room in rooming houses and eat elsewhere during the school year 1937-1938.

College B has very few students who room in rooming houses and eat elsewhere.

College E heads the group in rooming students without board; 41.5 per cent of its students live in this manner. A's rank is quite noticeable also, and if combined with E's would aggregate 73 per cent of the student body who room in rooming houses and eat elsewhere.

The per cent of the total enrollment living in this manner for the first semester is 7 and for the second semester 6.4.

#### Places Where Students Work for Room and Board.-

Most of this group of students who were found to be working in such public places as coffee shops, cafes, and hotels were men. They usually work from three to five hours a day for three meals and have sleeping rooms elsewhere.

Most of the women students found working were in private homes. Few of them desire this kind of work especially where there are children in the family. They contend their study periods are often interrupted to "see after the children" and to answer various other demands. They also reported they seldom have rooms of their own, but due to crowded conditions are forced to share closet

space, bed and other necessary conveniences with some member of the family. A small number reported they were delighted with their work and with all the conditions pertaining to it.

However, few families are availing themselves of student help as they must conform to college regulations which limit the number of hours a student may work for room and board. They must also assume responsibility for the welfare of the student as do other college-approved homes.

The National Youth Administration, which has provided various types of employment for students has tended to decrease the number of students seeking employment in private homes.

TABLE VIII

NUMBER OF STUDENTS WHO WORK FOR ROOM AND BOARD  
AND NUMBER OF PLACES AVAILABLE FOR STUDENTS WHO  
WORK FOR ROOM AND BOARD IN OKLAHOMA TEACHERS  
COLLEGES FOR 1937-1938

College	No. Students Who Work for Room and Board				No. Places Available for Students To work for Room and Board			
	First Sem.		Sec'd Sem		First Sem.		Sec'd Sem.	
	Men	Women	Men	Women	Men	Women	Men	Women
A	6	24	7	21	8	24	10	24
B	30	70	30	70	30	70	30	70
C	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.
D	29	38	30	38	38	43	38	45
E	8	30	8	27	10	30	10	27
F	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.
Total	73	162	75	156	86	167	88	166

An analysis of Table VIII shows that colleges C and F had no record of available places for students to work for room and board and no record of the number of students working for room and board. This table also reveals that few places of this type are available for students to work and go to school.

Forty-three per cent of all students working for room and board are found in college B.

It is surprising to find in this analysis that there are more places available for students to work for their room and board for both semesters of 1937-1938 than there were students to fill them.

The percentage of the total enrollment of students who assist themselves in this manner was 7 for the first semester and 7 for the second semester.

Homes Offering Light Housekeeping Facilities. -

The deans of women and deans of men state that rooming houses affording light housekeeping facilities have increased in number during the last few years. Many students, especially those coming from nearby rural homes, favor this type of housing as a means to reducing the cost of living. Some students who have tried other types of student housing reported that they fare better when they prepare their own meals. Fewer men than women students do light housekeeping. Living quarters of this type, whether in rooming houses or private homes, are required to

maintain the same standard of conduct and behavior of students as all other types are, to secure college approval.

TABLE IX

NUMBER OF STUDENTS WHO DO LIGHT HOUSEKEEPING AND NUMBER OF ROOMS AVAILABLE FOR LIGHT HOUSEKEEPING IN OKLAHOMA TEACHERS COLLEGES, 1937-1938

College	No. Students Doing Light Housekeeping				No. Rooms Available for Light Housekeeping			
	First Sem.		Sec'd Sem.		First Sem.		Sec'd Sem.	
	Men	Women	Men	Women	Men	Women	Men	Women
A	57	182	57	146	89	160	89	160
B	20	175	20	150	20	88	20	80
C	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.
D	50	200	55	174	58	150	58	150
E	112	260	72	156	71	130	71	130
F	6	35	6	35	N.R.	N.R.	N.R.	N.R.
Total	245	852	210	661	238	528	238	520

The data in Table IX show that college C had no record of either the number doing light housekeeping or the number of rooms available for students who live in this manner.

College F reported the number of students doing light housekeeping, but had no record of the number of available rooms. This college has the fewest number of students doing light housekeeping, while college E with a per cent of 30 heads the group.

It will also be noted that the number doing light housekeeping remains almost constant for both semesters during the school year 1937-1938.

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The most interesting fact this table reveals is the number of students doing light housekeeping. In ratio to enrollment, more students (25 per cent) do light housekeeping than live in any other manner except those living in residence halls (25.6).

Fraternity and Sorority Houses.- No sorority houses were found on any of the campuses of the six colleges. However, one college was found to have two national sororities for students of teachers colleges and two fraternities of the same kind. On this campus was found one fraternity house which added much to the equipment and the attractiveness of the college. This fraternity is making efforts to have chapter life wholesome and healthful. It encourages study hours, a regard for the interest of others, and seeks to make the chapter house a comfortable college home.

TABLE X

NUMBER OF STUDENTS LIVING IN FRATERNITY AND  
 SORORITY HOUSES AND NUMBER OF ROOMS AVAILABLE  
 IN FRATERNITY AND SORORITY HOUSES IN OKLAHOMA TEACHERS  
 COLLEGES, 1937-1938

College	No. Students Living in Fraternity and Sorority Houses				No. Rooms Available in Fraternity and Sorority Houses			
	First Sem.		Sec'd Sem.		First Sem.		Second Sem.	
	Men	Women	Men	Women	Men	Women	Men	Women
A	0	0	0	0	0	0	0	0
B	0	0	0	0	0	0	0	0
C	0	0	0	0	0	0	0	0
D	8	0	16	0	8	0	8	0
E	0	0	0	0	0	0	0	0
F	0	0	0	0	0	0	0	0
<b>Total</b>	<b>8</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>8</b>	<b>0</b>

Table X shows that college D is the only teachers college in Oklahoma where a fraternity house was found.

It also reveals that no sorority houses are on any of the college campuses at this time.

As can be seen from Table X, few students are living in this manner.

Hotels.- One college permitted men students to room at hotels. These places were found to be modern, meeting all college requirements for approved houses except those dealing with the supervision of study hours and conduct.

TABLE XI

NUMBER OF STUDENTS LIVING IN HOTELS AND NUMBER OF AVAILABLE ROOMS IN HOTELS

College	No. Students Living in Hotels				No. Rooms Available in Hotels			
	First Sem.		Second Sem.		First Sem.		Second Sem.	
	Men	Women	Men	Women	Men	Women	Men	Women
A	0	0	0	0	0	0	0	0
B	0	0	0	0	0	0	0	0
C	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.
D	20	0	10	0	N.R.	0	N.R.	0
E	0	0	0	0	0	0	0	0
F	0	0	0	0	0	0	0	0
Total	20	0	10	0	0	0	0	0

College D is shown in Table XI to be the only teachers college that has students living in hotels.

As shown by Table XI, only twenty of the students live in hotels.

Data Secured from the Personal Interviews

1. Two colleges were found to have requirements concerning "location of rooms occupied by students, including basement and attic rooms." One reported that "no basement rooms will be approved," and the other stated that "students may stay in basement rooms only with special permission from the Dean of Men, or the Dean of Women."

2. No college was found to have a requirement concerning "room sizes."

3. No college was found to have a requirement concerning "condition of walls."

4. No college was found to have a requirement concerning "condition of floors." One college had a requirement concerning "floor coverings," and requires a throw rug to be provided for the front of beds and in the bathrooms.

5. Two colleges have requirements concerning "sufficient closet, or wardrobe space."

6. Three colleges have requirements concerning "furnishings in rooms." One requires that "each room must contain sufficient and comfortable bedroom equipment--single beds being preferable." The other two require that "the minimum furnishings for two students shall be: twin beds or a double bed, a study table, two chairs, a dresser or chest of drawers, a mirror and a closet or wardrobe."

7. No college was found to have a requirement as to "beds, size, type of springs or thickness of mattresses."



8. Two colleges have requirements concerning "adequate heating facilities." One states that "rooms must have proper heat; the other states that "adequate heat must be provided in reception rooms, sleeping rooms, and bathrooms."

9. Two colleges have requirement concerning "adequate ventilation."

10. Three colleges have requirement concerning "adequate lighting." One requires not less than a total of 100 watts to the room; another, not less than 60 watts; and the third, not less than 75 watts.

11. Three colleges have requirement concerning "cooking facilities."

12. Five colleges have requirement concerning "provisions of reception room." No requirements are listed on "number of times a week students may use reception room." One college requires that heat be provided in reception room. Two colleges have requirements prohibiting the use of reception rooms as bed rooms.

13. Three colleges have requirement concerning "number of students using one bathroom." One college limits the number of students using one bathroom to eight; another, to ten; the third college has no requirement as to the number, but reserves the right to say how many is expected to use one bathroom.

14. No college was found to have a requirement as to a "place where students can wash and iron when necessary."

15. No college was found to have a requirement as to the "responsibility of students for cleaning own rooms, hall, and bathrooms."

16. No college was found to have a requirement as to the "responsibility of housemothers for any part of the cleaning."

17. Three colleges have requirements as to the "responsibility of householder for having a copy of the "College Regulations for Students" in a place where students may see it at any time."

18. Five colleges have requirement concerning the "responsibility of householder to college for what occurs in her home."

19. Four colleges have requirement concerning "responsibility of householder to college for reporting to college violations of Regulations by students."

20. Four colleges have requirement concerning the "responsibility of housemothers to college when expecting to be away over night."

21. Three colleges have requirement concerning the "responsibility of householder to have a definite understanding with students when rooms are rented concerning: use of radio, piano, utility bills, and how rent is to be paid."

22. Six colleges have requirement concerning "how approval is made of all places where students stay." The Dean of Men and the Dean of Women approve all places where students stay in four colleges; the Housing Committee in

one college and the Dean of Women and School Nurse in the other.

23. Four colleges have requirements concerning "householders making application for approval." These applications are made to the Deans of Men and Women in three colleges and to the Chairman of the Housing Committee in the other.

24. Five colleges have requirements concerning "how the application is made" for an approved house. Three require "written applications"; the other two, "verbal applications."

25. Five colleges have requirement concerning "how consent of approval is given." Four colleges give "printed forms supplied by the college" and one college gives approval "verbally."

26. Five colleges have requirement concerning the "length of time approval of houses extends." Only one college out of these five was found to extend the length of approval beyond one year.

27. Six colleges have requirement providing "for removal of places from approved list."

28. Five colleges have requirement concerning "unmarried women keeping students." "Age" and "standing in community" are the considerations in granting exceptions to this requirement.

29. Five colleges have "requirements householders must fulfill before a proval is given." "Inspection is made before approval" by all before approval is given.

30. Four colleges have requirements concerning the "time householder is given requirements." Two colleges give them "before inspection" and the other two "after inspection."

31. Three colleges have requirement concerning "provisions for exceptions to above requirement." Householders who are especially well known to the Deans and Housing Committee are reasons for exception.

32. One college has "different requirements for homes keeping men." The other five have the same requirements for keeping men and women.

33. Four colleges require "householder to pledge willingness to keep requirements up to college standard." These four furnish a standard for approved houses "on printed forms supplied by the college."

34. Three colleges have requirements concerning "rating approved houses." Houses are grouped into four classes: houses that are completely modern with furnace; houses that are completely modern without furnace; houses that are equipped with electric lights; and houses that have neither electric lights nor bathroom. One college acquaints both "householder and student" with this rating information on a printed form.

35. Five colleges have requirements concerning "frequency of inspection of all places where students stay." One college inspects twice each year; three colleges, once each year; and one college, every two years.

36. Five colleges have requirement that "householder's attention be called to the results of inspection." Corrective suggestions, if needed, are made and each college has a "follow-up" to see if suggestions are carried out.

37. Four colleges have requirement concerning the "inspection of institutionally owned residence halls." These are inspected by hostesses in charge of the dormitories. Two colleges at this time do not have institutionally owned residence halls.

38. No college has a requirement concerning the "inspection of all places where students eat."

39. No college has a requirement that "those working in kitchens where students eat be required to take tests for venereal diseases."

40. No college "assumes any responsibility for students living with parents, except in cases of infraction of Student Regulations."

#### Data Secured from the Personal Inspections

The writer personally inspected the various types of places which house students of the six teachers colleges.

The residence halls on four of the campuses were found to conform to the description given by Davidson<sup>9</sup> in the following quotation:

The student's education was in mind when the residence hall was planned. Single, double and suites of rooms are provided to care for individual

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Blanche Davidson, "How Does the Place of Residence Affect a Student's Social Training." 1931 Yearbook, National Association of Deans of Women, V. 9, pp. 144-148.

needs. There are spacious drawing rooms adequate to take care of large crowds but furnished in such a way that they may be broken by the arrangement of furniture to provide for the small group which may wish a degree of privacy. There are dining rooms where the students meet three times a day, which are equipped in a way that invites only the best behavior on the part of the student. There are reception rooms having pianos and radios and recreational rooms where various games may be played.

The residents of these halls have a program of living which they understand through their part in the making of it. These programs provide for the various interests of the individual as well as for the entire group and also provide opportunities for all residents to participate in and to share in the responsibility of carrying out the program. There are organizations that enforce the necessary regulations. Last and of most importance are hostesses of these halls who use the physical equipment, program, and organization to a maximum advantage. The social educational values of such an environment are wholly in her hands. It is she who uses the environment to develop young women of fine consideration and courtesy in the social relations of life which make for the peace of mind, the happiness of fellow beings, and the respect for one's own best self.

Such residences as just described afford opportunities for the best social life. The care for the individual interests, for the development of talents, for rich experiences in living and working with people, for making wide acquaintances, and for giving great freedom in the choosing of friends.

Most of the rooms occupied by students in off-campus houses were located on first and second floors of the buildings. However, some were found in basements and a few in attics. These could be rated as "good" as it was evident that only rooms in these locations which were good were approved by college authorities. A few rooms were found on sleeping porches having connecting dressing rooms or kitchens which meet college requirements as to heating,

lighting and ventilation. One college permits students to live in cabins located near its residence house. Garage apartments were usually located at the rear of off-campus houses. Some of the houses were in unattractive and undesirable localities.

Rooms ranged in size from very small (for one person only) to very large rooms containing two to three beds.

The arrangement of many rooms was found to be undesirable. Some bathrooms and kitchens for students' use were in basements with the sleeping rooms on upper floors. Water had to be carried to rooms from down stairs. This was inconvenient and impracticable.

Many rooms were found to have inadequate and unattractive furnishings, barely meeting college requirements, without study desks or tables, comfortable chairs or sufficient closet space. Some mattresses were found to be thin, stained and with padding knotted. Bed springs were out-of-shape and completely worn out. Some floors were entirely bare, many had small floor rugs often provided by the students. Some rooms were furnished with only one electric light bulb, and in a few instances as small as 25 watts. Heating facilities ranged from furnaces to gas, coal, wood and oil stoves. Many of the gas stoves were of the open type with no provision for ventilation of the gas fumes.

Social and recreational facilities were often found to be inadequate as there is no uniformity in heating in

individual homes; some reception rooms are heated only with coal, wood, or oil stoves. Students reported they often entertained their company in a cold room rather than clean out the stove and build a fire. Women students were found rooming in one place where the male members of the family were sleeping in one end of the reception room and using only a curtain for a partition. The students reported they preferred the park or drug stores to this condition when entertaining their company.

Few approved places make provisions for laundering, except in the kitchens of the family or in the bathroom. This necessitates drying the clothes during the winter months in sleeping rooms or bathrooms which are too small.

A few places were visited where men students who were supposed to provide their own bed linen failed to do so and were sleeping on mattresses with only an army blanket and pillows without cases.

Many of the houses had fire hazards such as dark, narrow stairways.

Few places make provision for segregation of students in case of illness.

It was found that some of the off-campus houses provide not only proper surroundings for the personal safety and physical welfare of students but also conditions that are favorable for study activities and conducive to a desirable social life. According to Ruth Strang, "homes with the proper atmosphere" have greater educational



possibilities for prospective teachers than any other type of housing. The living problems they present are more like those which students will face in the communities where they will teach. The school situation is identical with the life situation in many cases and the transfer of "learnings" should therefore be great."

These learnings are:

1. The ability to cooperate with the landlady.
2. The ability to improve the appearance of a room.
3. The ability to associate with a small and perhaps varied group to the mutual advantage of all.
4. The ability to get along with people of different moral and social standards, and possibly lead them gradually to raise their standards.
5. The ability to devise ways and means of securing places and time for desirable social activities.
6. The ability to make constructive and practical suggestions for needed changes in the menu.
7. The ability to maintain highschool standards without immediate supervision.

## CHAPTER III

## SUMMARY AND RECOMMENDATIONS

In summarizing, the writer had two primary objectives in making this study: first, to determine what the housing conditions for students in the six teachers colleges are and, secondly, what changes need to be made to improve conditions.

Questionnaires, personal interviews, and personal inspections were used as means of collecting the data and other information utilized in this study.

In brief, students were found to be living in ten types of living quarters, as follows: residence halls, apartments, homes of students living in college towns, homes of students living in other communities than the college towns, rooming and boarding houses, rooming places not offering board, homes offering light housekeeping accommodations, places where students work for room and board, fraternity houses, and hotels.

Roughly speaking, about one-fourth of the students in these six colleges live in residence halls, about one-fourth do light housekeeping, about one-fifth live in own homes in the college town, ten per cent live in boarding houses, about six per cent each in rooms without board, work for room and board, and live in own homes outside the college community, about two per cent live in apartments, and the rest, a negligible number, live in fraternity house and hotels.

If the living accommodations offered in the state-owned college residence halls be accepted as a standard of what living conditions should be, probably half of the students in the six teachers colleges of Oklahoma are living in quarters that are below the standard. At any rate, the living quarters of many students do not measure up to desirable standards of living for educated Americans who are to be the leaders of coming generations.

It is the opinion of the writer that the colleges can yet do much to improve the conditions under which college students are to live and work during four of the most important years of their lives, while living habits are being established. Consequently, a set of recommendations has been offered for bringing about improvements.

Recommendations for Improving Student Living  
Conditions in the Six Teachers Colleges  
of Oklahoma

In the light of the findings presented in this thesis, the writer ventures to make the following recommendations for improving the living conditions of students in the teachers colleges of Oklahoma.

First, that the findings of this study be presented to the Council of Presidents of the Teacher Colleges in Oklahoma, and to the Association of Deans of Women and Deans of Men in Oklahoma.

Second, a joint committee of deans of women and deans of men be appointed by the presidents of the teachers colleges to formulate a program for improving student

housing conditions, and that this program be presented to the State Board of Education for its approval. This program should include the following recommendations:

1. The establishment of uniform standards for student housing in the six teachers colleges. The State Board of Education should require each college to conform to these standards.

2. That residence halls be built on all campuses of the teachers colleges.

3. That cooperative houses be established for those students who cannot afford to live in the residence halls, and for that group who bring most of their provisions from home.

4. That organizations for the purpose of studying housing problems be encouraged among the housemothers in the six state teachers college towns. That the deans of these colleges prepare courses of study to be used by housemothers in their effort to gain a more sympathetic understanding of the various problems of the college youth, and to form a better conception of what proper housing facilities mean to boys and girls in their endeavor to secure a college education.

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