

THE HUMAN SIDE OF DORMITORY OPERATIONS

Discussion Material

Based on the YWCA DORMITORY Study

U.S.
~~Federal~~ ^{Administration} Public Housing ~~Authority~~ - National Housing Agency

725.1
1336.18
P812a
20.24
m.m.c.

Contents

	<u>Page</u>
Introduction	1
I. The Resident Council	2
A. Plan of Organization	2
B. First Meeting with a New Group	2
C. Duties of the Temporary Committee	4
D. Organization for a Group of Dormitories	5
E. What Some Girls Have Done Through Their Own Organization	5
F. Relationship of the Adviser to the Resident Council	6
II. Community Resources	7
A. Staff and Community Agency Relationships	8
III. The Counsellor Approach	8
A. What It Is	8
B. What It Is Not	9
IV. A New Resident Arrives	9
V. A Group of New Residents Arrive	10
VI. How Several Individuals Were Helped by Counsellor Service	11
VII. How Do You Judge a Dormitory Program from the Standpoint of Meeting Human Needs?	13
VIII. Illustrative Material	15

INTRODUCTION

This material has been prepared for purposes of discussion by regional staff, housing managers and other staff members concerned with dormitory supervision. It is hoped that whenever these discussions take place, summaries of them will be forwarded to the Central Office. In this way the experience of all those responsible for dormitory management may be used as the basis for more complete ~~and~~ far-reaching recommendations.

In the summer of 1944, at the request of the FPHA Project Services Section, the National Board of the YWCA conducted a survey of a group of women's dormitories in the East and Midwest. The purposes of this study were to discover some of the needs of the women residents and to analyze the main causes of absenteeism and high turnover.

Miss Hazel Lewis, experienced in this kind of social research, made the survey, over a period of four months, and compiled a report, including a number of recommendations. She indicated that there was strong evidence of a close correlation between turnover and absenteeism, with the lack of an effective counselling service among the women.

In order to make the best use of her report, it was suggested that training material be prepared, based on her findings, to be used for regional and local discussion of dormitory operation, the needs of dormitory residents, and what could be done to meet these needs.

While these recommendations apply specifically to women's dormitories, many of them are equally applicable to dormitories for men, especially where young men and boys are housed.

I. THE RESIDENT COUNCIL

In order to give management a practical channel for cooperation with the women in dormitories and to give these women a clearing house for the expression of opinion and the arrangement of any program of activities, some kind of a self-governing committee or council is essential. Where this kind of organization has been started, managers report good results in reduction of maintenance costs, a better attitude toward the community as a whole, and a greater sense of responsibility for orderly living, and a desire for a well-planned community life.

From the viewpoint of the women residents, their own council gives them a chance for orderly discussion of their immediate problems, a sense of taking part in project operation, and a place where plans and programs for recreation or educational activities may be coordinated. Such a council can do much to make newcomers feel at home and to create a friendly atmosphere for all. It can also speak for the whole group, in regard to suggestions on dormitory operation, thus saving time for managers who otherwise have to deal with many individuals, often wishing to discuss the same things.

- A. Plan of Organization. Simple plans of organization are usually better than more elaborate ones. To get some kind of machinery that works is more important than providing an organization all at once to meet the many and varied needs of dormitory residents.

Most groups find it practical to have one or more sub-committees of the council, such as: house committee, education and recreation committee, or health committee.

- B. First Meeting With a New Group. The manager, project services adviser or someone else who has been asked by the manager to take this responsibility, should invite the residents of each dormitory building to come together for an informal discussion. If the women are working on several shifts in war industries, a series of meetings should be held, in order to include everyone. It is important at this point, where first plans are to be made that no one should feel excluded because the time of the meeting conflicts with hours of work.

Whoever has called the meeting should make sure that the room is arranged comfortably and that it is a pleasant place to meet. Unless the group is very large the leader should not be on a platform, but should be a member of the group where all can see her.

Par. I-B (Cont'd)

She might begin the discussion by saying that, as the group would be living and working together for some time, they might like to talk about some of the things which would make living **conditions** pleasant and convenient. Some people might enjoy some fun after work. If so, there are rooms which can be used and rooms where friends can be entertained. Perhaps there are girls who have had experience in teaching games, in sewing or knitting, or in running a library. Many kinds of skills can be used. Everyone likes to keep well, everyone hopes to lose no time at work. There are medical services at hand in the infirmary. Later the nurse will talk to small groups telling them just how the services may be used, and at what hours. There may be interesting things to do in the nearby town. While living here, girls might like to know something about the place, its history, what the older residents do.

The leader encourages discussion of any of these matters or of others which the girls wish to bring up. They will probably make some definite suggestions - perhaps they need a place to make tea or would like to make the lounge or entrance hall more attractive. Whatever question is brought up should not be regarded as a complaint, but taken as a matter of course in securing a full expression of opinion on dormitory affairs.

If no resident makes the proposal, the leader should ask whether the girls think it would help to have some kind of a committee to consider the suggestions which they have made, gather others, and report to a later meeting of the whole group. She may suggest a committee of five. Any other plan suggested by a member of the group should of course be considered.

The leader then asks whether they would like her to conduct an election of a temporary committee, to serve until the group gets acquainted and can choose more permanent representatives.

If this plan is approved, she explains the usual procedure of nominations and elections. A group which is not acquainted with simple parliamentary law should be told how to conduct an orderly meeting.

The temporary committee is then nominated and elected in the usual way. At this stage, voting by show of hands is the best method since the committee is temporary. If the group thinks it important, the girls nominated may be asked to leave the room during the election.

Par. I-B (Cont'd)

When elected the committee chooses a chairman and secretary, and is ready to go to work.

In places where there are several shifts of workers, each shift should elect its own committee. Someone representing the manager must then act as a coordinator.

C. Duties of the Temporary Committee.

1. To get acquainted with the girls, find out their main interests, and gather suggestions for a larger meeting.
2. To talk with the manager, the project services adviser, or other staff members concerned with dormitory management in order to discover what they consider the main problems of dormitory life. These may include sanitation, the care of girls who are ill, getting proper food, policing the grounds at night, transportation to and from the plant, etc.
3. To list the resources of the community both from among the girls themselves and from groups outside the project. The manager or project services adviser or head counsellor will explore these possibilities for the group.
4. To find out from the manager what community space is available for the use of the girls; when rooms are free; what regulations must be observed for their use.
5. To call a meeting of the whole group and make a report on what the committee has learned, and consider any concrete proposals for a first venture in doing something together. The chairman of the temporary committee should preside at this meeting.

Note: It is important to start with practical, simple undertakings in order that the girls will obtain a feeling of satisfaction from accomplishing them. These undertakings should be determined by vote of the whole group. Action may be delegated to a sub-committee, or carried through by the committee originally elected. Plans should be definite; responsibility assigned for each detailed job; arrangements made for the next steps in carrying out the plan.

Par. I-C (Cont'd)

6. After whatever period has been agreed on, the temporary committee brings up the question of more permanent nominations and elections when the group is well acquainted; conducts these elections; and turns over all business to the permanent council. This council may be elected at large from the whole group, or may consist of representatives chosen by girls on each floor.

- D. Organization for a Group of Dormitories. As the main purpose of a residents' organization is to meet the actual problems of each dormitory group and to secure their cooperation with management, the basic structure of organization should be related to each dormitory. Each should have its own council with definite functions.

When it come to coordination among several dormitories, there should be a coordinating committee, advisory in nature, made up of one or more representatives of each separate council.

The main purpose of this over-all committee is to assist in general planning, when more than one dormitory group is involved. This should not become a top-heavy organization, but should be used only when it is needed for purposes of coordination.

- E. What Some Girls Have Done Through Their Own Organization.

Raised money for curtains and reading lamps for the lounge.

Worked out a plan with the manager to keep bathrooms and halls clean. Made and put up gay posters calling attention to simple rules of cleanliness.

Obtained rubbish cans in the halls.

Were instrumental in obtaining good drinking water.

Gathered equipment for a small kitchenette and planned space for it with the resident manager.

Organized a campaign against mice and ants, and suggested ways of keeping food so that these pests would not be drawn to the rooms.

Reported on the need for better transportation to the plant.

Worked out a system for answering telephones during the hours when most calls were to be expected.

Established a system for fair use of laundry equipment.

Planted flowers and vines around the doors of the dormitories.

Par I-E Cont'd)

Publicized the uses of the infirmary and interested girls in health education through posters, movies, discussions. Brought the nurse into contact with the girls, in social events or in the cafeteria, so that they thought of her as a friend.

Arranged a schedule for the use of the community building, and made sure that the rooms were left in order after being used.

Through a hospitality committee, made an effort to bring new girls to parties and other activities; gave them information on the project and the nearby community.

Set up and ran a small cooperative store.

Discovered what girls were interested in doing after work; arranged through the manager to secure leadership; planned and scheduled recreation and educational activities.

Studied principles of parliamentary law in order to conduct meetings in an orderly way, without waste of time.

Published a newspaper.

Kept in touch with girls who were ill, who had lost their jobs; who had family anxieties; gave them a feeling that they were among friends; made sure that the manager stood ready to help them when necessary.

F. Relationship of the Adviser to the Resident Council.

Someone who has had experience in working with groups should be assigned by the manager to work with the residents' organization.

This relationship of the adviser to the council should be explained at the first meeting, so that everyone may understand it. The services of this adviser should be offered to the girls, with the understanding that they themselves must carry responsibility for planning, making decisions, and conducting their own activities.

The adviser is there as a technical consultant; to suggest ways and means of doing what the group decides to do; to give information on the conduct of meetings; how to keep minutes and other records; how to handle funds.

It is also the responsibility of the adviser to suggest new opportunities for making residence in the dormitory worth while, such as: what the girls might do to have an interesting and enjoyable recreation and education program; how to take part in activities

Par I-F (Cont'd)

outside the project; how to have a varied program which will meet the needs and interests of different kinds of people.

She can point out the value of workshops in creative arts; what can be done through a library service; how to get information about laws affecting all workers; how to plan lively discussion on current events; the fun of spontaneous dramatics.

She should never dominate the group, or impose her own plans on them.

If decisions are made by the group of which she does not approve, she should take it for granted that the girls have a right to make these decisions on their own affairs.

The member of the management staff should try always to give a full and fair statement of management problems, show that she expects the girls to be interested in these problems and to help find solutions.

If the action the girls wish to take is in her opinion, destructive to the general welfare of the project community, she should reserve the right to suspend action until the question at issue has been thoroughly discussed with the manager or if necessary with the local housing authority.

Friendly relations from the beginning between the residents and management will act as a safeguard in case of a conflict between them. If the girls understand the responsibility of management for the whole project community and have confidence in the management they are not likely to take extreme action which will result in conflict between the girls and management.

On the other hand, management should have confidence in the good intentions of the residents, encourage cooperation, and within the limitations described above be ready to let the group experiment and learn from their own mistakes.

II. COMMUNITY RESOURCES

It is the responsibility of the manager, or through her, the project services adviser or head counsellor, to know what agencies there are in the community with which cooperation might be mutually advantageous, and to take the initiative in establishing and maintaining cooperative relationships with them.

Knowing these needs and the resources of the residents, the person responsible for the counselling service makes contacts with cooperating agencies and the community at large to obtain leadership, funds, equipment and off-site opportunities for services and activities. She works closely with the personnel department of the industry which employs the girls.

Par. II (Cont'd)

The success of a counselling program will depend upon whether it meets the needs of the residents and how well it is coordinated with activities and services of the community.

- A. Staff and Community Agencies Relationships. There must be clear-cut definitions of staff functions with relationship to cooperating agencies. The over-all coordinating function is the responsibility of the manager, but it may be delegated to the project services adviser. If there is no project services adviser, the function may be delegated to the head counsellor. The manager may wish to make the initial agency contacts accompanied by this assistant and then give her authority to act from that point on.

III. THE COUNSELLOR APPROACH

A. What It Is

Working with the residents' self-governing organization to assist them in meeting the needs of the group.

Making newcomers feel welcome, that they are part of the group, that there is someone who has a friendly interest in them.

Achieving a livable, homelike, stable atmosphere.

Providing a "friendly ear" when needed.

Being tactful, patient and able to get along with all sorts of people.

Having an objective approach to personal problems.

Building the girl's confidence to the point where she can make her own decisions and solve her own problems.

Recognizing when professional assistance is needed in a personal situation.

Having a knowledge of resources of the community for providing health or welfare services and educational and recreational activities.

Knowing the proper place to send the person in need of professional assistance.

Having in mind always the good of the group and the rights of the individual.

Having common sense, integrity, and a sense of humor.

Winning support for standards of conduct, cooperation and participation in the life of the dormitory.

Par. III (Cont'd)

B. What It Is Not.

"Mothering" the girls
Doing everything for them and trying to solve problems for them
Regimenting them or policing
Setting up arbitrary rules
Imposing programs and activities
Prying into private lives
Expressing prejudices or allowing such prejudices interfere with
meeting the needs of individuals and the group
Having an attitude of hopelessness that takes for granted that
improvement is impossible because of lack of previous training
or education of the girls.
Being sentimental or emotional in approach to problem.

IV. A NEW RESIDENT ARRIVES

A new applicant is interviewed by the manager or a member of his staff and if accepted is given the key to her room and directed or taken to the proper building. These first contacts with management are important. All staff members must at all times be courteous, tactful, and friendly. They should go out of their way to let the newcomer know that she is welcome and that here she will find people who are interested in her comfort and her welfare.

If at all possible, the counsellor should meet the new girl when she arrives. If she is to have a roommate, they should be introduced by the counsellor. If the girl arrives at an unusual hour, she should be assigned to a room reserved for emergencies until such time as the two who are to room together can be introduced.

Arrangements should be made for the newcomer and the counsellor to have a talk soon after the girl is settled in her room and rested. At this time the counsellor will be prepared to answer any questions the girl may have about her new living arrangements, transportation to her job, etc. She should give the girl an opportunity to tell her where she is from, what her new job is to be, whether she has worked before, if she is married, if her husband is overseas, whether she left any children back home.

The counsellor should explain the resident organization and how, through it, management and residents work together to make the dormitory a good and pleasant place to live.

In this first interview the counsellor will convey to the girl by her manner that here is someone who has a friendly interest in her and with whom she can talk in confidence at any time. She should see that the girl knows where and at what times the counsellor may be seen.

Par. IV (Cont'd)

The newcomer should be introduced to the hall or floor council representative. This person will make certain that the new girl meets the other girls in her hall and in her building. She may take her on a tour of the building or project and show her where she gets her mail, the cafeteria, and the infirmary where the nurse will explain what services are available and at what cost.

The hall representative will discuss the activities which have been planned by the resident organization, will see that the newcomer knows when they are scheduled and that she is welcomed into those which interest her.

The counsellor will keep in touch with the girls to see that she is making adjustments to her job and to the living situations.

V. A LARGE GROUP OF NEW RESIDENTS ARRIVE

A large group of new girls may arrive by bus on a Sunday afternoon. They were recruited from small remote communities. Their educational background is limited. For most of them this will be their first time away from home and their first job.

The physical plant is good. There is a community building, a cafeteria, and an infirmary. There are five hundred girls already housed. A resident organization is functioning and counsellors have been appointed, approximately one for each 150 girls, for full-time counselling service.

The head counsellor calls a meeting of the dormitory counsellors, and resident council. The plan for receiving the girls and helping them get settled is worked out by the group.

The plan might be somewhat as follows: The girls will probably first be registered at the Management Office. With so many girls to be registered, there will undoubtedly be a considerable amount of waiting. It might be possible to handle them in groups allowing the others to wait in a place where there are comfortable chairs, drinking water and toilet facilities.

A council member suggests that the girls will be tired and dirty from their trip and that the first thing which they will want to do is to clean up and rest awhile. Another member suggests that the help of other dormitory residents be enlisted in taking the girls to their rooms, introducing roommates, and showing them where the bath and shower rooms are.

The head counsellor suggests that as the girls come out of their rooms after a time for rest that the counsellors and resident helpers show the girls around the buildings and grounds. She also suggests that the new girls, counsellors and resident helpers meet at 5:30. One of the council representatives suggests that the meeting should be held in the lounge of the community room or some other place where the meeting will have an

Par. V (Cont'd)

informal air. She thinks that the people who are being introduced should not be in a formal row on a platform, but should be among the girls so that they will feel that they are friendly approachable people and not officials with whom you don't mix.

At the meeting, the manager will briefly welcome the girls and explain that through the resident organizations, management and the girls work together to make the dormitory community the kind of place in which they all want to live. She emphasizes that this places a great deal of responsibility on the residents themselves. She introduces very briefly the head counsellor, the dormitory counsellors, the nurse, and perhaps a representative of the industry which recruited the girls.

The head counsellor tells the group that a schedule will be worked out so that each girl will have an opportunity within a few days to talk with the counsellor for her building, get acquainted and find the answer to any questions which this meeting may leave unanswered. She tells them that someone will be on duty in the dormitory at all times in case of emergency.

The president of the resident council tells the group when the next meeting of the resident organization will be held and that an explanation of how the group works will be made at that time. She says that this announcement will be followed by a personal invitation to each girl just before the meeting.

Following the meeting the girls will have their first meal in the cafeteria if they choose to do so.

Each girl will have in her room a handbook or placard which will give her such information as policy on rent payments, house rules, cafeteria hours, infirmary services and hours, location of churches and service hours, transportation, shopping services, a map, how to get in touch with the counsellor, etc. This should be written in simple, clear, and readable style, and should be attractively made up.

The first interview with the counsellor will provide an opportunity to clarify anything which has not been understood or to answer any questions which have occurred to the girl since the meeting. It will give the girl a chance to tell the counsellor about herself.

VI. HOW SEVERAL INDIVIDUALS WERE HELPED BY COUNSELLOR SERVICE.

The following situations illustrate the kinds of assistance which a counsellor may give to individuals:

Martha starts work as a riveter, her first industrial job, in an aircraft plant. In spite of adjustments made for her in the plant, she finds the noise of industry a nervous strain. Away from home for the first time she

Par. VI (Cont'd)

is timid about making new friends among these rough and ready women. She goes back to the dormitory at night nervously exhausted, ready to cry, unable to eat or sleep.

The counsellor is alert enough to realize these difficulties. A telephone call to the Personnel Officer of the plant brings a brief report on Martha's work and her progress in learning. She seems to be learning rapidly. Encouraged by this good report, Martha looks more cheerful. A talk with the nurse is arranged for her and she is given suggestions on what food she should eat and when. The nurse also suggests that for a few nights she sleep in the quiet infirmary until she gets back to a normal habit of sleep. The counsellor asks one of the girls on the resident committee to invite her to go with her to the handcraft workshop open at night in the community building. Here she also has a chance to relax and to enjoy creative work. Within a few weeks she has become more adjusted in the plant and in the life of the dormitory and is beginning to take some responsibility as a member of the girls' house committee to welcome new girls and help them to feel at home.

Celia came from a small southern town. Her husband is overseas in the Army. Her small daughter is left with a grandmother at home. Word comes that the child is very ill. Celia wants to go home at once, but has no money for fare. She is upset by the news, almost ill herself. A contact by the counsellor with the plant brings word from the Personnel Office that her job will be held. The Red Cross, called on for advice, agrees to lend the money for the fare, to be repaid after Celia comes back to work. Her neighbor in the corridor helps her pack; the counsellor looks up information for her about trains. A wire is sent to her mother to say she is on the way.

To look at Carrie, one would guess that her main purpose in life was to attract men. Like a gaudy little butterfly she flits around the dormitory, spending every evening with one or another "boy friend", standing on the street corner, monopolizing the lounge. An effort to draw her and her friends into the recreation program meets with little success. Within a few months a doctor whom she has consulted says she is pregnant. She becomes hysterical at the idea of going home to her parents, small farmers in a distant state, and threatens suicide. After persuading the girl that she needs advice, the counsellor consults a family welfare agency. A trained social worker talks with her about hospital care and tries to interest her in keeping the baby. From this point on the counsellor works in cooperation with this agency until a long series of adjustments has been made; a prenatal clinic, hospital care, financial assistance, securing a foster home for the baby, arranging for Carrie to go back to work, trying to secure through court action some regular payments from the baby's father.

Par. VI (Cont'd)

Because of reductions in the plant, Patricia has lost her job. Never a very competent assembler, she is in the marginal group slated to be dropped. Her dissatisfied air, selfish attitude and careless ways have made her disliked among the dormitory residents. The counsellor talks with her about what her future work should be; arranges with her to take a series of vocational tests at a nearby high school, and makes an appointment for her at the school. After these tests she decides to apply for training as a telephone operator in a nearby town. The counsellor helps her to fill out an application for unemployment compensation as one means of tiding over the interim period. She also tries to help her make a better adjustment by talking frankly with her about some of her attitudes toward others.

Mrs. Carter, a middle aged widow, seems lonely and depressed. She is a skilled inspector in an ordnance plant. When the counsellor tries to talk with her she gives little response, seeming to resent any friendly approach. The younger women avoid her. In the course of planning a community program, the residents' council has received requests for a sewing class. Casting around for a teacher, the project services adviser remembers that once Mrs. Carter remarked that she made all her own clothes. Could she show other women how she did it? She agrees rather reluctantly. On the night announced for the class she is ready with some patterns and a piece of material. The girls gather around her eagerly as she cut the cloth, explaining how to use the pattern. Before long Mrs. Carter is giving cheerful leadership to the group and making friends. She says to the counsellor, "I'm sorry I was so glum. I guess I was just lonely."

VII. HOW DO YOU JUDGE A DORMITORY PROGRAM FROM THE STANDPOINT OF MEETING HUMAN NEEDS?

Is there a friendly attitude among residents and between residents and management?

Is there a spirit of cooperation and unity among the girls?

Do management and the residents (through a resident organization or committee) work together to provide needed services and activities?

Does the resident organization work with management to make the rules and to assist in enforcing them?

Are tenant leadership and resources made use of in planning and carrying out activities; in solving problems?

Is management's burden lightened and the quality of community life improved through use of tenant resources?

Is turn-over due to dissatisfaction with living conditions negligible?

Par. VII (Cont'd)

Is there interest in and a feeling of pride in the appearance of individual rooms and the common rooms?

Does the project have a good reputation in the community?

Is the attitude of the community friendly and cooperative?

Do residents know what facilities are available and how to use them?
Do they use them?

Do residents thoroughly understand management policies, general regulations, the resident organization, the activities, and services?

Are eating facilities satisfactory?

Does the counselling service provide a "listening ear" for the girl with an individual problem, and is proper referral made or follow-up action taken when needed?

Is there an attractive and quiet spot where the counsellor may talk with a girl in privacy?

Are individual problems handled with sympathy and understanding and without emotion or prejudice?

Are health needs met and absenteeism from this cause kept at a minimum?

Are provisions made for emergency situations, such as an extra room in which to isolate a sick girl if there is no infirmary, or which may be used for a girl who arrives at an unusual hour and cannot be acquainted with her roommate until the following day? Is an emergency fund provided by the resident organization which can be used to help a girl over a financial crisis?

Good relationships within the dormitory can go far toward offsetting physical limitations, when the reasons for them are understood by the residents. But the importance of conveniences and comforts in relation to tenant satisfaction are not to be overlooked. If morale is already low, lack of smaller details, such as those listed below, causes increased dissatisfaction.

Is good drinking water available?

Are laundry facilities adequate?

Are there shower curtains?

Is there adequate storage, drawer, and closet space?

Is there a place where girls can fix a snack or prepare for a tea?

Case Study AVIII. ILLUSTRATIVE MATERIALS

Satisfactory Operation

<u>Residents</u>	Clerical workers for most part. Group above average in education	<u>Turnover</u>	No losses due to turnover. Girls leaving only when leaving town. Always a waiting list.
<u>Staff</u>	Manager Assistant Maids	<u>Management Tenant- Relationship</u>	Friendly, cooperative Girls want to live here.
<u>Supervision</u>	Manager has a bedroom in the building. Either she or her assistant sleeps there every night. This room which is also the office is in front hall. Doors are locked at 11:00 p.m. Each girl has a key.	<u>Other Conditions</u>	High morale (in spite of having to wait for bathroom built for one; not enough hot water; 4 and 5 in a room). Greatest degree of unity found anywhere. Wholesome, pleasant atmosphere. Few problems.
<u>Management Attitudes</u>	Works with representative tenant organization. Interested in the girls.		
<u>Tenant Organization</u>	A residents' club is open to all and aims to promote the best interests of the dormitory. There is also a social organization to which membership is voluntary.		
<u>Activities</u>	Various activities are planned by the girls with the assistance of the manager.		

Case Study A

Good

The Residents. For the most part, residents are clerical workers. They are an above average group.

The Dormitory. A converted mansion with large rooms provides the living space for this dormitory. There are accommodations for 40 residents in addition to the Manager who has a bedroom there.

Three or four girls are assigned to a room. Each girl has her own dresser, bed, chair, and clothes locker with a lock. Colored bedspreads are provided, and the rooms, while sometimes crowded, were attractive and in excellent order.

In addition to parlors where callers may be entertained, there is an attractive library where men are not permitted and girls may lounge informally. There is a well equipped kitchen where residents may get their own breakfast and sometimes other meals. There is an outdoor grill which is used for picnics for the whole group once a month and at other times for smaller parties.

Mail boxes are placed in the hall so that girls can get their mail when they come in.

The Staff. There is a manager and an assistant. One or the other always sleeps in the dormitory in a room just off the entrance hall. The doors are locked at 11:00 p.m. but each resident carries her own key. The manager supervises the housekeeping as well as other aspects of the dormitory. She considers work with the girls a part of her job.

Management-Tenant Relationships. There is more unity in this house than in any other visited. There is a resident club which is open to all. Various kinds of programs are planned by the girls themselves with the assistance of the manager. There is also a social organization to which membership is voluntary.

Morale is high in this dormitory. There are no losses from turnover. There is a waiting list and girls leave only when they are leaving town.

Case Study B

Satisfactory Operation

<u>Residents</u>	Mostly college graduates or students. Most of them doing office work; some doing mechanical work.	<u>Turnover</u>	Not high. Usually filled to capacity. Vacancies filled immediately. Not a single loss due to non-payment of rent.
<u>Staff</u>	Project Manager Resident Manager Housekeeper Maids	<u>Management</u> <u>Tenant</u> <u>Relationships</u>	Friendly, cooperative. Girls go to Resident Manager with problems. Girls invite Resident Manager to Council meetings.
<u>Supervision</u>	Resident Manager lives in neighborhood; is on call even when at home. Housekeeper lives in the dormitory. Is responsible for supervision in the evening and is on call during night in case of illness or emergency. Either Resident Manager or Housekeeper is always on duty.	<u>Other</u> <u>Conditions</u>	High morale (in spite of inconveniences due to physical characteristics of the building and transportation). Pride in clean and attractive rooms and lounges. No destruction of property. Participation in planning and carrying out of activities. Excellent reputation. Few problems.
<u>Management</u> <u>Attitudes</u>	Works with a representative group. Talks problems over with the girls. Genuine interest in the people.	<u>Community</u> <u>Attitude</u>	At first antagonistic, but by bringing representatives of various organizations to visit the dormitory and discussing the project and maintaining high standards of supervision, the Resident Manager is now getting good cooperation.
<u>Tenant</u> <u>Organization</u>	A social council represents all residents and delegates are elected. They elect a house president . Council calls meetings; invites Resident Manager.		
<u>Activities</u>	Planned by the girls with assistance of manager.		

NHA
FPHA
5-15-45

Bulletin No. 24
Page 17

7173

Case Study B

Good

The Residents. Most of the girls are college graduates or students. Most of them are doing office work although a few are mechanics.

The Dormitory. This dormitory, housing fifty Negro girls, is located near the Negro Branch of the YWCA and uses the cafeteria of that organization. There are no facilities in the dormitory itself for activities or entertaining callers except in the lounge. This is offset by the availability of facilities at the YWCA and at a neighborhood settlement house.

From the standpoint of neatness and cleanliness this dormitory is outstanding. The girls' rooms as well as the public parts of the building are exceptionally neat. Many of the girls have provided their own curtains and bedspreads which give the place a homelike atmosphere. The place has personality and reflects the pride which the girls have in it.

The Staff. The staff consists of a manager and a housekeeper. The manager is interested in people. She believes in self-government and works with the representative group. It is her practice to talk over common problems with the girls. She carries the major responsibility for work with individuals on problems of any sort. She lives in the neighborhood and is on call even when at home. In addition, the housekeeper lives in the building, is responsible for supervision of the house in the evening and is on call during the night in case of illness or other emergency. Either the manager or housekeeper is always on duty in the building.

The manager is concerned about interpretation of the project to the community and by inviting various organizations to visit the dormitory is getting their goodwill and cooperation. The excellent reputation which the dormitory has in the community is due to the high standards of supervision and the cooperation which she has from the residents.

Tenant Organization. The Social Council is an active group in the dormitory and represents all residents. The delegates are elected and they elect their house president. The manager sometimes calls a meeting, but the Council is more likely to call a meeting and invite her.

During the winter a Dramatics Club and a Bookworm Club held regular meetings and plans for occasional speakers or religious services were arranged for. There have also been some singing groups.

Management-Tenant Relationships. There are inconveniences - rooms are crowded; there must be waiting for bathrooms, since they were built to accommodate one person at a time; often there is not enough hot water, but here, there is a spirit of cooperation and fellowship, a spirit of pleasant group living which is unsurpassed in other places visited.

Case Study C

Fair

The Residents. The age range of the girls is from 18-30 with the majority in the younger group. In general they have good educational backgrounds.

The Dormitory. This dormitory is a reconverted building with a capacity of 98. There are both single and double rooms. There is no infirmary and no cafeteria.

The whole impression of the dormitory is good. It is clean and colorful. There is an attractive lounge on the first floor which provides a homelike atmosphere. There is a recreation room where parties are given occasionally and where girls can go for games. Some of the girls have made their rooms attractive with small tables, curtains, bedspreads, pictures and sometimes a radio.

The Staff. The executive director has an office in the building and the office secretary is responsible for collecting rents, etc. Policies relating to tenants are made by the executive director and are carried out by the matron and the guards (two women).

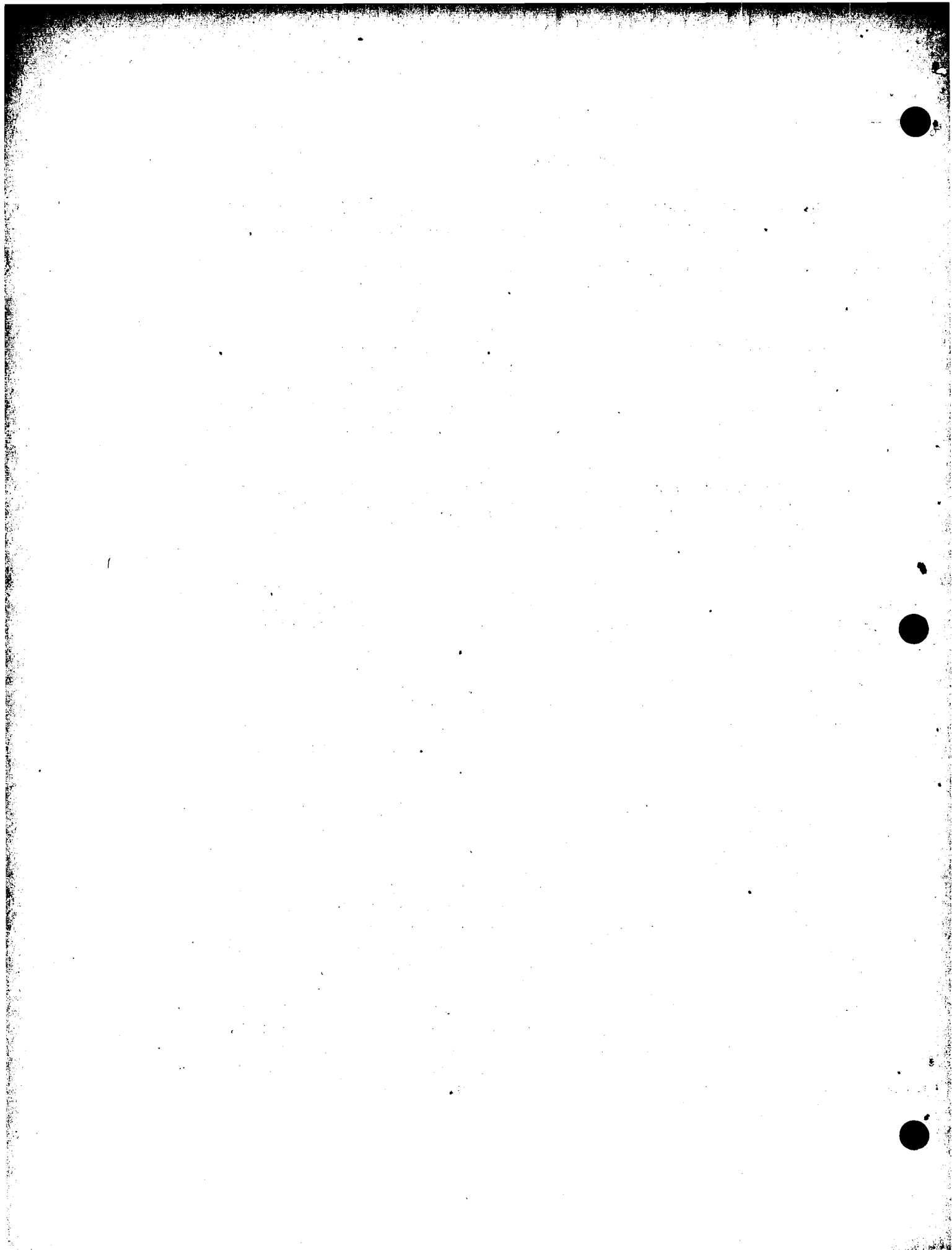
The matron is directly responsible for supervision in the dormitory. She has a suite in the building. She has no direct contact with community agencies nor with any kind of recreational or educational programs. Participation in community activities is individual and unplanned.

The matron has a friendly interest in the girls. She permits them to do light cooking in their rooms (there is no kitchenette) provided they clean up afterwards. She often permits them to use the kitchenette in her own suite, or makes cookies or dessert for their parties. She talks with each new arrival and tries to help her get acquainted.

During the winter one of the residents taught a Keep Fit Class in the recreation room. It was well attended. The matron taught a sewing class two nights a week and helped with the remodeling of clothes.

Tenant Organization. There is a tenant organization which plans and finances activities. They consult the matron when planning activities. The director sees no purpose for the tenant organization except for social affairs and does not consider it a channel for tenant - management relationships and thus fails to use the group to smooth out the few problems which do exist.

Management - Tenant Relations. On the whole this is one of the most satisfactory of the dormitories visited. There has been very little misconduct. The girls do object to some of the rules, but the rules do not seem to be unreasonable. The fact that they are arbitrarily imposed rather than the rules themselves seems to arouse resentment among the girls.



Case Study D

Unsatisfactory Operation

<u>Residents</u>	Age range 16-35 Low educational background, mostly unskilled from Southeast.	<u>Turnover</u>	High
<u>Staff</u>	Manager Housekeeper Assistant Housekeeper Maids Guards	<u>Management-Tenant Relationships</u>	Residents do not know that housing is separate from plant and are very vindictive against housing (to the point of destroying property) when they are angry with the employer.
<u>Supervision</u>	None No supervisory personnel living in the dormitories.	<u>Problems</u>	Plumbing trouble because of girls' lack of experience with modern equipment. Poorly kept -- even filthy rooms. Low moral standards. Promiscuity and high venereal disease rate. Stealing. Girls have had little or no experience in group living - they are inarticulate. Group antagonisms on a geographical basis.
<u>Policies</u>	Developed and established by management (in some cases approved by plant).		
<u>Management Attitudes</u>	Cost of housemother or counsellor for each dormitory would be prohibitive. No attempt to acquaint new girls with neighbors. No attempt to indicate the girls' responsibilities.		
<u>Tenant Organization</u>	No tenant organization in dormitory. Complete "hands-off" attitude toward tenant organization.		
<u>Community Relationships</u>	Cooperation from USO and Police Department only	<u>Community Attitude</u>	Feels that it is a "cesspool of social ills for which the community must pay."
<u>Activities</u>	USO dances, movies, and games.		

NHA
EPHA
5-15-45

Bulletin No. 24
Page 21

7173

Case Study D

Poor

The Residents. Most of the workers living in this housing project are unskilled. They have been recruited indiscriminately and often have been misinformed concerning working and living conditions. They range in age from 16-35. There are Negro and white persons on the project. The educational background of both Negro and white girls is low.

The Dormitory. Some of the rooms were neat, but others were carelessly kept and in some cases filthy. Unoccupied rooms were in an unclean condition.

There is a small pantry in each dormitory, but these are kept locked. The girls may not use them to make a cup of tea and sandwiches for a little party. There is a rule against bringing food into the dormitories or to the lounge or clubrooms of the community building.

The community facilities and cafeteria are nearby. The cafeteria swarmed with flies and the dishes were not too clean. The infirmary is infrequently used by the girls.

Supervision. There has never been any sort of supervision in the dormitories. The Assistant Housekeeper and the maids were the only ones who knew anything about them. The manager feels that the cost of having a housemother in each dormitory would be prohibitive.

Because of problems of evicted tenants sleeping in vacant rooms, stealing, and men spending the night in girls' rooms (or vice versa) the manager was considering a plan to have an attendant unlock each person's door on request. This would mean adding a guard to protect property instead of a person who could work with individuals to make fewer guards necessary.

Tenant Organization. Management has taken a completely hands off policy toward tenant organizations, believing that they should be independent of employer and management. This goes to the extent of not helping tenants to organize and prohibiting others from doing so. Policies are developed by the manager and in some cases approved by the plant owner.

Few, if any, of these tenants have had any experience in group living and they are not prepared by training or experience to conduct an effective organization, even for their own interests without guidance.

Management-Tenant Relationships. No provision for orientation of newcomers has been made. A new person registers at the office in the community building, signs a lease, and is given a key. Sometimes the girls get homesick and leave before they ever get into the life of the place.

There is a good plant and facilities and a sincere desire on the part of the manager to make it a good place to live and work. But antagonisms among groups of people from the same geographical areas, a high rate of venereal disease and promiscuity which lack of supervision permits to go on without interruption, together with the presence of many young girls in the dormitories, are cause for concern.

The standards of the group are low in every respect. An unusual amount of individual work is needed, yet there is no one either on the staff or in the community equipped to do this type of work.

Case Study E

Unsatisfactory Operation

<u>Residents</u>	Age range 16-65. Average age about 25. Educational background of white workers is low. Probably fewer than 50% have had previous employment experience.	<u>Turnover</u>	Very high (87%) Industry refers employees to the project last.
<u>Staff</u>	Project Manager Resident Manager Project Services Adviser Maids Guards	<u>Management-Tenant Relationships</u>	Lack of participation in social activities and health services. Lack of interest in the tenant organization. Girls are fearful and suspicious of attempts to organize them. Methods used are impersonal. Girls do not distinguish between industry and housing. Show resentment against industry by destroying housing property. Management does not attempt to explain the difference.
<u>Supervision</u>	None except guards at night. No system of housemothers or counsellors. No supervisory personnel living in the dormitories.		
<u>Policies</u>	Made by Resident Manager approved by Project manager. Rules are all "dont's" or "musts."		
<u>Management Attitudes</u>	Dogmatic attitude. Employment of housemothers or counsellors would be impossible from point of view of budget and manpower ceilings and furthermore <u>sees no need for such a plan.</u> Maids enter girls rooms without knocking. Fit the girls to a pattern rather than find pattern to suit the girls. No attempt to explain dormitory life and facilities to girls. Fundamental lack of interest in people.	<u>Problems</u>	Stealing, borrowing, gambling. Dirty bathrooms. Homesickness. Noise. Lack of cooperation between tenants and management. Pregnancies. Attempted suicides. Venereal disease cases.
<u>Tenant Organization</u>	Ineffective organization exists. Officers always appointed. Rules are made by the resident manager and the president of the tenant organization.	<u>Community Attitude</u>	Antagonistic. Reputation not good.
<u>Activities</u>	Emphasis is on mass recreation.		

NHA
FPHA
5-15-45

Bulletin No. 24
Page 23

Case Study E

Poor

The Residents. Recruitment has been indiscriminate and promises have been misleading. Many girls are resentful when they find how much it costs to live, and return home as soon as they earn enough money.

The age range is from 16-65. The educational background of the girls is low -- sixth to eighth grade with a few who cannot read or write. Probably fewer than 50% of the girls have had previous employment experience.

In the two months prior to the study the turnover on the white project was 87% with many losses due to non-payment of rent. Sometimes girls have left the project permanently without its being known until they wrote or wired to have their clothes sent.

The Dormitory. About sixty girls are housed in each of a number of buildings. An infirmary and a community building have been provided, but there is no cafeteria. The nearest restaurant is undesirable.

Activities. There are no kitchenettes in the dormitory units. Management insists that all social activities be confined to the community building. The reason, of course, is to maintain quiet for those who must sleep at all times of day. Nevertheless, some informal activities for developing friendliness and neighborliness, and some group consciousness are needed. Groups playing games or talking in the lounge would be less disturbing than much that goes on in the dormitories. The emphasis in social activities is on mass recreation.

Facilities for medical care are excellent but the girls do not make full use of them. It is a new service for many of them and they do not understand it. The Public Health Department through the infirmary nurse tried to get a series of group discussions on personal hygiene, etc. The girls who came asked many questions which indicated that they lacked even the most elementary knowledge of physiology, but the group was small and unfortunately the nurse did not think it worth while to continue. Because many of the girls do not know how to use modern plumbing there is much trouble with bathrooms, but no one is doing anything to teach the girls how to use them.

Supervision. There is practically no supervision except by guards at night. The resident manager sees to the signing of leases, assigning rooms, collecting rents, distributing mail, etc. She occasionally visits the dormitories to see that all is going well, and the supervising maids report to her. She thinks that this is all that is necessary.

It is assumed that the dormitories cannot be locked, so no one knows when a girl comes in or whether she comes in. Maids are supposed to report to the resident manager when beds are not slept in, but many girls never make their beds, so absence might not be noticed until after clean linen was distributed, unless a report was made by a roommate.

Case Study E (Cont'd)

Tenant Organization. The members of the tenant government group are appointed and it has never been effective. Some of the reasons given for ineffectiveness of the organization:

1. Lack of experience in group living and carrying responsibility on the part of the majority of the girls.
2. High rate of turnover which makes development of leadership difficult.
3. Lack of interest, partly due to the fact that the girls can see no tangible results.
4. Fatigue.
5. The girls are as a group inarticulate and reluctant to try to express themselves.

Methods used may also be partly responsible. For example, the notices are impersonal and are posted on the bulletin board. No personal contacts are made. As the new girls have had no interpretation of the organization, they pay no attention to the notice of a meeting. No one comes. The leaders get discouraged and say, "It's no use trying."

Management-Tenant Relationships. Stealing, gambling, drinking and pregnancies are not uncommon. There is discouragement, disillusionment, and homesickness, too. Dogmatic attitudes, restrictions which are not understood, and attempts at regimentation create antagonistic attitudes.

For a girl from a simple community the situation is very complicated. She has to depend on the girls around her for all sorts of information: how to get to work, where to eat, what to do in her leisure time, how to get a date. There is no adequate provision for dealing with problem cases. Most of the help she gets under the present system is accidental.

No attempt is made to help a new girl get acquainted with her neighbors or to interpret to her the privileges and responsibilities which she has as a resident of the dormitory. She is handed a lease to sign, a sheet of rules, and from then on she is on her own. The rules are all "musts" or "don't's." There is no attempt to explain why the rules are necessary or to develop a sense of responsibility on the part of the girl.

There is no interest in tenants as individual people. Every action seems to be toward fitting people into a pattern rather than toward developing a pattern which would fit the people.

Case Study F

Poor

The Residents. The residents are clerical and mechanical workers most of them about 21 or 22 years old.

Some of the problems are: untidy rooms, stealing, attempts to bring men in through fire exits, and the distribution of mail at times when those who work at night are asleep.

The Dormitory. This dormitory accommodating 200 residents is in an attractive location and has a lovely grass lawn and an outdoor fireplace. A cafeteria in the main building provides satisfactory meals. The infirmary has been closed due to the small number of patients.

Management - Tenant Relationships. The manager has no interest in anything beyond the mechanical operation of the dormitories.

For example, as the manager and a visitor walked through the lounge a girl sitting there looked up as if to speak. The manager ignored her. (The girl did speak in a friendly way when the visitor said hello.) As the manager and the visitor came out of an unattended dormitory a sailor went in. The manager did not speak to him, offer to help him find the person for whom he was looking, or do anything about the fact that he was walking into a girls' dormitory where no one was on duty.

There was no evidence of understanding nor interest in dormitory problems. Only a belief that there should be plenty of guards to protect the girls against themselves and that a housemother in each dormitory would be pure extravagance and nonsense.

A girl was suspected of or confessed to stealing. She was promptly dismissed from the project. She accidentally came to the attention of a case worker who obtained a room for her at the YWCA and has been working with her on a very complicated personal problem. The case worker reports that the girl is making a better adjustment. The manager's attitude was that you can't be bothered with people like that.

The Management Aide is interested in people. She makes an effort to get acquainted with the girls and work with them. She organized Red Cross bandage rolling groups. When the stealing problem became serious she organized dormitory committees to work on the problem.