

THE MALLET HALL RESOLUTION

Be it the sense of Mallet Hall that the Mallet Hall Program has lost sight of the goals envisioned at the time of its conception. We feel that the primary purpose of the program is to create an intellectual community for the stimulation of the individual educational experience. We feel that this stimulation can better be advanced by the immediate adoption of several proposals.

First, we feel that the true scholastic educational experience could be better advanced by the appointment of a professor-in-residence in lieu of a counselor. We believe that this would provide a scholastic environment outside the classroom which would provide a more meaningful relationship between the student and the faculty.

Secondly, we feel that the intellectual community can exist effectively only through the process of self-determination. In accordance with this basic and vital principle, we have established a constitution for Mallet Hall which we feel will provide the residents of Mallet Hall with a more meaningful educational experience. The implementation of this constitution (copy enclosed) is deemed vitally necessary to the furtherance of the Mallet Hall Program.

Thirdly, we feel that the effectiveness of the Mallet Hall Program depends on its exposure to the total intellectual environment. We feel that the attrition rate of residents of Mallet Hall is a direct consequence of the lack of interaction with the intellectual community as a whole. As the program now exists, a significant portion of the community has been arbitrarily segregated from the Mallet Hall Program. Therefore,

we deem it necessary that Mallet Hall be converted to a co-educational residence hall and that admission to the Mallet Hall Program be granted with no regard to sex.

We feel that the immediate adoption of these proposals would provide a better and more meaningful educational experience. Secondly, it would increase the individual's responsibility in his preparation for the assumption of his role in society. Thirdly, it would provide the flexibility needed for the Mallet Hall Program to relate the total intellectual environment to the individual resident.

Therefore, be it the sense of Mallet Hall that the residents therein deem it essential and necessary to the Mallet Program and to their own education that the aforementioned proposal be immediately adopted.¹

THE MALLET HALL PROGRAM

The chief goal of the University is to train the human intellect and assist in the development of the individual. Developmental education includes all a student experiences which changes his behavior. Because it is no longer possible to take a narrow view of student growth, educators cannot ignore the non-cognitive aspects of education. The college must realize that even its institutional goals cannot be effectively achieved unless it assumes some responsibility for facilitating the development of the total human personality. A student listens, reads, thinks, studies and writes at the same time he feels, worries, hopes, loves, and hates.² Developmental education is a college experience which integrates cognitive development with that of the whole personality.

Developmental education includes far more than the classroom. The out-of-class environment is an important factor in the college. "Moreover,

the young person becomes what he becomes not only because of what he hears in the classroom and not even mainly because of what he hears in the classroom"³ The residence hall, where a student spends the majority of his waking hours, if learning orientated, can be the ideal place to integrate classroom knowledge into the whole education. Nevitt Sanford stated, We must find ways to bring the intellectual life of the college into the establishments where students live."

The Mallet Hall Program is such an attempt -- an attempt to extend the University into the residence hall. This proposal is an attempt to create what Paul Goodman has called "a community of scholars". The program has been partially successful. By bringing together students concerned with their own development, the program has created an intellectual atmosphere where learning takes place. However, there are several factors which are necessary for Mallet to become a "community of scholars". The Mallet Program must include a larger portion of the scholars and the community must be self-governing. To include all sections of the intellectual community, faculty and coeds must participate in the program.

THE PROFESSOR-IN-RESIDENCE

Learning is a two way process; it involves both the teacher and the student. Yet, there is no faculty in a residence hall where so much learning takes place. The administrative counselor, harried by paperwork and usually the pressing studies of a graduate student, is not in a position to contribute substantially to either the intellectual activity of the hall or the personal development of the residents. Moreover, they are not even counselors; students are more inclined to take their academic or personal problems to other students. There is a need for a resident in the hall who is qualified to teach at a college level. Such a resident

will enable students to seek personal development through informal symposiums in the residence hall. The professor-in-residence must be available not only to conduct planned discussions, but also to join any student discussion providing his knowledge and thoughts. This is indeed a demand on him, so this informal search for personally meaningful discourse must have a high value for him. This type of education is reciprocal, and it can be expected that this teacher will not only teach but learn.

Having such an academic figure in the residence hall will have a beneficial effect on the "personality" of the hall. Each residence hall develops this "personality" according to the predominate type of student subculture to which most of the leaders of the dormitory ascribe. Such an academic figure in the residence acting as a model of development will encourage the adoption of an academic culture, an atmosphere geared toward learning and growth. He can be expected to have a particularly great effect on entering freshmen - motivating them to participate in hall activities and to concern themselves with their intellectual and total development. Such a learning-orientated atmosphere will moreover extend into the regular studies of the members of the hall.

In order to foster learning in the residence hall it is also desirable to conduct regular classes in the dormitory itself - to bring the school to the students and their life. Classrooms are not needed, classes can be held in lounges and private rooms. This is a proper atmosphere for enjoyable learning in small groups. The small class, the Socratic method, must be emphasized. Students want no more lecture classes. A residence hall complete with sufficient faculty can become a community of scholars.

The importance of those providing the intellectual leadership within the halls should not be under estimated. A well-known approach to develop-

ing the hall as an educational community is the Harvard House Plan. Under this plan there is a staff of instructors or teaching fellows who live in the House. In addition, each House has its own library. The Yale residential colleges offer another plan through which faculty members participate actively in the hall. In some other colleges members of the teaching staff are asked to maintain their apartments in the residence units so they may have informal and natural contact with students outside the classroom. The Faculty Associate plan of Indiana University arranges for faculty members to visit and take meals in the halls, and to mingle with students and sponsor certain activities. Southern Illinois University has tried a plan whereby there are classrooms on the first floors of their halls. Michigan State has new centers for living and learning in the same residence center. Stephens College in 1960 inaugurated its House Plan in which 100 students lived and studied in the same building.⁴

Thus, the professor in residence will insure increased opportunities for symposiums, create a proper cultural orientation toward learning, and enable the University to come to the student instead of processing him in the regular class. The present gulf between teacher and learner can be spanned by the professor-in-residence program.

RESIDENCE HALL SELF-GOVERNMENT

The Mallet Hall Governmental system will be designed in a manner that enables the residence hall to realize autonomy, guided by a central idea of maximizing growth of the individual student, yet flexible enough to accommodate the differing needs of differing individuals. The first order of business is to examine this "growth of the individual" in terms of residence hall government.

In the last several years, the concept of a university acting in loco parentis has been a major issue of discussion on campuses across the United States. Idealized paternalism has existed as a method of "passing the buck" for parents who failed to raise their children to an appropriate level of maturity by the time these young men and women graduated from high school. In loco parentis gives the institutional structure a burden that is sometimes felt directly by administrators who may grow to feel as though they are responsible for somebody else's children. Instead of a parent, though, the student is confronted by a mass, highly rationalized organization.⁵ College may be viewed as educational adolescence; it is on the college scene where the individual finds the atmosphere for widely continued growth and development of his total personality. Within a residence hall, the student learns -- under his own direction -- to accept or reject values, concepts, people, doctrines, and beliefs. The Mallet Hall Program has as its foundation the intellectual integrity of the individual student -- as student who is indeed a responsible participant in other parts of our society. Consider the following:

I believe that on every campus there exists a sizable number of students who, by any standards applicable to society generally, would be considered sane, mature, and responsible-- or potentially they would seem to be, though they've had little opportunity to demonstrate their apparent virtues. The size of this mature group will surely expand as college admission pressures scare more high school students into serious academic preparation for college entrance examinations. To these students in loco parentis is an affront, directly so. They are not children, their parents probably don't want them to be, yet they are treated as such.⁶

Growth of the individual in the Mallet Hall Program will be realized by placing on each student a direct responsibility in the autonomous residence government. Note carefully that emphasis is on student

responsibility, not student rights. The Mallet residents will determine their own living atmosphere, within the widest practicable bounds, following the general practice of the Assembly (see "Constitution of Mallet Hall"). Student involvement will be the key to success and the insurance of flexibility.

Of particular importance is involvement among freshmen. The Mallet Program will demonstrate that the University does give a just degree of concern to personalities and expectations of each individual student. For the freshman the educational importance of the role of student government in a residence hall program cannot be over emphasized. Students should assume the responsibility and have the authority to make hall regulations for their own group. If there is very little responsibility, there is little or no opportunity for student growth or development and almost no learning experience.⁷

The university of California at Davis follows the guidelines of student government in dormitories very completely; each floor of their high-rise residence halls is autonomous. An example in point is Bixby Hall, a five story building in the Segundo complex. Women live on the third and fourth levels (e.g. visitation hours on the third floor are noon to midnight on weekdays and 24 hours on the weekends). Of major interest are the second and fifth floors whose only rule states that "there will be no rules." Everything, including visitation and quiet hours is left to the individual student. The system is working, and quite successfully.⁸

It is worthwhile to mention comments of Dr. W. Chickering which further demonstrate self-government concepts:

The most significant reported experience in the collegiate lives of these students (Michigan State) was their association with different personalities in their living unit. The analyses of interview and questionnaire data suggested that discussions and bull sessions were a potent factor in shaping the attitudes and values of these students.

Let housing regulation be such as to permit spontaneous, heated, and extended discussion that can be held without the imposition of an arbitrary cut-off time and that are free from imposed adult interruption, intrusion, or surveillance.

Allocation of responsibilities (to the student) should be real, and areas subject to student self-determination should be clear. The range of student self-determination should be as great as possible.⁹

Through the Mallet Hall Program and its governmental system, the individual will learn to progress in the midst of an intellectually stimulating environment. Perhaps a motto will someday be an integral part of the Mallet Program: "Let those who dare to teach or lead never cease to learn."

A COEDUCATIONAL PROGRAM

The idea of coeducational housing is not revolutionary but such housing is still uncommon in large state-operated universities. Oberlin, Earlham, Swarthmore, The University of California, and Indiana University are some of the schools which operate coeducational housing. The advantages of such housing outweigh the inconveniences, and are obscured only by the Victorian thinking of educational administrators.

Additionally, it is astounding that no invitational housing program for females exists on this campus. Women should have benefited from such a program as the Mallet Hall Program. However, a separate program would have been another example of sexual segregation.

Now we envision the institution of a joint invitational program for

men and coeds -- the unification of the community of scholars. Such a program increases the interaction of those concerned with their own development; it increases the opportunity for learning in the residence hall.

An effective method by which this joint endeavor might be realized would be to settle the program in "brother-sister" dormitories adjacent to one another, physically connected by an enclosed walkway. The two buildings should be viewed as one living center; they could be connected psychologically by giving the complex a single name. The residents will share facilities in both buildings: the library, the calculator facilities, study rooms, television rooms, recreation areas, and lounges. The complex will operate under one government and enjoy the same social, cultural, and academic program. Specifically, we advocate the use of Mallet Hall and McCorvey Hall, both located in the Ridgcrest Housing Area.

Certain physical changes in the two buildings will be necessary to inaugurate this joint invitational program. Renovation of McCorvey hall to a level suitable for coeds will be necessary. Such renovation can include also the addition of study rooms and an enclosed walk. McCorvey Hall is not now fit for living and the renovation is long overdue.

This joint program, the unification of the community of scholars, will benefit the University in several ways. Most importantly, it will benefit the personal development of the students involved. The most pressing problem of the all-male Ridgcrest community is the lack of day-to-day interaction of men and women students. The interaction referred to is not the dating relationship, but the many-faceted student relationship - studying, eating, informal debate, thinking over coffee, exercising,

etc. To develop into a mature person socially, it is necessary to have hears of inter-association with fellow men and women. Presently it is possible for a Ridgecrest resident to spend 95% of his time in complete isolation from females. A resident must necessarily go to extreme difficulties to cut down the sexual isolation time. The results of the lack of interaction for the introverted are several: lack of knowledge as to how to act around females; inferiority complex when confronted with a situation involving women; and intellectual restriction to a half-world.

This was more than adequately pointed out in the Journal of the National Association of Women Deans and Counselors:

There is a great advantage in providing a social outlet for the "bookworm" or the shy student who may refuse to attend planned social events. Unlike the Fraternity program, residence halls have not forced students to participate in social activities. However, by co-ed eating, by participation in cultural and scholastic activities of the hall, by getting to know members of the opposite sex in a natural, informal way a fuller social life is made possible for men and women. Many casual friendships are developed which lead to better understanding of one another.¹⁰

This is perhaps one of the most important steps in the realization of the total concept of developmental education.

This concept of co-educational living may be embraced with no significant loss in scholastic achievement. Comparisons of living units at Indiana University showed no evidence that the grades of those in co-ed centers vary from those in all-men's or all-women's centers.¹¹

Another significant advantage is the increased consciousness on the part of both men and women with regard to their personal appearance. Both men and women are more conscious of dress; women more readily leave off hair curlers and men their levis and T-shirts when they come to dining

halls.¹² Moreover, the conduct of the individual in the dining hall is noticeably improved. The "food riot", the noise of trays and silverware, the use of abusive language and "horseplay" found in men's dining rooms tend to disappear when men and women eat together.¹³ The increased awareness of personal appearance and social conduct is readily reflected in the behavior of the student in his residence hall.

The co-ed living center also can become a remarkable example of efficient and effective self-rule. It (the co-ed center) should be a place where student government can be developed to the end the students can learn and practice principles of democratic government.¹⁴ This has previously been outlined in the second section of the Mallet resolution. Furthermore, residence hall self-government tends to become more effective with establishment of co-ed housing. Discussion and debate by such groups (co-ed dorms) can be more effective than when women alone or men alone are handling the problem.¹⁵ The governing council also provides for student self-discipline through widespread discussion of the problems within the center and through the use of judicial boards.¹⁶ Thus the co-ed living center becomes a training ground for the student's continuing responsibility in the democratic process.

Finally, and most importantly, the educational development of the community of scholars is further enhanced by the establishment of co-educational residence halls. The evaluation and analysis of vital problems is dependent upon the exposure of the scholar to the widest span of ideas. This does not come about in an all-male community, and most certainly is not the result of the arbitrary segregation of over half of the total intellectual community. If the student is to achieve his greatest

educational fulfillment, it must be through constant and varying exposure to various ideas and learning experiences. Housing at the University of Alabama does not presently provide the atmosphere for such development. This lack of interaction hinders the effectiveness of the current Mallet Program. It is only through the establishment of a co-educational living center within the Mallet Hall program (thus providing interaction with the total intellectual community) that the developmental education of the community of scholars can be achieved.

Thus, if developmental education is to succeed on a residence hall level, it is necessary that these three programs be adopted: 1. The appointment of a professor-in-residence; 2. The establishment of residence hall self-rule; 3. The establishment of a co-educational residence hall system within the Mallet Hall program.

We feel that the immediate adoption of these proposals would provide a better and more meaningful educational experience. Secondly, it would increase the individual's responsibility in his preparation for his role in society. Thirdly, it will provide the flexibility needed for the Mallet Program to relate the total intellectual environment to the individual resident.

Therefore, be it the sense of Mallet Hall that the Resident therein deem it essential and necessary to the Mallet Program and to their education that the aforementioned proposals be immediately adopted.

MALLET HALL PROGRAM IMPROVEMENT COMMISSION

Robert Caskey
Chris Poythress
Tim Raines
Jim Zeigler
Joe Estep - Chairman

¹This resolution was adopted by a majority vote of all residents of Mallet Hall.

²The Student In Higher Education, Hazen Foundation, Jan. 68, p.6.

³Ibid., p.5.

⁴May A. Brunson, "Residence Halls as Centers of Learning" Journal of the National Association of Women Deans and Counselors, Oct. 63, p.35.

⁵Roland Liebert, Student Conduct and Social Freedom, 1966, p.44.

⁶Ibid., p.46.

⁷Ibid., p.41-42

⁸Eunice M. Dowse, "The Educational Program of the Residente Hall," Journal of the National Association of Women's Deans and Counselors, Vol.20 Jan.57, pp.58-75.

⁹Author's personal observation

¹⁰W. Chickering, "College Residences and Student Development," Educational Record, Vol.48, Spring 67, pp. 129-186.

¹¹Elizabeth A. Greenleaf, "Co-Educational Residence Halls: An Evaluation," Journal of National Association of Women Deans and Counselors Vol. 25, April 1962, p.109.

¹²Ibid., p.109.

¹³Ibid., p. 107.

¹⁴Ibid., p.110.

¹⁵Ibid., p.107

¹⁶Ibid., p. 109.

CONSTITUTION OF MALLET HALL

ARTICLE I

- Section 1 - All legislative powers shall be granted to the Assembly of Mallet Hall. The Assembly shall be comprised of the convened residents of Mallet Hall. Membership in the Assembly shall be a right of each resident of Mallet Hall.
- Section 2 - The Assembly shall be empowered to elect a Chairman, Vice-Chairman, and Secretary-Treasurer as officers of the Assembly and to elect each Monitor of Mallet Hall.
- Section 3 - The Assembly shall be invested with all power in regulating the conduct of residents within the hall and in formulating and acting upon policy in the name of Mallet Hall.
- Section 4 - The Assembly shall determine the rules of its proceedings.
- Section 5 - The Assembly shall convene on alternate Tuesdays and at such times as deemed necessary by the Chairman of the Assembly.

ARTICLE II

- Section 1 - The executive power shall be invested in the officers of the Assembly. These officers shall be the Chairman, Vice-Chairman, and Secretary-Treasurer of the Assembly.
- Section 2 - The officers of the Assembly shall be elected by a majority of the Assembly at the conclusion of each semester, their terms to commence the following semester.
- Section 3 - The Chairman of the Assembly shall act as moderator of the Assembly, shall serve as a permanent member of the Tribunal established in Article IV, and shall serve as official representative of Mallet Hall.
- Section 4 - The Vice-Chairman of the Assembly shall serve as Chairman in the absence of the Chairman, shall serve as program director of Mallet Hall, and shall be a permanent member of the Tribunal established in Article IV.
- Section 5 - The Secretary-Treasurer of the Assembly shall prepare the official records of the proceedings of the assembly and shall conduct all financial affairs of Mallet Hall.

ARTICLE III

- Section 1 - The administrative power shall be vested in the Monitors of Mallet Hall. These Monitors shall be elected by a majority of the Assembly at the conclusion of each semester, their terms to commence the following semester.

Section 2 - The administrative duties of the Monitors shall be to check in and check out residents, to distribute room and phone bills, and to perform such other administrative duties as shall be deemed necessary and proper to the efficient functioning of the Hall.

Section 3 - In addition to such administrative duties the Monitors shall maintain order within the Hall by issuing warnings to residents and registering complaints against residents and by serving on the Tribunal established in Article IV. The Monitor issuing warnings and registering complaints in each case shall be referred to as the Monitor of Interest and the Monitor serving on the Tribunal in each case shall be referred to as the Impartial Monitor.

ARTICLE IV

Section 1 - The judicial power shall be invested in the Tribunal of Mallet Hall. The purposes of the Tribunal shall be trial and review of all grievances pertaining to intra-residence relations.

Section 2 - The Tribunal shall consist of the Chairman and the Vice-Chairman of the Assembly and the Impartial Monitor.

Section 3 - The Tribunal shall recommend all disciplinary action taken against residents of Mallet Hall.

ARTICLE V

Section 1 - Amendments to this Constitution shall be proposed at any regular meeting of the assembly by a majority of the Assembly.

Section 2 - Amendments to this Constitution shall be approved by a two-thirds majority of the Assembly at its next regular meeting following proposal of the amendments.