

MAY 28 1965

Presented by Gregg Lipscomb when requesting an extension  
of the Foundation Grant.

The College House Program, 1965-1966.

The recent Regential decision to adopt the College House theory and apply it to present housing on land to be acquired by the University marks the significant gains of the College House idea since its initiation a year ago. From a handful of five students without facilities for the program, it has grown into a complex of 160 students divided into two living groups covering a city block each. It has gained the respect of the University campus as evidenced by the numerous applications for the program this coming year. It has been talked about on other campuses. Indeed, it is becoming known, despite its unofficial tenor, as one of the significant adjuncts to the broad scope of the University of Texas.

This success has not been acquired without the aid and advice of others. The contributions of the University administration have proved to be more than essential. Their experience with analogous programs gave us a keen insight in the handling of a good number of problems. The University faculty was willing at all stages to lend its academic advice. Finally, and among the most significant contributions, the Hogg Foundation gave us a financial stability without which our success would have been stunted. It is in the hope of continuing this success that the College House to be located at the Pierson House on Rio Grande Street is applying to the Hogg Foundation for additional assistance during the coming 1965-1966 year.

[Our goal has been the improvement of the individual.] [Fundamental to this has been the growth of minds and ideas through the face-to-face character of education. Problems of mass and anonymity threaten to eliminate the personal quality of education in our modern public universities; the opportunity to freely contest and question grows smaller and narrower. In classrooms and in dormitories, the student with a record of high achievement still places a successful claim on professors and administrations for time to test ideas and time to grow. But many students of more limited achievement, who perhaps need the same personal attention even more, are lost to large classes and large universities.]

[The College House experiment is an attempt to bring college residence living to a university of size and diversity.] [It specifically is an effort to bring the opportunities and advantages of face-to-face education to the large number of students of high potential who do not find a way to press their claim for personal confrontation within a university like this one.] This is done by facilitating and initiating the kind of discussion, conversation and contact which will stimulate these middle sector students to full achievement and broad educational experience. Specifically, a definite program has been set out to implement these concepts.

in  
1964  
Statement

Washington, D. C. 20535

MEMORANDUM FOR THE DIRECTOR

DATE: 10/15/54

TO: SAC, NEW YORK

FROM: SAC, NEW YORK

SUBJECT: [Illegible]

[Illegible text]

[Illegible text]

[Illegible text]

## The Program

**Selection of Students:** This last spring, ten students who constituted the leadership of the 1964-1965 College House received, interviewed and selected from applications the 1965-1966 College House membership. Those selected, being some 46 men and 46 women, were of all academic disciplines. Their grades range from 1.5 to 2.5 and above. Most all demonstrated at least one specialty in which they earned a 2.5 or better. In this way, they have something to offer the program, as well as gaining from it. All of them were required to write a short essay on their concept of the College House program and why they were interested in it.

**The Tutors:** Most University and private dormitories have a staff of house-mothers and student counselors. The College House has substituted graduate and seniors for the counselors. Most students are unprepared in experience and maturity to "counsel" one another. Selected students, however, are prepared to help younger students in study habits, library use, discipline and standards of performance. We have selected five men and four women to serve as Tutors for the other students. Their responsibility is fundamental assistance and instruction. All students who live in the House are responsible for cooperative tutoring--each student volunteering to help others in their particular areas of achievement. Too, the Tutors are responsible for the overall program, consisting of speakers, academic guests, art work and literary publications of the House. Any program, of necessity, must be flexible, the tutors acting only to enable a stimulating environment, and serving as a catalyst. They meet at least once a week, but discuss the program daily on a less formal basis, constantly drawing in the suggestions and aid of the total College House membership.

*No Study Methods Library*

**The Library:** By coordinating their subscriptions, the College House members have been able to build up a substantial periodical library. Additional periodicals and reference books have been granted to the College House through the courtesy of the University Co-Op. Their \$100 grant for the coming year has provided a core for what is to be a substantial library someday.

**Professor Coffees:** All students are requested to attend the weekly professor coffee. These occur in the home of the resident professor. Occasionally there is a formal talk given by the professor, but more often the coffee serves as a follow-up of the dinner conversation that evening.

*Added*

**Conversation:** After almost every evening meal, a member or a guest will give a brief discourse on some area of knowledge with which he is familiar. Sometimes this will turn out to be a demonstration of a particular craft or skill, a dance, or a musical instrument. Usually it lasts no longer than ten or fifteen minutes, with a question period following.

**House Fellows:** One aim of the program is to enable students and professors to meet and test ideas. We hope to be able to elect eight or ten members of the faculty, as we did this past year, as non-resident members of the House and invite them to board with us. They are expected to dine with us an average of four or five times a month, as fitted their personal and academic schedules. The House Fellows are not asked to present a formal program when they come, but only to join us in meal conversation. Many professors, particularly younger members of the faculty, have indicated interest in joining us, having heard of the success of the program this past year from their fellow professors.

Resident Professor: In addition to a resident housemother, this coming year the College House will again be privileged to have a resident professor. Last year's resident professor was Mr. and Mrs. William Tamminga. Mr. Tamminga is an Assistant Professor in the School of Architecture, and Mrs. Tamminga teaches in the Department of Speech. The resident professor for the coming year has not yet been chosen by the Tutors, but he will be appointed during the summer. He will live on the premises and dine with the students at most every evening meal. In addition to providing a stimulus and acting as an intellectual guide for the students, he also serves as a liason with other University instructors.

Commons Hall: During the coming 1965-1966 academic year, the College House residents will live in Mrs. Pierson's rooming and boarding facilities in the 2200 block of Rio Grande (a 3-yr. contract has been signed with Mrs. Pierson). Some 92 residents, split evenly between men and women, will live on the premises, together with Mrs. Pierson and the resident professor and his family. Other than the late evening dorm room conversations and the House coffees, the primary meeting place will be the central dining hall during the evening meal. Expansion of the hall is being made so more than one hundred persons can be seated and fed. Here, with the student-professorial table conversation, cultural events announcements, and after-dinner speaker, stimulation is at its highest. Invariably, students and speaker linger to chat after adjournment.

House Fellow: House Fellow, or Head Tutor, will be Greg Lipscomb, past UT student body president. He will be responsible for the tutorial program, the speakers, working with Mrs. Pierson on student needs, and the general academic program.

#### College House, 1964-1965, In Review.

This past year, our first College House was a success. Certainly it had its lackings, but by and large there was among us a general satisfaction with our progress. Compared to other student eating units, the table conversation was far above par. The number of students lingering after supper to chat with the speaker has increased. Completely spontaneously, three pamphlets of poetry have emerged from the members. Both Visiting Fellows met with College House. Art work on the dining room walls has been encouraging. And dinner announcements, coming from the group, are not particularly about social functions and campus hoop-las, but about cultural events and provocative lectures to come on campus. There has been, too, a satisfactory political balance among the group. The College House program has been respected on campus, as evidenced by the large number of applications and our increase in size for the coming year.

College House, 1965-1966, a Projection.

*other one!*

*Note*

This year there will be two College Houses, although only one, the Pierson House, is applying to the Hogg Foundation. Each one holds some 80 or more students. The grade average and interests should be even higher than last year, although we have steered away from becoming dubbed as an "honors" dorm. There is a balance----between men and women, between the library oriented and the campus oriented, between the Greeks and independents, and between the liberals and the conservatives. Both College Houses will work in conjunction on certain ideas, their respective staffs meeting together regularly. Of course, financing will be kept separate.

### Fiscal Operation

The academic program is independently administered in all aspects of its operation. The Tutors, the Resident Professor and the House Fellow on Program are the committee on program.

#### The Tutors are:

Pam Moyer, junior in psychology  
Malcom Logan, senior in government honors program  
Fran Spivy, senior in government, president of the University YWCA  
Betty Egelhoff, senior in English, past president Panhellenic  
Sue Jankovsky, junior in journalism  
Tom Hagan, senior in economics, Arts and Sciences Assemblyman  
George Wolf, senior in engineering  
Warren Webb, junior in biology

The Resident Professor is to be chosen at a future date.

#### The House Fellow is:

Greg Lipscomb, senior in law, former president of the Students' Association

#### Funds Use:

And funds which might be granted by the Hogg Foundation will be jointly administered by the academic committee. If special arrangements are felt necessary by the Foundation, another pattern of organization may be developed. It is our feeling that although the Hogg Foundation adopted the project only temporarily, much is to be gained by continuing it for another year. Any trends can be better viewed, any progress better sustained. This addition to the University atmosphere, we feel, is essential. College House's success has been measured by its growth and increasing stimulation, a success made possible with the aid of the Hogg Foundation. We would hope to continue this success for the coming year.

#### Proposed Budget: 1965-66

Head Tutor (salary)	\$ 400
Associate Tutors (salary)	200
Meals, House Fellows	
Non-resident Faculty	500
Resident Professor	500
Administration	100
(postage, telephone, informational memographs, etc.)	
Hospitality	300
(entertainment, food and housing for Visiting Fellows, prominent Foreign Student Leaders and other University guests, Professor coffees)	

\$1,800 (2000.00)