

boards for higher education. A few of the newly established State commissions for Title I also began early to conduct inventories and utilization studies and to provide technical consultation to individual institutions in this area.

In all instances, the State plans for Title I provide for consideration of utilization of existing facilities in determining priorities for approval of applications submitted under the College Construction Grant Program provided by Title I. This emphasis is required by the Commissioner's regulations for the program, but many States have indicated their recognition of the importance of utilization by placing substantially more than the required amount of weight upon this factor for priority purposes. As a result, many institutions which previously had done little in this area (and in some instances lacked even an inventory of their existing facilities) are being motivated to pay attention to improvement of their utilization practices.

#### LEADERSHIP BY PROFESSIONAL GROUPS AND PRIVATE AGENCIES

The important contribution of the American Association of Collegiate Registrars and Admissions Officers, in sponsoring the Russell-Doi study and manual, was described earlier in this paper. The Russell-Doi study was financed in part by AACRAO funds and in part by funds from private foundations interested in education.

Outstanding leadership and stimulation in another area has been provided by the Educational Facilities Laboratories, headed by Harold B. Gores. The EFL has sponsored a number of experiments and pilot projects aimed at improving both the quality of instruction and the levels of utilization by design of educational facilities for the programs of tomorrow rather than those of yesterday. The EFL, through a continuing series of exceptionally well-written and artistically executed publications, has been the principal influence for dissemination of ideas and concepts which need to become second nature to those who plan and make decisions about the development of facilities for institutions of higher education.

The revolutionary thrust of the EFL's leadership is beautifully illustrated in a publication entitled *Bricks and Mortarboards*, which dwells at length on the best available examples of forward planning for classrooms, laboratories, libraries, dormitories, and campuses as a whole, as well as the best available examples of renovation of existing structures as a sometimes desirable alternative to new construction. The possibilities for improving utilization by the design of new and remodeled facilities, as well as the importance of incorporating the best that is known about new technologies and patterns of instruction, are set forth in this publication in a manner which is nearly impossible to improve upon:

"To meet pressing demands, campus space of all kinds—instructional, laboratory, residential—must be designed for maximum convertibility. Old-style dormitories must give way to housing that will make space for learning and amenities as well. Planners and designers, focusing on basic college purposes, must pay more heed to the social and psychological needs of the student, to more rewarding interaction between student and teacher, to the relative claims of solitude and community, to provide "a vigorously intellectual social climate." Colleges must provide instructional space of the greatest possible flexibility. It should meet needs ranging from the large lecture to individual study, and it should be readily convertible. Movable walls for year-to-year conversions, operable walls for immediate change will be the rule, not the exception, in instructional buildings.

"Flexibility means many things. No college should brandish this stylish architectural catchword as a cure-all. Sound planning requires each college to think through the *kind* of flexibility that fits its particular character, expansion plans, and scientific orientation. Every institution must calibrate change and innovation with its own scale of values and foreseeable needs.

#### UTILIZATION

"Closely bound up with the need for a flexible campus is the need for full utilization of campus space, time, people, and things. Flexible buildings mean that space can be readily adapted to use by large groups or small, depending on instructional needs. College space must do double or triple duty. Space for individual study will be provided in libraries or residence or in instructional buildings, or in all three."<sup>12</sup>

<sup>12</sup> Educational Facilities Laboratories, Inc., *Brick and Mortarboards*, New York, 1964, p. 165.