

JAMES A. GRAASKAMP COLLECTION OF TEACHING MATERIALS

V. INDUSTRY SEMINARS AND SPEECHES - SHORT TERM

F. Miscellaneous Professional Associations

24. National Association of Housing Educators, No date or title. Speech focuses on the program including comments on the Badger Redevelopment Corporation and a description of the first year's operation; circa 1972-73

National Association of Housing Educators

- I. Relative to housing education - not sure if we have a multi-disciplinary approach at Wisconsin or fragmentation and ~~overlapping~~ duplication. Our program includes:
 - A. Construction administration - Business, Ag. Eng., and Civil Engineering started in 1945 by home builders and lumber dealers.
 - B. BBA, MS, and Ph. D. in real estate and Urban Land Economics
 - Andrews - Social Economist
 - Cooper - Lawyer and former public housing administrator - Pittsburg
 - Graaskamp - Home builder and developer
 - C. BS - Building Technology
 1. Dick Stith, Brevick
 - D. Landscape Architecture and Land Planning
 - Blakely and Sharkawry - Lily Lake Project
 - E. MS - Urban & Regional Planning
 1. Jacobson -
 2. Amato - Student Housing Report
 3. Prakash
 - F. MS - Multi-family Housing Management, Home Management and Related Arts
 1. Keith Moyer
 - G. Undergraduates in these programs take the basic Urban Land Economics course. Graduate students form research teams on a variety of joint projects relative to housing needs and development.
- II. Badger Redevelopment Corporation that we are going to discuss today is an example of a joint project between the building technology, construction administration and real estate majors.
 - A. December 1, 1971 President Weaver requested proposals for an undergraduate teaching improvement program. Proposals had to be in by December 15 and out of 100 or more, our urban renewal workshop was one of five selected on January 11, 1972, the big ten record for committee action and paper shuffling over a Christmas recess. Course convened on opening day of semester January 31, 1972.^a
 - B. The University funded half of the grant \$6100 and told us to find our working capital elsewhere in the amount of \$5,000. First Wis. National Bank provided 100% financing and to absorb the losses, if any. We lost \$5100 so our first guess was the best guess. The banks loan officers still thought that \$2500 a house in Madison was a good investment but the banks top officers were disgruntled. They would not do it again but both major savings and loans in the city have offered to finance our next project.
 - C. Additional financial aid came in the form of sharp discount in the purchase of supplies from local building material dealers.

- D. Our basic problems in a nutshell (we would prefer question on details)
1. Finding a low cost home in Madison where we do not have any real slums. After a series of classic disasters we found two side by side at the end of the first semester.
 2. Since original project concept had been improvised by Prof. Stith and Graaskamp, students were uncertain of objective. We immediately helped them organize a corporation and put them in charge before ~~of~~ there was a consensus among the students as to objectives and group leadership. As a result there was a considerable rivalry between the idealists or designer crowd and the hardheaded business types. The designers felt no obligation to pay back the loan while the business types felt that was the primary objective. Unfortunately the designers initially prevailed.
 3. The students drafted and created a non-profit corporation with the aid of a local Madison attorney. The University ruled that it was a private corporation and it could not transfer any of our budget for insurance, legal fees, etc. to the corporation. Eventually over \$500 was never spent of the University grant and at least \$1500 of our losses were due to indirect costs contemplated by our budget but disallowed by the University.
 4. The University also disallowed teaching salaries for Prof. Stith and myself which were included in the grant on the grounds we were already 100% employed. So we made our lawyer a lecturer and some of the student draftsman research assistants in order to use the teaching budget to help defray expenses.
 5. Job management began as a student cooperative with nominal leadership and yet leadership had difficulty holding students to schedules and commitments so that first house dragged on. Students eventually decided there should be a project foreman with power to hire and fire. He fired half of the students and finished second house during fall semester of '72 by using student craftsmen at \$2.50/hour whether or not they were enrolled in the course. Dick Stith and I nudged a couple of students into dropping the course.
 6. We solicited the approval and cooperation of the Madison Building Trades Council who grudgingly gave their consent to non-union construction with the exception of the plumbers union which hassled throughout the project because they knew one of our students was the son of a plumber and formerly a plumbing apprentice. The Wisconsin statutes make it illegal for anybody but a licensed plumber to turn a wrench on a pipe and eventually we had to hire the plumbing done.
 7. Houses were sold under the defunct 235 Rehab program with the aid of the Dane County Housing Corporation, a division of the local office of Equal Opportunity. Jackie Anderson and Lila Lieberthal qualified the buyers, filled in the forms, and steered them through the Milwaukee FHA office. Unfortunately the application on the second house was on a desk in Madison when Nixon declared a moratorium on January 8 and it was March before the FHA agreed we qualified and May before we closed on the loan.

III. Some lessons learned

- A. Should not be a course for credit but a work-study program in which students are employed by a faculty run corporation with student offices on a hire and fire basis.
- B. Corporation should be funded with some outside capital as it can expect to lose money because the rehab game requires tremendous efficiency when the teaching game is inherently inefficient in terms of net product.
- C. While housing projects may be ideal, smaller projects such as landscaping, street right-of-ways, construction of tot lots or park shelters, or similar small scale construction projects for civic organizations would be just as valuable in teaching construction administration.
- D. REmodeling the house has more opportunity however, for interaction with the community and teaching the sociology of housing and in today's political climate housing has more public relations value with the community.