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ANALYSIS OF SELECTED PROBLEMS OF
HOME MANAGEMENT HOUSE STUDENTS

by

Alta Geniel McConkie

A thesis submitted in partial fulfillment of
the requirements for the degree

of

MASTER OF SCIENCE

in

Family Living and Child Development

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Alta Geniel McConkie

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CHAPTER I

INTRODUCTION

Traditionally, home economics majors and foods and nutrition majors in most colleges and universities have been able to bring their professional theoretical background to a climax with a practical living experience. This has been the policy at Utah State University, fulfilled in Household Administration, Course No. 150. Although the students entering this course are products of different backgrounds and cultural habits, it is assumed that their common home economics background in the University would allow them to manage a home efficiently. For many, however, this living experience requires a substantial adjustment. In some cases this experience of residence in the home management house marks the first break between home and the student.

Very few studies have been made relative to the feelings of the girls themselves as to how they evaluate the resident experience or to the validity of the laboratory experience in home management. Most colleges and universities seem to assume that this course is essential because almost every school has it in its curriculum. Therefore, this study will deal with the description of areas of difficulty and influences upon the carry-over and application of theoretical learning.

Since those who plan the curriculum for the house believe that the common background in home economics will make it possible for the girls

to manage the living experience effectively and at a comparably high standard, it is a constant source of amazement to the house advisers to see problems existing within each group which would seem to be answerable by applying the principles learned in pre-requisite courses.

Purposes of the residence course

The general aims of the home management residence course at Utah State University may be stated as follows:

- A. To gain an appreciation of the responsibilities and privileges of homemaking.
- B. To give an opportunity for the individual student to correlate and unify the principles of all the preceding courses and apply them to a situation which resembles the normal home as nearly as a college group can.
- C. To set principles and standards in home management which will result in a wise use of time, energy, money, knowledge, interest and attitudes, goods and property, skills and abilities, and community resources, so there will be a happy and stimulating family group.

Specific objectives for the course have been stated as:

- A. To guide the girls in recognizing problems and in making plans for solving the problems that may arise in a family group.
- B. To guide the group in determining best procedure for carrying on household tasks.
- C. To widen the girls' cultural horizons through group activities of hospitality.
- D. To encourage the girls to express individual ideas in home-making.
- E. To assist the girls in recognizing and providing for individual differences in group living.
- F. To give the girls an understanding of the management problems in connection with feeding the family.

- G. To promote good habit formation through well-planned routine duties.
- H. To set up standards of good ethics in all phases of family living.
- I. To maintain the health of the family.
- J. To follow the democratic way of life in managing a home.

Devices which have proved helpful in accomplishing these aims are house council meetings and individual conferences of girls and advisers to discuss group evaluation plans and organization. These meetings are held two times a week and are conducted by the house manager during the current week. Mid-way during the time the girls stay in the house the adviser holds individual conferences with each girl to discuss individual or group problems, to point out any particular plans for improvement, or to stimulate interest. Other individual conferences are held spontaneously as the adviser and student feel the need.

Particular problems have been noted in such areas as personal relations; planning, preparing, and serving food; housekeeping; time and energy; money management; laundry practices; and operation and maintenance of major and minor equipment. This list of problems can be divided into two major headings--human relationships and technical skills. Behind these problems there seems to be an inability to transfer theoretical knowledge gained in classroom situations into practical application in the home management house living experience.

History

"Home management has been an ever-changing subject, reflecting the general field of home economics," say Gross and Crandall (13). This art

of home management has probably existed as long as there have been homes to be managed. Its beginning, therefore, is dated far back into prehistoric times. Early records of peoples were not particularly concerned with home activities. Only very scattered glimpses of family practices in the management of resources have been discovered. Eventually, however, the traditional art of management became incorporated into a branch of home economics. The Bible, because of its importance in our culture, draws attention to Proverbs 31 where a great many words speak about management of resources. Even Aristotle wrote briefly concerning choice-making in home management. In our own country Benjamin Franklin emphasized the importance of using time for the purpose of producing material goods and services. A great many of his sayings were concerned with management.

In the schools of 1899 to 1908 there was little home management taught academically. However, the ten Lake Placid Conferences (1899 to 1908), which are considered to be the cradle of home economics and the definite forerunner of the American Home Economics Association, accepted home management as a very important part of home economics.

"Practice House" is the term used to describe home management residence laboratories about the year 1918. Those laboratories were set up for the learning and application of skills. The University of Illinois and Stout Institute in Wisconsin are considered to be among the first to introduce a residence course. This course has evolved from a practical type of course, built upon the practical application of management to a home-like situation. Such a course is required in about two-thirds of

the degree-granting home economics institutions in the United States, according to Gross and Crandall (12). Typically they consist of six seniors living for six weeks in a college-owned house. Within most of the college-operated houses the students have varying degrees of freedom to organize their own activities, handle their own money, and practice genuine choice-making. Philosophy is a way of life. Therefore, the philosophy of homemaking in the home management house is to guide the girls in preparation for better home and family living; also to help the girls prepare for the professional field. The living experience gives the girls some opportunity in setting goals and values toward more efficient management. They evaluate the program and themselves during their residence in the home. Any changes that are made are in recognition of the needs, wants, and goals of the group.

There seems, for some, to be a question of "Why a home management house?" In education there is a need for laboratories where facts and theory can be tested and put into practice. The home management house provides a laboratory where girls can test and put into practice the theories and facts of homemaking they have learned. By this experience in the house the girls become acquainted with high standards of living, practical application of housekeeping principles, aesthetic values of family living, ways family life may be enriched through proper management of the house, and the responsibilities of a good homemaker.

"A home management course, whether taught in a home management house or in a classroom and laboratory, has not fulfilled its purpose unless the student recognizes and applies the principles of management as related to her own personal problems," stated Gross and Crandall (11).

This is the one weakness which seems to be behind the problems which exist in the Utah State University home management situation. It seems difficult for the girls to realize that "book" principles should be, in order to be effective, adapted personally to the individual in each different situation. Home management is not an isolated area and to be effective must not be limited to specific courses. It must, instead, permeate many areas of life.

Lawrence K. Frank in his address to the Seventh International Management Congress had this to say:

. . . It is evident that home management is not merely a question of skills and standardized equipment, important as they are for the conservation of human energy and time, but more a way of life for which the homemaker needs clarification of aims and purposes, aspirations and values, a faith in the supreme importance of the human relations that alone give the home social justification. Instead, therefore, of the usual preoccupation with efficient performance of specialized tasks, each aspect of homemaking may be conceived and planned in relation to the larger enterprise of family living, its meaning for individual personality and fulfillment and its opportunities for the enduring human values sought in the family. (10, p. 32)

History of the Utah State University Home Management House

The "practice house" was formally opened Friday, October 19, 1917. The opening of such a project was made possible by the Board of Trustees. The school catalog for 1918-1919 first listed the course being offered. Other names by which the course was known were "Housewifery 23" in 1920-21 and the "Practice Cottage." In April 1926, a plan for a new home management house was authorized to be built on college property at the corner of Fifth North and Seventh East. In the College Bulletin (2) August 1916-1917, is found the first mention of a home management house. The following excerpt was taken from this issue, giving the idea of plans

for and organization of the first "practice house."

. . . In addition to this work, further practical experience in family management will be offered for the first time this year. It is planned to have a home devoted exclusively to this work. Here the girls in groups of from ten to twenty studying home economics will live for a period of weeks under direction of a specialist, a woman of practical experience as well as scientific and theoretical experience in home management. The girls will pay a regular fee for room and board sufficient it is thought to pay the expense of the Practice House. The different rooms, it is planned, ultimately will represent different styles of decoration, painting, woods, finishing, and furnishing. The Practice House will be a model for the Utah homemakers as regards sewage disposal, water supplies, kitchen equipment, and arrangement; and elegant but inexpensive furnishings and finishing throughout. (6, p. 6)

At the present time the Utah State University home management house operates on a five-week basis for each group of six girls giving a maximum of twelve girls who are able to live in the house per quarter. The house is open to Junior and Senior home economics education majors and foods and nutrition majors. This year (1960) for the first time a group of non-majors lived in the house as an experiment. (See Appendix B for more complete information regarding this group of girls.)

All residents of the house are required to pay \$1.35 per day to defray expenses of food, entertainment, equipment, supplies, tax, newspaper, delivery charges, and other expenses. Other expenses of maintenance are paid by the University. Until 1959 the money charged each girl was \$1.00, but due to rising living costs the amount was changed to \$1.35 to allow more money for protein foods other than tuna fish, hamburger, and wieners. Now the girls are able to have experience cooking nicer cuts of meat.

Although each group makes up a rather distinctive family of seven girls, they are encouraged to live as much as possible as a family.

Many times there are instances when difficulties arise which have to be solved through group cooperation. Weekly family councils are held for group evaluation and discussion of the organization and program. Also, special meetings on special topics are held to help the girls apply previously learned skills and theories more effectively.

Guests are encouraged and the girls are urged to entertain. It has been an assignment that three major entertainments shall be planned and initiated during the time each group lives in the house.

Naturally, there are differences in points of view and standards in each group. During the last ten years there has been a trend from a more formal to an informal way of life, thinking that this created a more comfortable living situation for the girls. This sometimes causes feelings about the accepted standards of the group. These differences in points of view and standards of the groups have to be worked out to harmonize individual needs, wants, and desires.

Each group is encouraged to think of the house as their own, to manage and use it as they would utilize a personal possession. And, since it is their house and one of the objectives of the house is to follow the democratic way of life in managing a home, the entire organization of the house is in their hands with a minimum of help from the advisers.

No set number of hours is required for each girl to spend at the house each day. There are three meals served each day--breakfast, lunch, and dinner--which each is required to attend with the exception of Saturday night and Sunday night dinners from which excuses may be granted. The class is equivalent to the work of an eight-hour credit, since four

credits are earned in one-half a quarter. Some responsibilities in the house require more time than others and this must be considered in making plans for work and life, both inside and outside the house. If any girl living in the management house wishes to work part-time, she should check her schedule with the house adviser to be sure that it is flexible enough to allow her to live without undue strain.

Philosophy

According to Gross and Lewis (13) the values of the home management house for teaching management surpass either those of the classroom and laboratory, or observations of actual family life other than one's own, if the experience is well used. The house approaches a living situation in its physical environment beyond the possibilities of the more formal classroom. As daily experiences, discussion, and decisions continually bring all members together, a feeling of unity develops within the household.

In an attempt to eliminate problems of motivation, the course is flexible and students set up their own goals. However, in this particular study in the Utah State University home management house, motivation seemed to be almost absent to some cases. Motivations for grades took precedence over the actual learning for individual and group benefit. Pleasing the teacher seemed to be of prime concern.

There are, then, limitations to be recognized in teaching home management through a home management house as well as advantages. The length of residence, the artificiality of the situation, and the relationship of the course to the curriculum and the campus all influence its

values. In spite of this recognition, however, very few research studies have been attempted to suggest ways of improvement or revisions of pre-requisite curriculum. Gross and Lewis (13) wrote a text in 1938 to be used as a guide for girls living in home management houses. In 1947 a revision of this book was made (11). Other texts closely related to these are those of Fitzsimmons (7), Gross and Crandall (12), Goodyear and Klohr (10), and Nickell and Dorsey (18).

Time is a limiting factor in two ways. Habits related to effective management of time, energy, and materials cannot be formed during the short period of residence. There is a real need for teaching management throughout the four years of college work. The development of concepts related to human values proceeds slower than the development of those related to the technological phases of management. Another way time is a limiting factor is in control. Credit for the class is equated on a quarter or semester basis, but the actual time spent is concentrated into just one-half of this time. In spite of the shortness of time it is important that the girls have an opportunity to plan meals, prepare and serve them; practice approved methods of housekeeping; learn to work with others; become acquainted with good managerial practices; entertain; and assume responsibility.

Living in the home management house gives the girls an opportunity for gracious living. Working harmoniously in a group helps develop a spirit of cooperation. Each girl has an opportunity to apply her learned knowledge in a practical way. She learns to make decisions and to meet emergencies. It is a period of concentrated growth and development, and one of the highlights of the girls' college careers.

In actuality there seems to be some contradiction between the stated value to the individual and the real value of the experience to the individual. The need for more research is self-evident in this field of home management as is pointed out by problems existing in the Utah State University home management house. The problems may be within the individual or in the pre-requisite background or a combination of both. The type of research that has been done is extensive in money management, equipment, time and motion. However, these studies are not directly related to the problem of this particular study.

Statement of the problem

Problems do exist in the home management residence experience. Although students are free and are encouraged to express their feelings relative to the course, very few students have revealed their feelings either as to how they evaluate the resident experience or regarding the validity of the laboratory experience in home management. The problems seem related to the fact that little carry-over from the theoretical to the practical is recognized by the individual girls.

The problem of this study has been to investigate the areas of difficulty in human and technical skills, to describe this investigation, and to consider some of the influences upon the carry-over and application of theoretical learning.

The author has attempted to study two hypotheses: (1) girls more aware of themselves and their capabilities can perceive themselves in situations in which they participate; (2) girls from dormitories and apartments adjust better to the home management house situation than girls coming directly from home or from a sorority house.

CHAPTER II

REVIEW OF LITERATURE

Much research has been done in the areas of money management, equipment, and time and energy. However, there has been almost nothing done in the way of research in the home management house situation in a college curriculum, the specific area of home management with which this author is concerned.

Holbrook (2) has done a study dealing with the nature of management problems of residence students at Purdue University, finding the difference in the way the instructors and students defined problems, noting areas of work to which greater attention might be given and making suggestions for other home management houses. The total number of problems indicated in her study was 1121; the students indicated 391, and the advisers 730. The use and care of large equipment is indicated by both students and advisers to be the major problem. The students ranked housekeeping procedure problems second, and the advisers ranked the preparation and serving of food as second. The advisers found housekeeping procedures third; the students indicated the preparation and serving of food as third. Both groups rated the use and care of small equipment as fourth, and group living problems as fifth. The students found that 97 per cent of their problems were non-human and 3 per cent were human. From the adviser's total, 92 per cent of the problems were non-human and 8 per cent were human.

Osgathorp (19) in a study of objectives in connection with home management house residence at Purdue University found that the students tend to do well in the activities in which each individual is concerned alone. They do less well in the activities where two or more individuals must work together. They need to learn how to divide the work satisfactorily so that each understands and knows how to carry out her share of a task. Improvement should be sought in those parts of the course in which students make plans with and work closely with other group members. The ratings on the scale used in this study indicate that students differ most in the areas of management, next in the social and duty areas, and least in skill. Management objectives, then, need to be given increased attention in the work of the course. Osgatharp suggests that special stress in the work in a home management house laboratory should be placed on the managerial aspects of group work. Greater proficiency in this area, in turn, would enable students to rate better with their fellows as members of the group.

Allgood (1) reported an experience in the Pennsylvania State College when the first group of non-home economics majors took an elective course in residence home management. This study is of particular value in comparing a similar experience on the Utah State University campus Winter Quarter, 1960. On the Pennsylvania campus requests had come from non-majors for many years for experience in the home management house but lack of space prevented such an opportunity. However, in the spring of 1947 space became available for one group of non-majors along with two juniors in home economics.

During the first half of the semester, the group met for two hours

each week and discussed the objectives and practices of home management. Instruction was given in basic nutrition and in meal planning, and a trip to the markets preceded an assignment in menu making. Use of laundry equipment, ranges, refrigerators, and small equipment was demonstrated and discussed. The basic philosophy of the home management house as a family-life experience and the place of the baby in the situation were emphasized.

The Pennsylvania situation obligated the group adviser to spend more time in the house than usual which permitted individual teaching more than in previous groups. The girls developed skills in the unfamiliar areas of food preparation, infant care, marketing, account keeping, and other practical fields. Homemaking became a reality. Theory was put into operation on a level that might establish lifelong standards for these young women.

When the experiment first began, it was assumed by many that the two home economics majors would spend their time telling the others how to do things. Instead, they were kept busy learning, too, and a very excellent spirit of cooperation existed in the group.

Stubbs (22) wrote of an experiment with having men in the home management house situation at the University of Georgia. Since the operation of the home management house is designed to teach certain principles with each new duty and each girl should assume each new duty with the idea to make it definitely her own, they felt it important to set up similar duties for the husbands--duties that would not seem effeminate to them but would establish them as a part of the unified whole. This was something new for the home management program and the

question of organization arose many times. Participation could not be passive and result in the most good for all concerned. The husbands did cooperate by running errands, helping with the dishes, cleaning floors, and painting the basement. They did these jobs willingly, yet the intangible force that makes one belong to a group by right of owing something to the group was lacking in this experiment with men in the home management house. This pioneering experiment at the University of Georgia was begun Fall Quarter, 1946, because the administration felt they could not force married girls to live away from their husbands for three months. After the experience the evaluation was neither strongly negative or strongly positive. Suggestions were made, one of them being that single and married students not be mixed in the same house. A program for married students only in a living situation was suggested.

Hart (14) reported a survey of 56 graduates who had lived in the home management house at Northern Illinois State Teacher's College and had been away from college at least two years. The purpose of this study was to discover what attitudes and democratic practices resulted from work in the house. Specific areas that the questionnaire attempted to discover were: the retention of attitudes concerning management of time, energy, money; ability to make independent decisions; attitudes toward standards set by the group ability to live with others under differing circumstances; changes in attitudes since college; breadth of interests in the community and in international problems; individual growth; attitudes to wartime issues as rationing, housing, personal relations, marriage.

The conclusions as to the carry-over of attitudes formed in the home management house were that:

1. Attitudes of living with others are definitely developed, improved, and made more permanent by work in the home management house.
2. To make possible the greatest growth, there must be adequate opportunity for decision making under guidance in all phases of homemaking as well as increased effort for freedom of thought and action during the experience.
3. Attitudes and standards are clarified and improved by practice after college.
4. Probably no other area gives the student such a true picture of integrated homemaking as does this experience.
5. As time is an important factor in the maturity and stability of these attitudes, the period must be long enough to achieve this.
6. New interests, mental and physical, should be a part of the total experience.
7. Development of adequate social attitudes toward rationing, housing, and rights of other people is a definite need.

From the two previous suggestions along with many more from actual experience with having married girls in the home economics program of residency, Texas Technological College (4) presented a plan allowing certain students to receive training in applied managerial problems in lieu of home management residence. Permission to enroll in this non-residence course is petitioned for in advance. The home management house adviser, in consultation with the dean, studied the petitions and granted approval to students meeting the following qualifications:

1. Married student living with husband in commuting distance to college, whether the two are maintaining a home or not.
2. Married student who is maintaining a home within commuting distance of the college, whether the husband is living at home or not.

3. Older students, whether married or not, who have managed their homes for years.
4. Women of certain religious orders whose personal living arrangements are not compatible with shared facilities in the home management house.

As the course progressed, favorable opinions were formed about the course becoming a permanent part of the curriculum of Texas Tech. Drew and Tinsley (4) do say this, however, "We do not pretend that the learnings are identical in the two courses, but we do think there are equivalent or comparable opportunities for training in good home management." Individual problems chosen by the students were given a great deal of attention because they were very real to the homemaker-student and ones of which she and her husband were keenly aware. Objectives, plans, records, and evaluations made and kept by individual students during the course were enough to convince the instructors that real needs were being met, and that the students were wholeheartedly in favor of the course.

Elliott (23) in 1948 completed a survey of all four-year colleges and universities of the United States that had home management houses in 1945 with regard to their physical setup and manipulative processes. Replies were received and tabulated from 106 colleges and universities, representing returns from 88 per cent of the states. Another inquiry was circulated to determine the philosophy, aims, and content of home management courses. Her suggestions and recommendations do not always apply to the Utah State University situation, nor is it assumed that it should, especially considering that there should have been some progress made since 1945, some fifteen years ago. This study, however, is the

latest of its kind that this author has been able to locate, showing the need for more recent research in home management regarding the resident course.

CHAPTER III

METHOD OF PROCEDURE

Setting

The Utah State University home management house has been in operation for six quarters under the direction of two advisers to the girls living in the house. One of these advisers is a graduate assistant who maintains residence in the house. She is known as the resident assistant. The other adviser is a regular instruction in the Household Administration Department in the College of Family Life. The latter does not live at the house with the girls but she does attend all house meetings, except the ones the girls call spontaneously. She participates in all entertainment activities in the house. Regular weekly conferences are between the instructor and the resident assistant. The final evaluation of each girl is made jointly by the resident assistant and the instructor. Any meetings or class periods not directed by the girls themselves are the responsibility of the resident assistant. The first meetings of each group are held for the purpose of orientation until the girls have established their own pattern of work and have specific duties assigned to six different managers, or however many girls are living there. The only two duties that are suggested as necessary by the advisers are those of cook, whose duties are self-explanatory, and house manager, whose duty it is to see that the house is run smoothly. Very soon after the first orientation meetings the house manager assumes the responsibility of group

meetings and both the instructor and the resident assistant move into the background in order to give the girls as much freedom in organizing their activities as possible. The writer of this thesis has served as the resident assistant for the past one and one-half years.

The resident assistant has maintained a very pleasant and informal association with the girls who refer to her by her first name. This has helped to establish the informal atmosphere that is necessary to allow the girls to function without undue pressures. Emphasis has been on allowing the girls the opportunity of finding themselves in the living situation.

The subjects for this study were girls who have lived in the Utah State University home management house since January 1959, until March 1960. Thirty-eight of these girls were available for this survey. The age range of the girls was from 19 to 23 years of age, with the average age being 20. Of the 38 girls, 20 were transfer students from the following schools: Weber Junior College, 7; Ricks Junior College, 2; Snow Junior College, 5; Brigham Young University, 3; College of Southern Utah, 2; and the University of Utah, 1. Eleven of the girls were seniors and 27 were juniors at the time of their residence in the house.

The questionnaire was given to the students after they had moved from the house. The girls were individually contacted by telephone or in person and appointments were made to come to the office of the resident assistant in the Family Life building. This, in most cases, was quite convenient for the girls. Fifty minutes was allowed for each interview, making it possible to meet the girls during one of their free periods without conflict with classes. Where this was not possible,

special appointments were made for the girls to come to the home management house or for the writer to go to the apartment of the girl. In only three situations was the latter method necessary.

There seemed to be a variety of feelings towards being called in for such an interview. Most of the girls whose grade for the work in the house was lower than they had expected, came to the interview mostly to talk about their grade. Others came eager to review the experience and to find out what changes had been made since their departure. Others were most interested in the experimental group which was in the house while the first 10 questionnaires were administered. Some girls were eager to be finished as soon as possible and seemed to give only answers which they thought the author would like to hear, while others were anxious to discuss every section of the checklist in great detail, thereby gaining still more insight from the home management house experience. The girls who seemed sincerely interested in the interview and questionnaire were also the girls who freely contributed suggestions and problems which had existed for them but which were not listed on the schedule prepared by the author.

Whenever possible the times for interview were not overlapped, to avoid any threat of eavesdropping. Girls in the office for an interview often became very nervous if they felt that someone else was listening to them. Because of the close association between the resident assistant and the girls, there seemed to be no hesitation on the part of the girls to speak about the house experience. Comments were very much encouraged. No names have been used, anonymity being necessary to make the students

feel as free as possible to express their views of the residence-experience on paper, as well as verbally.

The interview was divided into two parts: a compilation of personal data which included such items as age, quarter and group in the house, number of children in their family, place of birth, population of home town, education of parents, occupations of parents, income of parents, age of parents, school and social activities in high school and college. The information on this first part was completed entirely by the student without discussion except in case of a question. The second part of the questionnaire was a checklist describing problem areas which was discussed by the student and the resident. The student and resident both had identical checklists and each checked individually their ratings of the individual being interviewed. The minimum time taken for one interview was 35 minutes and the maximum time was 1 hour and 45 minutes, with the average being 45 minutes. The extra long time was required with one girl who was experiencing communication problems, and who required much more explanation from the interviewer. Her situation was not representative of the rest of the girls interviewed.

The checklist was made to describe some problems that have been seen to exist in this particular home management house with the groups that were interviewed. Unfortunately, some of the girls who were unavailable for interviews were the girls who had many of the problems indicated. Even though this has been true, there has been enough difference between the student ratings and the adviser ratings to be helpful for the purposes of this study. The girls were asked to rate themselves as to the degree to which each area was a problem to them, not how they

accomplished or overcame the problem, but rather to indicate whether or not these areas were problems and to what degree. The scale of rating was as follows:

Very much of a problem - - - - - 1

Considerably a problem - - - - - 2

Moderately a problem - - - - - 3

A little problem - - - - - 4

No problem at all - - - - - 5

This sequence of rating proved frustrating for some students because they had been orientated to consider problems in reverse value, e.g. no problem at all- 1, very much a problem- 5. All of these errors were detected early in the interview so that it was not difficult to erase the error and become reorientated.

Each girl was also rated individually by the resident assistant using an identical rating score. The scores were then summarized and compared. Those areas which were given consideration were: (1) personal relations, (2) planning, preparing, and serving of food, (3) housekeeping, (4) time and energy, (5) money management, (6) laundry, and (7) operation and maintenance of major and minor equipment.

Space was left for the girls to write in comments or to list problems to them which were not listed on the questionnaire. These suggestions were encouraged, especially from girls who seemed to retain a negative attitude toward their experience and grade in the home management house. These suggestions will be presented and discussed in a later chapter.

Limitations

At the time the questionnaire was administered some girls had been away from the home management house almost a year, making their experience clouded with the happenings of a year. A considerably longer interview was necessary with these people to help reconstruct their experience of group living.

All of the scores, both by students and resident, were judgment scores and may vary from time to time depending on such external factors as amount of time left for interview, time of day, people in the outer office, biased feelings, or memory lapse. In any personal interview there is a danger that human judgments may distort the returns. If an interviewer has a certain bias, he may unconsciously ask the questions so as to secure confirmation of his views. Although a conscious effort was made not to do this, it is possible that personal prejudices and bias may have crept into the conversation unknowingly.

Some questions, even after the pilot studies, were not related directly enough to student problems. Almost all the girls were willing to communicate and did not hold back information. There were some, however, who came to the interview to inquire about a lower grade than they had anticipated. This reaction, although restricting the effectiveness of the interview, proved noteworthy because it revealed their over-all feelings about their evaluation of the experience after leaving the house and indicating where they placed most emphasis in the class.

A standard interview procedure was attempted by the interviewer, but often outside interruptions and situations caused variations in the

interviews. On a few occasions the verbal interview had to be given first and the background information last, but for the most part, the background information was filled out first followed by the verbal interview. With some students a modification of verbal explanations had to be revised, some requiring more and others less. Bringing in examples of the group helped the student to remember her resident experience more clearly and facilitated the answering of the problems in a more accurate manner.

On a few occasions it became necessary to reverse the interview procedure because of reasons such as a student coming late to an interview or another student coming early while someone else was already in conference. Giving the late-comer the verbal part first made it possible to keep closer to the interview time schedule because this student could fill out the personal background information in another room while the interviewer proceeded with the next interviews.

CHAPTER IV

ANALYSIS OF FINDINGS

The purpose of this study has been to describe some areas of difficulty in human relationships and technical skills and to investigate influences upon the carry-over and application of theoretical learning in practical or applied situations. Such descriptions could not be made until personal backgrounds and interests of the girls were explored.

Background information

Background information was gathered to help define the likeness and unlikeness of the girls that were interviewed. Areas that were considered were: rural and urban backgrounds, family life, mother's homemaking skill, social position of parents in the community in which they lived, dating status of the girls, school and social activities, acceptance of home responsibility, attitude about house experience, occupation of parents, education of parents, factors that influenced girls to choose home economics as a career.

Rural and urban background.--There has been a traditional view that rural living prepared girls more in domestic skills than those raised in urban areas. For this reason the author made the distinction between urban and rural at 2,500 people and then compared the girls in the two groups. It was found that 18 girls came from urban backgrounds and 20 from rural backgrounds. In all cases there seemed to be no correlation

between the performance of rural or urban girls. There has not been any distinctions of this kind made throughout the thesis.

Family life.--It was interesting to note that not one girl in the survey was an only child, although several were the only girl in the family. The number of children in the families ranged from two to eight. There was no indication that the size of the family had any influence on a high or a low score. One girl had complete control of her father's home because her mother had died some years previous to the time she entered college. The rest of the girls had been used to living at home with the family before coming to college. The girls from larger families were observed to adjust more easily to group living, but the scores of these girls, however, did not indicate this to be so. Evidently these girls still had many problems themselves in adjusting to group living.

On the checklist portion of the interview guide there was consistent discrepancy between adviser and student scores. This has been shown graphically in Figures 1, 2, and 3. To make this even more clear, the scores of both the resident and the students have been presented in Table 1 in rank order of adviser's scores.

As the reader will note, very little difference occurred until the number 13 student. From 13 to 27 were some widely different scores. From 27 to 38 there was a random assortment of near and far scores.

Figure 1 more clearly pictured the differences that existed between student and resident scores. A total score of 190 was possible with a possible minimum score of 38. The mean of the resident's scores was 144,

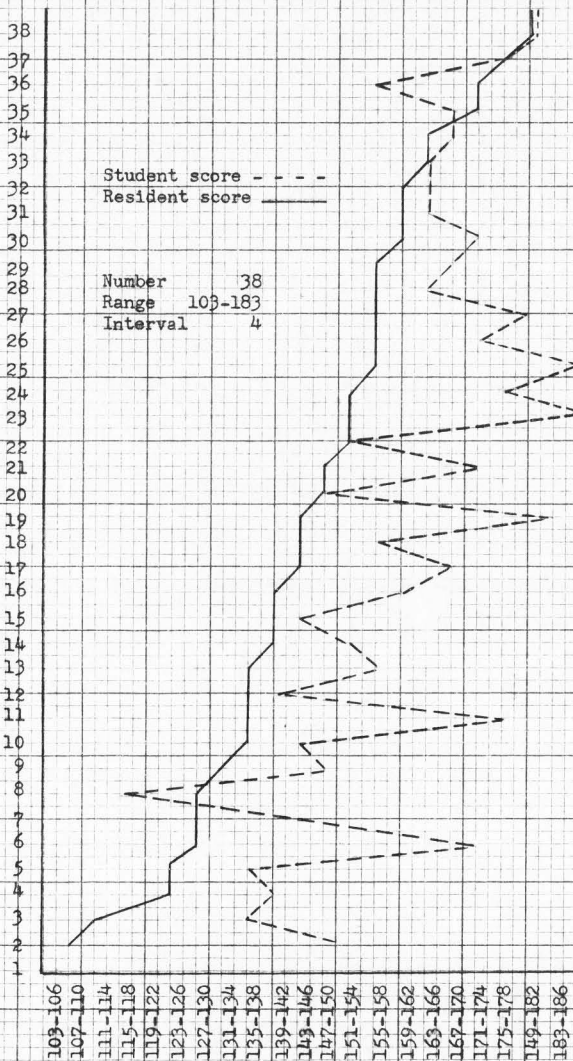


Figure 1. Comparison of total scores

Table 1. Comparison of student and adviser total scores

Student's number	Resident's score	Student's score
1	177	177
2	175	177
3	174	171
4	169	154
5	168	163
6	161	165
7	160	162
8	158	162
9	156	167
10	156	162
11	153	160
12	153	164
13	153	176
14	152	183
15	152	167
16	150	172
17	149	183
18	147	150
19	145	169
20	143	146
21	141	165
22	141	151
23	141	180
24	137	156
25	136	149
26	136	140
27	134	131
28	134	152
29	134	167
30	132	141
31	130	146
32	125	113
33	124	169
34	124	142
35	121	134
36	120	136
37	107	131
38	103	150
Total	5471	5983
Mean	144	157

while the mean of the student's scores was 157, a difference of 13. The range of scores was from 103 to 183, a total of 80 points. The mean 144 was also the median of the resident's scores. On only three occasions did students rate themselves below the score of the resident. Six students marked themselves the same as the resident.

The writer chose to divide the graph in Figure 1 into two parts, designating number 1 to 19 as the high group, and number 20 to 28 as the low group. In the low group there was a total discrepancy of 346 points with a mean of 18. The high group showed a total of 222 disparity with a mean of 11.6. Some difference was expected but the high group in this comparison seemed to support the hypothesis that girls more aware of themselves and their capabilities rated themselves more accurately. This was assuming that the resident's rating was objective. If this were true, those who did well had insight and could see themselves with greater accuracy in the situation than those who scored low, who may not have been able to see themselves as clearly.

In the low group 9 girls listed themselves as the first child in the family pattern, 9 as second, 2 as third, and 1 as fifth. In the high group 3 girls were first in the family, 6 were second, 4 were third, 2 were fourth, 1 was fifth, and 1 was eighth. Oldest children in the family tended to be clustered in the low scoring group.

Rating mother's homemaking skill.--The girls rated their mother's homemaking skill as follows: (again in reference to Figure 1)

Table 2. Rating mother's homemaking skill

Student's rating	Most 1	More 2	Same 3	Less 4	Least ^a 5
High group	2	8	8	0	1
Low group	9	7	3	0	0
Total	11	15	11	0	1

^aSee Appendix A for clarification of rating.

These findings in Table 2 seemed to support the previously stated hypothesis that the girls in the high group were more critical than those in the low group because of their higher objectivity. This, however, was difficult to apply to this particular situation inasmuch as the writer was not acquainted with the mother or the home situation enough to know whether the girls had been objective or not. These findings could also mean that since the higher students knew what constituted a good homemaker, they were able to evaluate their mothers more accurately than the girls in the lower groups. The low group rated their mothers higher than the upper group which might have indicated that even though the mothers were good homemakers, they had not taught their daughters to follow their example or had not taken time to teach these skills to their daughters.

Total scores from the check list of both the resident and the student were averaged for each girl. In comparing the average score of the type of residence prior to moving into the house there seemed to be very little difference between the background which resulted from places of previous residence.

Table 3. Residence compared to average scores

Residence	Number of girls	Average score
Dormitory	16	152
Apartment	16	149
Home	4	150
Sorority	2	146

Social position of parents.--In rating the social position of parents, 2 students in the high group listed their family as "one of the most successful," 6 as "one of the more successful," 10 "about the same as everyone else in the community," and 1 "less successful," than the average family in the community. The low group rated their parents' social position in an identical manner: 2 as "most successful," 6 as "one of the more successful," 10 as "about the same as everyone else," and 1 as "less successful" than the average family of their community.

Dating status.--One especially interesting section was that of dating status. There were more than twice as many in the lower group who had not dated as in the high group. The reverse was true of the going steady group in the high group. Only one of the engaged girls lived near enough to her fiance to see him daily. The other two engaged girls didn't go out at all during their stay in the house.

Table 4. Dating status

Rating	Never	Once in awhile	Frequent	Steady	Engaged
High group	3	4	7	3	2
Low group	7	6	4	1	1
Total	10	10	11	4	3

School and social activities.--School and social activities were quite similar to dating status. The high group was ahead socially and in school activities. The interview facilitated finding out more information concerning this area. It was found that the only social outlet many of the girls had was attendance at a Sunday church meeting as a passive observer. They were not even acquainted with the names of prominent school officials such as the president and vice-president. Home Economics may be a profession for the shy girl without much incentive to be any different. This is an area which needs more research. The low findings may also be the result of so many transfer students who were not yet familiar with the campus and the diverse activities available to them.

Table 5. School and social activities

Rating	Low 1	Less 2	Mod. 3	More 4	High 5
High group	1	5	7	4	2
Low group	3	7	5	2	2
Total	4	12	12	6	4

Acceptance of home responsibility.--Most of the girls had been accustomed to participating in the responsibility of the home.

Table 6. Acceptance of home responsibility

Rating	Mother does all	Mother does most	Mother and I share equally	I do most	I do all
High group	0	1	3	9	6
Low group	0	1	4	8	6
Total	0	2	7	17	12

These scores were almost identical and left no basis for comparison. It is interesting to note, however, that even as many as two home economics majors were used to having their mothers do most of their laundry, meals, etc.

Attitude about the house experience.--Also from the interview the resident rated each girl as to her attitude about the house as positive, negative, or passive.

Table 7. Attitude about house experience

Ratings	Positive	Negative	Passive
High group	15	1	5
Low group	7	4	8
Total	22	5	11

Since these scores were purely judgmental, there was no sure way of testing the validity of them. In the high group three-fourths of the girls reacted positively, only one negatively, and three passively. In the low group the divisions were more evenly divided with seven positive, four negative, and eight passive. On the basis of the interviews some explanations for passive and negative attitudes were attributed to lower grades than the individual student had anticipated, no self-initiative, and the attitude that the class was required, there being no way to avoid it. For example, one girl spoke very begrudgingly of the time that she had been forced to spend in the house. She felt that she would have gained just as much if she had stayed in her own living quarters. "And besides, I thought I was getting an A and I got a B instead." This was just one example of the grade-consciousness of some students. Yet the same girl, upon moving back to her previous residence, found life there below standards she now felt were important as a result of her experience in the house.

One particularly interesting case was that of a girl who scored consistently low in all areas except her own evaluation of herself. As

a person this girl was out of touch with the situation. Working with her required a completely different method of communication than with other girls. Even when she was confronted with her own problems of management she seemed completely unaware of them. Serving meals a half hour to two and a half hours late did not seem to her to be a problem. She was unable to sense her responsibility to the group. Taking two and one-half hours to do a normal supply of dirty dinner dishes, with the aid of an automatic dishwasher, was not unusual for her. She seemed extremely unsure of herself and in her ability to function without some type of supervision. Many times she asked such questions of the resident assistant as, "Which paring knife should I use for the potatoes?" Since the house requires upper division work, the resident and instructor were surprised at such a reaction and recommendations were made to her major advisor that some counseling be offered to the girl before her student teaching experience. Such poor preparation was not representative of the rest of the 37 girls.

Family background information showed that 23 mothers had homemaking as a sole occupation. Thirteen mothers had also combined careers with homemaking. These were: librarian, key punch operator, telephone operator, nurse, school teacher, part-time clerk, saleslady, bookkeeper, and candy packer. Two mothers were deceased. Most of the girls whose mothers did work stated that this was one of the biggest reasons for their choosing home economics as a career because they felt if they were obligated to work themselves some day, they would like to know better how to manage time and energy and still be a good mother and wife.

Occupations of the fathers were listed as: truck drivers, farmers,

county agent, manager of a Canadian Co-Op, college professor, dairy farmer, school teacher, tile contractor, construction worker, store owner, insurance salesman, electrician, dentist, J. C. Penny store manager, railroad worker, and government warehouseman. Three fathers were deceased.

Only 4 mothers had college degrees and only 11 fathers had finished college. Five of the 11 men had gone beyond the four-year college requirement. From the interviews with the girls the author noticed a majority of responses about the education of the parents that stated that neither the father nor the mother had the education they desired. Because of this, the parents encouraged their children to go to school, emphasizing the fact that they wished they themselves had more education. Very few girls looked upon education with as much seriousness as their parents did for them.

Factors influencing girls to choose home economics as a career.--

A number of interesting factors were listed as influences which helped to determine home economics as a career for each girl. Several girls listed more than one reason for choosing this career. (See Table 8.)

The special group of non-majors were asked the question, "Why did you choose to elect the home management house class?" The responses were:

1. Interested in managing a home because this had been a forgotten concept in chosen major.
2. Interest from roommate's enthusiasm. Engaged and interested in the career of homemaking.
3. Mother worked away from home while daughter was growing up. Daughter felt this experience in the house would be an opportunity to really learn some useful information in case she were ever in her mother's position of supporting a family.

Table 8. Influences for choosing homemaking as a career

Influences	Number of girls
1. High school home economics teacher	16
2. Thought it a useful career	9
3. Liked the field	7
4. Practical interest	5
5. Example of mother (positive or negative)	5
6. 4-H program	4
7. Scholarship in home economics	3
8. College instructor	3
9. Security	3
10. Opinions of a boyfriend	2
11. Friends were all in home economics	2
12. Summer employment	2
13. Sister's influence	1
14. Wanted to be a home agent	1
15. Repulsed by high school home economics classes, wanted to do better	1
16. Opinions of parents	1
17. Process of elimination	1
18. Doubt right now if in the right field	1
19. Easy major	1
20. Liked high school age girls; interested in counseling	1

4. Personal acquaintance with the advisers. An opportunity to escape dormitory oppression. Also because she wanted to learn about management.

These opinions were strictly personal to each girl. The reasons given by the non-majors for seeking the home management experience seemed more meaningful to individual learning than those reasons given by home economics majors for choosing their major. Perhaps because the majors were under such a structured schedule of classes throughout their college career they had developed the attitude that everything must come in sequence and must be accepted because there was no opportunity of choice. Classes had to be taken. This attitude had obviously come with the girls into the home management house and had hampered their motivations and activities while there.

The interview and checklist

The checklist was made to describe some problem areas of group living. During a few interviews the author detected a misunderstanding between the actual meaning of the scoring which from low to high (1 to 5), and their interpretation of the scoring which was from high to low (5 to 1). All of these errors were discovered before the interviews had proceeded for very long and the needed corrections were made. Some girls were very cooperative and were anxious to give any kind of information while others were reluctant to give any type of information.

Personal relationships

Parts I and IV of the checklist were concerned with personal relationships. Part I described problems of leadership and initiative; Part IV dealt more with goals and responsibility to group members. Being able

to guide the group and to integrate all members effectively was one of the most obvious problems with all groups, except the group of non-majors, with whom the writer had occasion to work. Some reasons given by students for this difficulty were lack of confidence, fear of dominating, fear of another dominant personality. The reverse was true of those girls who indicated a high score for group leadership. Those higher-scoring girls had more experience leading many kinds of groups. Another quality demonstrated by the girls rating high was being able to express themselves freely without much inhibition. Tact and understanding were also attributes of a high scoring person. The second statement under Part I "able to carry my share of the load without complaints or without expecting individual recognition," seemed quite ambiguous to some, yet very real to others. Almost every girl agreed that a little recognition helped to encourage new ideas and new activities. Some girls indicated that doing their own work was no problem but that doing any more than what was outlined specifically for a particular duty was neither necessary nor expected. Such an attitude was not present in the group of non-majors who were always looking for something more to do beyond their prescribed duty.

Enthusiasm for group activities was not listed as a difficult problem for anyone. Some were more enthusiastic than others. Reasons for lack of interest in activities were as follows: there were girls in the group who wouldn't voice their opinions; attitude that entertainments were childish; putting other activities before those of the home management house. Several girls indicated that planning was not as much of a problem as was instigation and especially evaluation. Almost

every girl recognized that evaluation was a problem. In questioning one particular girl as to why she and her roommate were not participating in group discussions and decision-making as they had done in other classes and activities, an answer was given: "We knew there was one girl who would take over the group, and she's done it so we haven't interfered."

Putting first things first was the problem most often recorded for "responsibilities not completed before time for entertainments." Other problems in this area were lack of planning, lack of cooperation among group members, and unclear directions.

Acceptance of difference was not recognized by anyone below a moderate rating. Those who did indicate a problem attributed it to a too-strict value system. Girls who sought perfection found it difficult to accept those who were beneath their standards. Some girls even organized meetings to teach table manners to other girls in their group. By dwelling so much on perfection, friendship was sometimes sacrificed. The girls who were inclined to be perfectionists said that the home management house influenced them to strive even more to be perfect. Girls who seemed to have little trouble with acceptance of difference attributed it to having lived in apartments with girls prior to the home management experience. Because there were so few girls who came to the house without apartment experience, it was impossible to validly say that girls without apartment experience had more problems working cooperatively with the group. However, with even the few who did come straight from home to the house, it did seem that girls without the experience of living with other girls did seem to have more

problems adjusting to home management house living.

Table 9 provided a comparison of how individual students rated themselves on "personal relations" compared to the adviser's rating. Throughout the ratings one pattern was dominant. The trend was always the same. The resident rated more students in the lower categories than the students did themselves. In the higher columns the student ratings were more prevalent than the resident's ratings.

Table 9. Personal relations I

Ratings ^c	Very much so		Considerably		Moderately		Little		Not at all	
	1		2		3		4		5	
	A ^a	S ^b	A	S	A	S	A	S	A	S
1. Guidance	4	2	11	6	14	13	7	10	2	7
2. Responsi- bility	0	0	4	1	7	1	18	17	9	18
3. Enthusiasm	0	0	2	1	14	7	13	17	9	13
4. Acceptance	2	0	4	0	9	5	14	13	9	20
5. Completion	1	1	7	2	12	10	15	12	3	13
6. Progressive	0	1	10	4	7	10	14	10	7	13
Total	6	4	38	14	63	46	80	79	39	84

^aResident's score

^bStudent's scores

^cFurther explanation of headings can be found in Appendix A

Part IV of the checklist was also directly related to human relationships, although called "Time and Energy." The first item under IV was directed to goals, individual and group, whether or not they were realistic and flexible. Each girl was asked to establish goals for herself and for the group. After moving from the house they had an opportunity to evaluate their own plans to see whether or not they were realistic and flexible. Girls answering with a low score said they had paid no heed to their goals and objectives once they were handed in to the adviser. Most of the other girls reported a lack of awareness of goals, even though they had formulated their own.

Because there were usually six busy girls with quite different interests living in the house at the same time, the girls very often found a problem in managing leisure time. The main reason given for this problem was difficulty evaluating "the" most important activities. What to do in case of choice was puzzling to them. As a result, many girls found it hard to maintain their average grade point during their stay because other activities were more interesting than studies, while others were able to manage their time and energy more effectively than before and improved their grades. Socializing within groups was necessary to establish deep bonds of friendship and unity. Girls who regarded the home management house as just a place of "bed and board" not only caused themselves problems, but also caused difficulties that arose in the group. Spontaneous meetings often were called to plan entertainments and activities. Girls who left as soon after meals as possible and who didn't return until dorm hours missed most of the planning of this nature. Resentment flourished and disunity usually resulted.

For 25 girls planning was something of a problem. This living experience was a laboratory in planning, controlling, and evaluating and yet most girls who recognized planning as a problem could not see the tie-in between planning and the house experience. Those girls who rated themselves high, however, were quite aware of the importance of planning. With some girls it was not planning but rather initiative that was the problem.

The fourth item was describing times when girls thought only of their own interests. Record players went at top volume without thought of someone else who was studying or sleeping. Guests were invited without consulting with group members, including the cook. Many such instances occurred of this nature. The stock reason for this problem was, "I just didn't think." When guests were invited to the house for a meal or for other entertainment he became the guest of everyone. But, when the girls knew nothing of the coming of a guest, it was an imposition on them to adjust their evening plans to entertain unexpected guests.

Getting enough rest and sleep was important to a smooth operating household. Girls who stayed up very late every night were usually cross and tired, snappy and not cooperative. Entertainments required more enthusiasm and planning than tired girls could muster. There were also cases where the girls had previously suffered from polio, rheumatic fever, or some other disorder which required a certain amount of sleep and rest each night. The main reason given for lack of sleep, etc., was not enough planning ahead to be able to "live" with the group, study and still take care of health requirements.

Table 10 showed the student and adviser comparative ratings for Part IV, the second division of Personal Relations. The adviser's total score was 190 and the total student scores were 192 which again showed no variation in totality. Individual areas, however, did show variations, especially in the high column.

Table 10. Personal relations II

Ratings ^c	Very much so		Considerably		Moderately		A little		Not at all	
	1		2		3		4		5	
	A ^a	S ^b	A	S	A	S	A	S	A	S
1. Goals	0	0	4	2	13	5	11	16	10	15
2. Leisure	0	1	3	3	18	12	10	9	7	13
3. Planning	1	1	4	2	8	5	16	17	9	13
4. Consideration	0	0	3	3	10	4	16	13	9	18
5. Health	0	0	1	0	2	3	13	13	22	24
Total	1	2	15	10	51	29	66	68	57	85

^aResident's score

^bStudents' scores

^cFurther explanation of headings can be found in Appendix A.

In both Part I and Part IV students consistently rated themselves higher while the adviser scored them lower. This was a consistent trend throughout the entire checklist.

Graphic presentation of personal relations.--Figure 2 made the differences more noticeable. The scores in ascending order were those of the adviser. The other scores were those of the students. The range was from 25 to 54, the interval was 2, and the total number of girls 38.

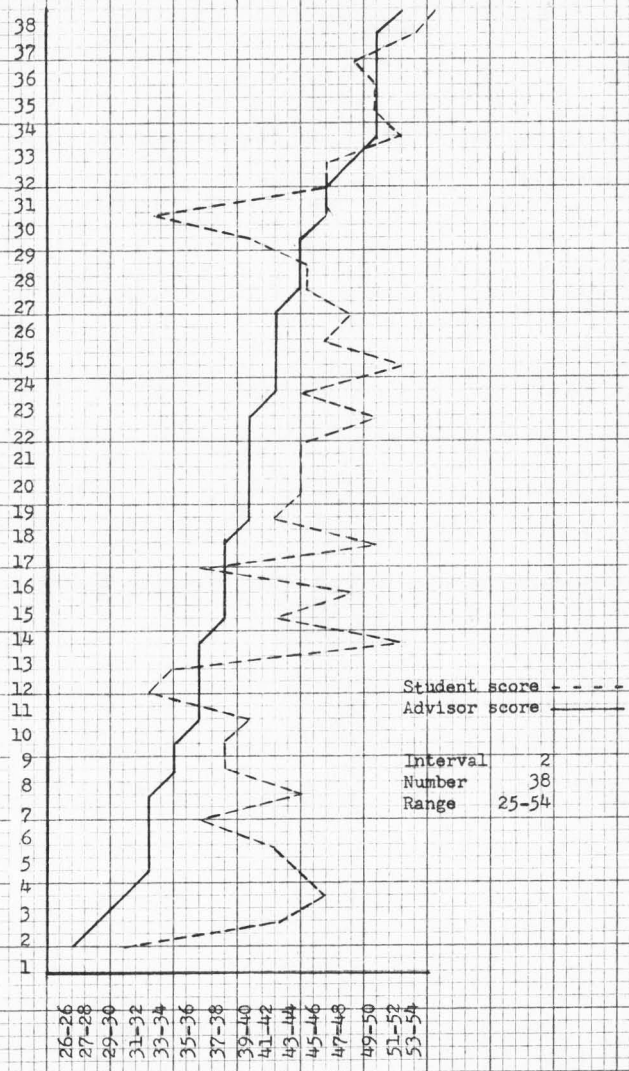


Figure 2. Human relationships

Technical skills

Parts II, III, V, VII of the checklist were designated as areas of Technical Skills.

Part II.---Part II was compiled to describe problems that existed in planning, preparing and serving food. All home economics majors were required to have as pre-requisite courses Basic Nutrition 5, Basic Food Selection and Preparation 24, and Meal preparation 25. The problems tested should not have been too severe if the students demonstrated a carry-over of textbook skills. Item 1 "Menus on Time," was not listed as a problem for many girls because of no memory about the time their menus were submitted to the adviser. The girls to whom this was a difficult problem were not available for interviews which was unfortunate. Planning to include basic nutritional requirements daily was still a slight problem for most of the girls. The most common reason given for this was failure to think about such details during planning. Another reason given was that planning meals on paper was deceiving and sometimes unrealistic. For those girls who rated high it was found that planning such details was very natural and automatic. They had made a connection between their book-learning and practical experience.

Systematic selection and purchasing was a problem to girls who had never shopped before, which seemed quite amazing to hear from home economics majors who were required to do so much study in the foods area. Some girls also had no sense of price, quantity, quality. Others found that a market order greatly facilitated more systematic purchasing and eliminated frequent trips to the grocery store to purchase forgotten items.

Memory lapse again was a limiting factor in scoring "meals served on time." The girls could not remember so far back in their past. As a result, the information was not accurate as indicated, for example, by the girl who continually served meals 30 to 45 minutes late and once 3 hours late. She listed herself as having "a little" problem in serving meals on time. She was not perceiving the situation at all, neither did she consider the interests of others in the group and her responsibility to them. Her problem, to her, was related to unfamiliarity with the arrangement of kitchen utensils. Many others used this as their excuse. Even though they realized this problem, very few of them attempted to make any changes in the arrangement of equipment. Some said they did not understand that they had the opportunity to make such changes.

Making meals appetizing and attractive was still a little problem to the majority of girls but most of them realized this and did make a conscious effort to overcome it.

Table etiquette was rated as no problem by only a few girls. All the rest admitted that etiquette was one of their deepest concerns because they didn't ever know whether they were wrong or right according to the standards of the adviser. In spite of this recognition, very few had the initiative to do some reading as to rightness or wrongness of their own actions. It was too easy to rely on what they thought they already knew or to ask someone else. Some groups spent a lot of time reviewing table etiquette while other girls gave it hardly a serious thought.

Lack of interest in doing any more than was absolutely required

seemed to be the reason for problems of trying new ideas in foods, centerpieces, and bulletin boards. Some girls expressed themselves as thinking such exercises were unnecessary in a home-like experience. In one particular group of 6 girls, at least 4 had taken a flower arranging class the quarter before moving into the house, but no centerpieces appeared all the time they were living in the house. When questioned about this, the girls replied that no one else had done any special arrangements in their group. Again came the excuse of using other people's example for personal laxity. An example of different behavior which showed the value of being creative was that of a very shy girl who was frightened of being in a group where everyone else was relatively uninhibited in regards to speaking, planning, controlling, and evaluating. At last she found a way to be recognized as having something worth-while to contribute when she surprised everyone with her floral arrangements. She became recognized as a valuable person and began to overcome her extreme shyness with the group.

Planning food for a specific number of people was especially a problem to the group of non-majors because they had no previous background in preparing food for the family except in a dormitory experience. The home economics majors who had taken a class in quantity foods said that this was the biggest help in judging amounts of food for specific numbers of people. They all said that this was the one foods class that was of most value to them. This class, however, is not a pre-requisite to living in the house.

As indicated in Table 11, in the low column four times more scores

scores were checked by the adviser than by students. Students seemed to have an aversion to checking the low column throughout the checklist.

Table 11. Planning, preparing, and serving of food

Rating ^c	Very much		Considerably		Moderately		A little		High	
	1		2		3		4		5	
	A ^a	S ^b	A	S	A	S	A	S	A	S
1. On-time menus	0	0	3	3	2	2	13	10	20	23
2. Nutrition	0	0	2	2	3	0	13	12	20	24
3. Systematic	1	0	4	4	5	6	14	12	14	16
4. Meals on time	3	1	5	4	8	4	16	19	6	10
5. Equipment	2	0	7	3	17	8	10	18	2	9
6. Attractive and appetizing	0	0	2	1	15	6	16	17	5	13
7. Etiquette	2	0	8	3	16	14	10	14	2	7
8. New ideas	0	1	6	4	8	7	17	12	7	14
9. Specific no.	0	0	2	2	4	3	23	18	9	15
Total	8	2	39	26	68	50	132	132	85	131

^aAdviser's score

^bStudents score

^cRefer to Appendix A for clarification of checklist headings.

Housekeeping.--Very few students admitted that they experienced difficulty with activities of housekeeping. The chart of comparison showed that only 3 girls rated themselves in the low column. The high column was crowded with checks. Some reasons the students felt that they did not

have difficulty in this area were that they regarded the house as their home and wanted to care for it as if it were their own. Most of them were quite familiar with the theories of work simplification taught in the basic home management course which was an immediate pre-requisite to entering the house. Particular problems that did exist in this area were remembering that the group work plan was flexible and could be changed at any time during the five weeks. Too many groups said that change was too much bother after the schedule was all made up and everyone was familiar with their duties. There was also a fear that one person might have to do some things twice if any switching were done. Those who did dare to change found that the changes made for a smoother-running management of the house.

Laxity was blamed most for the lack of responsibility of personal rooms. Using effective methods of care of household equipment and supplies was often a problem with the dishwasher which required a special detergent preparation made especially for automatic dishwashers. Each group had been told and retold of this peculiarity, but still some groups persisted in using ordinary detergent when the supply of dishwashing soap was depleted. As a result, the motor was practically burned out in one instance and many times it overflowed with sudsing water which had a tendency to raise the vinyl tile on the kitchen floor. The excuses given were that someone else told them that ordinary soap or detergent worked just as well. Forgetfulness and not thinking were also listed as reasons. Table 12 shows the comparison of the scores.

Money management--Mostly high scores were reported for the first two items under money management. A current budget was kept in all

Table 12. Housekeeping

Rating ^c	Very much so		Considerably		Moderately		A little		High	
	1		2		3		4		5	
	A ^a	S ^b	A	S	A	S	A	S	A	S
1. Appreciation	0	0	3	0	3	1	14	11	18	26
2. Simplification	0	1	1	1	11	6	21	18	5	12
3. Plan changed	1	2	9	3	16	6	7	7	5	20
4. Personal room	2	1	1	1	5	4	15	11	15	21
5. Equipment	0	0	5	2	6	10	22	15	4	11
6. Each area	0	0	2	0	6	4	9	10	21	24
Total	3	4	21	7	47	31	88	72	68	113

^aAdviser's score^bStudents' scores^cSee Appendix A for clarification of headings

groups so that the cook knew just exactly how much money she had to spend. A maximum amount for food was set at \$1.10 per person per day which allowed girls to have approximately \$46.00 to spend for food per week. The instructor usually wrote the checks for more than that amount to allow for such items as entertainments, supplies, equipment, tax, delivery charges, and miscellaneous expenses. Some girls forgot about their limit of \$1.10 per person per day for food and spent the total amount of their check for food, thereby cutting someone else short of food money. This happened in only three cases. Most of the girls had moved from apartments and dormitories and were accustomed to a much more restricted

budget than they were afforded at the house. Problems in money management occurred mostly in the bookkeeping procedures. Keeping the books neatly, accurately, and up to date was the biggest problem to girls who filed their notes and did not make any effort to acquaint themselves with the system before their turn came to balance the books. Incorrect inventories and omitted guest fees were common errors. A number of girls also indicated a problem in contributing to setting up the budget because they could not conceive of amounts of money to set aside for each category in the budget.

Table 13. Money management

Rating ^c	Very much so		Considerably		Moderately		A little		Not at all	
	1		2		3		4		5	
	A ^a	S ^b	A	S	A	S	A	S	A	S
1. Menus within allowance	0	0	1	0	2	3	13	13	22	24
2. Market order	0	0	1	2	9	9	6	4	31	32
3. Books	3	2	4	1	7	7	17	16	7	12
4. Contribution	3	1	2	3	5	6	18	11	10	17
Total	6	3	8	6	14	16	54	44	70	85

^aAdviser's score

^bStudents' scores

^cSee Appendix A for clarification of checklist

Only two girls listed a market order as a considerable problem. These were girls who also listed a problem in planning of any kind. The

rest of the girls had found the value of having an organized market order which saved them both time and money when shopping.

Laundry.--There were no girls who had received laundry instructions in school. Some instruction was given in this area in the house. Their knowledge of this came from the home or by experimentation in a dormitory or apartment. An equipment class has since been added to the Home Economics curriculum. However, Table 14 showed that all of the girls except 2 rated themselves moderately or above and the instructor rated them in a like manner. This was the only instance where the low-high to high-low trend of the adviser's score varied. One particular problem occurred when one girl washed a brown table cloth with two white sheets and three white pillow cases. During the interview this girl was asked why this error was made. The answer was that she just didn't think about washing colored fabrics with white items. The writer discovered that this girl had been used to washing in the sorority house where 10 cents was required for each load of clothes. To save money she had been used to washing all the laundry together with no thought as to color.

Operation and maintenance of major and minor equipment.--Although in Part III there was an indication that the girls did respect the house and its equipment as their own, the operation and maintenance of the major and minor equipment did not reenforce this assumption. Too often the girls did not take individual responsibility of caring for equipment such as the vacuum cleaner and the washing machine. A lack of knowledge of the workings of the machinery was the excuse a majority if the girls used. When questioned about whether or not they had made use of the instruction booklets, it was found that very few of the girls had made

Table 14. Laundry

Rating ^c	Very much		Considerably		Moderately		A little		Not at all	
	1		2		3		4		5	
	A ^a	S ^b	A	S	A	S	A	S	A	S
1. Correctly done	0	0	1	2	6	3	18	14	13	20
2. Storage	0	0	0	0	0	1	20	8	18	29
3. Care	0	0	0	0	3	2	18	9	17	27
4. Facilities	0	0	0	0	1	0	18	9	24	29
Total	0	0	1	2	10	6	74	40	72	104

^aAdviser's score

^bStudents' scores

^cSee Appendix A for checklist.

any effort at all to acquaint themselves with any instructions. It was easier to rely on the opinions of those who were before them or to experiment with expensive equipment. Even so simple a task as emptying the vacuum bag was sometimes put off until the motor became clogged.

Figure 3 was compiled to show graphically the differences between the scores of the adviser and the students.

Other areas

Other areas in which the girls considered problems to have existed which were not mentioned were numerous. These problem areas have been listed for the reader's information as they were given by the students.

1. The interest of a boy friend drew one of the group away from the house except at mealtime and at bedtime.

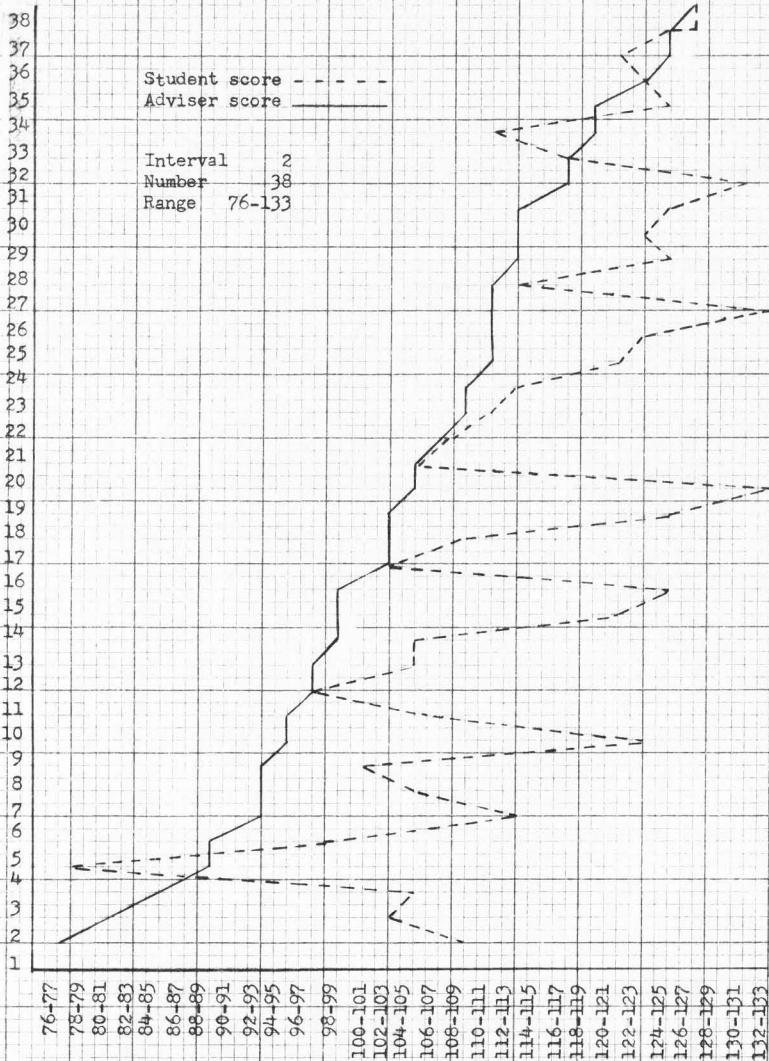


Figure 3. Technical skills

Table 15. Operation and maintenance of major and minor equipment

Rating ^c	Very much		Considerably		Moderately		A little		Not at all	
	1		2		3		4		5	
	A ^a	S ^b	A	S	A	S	A	S	A	S
1. Large equipment	0	0	1	0	7	3	25	21	5	14
2. Small equipment	0	0	1	0	8	4	26	17	3	17
3. Save time and energy	0	0	1	0	7	5	22	16	8	17
4. Instructions	0	0	4	3	19	6	13	17	2	12
Total	0	0	7	3	41	18	86	71	18	60

^aAdviser's score^bStudents' scores^cSee Appendix A for checklist

2. There seemed to be no group unity, cooperation, or purpose. Everyone seemed to have the idea that they didn't care what they got out of the class except they wanted a good grade.
3. There were definite problems in entertaining, especially having everyone participate in the conversation.
4. I think we should have been corrected more often by the resident because we never knew what we were doing wrong.
5. We would like to know more definitely on what basis we were being graded.
6. The situation was so abnormal that it was difficult to avoid undue pressure.
7. It was very difficult to evaluate myself.
8. The standards of the adviser were quite different than those we had.
9. We didn't know where to go lots of time for information about specific problems.

10. Entertainments failed because of poor planning and lack of harmony within the group.
11. Nobody thought about who was going to follow them and no hints about the duties were passed from girl to girl.
12. The bathroom needs remodeling.
13. There was a need for more individual conferences and evaluations.
14. The pre-requisite courses were not practical enough.
15. The purposes of the house were unclear.
16. It was difficult to communicate with the adviser for fear of lowering my grade.
17. Greeting at the door, not just at entertainments, needed more emphasis.
18. One girl's boy friend occupied the house to the point that the rest of us felt that the main floor was off-limits for us.
19. One girl in the group was always sarcastic to everyone, especially me.
20. Being so proper all the time was disturbing.
21. The problem of moving back to the dorm or to the apartment is hard after living in the house.
22. The competition between girls was often annoying.
23. The oven didn't work.

Discussion.--These problems were caused by a variety of reasons, many of which relate back to the personal relationship aspect of the checklist. The universality of the complaint that not enough information was given to the girls about grades seemed worthy of consideration. Perhaps the reason they were so concerned about grades was because they were so uncertain as to what was expected of them. What information was given them was not recognized as important to them. Yet, if they were given a specific number of specifications which had to be met in order

to receive an A, that would be the sum total of the work they would complete, if the same attitude held true that the girls in this survey possessed. They would also lose the idea of a student-controlled house.

Also quite universal was the comment about the amount of pressure present in the house experience. This "pressure" seemed to be undefinable, but it was usually created in the minds of the girls for a number of reasons. They were disturbed because they knew that they were being graded for living which was threatening to them. Some of the girls recognized that the adviser's standards were sometimes different than those of the girls, although she had received the same background training as the girls. With this suggestion from the girls, there will be more of an effort made to eliminate as much artificial pressure as possible. The fact must be recognized, however, that the position of the observer is very much different than the participant.

Since this study has been made, the suggestion that the purposes of the house should be more clear has been incorporated into the standard procedure of the introductory meetings which were held a week prior to moving into the house. This gave them time to think through and incorporate into their philosophy the purposes of the house. The girls seem now to be more aware of the purposes and have more respect for them. Another suggestion that has been adopted is a revision of the policy for individual conferences and evaluations. The time for the self-evaluation interview has been changed to the mid-point of the five-week period, instead of at the beginning.

The advisers and the staff of the College of Family Life are aware that construction problems are present in the house, e.g. the bathroom

and the lack of cupboard space in the kitchen. However, because of financial limitations, only a certain amount of remodeling can be done each year. It was rewarding that some of the girls remembered information from their housing classes and applied it to the problems that did exist in the house.

The girl's boy friend who occupied the house to the point that the rest of the group felt that the main floor was off-limits for everyone else was a problem that caused a great deal of dissention within that particular group. The girl was called into the adviser's room and was asked about the possibility of leaving the living room more open for the girls who lived with her. She was very rebellious and resented the fact that the girls had complained. She didn't realize that having the boy in the living room from 10 a.m. until 10:30 p.m. every day for two weeks was also making the other girls rebellious and resentful. The problem was solved only when the girl moved from the house. She refused to take any responsibility for the situation.

One girl complained that another girl was always "jumping down my throat." Competition often went to an extreme in a negative way and unity and cooperation were sacrificed for "brownie points" with the adviser, or so they thought. This feeling of competition may have been one reason why so much pressure existed for some groups. Competing motivations probably would never be eliminated from a group of home economics majors at any level of college in the house experience. This problem was not quite so noticeable with the group of non-majors, although even they felt they were competing in cooking.

Being so proper all the time was disturbing at first to many girls, but when they moved back to the dormitory they were disturbed because their roommates did not live up to the standards to which they had come to appreciate and enjoy.

These suggestions from the girls in this study have been most helpful in the revision of some house procedures. The girls are entitled to freedom in suggesting ideas for improvement. Knowing that their ideas were considered gave some of them a sense of worth.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study has been to describe some areas of difficulty in human relationships and technical skills, and to investigate influences upon the carry-over and application of theoretical learning in practical or applied situations. Because there was such a dearth of available information relating to the problems under study by this writer, only two hypotheses were defined. Thirty-eight girls were interviewed and all the results were considered in this analysis.

There seemed to be no distinctions made between girls from rural areas and from urban areas. However, there were only two girls who came from cities larger than 35,000. All the girls had received some training in all of the areas tested. Only one girl had not done any buying in the grocery store.

Girls from families of more than two children seemed to adjust better to home management living, but evidence for this was not complete enough to state that this was a definite help in adjustment. All the students had been encouraged by their parents to gain a college education, but few girls regarded their education with as much seriousness as did their parents.

The total scores of the students and adviser differed just 13 points. This, however, if taken in smaller groups, gave more contrast

between the two scores. Those girls rating themselves higher seemed to have a more keen sense of perception than did those girls in the middle or lower part of the rating scale, Figure 1. This information supported the first hypothesis that girls more aware of themselves and their capabilities rate nearer the adviser's score. These same girls were also more critical in perceiving their mother's homemaking skills.

There were too few girls from sorority or homes to make the comparison of residence prior to the home management. Perhaps if there had been more girls from these two places, the comparison of scores would have been more interesting.

The scores for both groups when rating the social position of parents in the community were identical which gave no basis for comparison.

The high group was more active in dating, school, and social events than the low group. The field of home economics as represented by the students included in this study seemed to be filled by girls who are not extremely active in campus affairs. One reason for this may have been the fact that there were so many transfer students who were not yet familiar with the campus.

Most of the girls were familiar with the responsibilities of the home. The scores were almost identical and did not offer comparison between the high and low group.

Attitude about the house experience seemed to be related directly to the grade each girl had received at the end of the course. Grades seemed also to be the major factor in motivation of the home economics majors. The group of non-majors reacted just the opposite. They sought

the house to benefit themselves and not to get an easy grade. Most of the girls who were dissatisfied with their grade had not demonstrated any ability above average but it was difficult for them to see themselves as an average student. Since the scores were purely judgmental, there was no sure method of testing their validity. This information did seem to substantiate the supposition that attitude was a definite factor in accomplishment in the house situation.

The occupational influence from mothers' backgrounds seemed to be a deciding factor in choosing home economics seemed quite irrelevant to the purpose of the home economics program. Only 7 girls specifically stated that they chose this particular field because they liked it.

The girls consistently rated themselves higher on the checklist than did the adviser. They seemed to have an aversion to the low column which may have been a defense mechanism. It was consistent with many of the actions of girls in the home management house who sought most of all to cover up for themselves so the adviser would see only the good things. Acceptance of differences within the group was an area where quite a marked comparison was available. Twenty girls rated themselves high compared to 9 such ratings by the adviser.

Findings of this study revealed that the girls often did not perceive the reality of the house experience. They were often too interested in the final grade instead of the immediate problems. There was not enough association between pre-requisite courses and the home management experience.

The differences in scoring between the students and adviser may

have been due to lack of communication, unclear instructions, or higher expectations on the part of the adviser. As an on-looker it may have been easier for the adviser to notice problems. There was a marked tendency for the girls to rely on the information which they thought they had retained from previous experiences. This was quite often inadequate.

The curriculum of the home economics major is quite stereotyped with few alternatives. Perhaps because H. A. 150 was required, it placed a stigma upon the course which affected the attitudes of the home economics people. This stigma was absent in the group of non-majors.

Research is badly needed in the field of home management residence evaluation. More experience in money management is one suggestion raised because of this study. The girls need more actual experience in controlling the budget. In having more control of their money, they might feel more that the house was theirs.

Conclusions

Too often the girls saw the house as a required place to be while they utilized learnings previously acquired instead of seeing it as a learning experience itself.

The home management experience does not appear to be seen, by many home economics majors in this study, as a meaningful experience in which they are strongly motivated to learn. More of the majors are able, in retrospect, to see the value of the experience after moving from the house.

Students in the house often fail to demonstrate knowledge assumed to have resulted from their educational preparation. In human relations, social living, and technical skills, their behavior raises serious questions regarding either the adequacy of their educational background or of their purposes and motivations in being in the house.

Courses required as pre-requisites for the experience of living in the house do not appear to be as beneficial as previously assumed. The non-major students who lacked most of these courses performed more creditably in their own house experience and demonstrated more growth and learning than many home economics majors who were supposed to be "prepared" for the experience by having acquired an extensive background in technical skills.

This particular group of non-majors were all considerably active in campus activities and felt rather secure in their dating status. Majors having these same characteristics generally compare equally to the non-majors. This group of non-majors might, then, be considered an exceptional group in that the four girls had interests outside the house which stimulated many of their learnings inside the house experience. This raises a question about the social activities of the low-scoring girls. Perhaps if outside interests were attractive to them, a more acute perception of themselves in the house experience might also occur.

Perhaps the home management house experience would have a different and more vital meaning to home economics majors if it were earlier a part of their educational program.

The reaction of home economics majors to the house experience when included earlier in their educational program should be studied in terms

of motivation in the house and in subsequent classes.

An interesting study could be made in a comparison of home economics majors and other girls on campus in the social and academic preparation of each group. This would be an insight into why there are so many shy, quiet, non-dating girls in the field of home economics. Also, there are very few Greek-affiliated girls in the College of Family Life on the Utah State campus. Does this have any bearing on the social outlook of a home economics major?

Since this study did not deal with a wide variation of home background training in home economics, a study comparing girls who have not had a very domestic home background with home economics majors who had been accustomed to a domestic background might shed some light on why girls choose home economics as a career.

A study done entirely on motivations for grades would also be of value to the instructors of home management. This type of a class is very difficult to grade and there is a large space available for suggestions for improvement.

A study of diversified groups such as married students, non-majors and home economics majors together might show that contagious enthusiasm for group activities would reach all members of the group. It would be interesting to see if the enthusiasm that was demonstrated in the group of non-majors at Utah State University would express itself in a diversified group.

More than half of the girls in this study were transfer students, primarily from junior colleges. Why don't more local girls choose the

home economics profession? Do just shy girls transfer into home economics?

Any investigation dealing with motivations of home economics majors in the house experience would be helpful in response to questions raised by this particular study.

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APPENDIX A

QUESTIONNAIRE

Personal Data and Background Information

This information will be kept entirely confidential. No names will be used in the thesis, therefore no personal references will be cited. Please answer the following carefully in relation to the time when you were living in the home management house.

1. Age _____ Quarter and group in the House _____
2. Number of children in the family. 1 2 3 4 5 6 7 8 9 10
3. Where do you fall into your family pattern? 1st 2nd 3rd 4th 5th
6th 7th 8th 9th 10th
4. Number of boys in your family _____ number of girls _____
5. Place of birth _____ Population _____
6. Home of your family now _____ Population _____
7. Education of your parents:
 Mother--High School 1 2 3 4
 College 1 2 3 4 5 6 more
 Father--High School 1 2 3 4
 College 1 2 3 4 5 6 more
8. Occupation of Father _____
9. Occupation of Mother _____
10. Average annual income of your family: \$2,000--4,000, \$4,000--6,000,
\$6,000--8,000, \$8,000--10,000, \$10,000--12,000. More Unknown
11. Age of parents: Mother _____ Father _____
12. How would you rate your Mother's homemaking skill as compared to other women in your home town?
 _____ One of the most successful and most skillful homemakers
 _____ One of the more successful and more skillful homemakers
 _____ About the same as most of the homemakers
 _____ Less skillful than most of the homemakers
 _____ One of the least skillful homemakers

13. How would you rate your Mother's activity in the community?
 One of the most active in the community
 One of the more active in the community
 About as active as most women in the community
 Less active than most in the community
 One of the least active in the community
14. How would you rate your parents' social position in your community?
 One of the most successful and highest
 One of the more successful and higher
 About the same as everyone else in the community
 Less successful and lower than the average family
 One of the least successful
15. School activities in which you participated in high school:
16. School and social activities in which you participated in college:
17. At the time you were living in the home management house your dating status would be termed as:
 Never dated
 Once in awhile
 Frequent
 Steady
 Engaged
18. How much responsibility do you accept in your home?
 Mother does all my laundry, cleaning, meals, etc.
 Mother does most of my laundry, meals, cleaning, etc.
 Mother and I share my work on about equal terms.
 I do most of my own household tasks plus general duties.
 I do all my personal household responsibilities plus many general household tasks.
19. Are you a transfer student: _____ From which school? _____
20. What or who influenced you to choose Home Economics as your field of study in college?

VII. Operation and Maintenance of Major and Minor Equipment

1. Each large piece of cleaning equipment carefully cleaned and stored after each use.
2. Small equipment and appliances properly cleaned and stored.
3. Equipment used when needed to save time and energy.
4. Instruction books reviewed for proper use of equipment.

1	2	3	4	5

VIII. Other areas in which you consider problems to have existed which are not mentioned in the above.

APPENDIX B

SUMMARY OF THE EXPERIMENTAL GROUP

Winter Quarter 1960, the second part of the quarter a group of non-home economics majors lived in the home management house. This experimental group lived in the house from February 10 to March 11, 1960. Members of the group were as follows:

- A. Junior, transfer from Snow College, major in Child Development and Elementary Education.
- B. Senior, transfer from B.Y.U. after her Freshman year, major in Clothing and Textiles and Related Arts.
- C. Junior, transfer from B.Y.U. after her Freshman year, major in Child Development and Elementary Education.
- D. Junior, transfer from Snow College, major in Elementary Education. Engaged to be married.

A and C were recruited through personal contact and also through their major professor in their department. D and A were roommates in one of the living units on the campus and were also from the same home town. It was through A that D learned of the opportunity to live in the home management house. B sought the advisers for an opportunity to live in the house.

Home economics was not the basic background of any of these girls, but each of them had taken at least one foods course in her college career. Only D and A were acquainted before moving into the house.

Ordinarily it has not been the policy of the department to hold any meetings with the girls prior to moving into the house with the

exception of a question-answer and general orientation meeting, but with this group both the adviser and the resident assistant felt that more background of the philosophy of home management should be given to them. At the first meeting the girls became acquainted with each other and also with the chart of the definition of home management (Table A). Mimeographed sheets of daily food requirements were also given to each girl. Another meeting time was set and an assignment was made to read "Newer Aspects of Home Management" by Elizabeth W. Crandall, Journal of Home Economics, October, 1956.

At the second meeting the definition of home management was reviewed with application to practical problems such as the girls might encounter in actual experience. The assigned article was discussed by the group.

A third meeting was held to explain the purposes of the home management experience and to present to them the regulations and peculiarities of the house which are few in number.

Another difference between this group and the regular home economics girls was the reduction in price, \$1.00 per day instead of \$1.35 per day. Because several of the girls had noon classes, they decided to dispense with lunch, thereby making the price seem more reasonable. They did decide to pay 10 cents per day extra for a small pick-up lunch which was prepared by the cook each day. They also found this meal an outlet for left-overs.

In summary, the information given to them before moving in was:

1. Article, "Newer Aspects of Home Management."
2. Chart of Home Management
3. Chart of Meal Planning

The first meeting in the house was spent in planning the divisions of work. Two of the girls came to the meeting with a written outline of house organization. The other two, although minus written suggestions, were eager to express their ideas. Statements made that were interesting and that had not been made by most groups the first day were:

1. Let's divide the work in areas first, then assign to people.
2. While the cook is waiting for the food to cook, she could clean the cupboards, etc. Also she could clean the stove when she spills on it so that it won't harden and be difficult for someone else to clean.
3. While one girl has the things out to clean a tile floor, she might just as well clean all the tile floors.
4. The cook is the one that knows what she is cooking and the way that she wants the food served. Shouldn't she be hostess and set the table?
5. Should we have someone answer the telephone or all run for it when it rings?
6. Some of these jobs will have to be done every day and some will not take so much time.
7. Let's each do our own sheets and towels.
8. If we have the vacuum out, we should do all the vacuuming at once.

These were not unusual comments from other groups but it usually took them a week to develop these concepts, whereas these girls brought them up at the first day in the house. This was just one indication to the advisers that these girls had been doing some observing and some thinking. This ability to analyze was one of the notable characteristics of this group.

After the schedule of duties was posted on the bulletin board, one

of the girls wrote underneath each heading an explanation of the duties, something new for any group. The manager was also given the responsibility of host and the housekeeper was given the responsibility of the bulletin board. The first week there were three different bulletin boards.

Maybe it was because these girls had no contact with practical etiquette other than traditional informal home style, or maybe it was their interest to know what they were doing that caused them to really hunt for information about some of the things they wanted to cover during the remainder of the quarter as a group. All of them did a lot of reading on table setting, hostess duties, styles of service, etc. The group was asked to set up individual goals and objectives which they wished to accomplish during the residence in the house. A copy of their summarized objectives is found in Figure A.

This group was pushing to take over the classes by themselves. On February 18 the meeting was spent in defining goals for entertainments--types, days, people to invite. Those selected were:

1. Formal dinner with fellows.
2. Tea for girl friends and girls who would be moving into the house next quarter.

At the end of the first week this group was still having quite a bit of trouble clearing and setting the table, and with duties of the hostess. The resident assistant discussed the problem of what to do about this with the adviser and several different ways of pointing out these areas of difficulty were suggested without being too over-bearing to the girls. The opportunity did not come to the resident assistant

FIGURE A

OBJECTIVES AND GOALS
of
EXPERIMENTAL GROUP

1. Learn better table manners.
2. Learn to use a variety of equipment.
3. Learn how to be more creative and artistic.
4. Learn how to entertain.
5. Plan a group budget.
6. Manage time more effectively.
7. Improve understanding and associations with others.
8. Serve a variety of food--attractive looking, variety of textures.
9. Know more about the nutritional requirements per day.
10. How to treat a guest the minute he enters the house until he leaves.
11. Learn how to be a guest.
12. Try a variety of meal services.
13. Learn the duties of the host and hostess.
14. Improve cleaning techniques.

before the next meeting to make these suggestions to the girls and both advisers were surprised to hear the girls bring out even more problem areas and suggest more solutions than the advisers had planned to bring out for them.

In planning the entertainments one of the hardest tasks to do was send out the invitation on time to receive a response from the guest. This group decided on people to invite and went right ahead and invited them without wasting any time. This was the first group to send an invitation to the resident adviser.

After the first change of responsibilities there were many suggestions that the girls wanted to pass on to the others. Through this group cooperation they were able to go ahead with their new responsibilities more at ease, knowing some things to avoid, some ways of saving time, etc. New responsibilities also brought more questions and this group had answers for them. References unknown to them before moving into the house became familiar which showed that they were really interested in finding out information for their own satisfaction rather than to please the teacher.

The next meeting was held around the dining room table where instructions were given to the servers as if it were an actual meal. Pieces of paper were used to represent food. Seating guests in specific places was also practiced. Methods of serving and clearing were practiced for ease in an actual performance. The complicated pattern of serving family style without having full plates pass over one another was thoroughly discussed and practiced, as was the possibility of seconds. A similar practice occurred at least twice more before the

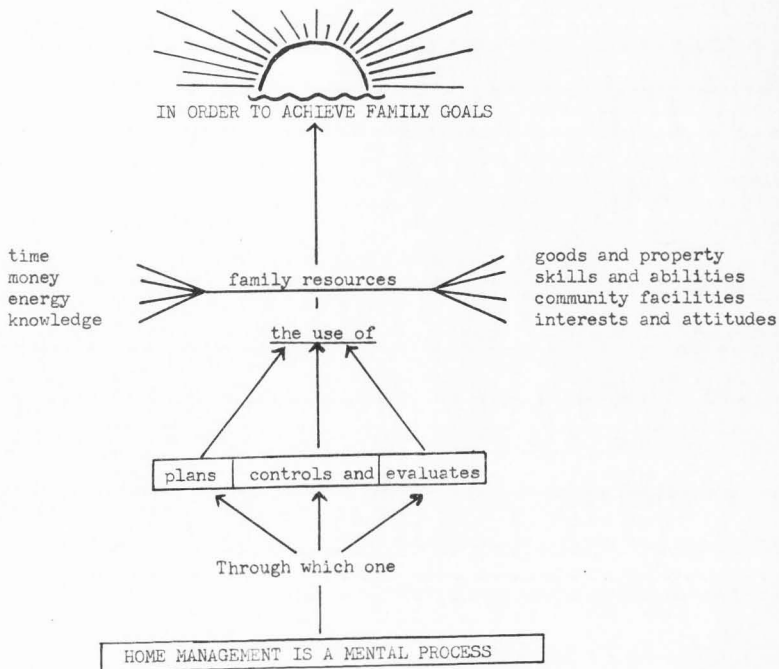


Figure B. Chart of home management (12, p. 5)

actual performance. The girls were quite sure of themselves but still worried by the time the big night arrived. As a result of their insight and ability to foresee problems, this was the best "first" entertainment any group in the house has had.

Each girl took individual notes for evaluation purposes and the next morning in meeting everyone had plenty to say. Fourteen points were thoroughly discussed. They had spotted most of their mistakes. The remainder of the meeting was spent making definite plans for the tea on March 5. The guests for this entertainment were roommates or other girlfriends. Some of the girls brought books to class with answers and it was evident that they had all been reading about teas. Each girl was to make a list of supplies that she needed and then to check the kitchen for supplies. Having done this she would then submit her list to the cook who would purchase all the groceries at one time.

March 3, two days before the entertainment, the plans were complete and were posted on the bulletin board. Final arrangements were discussed but very little time was needed for the tea. The student in charge had prepared a discussion and had written information about what makes a successful homemaker. Typed copies were given to all of the group members. The presentation was very interesting and well-organized, showing originality and initiative.

Along with creations on the bulletin boards, this group came up with clever decorations for the piano and the coffee table in the front room. Using just what was available in the house as resources proved quite a challenge for them, but they made many attractive pieces. One

girl even decorated the unattractive front hall window with a simple design, turning it into something pleasant to see instead of an "eye-sore."

For the second entertainment the girls were much more relaxed and were slower getting their preparations finished before the guests arrived. Tuesday's meeting proved to be most interesting because again the girls came prepared and eager to evaluate the entertainment. A was in charge and had done a lot of pre-planning and reading for the class. She had outlined topics and had compared their tea to a supposedly ideal tea described in a book.

Also in this meeting all bills were discussed and people were assigned to take care of them so not bills would be unpaid when they moved from the house. Breakage was figured and each girl supplied her amount. Meeting of their objectives was evaluated, the outcome being that they felt they had not met three goals, those of:

1. Learning more about garnishes.
2. Learning more about daily food requirements. (This is interesting because in comparison to those of other groups, these menus were just as complete and well-balanced with the exception of not enough milk.)
3. Improve cleaning techniques.

They felt that they knew how to where to find out daily food requirements and that this could just as well be done in the dorm or in their own homes. The home management house experience had been a spring-board to their recognition that improvement was needed in this area.

To improve their cleaning skills, they decided to clean the windows which were in dire need of such a cleansing.

This experience was quite an eye-opener to the advisers because of many areas covered with such enthusiasm by these girls. Of course they made mistakes as was expected. But they did come through with the philosophy of the house that "comfort and convenience" of the guest is more important than what any book might say is proper. No other group had taken the opportunity to review objectives and goals and to evaluate how activities could have been more helpful in meeting goals.

Because all the problems, bills, evaluations, etc., were taken care of earlier than usual, the last meeting was used to type requested recipes of dishes each girl had prepared during the time she was cook.

Their variety of guests was wide enough to give them quite a good background in just a few weeks. Their entertainments included a tea at which they entertained 18 roommates, a formal dinner to which they had their boyfriends. Other guests included a home town bishop, the Dean of the College of Family Life, many boyfriends, and B's brother and sister-in-law.

At the final meeting the standard question was asked, "If you were to live here again, what would you do differently?" Some of their responses were:

Cut down on credit load if more than 17 hours.

Be sure and continue not to tell the girls where everything was and how to do everything.

Make sure to check goals and objectives more often.

Evaluate program of work more completely.

Then they were asked to evaluate and make suggestions about the self-evaluation which was given to the home economics majors as a final

evaluation. They made just one suggestion of an additional point: "Rate yourself on your ability to sense a situation, to be able to adjust to it before problems actually exist." Also they suggested that the standards for the advisers were probably different from those of each girl marking the evaluation. Also their evaluation of the standards of a senior in home economics would differ.

Why this group moved so much faster and more smoothly was not entirely understood, but the advisers have some theories as to why this might have been possible. The biggest item was motivation. These girls were in the house because they wanted to be. It was not required in any way. They came wanting to learn. In fact, the motivation started before Christmas. One girl checked out four etiquette books over the Christmas holidays. She was well-read on table service and manners by the time she moved into the house. If she didn't know answers, she knew where to look. Then, too, the pre-meetings seemed to create more enthusiasm and this idea has now been adopted as standard procedure.

Because these girls didn't have the background, they looked for information. This might imply that the home economics people tend to rely on the background they assume they know and do not have a desire to look further.

The indoctrination about the home management house was not as thorough as was usually the case in a home economics-dominated background. There still seems to be those persons who lived here before this freedom who refer to the home management house as "Misery Mansion" or "Heck Hall." Whatever this might indicate, it is difficult to say, but generally it connotes a negative picture of a "snopervisor" who applies all sorts

of pressures to manipulate people to suit her needs. This may be a carry-over from a previous adviser. This is exactly opposite of the philosophy that the Utah State University home management department is striving to present to the students. It is their house--all up to them.

Concessions for this group had to be made which were not made for others. Lunch on school days was canceled to cut expenses. On Tuesday there was no time when anyone would be together for an evening meal until 10:00 p.m. So these girls set about finding a solution and decided that each cook was responsible for having an oven meal prepared for Tuesday so that the others could pick up something warm to eat some time between meetings and classes. This is not an unusual problem in a family where students are involved with campus committees and parents are active in community service. In spite of the concessions, problems, and limited number of girls in the group, the advisers were in agreement that this was the most efficient group that had lived in the house during the time indicated for this study. Groups that have succeeded them have gained enthusiasm because of the example set by this experimental group. They affectionately refer to themselves as the "queer ones." If possible, this type of living situation will be continued in years to come. The instructor is not yet ready to combine majors and non-majors, but it would be interesting to see the reaction of having a combined group in the house. This has been a problem listed for additional study.