

AN ANALYSIS OF THE VALUES OF HOME MANAGEMENT RESIDENCE LIVING
TO HOMEMAKING EXPERIENCES OF A SELECTED GROUP
OF RECENT STUDENTS

by

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INTRODUCTION

Since the beginning of World War II, there has been an increasing trend toward the homemaker's doing more of her own homemaking activities and more caring for her own children. More automatic and numerous appliances and convenience facilities have been substituted for the hired cook or school girl helper present in many homes fifteen or twenty years ago.

Accompanying this change in methods of getting work accomplished in the home, has been a change in philosophy of home management as taught in home management residence courses. Early in the history of home management residence courses, Isabelle Bevier (1917), p. 2, made this critical statement:

The reaction from the overworking of the term 'scientific,' led to undue emphasis upon the word 'practical,'...and great stress was placed upon the so-called 'practical courses' with the emphasis upon skill in manipulation, the cost and quality of the finished product, and this 'practice' idea was aided by the establishment later of the practice houses or apartments as a feature of the work....The criticism of these houses is: first, that the standard of living is too costly;...second, that so many students do the work that no one individual is responsible for any part of the result; third, that conditions are so abnormal that the experience is of little value.

The former philosophy was primarily concerned with the techniques and skills of homemaking rather than their being instruments in achieving well-rounded family participation.

Appearing before the International Management Congress in 1938, Lawrence Frank, pp. 4-5, asked:

What is the function of the family as distinct from the services that have been performed in the home; and how far can we conceive of homemaking in terms of desirable family life, rather than of family life as a by-product of housekeeping....It is not so much what the family does or teaches the child as how they do it, that is so significant for the personality and subsequent career of the individual because it is the way he feels about life that colors his conduct.

This philosophy is very definitely a different one from the view expressed in 1917. Today, the present trend is toward more democratic and cooperative family activities, made possible by cooperative planning of the family members. This philosophy ties in closely with the hypothesis that, in young families particularly, more cooperative activities are present. Family members other than the wife or mother are participating in creating a happy, well-rounded home. In a 1948 study, McKinney discussed the use of the home management residence course for teaching democratic methods. This study emphasized home management decisions made by family councils rather than by any one family member--an autocratic method.

Beasley (1954), p. 19, defined the two fundamental ideas of democracy as, "Belief in the worth, dignity, and creative capacity of every individual--and a belief in the value of creative participation and cooperation of all individuals with a group."

The association with the home management residence course which this writer had at Kansas State College opened for her these new concepts expressing democratic philosophies for the residence course. The philosophy that an individual girl or a

collective group of girls can best analyze their own problems and possible solutions was to the writer new and different from some of the more conservative policies and ideas which were expressed when she experienced the home management residence course as an undergraduate at another college.

However, before a person can uphold a new philosophy, she should examine its effectiveness in terms of the manner in which homemakers have used the philosophy. This was one factor in the writer's deciding to study young homemakers recently graduated from Kansas State College in Home Economics. The present home management program had been in progress for several years. It was felt that periodic examination of the curriculum in relation to the system it serves, can give valuable aid in keeping the home management residence course goals tuned to meet the needs of the homemakers.

Objectives established for the study were:

1. To study the contributions which the home management residence experience makes to the management of one's own home.
2. To find out if democratic principles of the home management residence experience have been incorporated into the individual and family patterns of living.
3. To see how the principles of democracy are applied to the home management course and to everyday living in one's own home following completion of the course.
4. To find out the homemaking experiences the former students are having in their own homes now that were a part of the home management course.

5. To discover the weaknesses in the program, as analyzed by recent students.

REVIEW OF LITERATURE

During recent years leaders in home management have made studies of the modern home management problem. They have presented, as a part of these studies, guides that may be followed in developing the different phases and the integrated whole of home management.

Gilbreth et al. (1954), p. 6, have presented the values of home management in stating that the profits of home management are not measured in dollars and cents, but in family happiness. They identified flexibility as an important component of the management process, p. 227. Flexibility, they continued, is tolerance to change in the family's maintained level. Others defined this ability as "adjustment to situations that arise."

The essence of home management is discussed by Gross and Crandall (1954), p. 19, as being decision making. Reference is made to a theory upheld by Katona (1951), pp. 23-39, stating the possibility of there being two types of decisions. The first type, of course, is the conscious, thought-through decision. The second type represents habitual decisions for which such a pattern exists that the decision approaches a reflex action, though if analyzed, the element of choice would be present. The illustration of setting the table shows this type of decision. One "chooses" the number of forks, knives, and glasses habitually without stopping to realize that, in a sense, a "choice" is

involved. Gross and Crandall (1954), p. 20, contended, moreover, that, though the costs in time and energy prohibit conscious decisions for every problem, homemakers could analyze these decisions and establish less difficult and time-consuming "reflex decisions."

Evaluation was analyzed as another essential component of successful management by Nickell and Dorsey (1950), p. 85. Evaluation for the homemaker, p. 104, they continued, involves focusing attention on the functions the homemaker fulfills and the qualities considered necessary for effective management in the home. Evaluation for homemakers is usually a self-evaluation process. The standard deemed necessary may vary as circumstances change. Evaluation of standards at any given time should be made in terms of the family's problems and abilities, and thus the standards become flexible.

The goals of home management in relation to families are emphasized by Gross and Crandall (1947), p. 29, as needing to be human-centered as well as resource-centered. Interpreted, this means that family goals should be developed in relation to that family's human values as well as having goals developed according to the family's energy, time, and money limitations. Management, Gross and Crandall emphasize, should serve as a means to a happy, well-balanced family experience instead of existing as an end result, p. 30. These goals vary from time to time. They may change quickly during a crisis or evolve over a period of years as the family's outlook and problems change. A main value presented by a goal for family living, even though that goal may

change with time, is that the common emphasis on gaining a certain satisfaction described in terms of a goal can give the family a unity and oneness of thought. It can silently say, "We belong-- individually and as a family."

The cooperative family concept is well illustrated by Nickell and Dorsey (1950), pp. 246-247, when explaining the responsibilities of the various family members, collectively and individually, concerning the problem of income management. They contend that with this problem particularly, satisfaction of the individual and the collective family goals can provide a sense of family unity and accomplishment. On the other hand, considerable tension can evolve when the family spending pattern is established and regulated by one member's saying, "We are going to spend the money this way, period!" Or, "I don't care if you do want a bicycle, we're not going to spend our money for such as that."

In evaluating characteristics of a successful home manager, Dickens (1943), p. 6, found in a study of Mississippi farm homemakers that, though skills and techniques are important, an essential characteristic of a successful home manager is executive ability in managing the home. The quality which Dickens termed executive ability has been expressed by home management leaders as the ability to attain a true "management level" in course work rather than simply doing the necessary tasks with little or no planning, evaluation, or conscious recognition of human values involved.

In a study of family management in Michigan homes, Gross and

Zwemer (1944), p. 84, found that the family pattern was democratic in the majority of cases, especially in the husband and wife relationship. The children's part in management was less democratic. This study tended to show also that the number of accepted managerial practices in homes increased with the rise in family income. This was partially accredited to more formal education in the higher income group, indicating that management can be taught and that improvement in one's management methods is possible.

A more recent analysis of Michigan homemakers' management problems was presented by Gross (1948), p. 53. This study reported that homemakers with some occupational experience before marriage tended to be better managers than those who had not been employed before marriage. Also, effectiveness of home management increased with age until late middle life; then the managerial ability dropped appreciably.

Beasley's (1954), p. 11, philosophy of the democratic concept of home management includes the value, dignity, and uniqueness of every individual in the family group. She believes that the family as a whole is responsible for satisfying the needs presented by every family member's uniqueness. In turn, that member is responsible to the family for his part in the satisfaction of their individual and cumulative needs.

The teaching of this cooperative, democratic process in home economics curriculums has presented problems in introducing new methods and procedures necessary in establishing and maintaining

such a program. McKinney (1948), p. 198, established criteria for presenting democratic methods, and developed procedure patterns for maintaining the home management course on a basis exemplifying democratic principles. She expressed the belief that the democratic situations in the home management house put girls in a good environment relative to the things that they see as having value and interest to themselves. In this type of program development, the student should have freedom for self-expression and the opportunity for making her own decisions in relation to her values, responsibilities, and limited resources. The democratic situations in the home management house also presented an opportunity for group decision-making regarding those situations pertaining to group relationships.

METHOD OF PROCEDURE

Description of the Home Management Situation at Kansas State College

At Kansas State College, the home management residence course is required of seniors in the general curriculum wishing to teach and to be home demonstration agents. Students in other curriculums of home economics are strongly urged to take the course, and many have done so.

The course is for three hours credit; one credit for recitation and two for laboratory. Recitation and laboratory run concurrently for one-half a semester. The course is scheduled to meet three times weekly; twice for recitation with all the

students from all the houses participating. It meets once for a laboratory session, called the family council, with each house adviser meeting with only those students in her house. Additional family councils and laboratory periods are often planned by the group in each house. The combined tasks done by one student are called a "job." During residence the students rotate through the different jobs. The homemaking activities done for each job were determined by the students at the beginning of the course, being modified if special problems occurred or if one job proved too time-consuming. The period of doing one job usually varied from three to five or five to seven days, depending upon the number of students in the group and the time each group was in residence. Approximately halfway through the course, the students traded houses so that each student had a chance to live in two houses, representing different income levels.

In 1949, three new college-owned houses were completed for use in teaching home management resident living. These houses were especially designed for teaching the home management course, but consideration was given to planning them like typical homes. One house, representing the high or liberal income, is a single dwelling, while the other two units representing comfort and minimum comfort levels are in a "duplex" or one-family semi-detached dwelling. The houses are furnished in relation to the projected income level. The highest income level house is equipped with many automatic appliances while the lowest income level house more nearly represents the situation in which many young

couples find themselves when they furnish a home. These houses have been maintained at their projected levels since their completion in 1949.

While physical facilities provided for the course have been much the same since 1949, the teaching staff has varied somewhat. The advisers usually were two instructors and a graduate assistant but they were not always the same persons. Throughout the period of this study, however, much the same philosophy of home management has been followed. This continuity of philosophy was partly due to the fact that the theory section of the course was taught by the same teacher during the period 1949-1953. Though specific problems varied each time the course was taught, a similar framework was followed and certain lessons were emphasized consistently throughout the five years.

The recitation or theory section of the course was used as a basic tool in teaching democratic family living attitudes. One example of this concept was cooperative family planning of goals and of means to attain the goals established by that family. Specific use of the democratic method of controlling the family purse strings was emphasized. The family council was used in setting up the spending plan to be followed by each group of girls in their family living unit. One interpretation of this method emphasized the value of each family member having some money to control, both for his enjoyment and for the development of a responsibility toward money management.

Securing Cooperation of Homemakers

In attempting to evaluate the present home management course, it was decided that recent graduates would have the most vivid memory of the residence experience. Also it was recognized that homemakers who took the course earlier than 1949 would be evaluating a different situation from the one experienced in the present course. Therefore, homemakers who had completed the course between 1949 and 1953 were chosen for the study.

Since one goal of the study was to evaluate homemaking activities and attitudes, only married homemakers presently living with their husbands were asked to answer the questionnaire. A list of all students who had completed home management since 1949 and thereafter was obtained from class records. From this, a list of married homemakers and their addresses was compiled from files made available by the School of Home Economics and the Alumni office. All married homemakers for whom any address was available were sent preliminary postal cards to enlist their cooperation in the study. (See Appendix for sample of postcard request.) One hundred forty-six homemakers were sent the preliminary postcard request. Eighty-two expressed willingness to cooperate in the study.

A six-page questionnaire developed by the writer was sent to the 82 cooperating homemakers. The questionnaire sought information regarding family background, homemaker's attitudes toward specific situations, and the homemaker's application of

specific activities which had been emphasized in the home management residence course (Appendix). No attempt was made to have the homemakers analyze the problem in terms of whether or not they experienced the situation before they took the course in home management. Upon being returned, the questionnaires were tabulated to discover trends presented in the answers.

Analysis by Experts

One section of the questionnaire, Section C, presented concepts and philosophies of family management. This section was divided into two parts and was concerned with the homemaker's feelings about certain situations pertaining to children, money management, decision making, and management activities in her own home. In order to establish whether these statements expressed a democratic or autocratic concept of management, Section C was sent for analysis to nine members of the Kansas State College faculty who had studied in the field of home management and/or family life. All were actively participating in the teaching program of the Department of Child Welfare or the Department of Household Economics.

The experts were asked to say whether, in their opinion, agreement with each specific statement indicated a:

- (D) Democratic concept of management
- (A) Autocratic concept
- (L) Laissez-faire concept or
- (U) Uncertainty (on the part of the expert) as to the concept of management involved in the statement.

The judgments of the nine experts were used as the basis for analyzing the concepts presented by the participating homemakers.

Comparison of Homemaking Procedures

In Section D, the writer listed different homemaking activities and asked the homemakers to compare their present method of performing the activity with the method that had been used in the home management course. They were asked further to indicate why they did or did not use the method described in the activity listed.

These activities carried on by the homemakers at the present time were analyzed to determine their relation to or variation from the activity as recommended in the home management course. The homemakers were asked to analyze why they did or did not do the recommended activity, or to state if they did not remember having the activity in the home management course.

FINDINGS AND DISCUSSION

Information Concerning the Families

The Homemakers. Of the 82 questionnaires sent to homemakers, 79 were returned. Due to military obligations, the husband of one homemaker was not living at home at the time of the study. Therefore, this homemaker's questionnaire was discarded, leaving 78 questionnaires for analysis. However, the tabulated totals of 78 vary in some instances due to the homemakers' failure to answer certain questions.

The majority of the homemakers in the study were 25 years old or under. The largest number of homemakers in any group was

18 homemakers 25 years of age. Only four of the total number were 30 or more years of age. The median age was 25 years, while the average age was 25.1 years (Table 1).

Table 1. Number and percentage of homemakers of different ages.

Age of homemakers	: Number of : homemakers : in age groups	: Percent of : total : homemakers
21 years	3	3.9
22 years	6	7.7
23 years	14	17.9
24 years	12	15.4
25 years	18	23.0
26 years	11	14.1
27 years	4	5.1
28 years	4	5.1
29 years	2	2.6
30 years	1	1.3
31 years or more	3*	3.9
Total homemakers	78	100.0
Median age of homemakers	25 years	
Average age of homemakers	25.1 years	

* One was 32 years; one was 46 years; and one was 47 years old.

Almost one-half of the homemakers worked outside the home. Of those working, two-thirds were in professional occupations. Some of the positions held were in the fields of teaching, home

demonstration, and research. Homemakers not in professional occupations were employed as receptionists, laboratory assistants, typists, and in other business occupations (Table 2).

Table 2. Number of men and women in various types of occupations.

Type of occupation	: Number of women : employed in each : type occupation	: Number of men : employed in each : type occupation
Professional	26	31
Business	8	19
Farming	--	15
Military	--	8
Student	--	5
None outside the home	43	--
No answer	1	--
Total number of questionnaire participants	78	78

Husbands in this study were largely occupied in business and professions, although some were farmers. A few were students or military personnel.

However, only four of the women working outside the home had children. All but ten of the homemakers without children worked outside the home. Of this ten, some were farm wives.

Family Members and Household Facilities. The number of children in the family and the type of housing facilities available were felt to have a direct bearing on the amount of time a

homemaker had for various homemaking activities and upon her emphasis on the homemaking activities.

Almost one-half of the families, 37, had children. Of these, 23 had one child, 11 had two children, and three had three children. In one of the families with three children, the children were older than most, ranging from 8 to 22 years. However, since most of the women were still in the child-bearing age, and the majority of families represented were young families, the number of children was probably incomplete. The 37 families had a total of 54 children, or an average of 1.5 children per family. All but four of the children were under five years of age (Table 3).

Table 3. Age and sex of children in study.

Age of children	: Number of girls	: Number of boys
1 to 5 months	3	3
6 to 12 months	8	3
12 to 18 months	6	2
18 to 23 months	3	8
2 to 3 years	3	6
3 to 4 years	4	1
4 to 5 years	-	-
5 to 6 years	1	-
6 years and over	1	2
Total children	29	25

More than one-half of the families represented in the study had lived in their present residence two years or less (Table 4).

Table 4. Length of time families have lived in present residence.

Time in present residence	: Number of families
Less than 6 months	12
6 months to 1 year	19
1 year to 2 years	14
2 years to 3 years	22
3 years to 5 years	8
Over 5 years	2
No answer	1
Total number of families	78

Since participants in this study had completed college work in the preceding five years, they had established a home only recently.

The majority of the families lived in single dwellings (Table 5). The greatest number of dwellings, 68, ranged in size from 3 to 6 rooms (Table 6), exemplifying average residence size. A surprisingly large number, one-third of the entire group, lived in houses over 20 years old. A second third lived in dwellings 5 years old or less (Table 7). Only one-sixth stated that they lived in houses between 5 and 20 years old and the others did not know.

Table 5. Types of dwellings and tenancy of families in study.

Type of living facility	: Number of families
Single dwelling	41
Apartment	26
Fourplex	1
Duplex	7
Trailer	2
Other	1
Total number of dwellings	78
Tenancy:	
Rent	54
Own	24

Table 6. Size of residences of families in study.

Number of rooms in home	: Number of families
1 room	1
2 room	-
3 room	19
4 room	19
5 room	20
6 room	10
7 room	3
8 room	3
9 room	-
10 room	1
11 room	1
12 room	1
Total of all homemakers	78
Average number of rooms per home	4.8

Table 7. Age of dwellings in the study.

Age of home	: Number of dwellings
Under 1 year	3
1 to 5 years	22
6 to 10 years	7
11 to 20 years	7
Over 20 years	26
Don't know	13
Total number of homes	78

Although the participants of the study lived in several states in widespread areas of the United States, the majority lived in towns of 25,000 or less (Table 8). Forty people stated they lived in this type of community while 23 listed their residences in communities of more than 25,000. Fewer families, 15, lived on the farm than in any other area. One of the 15 listed as living in a farm area was considered rural non-farm because both the husband and wife held full-time jobs elsewhere.

Attitudes Toward Cooperative Family Experiences

A section of the questionnaire was devoted to analyzing the homemakers' attitudes or feelings toward certain situations, regardless of whether or not that situation existed in the homemaker's home. Though not explained to the members of the study as being such, these statements were designed to represent

Table 8. Area in which families in the study reside.

Area of residence	: Number of families
More than 25,000	23
5,000 to 25,000	21
Less than 5,000	19
Farm	14
Rural, non-farm	1
Total	78

autocratic and democratic concepts of home management. The homemakers were asked to state strong agreement, agreement, uncertainty, disagreement, or strong disagreement with the stated situation. The answers to the statements were taken to indicate values that were of a democratic or autocratic nature. Agreement with democratic statements or disagreement with statements presenting an autocratic or undemocratic solution was taken to indicate a democratic point of view. Consistency was checked from the standpoint of the individual's making the agreement answers to the democratic statements and disagreement answers to the autocratic statements. Uncertain responses were held to indicate that the homemaker did not understand the statement; that she was unaware of the value involved; or that she was unable to take a position regarding the statement because of conflicting ideas about it.

A panel of nine professional people in the areas of home management or family life was asked to analyze the same statements regarding the concepts presented by the statements. They analyzed each statement as being either of the democratic, autocratic, or laissez-faire concept. When the expert felt that no single concept was involved, she checked the statement as uncertain. The concepts as presented by the experts were used as a basis for analyzing the homemakers' answers. In instances where the experts were uncertain about the concept, no analysis of the statement was made.

The situations presented in this section pertained to family policies concerning money, time, standards to be maintained, the place of children and individuals in the home, and the function of the family unit. In statements pertaining to cooperative family activities, the homemakers tended to have democratic concepts. They expressed feelings that family activities and goals should be cooperatively planned and achieved (Table 9).

In statements presenting money management matters, a general democratic trend was noted, although there was some tendency toward an autocratic concept and uncertainty. The most uncertainty was expressed in the area of the children's place in money decisions, and methods that should be used to offer the child experience with money. It was felt that one reason for uncertainty was that the majority of children in the study were so young, five years old and less. The children had not yet reached the age when they would spend much money or comprehend a money management plan.

Table 9. Comparison of homemakers' and experts' responses to statements showing points of view toward homemakers' own feelings.

State- ment number	:Experts' anal- ysis of state- ment as it is :stated	Homemakers' reaction to statement*					: General trend in philosophy prevalent with homemakers
		:Strongly: :agree	: Agree	: :Uncertain	: :Disagree	:Strongly: :disagree	
1	Democratic	30	44	2	1	--	Democratic
2	Democratic	32	44	1	1	--	Democratic
3	Democratic	9	37	14	13	1	Democratic; some inconsistency
4	Democratic	17	48	12	1	--	Democratic
5	Autocratic	--	7	5	51	14	Democratic
6	Democratic	29	43	4	2	--	Democratic
7	Democratic	50	28	--	--	--	Democratic
8	Autocratic	3	21	15	28	11	Democratic; some inconsistency
9	Democratic	65	11	--	--	--	Democratic
10	Uncertain	--	--	--	--	--	-----
11	Democratic	38	35	2	2	--	Democratic
12	Uncertain	--	--	--	--	--	-----
13	Democratic	68	9	1	--	--	Democratic
14	Uncertain	--	--	--	--	--	-----
15	Democratic	42	33	1	--	--	Democratic
16	Democratic	40	36	--	--	--	Democratic
17	Democratic	41	32	2	1	--	Democratic

* In some instances, answers do not total 78 since some homemakers failed to answer certain questions.

Comparison of Homemakers' Own Feelings and Experts' Concepts of Statements

Section CI of the questionnaire dealt with the homemakers' own feelings about statements concerning family living and the procedures used in homemaking. The 17 statements included were representative of theories or teaching points that had been presented in the recitation sections of the home management course. In checking the statement "A", the individual is agreeing with the value described in the statement. However, if one checked the statement "D", one is disagreeing with the statement, and the individual is upholding the opposite point of view presented in the statement. If one checked the statement "U", the individual is uncertain how she feels about the statement. This means the individual may be unaware of the value involved in the statement; unwilling to take a position regarding the statement because of conflicting ideas about it; or the statement may not be clear.

Although the homemakers were asked to indicate the strength of feeling involved in their answers, few statements showed many homemakers with strong reactions, i.e., as strongly disagreeing (Table 9). Thus, in the analysis of each statement that follows, the responses of strongly agree and agree are presented as one figure; while strongly disagree and disagree are combined into another single figure.

Statement 1 Children should be permitted to have a certain definite amount of money that they consider their own, to spend for certain items as they choose.

Experts - Democratic concept.

Homemakers - 74 agreed.

2 were uncertain.

1 disagreed.

Though a definite democratic trend was indicated by the homemakers' answers, some homemakers specified by writing in on the questionnaire that they felt guidance was essential, especially when a child developed a plan for satisfying some of his needs and desires.

Statement 2 Parents and children should plan together, who will do certain household tasks.

Experts - Democratic concept.

Homemakers - 76 agreed.

1 was uncertain.

1 disagreed.

Statement 3 Parents and children should plan together how the the family money will be used.

Experts - Democratic concept.

Homemakers - 46 agreed.

14 were uncertain.

14 disagreed.

Though the democratic concept was shown by 46 of the homemakers for this question, 28 homemakers expressed dissatisfaction with the statement. Two factors could have been responsible for the

differences in the homemakers' response. The principle as taught in home management may have proved impractical for some; or, the statement was poorly designed and did not present a clear picture of the issue involved.

Statement 4 Children should be allowed to make decisions about ways they spend their own money--for ice cream, for swimming, for a movie, for candy.

Experts - Democratic concept.

Homemakers - 65 agreed.

12 were uncertain.

1 disagreed.

Statement 5 Children should stay at home at night rather than occasionally spending the night with their friends.

Experts - Autocratic concept.

Homemakers - 7 agreed.

5 were uncertain.

65 disagreed.

This situation was stated in an autocratic manner to check the consistency of the homemakers' analysis. A large percentage, 84, disagreed with the statement, thus indicating a democratic response, even with a change from a democratic to an autocratic statement.

Statement 6 Both the husband and wife should belong to such community organizations as are of interest to each person.

Experts - Democratic concept.

Homemakers - 72 agreed.

4 were uncertain.

2 disagreed.

Statement 7 Family members should be taught to respect individual personalities.

Experts - Democratic concept.

Homemakers - 78 agreed.

Statement 8 Children should ask for the money they need and parents will give it to them if they have it and feel the children need it.

Experts - Autocratic concept.

Homemakers - 24 agreed.

15 were uncertain.

39 disagreed.

This statement was presented in direct opposition to Statement 1. Ideally, if a homemaker expressed a democratic concept concerning money management by agreeing with Statement 1, she should express a democratic concept by disagreeing with Statement 8. Only one-half of the homemakers showed consistency in their answers by expressing a democratic response to this question. The combined number of homemakers expressing an autocratic response and those undecided indicated that a great deal of confusion existed among the study participants concerning the concept involved in this statement. Inadequate information was gathered from this question to establish if the question was so designed that it caused confusion in the minds of the participants. A more detailed study

of money management would undoubtedly indicate more conclusive trends of money management philosophy. The answers indicated that more positive emphasis may need to be placed on the role of children in money management if the home management course is to foster a democratic outlook in this area of family planning.

Statement 9 Family members should spend some leisure time together doing things they all enjoy.

Experts - Democratic concept.

Homemakers - 76 agreed.

Statement 10 Not analyzed because no clear picture of the issue involved was presented by the experts' analysis.

Statement 11 Decisions to buy large, expensive items such as a washing machine and a vacuum cleaner should be made cooperatively.

Experts - Democratic concept.

Homemakers - 73 agreed.

2 were uncertain.

2 disagreed.

Statement 12 Not analyzed because no clear picture of the issue involved was presented by the experts' analysis.

Statement 13 Parents should plan to have some time to do interesting things with their children.

Experts - Democratic concept.

Homemakers - 77 agreed.

1 was uncertain.

Statement 14 Not analyzed because no clear picture of the issue involved was presented by the experts' analysis.

Statement 15 Each family member should spend some leisure time alone and in a way that he enjoys.

Experts - Democratic concept.

Homemakers - 75 agreed.

1 was uncertain.

Statement 16 Children should be allowed to participate in different homemaking activities such as dishwashing, cake baking, furniture waxing, entertaining guests.

Experts - Democratic concept.

Homemakers - 76 agreed.

Statement 17 Parents should plan to have some time together to do interesting things without including the children.

Experts - Democratic concept.

Homemakers - 73 agreed.

2 were uncertain.

1 disagreed.

Analysis of Homemakers' Philosophies Dealing Directly with Their Own Homes

Section CII of the questionnaire dealt with the homemaker's own reaction to statements about her home and the procedures used in it. The statements were set up in first person, with personal pronouns in order to emphasize the homemaker's own feelings. Fourteen statements presenting views often expressed by homemakers were listed by the writer. The same procedure was used to analyze these reactions as was used in the previous section.

Again, an "A" answer indicated agreement with the philosophy involved as stated in the statement. A "D", or disagreeing, statement indicated that the person involved held the opposite view from the one in the statement. A "U", or uncertain, answer indicated unwillingness on the part of the homemaker to take a position in regard to the statement (Table 10). As in the other sections of the study, some homemakers failed to check certain statements. Therefore, for some statements, the total does not equal 78.

Statement 1 My house should always be neat and orderly for company might drop in.

Experts - Autocratic concept.

Homemakers - 48 agreed.

6 were uncertain.

22 disagreed.

This statement did not present the viewpoint taught in home management. The concept emphasized in the home management course was that standards of performance should vary from time to time, depending upon the responsibilities and resources of the family members. A majority of the homemakers felt a definite responsibility toward always having a clean, neat, orderly home. In this case the inconsistency of the answers may well raise the question of the validity of the statement. Some homemakers may have interpreted the statement to indicate that the home should always be reasonably neat and clean while other homemakers understood the statement to mean that the home must always be spotlessly clean.

Table 10. Comparison of homemakers' and experts' responses to statements showing points of view toward homemaking practices followed in their own homes.

State- ment number	:Experts' anal- ysis of state- ment as it is :stated	Homemakers' reaction to statement*					:General trend in :philosophy establish- ed as being prevalent :with homemakers
		:Strongly: :agree	: Agree	:Uncertain	:Disagree	:Strongly: :disagree	
1	Autocratic	9	39	6	18	4	Autocratic
2	Democratic	6	25	10	31	3	Inconsistency in answer
3	Autocratic	1	7	1	51	18	Democratic
4	Democratic	15	54	4	5	--	Democratic
5	Democratic	31	39	1	7	--	Democratic
6	Autocratic	1	1	11	53	11	Democratic
7	Autocratic	1	18	14	35	8	Democratic trends; some inconsistency
8	Democratic	30	41	4	--	--	Democratic
9	Uncertain	--	--	--	--	--	-----
10	Uncertain	--	--	--	--	--	-----
11	Uncertain	--	--	--	--	--	-----
12	Autocratic	1	5	8	45	14	Democratic
13	Democratic	4	35	12	22	3	Democratic trend; definite incon- sistency
14	Autocratic	2	--	1	49	23	Democratic

* In some instances, tabulated answers do not total 78, since some homemakers failed to answer certain statements.

On the other hand, inadequately or incorrectly emphasized practices may have occurred in the home management course so that inconsistency appears in the attitudes of the homemakers covering this activity.

Inadequate evidence is presented to determine which of the former is true. It can be stated, however, that inconsistency does exist and that further study would be advisable to determine if increased emphasis needs to be placed on this philosophy in the course work.

Statement 2 My husband helps more with the homemaking routines now than he did when we were first married.

Experts - Democratic concept.

Homemakers - 31 agreed.

10 were uncertain.

34 disagreed.

The homemakers qualified this statement very frequently in the study. Reasons given for the husband helping more or less than he did when first married included: "He helped me more when I was still working than he does now." "He helps more now since we have small children." "He helps about the same amount."

From such comments the writer felt that these homemakers did not understand the intention of the statement. It was the purpose of the statement to find out if the husband helps now because the family plans include cooperative work in household activities instead of the husband helping because of "the thrill of drying dishes for his bride." The statement did not clearly present this situation, so inconsistency appeared.

Statement 3 My husband and I should consistently agree on people and civic issues.

Experts - Autocratic concept.

Homemakers - 8 agreed.

1 was uncertain.

69 disagreed.

Since agreement with the statement indicated an autocratic concept, the large number of homemakers disagreeing with the statement indicates that the homemakers declared a strong democratic attitude to this statement.

Statement 4 It is all right for us to use paper napkins, plastic tablecloths, etc.

Experts - Democratic concept.

Homemakers - 69 agreed.

4 were uncertain.

5 disagreed.

This statement was also designed to test the presence of a point of view which permits a variable set of standards, dependent upon activities and resources. Whereas, the reaction in Statement 1 was inconsistent with the concept presented in the home management course, Statement 4 presented a definite trend toward a democratic point of view.

Statement 5 Having an extremely neat and orderly house is less important to me than having time for those activities that bring enjoyment and pleasure for family members.

Experts - Democratic concept.

Homemakers - 70 agreed.

1 was uncertain.

7 disagreed.

This statement presented a definite comparative situation whereas Statement 1 did not. In the comparative statement, a more definite and democratic trend was noted; a trend that is inconsistent with the aim of Statement 1. This comparison suggested the invalidity of Statement 1 in interpreting the desired philosophy.

Statement 6 My husband should choose the paint to be purchased for redoing the kitchen cupboards.

Experts - Autocratic concept.

Homemakers - 2 agreed.

11 were uncertain.

64 disagreed.

Statement 7 I should take my husband with me when I go shopping for a new hat.

Experts - Autocratic concept.

Homemakers - 19 agreed.

14 were uncertain.

43 disagreed.

There were a number of comments written in concerning this statement. Some agreeing homemakers wrote in that they desired to choose a hat which would please their husbands. Disagreeing homemakers showed concern over being able to go downtown and choose a hat to suit a psychological desire or express their freedom of choice.

Statement 8 I should treat each member of my family as a different and unique person.

Experts - Democratic concept.

Homemakers - 71 agreed.

4 were uncertain.

Statements 9, 10, 11 Not analyzed since no clear cut issue was presented by the experts' analysis.

Statement 12 I should do the grocery shopping, for my husband spends too much for food when he does the shopping.

Experts - Autocratic concept.

Homemakers - 6 agreed.

8 were uncertain.

59 disagreed.

Agreement with Statement 12 indicates an autocratic concept.

Since so many homemakers stated disagreement, a democratic trend was indicated.

Statement 13 I should be active in community organizations because I am a college graduate.

Experts - Democratic concept.

Homemakers - 39 agreed.

12 were uncertain.

25 disagreed.

Two very definite trains of thought concerning this statement were presented in additional comments made by the homemakers. One group contended that being a college graduate definitely made them responsible for community actions. A second group vigorously stated that being a college graduate made them "no better" than

their fellow community members, and that all were responsible to the community but they, as college graduates, were no more so than others.

Since this statement is not dealt with in the home management course as such, responses to the statement show some of the attitudes that have developed through all of their college associations. Since the home management course deals with philosophies and goals, emphasis on responsibilities of a college graduate could suitably be made a part of such a home management course.

Statement 14 I should vote the way my husband votes for he has studied the issues and candidates and knows more about them than I do.

Experts - Autocratic concept.

Homemakers - 2 agreed.

1 was uncertain.

72 disagreed.

Agreement with Statement 14 indicated the homemaker's adherence to an autocratic concept of family living. Since disagreement was stated, a strong democratic trend was established.

In general, homemakers' reactions as analyzed in this section presented less clear-cut trends than did those in the previous section. This may be partially credited to the fact that these statements dealt directly with practices in the individual homemakers' homes instead of their feelings on situations not definitely specified as being each homemaker's own situation.

Analysis of Performance of Homemaking Activities

In Section D of the questionnaire, 21 activities which had been emphasized in the laboratory part of the home management residence course were listed. The homemaker was asked to indicate if she remembered having the experience in the home management house; whether she was performing the activity now as she had in the home management house; and why she was or was not using that method now (Appendix, Tables 11 and 12). In replies where the majority of the statements were indicated clearly by the homemakers, the answers were tabulated. For some activities, however, certain responses were unintelligible. For these statements, in questionnaires generally showing coherence in the responses, the analysis of "no answer" was listed for the specific unintelligible response.

Seven questionnaires in which the homemakers failed to analyze the situation adequately enough to present responses were not tabulated. Because of the incompleteness of responses and because some records were checked more than once, the totals vary from 78.

Performance of Activities Pertaining to Control of Energy.

A group of these activities were designed to control the amount of energy the homemaker exerted in satisfying certain home needs. The response to the activity, "avoiding peak loads", showed that over one-half of the homemakers indicated "no answer" or did not remember having the experience. This tends to point up the fact that a great many of the homemakers did not understand the meaning

of the term, "peak load," or try to avoid it in their homes.

Likewise there was no strong tendency recorded for the activity, "taking time out for rest periods." Two factors could have been responsible for the varied responses toward the "rest period" activity. One is that emphasis on this activity in the home management house was not of a nature to result in a carry-over into one's own home. A second possibility is that the students were so busy with homemaking and other activities that they did not take rest periods in home management and did not recall any emphasis being placed on such an activity. Either possibility or a combination of the two, prompts the writer to suggest more emphasis being placed on taking rest periods as a part of teaching management.

The activity of staggering heavy cleaning throughout the year to prevent burdensome seasonal loads was another activity for which mixed response was received. The writer feels that since the students were in one house only a short time, some students, especially those less adept at comprehending management as a whole, may have failed to understand the theoretical emphasis presented in home management.

Having analyzed the responses to three activities related to the control of energy expenditure, it would appear that there is inconsistency in the amount of carryover of this idea into actual home management. The writer suggests that additional emphasis on planning activities to reduce energy expenditure would strengthen the home management program.

Performance of Activities Pertaining to Leisure Time. A number of activities was listed in the questionnaire to discover the carry-over in the home of ideas in regard to the use of leisure activities in a well-balanced home situation. The leisure activity of listening to radio and music regularly was inconclusively answered. More than one-half of the homemakers answering the question remembered the activity and felt it became, and is at the present time, an enjoyable habit and an easy procedure. Some homemakers may not have enjoyed this particular leisure activity, so attempted no carry-over from the home management experience.

A definite positive pattern was shown for the activity; reading newspapers and magazines. The homemakers felt that, at some time in their previous experience this had become a habit, and it was still being enjoyed for that reason. The writer feels that since this activity originated for the homemakers long before their home management residence experience, the carry-over caused by the home management experience alone is definitely less than for some other activities.

Practically all the homemakers showed positive response toward the need for having activities in which other family members participated. This too, may have originated in early home life rather than being a direct carry-over from attitudes and knowledge gained in the home management course.

The answers presented by the participating homemakers indicated that homemakers felt the need for leisure activities for individuals and the family. The writer believes, however, that

these activities are fulfilled, not because of home management residence teaching, but rather because leisure is a part of everyone's life, and the art of the use of leisure time arose before the student entered the home management course.

Performance of Activities Pertaining to Control of Time Expenditure. Certain activities emphasized in the home management residence course were designed to offer the future homemaker ways of conserving her time in order to use it in more constructive and enjoyable ways than "endless housework." The procedure of preparing enough food to serve a second or third meal was emphasized largely in the recitation section of the course. Because of the short period during which a student prepared meals in the laboratory, she was unable to use the recommended procedure. Even without much laboratory experience in the activity, more than one-half of the homemakers indicated that they were practicing the method because it was an easy way. Several of the homemakers not using the method indicated that storage facilities were inadequate to prepare more than one meal at a time.

Most homemakers agreed that it is advisable to get regular hours of rest and sleep, though some were unable to recall receiving such an emphasis in home management. Since many of the students were carrying heavy loads and some did not make good use of their time, many actually did not get adequate rest. The writer believes that the house adviser could improve the well-being of the student and her use of her available time by encouraging the students to get adequate rest.

A large majority of the participants indicated that they

develop work schedules for use in their homes. They felt that working by some form of work plan had become a habit, and that it was an easy way of accomplishing the tasks. A few homemakers were unable to use a work schedule. They stated that it is impractical for their situation, but offered no clue as to the reason for this.

Every homemaker stated that she remembered the activity, planning meals ahead. Only a very few of the homemakers failed to practice this activity in their homes. They felt that the home management meal planning had enabled them to build their meals with mental plans instead of written details.

As a group, some of the time-controlling activities were remembered by many homemakers. An excellent carry-over of the activities to their homes was registered in instances where written planning was a part of the class activity. Weaknesses in the use of time were in rest and sleep and quantity food preparation activities.

Performance of Activities Pertaining to Methods of Work. A group of activities had to do with definite methods for certain jobs such as washing pots and pans first, washing dishes from right to left, air-drying dishes, keeping records of income and expenditures, figuring food costs, buying in quantity, and making square or drop biscuits. As a group, these practices presented more positive carry-over into home practices than any other group of activities. One method dealt with money management. Listed activities that involved money management included keeping records of income and expenditure, planning use of money income, and

figuring food costs for definite periods of time. Essentially all the homemakers remembered having these activities in the home management course and a majority indicated that all three of the procedures were easy, practical ways of accomplishing the work.

Approximately one-fourth of the homemakers indicated they did not use these procedures in their homes. Therefore, some of the homemakers expressing "habit" in connection with the activity may have been expressing negative habit, or rather that not using the procedure was the habit involved. One homemaker commented that, early in her marriage she had tried to keep accurate records and money income plans. These became quite an issue in the family since her husband had had no training in expenditure records and planning. Therefore, she abandoned the system in favor of peaceful family relations. This instance points up the fact that this family felt that the method was less important than their family cooperation, and so developed other money management plans.

A number of activities pertaining to actual methods of accomplishing household responsibilities were listed in this section in the questionnaire. The majority of them had to do with activities centered in the kitchen. A number of the homemakers did not remember emphasis on the method of working from right to left. This may be partly accountable to the fact that in one home management house, the dishwashing procedure moves from left to right because of the design and placement of the dish storage.

More than one-half of the homemakers remembered emphasis on quantity food buying. However, approximately one-third were unable to use the method in their homes due to inadequate storage

facilities. Over one-third of the homemakers did not recall the reduced-time-energy expenditure emphasized by air drying dishes, making square or drop biscuits, having other members do part of the grocery shopping, or washing "pots and pans" first. These tasks were presented in the home management residence course, but most of the guidance in procedure was presented in the recitation part of the course. The homemakers said that doing the tasks by the methods suggested is an easy way and would become a habit. The writer feels that the house adviser could greatly aid students in the laboratory part of the course by closely correlating the doing of the tasks to methods and procedures discussed in recitation.

For the entirety of Section D, the homemakers were able to remember best, activities which involved written planning and problem solution. Though this method is time-consuming, and not adaptable to all activities, it does seem to be an effective way of acquiring a carry-over for the homemakers.

SUMMARY AND CONCLUSIONS

In order to establish as many constant factors for the study as possible, the homemakers selected, in addition to having had the home management residence course in the past five years, had also to be married and living with their husbands at the time of the study. No geographic limitations were established, so answers were received from homemakers living in various situations and sections of the country.

Since the members of the study had been out of college five years or less, their family living patterns were still being established. Over one-half of the families had lived in their present dwelling for two years or less, and were living in towns of 25,000 or less. The dwellings for the families in the study averaged 4.8 rooms, approximating the national average.

With the exception of three homemakers, all the participants of the study were 30 years of age or younger. The average age of the homemakers was 25.1 years. Thirty-four of the 78 homemakers worked outside the home. Two-thirds of those working outside the home had professional positions such as teaching, research, and home demonstration work. The husbands of the working homemakers tended to be in professional occupations also.

Nearly one-half of the families had children, with 1.5 being the average number among families having them. This number cannot be considered final for these 78 families, however, since most of the women were still in the child-bearing age.

The homemakers tended to be democratic in their responses to situations, judged by professional people. In both their ideas of family participation and activities pertaining to their own home, their opinions leaned strongly toward democratic philosophies. Their answers expressed less democratic values for statements concerning money management, the part children should have in money management, the part children should have in family planning, and the part husbands played in homemaking activities. The homemakers held an autocratic point of view in feeling the necessity for their homes always being neat and orderly for

company.

One statement presenting much inconsistency in response was that being a college graduate made the homemaker more responsible to her community than others. All the homemakers agreed that they were responsible to their communities, but some homemakers felt very strongly that being a college graduate made them "no better" than anyone else and therefore no more responsible than others. Other homemakers said the opportunities they had received in college made them more than ever responsible for being active in community affairs. It is the writer's view that this outlook indicates an inadequacy in the college program. It is felt that a stronger emphasis on responsibilities and privileges of college trained people would create a more positive response than the comment of the neighbor who said: "She thinks she's big just because she's been to college." The writer feels it most inappropriate for a person to enjoy the salary, social prestige, and other privileges accompanying college training without accepting the responsibility for bettering the interests of all.

In testing the carry-over of concepts of activities taught in the home management course to application in the home, the type of activities were divided into those pertaining to leisure, control of energy expenditure, control of time expenditure, and those having to do with procedures. For activities illustrating the application of leisure time to the management process, a carry-over of the activity was indicated, but since some homemakers did not remember emphasis on these activities in home management, the writer felt it was doubtful if the home management course

influenced the use of leisure time. There was lack of a carry-over in activities concerning control of time and energy use. Inconclusiveness was evidenced by the homemakers concerning the distribution of "peak loads," the place of rest period in the management schedule, and staggering of heavy cleaning throughout the year. Some of the difficulty may have arisen from the fact that most of those activities did not occur during the short period the students were in home management residence. Homemakers indicated a carry-over in activities involving preparation of food and bulk buying. However, a noticeable number of the homemakers rejected either or both activities because of insufficient storage facilities. In another group of activities pertaining to methods of work, activities involved money management, keeping records of income and expenditure, planning use of money income, and figuring food costs for a definite period of time. Essentially all the homemakers remembered having these activities in the home management residence course, though a few had rejected their use in their own homes.

More than one-half of the homemakers recalled emphasis on reduced time and energy expenditure such as air-drying dishes, making square and drop biscuits, and washing "pots and pans" first. Most of the emphasis on these procedures was presented in the recitation part of the course, and the students were expected to practice the methods in their laboratories. The writer is convinced the house adviser could increase the use of these methods by more closely connecting the tasks in home management residence

to methods discussed in recitation.

In response to the activity section of the study, the homemakers showed the greatest carry-over in their homes for activities which, in the home management course, required written planning and problem solution. Though this method is time-consuming and not adaptable to all activities, it did seem to have been effective in obtaining a carry-over for the homemakers.

The home management course dealt with many activities which students had done in other courses, and the activities involved in family living that were not entirely new to the students when they took the course. Thus, the actual influence that the home management residence course had on formulating the homemaker's patterns of living and ideas cannot be accurately judged. It can be said, however, that for these homemakers, the concepts emphasized in the home management course were present in their family experiences. It is true also, that weaknesses registered in the family patterns of members of the study may not be accountable entirely to the home management course. It is maintained by the writer, however, that strengthening the home management residence course in areas where weaknesses are prevalent in the democratic family development pattern, may to some degree alleviate these weaknesses.

The writer suggests that future homemakers would benefit from certain additions to the course content. It is suggested that the house adviser work more closely with the recitation section of the course to develop in laboratory the suggestions offered. Probably more emphasis by the house adviser on time and energy saving

methods would result in happier students and more flexible standards.

The writer suggests, particularly, that the house adviser give strong encouragement to activity planning which includes adequate rest. There was lack of carry-over by homemakers concerning adequate rest and sleep as an activity emphasized in the home management course.

While leisure activities are a part of every family's activities, the residence course might well emphasize more strongly the leisure activities adaptable to home living, and especially to homes where there are small children. An emphasis of home management that the students were not able to carry-over into their own homes was concerned with methods of money management and monetary planning.

The home management course can well be lauded for success in presenting democratic methods. The staff of the home management residence course is commended by the writer for their encouragement of democratic policies in managing the home and developing family living patterns. Their endeavors were clearly indicated by the strong democratic philosophies presented by the homemakers.

ACKNOWLEDGMENTS

The writer of this thesis wishes to express her gratitude to all those who have assisted in making the study possible. Special gratitude is expressed to Dr. Florence E. McKinney, formerly Professor of Household Economics at Kansas State College, now Head of Home Economics at the University of Nebraska, for the interminable patience, valuable suggestions, encouragement, and guidance she gave the writer. It is the writer's sincerest hope that this study will in some way contribute to the democratic philosophies upheld and presented by Dr. McKinney in her associations with others.

Gratitude is expressed to Miss Tessie Agan, Associate Professor of Household Economics at Kansas State College for giving constructive criticism of the manuscript. Appreciation is expressed also to all the "experts" who contributed to the study and to the participating homemakers for providing a means to analyze the carry-over of the home management course to their own homes.

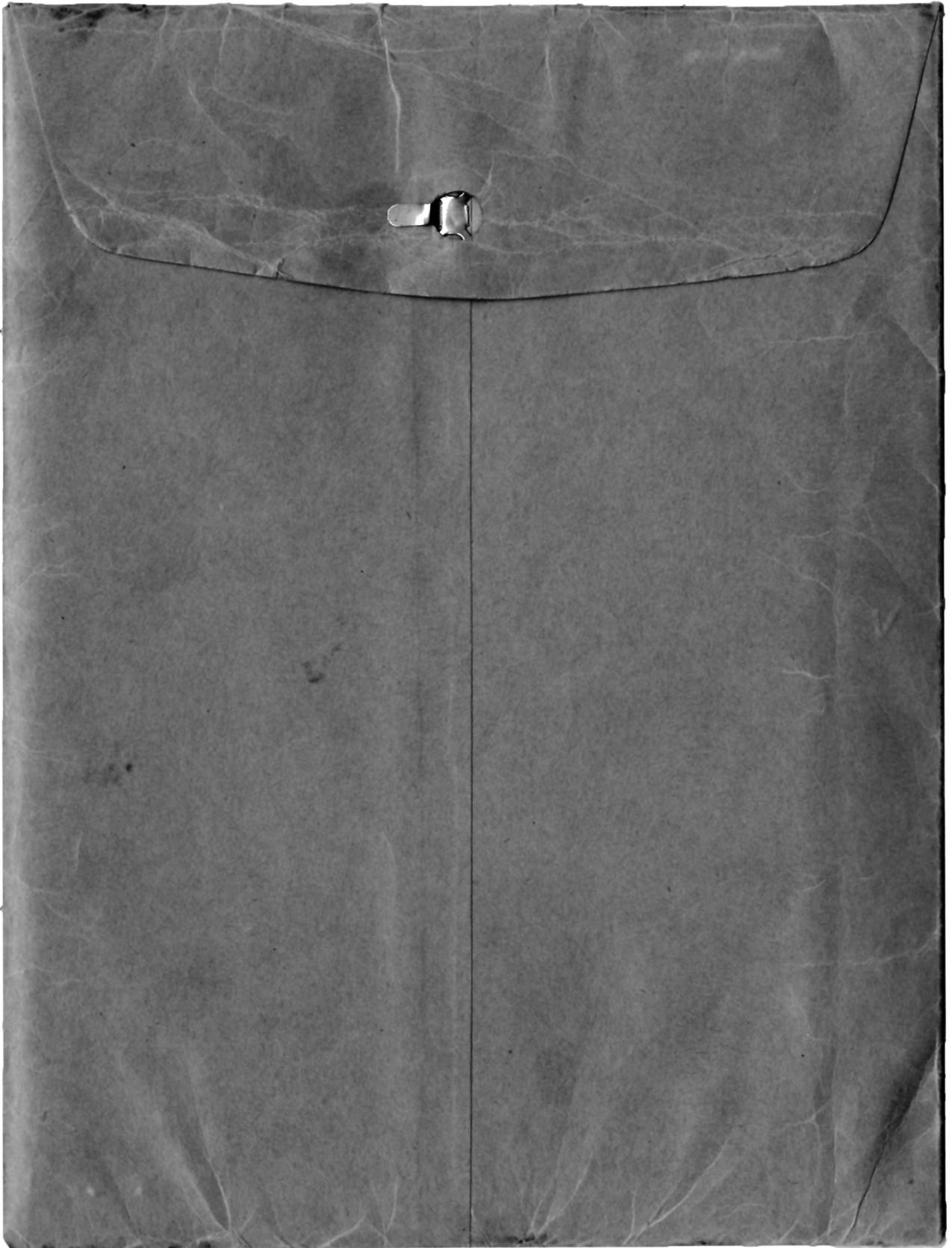
The writer also extends most sincere appreciation to her parents for continual faith and encouragement, without which this thesis would not have been possible.

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APPENDIX



Questionnaires

Dear

In response to my postal card, you expressed willingness to help me with a study of home management at Kansas State College. Enclosed is the questionnaire for you to complete.

There are no right or wrong answers, but rather, your response will establish the direction of my study. Some questions may have more than one answer which fits your situation. Please mark all answers you feel are right for you.

Part A and B is general information about you and your family.

Part C, I, involves your personal feelings, whether or not these problems are prevalent in your own home. The second part, C, II, of this section is a similar type of response about the things actually involved in your living pattern.

Part D concerns activities in our home management residence course. In this section, there are several choices, but if none comply with your pattern, please feel free to tell us your solutions to the problem.

For some of you, these questions may not tell the full story. I would be interested in any comments you want to make about your family, this questionnaire, or home management.

If possible, please return the completed questionnaire by
Thank you so much for your interest in home management and for helping me evaluate our course in the light of the experiences of recent graduates.

Cordially,

Joanne Ezzard

Florence E. Mc Kinney
Major Professor and Head
Department of Household
Economics

Analysis of Home Activities

A. General information:

Age _____ Age of husband _____ Husband's occupation _____

Sex and ages of children: Are you employed outside the home? _____ Position held? _____

B. Home:

How long in residence where now living? _____ Living with husband _____; husband deceased _____

Do you live with relatives? _____ In their home? _____ Husband overseas _____ Other _____.

Type of building: single family _____, duplex, _____, apartment _____, trailer _____.

Do you own or rent your home? own _____, rent _____.

Approximately how old is your home? _____.

How many rooms are included in your residence? _____.

Do any relatives live in your home? _____.

Do you live on farm? _____ in town of less than 5,000? _____ town of 5,000 - 25,000 _____

in urban area? _____

How far is it from your home to a shopping district? _____

Do you buy groceries once a week _____, daily _____, for 3-3-1 days _____, for 3-2-2 days _____,
for 4-3 days _____.

is shopping area between home and work _____; between home and school _____; between
home and "downtown" area _____, town itself _____.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Questions
					<p>CI My Feelings:</p> <ol style="list-style-type: none"> 1. Children should be permitted to have a certain definite amount of money that they consider their own, to spend for certain items as they choose. 2. Parents and children should plan together, who will do certain household tasks. 3. Parents and children should plan together how the family money will be used. 4. Children should be allowed to make decisions about ways that they spend their own money, for ice cream, for swimming, for a movie, or candy. 5. Children should stay at home at night rather than occasionally "spending the night" with their friends. 6. Both the husband and wife should belong to such community organizations as are of interest to each person. 7. Family members should be taught to respect individual personalities. 8. Children should ask for the money they need and parents will give it to them if they have it and feel the children need it. 9. Family members should spend some leisure time together doing things they all enjoy. 10. Children should have certain household tasks for which they are responsible. 11. Decisions to buy large expensive items as a washing machine and a vacuum cleaner should be made cooperatively. 12. Husband and wife should shop together for her new spring bonnet. 13. Parents should plan to have some time to do interesting things with their children.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Questions
					<p>I. My Feelings: (continued)</p> <p>14. Mothers should be at home when the young children arrive home from school.</p> <p>15. Each family member should spend some leisure time alone and in a way that he enjoys.</p> <p>16. Children should be allowed to participate in different homemaking activities as dishwashing, cake baking, furniture waxing, entertaining guests.</p> <p>17. Parents should plan to have some time together to do interesting things without including the children.</p>

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Questions
					<p>C II. In <u>our</u> home, I feel:</p> <ol style="list-style-type: none"> 1. My house should always be neat and orderly for company might drop in. 2. My husband helps more with homemaking routines now than he did when we were first married. 3. My husband and I should consistently agree on people and civic issues. 4. It is all right for us to use paper napkins, plastic tablecloths, etc. 5. Having an extremely neat and orderly house is less important to me than having time for those activities that bring enjoyment and pleasure for family members. 6. My husband should choose the paint to be purchased for re-doing the kitchen cupboards. 7. I should take my husband with me when I go shopping for a new hat. 8. I should treat each member of my family as a different and unique person. 9. My husband should do the weekly grocery shopping for he is a better shopper than I. 10. I should do the weekly grocery shopping for my husband dislikes going to the store. 11. My husband should do the weekly grocery shopping for he has more time than I have. 12. I should do the grocery shopping for my husband spends too much for food when he does the shopping. 13. I should be active in community organizations because I am a college graduate. 14. I should vote the way my husband votes for he has studied the issues and candidates and knows more about them than I do.

				D - Activity	Reasons for using or not using method presented in home management course.				
					It be- came a habit	It is an easy, pract- ical way	I like my pre- sent method better	I have im- proved home man- age- ment meth- od	It is im- prac- tical for my situ- ation
Know I had the experience in home management	Don't remember if I had that experience	Am doing it like I did in home management	Not able to use home management methods	<ol style="list-style-type: none"> 1. Washing dishes from right to left. 2. Taking time out for "rest periods". 3. Avoiding "peak load". 4. Keeping record of income and expenditure. 5. Planning use of money income. 6. Figuring food costs for a definite period of time. 7. Listening to music, radio, etc., regularly. 8. Preparing enough food to serve a second or third time. 9. Staggering heavy cleaning through the year. 10. Getting regular hours of rest and sleep. 11. Buying in bulk. 12. Air-drying dishes. 13. Reading newspapers, books, and magazines. 14. Developing work schedules for self. 					

Know I had the experience in home management	Don't remember if I had that experience	Am doing it like I did in home management	Not able to use home management methods	Activity	Reasons for using or not using method presented in home management course.				
					It became a habit	It is an easy, practical way	I like my present method better	I have improved home management method	It is impractical for my situation
				15. Having time for activities with other family members.					
				16. Planning meals ahead.					
				17. Making square or drop biscuits and cookies.					
				18. Washing "pots and pans" first.					
				19. Buying groceries for a definite period of time and set of menus.					
				20. Having other family members do all the grocery shopping.					
				21. Having other family members pick up a food item now and then on their way home.					

Miss Joanne Ezzard
 Ellen Richards Lodge Box 426
 Kansas State College
 Manhattan, Kansas



Dear *Mrs. Hammarskjöld,*

As a part of my Master's thesis I want to study the homemaking activities, present practices and attitudes of the girls who took home management during the period 1949-1953 and who are married. Would you be willing to answer a 6 page questionnaire which would require about 30 minutes of your time and involve little or no writing?

We would greatly appreciate your cooperation and hope that your suggestions may be used to improve home management residence teaching.

FLORENCE MCKINNEY
HOUSEHOLD ECONOMICS

Florence McKinney, Head
 Dept. of Household Econ.

Cordially,

Joanne Ezzard
 Joanne Ezzard

Preliminary postal card.

Kansas State College

Manhattan, Kansas

55

Department of Household Economics

June 6, 1954

Dear

I need the reaction of some of the people in the field to evaluate a section of my thesis questionnaire. A list of statements is enclosed. Some of these represent a democratic concept of family living, some an autocratic concept, and others a laissez-faire concept of the family.

Would you please check what you believe to be the basic concept in each statement?

Circle A for autocratic concept
Circle D for democratic concept
Circle L for laissez-faire (neither
autocratic or democratic,
let alone or hands off concept)
Circle U for uncertain as to what concept
is involved in agreement with
statement

I am enclosing a self-addressed envelope and would appreciate having your answer as promptly as possible.

Yours very truly,

Jeanne Eggard

JE:MM
Enclosure

Table 11. Number of homemakers checking activities carried on in home management residence course.^a

Activity ^b	:Know I :had ex- :perience : in :h. mngt. ^c	:Don't :remember :having :exper- :ience	: :Doing it :like in :h. mngt.	: :Not able :to use :h. mngt. :method	: :No :an- :swer
1. Washing dishes from right to left	46	26	6	16	4
2. Taking time out for, "rest periods"	13	20	35	7	15
3. Avoiding "peak load"	16	15	19	6	29
4. Keeping record of income and expenditure	54	0	13	16	2
5. Planning use of money income	50	3	18	11	5
6. Figuring food costs for a definite period of time	52	1	10	18	5
7. Listening to music, radio, etc.	19	30	16	4	19
8. Preparing enough food to serve a second or third time	22	27	19	6	7
9. Staggering heavy cleaning through the year	31	21	16	5	7
10. Getting regular hours of rest and sleep	16	20	17	9	14
11. Buying in bulk	29	18	20	8	7

^a Numbers do not total 78 since some homemakers gave incomplete answers.

^b Activities pertaining to controlling energy - 2, 3, 9.
 " " " leisure time - 7, 13, 15.
 " " " controlling time - 8, 10, 14, 16.
 " " " methods of work - 1, 4, 5, 6, 11, 12, 17, 18, 19, 20, 21.

^c Abbreviation "h. mngt." signifies Home Management Residence Course.

Table 11 (concl.).

Activity	:Know I :had ex- :perience : in :h. mngt.	:Don't :remember: :having :exper- :ience	: : :Doing it: :like in :h. mngt.	: : :Not able: :to use :h. mngt.:an- :method	: : :No :an- :swer
12. Air-drying dishes	21	25	18	1	10
13. Reading newspapers, books and magazines	34	11	18	6	15
14. Developing work schedules for self	48	4	19	13	2
15. Having time for ac- tivities with other family members	44	8	22	3	9
16. Planning meals ahead	52	0	22	8	4
17. Making square or drop biscuits and cookies	19	29	22	3	8
18. Washing "pots and pans" first	16	32	4	11	11
19. Buying groceries for a definite period of time and set of menus	51	0	14	12	5
20. Having other family members do all the grocery shopping	4	29	5	20	14
21. Having other family members pick up a food item now and then on their way home	13	29	13	4	17

Table 12. Number of homemakers giving reasons for accepting or rejecting methods presented in home management residence course.^a

Activity	:Habit	:Easy	:Like	:Im- proved	:Imprac- tical	:No answer
1. Washing dishes from right to left	13	36	2	0	6	4
2. Taking time out for "rest periods"	15	30	6	6	8	15
3. Avoiding "peak loads"	11	25	4	0	8	29
4. Keeping record of income and expenditure	17	23	20	4	13	2
5. Planning use of money income	11	27	9	5	15	5
6. Figuring food costs for a definite period of time	11	21	17	4	17	5
7. Listening to music, radio, etc., regularly	34	14	4	1	6	19
8. Preparing enough food to serve a second or third time	10	32	6	1	17	7
9. Staggering heavy cleaning through the year	6	43	4	1	8	7
10. Getting regular hours of rest and sleep	22	17	2	2	7	14
11. Buying in bulk	6	35	7	1	17	7
12. Air-drying dishes	16	41	4	6	6	10
13. Reading newspapers, books, and magazines	38	15	3	6	1	15
14. Developing work schedules for self	24	25	11	4	9	2

^a Numbers do not total 78 since some homemakers gave incomplete answers and others checked more than one reason.

Table 12 (concl.).

Activity	: :Habit	: :Easy	: :Like	:Im- :proved	:Imprac- :tical	:No :answer
15. Having time for ac- tivities with other family members	26	33	3	3	3	9
16. Planning meals ahead	18	40	8	3	7	4
17. Making square or drop cookies or biscuits	9	39	13	2	3	8
18. Washing "pots and pans" first	5	14	26	3	13	11
19. Buying groceries for a definite period of time and set of menus	13	29	17	2	8	5
20. Having other family members do all the grocery shopping	2	3	20	1	30	14
21. Having other family members pick up a food item now and then on their way home	9	33	7	1	3	17

AN ANALYSIS OF THE VALUES OF HOME MANAGEMENT RESIDENCE LIVING
TO HOMEMAKING EXPERIENCES OF A SELECTED GROUP
OF RECENT STUDENTS

by

JOANNE EZZARD

B. S., Berea College,
Berea, Kentucky, 1953

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Household Economics

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1955

INTRODUCTION AND PROCEDURE

The democratic philosophy of home management residence participation has developed during recent years as an integral part of home management courses. For the past five years democratic principles have been the basis for instruction in the home management residence course at Kansas State College.

In order to determine whether or not there was a carry-over of the democratic philosophy of family management in the actual home situation and to evaluate the effectiveness of certain activities emphasized in the home management residence course, a selected group of recent graduates was chosen to answer the questionnaire.

The participating homemakers, in addition to having had the home management residence course in the past five years, had also to be married and living with their husbands at the time of the study. Of the married homemakers, 82 were reached and were willing to participate in the study, and 78 completed the mailed questionnaire. They were asked to analyze certain concepts pertaining to individual and family attitudes. Their responses were interpreted to express either a democratic or autocratic concept of family management. In addition, they reviewed certain activities presented in the home management residence course to determine their effectiveness in the homemaker's own home.

FINDINGS

With the exception of three homemakers, all the participants

of the study were 30 years of age or younger. Thirty-four of the 78 homemakers worked outside the home. Two-thirds of those working outside the home had professional positions, such as teaching, research, and home demonstration work. The husbands of these working homemakers tended to be in professional occupations also. Nearly one-half of the families already had children, with 1.5 being the average number among families having them.

The homemakers tended to be democratic in their responses to situations as judged by professional people. In both their ideas of family participation and activities pertaining to their own homes, their opinions leaned strongly toward democratic philosophies. Their attitudes were less democratic for statements concerning money management, the part children should have in money management and in planning, and the part husbands played in homemaking activities.

In testing the carry-over of concepts of activities taught in the home management course to application in the home, the activities were divided according to their place in management. For activities illustrating the application of leisure time to the management process, a carry-over of the activity was indicated. However, the writer felt it doubtful that the home management course influenced the use of leisure time. There was lack of a carry-over in activities involving control of time and energy use. The homemakers expressed indecision concerning the avoidance of "peak loads," the place of rest periods in the management schedule, and staggering of heavy cleaning through the

year. Some of these activities may not have occurred during the short period the students were in home management residence.

Homemakers indicated a carry-over in activities involving pre-preparation of food and bulk buying. However, a noticeable number of the homemakers rejected the use of these activities because of their present insufficient storage facilities.

The homemakers remembered activities involving money management, keeping records, planning use of income, and figuring food costs. However, a few had rejected their use in their own homes. More than one-half of the homemakers recalled emphasis on reduced time and energy expenditure methods such as air-drying dishes, making square and drop biscuits, and washing "pots and pans" first.

Some of the activities involved in home management residence were not entirely new to the students when they took the course, thus the actual influence that the home management residence course had on the homemakers' patterns of living and ideas cannot be accurately judged. It can be said, however, that for these homemakers, many of the concepts emphasized in the home management course were part of their family experiences. It is maintained by the writer that strengthening the home management residence course in areas where weaknesses are prevalent in the democratic family development pattern, may to some degree alleviate these weaknesses.

The writer suggests that future homemakers would benefit from certain additions to the home management course content.

It is suggested that the house adviser work more closely with the recitation section of the course to develop in laboratory the suggestions offered. More emphasis on time and energy-saving methods would result in more flexible standards and a greater carry-over into homemaking activities.

The home management course can well be lauded for success in presenting democratic methods. The staff of the home management residence course is commended by the writer for their practice of democratic policies in managing the home and developing family living patterns. Their endeavors were clearly indicated by the strong democratic philosophies presented by the homemakers in this study.