

NEEDS AND INTERESTS OF STUDENTS IN HOME MANAGEMENT
AT BISHOP COLLEGE

by

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INTRODUCTION

Educators in this country in recent years have been aware of the importance of home management in preparing boys and girls to become good citizens. They have recommended that the schools help by offering courses to high school and college students and to adults. Home management courses in educational institutions for Negroes are of special value. The limited incomes received by the majority of Negro families make necessary intelligent use. Many of the problems of health and sanitation which are found can be solved through improved home management. Mothers who must work away from home are handicapped in providing the essentials of family life. Conditions now arising out of war complicate further the problems of home management. They require knowledge and managerial ability if the present generation of children is to be given a fair start.

The administrators of many Negro colleges have encouraged the development of courses in home management. A letter of inquiry was sent in 1941 to heads of departments of home economics in 10 colleges for Negroes. All but one college had a home management house in which groups of students lived for a period ranging in length from six weeks to a semester. The faculty members who served as resident advisers were the heads of the departments of home economics in three schools. In one institution the home economics faculty members rotated in supervising the home management house.

One college gave experiences to students in private homes, co-operative houses and dormitories on the campus.

The preparation of homemakers in home management at Bishop College was begun in 1939. This college, located in Marshall, Texas, is a college for Negro students with an enrollment in 1942-1943 of approximately 600. Continued efforts have been made through the past four years to offer an effective course for all of the women who are registered.

The course in home management was begun in order to give students practical experiences in homemaking. A six room house with modern conveniences was first rented by the College. The use of this house was discontinued when a modern, ten room house, now known as Finney House, was built by the college and completed in December of 1939. The financing of this house was made possible by the cooperation of the Northern Baptist Convention. The need for another house was soon seen and a second one was added in the spring of 1940. This house, also owned by the College, is the Fuller House. Both are now open and used by students through the entire year.

A difference in levels of living is shown. In the Fuller House a limited food budget is used and most of the furniture and furnishings were made by students. In the Finney House more money is allowed for food and furniture. Here the furnishings were purchased.

At the present time all young women who are majors in home-making and also those who are majors in other fields are required

to enroll in the course of home management during their junior or senior year. Each student lives in the houses eight weeks. During this time she has an opportunity to observe and participate in management on the two levels of living described above. The organization of the course and the methods used have been those developed by the instructor with suggestions from other members of the faculty.

Increased experience in teaching the Bishop College students has made more information regarding their needs and interests seem important. The present study was undertaken for the following purposes:

1. To find out from former students what experiences in the home management houses have been useful to them.
2. To obtain suggestions from former students which would make the course in home management of maximum value.

REVIEW OF LITERATURE

The adult education program of the Extension Service of the United States Department of Agriculture has centered attention upon problems of management. In states where no home management specialists are employed, the states have home demonstration leaders, assistant leaders, district agents or home economics specialists who give part time to the supervision of home management projects. A report of extension work (4) for women includes a summary of the developments among Negro families. The greatest handicap in the development of the work among Negroes, according to the report, has been the lack of Negro women sufficiently trained in

home economics to act as home demonstration agents. The first Negro home demonstration agent was employed in 1912. From that time the work has grown greatly. Training given the women at Tuskegee Institute, Hampton Institute and other educational centers have equipped them for extension service. Reports from all parts of the South tell of improved living conditions and increased prosperity among Negroes in communities where extension activities have been carried on.

In 1917 provision was made through the passage of the Smith-Hughes Act for the expansion and development of the vocational program in home economics. Included in the program were provisions for homemaking experiences as a requirement for teachers. Prior to this time there were home management houses in 12 institutions. Following the passage of the vocational act, these laboratories for home management in colleges became a recognized part of the state programs. Residence was required for a period of at least six weeks. Progress occurred in the program of home management for Negroes. When the act was first passed only one of 14 institutions had a home management house. In 1929 six had houses. Three were using apartments for home management work. Plans were being made by four institutions to build new houses (8).

The growing interest in college teaching of home management was shown by Campbell, in 1925, when she conducted a study of the organization and administration of the special home management course in 18 teacher training institutions (1).

A two-day meeting, arranged by representatives in the Home Economics Education Service of the Office of Education, was held

in New York in June of 1934. At this conference were college teachers of home management and specialists in home economics education. A definition for home management was formulated and revised in 1935. Special attention was given to values in family life and also to the resources which are available to families. The definition of home management accepted by the college home management teachers in the 1935 meeting, was modified by the group in 1937 to read as follows:

Home management is planning, guiding and directing human and material resources for the optimal development of individual members and the family within the home and in their relations with other individuals and groups.

The optimal development of the individual is interpreted to mean social, emotional, mental, physical, and spiritual growth. The resources involved may include: Energy (human and mechanical); time; money; goods and services (public and commercial); health; abilities (potential and developed); habits of working and living; active interests, and attitudes of different individuals. (6)

In 1938 the Seventh International Management Congress was held in Washington, D. C. One section dealt with home management. The philosophy of home management discussed by Frank included the following statement:

The most effective opportunity to modify the practices of home management are to be found in the schools and colleges where young people who are to be homemakers can be helped to discover not merely different practices and skills but, more importantly, the ideas and concepts and the values which they will carry into their adult lives and attempt to realize as members of a family and as parents of children. (3)

A conclusion of those attending the home management section was stated as follows:

All of this points to the crying need for providing education in the problems of home management and family life, at all educational levels, and for men and boys as well as girls and women. (2)

No study of the needs and interests of students in home management in Negro colleges has been made. However, a few related studies have been made and reported recently. James (5) reported the conditions under which a home management house was built and furnished in 1941 at Fort Valley College in Georgia. Thrift (7) made a study of the behavior and attitudes which characterized members of the home management-house-group. This study was made of students at the Arkansas Agricultural, Mechanical and Normal College.

METHOD OF PROCEDURE

Data for the study were obtained by means of a questionnaire. A test for clearness was made by sending out a preliminary form to 15 recent students. On the basis of the 12 forms returned, desirable changes were made in organization and wording. The revised questionnaire was prepared and copies were sent to 75 former students who had lived in the home management houses at Bishop College between 1939 and 1942. A personal letter accompanied each form. Sixty-four of the number were returned. These were tabulated, summarized and analyzed.

A second method of procedure was the use of the interview with a selected group. A visit was made to the homes of 10

married women who had lived in the houses. All visits were made after they had filled out and returned the questionnaires to which reference was made above. This method was included in order to obtain information that might be had only through the personal contact. A list of questions served as a guide for the interviewer. The opinions and facts stated were recorded immediately after the visit. Later these were analyzed and summarized.

FINDINGS

Description of the Cooperating Group

Sixty-four former students in home management at Bishop College cooperated in the study. Of these 64, more than a third lived in the houses during 1941-1942. Approximately two-thirds lived in the houses between 1939 and 1941.

Forty-one of the cooperating students were single and 23 were married at the time the study was made. One was married before 1916, nine, between 1916-1938, and 12 after 1938. Thirteen of the married women had children. Six had one child; five had two children; and two had three children. The ages of the children ranged from under two years to 18 years and over.

The homes from which these students came were both rural and urban. More than half of them had lived as children in urban homes. Many had lived in both rural and urban homes. For four no information was given.

The occupations of their fathers were varied. More than a fourth were farmers and farm laborers. Porters and tailors were

the occupations reported by six. Eleven were in professional positions. Only one operated a business of his own. Eight gave no information regarding the occupations of their fathers.

More than half of their mothers were homemakers. Twenty-two reported that their mothers were engaged either as part-time or full-time workers. Ten of these women were teachers. Five operated a farm or assisted with the farming. Four were seamstresses. Two were beauticians and only one worked as a maid.

Present Conditions of Living and Working

Half of the group studied were living with their parents or relatives at the time of the study. Approximately one-fourth were living in rented rooms. One in five lived in homes which they had helped to establish. Three of the group rented rooms equipped for light-housekeeping.

Forty-four of the 64 women were employed. There were 34 who were teachers. Half of these were teaching in grade schools. The remaining half were teaching music, history, social science and homemaking. There were four industrial workers in defense plants, three clerical workers, one waitress, one organist, and one religious worker. Five women reported homemaking as their present occupation and seven were college students. Eight gave no information regarding their present occupations.

Information was available also regarding the occupations of 20 of the husbands of the 23 married women. Nine were unskilled laborers. Three were physicians. One was a teacher. Two were clerical workers. Two served as attendants. Two were in the armed

forces and one was a defense worker.

Nature of Experiences in Homemaking Prior to College

Many of the students had had previous experiences and responsibilities related to homemaking. Forty-four had earned and spent money. Managing the home of parents for a period of time had been an opportunity for 35. Twenty-seven had taken care of young children. Twenty had taken care of persons who were ill. Sixteen had been employed in private homes.

Elementary and secondary school courses in homemaking had been taken by the majority of those cooperating. All but eight had had courses in foods and in clothing. Very nearly half reported courses in home hygiene. Almost as many had taken child care. Less than one-third has been enrolled in classes in art, worthy home membership, home management, and laundering.

The Student and the College Home Management Course

The returned questionnaires provided information regarding the student reactions and needed adjustments to the home management course. They recorded the problems which they had encountered and compared the methods used in the home management houses with those which were used in their own homes. The experiences which they had had in using time and energy were evaluated. They made recommendations.

Most of the former students reported both eagerness and fear before living in the houses. Almost every one wanted to learn new

ways of doing the routine tasks of homemaking. Two-thirds of the group were interested in making new friends. Slightly more than a half were eager to live with others. Approximately half of the group feared that they would be unable to carry the heavy schedule of classes and their duties in home management. A slightly smaller number were worried because they thought they did not have enough information to perform duties successfully. One-fourth of these young women looked forward to entertaining friends. One in six expressed anxiety about her standards in relation to those of the instructor. Two were concerned about the cost of living. One reported loneliness as a result of being separated from her family. A summary of their reactions is given in Table 1.

Table 1. Attitudes of students on entering the home management houses.

Nature of attitude	Number reporting	Percentage reporting
Desirous of learning new ways of doing	53	82.8
Interested in making new friends	42	65.6
Eager to live with others	33	51.5
Fearful of not being able to carry heavy schedule of classes and duties at the home management houses	29	45.3
Fearful of not having enough information to perform duties successfully	22	34.3
Eager for use of house to entertain friends	17	26.5
Fearful of not being able to meet the standards of the instructors	10	15.6
Anxiety about the cost of living in the home management houses	2	3.0
Loneliness	1	1.6
Timidity in living with others	1	1.6

Problems of adjustment encountered by the students upon entering the houses were relatively few. More than one-half of the entire group made no reply. Approximately one-fourth stated that they had found none. The most frequently reported problem was the conflicting demands upon their time. The second was becoming accustomed to a new type of class and work schedule. Other kinds of difficulties are given in Table 2.

Table 2. Problems of adjustment on entering the home management houses.

Nature of problem	Number ' reporting	Percentage ' reporting
Conflicting demands upon time	17	26.5
Becoming adjusted to a new type of class and work schedule	8	12.5
Adjustment to instructors	3	4.5
Individual differences	3	4.5
Living away from home	2	3.0
Changed conditions of living	2	3.0
Lack of cooperation by some	2	3.0
Lack of equipment	1	1.6
Adjustment to living with younger girls	1	1.6
Little consideration for physical con- dition of students	1	1.6

Many of the 64 students encountered problems of adjustment while living in the houses. Thirty-five had not learned to use a time schedule. Thirty-two of the women had difficulty in purchasing for a group. Twenty-two had had little or no experience in living away from home. An overcrowded schedule was a difficulty that 21 encountered. Ten found that the members of the home management group were not as congenial as they had expected to find them. Seven had limited experience in meal planning and

preparation. Four reported misunderstandings with instructors. Other problems are indicated in Table 3.

Table 3. Problems encountered during residence in the home management houses.

Nature of problem	Number ' reporting '	Percentage reporting
Adjustment to time schedule	35	54.7
Purchasing for a group	32	50.0
Adjustment to living away from home	22	34.3
Overcrowded schedule	21	32.8
Uncongenial students	10	15.6
Lack of experience in meal planning and preparation	7	10.9
Misunderstanding with instructors	4	6.0
Adjustment to living off campus	1	1.6
Adjustment to living with younger girls	1	1.6
Serving adequate meals considering likes and dislikes	1	1.6
Inconveniences in purchasing groceries and deliveries	1	1.6

These former students were asked to report differences in ways of doing which they had observed. Did they perform activities in the home management houses as they had performed them in their homes previously? If not, what were the differences?

Sixteen of the women found no change in their previous practices in food preparation. However, many listed ways in which food preparation was different in the home management houses. Fifteen reported that good nutrition had become more important to them. Fourteen said that they went about food preparation with increased knowledge. Nine thought more attention was given to the quantities of food which the group actually needed. More consideration to the use of time and the regularity in preparing

meals was reported by eight. Only one mentioned that food preparation was simplified by having more conveniences.

No change in previous practices affecting meal service was reported by 11. Eighteen experienced more varied types of service than they had used at home. In the homes of nine, not all the members of the family had eaten together. Seven enjoyed the serving of more attractive meals. Regularity of meal hours every day was another improvement observed by seven. Three enjoyed more time for eating meals. Two commented on the lower cost of meals in the home management houses. One found that special menus for special occasions was a new idea to her.

As to methods of storing food, 11 made no change but all others in the group thought the home management houses were superior to their homes in this matter. Ten were benefited by having a place for everything and keeping everything in its place. Six reported that they stored food more successfully than before because they had increased knowledge. Five stated that the methods which they used in storing food were better than the ones previously used, but did not state the nature of the improvement. The use of more equipment for storage made care of food easier for four. Only three had been accustomed to more storage space in their homes.

Concerning home methods of dishwashing, 19 had not changed their earlier methods. For eleven, sanitation in dishwashing became more important than formerly. More attention was given to the use of time by eight. Three developed more interest and drudgery was eliminated. Three reported that dishes were washed

more frequently than at home. Only one mentioned an improvement in the care of dishes and glassware.

In the care of the house and its furnishings and equipment, 12 used the same methods at the home management houses that they had used at home. But 16 of the women reported that a definite daily and weekly time schedule for performing household duties was not used before living in the home management houses. Six reported more frequent cleaning and dusting. Labor-saving devices made the methods of cleaning easier for seven. Budgeting the income so that necessary cleaning supplies were available was another of the differences that three reported. The daily care of garbage was a new experience for one woman. In the care of the grounds, 12 said the methods used at the home management houses were the same as those used previously. Five reported the methods used there were higher than at home, but did not explain the changes. More attention given to keeping the grounds clean and uncluttered was an improvement noted by six.

Only eight reported that the methods of making repairs in the home management houses were not different from the ones used at home. Greater promptness was reported by five. Four reported they had gained knowledge about repairs. Two became more interested in providing a comfortable home.

The same methods of laundering at home as in the home management houses were reported by 16. More modern equipment for laundering in the home management houses was reported by 16. Thirteen said they used better methods there than at home. Four commented

especially on the labor-saving devices. Two noted the regularity in laundering. One thought more sanitary methods were used. Another reported that more attention was given to the care of dish towels.

No changes in methods of sanitation were recorded by 17 women. Seven reported that cleanliness was stressed more in the home management houses. Five noted an improvement in sanitation, but did not give the nature of the improvement.

The same practices in the care of their personal health were continued by 15 of the cooperating women during their residence period in home management houses. Six became more interested in keeping well. Several checked their weight more frequently. Five gave more attention to regularity in living. Four reported improved nutrition. Two said they gave more attention to cleanliness.

Practices in the prevention of illness which had been used at home were continued by 12. Eight, however, thought more attention was given in the home management houses to the importance of good health habits. Four reported that sanitation received more consideration there. The use of single beds was noted as a new experience for two.

In methods of personal grooming, 12 used the same methods at the home management houses as they used at home. Improvements were made by seven but the nature is not noted. More consistent care was taken in personal grooming by four. Two took advantage of the modern bathrooms which they did not have at home.

Sixteen of the women used the same methods of entertaining guests at the home management houses as they used at home. The

methods used in the home management houses seemed to 11 more simple. Nine reported the methods of entertaining there were suited to the interests of the guests. Nine commented on the fact that definite plans were made for entertaining.

Apparently the methods used for routine activities in the home management houses were the same ones that had been used at home by less than a third of the group. Dishwashing methods were unchanged for almost one out of three students. Slightly more than one in four continued their home methods in sanitation. One in four reported the continuation of methods used at home for food preparation, laundering, entertaining guests and personal health. For certain activities, however, less than one in five used the earlier methods. These activities included the care of the house, care of grounds, personal grooming, prevention of illness, food storage, meal serving and repair of house. A summary is shown in Table 4.

Table 4. Changes in methods for routine activities.

Activity	'Number reporting'		'Percentage reporting'	
	no change		no change	
Dishwashing	19		29.6	
Sanitation	17		26.5	
Food preparation	16		25.0	
Laundering	16		25.0	
Entertaining guest	16		25.0	
Personal health	15		23.3	
Care of house	12		18.7	
Care of grounds	12		18.7	
Personal grooming	12		18.7	
Prevention of illness	12		18.7	
Food storage	11		17.2	
Meal serving	11		17.2	
Repair of house	8		12.5	

Living in the home management houses helped the women to improve their use of time and energy. Fifty-five gained new ideas. Only two had not improved in the management of time and energy. Thirty-six were better able to apply the knowledge to situations in which they found themselves.

Help of other kinds was also received. Fifty-six of them improved in planning and using money to meet household needs. Fifty-three were helped in buying food supplies for the home. Fifty-two found it advantageous to live with other students as a family group. Forty-eight reported that they made new friends while living in the houses. The opportunity to use equipment was an advantage for 45. Thirty-seven were helped by meeting and knowing faculty members. Thirty-three improved by reading books and magazines. More efficient meal planning at a lower cost was an advantage for four. Four others had more time for study. Three developed a feeling of responsibility in homemaking. Three gained skill. These gains are shown in Table 5.

Table 5. Advantages gained by students in home management houses.

Nature of advantage	Number reporting	Percentage reporting
Learning to use time efficiently	62	96.9
Opportunity to use money to meet household needs	56	87.5
Opportunity to buy food supplies	53	82.8
Learning to live with others	52	81.2
Making new friends	48	75.0
Opportunity to use household equipment	45	70.3
Opportunity to meet and know faculty	37	57.8
Opportunity to read books and magazines	33	51.5
More efficient meal planning at lower cost	4	6.0
Feeling of responsibility in homemaking	3	4.5
Increased skills	3	4.5

Of what value was the period of living in the home management houses to these former students? How did it help them to improve their homes? The reports made by the married women on these points were of special interest. Almost all of them reported that they had made improvements in the nutrition and health of the family. Sixteen had more convenient kitchens. The group planning in the home management houses was an experience which helped 15 in family planning together at home. Thirteen now regarded companionship as more important than before. Twelve reported that sanitation was improved. Better arrangements for entertaining friends at home were noted by 11. Nine were able to make better use of storage space. Nine also reported that more attention was paid to ventilation and temperature. Six were able to make better use of space and equipment for laundering. Six others reported that an improvement was made in the supply of hot and cold water at home. Two were helped in budgeting money to meet family needs. One improved in arranging flowers more attractively. A better home atmosphere was the result obtained by another.

Many of the single women in the cooperating group were able to help their families in management after the completion of the course at Bishop College. Twenty-eight reported an improvement was made in family planning together. Improvements in nutrition and health were made by 25. Twenty-four improved the arrangements for entertaining friends at home. Twenty-one were able to arrange the kitchens at home more conveniently. Eighteen could better appreciate companionship. Fourteen said they helped to make the home

more sanitary. More consideration was given to ventilation and temperature by 13. Better use of storage space was made by 10. Nine improved in the use of space and equipment for laundering. A supply of cold and hot water in the home was an improvement reported by eight. Five had helped their families to budget money. One said that she helped to create a better home atmosphere. These improvements are summarized in Table 6.

Thirty-two suggestions, made by these former students, dealt with ways in which the course might have been of greater value to them as homemakers. More attention to the use of time was one suggestion. Another comment was that students should live more than eight weeks in the two houses. Others said more thrifty habits in management should be developed. Several thought more experiences in learning to make articles for the low income house might have been provided. Some thought that more stress could have been put on an appreciation of home beautification and more opportunity given for entertaining guests. Others thought record-keeping should have been stressed more than it was. The recitation in home management now required of all majors was recommended for non-majors. Another suggestion was that other classroom courses be reduced for the period during which the students lived in the houses, or that assignments for the courses be made lighter.

Experiences in the home management houses were regarded by these former students as valuable for themselves and their families. They considered the houses as an asset also in the community, both for Bishop College and the town of Marshall. Most of the women said the community was helped through the local students who lived in the

Table 6. Improvements in home living resulting from home management experiences.

Nature of improvements	Number		Total	
	'single women' 'reporting'	'married women' 'reporting'	number 'reporting'	Percentage
Family planning together	28	15	43	67.2
Nutrition and health	25	18	43	67.2
Conveniences in the kitchen	21	16	37	57.8
Arrangement for entertaining friends	24	11	35	54.7
Companionship	18	13	31	48.4
Sanitation in home living	14	12	26	40.7
Ventilation and temperature	13	9	22	34.3
Storage space	10	9	19	29.6
Space and equipment for laundering	9	6	15	23.5
Supply of hot and cold water	8	6	14	21.8
Budgeting money	5	2	7	10.9
Better home atmosphere	1	1	2	3.1
Use of time	1	-	1	1.6
Flower arrangements	-	1	1	1.6

houses. Forty-nine reported that visits to the houses by residents of the community gave new ideas. Forty-seven students said that group planning in the houses encouraged family planning in the community. That girls who had had home management gave better service working in private homes, was the opinion of 35. Four thought standards were set for family life in the community through the home management houses. Two believed a desire for better living conditions was brought about in the community. These opinions are shown in Table 7.

Table 7. Ways in which the home management houses served the community.

Nature of service	'Number 'reporting'	'Percentage reporting'
Gave girls of the town opportunity to adjust to new environment	50	86.6
Encouraged residents of the community to visit houses and get new ideas	49	76.6
Encouraged family planning together	47	73.4
Improved quality of service given by students working in private homes	35	54.7
Set standards	4	6.0
Stimulated desire for improved living conditions	2	3.0
Helped in meal planning	1	1.6
Encouraged families planning together	1	1.6

These former students suggested ways in which the home management program could be expanded and made more helpful to the college and the community. A course for college young men in family living was recommended. More frequent entertainment of community groups was suggested in order to give an opportunity for visiting the houses and for securing ideas. Higher standards for care of

homes and dormitory rooms were regarded as a test of the course in home management. More experiences in the home management houses for community homemakers were thought to be desirable. More demonstrations, lectures and tours, with students or teachers to serve as guides, were suggested. Visits arranged for the students to families of the town were advised. Methods of helping individuals and families living on limited incomes were recommended.

Recommendations of Students Regarding the Home Management Program at Bishop College

Fifty-six of the 64 women cooperating in the study lived in each of the two houses for four weeks. On the basis of their experiences they made recommendations for the college program in home management. Advantages of having homemaking and non-homemaking majors live together were seen by 42. Increased interest among the non-majors was one reason given for the combination of majors and non-majors. Another was that an exchange of ideas would be made and a more helpful course would result from these contacts.

Twelve recommended that only homemaking majors should be grouped together. Their reason was that the interest of majors in the course was greater than that of the non-majors. The limited preparation and the varied interests of the non-majors would make it difficult for them to adjust to a course in home management when taken with homemaking majors.

There was a difference of opinion regarding the length of time the students should live in the houses. All valued the op-

portunity to live on different income levels. One-third suggested fewer than four weeks in each house. Their reason was that this period would give each student time to observe methods used, to readjust to changed conditions of living, to apply knowledge, and to develop habits. One-third thought that six weeks should be spent in each house. This period in the low income house would give the students more time to develop creative ability. They would gain information that would prove helpful in their own homes since most of them lived in the low income brackets. In twelve weeks they would have more nearly sufficient time to experience living on the two income levels and benefit from it. One-sixth suggested living in the high income house only three weeks. Some students thought this period was long enough to develop appreciations and the cost to the student could be decreased.

These former students used check lists to give information regarding the learning desired in the home management course. The recommendations which applied to the low income house dealt largely with methods by which dollars might be extended and were checked by 90 percent or more. Eighty percent or more thought students should learn that happiness was not a matter of the amount of money spent. These women would have girls learn how to develop happiness with whatever resources were available. This group believed, also, that an appreciation of the conditions under which families now lived was desirable. Learning how much money it takes to buy the essentials was important to eight out of 10. The value of home production was checked by seven out of

10. A smaller number would have attention given to living with a limited amount of storage space. These opinions are presented in Table 8.

Table 8. Desired student objectives for the low income house.

Objectives	Number 'reporting'	Percentage reporting
To make substitutions which are less costly	61	95.3
To plan balanced meals with a limited sum of money	61	95.3
To make the most of what we have	61	95.3
To buy on low income level	59	92.3
To entertain inexpensively	58	90.6
To perform household duties with limited conveniences	56	87.5
To understand that happiness is not a matter of the amount of money spent	54	84.4
To be happy with what is available	53	82.8
To know the amount of money necessary for essentials	52	81.2
To understand the conditions under which families live	50	78.1
To value home production	46	71.9
To manage with a limited amount of storage	45	70.3

A suggested objective in the high income house was budgeting of larger incomes, mentioned by nine out of 10. Choice-making and use of equipment seemed important to more than seven out of 10. The fact that a larger income does not satisfy all of one's wants was regarded as an important learning by a similar number. More than half of the group believed that learning to entertain with larger amounts of money would be useful. The desired objectives are shown in Table 9.

Table 9. Desired student objectives for the high income house.

Objectives	' Number 'reporting'	'Percentage reporting'
To budget with larger income	59	92.3
To choose carefully	48	75.0
To use equipment not available at lower cost	48	75.0
To understand that larger incomes will buy only a part of the desired items	47	73.4
To entertain with larger amounts in the budget	35	54.7
To use thrift and conservation of materials	2	3.0
To use time wisely	1	1.6

The importance of adequate diets for low income families is recognized. Can home management help women to solve this problem? More than nine out of 10 former students believed that food substitutions should be learned. Ability to prepare inexpensive foods attractively was another recommendation made by more than nine out of 10. A knowledge of balanced diets which could be used in families was important to more than eight out of 10. Almost as many suggested an interest in food prices and records. Other suggestions made by fewer of the group are given in Table 10.

Table 10. Food management on low incomes.

Desirable learning	'Number 'reporting'	'Percentage reporting
Learn what foods can be substituted for the more expensive foods	59	92.3
Learn how to prepare inexpensive foods attractively	59	92.3
Learn to encourage balanced diets for all family members	56	87.5
Develop interest in food prices and records of expenditures	53	82.8
Learn to be happy with minimum requirements	4	6.0
Learn to value inexpensive entertainment	3	4.5
Learn happiness is unrelated to high food cost	1	1.6

The women cooperating in this study made 70 suggestions for developing the program of home management at Bishop College. Lengthening the period for living in the houses was made more frequently than any other suggestion. A full-time resident adviser seemed desirable to some. More lectures and demonstrations by the resident adviser were suggested. Advantages to be gained by living in the houses before the senior year were noted. It was thought necessary that more time for social life was needed during the period of residence. Another comment was to make the classroom load lighter while living in the houses. Several suggested that the daily checking of the individual duties would create more interest. More frequent group meetings for making plans and decisions seemed wise. The help obtained from living in the low income house was noted. One thought more benefit would be derived if the groups were smaller.

Suggestions were made regarding the financial budgets for the houses. More books and magazines on home management might well be provided. Beautification of the lawns would add greatly to the attractiveness of the houses. A telephone for the high income house seemed desirable. One recommended that the cost to the students for home management be reduced.

Suggestions regarding the content of the course were made. Individual projects, selected because of special interest, would increase the value of the course. More stress on etiquette and table service was thought necessary. The orientation of non-majors was considered essential but no special methods were suggested. More emphasis might be put on cleanliness, some said. More group planning and opportunities for students to make decisions were suggested by several. Others thought more attention could be given to community contacts and entertainments.

The Personal Interviews

Some additional information was obtained by visits to the homes of 10 of the married women who had cooperated by returning questionnaires. Eight of these families had incomes resulting from the earnings of both husband and wife. An older son helped in financing one family. Only two were dependent solely upon the husband's earnings.

These women told of fruitful experiences which had resulted from living in the houses. They were helped in group planning, in taking financial responsibility, and in learning how to live

with others. Some said that they had gained insight which resulted in better family relationships in their own homes. The entire group said that improved food habits had been established. Only one woman questioned the value of the course in home management.

Family planning had been put into practice by nine. Several families used no particular chairman in planning. The wife served as chairman in one home when family meetings were called. Meetings in another home were called as deemed necessary by either husband or wife, and planning was done by all family members.

All but one of these families used a financial budget. Both husband and wife made the budget in seven families. The wife made the budget in one. The children shared in making the budget in another.

The opportunity to carry on homemaking using recommended methods had been helpful to several. Others learned better how to care for their furniture and furnishings than they had known before. One woman received ideas for building and furnishing her present home. Another had helpful suggestions in making the draperies for her living room. More ease was developed in entertaining guests by some of the women.

Suggestions regarding improvements in the course in home management were given. These were the same as those made on the questionnaires.

CONCLUSIONS

From this study certain conclusions can be drawn regarding the program of home management for Bishop College.

Home management should be taught so as to develop interests, right attitudes, and a sense of responsibility toward one's home.

If family backgrounds could be known through visits by resident advisers to the homes of these students or through questions answered by them on entering the houses, a course better suited to their needs could be developed. Students should be given opportunity to participate in the planning of their home management course and in related activities.

The students in the past four years have come from homes varying widely in occupational interests of the parents and in the level of living. Many of the group have lived in rural homes. The plan of providing experiences in living on two income levels broadens their knowledge of home management. The plan also helps to prepare them for homemaking later under conditions which may be different from their childhood homes. The income levels now represented may need to be changed in order to be of the greatest usefulness. For example, the Fuller House which is operated at the lower of the two levels used, could have a reduced income and thus emphasize the importance of more homemade and more home produced articles. Increases in cost of living brought about by the war will need to be considered.

The present policy of four weeks for residence in each of the houses is one which has been accepted in the past. Recommendations of the former students make a longer period seem desirable. This suggestion was made more often than any other. If students lived for twelve weeks in the two houses, the additional four weeks could be used to advantage in preparing women for homemaking and teaching. The longer period would be an improvement for married as well as for single women. The present eight weeks period, if it were continued, might be more effective with student groups of four instead of six persons.

If an elementary course could be offered for freshmen and sophomores, good habits of management in college living might be developed early. The majors and non-majors living together in the houses give a variety of interests and experiences.

The course should be strengthened to include the major activities of a home. This would give more help to the married women in carrying on their homes. It should stress also desirable standards of living for home and community. Students should learn that happiness is not a matter of the amount of money spent, but the satisfaction brought to family members through the use of all resources, both material and human.

The need for increased guidance by the faculty member in residence was apparent in the study. If a resident adviser could spend a larger share of her time at the house and teach fewer courses, more help in management could be given to the individual student. Special demonstrations by the adviser would prove beneficial. More personal and group meetings could be carried on.

Cooperation is the basis for satisfactory group living and should be taught in home management courses.

The use of time by the students is a central problem with which they need help. Class schedules may need to be lighter. Knowledge of time planning is limited and learning how to use time effectively is important for success in present and in future living. Studies of time required for given tasks might be made. The advantages of regularity in living and work should be seen. Increased opportunity for social life would give a more homelike atmosphere at the houses. The uses of leisure need to be taught and group living encouraged.

Independence is developed through accepting and sharing responsibilities of the home. The handling of money is a new experience for many students. Guidance can be given in planning for purchases and in making choices. While food buying is important, experiences should be provided also in selecting furnishings, equipment, books, magazines and other articles. Ability to keep useful financial records needs to be developed.

The home management program at Bishop College can help in the education of families and individuals of the community. It should foster desirable standards of living for home and community, and should not be so far above the possible standards that unhappiness and discontent result. More community visits could be made and help given in the homes by home management students if time and supervision were planned. Opportunity could be afforded to students working in homes to have varied experiences in operat-

ing a home. Cooperation from the community could be gained through contacts with the ministers, welfare workers, the Jean Supervisor and other leaders of the community.

ACKNOWLEDGMENT

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APPENDIX

Please return not later than
November 15 to: Z. L. S. Coleman
300 Yuma Street
Manhattan, Kans.

Information Regarding Students and Home Management Houses at
Bishop College

This study is being made with former students who have lived in the home management houses at Bishop College in order to secure information which will help to meet the needs and interests of future students.

Please insert your answer in the blank spaces provided for that purpose. If a list of possible answers is given, check (V) those words, phrases, or sentences which apply to you or which best describe your answer.

Be as complete and as accurate as possible in replying to each of the questions.

I. Information Regarding Self and Family

1. General:

Name _____ Present Address _____
Year in Home Management Houses _____ Major study _____
Year of graduation _____
Married _____ Single _____ Year of Marriage _____ Children _____ Age _____
(Number)
Your present occupation _____
Type of work _____
Present occupation of husband _____
Type of work _____

2. Present method of living:

(Check the one which applies to you now, or fill in under others with descriptive word or phrase.)

Home of parents _____

Own home _____

Home of relatives _____

Rooming _____

Light housekeeping _____

Others _____

3. Childhood home: Rural _____ Urban _____

Occupation of father _____

Occupation of mother _____

What kind of school did you attend? (Use check (V) to indicate)

Rural vocational high school _____

Small town high school _____

City high school _____

Others _____

II. Education in Homemaking and Management

1. What are the homemaking subjects which you studied in high school? (Use V to indicate and name additional courses under Others)

Foods _____

Clothing _____

Home Living _____

Worthy Home Membership _____

Home Hygiene _____

Care of Children _____

Laundrying _____

Art in Every Day Life _____

Home Management _____

Others _____

2. What kinds of home management experiences and responsibilities had you had before taking home management? (Use V to indicate)

Managing home of parents _____

Care of younger children _____

Employment in private home _____

Use of own money _____

Care of sick _____

Others _____

(Write in kind of experiences)

3. How, if at all, have experiences in the home management houses helped you to improve living conditions in your own home? (Check below the improvements you have helped your family make.)

Nutrition and health _____

Sanitation in home living _____

Storage space _____

Conveniences in kitchen _____

Space and equipment for laundering _____

Supply of hot and cold water _____

Ventilation and temperature _____

Companionship _____

Family planning together _____

Arrangement for entertaining friends _____

Others _____

4. How did the methods used in the home management houses for the following compare with those you had previously used? (Describe briefly in the appropriate spaces below.)

Food preparation _____

Storage of food _____

Serving of meals _____

Dishwashing _____

Care of house _____

Laundering _____

Entertaining guests _____

Care of grounds _____

Repair of house _____

Sanitation _____

Personal health _____

Personal grooming _____

Prevention of illness _____

Others (Explain) _____

5. What advantages did you gain while living in the home management houses? (Use V to indicate)

Learning to live with others _____

Making new friends _____

Learning to use time efficiently _____

Opportunity to meet and know faculty _____

Opportunity to read books and magazines _____

Opportunity to use household equipment _____

Planning and using money to meet household needs _____

Buying food supplies _____

Others _____
(Write in)

6. Have the experiences in using time and energy in home management given you help that is now valuable? Yes _____ No _____
(Explain your answer)

7. What problems did you encounter while living in the home management houses? (Use V to indicate)

Overcrowded schedule _____

Uncongenial students _____

Adjustment to time schedule _____

Misunderstanding with instructor _____

Lack of experience in food planning and preparation _____

Purchasing for a group _____

Adjustment to living away from home _____

Others _____
(Write in)

8. What were your attitudes on entering the houses?
(Use V to indicate)

Eager to live with others _____

Desirous of new ways of doing _____

Interested in making new friends _____

Eager for use of houses to entertain friends _____

Fearful of not having enough information to perform duties successfully _____

Fearful of not being able to meet the standards of the instructor _____

Fearful of not being able to carry heavy schedule of classes and duties at the home management houses _____

Timidity in living with others _____

List others _____

9. What difficulties of adjustment did you encounter while living in the home management houses? (Explain)

Adjustment to house: _____

Adjustment to group: _____

Adjustment to college schedule: _____

Adjustment to instructor: _____

10. In what ways do you think the home management houses served the local community when you were a student?

Gave girls of the town the opportunity to adjust to new environments _____

Girls living in the home management houses gave better service working in private homes _____

Encouraged residents of the community to visit the houses and get ideas for their own homes _____

Encouraged family planning together _____

Others _____

III. Recommendations

1. In arranging for students to live in the home management houses check the one of the following which seems best to you:

Groups consist of homemaking majors only _____

Groups consist of non-homemaking majors _____

Groups consist of both majors and non-majors _____
(Give reason for your preference)

2. What number of weeks do you suggest as a desirable period for students to live in each of the two houses?

High income house _____ weeks

Low income house _____ weeks (Give reason for your answer)

3. What learning is desirable for students in a low income and a high income house in the program of home management?
(Use V to indicate)

Low income house:

- Learn to make substitutions which are less costly_____
- Learn to value home production_____
- Learn to perform household duties with a limited number of conveniences_____
- Learn to manage with a limited amount of storage space_____
- Learn what amount of money is necessary for essentials_____
- Learn to buy on a low income level_____
- Learn to plan balanced meals with a limited sum of money_____
- Learn to develop happiness with what is available_____
- Learn that happiness is not a matter of the amount of money that one spends_____
- Learn to entertain inexpensively_____
- Learn to appreciate the conditions under which families live_____
- Learn to make the most of what we have_____
- List others_____

High income house:

- Learn to budget a larger income_____
- Learn that larger incomes will buy only a part of the desires_____
- Learn to choose carefully_____
- Learn to use equipment not available at lower cost_____
- Learn to entertain with larger amount in the budget_____
- Others_____

4. In what added ways would you suggest the home management houses may be helpful to you as a homemaker? (Discuss fully in space below)

Helpful to the college _____
(Give your personal suggestions)

Helpful to families of the town _____

5. How can experiences in the home management houses help in managing the food dollar of the low income group?

Learn what foods can be substituted for the more expensive foods _____

Learn how to prepare inexpensive foods attractively _____

Develop interest in food prices and records of expenditures _____

Learn how to encourage balanced diets for all the family members _____

Others _____

6. How do you think living in the home management houses could have been more helpful? (Write in space below how you could have been helped while living in the houses)

7. What are your suggestions for improving the program of home management at Bishop College? (Write suggestions fully in space below)