

TEACHING HOME MANAGEMENT TO FRESHMEN GIRLS  
THROUGH EXPERIENCES IN RESIDENCE APARTMENT LIVING

by

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## INTRODUCTION

For many years colleges and universities have provided healthful, comfortable living quarters for some, if not all of their students. They have become increasingly aware of the educational value of group living and participation of students in group activities. The experiences of living together, of cooperative activities, and of a variety of personal contacts are recognized as democratizing factors in our institutions of higher education that should be strongly emphasized.

Everyone is a member of some family and participates in some type of home life, thus training for a democratic society through group living seems important. Group members can learn respect for personality, attitudes, values, and the real purpose of freedom.

How to live cooperatively is learned through association with others. Respect for personal property and personality is learned through experiences with people. Group cooperation results in a strong feeling of solidarity and an increase in the opportunities for realizing the goals of both the individual and the group.

The measure in which a group respects its every member, fulfills each one's needs to the optimum, allows each one freedom and personal responsibility, and the measure to which its members work together as a cooperative unit is the degree of democracy it has achieved. Loyalty and honor among one's own group is important, but it is not enough unless the group has a purpose which

recognizes and respects the personal worth of every individual within the entire society.

The school has some responsibility for helping all students prepare for happier, more secure family life. The emphasis should be placed on the individual student and his all-around development as a person rather than upon intellectual training alone. Cooperative interrelationships develop where a democratic approach to campus living is in effect.

During the past few years some institutions of higher learning have shown great interest in residence apartment halls for girls. Such apartments would provide the girls with experiences in working and playing together, cooperating with others, and understanding how to manage their personal lives and activities of homemaking more effectively.

The monetary cost to the students is thought to be less there than in other residence halls because the girls themselves share in the work and food preparation. Residence apartments tend to eliminate or minimize the social and psychiatric problems based on social stratification, discrimination, and isolation which are especially prevalent in the group which has financial handicaps. Residence apartments should foster a family spirit in a group and give each person a feeling of belonging.

The present study has been undertaken to determine the possibilities of using units in residence apartment halls to teach home management principles to freshmen girls. Since educators consider the living arrangements of students an essential part of the curriculum, the students should improve in every way possible

their housing arrangements so as to prepare themselves for family life. In order to promote effective individual and group living in apartment residence halls, the administrators realized that many girls and groups would need individual help and counseling.

At the Brigham Young University, where the writer is on the staff, 16 residence apartment halls house 972 girls. Six girls live in each apartment, which consists of a kitchen-living area, three bedrooms, and a bathroom. The girls are responsible for providing their own meals and housekeeping care. Two central living rooms, a recreation room, and out-door terraces are used to entertain friends and for group parties. Two laundry rooms equipped with washers, dryers, and ironing space are provided for each group of 10 apartments. The girls establish and participate in democratic group government by self-government in their group living situation. Many of these girls are freshmen students.

It was thought that this situation presented a unique opportunity for teaching home management principles. Although home management houses have been used for such experiences in the third or fourth year college curriculums, home management at a freshman or sophomore level has only recently gained a place in college curriculums. Insofar as the writer knows, there is no other study which gives guidance in teaching home management principles through cooperative apartment group living. The administration gave the writer permission to work with four apartment groups at the Brigham Young University.

The objectives of this study were:

1. To study factors involved in effective group living.
2. To determine the way in which the teaching of home management in residence apartments could provide effective experiences in democratic living.
3. To analyze and interpret the findings so that the results may serve as a basis for planning a home management course for freshmen girls.
4. To develop individual abilities through a study of the specific needs of each individual student.

#### REVIEW OF LITERATURE

Several educators in higher education have reported on various problems related to college housing. There has been a great deal of discussion as to where students should live, on campus or off campus, who should administer the housing program, and what kind of housing gives the best learning experiences and satisfactions to the student.

Thompson (18) stated that it is desirable to have institutionally operated housing units where the housing program in all its phases can be used to implement the educational objectives of the college. In off campus housing, self-government is discouraged and there is little to encourage the development of social and recreational programs.

The trend is toward the establishment of more complete and more objective standards and toward a more centralized housing administration.

Thompson (18), p. 325, stated that the efforts of the entire organization should be motivated and directed by these major objectives:

1. Fostering a residential environment favorable to successful scholastic achievement.
2. Developing and maintaining a program of social education in housing units which will train the individual in the art of personally successful and socially acceptable living.
3. Providing a program of student activities which will aid the student in developing and expressing his initiative in terms of common good.
4. Providing adequate and safe housing for students at minimum cost.
5. Developing more effective methods for operating units provided for student housing.
6. Assisting in the implementation of student-welfare objectives of the educational institution as a whole.

Stress is placed upon the individual student and his all-around development as a person rather than upon intellectual training alone. Most eminent authorities in recent years have acknowledged the worth of good housing facilities in the development of a complete student personnel program. At many colleges girls are required to live on campus where boys may still live off-campus.

Kelley (13) said that girls sharing more experiences are more interdependent; cooperative interrelationships develop where a democratic approach to campus living is in effect. In recognizing the overcrowded college dormitories Kelley (13), p. 248, stated:



Here is a chance to make cooperative group living a dynamic reality. A collective form of living might be worked out. Here is a down-to-earth chance to build up a collective way of life.

Good group relationships may be formed and their functioning interrelated with the actual problems of campus life. Cliques on campus may be broken through the stern experience of living together.

Democracy is a necessary factor in effective and satisfying group living. There should be a practice of social equality in all things and all members should have a voice in decisions that concern the group as a whole. No one girl should feel superior or inferior to other group members.

Beasley (2) emphasized that the first aspect of democracy is a basic feeling of respect for every individual human being. Each group member should learn to appreciate the unique personality of every individual, accept his faults and differences, and realize the value of his contribution to the group.

Beasley (2), p. 18, in speaking of democracy in the home stated:

Group cooperation results in a strong feeling of solidarity and an increase in the opportunities for realizing the goals and objectives of both the individual and the group.

The degree of democracy achieved in a family or group unit is measured by the amount of respect members show for each other, the amount of freedom and personal responsibility, and the ways in which group members cooperate with each other. Group spirit can be advanced by planning, working, playing, relaxing, eating,

talking, feeling, and creating together.

Thinking is stimulated by group discussions and decisions prompt the members to action. If one person tells someone else how to solve the problem it will not convince him nearly as well as if he is involved in finding the best solution.

Beasley (3), p. 201, said that democracy fosters the worth, dignity and creative capacity of the individual within the group. It is only by doing together that the individuals come to feel together. Democracy seeks the largest total amount of satisfactions for all group members. No one individual should have the maximum satisfactions if others have too few.

The family council tries to resolve conflicts by bringing them out in the open and understanding them. If a person has grown up under authoritarianism or a laissez-faire system he must unlearn his old attitudes and behavior and learn new ways of thinking and feeling about himself and his relation to others in the group.

Democracy tries to build character. A person becomes more mature, more able to take responsibility for his behavior, and more complete as a human being in accordance with the extent that he is allowed to make progressively more significant decisions for himself. The democratic group permits members to be themselves, promotes self-fulfillment, solves its problems progressively, works harmoniously, and its members attain a bond of belongingness that the trials and troubles cannot easily break.

In the field of general education, certain living experiences give impetus to effective group relationships. Austin

(1), p. 94, speaking of the school lunch as a source of enriched learning, stated:

Starting from recognition of the fact that young people like to visit and need to visit, there should be provision for a great deal of informal talk. This implies the need for space where young people can sit about in groups and simply 'chat.' This is an important part of growing up.

Austin also suggested that several small dining areas are better than one large area. Surroundings should be informal, personal, and pleasant. Eating areas outdoors on patios or terraces should include ample opportunity for "visiting" among young people.

The study of actual purchasing and preparation of food can be a rich source of learning for students. Provisions for health inspections and precautions to insure cleanliness, the constant planning of menus and the problems of nutritional balance involved, bookkeeping, time schedules, methods of food preparation, handling of cash, and the complicated practices of clean-up are all meaningful and immediate challenges to young people. Here is an area of functional education for the here and now. It can be a richly rewarding learning experience for both students and adults.

During the past few years more women have broadened their horizon beyond the home and taken their place with men in business and industry. This has entailed some significant changes in college curriculum. There have been many discussions in the fields of higher learning of the kind of college education of most worth to women in training them for their future roles as homemakers

and citizens.

Havemann and West (12) contributed ideas gleaned from girls who had been to college and wished afterwards that their courses had contributed more to the career of marriage. The report indicated the following definite statements from various college graduates (12), p. 64:

Many college women, like myself, make the mistake of not training for that most important career, marriage.

I would ask for one more thing which is very important--courses to teach women to be household managers and mothers--. I would want courses in home-making, budgeting, child psychology.

College could have helped me more in preparation for marriage and home management. Some of my interests and attitudes were so very academic that I didn't take to the routine of a homemaker for quite awhile.

College could help more in marriage, since that is the way a large percentage of graduates live.

I'd trade History of Civilization for a practical cooking and nutrition course.

As for college training in general--it has definitely given me assurance as a woman interested in homemaking and motherhood as a career. I do not feel the commonly discussed inferiority of the housewife. I am able to enjoy friendships with interesting people as well as groups.

The foregoing statements from college graduates show their feelings and the need of providing training for the responsibility of family living.

In a report of 5,000 women college graduates of 1946-1949 (Shosteck, 16), a questionnaire survey of some liberal arts colleges was made for the purpose of obtaining useful facts for the guidance of future college women. This report indicated that

girls go to college with a dual objective in mind. Their basic objective was to prepare for homemaking and citizenship. To achieve this goal they sought a general cultural education. A secondary goal was training for a specific occupation to bridge the gap between graduation and marriage. Some girls expressed a desire for a college education which would better prepare them for their real career as a housewife rather than an unrealistic future. Within three to six years after graduation two-thirds of the girls were married; 50 per cent of these had one or more children. In 1952 one out of every two graduates was employed outside the home. Among those working, eight out of ten held jobs because of economic needs.

Stoddard (17), p. 45, in speaking about the education of women said:

Women, in my judgment, should be the experts in homemaking. There they should be the leading influence. The men will follow, but I do not think they will generally make the attempt until women have shown the way.

Failure in home education is a prime condition for maladjustment--for divorce, delinquency, crime, neuroses, psychoses, and general ill-health. It distorts inherited and developed abilities through emotional crises that leave marks.

The place for home education in the schools was discussed further by Stoddard. He maintained that the most logical place for introducing it would be in the junior high school, where every pupil should have some of it. He (17), p. 89, further stated, "It should be reenforced in systematic curricula for men and women in college, with enriched offerings for women in view

of their special assignments in home management and child guidance."

Management in the home is not so directly connected with skills as it used to be. Scientific inventions and technological advances have given homemakers many new labor-saving devices. Now management is most concerned with group relationships and the optimum development of the individual. Skills and abilities are important only as they help to achieve individual and group satisfactions and goals.

The writer has not found a study directly concerned with teaching of home management to freshmen girls through experiences in residence apartment units. However, there are studies which are suggestive and may have some relationship to the present study.

Bonde (4) published a book in 1944 to use at a junior college level for teaching home management principles. At the time Bonde wrote her book, management had become popular in industry but was just beginning to gain popularity in daily living experiences. Examples were given to illustrate the use of the resources of time, energy, finance, skill, techniques, and equipment to achieve goals and maximum satisfaction in living for the individual and family group.

The family unit must be democratic to function to greatest advantage and create wholesome family relationships. The contribution of each individual depends upon his unique resources, as physical and social heritage, attitudes, knowledge, abilities, and available time.

Bonde also emphasized the importance of good relationships between the home and the larger community. She (4), p. 218, stated:

The individual and family often overlook their obligations and responsibilities to the larger social group of which they are a part. Too frequently the value resulting from participation in the affairs of the community are not appreciated. Everyone needs to understand the problems of the larger group, face the issues squarely, and cooperate in planning the ways and means of improvement.

The effective use of money requires knowledge, imagination, initiative, and courage if lasting values are to accrue to the individual, the family, and society. Week-to-week buying is emphasized as the most important phase of money management. Plan what to buy and make a shopping list. Schedule the best buying time to fit in with your other weekly activities. Keep well informed on good buying techniques.

The book gives emphasis to the part management plays in the home and community during a period of war or stress, but most of the points also apply to daily living in peace time.

Goodyear and Klohr (8) based their book, "Managing for Effective Living," on the former's work in curriculum revision which led to the development of a home economics orientation course. The book was written for beginning and nonprofessional home economics college courses. It applies the principles and practices of management to everyday living. The first half of the book is person-centered and deals with experiences familiar to most college students.

In the second part of the book definite family managerial

problems are discussed. The relationship of good management of resources as money, time, energy, food, clothing, and housing to values and goals is considered.

Goodyear and Klohr (8), p. 21, stated that in groups, similar in age or physical and intellectual abilities, effective functioning depends upon the utilization of certain basic principles of group activity. Some of these principles relating to the activities carried on by the group are:

1. There must be clarification of purposes and goals in relation to each major activity the group undertakes.
2. All group members should share in considering the means for attaining goals.
3. The action carried out by the group must be in terms of the means decided upon by the group.
4. Appraisal or evaluation of the consequences of action is essential to further effective management.

Some principles (8), p. 22, relating to group leadership are:

1. Every member at some time may assume the function of leadership, even though temporarily.
2. Ideally, leaders emerge from the group....
3. A feeling of equality among members is essential to highest group achievement.
4. Allocation of responsibility increases efficiency, but the entire group must constantly be informed of what is going on and how their contribution fits into the group activity.

Effective money management is considered essential for college students, and especially does this hold true for individuals whose money income is quite limited, and who have to make



"a little go as far as possible" in order to remain in college.

Goodyear and Klohr (8), p. 118, stated that through the allowance system, money experiences suitable to a child's age can familiarize him with family policies in relation to money and help him gain an understanding of the worth of money. If more money is considered necessary by the child and the parents give it to him, the learning aspect of the experience is lost.

They further stated (8), p. 124,

The student's financial goals tend to be more realistic when they are based on the following understandings gained through previous experiences: (1) a knowledge of how his expenditures fit into the family financial pattern, (2) awareness that wise spending for present and savings for future needs are likely to be equally important means of attaining goals, (3) understanding that saving for a definite purpose is more satisfying than as an expression of thrift, and (4) acceptance of additional initial cost of a commodity when it represents longer usefulness of the item.

Gross and Crandall (9) discussed the various ways to teach home management and the needs for management. The residence course is outlined in considerable detail. They (9), p. 515, stated,

The teaching of home management as a part of the field of education in general and home economics in particular is much affected by the concepts of the larger areas of learning.

Nevertheless, it offers certain problems definitely its own. It has been in the past and must continue to be interwoven with the teaching of many, if not all, phases of home economics. To be realistic by itself, it requires the setting of a family situation. Hence the emphasis has been on resident courses at the college level.

Gross and Crandall stated that evaluation of management in

group living involves a large amount of self-evaluation. Self-analysis is one of the pathways toward personal development. Informally, a group may practice self-evaluation by comparing one's own practices with those of others by means of observation, reflection, discussion, and check lists. Other methods of self-evaluation are the use of progress charts and rating scales. These authors also gave a yardstick for measuring individual home management ability.

In 1948, McKinney (14) conducted a study showing the role of the home management residence experience in educating for democracy. She (14), p. 198, stated,

Educative experiences need to be consciously planned in relation to the individuals concerned as well as to the experiences found in everyday living. The function of the house and the purpose of the adviser is to put the girls in a better environment, related to the things that they see as having value and interest to themselves. The residence course should give the individual freedom for self-expression. It should help each girl improve the quality of experience and the basis of her own selection of experience.

The final test of the educational progress of a democratic society lies in the action of youth as they take their places as responsible members in homes, schools, and community life. Democracy is nothing less than the art of living together.

McKinney sent questionnaires to 46 land-grant institutions having home management houses. She concluded from her survey that the house advisers have not been conscious of their opportunity to advance the democratic principles in a home living situation. Her major study was conducted at Kansas State College where she obtained information from girls living in the home management houses by a point of view inventory, statements of

homemaking philosophies, and self-evaluation scales.

During the home management house experience, certain teaching devices may be needed to foster values in democratic living. McKinney (14), p. 203, suggested a more widespread use of four tools, self-evaluation, group analysis, the family council, and the individual or small group conferences. There may be some overlapping but each tool has its special use and value.

In 1949, Van Voorhis (19) conducted a study of the teaching procedures and course content of home management classes taught in departments having no residence house. A questionnaire was prepared and nine specialists in home economics who were interested in home management gave their judgment on certain items contained in the questionnaire. The opinions of the committee were used as a check on data concerning the meaning of management, placement of the management course, length of the course, credit offered, prerequisites, and course content. The opinions of the specialists were compared with the present and desired practices of the 56 teachers who completed the questionnaire in regard to prerequisites, aims, and the course content of home management.

Van Voorhis (19) summarized a number of teaching procedures and trends in course content for home management courses at an upper and lower division level that may help to meet future needs in the field of home management education.

The specialists suggested a lower division course which was person-centered. It would give the students who do not finish college training an introduction to the principles of management

which they otherwise would not have. Suggested tools for teaching the lower division class students were the family council, demonstrations, and college and home facilities.

Van Voorhis (19) found from her study that home management was usually taught for the more mature minds of third and fourth year students. In her survey of 58 institutions, 90 per cent had the course in the last two years of the curriculum and allotted 30 to 39 hours on the quarter basis. Eighty-nine per cent of the committee of nine home management specialists indicated a desire to offer a course in either of the first two years which would be introductory and person-centered.

Guthrie (10) studied the problems in relationships experienced by students in the home management house. Information was obtained through questionnaires, objectives, and evaluation scales given to the students. She (10), p. 20, stated,

It is the relationships...that overtone of congeniality, of belonging, of being a part of something, of sharing like goals and ambitions, of each student knowing she can count on the other students and the instructor for help and encouragement, of receiving praise for work well done...which must underlie this experience of group living.

The students set up their own goals. There were scheduled periods for written and oral evaluations to register progress made and show areas which needed more personal instruction.

Guthrie (10) also suggested that the resolving of conflicts is dependent on the personalities of the individuals as well as the sensitivity of the adviser for promoting good relationships, cooperation, and understanding. Planned group recreation creates good relationships.

Sister Farrel (6) stated that dormitories set up and administered so that they foster a family spirit in the group should provide experiences in congenial living with others. Through informal group discussions, family training, social qualities, ethical behavior, and religion will be debated. The girl who has had good family background and teachings will have a fine chance to develop leadership. The girl who has had sparse and uncertain experiences during childhood will broaden her horizon.

Girls from many different geographical areas broaden personal contacts. They get to know others as they are, through close living associations. A family spirit in dormitories can be created with work, prayer, song, study, and homely tasks. Such a life should forward all that is true and genuine.

In order to set up definite guiding principles for teaching home management through residence apartment living to a group of freshmen women, it was necessary to study what features college housing programs should provide and how some colleges and universities are taking care of various types of housing facilities for students.

Interviews were had with various administrators and instructors at Kansas State College and the Brigham Young University in an attempt to find how those institutions were helping the freshman woman meet her own management problems.

An administrator at Kansas State College suggested that college girls should mix as much as possible with many different girls. In the residence halls at Kansas State College this is

accomplished by various social activities where girls get experiences in leadership, the social graces, committee work, and participating in social functions as special dinner dances, barbecues, and smorgasbords. She also said that the seating plan at meals was rotated often so that the same girls did not eat together all of the time. In this way the girls became acquainted with more girls in a shorter time.

In Waltheim Hall at the same college, 78 girls ate together, and slept in large rooms. The study areas were small. All menus were planned by the dietitian, but the girls helped with food service and other household activities.

A director of housing at the Brigham Young University said that during the first year of operating the new residence apartments, many problems came up. There had been no attempt to segregate the girls into age or interest groups. During the second year they tried to group girls according to ages, interests, or year in school.

In order that the girls did not narrow their friendships to their apartment groups of six, many group activities were planned by student house councils who represented all the girls in each building. They had exchange parties with other groups, and with the men's dormitory groups. In warm weather, dances for the whole housing group were held in the outdoor recreation areas. Participation in competitive sports between various buildings was fostered.

In most halls family prayer was held each night except Friday and Saturday which were late nights. Attendance by all

girls was encouraged but not required. Apartments rotated on a weekly basis in leading the group in a song, a thought for the day was given, and girls took turns in saying the prayer for the group.

Girls could invite men guests into their individual kitchen-living areas on Sunday between 12 noon and 7 P.M. and one night per week between 5:00 and 9:30 P.M. for a meal, after-date snack, or study purposes.

Students were encouraged to join a student organization where new friendships might be formed and valuable social experiences gained. On the campus there were social units which were similar to sororities but within a price range that most college students could afford, religious, geographical, departmental, honorary, and organizational, and service units.

In a faculty meeting the college medical director stated that many students who reported illness were just lonely or homesick. He suggested that all students be urged to join some organization and participate in campus activities.

In recent years a few colleges and universities throughout the country have expanded their student housing facilities to include various forms of residence apartments.

Letters of inquiry were sent to five schools of higher learning where the writer had learned there were apartment residences in operation as a part of the college housing programs. Replies were received from three schools and two did not reply.

A brochure from the University of Kansas described their two residence halls which accommodate 98 girls. Each residence hall

was made up of units housing seven girls per unit who prepared and ate their meals together, and shared the expense equally. The members within each group organized, divided, and assigned the work and planned the menus. All the girls shared a central living room and two large sleeping porches accommodated them. Each study room was used by two or three students for studying and dressing. All the girls shared the responsibility of the other housework. The duties required approximately one and one-half hours daily.

At Colorado A and M, Lory Residence Hall had 35 completely furnished apartments where four to six girls shared living room, one or two bedrooms, a kitchen, and a bathroom. An experienced residence counselor and graduate assistants supervised the house program conducted by the women living in the building.

A handbook received from the Home Economics Department at the University of Nebraska presented the suggestions for organization and general information given to each student who lives in Love Memorial Cooperative Residence Hall on that campus.

The students were divided into seven family groups of six and eight. The girls took turns at the various jobs such as cook, maid, and housekeeper. Although some jobs were more time-consuming than others, the average through a period of a semester was within one and one-half to two hours daily. Each student takes no more than three week-ends away from the Hall during one semester.

The residents chosen for the Hall must be in the upper one-fourth of their high school class or must have a minimum



average of 5.5 for all college courses. If they continue to live in the hall they must maintain this average.

Specific room rent is paid each month. This money is retained by the Hall treasurer and covers the cost of food, house laundry, and entertainment.

Work in the Hall is considered a part of each girl's payment for the privileges she receives. If additional work is required, students should not register for more than 12 or 13 hours.

The Branch Agricultural College (5) in southern Utah, has a housekeeping apartment-plan dormitory for 100 girls, reported in the Journal of Home Economics (5), pp. 207-208. The girls live in groups of four and gain experience in living independently. They develop social grace through associations with other girls in a shared reception room. A large portion of the food is brought from home. It includes fruits, vegetables, meat, eggs, and butter. The girls gain a valuable education through home experiences, self-confidence and poise through planned social affairs, and skills and efficiency in the techniques of home-making through daily practice in housekeeping activities.

Twenty-eight girls were reported living in a residence hall at Vassar College by Architectural Record (7), p. 118. Group living and duties take the place of home economics on that campus. The residents manage the household, order, cook, clean, wash, and do other activities. The girls live in three single or 11 double bedrooms and share the kitchen, dining room, and living room.

A handbook for all housing directors and head residents of the apartment residences at Brigham Young University contributed

these objectives of the residence hall program (11):

1. To develop a program that is in keeping with the highest ideals and practices of the Church of Jesus Christ of Latter Day Saints.

- A. In setting up standards and discipline, the words of the Prophet Joseph Smith are helpful. When asked about his method of governing, the Prophet said, 'I teach the people correct principles, and they govern themselves.'

2. To assist the individual to achieve a sense of belonging.

3. To provide opportunity for students to grow in the art and science of human relations and learn to live and work with others.

4. To assist students to develop social competence.

5. To allow students to participate democratically in student government in the residence halls.

6. To develop the program in such a way that students will gain spiritual strength through association with head residents and other students in a program of activities which provide for spiritual, as well as social growth--firesides, family prayers, etc.

7. To assist the student to help herself to solve her problems, both academic and non-academic, through cooperation with faculty members of any department which might be needed.

8. To help the student gain homemaking skills through practical experience. (A program to assist the girls in this area will be developed in cooperation with the College of Family Living.)

#### METHOD OF PROCEDURE

In order to find better methods of providing home management experience for the freshman woman, it was necessary to study how some colleges and universities were endeavoring to provide effective housing and group living experiences for their students.

From interviews with college personnel connected with student housing and various articles and books, the background material complementary to this study was set up in the preceding section entitled, "Review of Literature."

On the Brigham Young University campus four groups, each consisting of six girls living in the residence apartments, were chosen as experimental groups in the present study. A list was obtained of all apartments with six freshmen girls living in them. Two groups were chosen who were willing to fill out the required questionnaires and keep records. The other two groups used in the study wished to receive instruction and help from the writer as well as keeping records and completing questionnaires.

It was realized that the groups used in the study were not necessarily truly representative of all of the groups of freshmen girls. However, she felt that some of the groups would have similar problems and tried to choose from groups which seemed most likely to represent the problems of any typical group of freshmen women living in the apartment residences. From the study with the four groups it was hoped that a home management course to help freshmen girls live more successfully in the apartment residences could be subsequently set up and used with future groups of freshmen women.

Permission was received from the Dean of Students and Counseling Service to use the college personnel folders for high school educational background. High school grade point averages were used to compute the scholastic record of each girl in order to compare individuals within groups with one another and to

become cognizant immediately of probable needs.

By comparing the experimental control groups with the other groups used in the study, the results of instruction and assistance could be determined. Then definite guiding principles for teaching home management through residence apartment living could be constructed and used.

To appraise where the students were at the beginning of the study, a preliminary questionnaire was given to each girl in the four groups at the first meeting of each individual group. The purpose of this questionnaire was to obtain background information about each girl's home life, previous education, and homemaking experiences. It was also desirable to know her reasons for choosing to live in the apartment residences. The main section of the questionnaire consisted of a list of household activities which the girls may have participated in at home and which would help to indicate their present needs in the effective management as money, food, equipment, health, personal, and homemaking activities in apartment group living. Each girl was asked to encircle one of four letters placed before each activity to indicate the extent to which she participated in these activities before coming to college. The words regularly, occasionally, seldom, and never were used to show the amount of experience a girl had attained. One could then help the girl get from the skill level to the management level or from some skill to work simplification for certain activities.

The answers to the questionnaire were compiled and tabulated immediately so the writer could be aware of each individual girl's

strengths and weaknesses, and be better able to advise her regarding apartment group living.

From the preliminary questionnaire and with the aid of the literature reviewed and the interviews, an experimental program was outlined for use in teaching the two control groups. It included managing in group activities, food management, effective use of time, money management, work simplification, and house-keeping management.

During the 10-week period covered by the study, each girl in the four apartments kept records for a specific length of time of her menus, time schedule, spending for food and household supplies, and a process chart.

The writer of the present study decided with the help of the girls from the two control groups to meet with them once a week for one to two hours during the 10-week period. During these councils, group problems were considered, questions answered, and discussions conducted according to the group needs and desires, as determined from the analysis of the questionnaires and the review of literature. It was understood that the girls would come for help and information whenever it was needed. Individual conferences were arranged.

Management experiences provided through apartment group living included food management and meal planning, time management, management of money for food and household supplies, and work simplification.

Each girl in the control groups was given a "Meal Planning Guide," a meal pattern plan, and weekly menu forms to complete.

With the aid of this written material and with the group discussions on meal planning and food preparation, each girl submitted a week's menus at the beginning of her cooking period. The girls who did not receive instruction handed in a menu each time they cooked.

A time schedule was kept by each girl during the last three weeks that the study was conducted. It was felt that this would be more truly typical of the way the freshman girl would use her time, as she would be more settled and better adjusted to college life than at the beginning of the year. This period also illustrated each girl's use of time when she was doing various household jobs as cooking, dishwashing, house cleaning, and laundering.

Each girl kept a record of spending for food and household supplies while she was assigned to buying. Each girl was given a market order sheet on which she recorded products to be purchased and the price. The control groups visited a market after class discussion of shopping for various food products.

Girls worked together on some phase of work simplification and did a process chart. Four girls in each apartment did a process chart for bedmaking.

A self-evaluation scale was constructed working with the student groups. Each girl rated herself at the beginning of the third week on personal qualities which helped her live cooperatively with the group. The scale included 12 personal qualities and three main ratings possible for each quality, designated by low, medium, and high. Within each rating there were three minor levels of rating possible. For example, there could be a low

medium, an average medium, or a high medium. This made a total of nine levels possible from which to choose for each quality rated.

Each personal quality was defined in each main rating with from one to five definite phrases, which allowed the student to understand the meaning of the personal quality. The student then underlined any phrase that was particularly characteristic of some personal quality that she wished to emphasize.

At the completion of the study, the two groups who did not receive special help were compared with the two groups who received special help in menu planning and food preparation, use of time and energy, increasing skill in some homemaking activities, keeping records of money spent, and buying practices.

In order to determine the specific needs of a group of freshmen women living in residence apartments, the writer studied, tabulated, and attempted to analyze and interpret the records of individuals and groups in terms of nutritional adequacy of menus, time and energy management, skill in various tasks, competency of accounting, and buying practices.

On a basis of the questionnaire, the rating scale, and an analysis and interpretation, the section of this report entitled "Analysis of Data" was written.

#### ANALYSIS OF DATA

From the high school grade point averages obtained from the counseling service, one was able to compare the scholastic

ability of the girls within each group with each other. This helped to understand more clearly their needs and abilities.

Table 1. High school scholastic record of 24 students as shown on college records.

Grade points	Number of girls			
	A	B	X	Y
Above average	2	1	1	0
Average	3	4	3	3
Low	1	1	2	3

Slightly over half of the girls in the study were average in scholastic ability. About 71 per cent of the girls were average or above average in ability as compared to 29 per cent below average in ability.

#### Preliminary Questionnaire

The background material taken from the preliminary questionnaire gave pertinent information concerning existing problems which were common to these groups of girls and likely to other similar groups in the residence apartment units and off-campus apartments. The preliminary questionnaire was given to the 24 girls at the beginning of the study. It was used to discover the girls' backgrounds prior to living in the apartment residence and was a preparatory step to the study conducted. It was also found from discussions with girls from these various units that their problems were quite similar. Some of these problems were budgeting money wisely; getting the most for the dollar; using time to



accomplish work, play, and lessons; planning nutritional, easy-to-prepare, low-cost meals.

The two control groups will be referred to hereafter as A and B. The other groups will be known as X and Y.

The first section of the questionnaire was concerned with finding the basic background information of the girls in order to make a better comparison. The main section of the questionnaire consisted of a series of activities and helped to establish the specific problems and needs of the group.

Chronological Ages. The girls' chronological ages varied from 17.6 years to 20 years. Two girls were 17 years of age, 14 were 18 years of age, seven were 19 years of age, and one was 20 years of age. The average chronological age of these groups of freshmen girls was 18.3 years.

In apartment A all girls were from 17.9 to 19.6 years of age. In apartment B the ages varied from 18.4 to 19.3 years of age. In apartment X the girls were from 18.3 to 18.8 years of age. In apartment Y the ages varied from 17.6 to 20 years of age. The greatest age spread was noted in apartment Y.

Table 2. Chronological ages of girls by apartments.

Group of girls	Age			
	17	18	19	20
Apartment A	1	4	1	0
Apartment B	0	3	3	0
Apartment X	0	6	0	0
Apartment Y	1	1	3	1

Eight girls lived on farms before coming to college, 14 lived in small towns, and two lived in a city or cities.

In apartment A, there was one girl who had lived on a farm, five who had lived in small towns, and no girls from the city. In apartment B, four girls came from farms and two from small towns. In apartment X, three girls had lived on farms, and three had lived in small towns. Apartment Y had no girls who had lived on farms, four who had lived in a small town, and two who had lived in a city.

Table 3. Size of home communities.

Group of girls	:	Farm	:	Small town	:	City
Apartment A		1		5		0
Apartment B		4		2		0
Apartment X		3		3		0
Apartment Y		0		4		2

Parents' Occupations. The fathers' occupations consisted of three ranchers, six farmers, (two did other work part-time), two salesmen, one teacher, one printer, two carpenters, three merchants, one shipping foreman, two engineers, and one supervisor.

Fifteen mothers devoted their full time to homemaking activities in their own homes. Three mothers clerked in or managed a store, one was a part-time nurse, one was a teacher, one worked in a clothing factory, one worked with her husband in a printing shop as bindery supervisor.

One girl was a state welfare child with no parents. One girl lived at home with her mother, as her father was dead. One girl had no mother but lived at home with her father and other children.

Family Size. Size of family varied greatly. Four girls had no brothers and no sisters; three girls had one sister and no brothers; one girl had no sister and one brother; one girl had one sister and one brother; one girl had no sisters and two brothers; and three girls had one sister and two brothers. The rest of the girls had both brothers and sisters; the largest family being one girl with four sisters and four brothers.

One girl lived with foster parents; one girl's family had a great-aunt living with them; and one girl's grandmother came to stay with them for a week every four weeks.

Schools Attended. No girl participating in this study had attended a rural or small town vocational high school. Four girls had attended city high schools, each for a period of three years. Six girls had attended rural high schools, each for four years. Fourteen girls had attended small town high schools for a period of from three to six years.

4-H Work. Ten girls had taken some 4-H work while 14 had taken none. In apartment A, all girls but one had taken one to four years of 4-H work. In apartment B, only one girl had taken 4-H training. Apartment X had four girls with one to four years of 4-H experience; two girls had no 4-H training. No girls in apartment Y had any 4-H experiences.

High School Home Economics Training. Thirteen girls had

taken some training in foods during their high school education. There were four girls with some high school foods experience in apartment X, three girls in each of the other three apartments. The training ranged from three and one-half to 15 months.

Nineteen girls had taken from one and one-half to two and one-half years of clothing work in high school. All of the girls in apartment X had taken some clothing classes in high school; five girls in apartment B; four girls in apartment A; and four girls in apartment Y.

Only four girls had taken a course known as home living; two girls in group A; one girl in group X; one girl in group Y. The training ranged from three to nine months.

Five girls had taken family health for periods ranging from two to six months. Two girls in apartment A took family health; one girl in apartment B; two girls in apartment Y.

Three girls had taken child care in high school in a period ranging from one to two months in length; one girl in groups A, X, and Y.

Three girls, one in apartments A, X, and Y, had one to three months of home management training in high school. Two girls, one in apartments A and Y, had two to three months of home furnishings training in high school.

Home Activities Related to Money. The writer was interested in determining what kind of money activities and how much experience with money the girls had had before coming to the university.

The apartment residences at Brigham Young University were established to provide experiences in group living as well as to provide low cost housing. The latter would enable more girls to attend the university who could not afford other living accommodations and thereby would be deprived of the opportunity to obtain a college education. It is the college student's responsibility to manage her income, no matter how she receives it. Desirable attitudes toward money and ability to use money to attain goals are developed through well-chosen experiences with money. If a child has shared in family money management, he will be more successful in handling money himself when the time comes.

Gross and Crandall (9) stated that the experience of learning how to handle money is often denied children, and the father or mother, or both, handle it completely. As a result, most college students are graduated ready to earn a living but are not ready to handle the living skillfully after they have earned it.

Table 4. Participation in home activities related to money.

Activity	: Number of girls participating			
	: R*	: O	: S	: N
Earned money	11	10	3	0
Had an allowance	5	4	4	10
Asked for my spending money	7	9	6	2
Spent money for my own choices	15	8	0	1
Made a budget	3	3	6	12
Recorded money spent	2	8	7	7

\* R Regularly, O Occasionally, S Seldom, and N Never.

All the girls in the study had earned money: 11 girls earned money regularly, 10 occasionally, and three seldom.

An allowance had been received regularly by only five girls, four girls occasionally, four girls seldom, and 10 girls had never received an allowance. One girl did not report.

Seven girls asked for their spending money regularly, nine occasionally, six seldom, and two never asked for money. The girls who had a regular allowance asked for some spending money when their allowance was spent.

Fifteen girls regularly spent money for own choices, eight occasionally, no girls seldom, and only one girl never spent money for her own choices.

Three girls regularly made a budget, three girls occasionally, six girls seldom, and 12 girls had never made a budget.

Two girls regularly recorded money spent, eight occasionally, seven seldom, and seven never recorded money spent.

Food Activities. As part of the living arrangements in the residence apartments the girls were to plan, prepare, and serve their own meals in groups of six. The writer desired to know the previous experience of the girls in activities connected with food.

Studies have shown that approximately one-third of a home-maker's work time is spent in meal planning and preparation. Since a college student's time is nearly filled with studies and social activities, the time spent in household activities should be minimized in order to maximize well-rounded personal development.

The girls should understand a well-balanced diet for physical well-being, standards of sanitation and cleanliness, costs of foods, and the amount they can spend in relation to their college finances, time and energy available for food preparation, skills and equipment, attitudes and psychological satisfactions gained from meal planning, preparation, and service. All of these activities encourage good group relationships if managed properly.

As the various problems relative to food activities were identified, certain perfectly natural topics for study were expected to emerge.

Table 5. Participation in home activities related to food.

Activity	: Number of girls participating			
	: R*	: O	: S	: N
Did cooking at home	11	11	2	0
Helped with cooking in restaurants	0	3	1	20
Tried new recipes at home	5	10	7	2
Tried new recipes at school	2	3	4	15
Planned menus	2	9	4	9
Helped with food preservation	8	5	4	7
Served meals	11	7	3	3
Purchased food for own home	9	7	6	2
Shopped for food but in only one store	8	8	3	5
Shopped for food in a number of different stores	7	11	2	4

\* R Regularly, O Occasionally, S Seldom, N Never.

All the girls in the study had cooked at home. Eleven girls cooked at home regularly, 11 occasionally, and two seldom.

Twenty girls had never helped with cooking in a restaurant. No girls had experienced cooking regularly in a restaurant, three girls occasionally, and one girl seldom.

Five girls tried new recipes at home regularly, 10 girls occasionally, and seven girls seldom. Two girls who seldom cooked, never tried new recipes at home.

Two girls regularly tried new recipes at school, three girls occasionally, four girls seldom, and 15 girls had never tried new recipes at school. According to the first part of the questionnaire 11 girls had not had any training in foods during their high school education. Possibly four other girls were not challenged in school foods classes beyond their home and 4-H work to try new recipes in school classes.

Two girls planned menus regularly, nine girls occasionally, four girls seldom, and nine girls never planned menus.

Eight girls helped with food preservation regularly, five girls occasionally, four girls seldom, and seven girls had never helped with food preservation.

Eleven girls served meals regularly, seven occasionally, three seldom, and three girls had never served meals.

Nine girls purchased food for home regularly, seven girls occasionally, six girls seldom, and two girls had never purchased food for the home.

Eight girls shopped for food in only one store regularly, eight girls occasionally, three girls seldom, and five girls



never shopped for food in only one store.

Seven girls shopped for food in different stores regularly, 11 girls occasionally, two girls seldom, and four girls never shopped for food in different stores.

Specific Tasks. In order to help the girls manage their time and energy more effectively, the writer asked questions on their capabilities and past experience with specific common household tasks.

Although individuals vary and there is no one best way to do a specific task, the writer felt certain that time and motion could be reduced for specific tasks and in many cases, motions could be eliminated entirely, saving time and energy of the girls for other activities which might bring friendships and other satisfactions.

Table 6. Participation in specific tasks in the home.

Activity	: Number of girls participating			
	: R*	: O	: S	: N
Did the family washing	11	9	1	3
Did the family ironing	10	14	0	0
Did personal laundry	17	4	3	0
Did my own ironing	19	4	0	1
Washed the dishes	18	4	2	0
Dried the dishes	17	6	1	0
Made my bed	20	4	0	0

\* R Regularly, O Occasionally, S Seldom, N Never.

Eleven girls did the family washing regularly, nine girls occasionally, one girl seldom, and three girls had never done the family washing.

All the girls in the study had done the family ironing. Fourteen girls did the family ironing regularly, 10 girls occasionally.

All of the girls in the study had done their personal laundry. Seventeen girls did their personal laundry regularly, four girls occasionally, and three girls seldom had done their personal laundry.

Nineteen girls regularly did their own ironing, four girls occasionally, and one girl had never done her own ironing.

All the girls in the study had washed dishes. Eighteen girls washed dishes regularly, four girls occasionally, and two girls seldom washed dishes.

Seventeen girls dried the dishes regularly, six girls occasionally, and one girl seldom dried the dishes.

All the girls in the study had made their own beds, 20 regularly, and four occasionally made their beds.

Actual Use of Equipment in the Home. Help in the actual use of equipment was deemed necessary in order to simplify work procedures and thus save time and energy. With so many advances in labor-saving devices today, the homemaker needs help in the best and most efficient ways to use it.

As the laundry equipment in each hall was used by 60 different girls, information was needed on the girls' past experiences with equipment and what would help them in the use of equipment

provided in the hall.

Table 7. Participation in the actual use of equipment in the home.

Activity	: Number of girls participating			
	: R*	: O	: S	: N
Used an automatic washer	15	1	1	7
Used an electric clothes drier	4	2	3	15
Used a vacuum cleaner	22	2	0	0
Used an electric floor polisher	1	1	2	20

\* R Regularly, O Occasionally, S Seldom, N Never.

Fifteen girls used an automatic washer regularly, one girl occasionally, one girl seldom, and seven girls had never used an automatic washer until they came to live in the apartment residences.

Four girls used an electric clothes drier regularly, two girls occasionally, three girls seldom, and 15 girls had never used a clothes drier.

All the girls had used a vacuum cleaner, 22 regularly, and two occasionally.

One girl used an electric floor polisher regularly, one girl occasionally, two girls seldom, and 20 girls had never used an electric floor polisher.

General Home Activities. Several activities were listed in the questionnaire which were not commonly participated in by the adolescent at home. Yet these activities would give the girl more

experiences in home activities and in leadership ability. This would help her contribute more to other group members and manage better the resources available in the present living situation.

Table 8. Participation in general home activities.

Activity	:Number of girls participating			
	: R*	: O	: S	: N
Managed a home for a week or more	4	13	4	3
Did housework in other homes	2	9	7	6
Entertained guests	6	17	0	1
Served as hostess at social affairs	0	8	11	5
Waited on tables in a restaurant	0	3	2	19
Gardened--flowers	2	13	7	2
Arranged flowers in the home	4	9	7	4
Gardened--vegetables	4	8	7	5
Made new furnishings for the home	0	7	6	11
Rearranged furniture	8	15	1	0

\* Regularly, Occasionally, Seldom, Never.

Four girls in the present study had managed a home for a week or more regularly, 13 occasionally, four seldom, and three had never managed a home for a week or longer.

Two girls did housework in other homes regularly, nine occasionally, seven seldom, and six never did housework in other homes.

Six girls entertained guests regularly, 17 occasionally, and

one girl had never entertained guests.

No girl served as hostess at social affairs regularly, eight served occasionally, 11 seldom, and five girls never served as hostess at social affairs.

No girl was a waitress in a restaurant regularly. Three girls occasionally waited on tables in restaurants, two girls seldom, and 19 girls never waited on tables in restaurants.

Two girls did flower gardening regularly, 13 occasionally, seven seldom, and two never did any flower gardening.

Four girls in the study arranged flowers in the home regularly, nine occasionally, seven seldom, and four never arranged flowers in the home.

Four girls did vegetable gardening regularly, eight occasionally, seven seldom, and five never did vegetable gardening.

No girl in the study regularly made new furnishings for the home, seven occasionally made furnishings, six seldom, and 11 never made new furnishings for the home.

All the girls in the study had rearranged furniture. Eight rearranged furniture regularly, 15 occasionally, and one seldom rearranged furniture.

Table 9. Participation in child and health activities in the home.

Activity	: Number of girls participating			
	: R*	: O	: S	: N
Cared for children	12	11	1	0
Cared for one or more sick persons	0	14	9	1
Helped outside of own home with care of the sick	2	4	9	9

\* Regularly, Occasionally, Seldom, Never.

All of the girls in the study had cared for children.

Twelve girls cared for children regularly, 11 occasionally, and one seldom cared for children.

No girl had regularly cared for a sick person. Fourteen girls occasionally cared for a sick person, nine girls seldom, and one girl had never cared for the sick.

Two girls regularly helped outside the home with care of the sick, four girls occasionally, nine girls seldom, and nine girls had never helped outside the home with care of the sick.

Table 10. Participation in personal activities.

Activity	: Number of girls participating			
	: R*	: O	: S	: N
Made own decisions	16	8	0	0
Asked father for advice	10	7	3	4
Asked mother for advice	15	8	0	1

\* Regularly, Occasionally, Seldom, Never.

All of the girls in the study made their own decisions at some time. Sixteen girls regularly made their own decisions, eight occasionally made their own decisions.

Ten girls regularly asked their father for advice, seven occasionally, three seldom, and four never asked father for advice. One girl answered never who had no father living.

Fifteen girls asked their mother for advice regularly, eight occasionally, and one girl had no mother, so she answered the question never.

Homemaking Activities. The ability to do things well and with enjoyment and pleasure gives skill. It was thought pertinent to know the activities that these girls enjoyed doing well and were able to do well so that these skills could be added to and interest created for their further development. Also, these abilities if utilized wisely by a tactful, friendly personality, can become a great asset to all of the group members. In this way abilities of various group members could enrich the living of all girls in the apartment.

Thirteen girls in the study felt that they did general cleaning of the house well, whereas only 10 girls enjoyed cleaning the house.

Twelve girls felt competent in meal preparation, compared to only nine who enjoyed meal preparation.

One girl did not feel competent in baking, but she enjoyed this activity.

One girl felt accomplished in washing and drying dishes, but two girls enjoyed doing dishes.

Table 11. Participation in homemaking activities.

Homemaking activity	: Number of girls participating	
	: Do well	: Enjoy doing
Cleaning house	13	10
Meal preparation	12	9
Baking	0	1
Washing and drying dishes	1	2
Child care	1	2
Washing clothes	3	2
Ironing clothes	4	2
Sewing	7	6
Painting and upholstering	2	1
All activities	3	3
No activities	2	2

One girl said she did a good job of tending children. Two girls enjoyed tending children.

Three girls felt they could do a washing well, whereas only two girls enjoyed washing clothes.

Four girls were capable of ironing well, whereas only two girls enjoyed ironing.

Seven girls felt competent in the art of sewing, whereas only six enjoyed sewing.

Two girls felt they could paint and upholster well, but only one girl enjoyed doing these activities.

Two girls in different apartments reported that they did not enjoy or do well any homemaking activity. Three girls reported



that they enjoyed and did well all of the homemaking activities.

Reasons for Choosing to Live in the Apartments. Individuals living together in any group have some common goal or purpose which unites them. In this case the girls' main purpose for being together was to gain a college education. Secondary to this goal were other desires dependent upon the girl's background and values.

Goodyear and Klohr (8), p. 42, stated that the goal values responsible for students attending college are as varied and numerous as the students themselves. To illustrate their scope and range: they determine one's choice of curriculum; they play an important part in the selection of a place to live, the social and campus groups joined, and the use of leisure time.

In order to set up goals or objectives common to the specific groups, each girl stated her reasons for choosing to live in the apartments. The reasons were given as follows:

	<u>Number of girls</u>
To learn how to live well with others and make new friends	16
To learn how to do homemaking activities well	9
To learn how to manage a home well	6
To learn how to budget money and time	5
To be independent	4
To save money	2
To be close to school	2
To live in a clean, cheerful apartment	1
"Conditions"	1

The reason stated most frequently was "to learn how to live well with others and make new friends." Sixteen girls have this as their reason. Today this is considered the important aspect of management.

Nine girls wanted "to learn how to do homemaking activities well."

Six girls gave as a reason the desire to "learn how to manage a home effectively."

Five girls wished "to know how to budget money and time in order to be a good wife."

Four girls chose to live in the apartments so that they could be independent.

One girl reported her reason as "conditions," meaning that she was on a special diet and could not live in the dormitory where she could not follow her diet.

Two girls wanted to save money.

Two girls wanted to be close to school, and one girl chose to live in the apartments because they were clean and cheerful.

Actually all reasons given by the girls pertained directly to management.

Spending Plans for Food and Household Supplies. In apartment A, three girls planned on spending \$3.50 per week per person for food and household supplies, one girl planned on \$3.00, one girl \$2.00, and one girl did not report. They all planned to bring some food from home.

In apartment B, three girls planned on spending \$3.00, one girl \$3.25, and two girls planned on \$4.00 per person per week.

All six girls planned to bring some food from home.

In apartment X, all six girls planned on \$2.00 per person per week. All six planned to bring food from home.

In apartment Y, three girls planned on \$10.00 per person per week, two girls on \$5.00, and one girl on \$4.00. Five girls were not bringing food from home; one girl occasionally would bring food from home.

Home Food Products. The kind and amount of food brought from home varied greatly, depending on how often the girls were able to go home and how convenient it was to bring food products back to their apartments.

Twelve girls planned on bringing canned fruits. Each of these planned on bringing from six to 24 quarts during the quarter.

Four girls planned on bringing canned vegetables from home. Each girl brought from two to 10 quarts during the quarter.

Two girls planned on bringing two to seven pints of jams and jellies during the quarter.

Ten girls planned on frozen meats from home lockers. They were all uncertain as to what amount they would bring.

Five girls planned on bringing from two to four dozen eggs a week.

One girl planned on furnishing six quarts of milk each time she went home or when her parents came to visit her.

One girl planned on furnishing one to two pounds of butter and one pound of shortening each time she went home.

Three girls were planning to bring potatoes. They were uncertain as to amount. One girl specified a "bagful."

Plan to go Home for Week-ends. It was desirable to know the week-end plans of all girls, so that the study could be set up effectively for each group.

In apartment A, four girls planned to go home once a month, one girl twice a month, and one girl as often as possible.

In apartment B, three girls planned to go home once a month, two girls twice a month, and one girl occasionally.

In apartment X, all the girls planned to go home once a month.

In apartment Y, all the girls planned to go home only for the Christmas holidays.

Previous Group Living Experiences. Only nine of the 24 girls used in the study had lived with a group of girls for any period of time. Six girls had spent one week at a church summer camp. One girl had been to Girl's State for two weeks. Two girls had spent three weeks each year for three years at a church girls' camp.

One girl who was a welfare child had spent 10 years of her life, from ages eight to 18, with a group of 15 girls ranging in ages from six to 17 years.

Hobbies. The girls' ideas on hobbies showed a wide variety of interests. Music was the most common hobby among all of the girls in the study. Twelve reported that musical activities were their hobbies. There were three girls from each apartment who reported music as a hobby.

Nine girls enjoyed sewing. Three girls listed cooking as a hobby, and one girl listed cleaning the house as her hobby.

Reading was listed by four girls. Arts and Crafts was the hobby of three girls. Three girls listed "collections" as hobbies. One girl collected salt and pepper shakers, one collected records, and one liked to catch and mount insects. No report was given on hobbies by one girl. Three girls confused hobbies with sports.

Spectator Sports. In each apartment an interest was shown in some sports and it was felt that this might be a point which would help a group enjoy each other even more.

Different types of ball games were most preferred by the girls. Eighteen girls listed basketball as the sport they liked most to watch. Fifteen girls liked to watch football, 11 liked baseball, seven liked softball, and two liked volleyball. Seven girls liked to watch tennis, two watched tennis and swimming. Track, skating, and skiing were each enjoyed as a spectator sport by one girl.

Participation Sports. Participation in different types of ball as softball, basketball, and volleyball was enjoyed by 18 girls. Eight girls enjoyed swimming; five liked to bowl; only one liked to ski and another liked ice skating.

Three girls expressed a liking to participate in all or most sports; one girl liked no sports especially well.

Other Activities. Nineteen girls participated in church activities and club work. Seven reported that they danced; six belonged to choral and drama groups; no report was given by four girls.

Activities in which the girls would like to participate were golfing, skiing, and skating.

Nineteen girls did not report on activities in which they would like to participate, probably signifying that they were satisfied with the present activities and sports in which they participated.

Planned Participation in School Activities. All 24 girls planned to attend the lyceums and plays. Twenty girls planned to attend the ball games; one reported that she might attend games. Seventeen girls planned to attend matinee dances; three specified "a few" matinee dances.

Part-time Work. All of the girls in the study were attending school full-time and had no part-time jobs.

#### Management Experiences Provided through Apartment Group Living

The girls in control groups A and B were compared with the girls in groups X and Y on a basis of management experiences in which they participated in apartment group living. Comparisons were made in food management, time management, money management, and work simplification. From the various activities that the girls participated in, it was hoped to determine some specific needs of the girls for effective living in residence apartments.

Food Management and Meal Planning. It was desired to know the eating habits, regularity of mealtime, and capability of meal planning of girls in the four apartments used in the study. Eating habits were noted through group discussions, meals missed on the menu plans, and time schedules. The 40 menu plans, 10 from each apartment, showed the nutritional value of daily meals

and the kinds of foods eaten. The 24 time schedules showed the mealtimes of the girls.

The girls in group A practiced fairly regular eating habits. They ate breakfast as a pick-up meal because they did not all have early classes. Lunch also was a pick-up meal during the school week. Dinner was served at 5:45 P.M., and all ate together. On week-ends the heavy meal on Saturday was eaten at noon, and then the girls had a pick-up supper in the evening. Two girls missed breakfast on an average of twice a week. All other girls ate three meals daily.

Menus were collected the week before they were used. Time schedules showed that groups A and B spent an average of two hours and two minutes eating meals each day.

The girls in group B said that they ate more regularly when their menus were planned in advance and that they did not eat candy bars between meals as they had done the two weeks before they started planning their menus. Four girls ate breakfast together because their classes started at the same time. The other two girls had a pick-up breakfast later. Lunch was pick-up style for four girls, and two other girls took their lunch to classes with them, as they had classes straight through the noon hour. Dinner was served at 6:00 P.M., and the girls all tried to be at home for the meal. On Saturday the girls served two meals, and breakfast was pick-up. On Sunday they ate dinner together, and the other two meals were pick-up. Menus were collected a week in advance of the time they were to be used.

The girls in group X had breakfast and lunch as pick-up meals

during the week. They ate dinner together whenever they were all home. No definite meal time was set, and as a result often girls were missing for the dinner meal. Six girls averaged eating dinner together three times a week. Five girls ate together five times a week. Four were at dinner together each day, but not always the same four girls. The dinner hour shifted between 5:00 and 7:00 P.M.

According to the time schedules, the girls in groups X and Y spent approximately 49 minutes daily in the eating of meals.

Group X planned in advance the menus for the week.

In apartment Y breakfast was between the hours of 7:00 and 11:00 A.M. Two girls did not eat breakfast; two girls ate breakfast four to five days weekly; two girls ate toast, cereal, and milk each day for breakfast. Lunch consisted of leftovers or some food on hand, as soup. The girls ate lunch between 12:00 noon and 2:30 P.M. Dinner was scheduled for 6:00 P.M. although the girls were not always home or ready by that time. On Saturday and Sunday the girls ate dinner together. Usually they had a pick-up supper Sunday evening before they left for church.

Group Y did not plan their menus in advance. Rather, they just filled in the menu sheets given to them by the writer each day after they had cooked a meal. The menus were collected at the end of the week. As far as could be ascertained, no attempt was made to balance the menus.



Table 12. Nutritional adequacy of menus.

Product	: Weekly : basic seven : allowances*	: Weekly amounts per girl			
		: Apartments			
		A	B	X	Y
Milk, milk products	7 quarts	6 2/3	7	4 2/3	4
Meat, poultry, fish	7 servings 1/4-1/2 lb. per serving	5	4	4	5
Eggs	4-7	6	4	4	3
Bread, flour, cereals	42 slices of bread or its equivalent	38	35	49	56
Butter and margarine	14-21 tablespoons	10	12 1/2	7	10
Green and yellow vegetables	7 large servings	7	6	3	3
Citrus fruit, tomatoes	7 servings	7	7	4	3
Potatoes	7	3 1/2	7	7	7
Other vegetables and fruits	14	14	14	10	7

\* Computed from the basic seven food chart.

From the compilation of each apartment's 10 menus (Appendix), it was found that the control groups with the basic seven charts and class discussion had achieved more nutritionally adequate meals than groups X and Y who received no help. Groups X and Y were below the daily minimum requirements as listed by the basic seven food chart for milk, meat, butter or margarine, green and yellow vegetables, citrus fruits, and other vegetables and fruits. Daily meals tended to be starchy; they were higher than the

requirements for bread, flour, and cereals.

All of the groups were below the recommended amount of butter or margarine. All of the groups used a meat substitute two to three times weekly. Group A used only one-half the allowance recommended for potatoes and were below the recommended amount for bread, flour, and cereals. Groups A, B, and X brought more canned fruits and vegetables from home than did group Y, which probably accounted for the higher amounts used in their diets. Group Y did without these foods rather than buy them at the market.

Time Management. The daily time schedules kept by the 24 girls during the last three weeks of the study were analyzed (see Appendix for time and schedule form). The girls worked in pairs and rotated jobs each week, so the complete schedules showed the way each girl used her time in the various household activities as well as for study, social, and leisure activities. A comparison was made of the average use of time of the control groups with the other groups.

The time used varied from week to week depending on the duties that the girls were doing.

Table 13. Use of time by 24 freshmen girls.

Activity	: Total time per week			
	: Girls in		: Girls in	
	: groups X and Y		: groups A and B	
	: Hours	:Minutes	: Hours	:Minutes
Sleep	50	7	51	13
Class and study	41	35	45	30
To and from class	4	56	4	41
Purchasing food	3	32	1	22
Meal preparation	10	32	11	10
Meals--actual eating time	5	44	10	10
Clean-up after meals	5	6	2	35
Cleaning and care of apartment	2	12	2	6
Laundrying	2	18	1	10
Chatting and visiting	8	10	8	--
Church and religious activities	5	37	5	--
Social, dating, and recreation	13	9	10	37
Writing letters	3	10	2	26
Personal care	8	24	12	--
Other activities	3	28	--	--

A summary of the average use of time during a three-week period by the 24 girls participating in the study is shown in Table 14.

Table 14. Approximate average daily time use.

Activity	: Groups X and Y : Groups A and B	
	: Hours	
Sleep	7	7
Academic studies	6 1/2	7
Meals	1	1 1/2
Household activities	3 3/4	3
Church, social, and leisure	5 3/4	5 1/2

Time Spent in Food Shopping. Groups A and B spent an average of 82 minutes purchasing food. The girls saved time by shopping once a week for most food supplies except bread and milk. Milk was delivered and mixed with powdered milk. Bread was picked up by one girl on the way home from class.

Groups X and Y spent 212 minutes shopping for food. Both groups shopped from four to six times weekly.

Table 15. Food buying practices.

Weekly activity	: Number of girls participating			
	: A	: B	: X	: Y
Shopped once	2	2	-	-
Shopped twice	4	2	-	-
Shopped three times	-	2	-	-
Shopped four times	-	-	2	2
Shopped five times	-	-	2	0
Shopped six times	-	-	2	4

Food Preparation Time. Groups A and B spent a little more than 11 hours and 10 minutes weekly, or a daily average of one and one-half hours in meal preparation time.

Groups X and Y spent about  $10\frac{1}{2}$  hours weekly, or a daily average of approximately one hour in meal preparation. The increase in time of 38 minutes in the control groups, A and B, was accounted for by more nearly adequate meals and more cooking being done. The time used was readily accounted for when compared with the meals of groups X and Y.

Money Management. Discussions of money management and budgeting in the control groups A and B helped the girls decide on budgets for their apartment group. Each girl developed her own account system and recorded money spent on food and household supplies.

Food and Household Supplies. In group A each girl paid an average of 62 cents a day for food. Food brought from home was considered a part of the weekly cost. The girls agreed on prices to be paid for canned fruits, vegetables, and other foods brought from home. Each girl paid two dollars at the beginning of the month for household supplies as soap, waxpaper, toilet tissue, etc.

Group B averaged 56 cents per day per person for food. This included food brought from home. A price list was set up by the girls of how much they would pay for home produce. Canned vegetables were allotted 15 cents a quart, fruit 20 cents a quart, and eggs, chickens, meat were priced at 10 to 25 cents below the current market prices at that time. At the beginning of each

month each girl put \$2.50 into the "kitty" to take care of household supplies and laundry expense.

The girls in group X each bought food for the whole apartment when she was cooking. The range spent by the girls was from 43 to 86 cents per person per day. Household supplies and laundry expenses amounted to \$1.85 per week. This difference caused "feelings" in the apartment when one girl felt that another was not spending enough money, and that she was spending more than her share.

The girls in group Y spent approximately 30 cents per person per day and brought the rest of the food from home the week they cooked. No attempt was made to place a cost estimate on this home produce, and as a result some feelings developed among the girls when they felt that they had furnished more than their share. The meal costs as averaged by their menu sheets was approximately 50 cents per person per day. A weekly average of one dollar was spent for household supplies.

Table 16. Comparison of weekly costs of food and supplies for each girl.

Group	Weekly cost per girl*		
	Food	Household supplies	Total
A	\$4.35	\$0.50	\$4.85
B	3.90	0.62	4.52
X	3.00 to 6.00	1.85	4.85 to 7.85
Y	3.50	1.00	4.50

\* Figures are an average cost computed from menu sheets and money record sheets.

The groups spent approximately the same total amount of money as if they had purchased everything. However, total money spent ranged from \$2.00 for two girls to \$7.85 for one girl. Often the money was supplemented by home products.

Work Simplification. The writer was interested in each group of girls taking some household activities in which they were experienced and trying to increase their skills in that activity through work simplification. Since the girls desired to have more free time for college social activities, it was felt that they might gain skill and accomplish more work with a given amount of time and energy. Work simplification can cut down the number of motions and improve type of motions on a specific task, thus reducing energy costs; it can decrease time; and it can reduce the boredom and frustration which often accompanies routine tasks.

The girls in groups A and B did their process charts after class discussion of ways to save time and energy. Groups X and Y received brief instructions by the writer, so that they could complete a process chart. The main time and motion reductions made in the study are summarized in Tables 17 and 18.

Bedmaking. All apartments had single, "hollywood-type" beds with box spring mattresses. The process chart consisted of completely making a bed, using two sheets, two blankets, a pillow, and a bedspread. The control groups did process charts on an improved method. These were compared to the other groups who made their bed as they always had done. An average of the time and motions taken by the control Groups A and B was compared to

the average used by the other groups X and Y.

Table 17. Summary of process charts on bedmaking.

	: Old method	: Improved method
Time	4 1/2 minutes	2 1/4 minutes
Steps	27	17
Hand operations	48	47
Delay	3	1
Inspection	7	4

The time and energy consumed in bedmaking was cut considerably. No one best way was found to make a bed, but the various groups of girls experimented and found which way they liked best. The chief improvement consisted in starting at one side and completely making the bed on that side before moving to the other side.

Dishwashing. Each group of four girls did a time and motion study on the actual process of washing dinner dishes for a group of six girls. One girl counted motions of the dishwasher while another girl counted time and motions for the girl drying dishes. The apartments have double sinks, and dish drainers were used by all of the groups. The average of the control groups A and B who tried work simplification techniques was compared with the average of groups X and Y who did their dishes as they always had done in the past.



Table 18. Summary of process charts on washing and drying dishes.

	: Old method	: Improved method
Time	23 min. 30 sec.	10 min. 41 sec.
Right hand motions		
Wash	306	120
Wipe	284	67
Left hand motions		
Wash	135	56
Wipe	264	20
Simultaneous motions		
Wash	147	50
Wipe	146	21

The complete time of washing and drying the dishes was cut from 23 minutes 30 seconds to 10 minutes 41 seconds, a saving of 12 minutes 49 seconds. A total of 362 motions were saved for the dishwasher and 586 motions were saved by the girl drying dishes. The girls saved time and motion by stacking the dishes to the right of the sink, by washing and drying from right to left, and by draining instead of drying with a towel.

#### Self-evaluation Scale

It was hoped that each student would check herself honestly on the personal qualities that she possessed which would help her become a better manager. The self-evaluation scale used in the present study (Appendix) was devised for this purpose by the writer with the help of the girls in the control groups.

Evaluation should help one get away from patterned thinking toward oneself, help one get a new outlook on one's own capabilities and weaknesses, and thus foster improved management as

the student works and learns.

The 12 characteristics chosen to be used were thought to be personal qualities which the freshman girl could understand readily and thereby honestly rate herself. The scale would also be thought-provoking and show the girls ways in which they could improve and become better group members.

A girl cannot be an effective group member if she is unwilling to carry her share of responsibilities and is not dependable most, if not all of the time. She should be able to adjust easily to a new environment and a change in plans without becoming upset. A feeling of equality among members is essential to highest group achievement. If even one girl in a group is not stable and adaptable to changes, she may be unhappy and affect group relationships. On the other hand, she may learn from the other group members and gradually overcome her emotional instability if the group members show patience.

Cooperation and cheerfulness are "musts" for effective group living. A person who is cooperative and cheerful can usually get along well with others even when she may check low on some other traits. Attitudes toward cooperation and sharing in home activities increase the use of energy to a fuller degree.

A girl who displays initiative, imagination, enthusiasm, and energy should contribute a great deal to the learning experiences of group living. If these were lacking, a group would not glean from group living all the learning that it is hoped such an experience should provide.

Appreciation is a desirable personal trait conducive to good

group feelings. Often a person is jealous of the abilities and contributions of others in a group when he is not appreciative.

A girl who is "bossy" would upset group relations readily, even though she rated high on imagination, initiative, or other traits. It is necessary to consider the person as well as the activity and to lead people in getting activities accomplished in a capable, directive manner.

If the majority of girls within a group rated nearly the same medium or high score on any one personal quality, it is likely that group friction would not be as strong as where there is a wide range of differentiation on scores. If the ratings are similar but low, there may be friction caused by the conflict of undesirable traits.

Table 19. Ratings of group A on self-evaluation scale.

Characteristic rated	Number of girls rating								
	Low			Medium			High		
	1	2	3	4	5	6	7	8	9
Responsible	-	-	-	-	1	1	-	4	-
Dependable	-	-	-	1	1	-	-	4	-
Adaptable	-	-	-	1	3	1	1	-	-
Cooperative	-	-	-	1	1	1	-	3	-
Initiative	-	-	-	2	2	-	-	2	-
Stable	-	-	1	-	4	-	-	1	-
Imaginative	-	-	-	2	2	1	-	1	-
Energetic	-	-	-	-	1	3	-	2	-
Directive	-	-	-	-	1	1	1	3	-
Enthusiastic	-	-	-	-	2	2	-	2	-
Cheerful	-	-	-	1	2	2	-	1	-
Appreciative	-	-	-	-	2	1	-	2	1
Total girls rating	-	-	1	8	22	13	2	25	1

There is a range from three to nine on the ratings of group A; on some characteristics there is a concentration; score of eight for responsibility and dependability; and score of five for stability and adaptability (Table 19).

Sixty per cent of the ratings were medium, although the greatest single number of ratings, about 34 per cent, were eight or medium high; almost as many, 33 per cent, rated five or average medium.

Forty-five phrases were underlined in the medium group as compared to 40 in the high group. All but seven of these were used to give additional emphasis to the score. Some phrases were underlined only once. Seven phrases underlined by four or more girls were: "try to adjust," "assume responsibilities and carry them out promptly," "solve problems with a degree of originality," "sometimes vigorous in own activities," "usually happy and cheerful," "consider the person as well as the activity," and "appreciate abilities and contribution of others in a group."

Seven girls underlined phrases outside of the rating on which they scored themselves. In each case the girl had underlined one phrase in the rating and one outside the rating. For example, two girls rated themselves five or average medium but underlined "feel at ease doing household activities." One girl also underlined "usually stable" and the other girl "sometimes ill at ease in a social situation."

There is a range from three to eight on the ratings for group B. On some characteristics there is a concentration score of five for "cooperative, imaginative, directive, cheerful," and

"appreciative."

Table 20. Ratings of group B on self-evaluation scale.

Characteristic rated	Number of girls rating								
	Low			Medium			High		
	1	2	3	4	5	6	7	8	9
Responsible	-	-	-	-	2	-	2	2	-
Dependable	-	-	-	1	3	1	-	1	-
Adaptable	-	-	-	2	2	-	1	1	-
Cooperative	-	-	-	1	4	-	1	-	-
Initiative	-	-	1	-	2	1	1	1	-
Stable	-	-	1	2	2	-	-	1	-
Imaginative	-	-	-	-	5	-	-	1	-
Energetic	-	-	1	1	3	-	1	-	-
Directive	-	-	-	-	5	1	-	-	-
Enthusiastic	-	-	-	1	2	3	-	-	-
Cheerful	-	-	-	2	4	-	-	-	-
Appreciative	-	-	-	-	4	1	1	-	-
Total girls rating	-	-	3	10	38	7	7	7	-

Seventy-six per cent of the ratings were medium, and the greatest single number of ratings, about 53 per cent, were five, or average medium. Only 20 per cent of the ratings were in the high group on the scale. Four per cent of the girls rated themselves in the low grouping.

Fifty girls underlined phrases in the medium group; 20 girls in the high; and only one girl underlined a phrase in the low grouping.

Phrases underlined by four or more girls were "recognized responsibilities in the group," "try to adjust," "interested in finding new methods for doing things," "sometimes ill at ease in

a social situation," "sometimes vigorous in own activities," and "interested in some activities."

Although two girls rated eight or average high, they said they sometimes forgot.

One girl rated herself high low on initiative but underlined "sometimes takes the lead." All other points underlined by the girls gave emphasis to the ratings they checked.

Table 21. Ratings of group X on self-evaluation scale.

Characteristic rated	Number of girls rating								
	Low			Medium			High		
	1	2	3	4	5	6	7	8	9
Responsible	-	-	-	-	1	2	3	-	-
Dependable	-	-	-	1	1	2	1	1	-
Adaptable	-	-	-	1	1	-	1	-	3
Cooperative	-	-	-	1	-	-	2	1	2
Initiative	1	-	-	-	-	2	1	1	1
Stable	-	-	-	1	-	1	1	2	1
Imaginative	-	-	-	-	1	5	-	-	-
Energetic	-	-	-	-	1	1	3	1	-
Directive	-	-	-	-	1	-	3	2	-
Enthusiastic	-	-	-	-	-	2	2	-	3
Cheerful	-	-	-	-	-	2	1	2	-
Appreciative	-	-	-	-	1	1	4	-	-
Total girls rating	1	-	-	4	7	18	22	10	10

There is a range from one to nine on the ratings for group X. Five girls rated themselves six on the imaginative characteristic. Four girls rated themselves seven on appreciative.

Forty per cent of the ratings were in the medium group compared to almost 60 per cent in the high group. The greatest

single number of ratings, about 30 per cent, were in the seven or low high group. Only one girl rated herself in the low group on one characteristic, initiative.

Twenty-six underlined phrases in the medium group which emphasized scores checked; 31 underlined in the high group. Fifteen girls underlined phrases outside the score that they had checked. Only two phrases were checked by four or more girls: "solve problems with a degree of originality," and "full of interest and vitality." Two girls scored seven or low high in responsibility but underlined "usually carried share of responsibilities." One girl was six or high medium on dependability, but said "always kept promises and appointments."

One girl who scored herself nine on adaptability said she "was sometimes upset by change."

Two girls scored high on initiative but "usually expressed ideas in group discussion and planning." Other phrases underlined outside of the group scored were "sometimes ill at ease," "sometimes complain," "enjoy people."

A range from three to nine was noted on the ratings of the girls in group Y. Four girls scored five on "adaptability" and three girls scored five on stable and responsibility.

Seventy per cent of the ratings were medium, with the greatest single number of ratings in the five or average medium group. Twenty-six per cent were high.

Forty-four phrases were underlined in the medium group; 17 in the high group; three in the low group. Only two phrases were underlined by four or more girls. They were "interested in some

activities" and "sometimes able to enjoy the accomplishments of others."

Table 22. Ratings of group Y on self-evaluation scale.

Characteristic rated	Number of girls rating								
	Low			Medium			High		
	1	2	3	4	5	6	7	8	9
Responsible	-	-	-	1	3	-	-	2	-
Dependable	-	-	-	-	1	-	2	3	-
Adaptable	-	-	1	-	4	1	-	-	-
Cooperative	-	-	1	1	2	2	-	-	-
Initiative	-	-	-	1	2	1	1	-	1
Stable	-	-	-	-	3	3	-	-	-
Imaginative	-	-	1	2	-	2	1	-	-
Energetic	-	-	-	2	1	1	2	-	-
Directive	-	-	-	2	2	1	-	1	-
Enthusiastic	-	-	-	-	2	2	1	1	-
Cheerful	-	-	-	1	1	1	1	2	-
Appreciative	-	-	-	2	2	1	-	1	-
Total girls rating	-	-	3	12	23	15	8	10	1

One girl rated herself average medium on cooperativeness but was willing to do more than her share in emergencies.

Group X rated themselves much higher than did any of the other groups. They were nearer the same age and about the average age of 18.3 years.

Group Y rated themselves higher than group B but not nearly as high as X, and somewhat comparable to group A. The greatest age spread was noted in apartment Y where the girls' ages varied by two and one-half years.





Table 23. Comparative ratings of self-evaluation scale of girls in the four groups.

Apartment	Number of girls rating								
	Low			Medium			High		
	1	2	3	4	5	6	7	8	9
A	-	-	1	8	22	13	2	25	1
B	-	-	3	10	38	7	7	7	-
X	1	-	-	4	7	18	22	10	10
Y	-	-	3	12	23	15	8	10	1

Group X had 42 ratings in the high group; group A had 28 ratings in the high group; group Y had 19 ratings; and group B had only 14 ratings in the high group. All of the groups with the exception of X rated themselves most often in the medium group. Only eight ratings were in the low group.

#### SUMMARY AND FINDINGS

This study was undertaken to bring into focus the teaching of home management to freshmen girls living in residence apartments. The purpose of the study was fourfold: (1) to consider factors involved in effective group living; (2) to determine the ways in which the teaching of home management in residence apartments could provide effective experiences in democratic living; (3) to develop individual abilities through a study of specific needs of each individual student; (4) to analyze and interpret the findings so that the results might be used as a basis for planning a home management course for freshmen girls.

Four experimental apartment groups, each composed of six girls, participated in the study for a period of 10 weeks. Two groups, called the control groups, received guidance, while the other groups merely filled out the questionnaires and kept records. Preceding the experiment, a tentative home management course was outlined based upon the compilation and study of: the academic records, family background, home activities, and the anticipated goals and problems expected to be met in apartment living.

At the end of the 10-week period, data were compiled from the management of food, time, money, and household tasks provided through experiences in apartment group living. Comparisons were made between the control groups and the other groups.

The students came from homes varying widely in occupational interests of parents and level of living. Each apartment group was composed of girls who came from various family-size groups ranging from girls with no brothers and sisters to girls with several brothers and sisters. In spite of this similarity in groups, the control groups had better group relations than the other two groups. Girls should be encouraged to consciously engage in cooperative and democratic living.

One apartment group had had no 4-H experience and almost one-half of the group had had no high school training in foods. Very few girls had taken high school classes in family health, child care, home management, and home furnishings. Experiences in home activities that related were also infrequent. Most girls had had

experience in cooking and serving meals at home. The control groups who planned menus and tried work simplification made better use of time and enjoyed group living more than the groups who did no special planning. They should be encouraged to plan menus, to use new recipes, and to try work simplification in meal preparation. At home they could help with food preservation. Girls had seldom, if ever, served as hostesses. Experiences in entertaining and hostessing would give the girls more confidence in social situations.

Money experiences had consisted of earning and spending money for their own choices, but the girls needed and wanted experience in making budgets and keeping records of money spent in order to use their money more wisely. The control groups planned budgets and spent their money more effectively than the other groups.

The effective use of time was a problem to all. The control groups used their time to better advantage. A majority of the girls had had a great deal of experience before coming to the university in some household activities as dishwashing and drying, bedmaking, laundering, and ironing clothes. Therefore, they should be able to try work simplification on these tasks. The vacuum cleaner had been used regularly at home, but the girls should be directed in the efficient use of other household equipment such as automatic washers, driers, and electric floor polishers.

Few of the girls had done very much creative work in many household activities. On the self-evaluation scale only three girls rated high in imaginative ability, but nine girls rated

high on initiative and enthusiasm. Girls should be encouraged to try new ideas as arranging flowers, making centerpieces, and making new furnishings that are economical and attractive.

The self-evaluation scale helped each girl become aware of her strengths and weaknesses in personal qualities which would enable her to be an effective group member. The ratings would be of greater value if each girl rated herself at the end of the study, and if each girl rated the other girls in her apartment group.

The girls who had guidance and help showed constant improvement in all phases of management. Apartment group living was more effective for the control groups. In apartment residence living there is a need for increased guidance or direction. From the results of this study and the observations and findings of others as expressed in the review of literature, the course in home management should be developed to help freshmen girls realize the importance of group relationships as well as help them apply principles of management to activities in order to achieve desired goals in apartment living.

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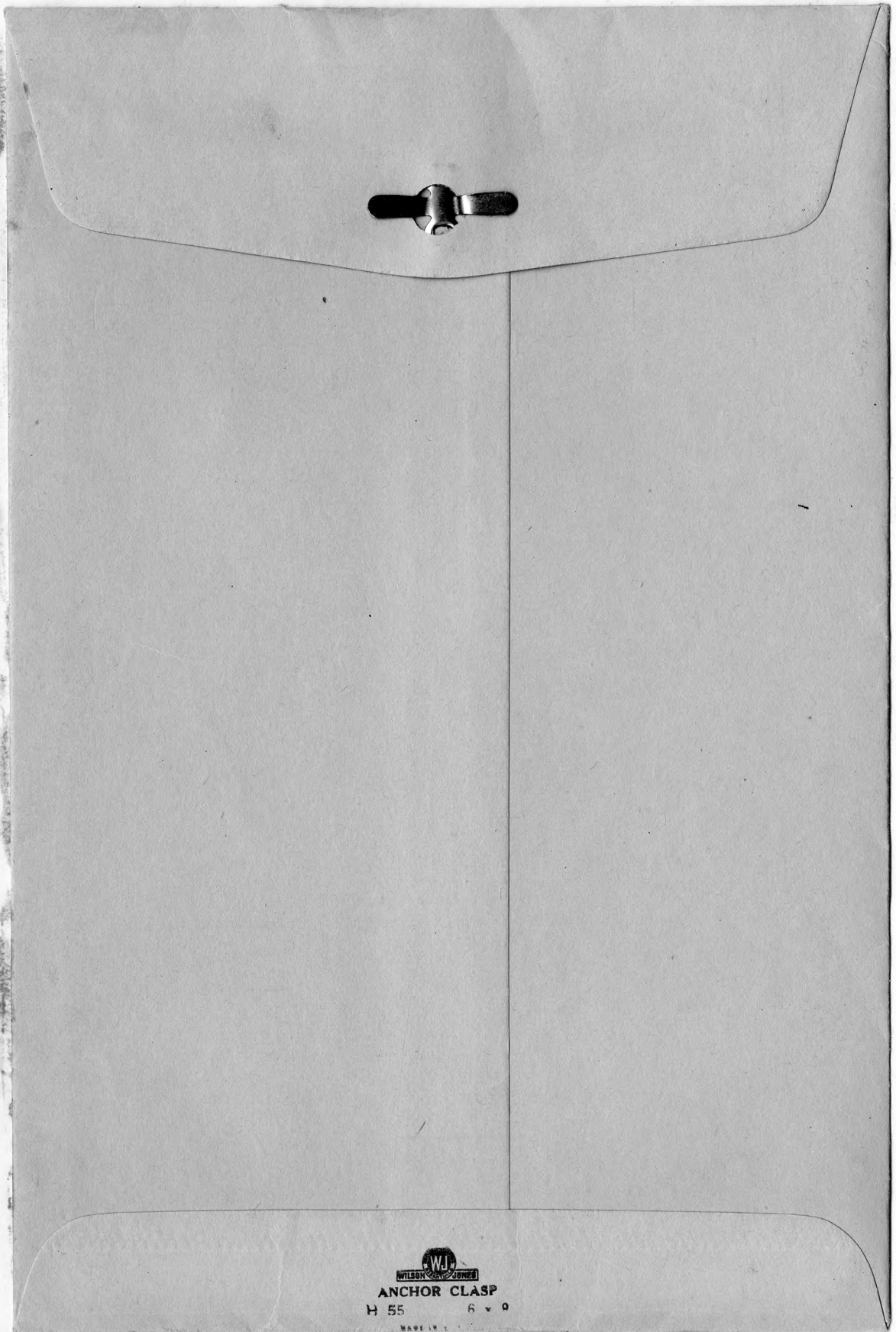
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## APPENDIX





  
WILSON & JONES  
ANCHOR CLASP  
H 55 6 x 9  
MADE IN U.S.A.

Preliminary Questionnaire

Preliminary Questionnaire

Name \_\_\_\_\_ Provo Address \_\_\_\_\_

Date of birth \_\_\_\_\_

Home Address \_\_\_\_\_

Did you live on a farm? \_\_\_\_\_ in a small town? \_\_\_\_\_ in a city? \_\_\_\_\_

What is your father's occupation? \_\_\_\_\_ mother's? \_\_\_\_\_

How many brothers \_\_\_\_\_ sisters \_\_\_\_\_ do you have? Relationship of others in the home. \_\_\_\_\_

What schools have you attended? Specify length of time in each.

Rural Vocational H.S. \_\_\_\_\_ Rural H.S. \_\_\_\_\_  
Small Town Voc. H.S. \_\_\_\_\_ Small Town H.S. \_\_\_\_\_  
City H.S. \_\_\_\_\_ Others \_\_\_\_\_

How much 4-H work have you had? No. of years \_\_\_\_\_ No. of Projects \_\_\_\_\_

Check the Home Ec. classes you had in H.S. and give the approximate time, in months, spent in each:

Foods _____ months.	Family Health _____
Clothing _____	Child Care _____
Home Living _____	Home Management _____
Others _____	Home Furnishings _____

By circling the letter in front of the activity, indicate the extent to which you have participated in these activities before coming to college.

Use R to mean regularly  
Use O to mean occasionally  
Use S to mean seldom  
Use N to mean never.

For example, you want to indicate that you regularly made your bed at home. The answer would be: (R) O S N made my bed.

1. R O S N Earned money.
2. R O S N Had an allowance.
3. R O S N Asked for my spending money.
4. R O S N Spent money for my own choices.
5. R O S N Made a budget.
6. R O S N Recorded money spent.
7. R O S N Cared for children.
8. R O S N Cared for one or more sick persons.
9. R O S N Helped outside of own home with care of the sick.
10. R O S N Managed a home for a week or more.

11. R O S N Did house work in other homes.
12. R O S N Did cooking at home.
13. R O S N Helped with cooking in restaurants.
14. R O S N Tried new recipes at home.
15. R O S N Tried new recipes at school.
16. R O S N Planned menus.
17. R O S N Helped with food preservation.
18. R O S N Served meals.
19. R O S N Purchased food for own home.
20. R O S N Shopped for food, but in only one store.
21. R O S N Shopped for food in a number of different stores.
22. R O S N Gardened - flowers.
23. R O S N Arranged flowers in the home.
24. R O S N Gardened - vegetables.
25. R O S N Made new furnishings for the home.
26. R O S N Re-arranged furniture.
27. R O S N Used an automatic washer.
28. R O S N Used an electric clothes drier.
29. R O S N Used a vacuum cleaner.
30. R O S N Used an electric floor polisher.
31. R O S N Did the family washing.
32. R O S N Did the family ironing.
33. R O S N Did personal laundry.
34. R O S N Did my own ironing.
35. R O S N Washed the dishes.
36. R O S N Dried the dishes.
37. R O S N Made my bed.
38. R O S N Entertained guests.
39. R O S N Served as a hostess at social affairs.

40. R O S N Waited on tables in a restaurant.

41. R O S N Made my own decisions.

42. R O S N Asked father for advice.

43. R O S N Asked mother for advice.

What homemaking activities can you do well?

What homemaking activities do you enjoy doing?

What are your reasons for choosing to live in the apartments?

How often do you plan to go home for the week-end?

How much do you plan to spend per person per week for food and household supplies?

Will you bring food from home? Yes \_\_\_\_\_ No \_\_\_\_\_.

If so, what kinds of food products and approximately what amount?

Have you lived with a group of girls before? Yes \_\_\_\_\_ No \_\_\_\_\_.

How many girls? \_\_\_\_\_ What ages? \_\_\_\_\_

When \_\_\_\_\_ For how long? \_\_\_\_\_

For what purpose?

What are your hobbies?

What sports do you enjoy watching?

What sports do you enjoy doing?

In what other activities do you participate?

In what other activities would you like to participate?

Do you plan to attend such college functions as:

Lyceums? Yes \_\_\_\_\_ No \_\_\_\_\_.

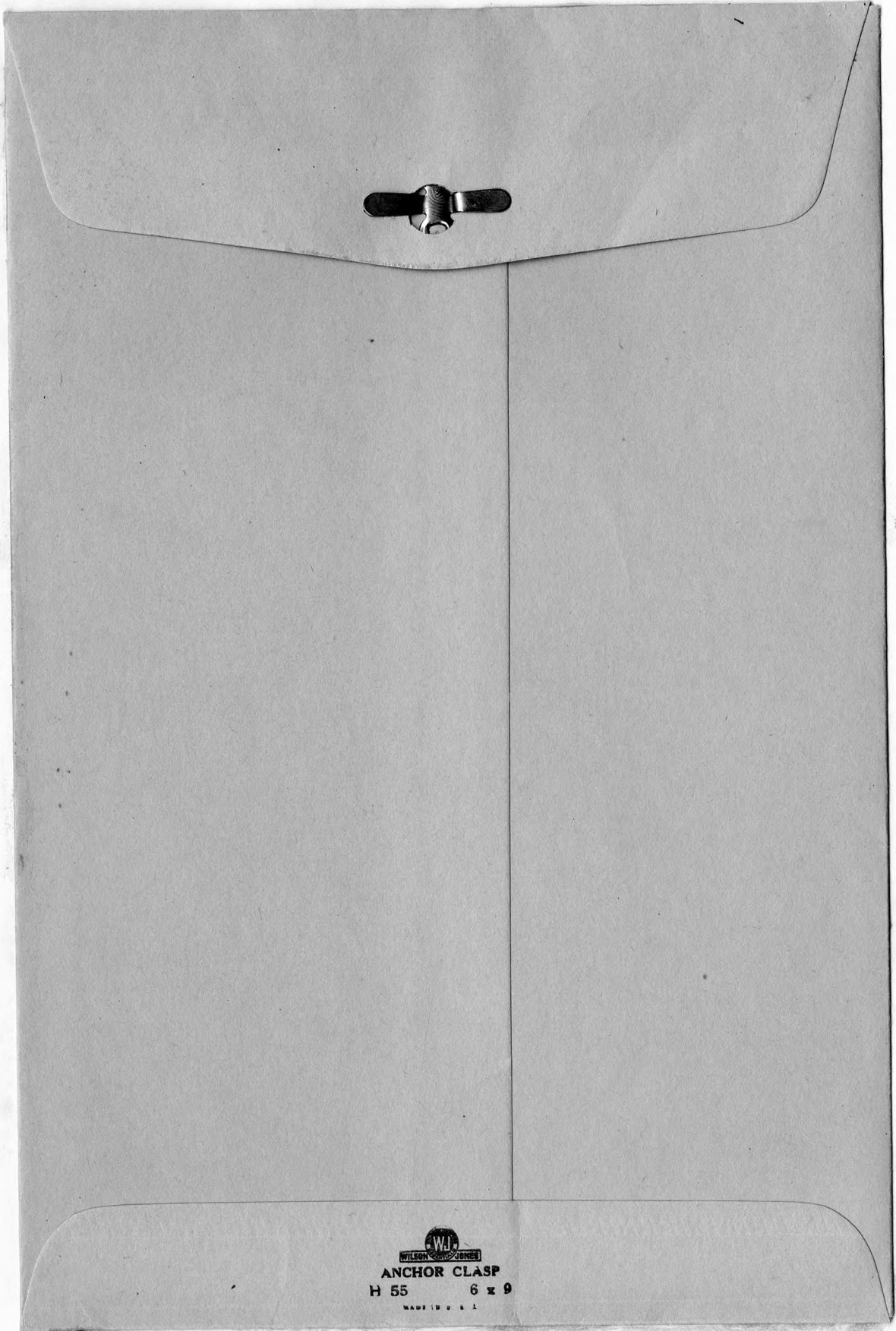
Plays? Yes \_\_\_\_\_ No \_\_\_\_\_.

Ballgames? Yes \_\_\_\_\_ No \_\_\_\_\_.

Matinee Dances? Yes \_\_\_\_\_ No \_\_\_\_\_.

Do you work part-time? Yes \_\_\_\_\_ No \_\_\_\_\_. If so, what type of work do you do?

For how long each day?



Self-evaluation Scale

Self-Evaluation Scale

Name \_\_\_\_\_

Place a check mark above the phrases in each section that most nearly characterizes you. A check in the middle of a section indicates average. If you think the section characterizes you but you are better than average place a check farther to the right of that section, or if you think the section characterizes you better than the other sections but that you are less than average, place a check in the left part of the given section. -av. + -av. + -av. +  
Underline any phrase that you wish to emphasize as being particularly characteristic of some quality that you have.

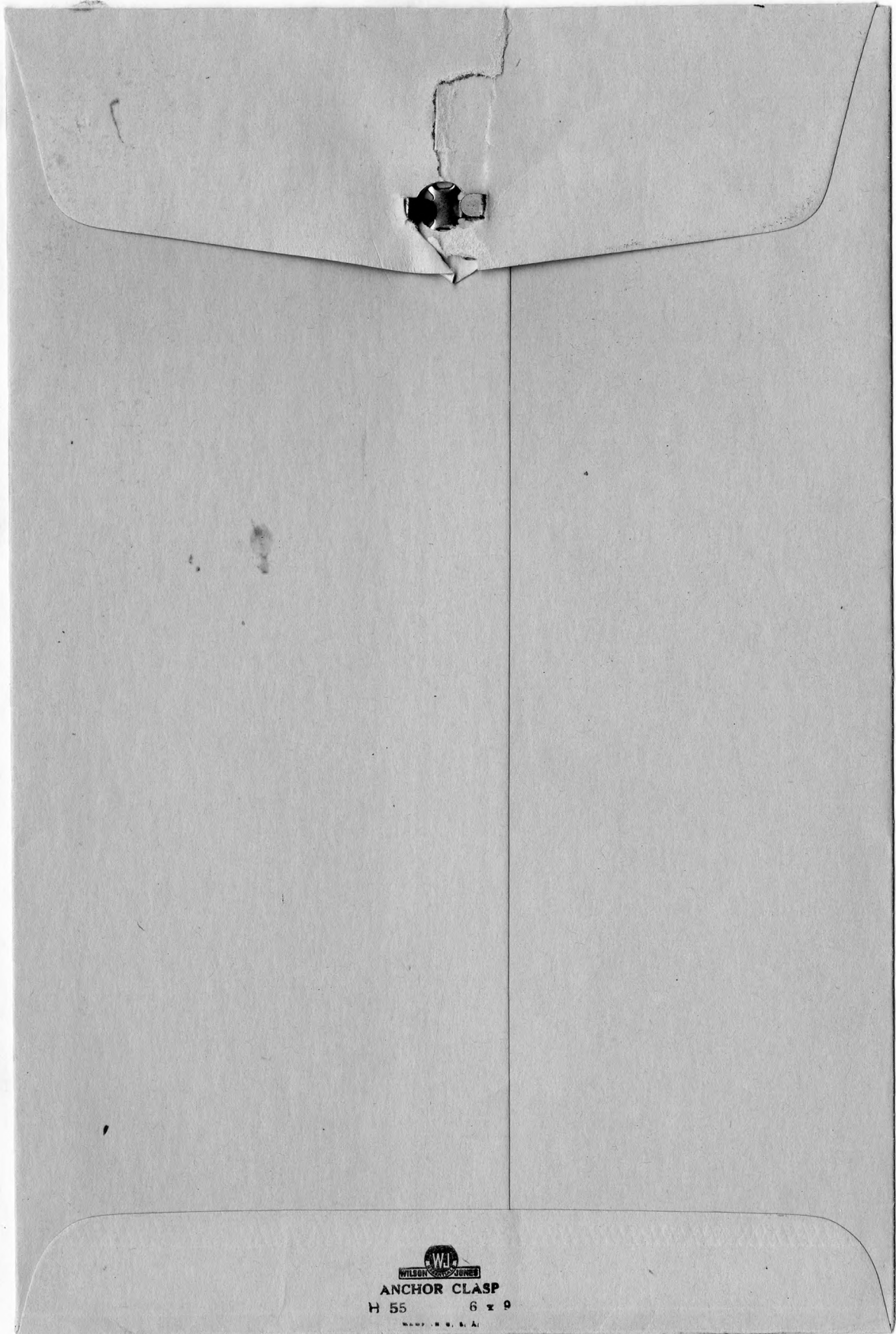
	Low	Medium	High
Responsible	Fail to recognize responsibilities. Unwilling to assume share of responsibilities.	Slow to recognize responsibilities. Usually carry share of responsibilities.	Recognize responsibilities in the group. Carry responsibilities willingly, regardless of reward.
Dependable	Shun responsibility Satisfied to get by. Seldom on time. Forgetful. Fail to keep promises and appointments.	Usually discharge responsibilities on time. Sometimes fail to keep promises and appointments. Sometimes forget.	Assume responsibilities and carry them out promptly. Keep promises and appointments. Seldom forget.
Adaptable	Adjust slowly to new environment. Unwilling to modify plans and opinions. Upset by sudden change.	Try to adjust. Not always successful in adjusting. Sometimes upset by change.	Adjust readily and pleasantly. Seldom upset by change.
Cooperative	Do not work well with others. Do no more than is required. Often antagonistic or bored.	Work moderately well with others. Sometimes do more than share. Sometimes expect too much credit.	Work harmoniously with others. Willing to do more than share in emergencies.
Initiative	Need constant help and advice. Never take the lead. Seldom contribute to group planning in a discussion.	Sometimes take the lead. Do not often find new ways to do things. Usually express ideas in group discussion and planning.	Willing to take the lead. Interested in finding new methods for doing things. Offer ideas in group planning.

## Low

## Medium

## High

Stable	<p>Ill at ease in a social situation.</p> <p>Ill at ease doing household activities.</p> <p>Easily upset.</p>	<p>Sometimes ill at ease in a social situation.</p> <p>Sometimes upset.</p> <p>Usually stable.</p> <p>Feel at ease doing some household activities.</p>	<p>Natural in a social situation.</p> <p>Usually at ease and composed.</p> <p>Show self-control in most cases.</p> <p>Feel at ease doing household activities.</p>
Imaginative	<p>Lack originality in solving problems.</p> <p>Unable to create ideas.</p>	<p>Solve problems with a degree of originality.</p> <p>Sometimes creative in ideas.</p>	<p>Show originality in solving problems.</p> <p>Creative in ideas.</p>
Energetic	<p>Lack vigor in own activities.</p> <p>Unable to inspire others to activity.</p> <p>Use energies of others to own advantage.</p>	<p>Sometimes vigorous in own activities.</p> <p>Sometimes able to inspire others through appreciation of good work.</p> <p>Sometimes use energies of others in a selfish manner.</p>	<p>Forceful and vigorous in own activities.</p> <p>Able to inspire others to activity through enthusiasm and understanding.</p> <p>Realize limitations of other people.</p>
Directive	<p>"Bossy".</p>	<p>Sometimes "Bossy".</p> <p>Sometimes able to lead people to accomplishment.</p>	<p>Able to lead people in getting activities accomplished.</p> <p>Consider the person as well as the activity.</p>
Enthusiastic	<p>Listless and indifferent.</p>	<p>Interested in some activities.</p>	<p>Full of interest and vitality.</p>
Cheerful	<p>Usually depressed and discouraged.</p> <p>Moody.</p> <p>Sense of humor, poor.</p>	<p>Usually happy and cheerful.</p> <p>Sometimes complain, but not often.</p> <p>Enjoy certain people.</p>	<p>Happy and cheerful.</p> <p>Feel at ease in any situation.</p> <p>Have a sense of humor and use it kindly.</p> <p>Enjoy people.</p>
Appreciative	<p>Self-centered.</p> <p>Fail to appreciate abilities of others.</p>	<p>Sometimes able to enjoy the accomplishments of others.</p> <p>Sometimes self-centered.</p>	<p>Appreciate abilities and contributions of others in a group.</p>



Menus and Time Schedule



MENUS

SUN.

MON.

TUE.

WED.

THUR.

FRI.

SAT.

Break-  
fast

Lunch

Dinner

Estimated Cost per week per person \_\_\_\_\_

Average Cost per day per person \_\_\_\_\_

Cook(s) \_\_\_\_\_

TIME SCHEDULE

Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
Arise, Breakfast						
Lunch						
Dinner						
Bed						

TEACHING HOME MANAGEMENT TO FRESHMEN GIRLS  
THROUGH EXPERIENCES IN RESIDENCE APARTMENT LIVING

by

BETH STEED HINMAN

B. S., Utah State Agricultural College, 1950

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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

This study was made to investigate the possibilities of teaching home management principles to freshmen women through experiences gained in residence apartment living. It was proposed to consider the factors involved in effective group living, to determine the ways in which the teaching of home management in residence apartments could provide effective experience in democratic living, and to provide for the development of individual abilities through a study of the specific needs of each individual student.

The experience of living together, of cooperative activities, and of a variety of personal contacts is recognized as a democratizing factor. Campus living should provide for the best learning experiences and satisfactions for all students. Therefore, training for a democratic society through guided group living seemed important. Management emphasizes the importance of effective group relationships; skills and abilities are subordinate and stressed only as they help to achieve individual and group satisfactions and goals.

Group living in apartment residences is a comparatively new trend in college and university housing programs. At the Brigham Young University, where the writer is a staff member in the College of Family Living, 16 residence apartment dormitories house 950 college women. Each group of six women forms a unit responsible for providing its own meals and housekeeping care. The writer considered this a unique opportunity to provide personal help and counseling, and teach home management principles. Four

apartment groups, each composed of six freshmen women, participated in the present study for a period of 10 weeks. Two of the experimental groups, called the control groups, received guidance while the other groups merely filled out the questionnaires and kept records.

At the beginning of the study a tentative home management course was outlined based upon the compilation and study of the academic records procured from the counselling services, and of a preliminary questionnaire completed by each of the 24 girls. These revealed the scholastic standing, the family background, the home activities, and the anticipated goals and problems expected to be met in apartment group living. Further they showed that the girls varied widely in homemaking and other experiences, and also came from homes varying widely in levels of living, occupational pursuits, and sizes of family groups. The results of this study suggested that the girls needed guidance in managing group activities, food, use of time, money, and the application of work simplification principles.

As a result of the use of a self-evaluation scale, the members of the groups were made aware of the personal qualities which would help them live cooperatively in their group.

Each girl kept records of her menus, time schedule for a three-week period, spending for food and household supplies, and a process chart on some phase of work simplification. At the end of the 10-week period, comparisons were made between the controls and the other groups. The control groups enjoyed group

living more, made more effective use of time and money, and balanced meals better than the other groups.

This study suggests that freshmen women living in residence apartments need guidance in improving group relationships and in applying principles of management to activities in order to achieve individual and group satisfactions and goals. Some specific needs indicated are: (1) To be encouraged to engage consciously in cooperative and democratic living. (2) To be provided with experiences in entertaining and hostessing. (3) To be made aware of personal qualities which help them be better group members. (4) To be encouraged to plan menus and use new recipes. (5) To have experience in making budgets and keeping records of money spent. (6) To use time more effectively. (7) To try work simplification in meal preparation and routine household tasks.

