

S T U D E N T E X P E C T A T I O N S A N D
F U L F I L L M E N T I N T H E H O M E
M A N A G E M E N T R E S I D E N C E
C O U R S E

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SCIENCE IN FAMILY ECONOMICS
AND HOME MANAGEMENT IN THE GRADUATE SCHOOL OF
THE TEXAS WOMAN'S UNIVERSITY

COLLEGE OF
HOUSEHOLD ARTS AND SCIENCES

BY
BARBARA HELEN BARRETT, B. S.

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We hereby recommend that the thesis prepared under
our supervision by Barbara Helen Barrett
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THE HOME MANAGEMENT RESIDENCE COURSE

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Committee:

Virginia B. Sloan
Chairman
Bernadine Johnson
Jessie W. Bateman
Dea R. Tiner

Accepted:

J. L. Morrison
Dean of Graduate Studies

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CHAPTER I

I N T R O D U C T I O N

Home management residence courses very early became the accepted method for teaching home management in colleges and universities. The residence method of teaching offers students the opportunity of experiencing the management process from day to day. The home management residence program was developed in the early years of the 1900's. Many sociological changes have occurred in the United States since that time. An example of the changes is the modification of family structure from extended families to nuclear families. Halliday and Paolucci (11) explained that as society has changed individuals encounter situations for which past experiences may not be relied on as a guide for decision-making.

Home management as a part of the field of study of home economics originally emphasized efficiency in the use of time, energy, and money. Recently Riebel (21) contended that the definition for home management was not efficiency but decision-making. In 1959 the American Home Economics Association stated that one of the principal concerns of the profession was with individuals, families, and

communities in the management of resources for the achievement of values and goals (1).

Hodson (12) has suggested that the primary goal of all teaching is to help students realize their full potential. Because social and economic changes are continually occurring, teachings related to the family should be reviewed and evaluated regularly. Dopson (5) suggested that the home management residence course will meet student needs and will be relevant in a true home situation only if current social and economic trends are included in the course.

PURPOSES OF THE STUDY

The present study was designed to investigate ways the home management residence course has met the needs of former students. The study was particularly concerned with definition of goals and values, development of decision-making and managerial ability, and improvement of homemaking skills. The specific objectives of the study were to determine:

- 1) Whether students who have completed the home management residence course consider the values and goals emphasized in the course to be similar to their own.
- 2) Whether students have been satisfied with the knowledge and the experience gained in the home management residence course.

REVIEW OF LITERATURE

The importance of good management in the home was pointed up by Malone and Malone (17) in the adage that a poor home manager is one who throws more out the back door with a spoon than her husband can bring in the front door in a bushel basket. With the increasing number of decisions relating to the use of family resources and the increasing money outlay involved, families cannot afford to make haphazard decisions. Families should be able to make the wisest possible decisions concerning the use of their resources in their own unique situation.

Home Management

Definition.--Malone and Malone (17) suggested that there are two concepts of home management. The narrower concept is that homemaking is chiefly the operation of the household including meal planning and preparation, housekeeping, clothing selection and care, care and training of children, and the less well-defined management tasks such as planning, shopping, and keeping accounts. The broader concept encompassed the view just stated but added a deeper emphasis on the family as people and on family life as a whole. Attention is centered on the total goals of the family and the ways in which decision-making and management in the home can help the family reach these goals. The

broader concept begins with questions such as: What are the short-term and long-term goals of the family? What are the values of the family as a unit? What are the total resources available to the family? Resources include not only material possessions but also time, mental and physical energy, special abilities and skills, community resources, and other assets which can be used for all family members to have the kind of life and living most preferred. The first concept accented skills in doing, tangible resources, and results. The stress of the second concept is on intangibles, and the desired result for the individual is the attainment of the type of life wanted (17).

History.--Home economics is a relatively new field of study. Even in the early days, home management was part of the emerging, new field. Among the topics discussed at the first Lake Placid Conference in 1899 were "How can domestic science help the woman who does her own work?" and "Simplified methods of housekeeping" (9). As long ago as the 1840's, Catherine E. Beecher (1800-1878) was advocating inclusion of the primary factors of home management in the teaching of home economics which was then called domestic science or domestic economy. Beecher was a pioneer in the education of women and established private schools for girls in Hartford, Connecticut, and Cincinnati, Ohio. Through working with the schools Beecher realized the need for teaching domestic

economy. The form for teaching was set up in the books Treatise on Domestic Economy, 1841, and Domestic Receipt Book, 1842 (2).

The early emphasis on home economics being practical was aided by the establishment of practice houses or apartments (3). Practice houses were criticized on three points. Such houses were costly in time and money; many students participated in the work with no individual responsible for the results. Also, the practice house had little value because conditions were not representative of a normal home.

Even though there was criticism, the first practice house was built at the University of Illinois in 1908. However in 1925, Halbert (10) reported on a survey of practice houses and home economics cottages in schools, colleges, and universities. Stout Institute, Menomonie, Wisconsin, and Tuskegee Institute in Alabama reported owning practice houses since 1904. Every school surveyed reported one of its goals to be the construction of a practice house which would serve as a pattern for students and for the community. Halbert (10) suggested that one of the main objectives in selecting furniture for a practice house was that it be readily copied or duplicated by the students and the homemakers in the community. Bevier (2) stated that many practice houses were built in the years between 1908

and 1917 including one at Denton, Texas. The reference may have been to North Texas State University. However, it seems more likely that Bevier was referring to the College of Industrial Arts, now Texas Woman's University; because in 1925 Halbert (10) stated that the Texas College of Industrial Arts had two practice houses which were planned and built for that purpose.

Since World War I, the residence course has been the most popular method of teaching home management on the college level. According to Gross and Crandall (9), in 1959 about three-fourths of the institutions in the United States granting degrees in home economics required a residence period. Usually the course consisted of a small group of seniors living in a college-owned house for half a term. Students were granted various amounts of responsibility and freedom for organizing their own activities in the course.

Much progress and change have taken place in home management since the first Lake Placid Conference (9) when the following topics were discussed: "How can domestic science help the woman who does her own work?" and "Simplified methods of housekeeping." The advancement which has occurred since 1899 may be seen in the change of methods and emphasis as illustrated in the conceptual framework for home management based on the systems theory as proposed by Deacon

and Maloch (16). That the theory some day may be symbolized mathematically further indicates the evolution of the field of home management.

Philosophy of home management residence.--Lucas (15) observed that at one time people thought that home management was caught rather than taught. Most of the teaching of home management was done in practice houses with the emphasis on learning by doing. In more recent times the primary emphasis of home management residence has been less on development of skills and more on managerial ability, decision-making and individual personal development (4). Individual personal development is defined as helping the student define and develop her own qualifications as a future homemaker.

Gross and Crandall (9) suggested that the philosophy of a home economics department is exemplified in its residence course. Human values may be stressed in the classroom, but in every day living the philosophy is put to the test. Home management residence courses offer a unique opportunity for students to gain experience in the decision-making process. Students may control the organization of the work of the house, the entertaining, and the food budget. The more emphasis placed on skills and conventional standards the less likely emphasis will be placed on either the development of decision-making ability of the individual or on human relationships.

Bishop, Henderson, Riebel and Budolfson (4) stated that home management residence provided the opportunity for two vital contributions to the education of students in home economics: to gain an appreciation for the problems involved in operating a home today and to work directly with these problems; and to participate in learning experiences with others. The authors cited above emphasized that home management residence experience should provide adequate opportunities and freedom to use money and resources for students to have experiences in the management of family food; house maintenance, care, and repairs; selection and purchase of small and large equipment and furnishings; entertainment; and other areas. Morgan (19) concluded that the home management residence course was successful only to the extent that students are influenced to define their goals and values and to analyze how family resources may be used to achieve these goals. Morgan (19) suggested that the home management faculty may increase positive results from the course by helping students: to realize the wide range of choices in decision-making; to comprehend the possible results of each choice; to realize the possible effect of each decision on each student in relation to her goals and values; and to make independent decisions for which they should be responsible after considering all alternatives.

Changes and trends.--Gross and Crandall (9) described some changes and trends in home management residence courses. In a 1959 survey of 57 land grant colleges, 84 per cent reported that students established duties for management of house; and over half reported that students participated in formulating the budget. Decision-making was definitely being emphasized in home management residence courses. Experimentation was being conducted with smaller groups to simulate more nearly the size of today's family. Special arrangements were being made for married students.

Some institutions were experimenting with different types of residence for all students such as shorter residence periods or daytime only residence for all students. Both systems have advantages and disadvantages. A disadvantage of both systems mentioned above is that human behavior is less likely to be changed in the experimental systems than in the conventional system. In a shorter residence term, students must adjust quickly to a new living situation in order to perform effectively and benefit from the situation. The daytime only residence provides limited opportunities for developing human relationships.

Values and Goals

The American Home Economics Association (1) has developed a list of 12 competences which it feels are

essential for effective living. An important function of home economics is the first competence listed which is "to establish values which give meaning to personal, family, and community living; select goals appropriate to these values." Home management has shifted its focus from time, energy, and money to helping individuals define values and attain goals. Halliday and Paolucci (11) suggested that individuals often follow one of two extremes in decision-making. Some persons may define their goals and values in relation to the family and to society, make decisions, and take action. However, others seem to take no action but rather are guided by the opinions of others. While there seems to be some risk involved in the second alternative, the more important point is that the well-being of the individual and of the family seems to be dependent on the values held. Liston (14) saw management in the family as oriented toward satisfying values which are held in high priority. A complex of individual, family, and cultural values is involved in personal decision-making. Therefore, values must be clearly defined in order for wise decisions to be made. According to Morgan (19) students today want a meaningful life for themselves and their families, and students want to apply knowledge acquired in college. This realization should help faculty members to make the residence experience a meaningful one in defining goals. Malone and

Malone (17) stated that the final test of the effectiveness of management is the total contributions made to family members.

Riebel (21) defined values as the guideposts for human behavior. Values establish the way that gives meaning to life. Every person has a different set of values and holds his values in a different order of importance than anyone else. There is no right set of values, for this is something each person must determine for himself. Gross and Crandall (9) stated that values are the underlying force in decision-making.

Riebel (21) interpreted goals as things people want to accomplish. Goals are more concrete than values. Goals may be divided into two categories, short-term and long-term. Usually short-term goals are the means of achieving long-term goals, or may be ends in themselves. Families may live the entire life cycle without establishing goals, but achievement will be greater if goals are established. Fox (6) stated that a manager is one who directs the efforts of others to achieve a goal.

Green (8) stated that the American social organization no longer supports traditional values as formerly. Independence and individuality are seldom attained but often discussed. Ideals do not often survive when rarely practiced.

The ideal of the innovator and entrepreneur persists today; but the American culture accepts in practice the person who can fit in, adjust, and conform. Green wondered if pioneer values will survive in an urban, industrialized, and bureaucratic social order.

Hodson (12) observed several sociological changes which have had an effect on individuals and families. Families have changed from extended, kinship-type families to nuclear families. Today families are consuming units rather than the producing units they used to be. Formerly all family members participated in a family business or farm while now family members follow individual careers. There has been a shift from rural to urban life. Families were once stationary in a community for several generations; today families are extremely mobile .

Halliday and Paolucci (11) explained that the shift in emphasis from skills in using resources to people and goals has been a result of changes in the culture. Families are no longer chiefly concerned with household production. As improved technology has developed mass production to supply families with more goods and services, people with different value systems have been placed in closer contact. Formerly stable value structures have been questioned and threatened. As society has changed, many times people have

been placed in situations for which past experiences have not served as a guide for decision-making. Individuals may find that more choices are available than ever before. Green (8) observed that even with the supposedly new leisure America continues to be a purposive and goal oriented society. Values such as work, achievement, production, progress, and success have been accentuated rather than being discarded.

HOME MANAGEMENT RESIDENCE AT
TEXAS WOMAN'S UNIVERSITY

"Management in Family Living and House Residence" (23) is a course required of all home economics majors in the College of Household Arts and Sciences at Texas Woman's University for a bachelor's degree. The only prerequisite course requirement is a freshman course in foods and nutrition. The home management course consists of three hours of lecture weekly and half a semester residence in the home management house.

Faculty and Graduate Teaching Assistants

The lecture part of the course is conducted by a full time member of the faculty of the College of Household Arts and Sciences who also supervises the general functioning of the home management residence. A graduate teaching assistant

lives in the residence and acts as the home management residence adviser. The author served as the home management residence adviser for nine months, 1967-1968.

Students

Students are allowed to enroll in the course when seniors or juniors who are close to senior standing. Married students as well as single students are required to take the course. Single students are expected to live in the home management residence for half a semester, to eat all meals at the residence, and to participate fully in all related activities. A married student may or may not live in the home management residence as the student chooses. If not living in the residence, the student is still expected to participate fully in the activities but not required to eat all meals at the residence. A married student living in the residence is treated as a single student.

The Residence House

The home management residence is a large, two-story house located on the northeast part of the campus. A faculty member who taught housing planned the house specifically as a home management residence. The house was built in the early 1940's. Downstairs is an entrance hall, kitchen, family room and bath, dining room, living room, and screened porch. The

kitchen also includes areas for laundry and flower arranging. The family room and bath were originally planned as a nursery, but the home management residence program no longer includes the care of an infant. The family room may also be used as an extra bedroom when necessary. The screened porch adjoins the living room and the family room, and in good weather the three rooms may be opened together for large social functions. The upstairs rooms are the family area. There is one large bedroom and three small bedrooms. The layout of the rooms allows for a variety of bedroom and/or study room arrangements. There is a large bathroom with two wash basins, two toilets, a bathtub, a shower, and a small laundry area. Three closets upstairs providesample storage space for linens, household supplies and equipment. The house was designed at the time when students at the University still wore uniforms. The bedroom closets which were planned to accomodate the uniforms are quite small and unsatisfactory for the affluent students of today. The adviser's living area consists of a fairly large bedroom, a private bath and a porch situated over the front door of the house. The house is well planned for its function.

Duties

The housekeeping duties are divided equally among the family members on a rotating basis. The usual divisions are house manager, assistant cook, host, laundress, waitress,

upstairs housekeeper and downstairs housekeeper. Each group may revise the duties as desired. The duty of house manager includes supervising the management of the entire house and all family members and doing the major part of the cooking. There is no maid service provided by the University. The laundress does all of the household linens except sheets and pillowcases which are sent to the University laundry. University personnel maintain the yard; however, students may assume some of the gardening activities. In the past some students have felt this was good experience and also wished to improve the appearance of the yard.

Social Functions

Students are given the opportunity to broaden their cultural horizons through experiences in entertaining. Each manager is permitted to invite a guest to one of her meals. This gives the manager the extra incentive of having company for dinner and the experience of introducing a stranger to the family. Guests have been University faculty members and administrators, alumnae association officers, townspeople, and students. Home management students also gain experience in management by entertaining in variety of social functions. The following factors are considered when planning these functions: large and small groups, low and moderate budgets, formal and informal occasions.

Funds

The University maintains charge accounts at three grocery stores in Denton. Groceries and household supplies may be charged at the stores. These are the only funds available for use by the student.

Textbooks

The main textbook used for the course is Management in Family Living by Nickell and Dorsey (20). Kinder's Meal Management is used as a supplementary text. Outside readings are periodically assigned.

Reports

Students are expected to prepare and present in class reports relative to the course. Reports may be on any topic which the student feels will benefit the class; the topic is approved by the teacher. Each student is also required to prepare a notebook on her management period. The notebook includes evaluation of time and service plans, evaluation of the manager's goals, evaluation of the functioning of the family as a group and individually, and detailed nutritive studies of the meals served.

Equipment

In May, 1968, an inventory of the equipment in the home management house included the following. Major equipment in the kitchen area was an electric range, food waste disposer, dishwasher, refrigerator, and clothes washer and dryer. A variety of additional small equipment and appliances included two 35-cup coffeemakers, a deep fat fryer, a standard model food mixer, three hand model food mixers, two 12-cup coffeemakers, an electric rotisserie oven, a waffle iron, an electric knife, and a food blender. Also available was a pressure cooker, two ice cream freezers, and an electric roaster oven. Although there were several sets of china, pottery, crystal, and glassware, not many of the sets contained enough pieces to use when serving the entire family because of normal breakage. The inventory included a few serving pieces, placemats, napkins, or tablecloths and one set of flatware. A small number of basic pieces of flower arranging equipment and garden tools were available. Also found in the kitchen was the usual assortment of utensils. Other equipment in the house included an upright vacuum cleaner, a small portable vacuum cleaner, a floor polisher, and a rug shampooer-floor waxer.

CHAPTER II

P R O C E D U R E

The present study was designed to investigate ways the home management residence course has met the needs of former students. The study was particularly concerned with definition of goals and values, development of decision-making and managerial ability, and improvement of homemaking skills.

Data for the study were obtained from home economics majors who had completed the home management residence course at Texas Woman's University within a five year period from September, 1963, through May, 1968. Names of the students were obtained from the class rolls. Addresses were taken from the Alumnae Association files. Former students participating in the study represented all major areas of study in the College of Household Arts and Sciences.

Data were obtained by a mailed questionnaire, "Evaluation by Former Students of Values Derived from the Home Management Residence Course," developed by the author. The questionnaire consisted of two parts. The first part of the questionnaire was designed to obtain personal background information about the students including age, marital status,

children if any. Students were also asked to list major jobs held since leaving the University.

The second part of the questionnaire was designed to secure information about the former student's reaction to and evaluation of the home management course. Individuals were asked to rank 12 values in order of importance to themselves and in the order in which they felt these values were emphasized in the course. Respondents were requested to evaluate the skills in 10 homemaking tasks which are emphasized in the home management course and to evaluate the degree of competence gained in these tasks from the home management residence course. Students indicated areas of homemaking in which they felt additional help and experience in the course would have been beneficial. Each woman was asked to rank the worth of the course in four degrees of value. The last item in the questionnaire was an open end question requesting students to suggest changes which would improve the home management residence course.

A copy of the letter and questionnaire follows:

1424 Linden Drive
Denton, Texas 76201

June, 1968

Dear Former TWU Student:

A study of home management residence course in the College of Household Arts and Sciences, at Texas Woman's University, is now being conducted. The study is designed to determine student satisfaction with knowledge and experience gained in the home management residence course. Students who took this course within the last five years can contribute to this study by answering the enclosed questionnaire. Will you cooperate?

Please complete all parts of the enclosed survey form and return it in the stamped, self-addressed envelope. Please answer frankly and do not sign the survey form. Your survey form will not be identified; only the envelope has been coded to facilitate processing. Information will be presented only as it relates to the entire study. Individual replies will be kept confidential.

Thank you for your cooperation.

Yours truly,

Barbara Barrett

E V A L U A T I O N B Y F O R M E R S T U D E N T S O F
V A L U E S D E R I V E D F R O M T H E H O M E
M A N A G E M E N T R E S I D E N C E C O U R S E

Please complete this questionnaire by checking or filling in the blanks as indicated.

A. Background Information

1. College major _____

2. Level of education completed:

Did not graduate from college ____

B.S. ____ Year ____ M.S. ____ Year ____ Ph.D. ____ Year ____

3. Marital status

Single ____ Married ____ Divorced ____ Widowed ____

If married, how long have you been married:

Less than 1 year ____ 3 to 5 years ____
 1 to 3 years ____ 5 years or more ____

Number of children _____

4. Employment

Are you currently employed? Yes ____ No ____

Please list major jobs you have held since leaving Texas Woman's University.

Job Title

Type of Employer

5. What semester and year did you take the home management residence course?

6. Please check the appropriate blank:

Unmarried and lived in the house	_____
Unmarried but did not live in the house	_____
Married and lived in the house	_____
Married but did not live in the house	_____

B. Home Management Residence Course Information

1. The following items are considered to be important values which home management residence course is designed to develop.

In Column A please rank the items in order of importance to you from 1 to 12, using each number only once.

In Column B rank from 1 to 12 items in the order in which you feel they were emphasized in the home management residence course, using each number only once.

A Degree of Importance		B Degree of Emphasis
_____	Creativity and imagination	_____
_____	Decision-making	_____
_____	Money management	_____
_____	Ethical and moral values	_____
_____	Health	_____
_____	Identification of goals and values	_____
_____	Identification of resources	_____
_____	Individual personal development	_____
_____	Intellectual development	_____
_____	Personal relations	_____
_____	Social competencies	_____
_____	Technical skills	_____

2. The home management residence course is designed to give students theoretical and practical experiences in the following areas of homemaking.

In Column A please evaluate your own skills and check once if the area causes you minor problems and check twice if the area causes you major problems.

In Column B please indicate (X) in the appropriate space knowledge and experience gained from the home management residence course.

A	B			
<u>Problem Areas</u>	<u>Degree of Competence</u>			
	Little	Some	Much	
___ Budgeting	_____	_____	_____	
___ Entertaining	_____	_____	_____	
___ Food marketing	_____	_____	_____	
___ Food preparation	_____	_____	_____	
___ House cleaning tasks	_____	_____	_____	
___ Laundry	_____	_____	_____	
___ Meal clean up and food storage	_____	_____	_____	
___ Meal planning	_____	_____	_____	
___ Table service	_____	_____	_____	
___ Wise use of time	_____	_____	_____	

3. Please check any of the following areas in which you feel you would have benefited from additional help and experience.

___ Food mixes	___ Management of time
___ Frozen foods	___ Management of energy
___ Personal relations	___ Management of money
___ Selection, use and care of equipment	___ Others--please specify

4. A group of persons, who have done research in this area suggest that home management residence provides the opportunity for two vital contributions to the training of students in home economics: 1) to gain an appreciation for the problems involved in operating a home today and to work with those problems; and 2) to participate in the learning experiences with others. With these goals in mind, please evaluate the worth of the home management residence course at Texas Woman's University.

Most valuable_____	Somewhat valuable_____
Moderately valuable_____	Little value_____

5. What changes would you recommend to improve the home management residence course?

CHAPTER III

P R E S E N T A T I O N A N D A N A L Y S I S O F D A T A

The purpose of the study was to investigate ways the home management residence experience has met the expectations of students in defining values and goals, developing decision-making and managerial ability, and improving homemaking skills. The nature of the home management residence course makes it one of the few college courses which can deeply influence the identification of values and the formulation of goals. Students have the opportunity to live the management process.

The sample consisted of women who had completed the home management residence course at Texas Woman's University. Names of students were obtained from the class rolls from September, 1963, through May, 1968.

C O L L E C T I O N O F D A T A

The questionnaire used for the present study was designed to obtain background information, to have the respondent evaluate the development of her own skills, and to gather data on values of the former student. The questionnaire was

in two sections. The first section dealt with general background information. The first section was divided into four categories: education, marital status, employment, and status while taking the home management residence course.

The second section of the questionnaire was designed to have those responding evaluate experiences in the home management residence course. Former students were asked to consider the importance of 12 values which are generally held to be important in home management residence. Respondents were requested to rank the values from one to 12 in the order of importance to the respondent. The values were ranked in the order in which the respondent felt each value was emphasized in the home management residence course.

Former students evaluated 10 homemaking skills which are emphasized in the home management residence course. Responses indicated whether each skill caused major or minor problems and the amount of knowledge and experience gained in the areas in the home management residence course. Respondents were asked to indicate among seven topics any areas in which additional help and experience would have been beneficial. Respondents could have listed other areas which would have been advantageous.

Each woman was asked to rate the value of the home management residence course on a four point scale according

to its contributions to students on the following two points: to gain an appreciation for the problems involved in operating a home today and to work with those problems; and to participate in the learning experiences with others. The last question was open-end asking for changes which would improve the home management residence course. One hundred and seventy-nine questionnaires were mailed with the following return:

<u>Questionnaires</u>	<u>Number</u>
Returned and used	91
Returned incomplete, partially useable	2
Not returned	86

BACKGROUND INFORMATION

A summary of all background information is included in Table I. Educational information included college major and the level of education completed. Marital status data included present marital status, length of marriage and number of children. Respondents were asked to list all major jobs held since leaving Texas Woman's University. Former students indicated the semester the home management residence course was taken and marital status while taking the course.

TABLE I
EDUCATIONAL, MARITAL, OCCUPATIONAL, AND HOUSE
RESIDENCE BACKGROUND INFORMATION
OF RESPONDENTS

Factor	Classification	Num- ber	Per cent
Education	College major		
	Home Economics Education	60	64.5
	Foods and Nutrition	9	9.7
	Clothing, Textiles, Merchandising, and Design	16	17.2
	Family Living, Child Development, and Nursery Education	8	8.6
	Level completed		
	Did not graduate from college	2	2.2
	Bachelor's degree	91	97.8
	Master's degree	3	3.2
Marital status	Single	41	44.1
	Married	52	55.9
	Less than one year	11	11.8
	One to three years	22	23.7
	Three to five years	11	11.8
	Five years or more	8	8.6
	Number of children		
	None	34	36.6
	One	12	12.9
	Two	1	1.1
Employment	Three	4	4.3
	Four	1	1.1
Employment	Currently employed	60	64.5
	Currently not employed	33	35.5

TABLE I (Continued)
 EDUCATIONAL, MARITAL, OCCUPATIONAL, AND HOUSE
 RESIDENCE BACKGROUND INFORMATION
 OF RESPONDENTS

Factor	Classification	Num- ber	Per cent
House residence	Semester and year course was taken		
	Fall, 1963-1964	6	6.5
	Spring, 1963-1964	4	4.3
	Summer, 1964	3	3.2
	Fall, 1964-1965	12	12.9
	Spring, 1964-1965	5	5.4
	Summer, 1965	6	6.5
	Fall, 1965-1966	5	5.4
	Spring, 1965-1966	5	5.4
	Summer, 1966	5	5.4
	Fall, 1966-1967	8	8.6
	Spring, 1966-1967	5	5.4
	Summer, 1967		
	First six weeks	5	5.4
	Second six weeks	5	5.4
	Fall, 1967-1968	6	6.5
	Spring, 1967-1968	13	14.0
	Status while living in the house		
	Unmarried, lived in house	71	76.3
	Unmarried, did not live in house	1	1.8
	Married, lived in the house	6	6.5
	Married, did not live in the house	15	16.1

Education

Respondents represented all major fields of study in the College of Household Arts and Sciences. Sixty-four per cent of the respondents had majored in home economics education; 10 per cent in foods and nutrition; 17 per cent in clothing, textiles, merchandising, and design; and 9.0 per cent in family living, child development, and nursery school education. Only 2.0 per cent of those replying had not graduated from college while 98 per cent had graduated. Three per cent of the respondents had done further study and earned master's degrees.

Marital Status

At the time the study was conducted, 44 per cent of the respondents were single. Of the 56 per cent who were married, 12 per cent had been married less than one year, 24 per cent from one to three years, 12 per cent from three to five years, and 8.0 per cent had been married five or more years. Thirty-seven per cent currently reported having no children, 13 per cent had one child, 1.0 per cent had two children, 4.0 per cent had three children, and 1.0 per cent of the respondents had four children.

Employment

The trend of women working was reflected by the fact that 65 per cent of the respondents were currently employed.

The percentage of respondents employed probably should be somewhat higher as 1968 graduates reported being unemployed. It is known that many of the 1968 graduates plan to be employed in the fall. Replies indicated that former students had held a variety of positions as shown in Table II. Thirty-four per cent of the respondents reported being employed as teachers of home economics; however, other respondents reported such diversified positions as receptionist, beauty consultant, free lance artist, and assistant motel manager.

House Residence Status

Respondents represented each semester covered by the study as shown in Table I. Sixteen per cent of the respondents reported being married at the time the course was taken and did not live in the house. Seven per cent of the students were married at the time the course was taken and did live in the house. The majority of the students, 76 per cent, were unmarried and lived in the house. Only 1.0 per cent was unmarried but did not live in the house.

HOME MANAGEMENT RESIDENCE INFORMATION

Values

Former students were asked to consider a set of 12 values. Each former student was requested to rank the values according

TABLE II
MAJOR POSITIONS HELD BY RESPONDENTS SINCE
LEAVING TEXAS WOMAN'S UNIVERSITY

Position	Number of Times Position Was Held
Homemaking teacher	32
Agricultural extension agent	9
Dress designer	7
Elementary teacher	5
Dietitian	5
Nursery school teacher	4
Receptionist	3
Salesperson	3
Laboratory technician	2
Beauty consultant	2
Assistant buyer	2
Fashion coordinator	2
Dental assistant	1
Substitute teacher	1
Airline reservationist	1
School cafeteria manager	1
Hospital assistant dietitian	1
English teacher	1
Child welfare worker	1
Textile researcher	1
Vista volunteer	1
Utility company home service advisor	1
Teacher's aide	1
Bureau of Indian Affairs home economist	1
Free lance artist	1
University public relations liaison	1
University graduate teaching assistant	1
Sales department traffic clerk	1
Nursery school director	1
Laboratory technician	1
Secretary	1
Assistant motel manager	1

to the order of importance to the former student and also to rank the values according to the amount of emphasis the value received in the home management residence course. In the following discussion individual values are discussed only when a trend appeared in the way students ranked the value. Two of the 93 replies were not usable for the question.

Respondents indicated little harmony between respondent-held values and course-emphasized values as illustrated in Table III. Respondents held decision-making as most important while money management was ranked as being most emphasized in the course and decision-making as second in course emphasis. The former students ranked technical skills as being least important but fifth in course emphasis. The item on ethical and moral values was ranked as being the least emphasized in the course. Replies indicated that only one value held by respondents was ranked as having been stressed in the course to the same degree. The value was related to creativity and imagination which ranked sixth in both classifications.

Approximately 27 per cent of the respondents indicated decision-making as first choice in ranking the 12 values. Identification of resources received no first choices.

TABLE III
VALUES RANKED BY FORMER STUDENTS IN ORDER OF IMPORTANCE
TO FORMER STUDENTS AND IN ORDER OF EMPHASIS IN THE
HOME MANAGEMENT RESIDENCE COURSE

Values Held by Former Students	Rank	Values Emphasized in Course
Decision-making	1	Money management
Individual personal development	2	Decision-making
Personal relations	3	Identification of goals and values
Identification of goals and values	4	Identification of resources
Money management	5	Technical skills
Creativity and imagination	6	Creativity and imagination
Intellectual development	7	Social competencies
Social competencies	8	Personal relations
Ethical and moral values	9	Individual personal development
Health	10	Intellectual development
Identification of resources	11	Health
Technical skills	12	Ethical and moral values

Respondents indicated their first choices among the values in order of importance as follows: .

<u>First Choices</u>	<u>Respondent</u>	
	<u>Num-</u> <u>ber</u>	<u>Per</u> <u>cent</u>
Decision-making	25	26.9
Individual personal development	15	16.1
Identification of goals and values	13	14.0
Personal relations	2	12.9
Money management	1	11.8
Creativity and imagination	5	5.4
Ethical and moral values	4	4.3
Health	2	2.2
Technical skills	2	2.2
Intellectual development	1	1.1
Social competencies	1	1.1
Identification of resources	0	0.0

One-fourth of the respondents indicated that technical skills were held as least important of the 12 values.

Decision-making and individual personal development received

no twelfth choices. Twelfth choices of the respondent-held values are as follows:

<u>Twelfth Choices</u>	<u>Respondent</u>	
	<u>Num- ber</u>	<u>Per cent</u>
Technical skills	23	24.7
Health	15	16.1
Identification of resources	13	14.0
Ethical and moral values	12	12.9
Social competencies	11	11.8
Intellectual development	9	9.7
Creativity and imagination	3	3.2
Personal relations	3	3.2
Identification of goals and values	1	1.1
Money management	1	1.1
Decision-making	0	0.0
Individual personal development	0	0.0

Approximately 50 per cent of the respondents felt that money management received the greatest emphasis in the course. The value that received the second highest percentage of first rankings in course-emphasis was identification of goals and values with 15 per cent. Health, intellectual development, and personal relations received no first ranking in

class emphasis. Respondents ranked first among the values emphasized in the course named below:

<u>First Choices</u>	<u>Respondents</u>	
	<u>Num- ber</u>	<u>Per cent</u>
Money management	47	50.5
Identification of goals and values	14	15.1
Decision-making	3	14.0
Technical skills	7	7.5
Social competencies	4	4.3
Identification of resources	2	2.2
Individual personal development	2	2.2
Ethical and moral values	1	1.1
Creativity and imagination	1	1.1
Health	0	0.0
Intellectual development	0	0.0
Personal relations	0	0.0

As a group, respondents did not hold money management in any particular degree of importance. The great difference of importance in which this value was held is indicated in the following list of money management choices:

<u>Money Management Choices</u>	<u>Respondents</u>	
	<u>Num- ber</u>	<u>Per cent</u>
First	11	11.8
Second	8	8.6
Third	8	8.6
Fourth	13	13.9
Fifth	18	19.4
Sixth	7	7.5
Seventh	7	7.5
Eighth	3	3.2
Ninth	6	6.5
Tenth	5	5.4
Eleventh	4	4.3
Twelfth	1	1.1

Approximately 50 per cent of the respondents indicated that money management received the most emphasis in the course. About 8.0 per cent of the respondents ranked money management as being fifth or lower in order of emphasis in the course. Respondents ranked money management as receiving emphasis in the course as follows:

<u>Money Management Choices</u>	<u>Respondents</u>	
	<u>Num- ber</u>	<u>Per cent</u>
First	47	50.5
Second	20	21.5
Third	12	12.9
Fourth	5	5.4
Fifth	3	3.2
Sixth	1	1.1
Seventh	1	1.1
Eighth	1	1.1
Ninth	1	1.1
Tenth	0	0.0
Eleventh	0	0.0
Twelfth	0	0.0

Responses indicated individual personal development was held as the second most important value to respondents and was ninth in receiving emphasis in the course. Approximately 84 per cent of the respondents ranked individual personal development as being seventh or lower in the

amount of emphasis given in the course as is illustrated in the following:

Individual Personal Development Choices	Respondents	
	Num- ber	Per cent
First	2	2.2
Second	1	1.1
Third	1	1.1
Fourth	2	2.2
Fifth	6	6.5
Sixth	3	3.2
Seventh	9	9.7
Eighth	16	17.2
Ninth	18	19.4
Tenth	16	17.2
Eleventh	10	10.8
Twelfth	7	7.5

Areas of Homemaking

Respondents were requested to evaluate 10 areas of homemaking and indicate if minor or major problems were currently encountered. Responses indicated that fewest minor problems were in the areas of meal clean-up and food storage. The greatest number of minor problems was noted in the area of budgeting. Twenty-seven per cent of the respondents indicated that wise use of time was a major problem. The least number of major problems were reported in the areas of table service and meal clean-up and food storage. Table IV illustrates other major and minor problem areas.

TABLE IV
CURRENT PROBLEMS IN AREAS OF HOMEMAKING
REPORTED BY RESPONDENTS

Areas	Level of Problems			
	Major Problems		Minor Problems	
	Num- ber	Per cent	Num- ber	Per cent
Wise use of time	25	26.9	44	47.3
Budgeting	17	18.3	55	59.1
Entertaining	12	12.9	43	46.2
Food preparation	10	10.8	44	47.3
Meal planning	10	10.8	43	46.2
Food marketing	6	6.4	42	45.2
House cleaning tasks	5	5.4	41	44.1
Laundry	5	5.4	36	38.7
Table service	4	4.3	44	47.3
Meal clean-up and food storage	4	4.3	36	38.7

Respondents evaluated on three levels, little, some, and much, the knowledge and experience gained in the 10 areas of homemaking. Of the 93 questionnaires returned, only one was incomplete and therefore was unusable on the question. Seventy-nine per cent indicated "little" gained in the area of laundry. House cleaning tasks were rated low with 55 per cent of the respondents indicating that "little" was achieved. Table service ranked highest in "much" achieved with 71 per cent. The next highest was meal planning in which 59.1 per cent indicated "much" knowledge and experience gained. Table V shows that budgeting, food marketing, and entertaining ranked highest among the 10 areas in "some" knowledge and experience gained from the home management residence course.

Suggested Additional Experiences

Respondents were asked to indicate among eight items any areas in which additional help and experiences would have been beneficial. Space was also provided for specifying other areas not listed. Fifty-one per cent suggested that selection, use, and care of equipment would have been helpful (Table VI). Respondents indicated that further help and experience would have been useful in the following areas: selection, use, and care of equipment, 50.5 per cent; management of time, 48.4 per cent; management of energy, 36.6 per

TABLE V
EVALUATION BY RESPONDENTS OF KNOWLEDGE AND EXPERIENCE
GAINED IN AREAS OF HOMEMAKING IN HOME
MANAGEMENT RESIDENCE

Areas of Homemaking	Degree of Achievement					
	Much		Some		Little	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Table service	66	71.0	18	19.4	8	8.6
Meal planning	55	59.1	27	29.0	10	10.8
Budgeting	37	39.8	46	49.5	9	9.7
Wise use of time	36	38.7	38	40.8	18	19.4
Entertaining	29	31.2	44	47.3	19	20.4
Food marketing	27	29.0	45	48.4	20	21.5
Food preparation	23	24.7	41	44.1	28	30.1
Meal clean-up and food storage	12	12.9	35	37.6	45	48.4
House cleaning tasks	5	5.4	36	38.7	51	54.8
Laundry	3	3.2	16	17.2	73	78.5

TABLE VI
 AREAS SUGGESTED BY RESPONDENTS FOR ADDITIONAL HELP
 AND EXPERIENCES IN THE HOME MANAGEMENT
 RESIDENCE COURSE

Areas	Respondents	
	Number	Per cent
Selection, use, and care of equipment	47	50.5
Management of time	45	48.4
Management of energy	34	36.6
Management of money	28	30.1
Food mixes	20	21.5
Personal relations	17	18.3
Frozen foods	15	16.1
Others	16	17.2

cent; management of money, 30.1 per cent; food mixes, 21.5 per cent; personal relations, 18.3 per cent; and frozen foods, 16.1 per cent. Seventeen per cent suggested other areas of help which included entertainment, interior decoration, methods of cleaning, budgeting, flower arranging, and food marketing.

Worth of the Course

Respondents evaluated the worth of the home management residence course on the basis that the course may make two vital contributions to the training of students in home economics: to gain an appreciation for the problems involved in operating a home today and to work with those problems; and to participate in the learning experience with others. Two replies were not usable for the question. Those responding rated the course as follows:

<u>Value of Course</u>	<u>Respondents</u>	
	<u>Num- ber</u>	<u>Per cent</u>
Most valuable	28	30.0
Moderately valuable.	39	42.0
Somewhat valuable	15	16.0
Little value	9	10.0

RELATIONSHIPS AND COMPARISONS

The data on marital status classified according to the semester and year the course was taken revealed interesting trends. Of respondents who had taken the course two to five years ago, 71 per cent were married at the time of responding. Less than half were still single after having completed the course one to two years ago. Seventy-nine per cent were still single having completed the course less than one year ago.

Respondents who had lived in the house showed a strong tendency to believe the course was worthwhile. Only 7.0 per cent rated the experience as having little value, 16 per cent as somewhat valuable, 43 per cent as moderately valuable, and 34 per cent as most valuable. The one unmarried woman who did not live in the house rated the experience as most valuable. Married women who lived in the house split their feelings of worth for the course almost evenly between somewhat valuable, moderately valuable, and most valuable. Women who were married students and did not live in the house rated the experience as follows: 27 per cent, "little value;" 13 per cent, "somewhat valuable;" 47 per cent, "moderately valuable;" and 13 per cent, "most valuable."

Seventy-five per cent of the eight family living and child development majors rated the home management residence course as being "somewhat valuable" or of "little value." Twenty-five per cent rated the course as "most valuable." Eighty per cent of the clothing and textile majors, 79 per cent of the home economics education majors, and 77 per cent of the foods and nutrition majors rated the course either as "moderately" or "most valuable."

CHAPTER IV

S U M M A R Y A N D C O N C L U S I O N S

The study was designed to investigate how the home management residence course experience had met the expectations of students in defining values and goals, in developing decision-making and managerial ability, and in improving homemaking skills. The purposes of the study were to determine:

- 1) Whether students who have completed the home management residence course consider the values and goals emphasized in the course to be similar to their own.
- 2) Whether students have been satisfied with knowledge and experience gained in the home management residence course.

Data for the study were obtained from women who had completed the home management residence course at Texas Woman's University within the past five years. Data were collected by means of a mailed questionnaire, "Evaluation by Former Students of Values Derived from the Home Management Residence Course," which was developed by the author. Fifty-two per cent of the 179 questionnaires which were mailed were returned.

Respondents represented each of the four major fields of study in the College of Household Arts and Sciences. Replies came from women who had completed one semester of the home management residence course at Texas Woman's University within a five year period from September, 1963 through May, 1968. Ninety-eight per cent of the women reported having graduated from college and 3.0 per cent had earned master's degrees. Fifty-six per cent were married. Of respondents who had completed the course two to five years ago, 71 per cent were married. Sixty-two per cent of all single respondents had completed the course within the past two years. Nineteen per cent of the women who replied reported having from one to four children. Sixty-five per cent of the respondents were employed in a variety of jobs. The percentage of employment probably is lower than the actual percentage because the 1968 graduates did not report being employed, although it is known that many plan to start working in the fall. Seventy-six per cent had been unmarried during their attendance at Texas Woman's University and lived in the house; only 1.0 per cent had been unmarried and not lived in the house, while 16 per cent were married but did not live in the house.

Respondents held values in the following order of importance: decision-making, individual personal development,

personal relations, identification of goals and values, money management, creativity and imagination, intellectual development, social competencies, ethical and moral values, health, identification of resources, and technical skills. Respondents felt values were emphasized in the home management residence course in the following order: money management, decision-making, identification of goals and values, identification of resources, technical skills, creativity and imagination, social competencies, personal relations, individual personal development, intellectual development, health, and ethical and moral values. Creativity and imagination was the only value ranked in the same degree, sixth, in both categories.

At the time of the study, the area of homemaking which most respondents reported as a minor problem was budgeting. Fewest replies indicated meal clean-up and food storage as a minor problem. Twenty-seven per cent reported wise use of time as a major problem which was the largest group indicating a major problem. The next highest was 18 per cent again reporting budgeting. Thirty-seven per cent reported no major problems. Three per cent indicated no major or minor problems in the stated areas; therefore, 97 per cent felt that to some degree problems were encountered in homemaking skills.

In evaluating knowledge and experience gained from the home management residence course in the areas of home-making, 71 per cent indicated they had gained much in table service. Fifty-nine per cent noted much gained in the area of meal planning. However, 57 per cent reported either major or minor problems in meal planning indicating an appreciation of the complexities of the area. Seventy-nine per cent stated they had gained little in the area of laundry, and 55 per cent noted having gained little in house cleaning tasks. The home management residence course is the only course in which students have the opportunity to gain knowledge and experience in the two areas. Areas in which respondents felt additional help and experience would have been beneficial included selection, use, and care of equipment which was listed by 51 per cent. Forty-eight per cent of all those responding replied that additional help in management of time would have been helpful. Seventy-four per cent also indicated that wise use of time caused either minor or major problems; approximately one-third of the problems were major.

Although respondents indicated that money management was the most emphasized value in the course, it was held as the fifth most important of the values of respondents. Thirty per cent indicated that additional help in money management

would have been beneficial. Seventy-seven per cent indicated that budgeting caused either minor or major problems.

Seventy-two per cent of the respondents felt the residence course was moderately or most valuable. Women who were married and did not live in the house tended to believe that the residence course was much less valuable than did the women who lived in the house.

CONCLUSIONS

From the background information the following conclusions were drawn. The majority of women tend to marry within the first five years after graduating from college. Sixty-five per cent of the women who were married at the time of the study reported having no children. Only 3.0 per cent of the respondents reported having earned master's degrees. Women seem to postpone further study in favor of marriage. The majority of women who took the home management residence course were unmarried and lived in the house; therefore, the course is planned for this category of students. Respondents who had lived in the house rated the course as more worthwhile than respondents who did not live in the house.

Although students major in areas of home economics, employment is not always found or sought in the home economics field. Whether from choice or necessity, respondents

were employed in a variety of positions not in home economics. Therefore, teaching in the home management residence course seemingly might be directed towards helping students define and develop their own qualifications as future homemakers as suggested by Bishop, Henderson, Riebel and Budolfson (4) as well as developing professional qualifications as home economists.

Teaching and learning experiences concerning money management should be clarified. Respondents indicated money management as the fifth most important value, yet 77 per cent reported either current major or minor problems in the area. A wider variety of experiences in money management would be more meaningful than handling just the food budget.

Students are expected to have certain skills before taking the home management residence course. However, many do not have the skills or have not sufficiently developed the skills for greatest achievement in the home management residence course. If students had developed skills in meal planning, food preparation, table service, and housekeeping, more time during the course could be devoted to comprehension of principles of management. Students are expected to comprehend too much material in too short a period of time.

Former students did not consider the values emphasized in the home management residence course to be similar to their own. Respondents ranked decision-making first in order of importance and second in order of emphasis received in the course. Making students aware of decision-making in day to day living is a difficult process. Money management was ranked fifth in order of importance to respondents but ranked first in amount of emphasis received in the course. Students are aware of the structured time spent on money management and may not be as alert about experiences involving non-structured time.

Today women play many roles. Wise use of time is essential if women are to coordinate effectively duties in the home with activities outside the home. Training in management of time could be strengthened in the home management residence course to help women achieve the goal of a full and useful life.

Small groups living in the house would provide a more realistic situation. Today few families have from 10 to 12 members. A group this large is extremely difficult for an unexperienced student to manage.

RECOMMENDATION FOR HOME MANAGEMENT RESIDENCE

More credit could be given for the home management residence course. Then students could take fewer hours and have

richer experiences. Student teaching and home management residence might be blocked together in one semester to limit the number of hours students would take. More time could be spent on the theory and practice of home management rather than the mechanics of cooking and housekeeping.

Standards and expectations for students in the areas of meal planning and food preparation could be evaluated according to present day needs. Emphasis could be given to meal planning using the basic four food groups. Methods of quick food preparation could be given as much emphasis as traditional methods are given.

More structured time could be devoted to the theory of home management, particularly the decision-making process. Students could be made aware of the opportunities available and develop a deeper appreciation for the home management residence experience.

The housekeeping duties could be divided among the students, thus relieving the manager of the major portion of the food preparation. The manager could be left with few or no responsibilities for housekeeping to have the time to implement management principles.

A different type of residence program could be established for married women who do not wish to live in the house. Married women respondents who did not live in the house tended to feel the residence course was of less value to them than did the women who lived in the house. A separate program could be instituted for enriching students' experiences instead of repeating experiences.

The teaching of homemaking skills and management principles could be strengthened through a course which would be a prerequisite to the home management residence course. The course could be a combination lecture and laboratory experience dealing with principles of management; selection, use, and care of equipment; and work simplification as approached by Gilbreth, Thomas, and Clymer (7). The principles of personal relations could be included with enriching laboratory experiences. Such a course would provide a basic framework for the home management residence experience. The home management residence lecture hours then could be used for individual and group conferences and for a deeper exploration of goals and values. In order for the residence experience to be meaningful, students must have some skills before they take the course.

RECOMMENDATIONS FOR FURTHER STUDY

Values change during the college years. A study to determine the changes in student values during the four college years would be helpful. Interesting trends could be determined through a study of changes in student values while taking the home management course. A study of different residence-type programs for married students in institutions all over the country would be beneficial.

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