

A STUDY OF ALTERNATIVES TO THE HOME MANAGEMENT HOUSE PRACTICUM
AT MOREHEAD STATE UNIVERSITY

An Applied Project
Presented to
the Graduate Faculty of the
School of Education
Morehead State University

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

by
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ABSTRACT OF APPLIED PROJECT

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Carolyn Dotson Taylor, Ed.S.
Morehead State University, 1977

Director of the Project: Dr. Charles F. Martin

Statement of the Problem:

The purpose of this applied project was to identify appropriate home management experiences as alternatives to the presently established residency in the home management house practicum at Morehead State University.

Objectives:

1. Gather data concerning the home management house practicum offered by selected institutions.
2. Survey former home management resident students to identify needs for alternatives to the home management house practicum.
3. Define and recommend feasible alternatives to change the residence and practicum aspects of the home management house.

Methodology:

Letters requesting descriptive information concerning home management house practicums were sent to 50 home economics department chairmen. The information received from the responding colleges and universities is presented in table form and verbally analyzed.

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Questionnaires were mailed to 46 students to identify needs for alternatives to the home management house practicum at Morehead State University. Data collected by questionnaire from former Home Management House Practicum students were analyzed using chi square statistics. The rankings for major activities, responsibilities, and innovative activities reported by the students were prioritized.

Findings:

1. Ten institutions (37 per cent) offered separate courses for married and single students.
2. Six institutions (22 per cent) offered experience courses.
3. Four institutions (15 per cent) offered only an overnight residency.
4. Four institutions (15 per cent) offered a short non-residence course.
5. Only three institutions (11 per cent) offered student choices of residence or non-residence course.
6. Students of institutions which required overnight residency resided in the home management house for varying periods of residency and differentiated credit hours.
7. The average length of overnight residency for the 14 institutions that reported length of residency was 43 days.
8. The average credit earned at eight institutions that specifically defined type of credit hours was three semester hours.

9. Responses to Part I of the survey indicated credit was too little but overnight residence was necessary.

10. Responses to Part II of the survey indicated that budgeting of time was the most significant learning experience and flower arrangement was the least significant experience.

11. Responses to Part III of the survey ranked field experience as the most potential alternative learning experience. Research papers ranked as the least significant learning experience.

Conclusions and Recommendations:

1. An informative handbook should be printed and sold at the university bookstore for resident use during the course.

2. A contract similar to one used during the Inter-session trial period should be offered to students during the academic semester residency.

3. Student self-direction should be encouraged and emphasized due to contract method of grading.

4. Residents should receive guidance and supervision when assigned responsibility for leadership in the managerial aspects of the home management house practicum.

5. A floral design course or workshop was recommended as a prerequisite to the home management house practicum or floral demonstrations should be observed at the beginning of the residency.

6. It was not recommended that the amount of credit be increased.

7. In order to reduce time and energy devoted to the home management house, it was recommended that some lunches be eliminated. Often residents could not eat together due to schedule conflicts. Seasonal housecleaning should be incorporated with regular housecleaning. It was further recommended that fewer entertainments per student be required.

8. It was also recommended that innovative learning experiences be increased for variety and added experience.

9. Reduction or elimination of the residence experience was not recommended. Students indicated the length of residency was adequate and the practical experience was valuable.

10. Married students with children should have the option of fulfilling the requirements of the practicum by utilizing home management house facilities and their individual homes under the supervision of the instructor. Perhaps this option would encourage more married students to enroll in this particular area.

Accepted by:

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APPLIED PROJECT

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Morehead State University

1977

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
1. INTRODUCTION	1
Statement of the Problem	2
Purpose of the Study	2
Significance of the Problem	3
Definition of Terms	4
Limitations	6
2. REVIEW OF THE LITERATURE	7
Introduction and Review of the Home Management Residence Program	7
Review of Periodicals Related to Alternatives to Residence Courses	20
3. METHODOLOGY	27
Selection of the Sample	27
Procedure	27
Instrumentation	28
Findings and Conclusions	28

Chapter	Page
4. FINDINGS AND INTERPRETATIONS	30
Analysis of Institutional Questionnaire	30
Analysis of Student Questionnaire	51
Data Presentation - Part I	52
Data Presentation - Part II	63
Data Presentation - Part III	64
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	65
Summary	65
Conclusions	66
Trial Program Implemented During Interession - 1976	70
Recommendations	73
BIBLIOGRAPHY	77
APPENDICES	
A. MATERIAL REQUEST LETTER	82
B. SURVEY QUESTIONNAIRE LETTER	84
C. HOME MANAGEMENT PRACTICUM QUESTIONNAIRE	86
D. HOME MANAGEMENT PRACTICUM CONTRACT INTERSESSION 1976	92

LIST OF TABLES

Table	Page
1. Colleges and Universities Responding to Survey of Home Management Policy	32
2. Institutions Offering Overnight Residence Courses	34
3. Institutions Offering Choice of Residence or Non-Residence Course	36
4. Institutions Offering Separate Courses for Married and Single Students	39
5. Institutions Offering Short Non-Residence Courses	45
6. Institutions Offering Experience Courses	48
7. Chi Square Distribution - Item 1, Length of Residence	53
8. Chi Square Distribution - Item 2, Overnight Residence Requirement	54
9. Chi Square Distribution - Item 3, Number of Meals Prepared by Each Resident Student	55
10. Chi Square Distribution - Item 4, Food Budget Reflects	56
11. Chi Square Distribution - Item 5, Entertainment Requirements	57
12. Chi Square Distribution - Item 6, Experiences with Kitchen Equipment	58
13. Chi Square Distribution - Item 7, Experiences with Laundry Equipment	59
14. Chi Square Distribution - Item 8, Experiences with Cleaning Equipment	60

Table		Page
15.	Chi Square Distribution - Item 9, Experience with Flower Arrangements	61
16.	Chi Square Distribution - Item 10, Academic Credit Earned	62
17.	Priority Rankings of Nine Major Activities and Responsibilities	63
18.	Priority Rankings of Ten Innovative Activities	64

Chapter 1

INTRODUCTION

In the November, 1922, issue of the Journal of Home Economics, A. Grace Johnson stated that home management as a division of home economics work had a place and that the practice house had come to stay.¹

The home management practicum has been an accepted part of the college home economics curriculum for many years but little appraisal has been made of its effectiveness. The home management practicum may be described as a laboratory in which students engage in homemaking activities for a given period of time. Sponsored by an educational institution, the practicum operates under the direction of a member of the home economics staff, and may be compared to the internship required of dietitians, the field experience offered to merchandising students, and the supervised teaching experience provided for prospective instructors.

Over the years objectives of home management practicums have been adjusted to reflect the needs of students. In the early stages emphasis was placed on

¹A. Grace Johnson, "Organization and Administration of Household Management Work," Journal of Home Economics, XIV (November, 1922), 562.

providing opportunities for application of subject matter acquired in other courses, acquisition of individual proficiency in skills and development of leadership and interpersonal abilities. Later courses included emphasis on values as the basis of home management as well as efficiency in resource use and application of learning from other courses. More recently decision-making has been added to the list, joining objectives related to group living, democratic processes and resource use. However, in 1976 there is still a tendency to think of the home management practicum and the residence in home management house as inseparable.

Statement of the Problem

As a result of the anticipated changes in certification of Vocational Home Economics teachers in the state of Kentucky, much discussion has been raised as to whether it is necessary for students to remain overnight in order to fulfill requirements and whether the practicum should include field experiences in management.

It would be desirable to determine alternative home management experiences for Vocational Home Economics students at Morehead State University.

Purpose of the Study

The primary purpose of this applied project was to identify alternatives to the presently established residency

in the home management house practicum at Morehead State University. Specifically, the objectives of the study were:

1. Gather data concerning the home management house practicum as offered by selected institutions.
2. Survey previous home management resident students to identify needs for alternatives to the home management house practicum.
3. Define and recommend feasible alternatives to effect change in both the residence and practicum aspects of the home management house.

It was anticipated that an alternate plan for the home management house practicum (Home Economics 454) would be structured during the Spring Semester of 1976 and implemented in the subsequent Intersession.

Significance of the Problem

Despite the general acceptance of residence in home management house as a requirement for graduation in Vocational Home Economics, the practicum has been a target for criticism by both faculty and students. Common complaints are that the practicum requires too much time, fees are too great, and conditions so abnormal that little understanding of the home is gained. Some adverse statements may reflect unsatisfactory personal experiences, limited observation, or hearsay, since little systematic study of the program has been made.

Recent recommendations made by the study for changes in certification of Vocational Home Economics teachers in Kentucky included changing "Residence in Home Management

House" to "Home Management Experiences" or "Home Management House Experiences".²

The home management house practicum (Home Economics 454) as it is taught at Morehead State University is a course which requires a minimum of six weeks overnight residency in order that students may fulfill all requirements of the practicum.

It is important that the faculty within the Department of Home Economics at Morehead State University have a clear understanding of the competencies desired from the home management house practicum and their role in Vocational Home Economics Education.

Providing a change of course title will not guarantee that the goals of the practicum will actually be achieved. Specific competencies must be present if it is to be effective. An examination and identification of feasible alternatives would be beneficial to both students and the Department of Home Economics.

Definition of Terms

The following terms are presented to facilitate clarification and understanding of the study:

Home Management "consists of a series of decisions making up the process of using family resources to achieve

²Steering Committee. "Home Economics Teacher Education Recommendations for Change in Requirements for Kentucky Certification of Vocational Home Economics Teacher" (January, 1975). (Mimeographed.)

family goals. The process consists of the following three consecutive steps: planning, controlling the various elements of the plan while carrying it through, whether it is executed by oneself or by others, and evaluating results preparatory to future planning."³

Home Management House refers to a laboratory in which students engage in homemaking activities for a given period of time. Sponsored by an educational institution for teacher certification, the program operates under the direction of a member of the home economics staff.

Home Management House Practicum is a course conducted in the home management house. At Morehead State University, this course is referred to as (Home Economics 454).

Home Economics 454 consists of residence in the home management house for one-half semester. The practicum provides opportunities for assuming responsibilities in making decisions; management of the house; and social experiences, and group activities in a home situation.⁴

Residence in Home Management refers to the minimum six weeks overnight residency requirement of the present home management house practicum.

³Irma H. Gross and Elizabeth W. Crandall, Management for Modern Families (New York: Appleton-Century-Crofts, Inc., 1954), p. 4.

⁴Bulletin of Morehead State University. Morehead, Kentucky, XXXIX (June, 1973), p. 104.

Limitations

This study was limited to a survey of a sample of those students who had experienced the home management house practicum at Morehead State University from the fall of 1974 through the spring of 1976.

Syllabuses of home management residences and home management experiences were requested from fifty colleges and universities that had departments of home economics comparable in enrollment to Morehead State University.

Chapter 2

REVIEW OF THE LITERATURE

Chapter 2 of this study presents a review of the literature of home management concepts and practices as reported in professional periodicals, journals, and other references. Also, descriptions of home management practices from other universities and colleges were reviewed and abstracts included in the survey of the literature.

Introduction and Review of the Home Management Residence Program

The establishment of the first home management residences in 1904 is credited to Stout State College (formerly Stout Institute) at Menomonie, Wisconsin and Tuskegee Institute at Tuskegee, Alabama. Many early residences were called practice houses or experimental cottages. The latter term became associated with the secondary school program, where home management activities were usually carried on in a building separate from the school but in which pupils did not reside. In contrast, the term "house" became associated with college programs in which students were resident participants in activities.

The terms "home management house" and "home management residence" are now used synonymously at the college level.⁵

At the first American Home Economics Association meeting in January, 1909 several topics relating to home management were included on the agenda: "How Can Domestic Science Help the Woman Who Does Her Own Work?", "Simplified Methods of Housekeeping", and "Standards of Living Affected by Sanitary Science." It is interesting to note that six months after the American Home Economics Association was organized, the section on home management was formed. This group has continued to function with all phases of home management as its concern.⁶

Impetus was given to the home management residence program by the report of the standing committee on instruction of the Association of American Agricultural Colleges and Experiment Stations in 1910. This committee recommended that home management be included in the standard undergraduate program in home economics along with home architecture, sanitation, home decoration, textiles, selection and preparation of food, and the economic use of food. This group suggested that the course of study should include: 1) the presentation of the subject in concrete form with accompanying practice; 2) the development of principles with

⁵ Blanche Hallbert, "Practice Houses and Home Economics Cottages," Journal of Home Economics, XVII (December, 1925), 700-705.

⁶ "Lake Placid Conference on Home Economics 1899-1908," Journal of Home Economics, I (February, 1909), 3-6.

laboratory practice; and 3) the application of principles with opportunities for devising new methods and for experimental work.⁷

Bevier attributed the emphasis on practice, as described by the committee on instruction in agriculture, as the major influence in the establishment of home management residences.⁸ Branegan pointed out that the home management residence program was aided by the development of the vocational education program. In the early 1920's the home management residence was classed as a professional course and therefore subject to reimbursement from federal funds, as were special methods and supervised teaching:

Growth in the number of home management residences is difficult to trace since records are limited prior to 1939. Branegan reported 12 houses and two apartments prior to 1917. According to her report, a survey made a decade later of 71 institutions revealed that 56 had home management residences. Four others indicated that they previously had a residence which was no longer available. All institutions without facilities reported arrangements temporarily accepted as the equivalent of home management residence.⁹

⁷"Report on College Courses in Home Economics," Journal of Home Economics, I (February, 1909), 25-28.

⁸Isabel Bevier, "The Development of Home Economics," Journal of Home Economics, IX (January, 1917), 1-7.

⁹Gladys Branegan, Home Economics Teacher Training Under the Smith-Hughes Act 1917 to 1927, Bureau of Publications, No. 350 (New York: Columbia University Contributions to Education, 1929), pp. 112-115.

A national survey conducted by the United States Office of Education in 1939 showed that 64 per cent of the responding institutions had home management residences. A later survey in 1951 indicated that 69 per cent of the responding institutions included such facilities. Two years later (1953), 72 per cent of the 430 responding institutions reported home management residences.¹⁰ Provisions for home management residences were reported by 68 per cent of the 453 responding institutions in 1955-56. The slight decrease from 1953 to 1956 may be attributed to the increase in institutions granting home economics degrees.¹¹

An early study by Helen Elizabeth Judy in 1929 was designed to determine past, present and desired practices in home management residence and to formulate policies for the residence. Opinions of a jury of experts, selected on the basis of training, experience and service in home economics were compared with responses of participants. Data were sought from 100 institutions, representing Land-Grant Colleges, women's colleges and technical institutions which offered a four-year course in home economics, but the basis on which these institutions were selected was not indicated. Responses to the questionnaire were received from 68 per cent

¹⁰U.S., Department of Health, Education and Welfare, Home Economics in Degree-granting Institutions 1953-54, (Washington: Government Printing Office, 1954), p. 14.

¹¹U.S., Department of Health, Education and Welfare, Home Economics in Degree-granting Institutions 1955-56, (Washington: Government Printing Office, 1956), p. 14.

of the group solicited. Only 61 per cent of the participating institutions had home management residences. In other institutions the subject matter was presented in a lecture course.

Judy sought information concerning home management residence instruction at the time that the teachers involved had been students and at the time the study was conducted. She was also interested in participants' opinion as to the directions that home management instruction should take in the future. Her analyses showed that the aims ranked first in the past dealt with the performance of tasks, the development of skills, and the dissemination of household information. These aims appeared to be declining in importance, and both the jury and many participating instructors believed that they should be given little stress. Instructors indicated that in the past aims dealing with a professional attitude toward homemaking and the effect of efficient home management upon family happiness were important; both jury and instructors believe that these aims should continue to be emphasized in the residence program. Aims related to community problems were judged to have been of secondary importance in years past, and both instructors and jury agreed that these aims should continue to hold a minor position.

The Judy study disclosed a tendency to increase the range of subjects required of students as prerequisites to the residence course. Jury and instructors agreed on the

continuing importance of prerequisite courses such as bacteriology, clothing construction, food preparation, nutrition, child development, and dietetics. Activities dealing with the care of furnishings and equipment were apparently being transferred to courses classed as prerequisites.¹²

At the time Judy conducted her study instruction regarding home management was in its early stages. The emphasis upon skills reflects that period.

A study by Eileen E. Elliott in 1947 was concerned with the philosophy, aims and content of the home management residence course. The first of two questionnaires used in this study contained items regarding the physical set-up of the house and manipulative processes used. Replies were received from 42 per cent of all four-year colleges conducting home management residence programs. A second questionnaire, based on these responses and an analysis of textbooks and course outlines was sent to the 106 responding institutions. Replies were received from 62 per cent of the institutions. A panel of experts selected on the basis of education, experience and contributions to home economics evaluated the findings. Although Elliott planned a comprehensive study, findings need to be interpreted in the light

¹²Helen Elizabeth Judy, "Trends and Needs in Home Management: An Analytical Study of Home Management in Higher Institutions in Order to Ascertain Trends and to Formulate Policies" (New York: Columbia University, 1929), p. 128.

of the relatively low percentage of returns received.

Elliott reported that 65 per cent of the participating teachers endorsed the basic philosophy of home management, namely, that management is a way of life and a means of achieving the highest values from human relations. An additional 14 per cent of the teachers accepted the foregoing ideas when the following statement was added: "Home management is chiefly concerned with the development of skills, with standardizing tasks, the selection of tools and equipment used in performing tasks and with efficiency in their use". Two decades after Judy had indicated that goals related to developing skills were declining in importance, about a sixth of the faculty surveyed still classed the development of skills as the major aim of the residence program.

Although participants believed that the major goal of the residence program was the wise use of resources, the areas stressed in the actual program suggest an emphasis upon homemaking skills. Instructors ranked topics included in the home management residence course in the following order of importance: efficient management, time and energy management, philosophy, finances, housing problems, health, recreation, the family car and clothing.

Subjects listed as prerequisites by 50 or more participants included the selection and preparation of food, meal planning, table service, nutrition, child development, home furnishings, and economics. This list reflects little

change since the Judy study was conducted.

The majority of respondents indicated that definite duties were outlined for students and often were given to them in mimeographed form. In contrast, the minority reported that, since part of management is learning to plan, each group of students decided on its own work schedule. These people also believed that student-initiated social events provide desirable opportunities for group planning and decision-making.

The replies indicate that students received little experience in the actual handling of money and that little was being done to give students experience at various income levels. These findings suggest that many opportunities for student development were lost, due to the relatively rigid inflexible procedures used by the majority of faculty queried by Elliott.¹³

In 1948, Florence McKinney's study dealt with the teaching of democratic principles through the home management residence. Two related problems were also included: 1) whether house advisers had special training for promoting democratic experiences and 2) whether they accepted responsibility for developing democratic growth on the part of the students. Data were secured from inventories, logs, rating scales and written statements of philosophy completed by

¹³Ellen Elizabeth Elliott, "An Analysis of Home Management Education," Journal of Home Economics, XL (March, 1948), 127-128.

48 home management residence students at Kansas State College. Evidence on the two related problems was secured through a questionnaire sent to 64 residence advisers in 55 land-grant institutions. Again the findings should be evaluated in light of the particular sample involved.

McKinney analyzed students' homemaking experiences previous to the residence experience. She found that the majority of students had already assumed major responsibility for themselves and also had been delegated certain responsibilities for family living. But only a few students had assumed responsibility in planning the use of family income and very few had experienced a family council situation.

An inventory filled out by students at the beginning and end of the residence period consisted of several family problem situations. Students were asked to identify autocratic and democratic methods of solving these problem situations. This device did not furnish evidence that students had made progress toward attaining democratic values while living in the residence.

Attitudes related to homemaking were assessed by a personal statement of homemaking philosophy at the beginning and end of the home management period. Comparison of the two statements showed that students tended to gain a broader concept of the home and to recognize the expanding responding responsibilities of individuals and homes.

Logs kept by the girls while in residence revealed

more willingness to see solutions to problems, deeper appreciation for new methods, and increased experimentation in solving problems by the close of the residence period. Girls also seemed more conscious of the quality of their personal relationships as the period progressed.

In assessing advisers' training, as this relates to promoting democratic growth through the residence, McKinney found that advisers trained in democratic procedures are more adept in cooperatively determining residence policies than those without such training. However, advisers without special training used procedures which tended to be more democratic than autocratic. There were no significant differences in the statements of course objectives taught by advisers with or without special training in using democratic procedures. Few advisers stated that understanding and appreciating principles of democratic living was a residence goal.¹⁴

McKinney's findings suggest that the home management residence has value as it helps students to become aware of the multiple responsibilities of the home, personal relationships, and problem-solving techniques.

A study by Helen Stephens Hohenhaus in 1959 related to discovering what home economics administrators, resident instructors and student thought about the home management

¹⁴Florence Elizabeth McKenney, "The Role of the Home Management Residence Experience in Educating for Democracy" (unpublished PhD dissertation, Ohio State University, 1948).

residence, to testing a series of hypotheses regarding possible differences in their perceptions, and to suggesting ways to increase the effectiveness of the program. A questionnaire sent to home economics administrators, home management residence instructors, and students at 103 Central Region institutions sought information on specific home management residence goals and activities and the educational importance attributed to the home management residence. Responses to the questionnaire were received from 91.3 per cent of the administrators; returns were received from 90.8 per cent of the resident instructors and 94.3 per cent of the student groups. Although Hohenhaus' findings were directly applicable to the Central Region, useful information was provided to persons concerned with the home management residence in other regions.

Hohenhaus reported that management of all family resources as a goal of the residence appeared to be of greater importance to faculty than to students with 53.8 per cent of the staff and 40.7 per cent of the students ranking this as the major goal of the experience.

Faculty responses suggested that students had opportunities to participate in many of the home management activities considered in the study. Students indicated that they enjoyed and considered worthwhile practically all activities in which they had had an opportunity to participate. Faculty members were more aware of the managerial aspects of activities than were students. Students tended

to emphasize the relational aspects of activities to a greater extent than did faculty.

Faculty members and students considered in the study seemed impressed with the educational importance of the home management residence program. Students judged the residence "much more valuable" than other home economics laboratory courses to a greater extent than did faculty members. However, faculty members seemed more willing to recommend the residence course as an elective when it was not required than were students.

The evidence implied that students attributed greater educational importance to the course when the management of resources was emphasized as a goal and in the activities of the home management residence. In light of this information, faculty and students engaged in home management residences might wish to appraise the goal structure of the residence program in their institutions to determine what opportunities were available to plan and to attain managerial goals. The evidence supports a need to help technically trained persons make more valuable contributions to the residence course.

Hohenhaus' findings suggest that when students are aware of activities related to the development of personal relationships, they seem more convinced of the value of the residence program. Additional ways to help students become aware of the personal and family relationships and to utilize individual capabilities through the home management

residence course are evidently needed.¹⁵

In 1969, Carole Allen Vickers' study was concerned with investigating the level of selected home management concepts attained in residence and non-residence courses. Two types of outcomes related to the topic emerged: 1) the level of learning achieved in advanced home management courses, both residence and non-residence; and 2) an account of types of activities in non-residence courses across the nation. The research which attempted to measure the effectiveness of residence and non-residence courses utilized ten matched pairs of schools selected from schools whose home management faculty were members of the home economics home management section of the American Home Economics Association. Students in both types of courses were given pretest and posttest examinations based on four concepts of home management - planning, controlling, resources, and goals. Improvement scores for both groups were analyzed for the total test, for the four concepts included in the test, and by taxonomical level of learning attained during the advanced course.

In Vickers' study the increase in concept attainment was significant at the .10 level of confidence for non-residence courses in home management. Gains in planning and controlling were significant for the non-residence group

¹⁵Helen Stephens Hohenhaus, "Faculty and Student Perceptions of the Home Management Residence" (unpublished PhD dissertation, University of Minnesota, 1959), p. 6.

when group means were the basis of the analysis. Increases at the analysis, synthesis, and evaluation levels were significant for the non-residence group.

The significant improvement scores at the upper levels of the taxonomy indicate the importance of an advanced course in home management and appear to indicate the effectiveness of a non-residence course in achieving these more sophisticated levels of planning, controlling, resources, and goals. On the basis of this research, it would be advisable to examine each department's course offerings in home management and to seriously question any suggestion that the number of hours in home management be decreased.

A number of alternatives to residence courses appeared to stimulate learning at higher levels of the taxonomy. The tenor of all non-residence courses was that they require critical thinking on the part of students, concentrate on development and use of research instruments and constantly demand analysis of managerial activities.¹⁶

Review of Periodicals Related
to Alternatives to Residence Courses

Today educators who are interested in study of the family are questioning the purposes to be sought and methods to be employed in future home management programs. Specific areas of concern center upon building or remodeling physical

¹⁶Carole Allen Vickers, "Home Management Residence-Variations and Alternatives," Journal of Home Economics, LXIII (February, 1971), 94-95.

facilities, restructuring course content particularly if the residence requirement is eliminated and meeting accreditation requirements if some type of supervised experience in home management is specified.

Educators can exercise considerable choice in identifying goals, in setting the level of course offerings, and in selecting the methods most likely to produce the desired learnings.

The fact that early home management courses were almost entirely composed of practice of selected household tasks and also the fact that a theoretical structure has been evolving slowly has been reviewed. Now the question arises as to how to combine theoretical and experience learning into unified meaningful course programs. The value of theoretical learnings is that they shortcut the long, laborious process of learning everything through experience. However, theory alone may appear abstract and unrelated to day-to-day managerial activities of individuals and families. The problem of home management educators, therefore, seems to be how to make the best use of the growing body of theoretical knowledge and at the same time allow students the experience of applying the theory in relatively realistic situations.

One of the significant questions obviously has to do with the content of the so-called theory and experience courses. Little is known about combination of theoretical and experiential learnings currently being designed by teachers. It is possible that many if not most of the

courses have both types of learnings. At present a number of alternatives are being developed or considered in the experience learning category.

At Arizona State University, students identify factors in different social settings which limit and/or expand alternatives. Films are used in analyzing decision-making processes of urban poor and employed women. Research instruments are used for identifying and clarifying management concepts and serve as a basis for classroom research of these concepts. In addition, students record field observations obtained by accompanying a professional caseworker to families with actual management problems. They identify one managerial situation which needs to be improved and prescribe a direction of change.¹⁷

Students at San Francisco State University participate in shared field experiences in a pre-professional relationship with an organized agency as preparation to working professionally with individual families, and community organizations. The field experience is accompanied by seminars to analyze the experiences.¹⁸

The non-residence laboratory at Louisiana State University is organized into problem areas and is designed to

¹⁷Carole Allen Vickers, "Home Management Residence-Variations and Alternatives," Journal of Home Economics, LXIII (February, 1971), 95.

¹⁸Vickers, p. 95.

provide group interdependence in examining the situations. Some of the problem areas included are (1) understanding the influence of values, goals, and standards on managerial decision-making and (2) managerial decision-making organizational patterns, resource use-time, and traditional management processes applied to tasks, functional management processes, applied to tasks, functional storage, and management theory. Activities include analysis of literature, interviewing, laboratory experiments, and observations.¹⁹

The non-residence course at Iowa State University is organized into seven units. Included are philosophy of management, family management, interviewing for family patterns, and focus on self. In all units there is a balance between individual and group endeavor; sociological studies and research reports are utilized extensively. The course instructor currently is developing an instrument for objective analysis of case studies.²⁰

At Marshall University students interview homemakers, using an instrument that is designed to examine managerial concepts of different types of family situations. Among those analyzed are families with employed mothers, intact families, one-parent families, student families, families with shift workers and handicapped members, and single homemakers. Additional assignments include analysis of

¹⁹Vickers, p. 95

²⁰Vickers, p. 95

literature for managerial concepts, solution of storage problems, and activity analysis. The assignment which is the most enjoyable to read requires student delineation of home management concepts - a synthesis of home management which reflects their concept and philosophy of home management.²¹

Pacific Union College organized their non-residence course on the quarter plan. The course carries five hours credit with two hours earned in classwork, two hours in laboratory work, and one hour in a special project. The first two weeks of the quarter is devoted to intensive classwork which helps prepare students for their laboratory experiences. Beginning with the third week of the quarter the class meets twice each week to share their home experiences and enrich their backgrounds through reports, guest speakers, and movies. Each student is responsible for one class period. Laboratory work is started during the third week. Each student spends 30 hours in a welfare home and 30 hours in a middle-class home. It is hoped that the middle-class home will provide additional learning experiences and that the lower-income home will provide opportunities to use previous and current learnings to assist these people in developing better management in their current circumstances. Project topics were selected by each student. Either a term paper or a critical analysis of the student's reading was

²¹Vickers, p. 95.

presented. The current approach provides opportunities to learn new methods and see how people live in real homemaking situations.²²

The non-residence course at University of Maine consists of a field experience centered around home visits. The purpose of the course is twofold: first, to provide opportunities for students to become aware of the nature of management decisions, by families of different social, economic, and educational levels and to appreciate the basis for these decisions and second, to provide experience for the students in helping families solve selected managerial problems. This institution has used two approaches to the field experience- the long-term, in depth relationship is suitable for some students and some families. However, arrangements for the long-term experience for large numbers of students have not been possible; the short-term experience with several families is more efficient for large classes. One of the major outcomes for college students of the kind of learning experience offered through both approaches involves a deeper knowledge of the problems experienced by people with whom the students will work as professionals.²³

²²Barbara Simons, "Evaluation of a Change of Approach to Home Management Experience," Journal of Home Economics, LXIII (February, 1971), 123-124.

²³Dione W. Hutchinson, "Field Experience: An Alternative Approach to Home Management Residency," Journal of Home Economics, LXV (February, 1973), 32-35.

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In view of the fact that new experience strategies are just now being studied for their feasibility, it would seem that a combination of theory and experience courses would need to be continued for some time. As our knowledge increases, the number of adaptations and modifications which can be made in programming will also increase. It appears to be a matter of how much of experience learning and how much of theory and whether these two can be made to complement each other.

Chapter 3

METHODOLOGY

Chapter 3 presents the methodology used in conducting the study. Included are (1) Selection of the Sample, (2) Procedures, (3) Instrumentation, and (4) Findings and conclusions.

Selection of the Sample

A list of the colleges and universities which had departments of home economics was published by the American Home Economics Association. This list was requested from AHEA and used to select institutions with departments of home economics comparable in size to that of Morehead State University.

The 46 students who had completed the residency requirements of the home management house practicum at Morehead State University from Fall Semester of 1974 through Spring Semester of 1976 were included in the student survey sample.

Procedure

Letters were sent to 50 home economics department chairmen requesting syllabuses and other descriptive information concerning home management house practicums as

offered by the identified institutions. A copy of the letter is included in Appendix A.

Questionnaires were mailed to the 46 previously selected students to identify needs for alternatives to the home management house practicum at Morehead State University. (See Appendix B and C)

Instrumentation

The questionnaire was designed to elicit the degree of satisfaction or dissatisfaction of previous home management house practicum students with respect to residency and other home management experiences. A Likert-type scale was used in order to facilitate calculation of item means. This scale contains a set of items, all of which are considered approximately equal in attitude or value loading. The subject responds to a continuum containing varying degrees of intensity on a scale ranging between extremes such as agree-disagree, too much-too little, or too many-too few.

Findings and Conclusions

The information received from the colleges and universities that responded to the request for course syllabuses and descriptive information is presented in table form and analyzed verbally.

Data collected by questionnaire from previous home management house practicum students was analyzed using chi-square statistics. The rankings for major activities

and responsibilities, and innovative activities were prioritized as reported by the previous home management house practicum students.

Chapter 4

FINDINGS AND INTERPRETATIONS

Chapter 4 contains findings and interpretations related to 1) the modern trends of the Home Management Residence as indicated by information received from colleges and universities with departments of home economics comparable in size to that of Morehead State University and 2) data obtained by questionnaire designed to elicit the degree of satisfaction or dissatisfaction of former students taking Home Management House Practicum with respect to residency and other home management experiences.

Analysis of Institutional Questionnaire

Syllabuses pertaining to home management residences and home management experiences were requested from home economics administrators of 50 colleges and universities that had departments of home economics comparable in size to the department at Morehead State University. Names of these institutions were obtained from the listing entitled, "Colleges and Universities with Undergraduate Majors in Home Economics", prepared by the American Home Economics Association. A personal letter under the official letterhead of Morehead State University and signed by Charlotte Bennett, Chairman of the Department of Home Economics, and Carolyn

Taylor, Instructor (See Appendix A) was sent to the administrators of the selected colleges and universities. Some administrators referred the letter to a member of the home management faculty rather than answering it themselves.

Responses were received from 27 institutions or 54 per cent of the sample of selected institutions that had departments of home economics comparable in size to that of Morehead State University. (See Table 1, page 32)

Table 1

COLLEGES AND UNIVERSITIES RESPONDING TO
SURVEY OF HOME MANAGEMENT POLICY

Institution	*1	2	3	4	5
Auburn University			x		
Ball State University	x				
California State University, Fresno			x		
California State University, Los Angeles					x
California State University, Sacramento		x			
Central Michigan University					x
East Carolina University			x		
Eastern Michigan University					x
Framingham State College		x			
Georgia College			x		
Kent State University				x	
Louisiana Tech University			x		
Marshall University					x
Montclair State College					x
Radford College				x	
South Dakota State University	x				
Southern University	x				
State University of New York, Plattsburg	x				
State University College, Oneonta, N. Y.		x			
Texas Christian University				x	
University of Georgia			x		
University of Iowa					x
University of Kentucky			x		
University of North Carolina, Greensboro			x		
University of Northern Iowa			x		
Western Carolina University			x		
Winthrop College				x	

*1 Institutions offering overnight residence course.

2 Institutions offering student choice of residence or non-residence course

3 Institutions offering separate courses for married and single students

4 Institutions offering short non-residence courses

5 Institutions offering experience courses

Institutions Offering Overnight
Residence Courses

The four institutions listed in Table 2 indicated that an overnight home management residence course was required of all Vocational Home Economics Education majors. These institutions used a home management house, a mobile home, a ranch style house, or a block of apartments with facilities which represented various income levels as laboratories for students engaged in management decisions involving homemaking activities. One of the institutions was in the process of requesting funds for a new complex. This complex would include three apartments which would represent various income levels and one apartment with facilities for the handicapped. One institution offered three semester credit hours for a five-week residence requirement. Another institution offered three credit hours but did not specify if credit hours were quarter or semester hours. This institution did not indicate the length of residency. Four credit hours were earned at the remaining two institutions. Semester or quarter hours were not specified by these institutions. One institution indicated a six-week residency and the other indicated one-quarter residency. The institution with the six-week residency required a three-hour lecture in addition to the residency.

INSTITUTIONS OFFERING OVERNIGHT RESIDENCE COURSES

Institution	Length of Residency	Credit Hours	Additional Experiences
Ball State University	1 quarter	4 credit hours	Seminar meetings Evaluation of goals, decisions, and standards Comparison of other management units to one in which student resides
South Dakota State University	**5 weeks	3 semester hours	Researching resources Field trips Discussion topics Interviews Written Papers
Southern University	6 weeks	4 credit hours	Class-panel discussions Demonstrations Three 1-hour lectures per week Mid-term-final examinations
State University of New York, Plattsburg	*N/I	3 undergraduate credits	Group discussions, activity planning, housekeeping projects, work simplification, group and individual goals

*N/I - Not indicated

**Length of residency will be lengthened to one-half semester if new complex is approved.

Institutions Offering Choice of
Residence or Non-Residence Course

The choice of a home management residence or non-residence course was offered by three institutions. (See Table 3) Two institutions used a residence handbook which also included the requirements for a non-residence course. One non-residence course was eight weeks in length and involved a contract in lieu of the live-in experience. These institutions did not indicate credit hours earned. A third institution noted that due to student discontent concerning the required residence program, an option of residence or laboratory experience was developed and offered in 1973. Ironically, the majority of students at that institution now option for the residence experience rather than the laboratory experience. Three semester credit hours was earned in this course. The length of residence was not indicated in the information.

INSTITUTIONS OFFERING CHOICE OF RESIDENCE OR NON-RESIDENCE COURSE

Institution		Length of Residency	Credit Hours	Additional Experiences
California State University, Sacramento	**R	*N/I	N/I	Individual projects Class discussion topics Diary, reports, and presentations
	***N-R	N/I	N/I	Class discussion topics Home visits Diary, reports, and presentations
Framingham State College	R	8 weeks (7 days per week)	N/I	Learning Packages Community involvement Equipment - lecture, demonstration, discussion-lab Self and Peer Evaluation
	N-R	8 weeks (7 days per week)	N/I	One-hour weekly conference Contract in lieu of residence. Community involvement Equipment - lecture, lab
State University College	R	N/I	3 semester hours	Community activities Classroom discussion of emerging concepts of management. Personal behavioral objectives
	N-R	N/I	3 semester hours	Community activities Classroom discussion of emerging concepts of management. Personal behavioral objectives

*N/I - Not Indicated

**R - Residence

***N-R - Non-residence

Institutions Offering Separate Courses
for Married and Single Students

Ten institutions offered separate courses for married and single students. Married students fulfilled requirements by completing the non-residence home management courses. As indicated in Table 4, these courses offered a variety of alternatives to the residence course. One institution offered the alternative of classroom activities which included assigned readings, written assignments, and mid-term and comprehensive examinations. Six institutions offered the option of fulfilling requirements at home through individual problems such as projects, reports, experiences and assignments which fulfilled objectives given in a course syllabus for married students who lived at home. These students met together for a weekly class for an exchange of management problems. Another institution required that the married students keep a log of personal management practices during the quarter, meet weekly with single students for exchange of management problems, and complete various projects and assignments including a term paper. A combination of class activities, home activities, and committee activities in the home management house was offered to married students at one institution. A final institution offered a laboratory course similar to the home management residence.

Single students fulfilled home management requirements in a variety of ways. One institution featured an overnight residence of five weeks requiring additional assignments of

interviews, textbook assignments, and activities in personalized student instruction. The amount of credit hours in this overnight residence course was not indicated. Another institution required an overnight residence of six weeks which included two lectures per week and an 18-hour laboratory period. Four semester credit hours were earned in this particular residence course. One institution required seven weeks (seven days per week) of overnight residence with one free weekend. Two semester credit hours were earned in this residence course. Two institutions required eight weeks of overnight residence. One of these institutions included two class sessions per week in addition to the five-day week residence. Four semester hours were earned at this institution. The other institution required eight weeks (seven days per week) of overnight residence with two long weekends free. Five institutions required a nine-week overnight residency. One of these institutions had no live-in instructor at the home management house. Students were supervised on a planned and drop-in basis, and self and peer evaluations were required since a live-in supervisor was not present to observe activities. Two semester credit hours were earned in this residence course. Two institutions offered a nine-week residence for three and five quarter hours respectively. Two institutions did not report the number of credit hours earned for the nine-week overnight residency.

INSTITUTIONS OFFERING SEPARATE COURSES FOR MARRIED AND SINGLE STUDENTS

Institution	Length of Course	Credit Hours	Additional Experiences
Auburn University	**M 1 quarter residency in own home	5 quarter hours	Research paper Thirty-minute weekly class Demonstration Log of management practices Project results exchanged by single and married students
	***S 1 quarter in home management house	5 quarter hours	Research paper Thirty-minute weekly class Demonstration Performance report of each cycle of duties Evaluation of self and peers
California State University, Fresno	M 6 week residency in own home	*N/I	Personal management problems Work simplification project Meal management - food buying, meal service styles, home entertainment, and projects Text review Homemaker interview
	S 6 week residency (5 weeks overnight in home management house)	N/I	Homemaker interview Evaluation of managerial ability Review books, suggestions for usage in junior and senior high school Complete activities in student instruction, packet

*N/I - Not indicated

**M - Married students

***S - Single students

Table 4 (continued)

Institution	Length of Course	Credit Hours	Additional Experiences
East Carolina University	M 1 quarter residency in own home	N/I	List responsibilities, goals, and managerial problems Time and management projects Financial management projects Food and entertainment projects Weekly summary and oral reports
	S 1 quarter residency in home management house	3 quarter hours	Two lectures and two laboratory hours per week Supervises other workers Special management problems: handicapped homemaker, gainfully employed homemaker, low-income homemaker
Georgia College	M 1 quarter residency in own home	N/I	Description of responsibilities Calendar to support and attain goals Meal management report Home improvement project Menus for various levels of income
	S 1 quarter residency in home management house	N/I	Personal and group goals with calendar to support and attain goals Modified maintenance role Detailed plans for coordinator and group Meal management project Weekly written evaluations

Table 4 (continued)

Institution	Length of Course	Credit Hours	Additional Experiences
	M N/I	4 semester hours	Similar laboratory course in lieu of residency.
Louisiana Tech	S 6 week residency in home management house	4 semester hours	Two lectures (one and one-quarter hours each) Eighteen laboratory hours per week while in residence at house Oral reports Work simplification projects
	M N/I	N/I	Individual responsibilities in class and at home Committee responsibilities in class and outside of class Group responsibilities
University of Georgia	S 1 quarter residency in home management house	N/I	Write personal and group goals with calendar to support and attain goals Modified maintenance role decided on by group Detailed plans for coordinator and group Weekly written plans

Table 4 (continued)

Institution	Length of Course	Credit Hours	Additional Experiences
University of Kentucky	M 1 semester residency in own home	N/I	Study assigned readings Classroom activities Mid-term and comprehensive final examinations Written assignments
	S One-half semester residency in home management house	4 semester hours	Two one-hour class sessions per week Class presentation Community-professional development project Group home improvement project Personal improvement project
University of North Carolina, Greensboro	M 7 week residency in own home	2 semester hours	One 90-minute class session per week Reading assignments Discussion Ten four-minute reports on problems of home managers Conferences
	S 7 week residency in home management house (7 days per week)	2 semester hours	One week of residency based on low income budget and equipment in low income apartment Group, house, and individual conferences

Table 4 (continued)

Institution	Length of Course	Credit Hours	Additional Experiences
University of Northern Iowa	M 8 week residency in own home	2 semester hours	List of daily, weekly, and occasional tasks with a time schedule One entertainment with house group Storage project Evaluation of student's kitchen Weekly individual conference Weekly group meetings Individual conferences
	S 9 week residency in home management house (7 days per week)	N/I	One major improvement project Self and peer evaluations No live-in supervisor - planned and drop-in supervision
Western Carolina University	M 8 week residency in own home	5 quarter hours	Class discussion Written records Three projects Final evaluation Weekly individual conference
	S 8 week residency in home management house (7 days per week with two long weekends)	5 quarter hours	Entertainments Class discussion Three projects One-hour class meeting per week One individual conference per week Final evaluation

Institutions Offering Short
Non-Residence Courses

The four institutions listed in Table 5 reported short non-residence courses. One institution required a student to spend 15 days of a quarter in laboratory experiences and the remaining time in class activities. Four quarter hours were allocated to this course. A second institution offered two courses - a home management practicum which included a one-hour seminar and four hours field or laboratory experience per week, and an applied home management course which required a minimum of 60 laboratory hours scheduled during a five-week period. One institution offered in-out laboratory situations in a daytime residence for one semester. In this daytime residence small groups of students repeated short periods in each week for a total of six periods of revolving, rotating intervals during the semester. The institution felt short periods of time exposed students to a greater variety of management problems and provided repeated decision-making and planning. In addition to daytime residence, two one-hour class sessions were held each week. Married students could choose the daytime residence or use their own home as a laboratory. The amount of credit earned was not indicated. The short non-residence course offered by the final institution included management studies, lectures, written reports, assigned and free readings, and visits with low and middle income families in addition to laboratory experiences in apartments. The length of time required for this experience course was not indicated; however, two semester hours were earned in this course.

Table 5

INSTITUTIONS OFFERING SHORT NON-RESIDENCE COURSES

Institutions	Length of Residency	Credit Hours	Additional Experiences
Kent State University	1 quarter (15 days in day-time lab experience)	4 quarter hours	Class activities for remainder of quarter Management theory Current trends Professional application Evaluation of functions of management Families - local and fictional compared
Radford College	1 quarter	3 quarter hours	Sixty hours arranged and scheduled during a 5-week period in two kitchen laboratories with living and laundry areas A practicum consisting of one hour seminar and four hours field or lab per week Community agency involvement Home visits

Table 5 (continued)

Institutions	Length of Residency	Credit Hours	Additional Experiences
Texas Christian University	** 1 semester (18 weeks - seven days per week; in-out type lab)	* N/I	Two one-hour class sessions per week Guest speakers Library research Analysis of managerial problems Emphasis on small groups of students as hypothetical family Comparison of home management family with low-income family Conferences for married students
Winthrop College	N/I (Short laboratory experience in apartment)	2 semester hours	Lecture Discussion of assigned and free reading Lab experiences in apartment Low-income family: readings, visits, and written reports Personal management project

*N/I - Not indicated

** Preparation of two meals per day (lunch omitted). Students are divided into small two and three day revolving and kaleidoscopic groups each week. Rotations are repeated six times during the semester.

Institutions Offering Experience Courses

Six institutions offered a home management experience course. Reasons for having no residence course as indicated in Table 6 included the course was not required by the state for teacher certification, the institution was a commuter campus and the students had experience in their own homes. Three institutions had an advanced level course in home management which had replaced the home management residence course. A final institution had never had a home management residence course.

Table 6

INSTITUTIONS OFFERING EXPERIENCE COURSES

Institution	Length of Course	Credit Hours	Experiences
California State University, Los Angeles	*N/I	4 units	A course entitled, <u>Urban Family, Its Resources</u> , is the primary experience course which includes various community events. The home management house is not included due to the fact that this institution is a commuter campus and students have experiences in their own homes.
Central Michigan University	N/I	3 credit hours	<u>Seminar: Family Management</u> includes individual and group projects, field trips, discussion, lectures, mid-term and final exams, individual papers, and research reviews. The home management house has been discontinued as a practicum experience.

*N/I - Not indicated

Table 6 (continued)

Institution	Length of Course	Credit Hours	Experiences
Eastern Michigan University	1 semester	N/I	<p><u>Family Economics and Home Management</u> includes class discussions, assigned readings, managerial concept presentations, and a home interview study.</p> <p>This institution does not have a residence situation since it is not a state requirement for teacher certification.</p>
Marshall University	N/I	N/I	<p><u>Home Management Laboratory</u> is an advanced course which includes a written values paper, community resources, decision-making, organized plans and research, activity analysis, goal attainment, life style paper, summary of a ten-hour family observation, mid-term and final exam.</p> <p>The residence has been discontinued.</p>

Table 6 (continued)

Institution	Length of Course	Credit Hours	Experiences
Montclair State College	1 semester	3 semester hours	<p>An advanced level course, <u>The Family Contemporary Needs and Issues II</u> includes a group project of developing a questionnaire for family interviews, readings, needs management report, professional role management, and three hourly exams. This course replaced the home management residence course.</p>
University of Iowa	N/I	N/I	<p>A theory-experience course is offered and experiences vary according to the composition of the class. This institution has never had a home management residence.</p>

The purpose of the survey of home management practicums was to assist in establishing a student evaluation of the present home management practicum at Morehead State University.

Part I of the questionnaire described typical activities or requirements included in the home management practicum. Students were requested to evaluate these items utilizing a "Likert" type scale ranging from one (1) to five (5) with three (3) representing "adequate". (See Appendix C) Current major activities and responsibilities of home management practicum students were listed in Part II of the questionnaire. Students were requested to rank the items in order with the most significant learning experience as number one (1). Part III of the questionnaire listed ten innovative activities of home management practicums identified by surveying home management practicums in other colleges and universities. Students were requested to rank these items in order with the learning experience having the greatest potential designated number one (1) and the learning experience with the least potential as number ten (10).

The questionnaire was sent to forty-six (46) students who had resided in the Morehead State University Home Management House from the fall semester of 1974 through the spring semester of 1976. Responses were received from thirty-seven (37) students or 80.4 per cent of the sample population.

Data Presentation - Part I

The Chi Square statistic was used to determine the significance of differences between the observed responses and the expected responses of students on each of the ten items comprising Part I of the Survey of the Home Management Practicum.

In Tables 7 through 16 the Chi Square distributions are presented for each of the ten items. Each distribution is followed with a narrative analysis of that particular item. Implications and conclusions for the data will be presented in the following chapter.

Table 7

CHI SQUARE DISTRIBUTION - ITEM 1,
LENGTH OF RESIDENCE

CHI SQ fo	#COL = fe	5 csq
1.000	7.400	5.535135
7.000	7.400	.021621
26.000	7.400	46.751351
3.000	7.400	2.616216
.000	7.400	7.400000
CHI SQ =	62.324	v = 4 2tp = .000

In Item 1 the obtained chi square value of 62.324, with 4 degrees of freedom, was found to be significant at the .05 level. Further analysis of the distribution of data indicates that the significant part of the obtained chi-square value is associated with point 3 on the 5 point Likert scale. This indicates that the observed frequency of 26 responses at this point on the scale cannot be reasonably explained by sampling fluctuation or by chance.

Table 8

CHI SQUARE DISTRIBUTION - ITEM 2,
OVERNIGHT RESIDENCE REQUIREMENT

CHI SQ fo	#COL = fe	5 csq
14.000	7.400	5.886486
4.000	7.400	1.562162
8.000	7.400	.048648
5.000	7.400	.778378
6.000	7.400	.264864
CHI SQ =	8.540	v = 4 2tp = .073

The obtained chi square value of 8.540 for Item 2 was not found to be significant at the .05 level. The level of significance obtained was at the .07 level. This would indicate that the observed frequencies could be reasonably explained by sampling fluctuations.

CHI SQUARE DISTRIBUTION - ITEM 3,
NUMBER OF MEALS PREPARED BY EACH RESIDENT STUDENT

CHI SQ fo	#COL = fe	5 csq
1.000	7.400	5.535135
5.000	7.400	.778378
28.000	7.400	57.345945
3.000	7.400	2.616216
.000	7.400	7.400000
CHI SQ =	73.675	v = 4 2tp = .000

A chi square value of 73.675 was obtained for Item 3. This value was found to be significant at the .05 level. By observation of Table 9, it can be assumed that the significant number of observed frequencies occurring at point 3 cannot be reasonably explained by either sampling fluctuation or by chance.

Table 10

CHI SQUARE DISTRIBUTION - ITEM 4,

FOOD BUDGET REFLECTS

CHI SQ fo	#COL = fe	5 csq
.000	7.400	7.400000
8.000	7.400	.048648
23.000	7.400	32.886486
3.000	7.400	2.616216
3.000	7.400	2.616216
CHI SQ =	45.567	v = 4 2tp = .000

In Item 4 an obtained chi square value of 45.567 was found to be significant at the .05 level. Further analysis of the data indicates that the significant part of the obtained chi square value is associated with point 3 on the 5 point Likert scale. This indicates that the observed frequency of 23 responses at this point on the scale cannot be reasonably explained by sampling fluctuation or by chance.

Table 11

CHI SQUARE DISTRIBUTION - ITEM 5,

ENTERTAINMENT REQUIREMENTS

CHI SQ fo	#COL = fe	5 csq
1.000	7.400	5.535135
3.000	7.400	2.616216
25.000	7.400	41.859459
4.000	7.400	1.562162
4.000	7.400	1.562162
CHI SQ =	53.135	v = 4 2tp = .000

The observed frequencies for Item 5 produced a chi square value of 53.135. This value is also significant at the .05 level, and indicates that the observed frequency of 25 responses at point 3 on the scale cannot be reasonably explained by either sampling fluctuation or by chance.

Table 12

CHI SQUARE DISTRIBUTION - ITEM 6,
EXPERIENCES WITH KITCHEN EQUIPMENT

CHI SQ fo	#COL = fe	5 csq
.000	7.400	7.400000
.000	7.400	7.400000
24.000	7.400	37.237837
10.000	7.400	.913513
3.000	7.400	2.616216
CHI SQ =	55.567	v = 4 2tp = .000

The obtained chi square value for Item 6 was 55.567. This value was significant at the .05 level. Further analysis of the data reveals 24 responses at point 3 on the 5 point Likert scale. This number of responses at that point cannot be reasonably explained by sampling fluctuation or by chance.

CHI SQUARE DISTRIBUTION - ITEM 7,
EXPERIENCES WITH LAUNDRY EQUIPMENT

CHI SQ fo	#COL = fe	5 csq
.000	7.400	7.400000
2.000	7.400	3.940540
32.000	7.400	81.778378
3.000	7.400	2.616216
.000	7.400	7.400000
CHI SQ =	103.135	v = 4 2tp = .000

An observed frequency of 32 responses at point 3 on Item 7 produced the major part of a significant chi square value of 103.135. This obtained value, with 4 degrees of freedom, was significant at the .05 level. Again, this number of responses at that point cannot be reasonably explained by sampling fluctuation or by chance.

Table 14

CHI SQUARE DISTRIBUTION - ITEM 8,
EXPERIENCES WITH CLEANING EQUIPMENT

CHI SQ fo	#COL = fe	5 csq
1.000	7.400	5.535135
3.000	7.400	2.616216
30.000	7.400	69.021621
3.000	7.400	2.616216
.000	7.400	7.400000
CHI SQ =	87.189	v = 4 2tp = .000

The obtained chi square value of 87.189, with 4 degrees of freedom, was found significant at the .05 level. Further analysis of the distribution reflects 30 responses at point 3 on the Likert scale for Item 8. This observed frequency count cannot be reasonably explained by sampling fluctuation or by chance.

CHI SQUARE DISTRIBUTION - ITEM 9,
EXPERIENCE WITH FLOWER ARRANGEMENTS

CHI SQ fo	#COL = fe	5 csq
6.000	7.400	.264864
5.000	7.400	.778378
19.000	7.400	18.183783
3.000	7.400	2.616216
4.000	7.400	1.562162
CHI SQ =	23.405	v = 4 2tp = .000

An observed frequency of 19 responses at point 3 on Item 9 produced a significant chi square value of 23.405. Significant at the .05 level with 4 degrees of freedom. Again, this observed frequency cannot be reasonably explained by sampling fluctuation or by chance.

Table 16

CHI SQUARE DISTRIBUTION - ITEM 10,
ACADEMIC CREDIT EARNED

CHI SQ fo	#COL = fe	5 csq
.000	7.400	7.400000
.000	7.400	7.400000
6.000	7.400	.264864
8.000	7.400	.048648
23.000	7.400	32.886486
CHI SQ =	47.999	v = 4 2tp = .000

The obtained chi square value of 47.999, with 4 degrees of freedom, was found to be significant at the .05 level. The observed frequency of 23 responses at point 5 on Item 10 cannot be reasonably explained by either sampling fluctuation or by chance.

Data Presentation - Part II

The significances of learning experiences in Part II of the questionnaire were determined by a mean ranking of nine major activities and responsibilities required by the home management practicum at Morehead State University. The findings in Table 17 indicate that budgeting of time was the most significant learning experience; planning, marketing and preparation of meals ranked second, and budgeting of money ranked third. Ranked in order of lesser significance were budgeting of energy, types of meal service, entertainments, housekeeping, and laundry procedures. Flower arrangement ranked as the least significant learning experience.

Table 17

PRIORITY RANKINGS OF NINE

MAJOR ACTIVITIES AND RESPONSIBILITIES

Activity or Responsibility	Mean Ranking
Budgeting of Time	2.47
Planning, Marketing, and Preparation of Meals	2.75
Budgeting of Money	3.36
Budgeting of Energy	4.39
Types of Meal Service	5.92
Entertainments	5.97
Housekeeping	6.36
Laundry Procedures	7.08
Flower Arrangement	7.62

Data Presentation - Part III

The most important learning experience was determined by a mean ranking of ten innovative activities identified by surveying home management practicums of colleges and universities comparative in size to that of Morehead State University. Table 18 indicates field experiences ranked as the most potential learning experience followed by analysis of family situations and home management projects. Ranked in order of lesser significance were management study situations, independent study, review of case study literature, position papers on family decision making, class discussion of assigned readings, and abstracts of research articles. Research papers ranked as the least significant innovative activity.

Table 18

PRIORITY RANKINGS OF TEN
INNOVATIVE ACTIVITIES

Innovative Activity	Mean Ranking
Field Experiences	2.47
Analysis of Family Situations	3.44
Home Management Projects	4.05
Management Study Situation	4.16
Independent Study	4.50
Review Case Study Literature	6.00
Position Papers on Family Decision Making	6.52
Class Discussion of Assigned Readings	6.55
Abstracts of Research Articles	8.58
Research Papers	8.63

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Chapter 5 presents the summary, conclusions and recommendations of the study. This section includes the results of the special 1976 Intersession trial project which applied several of the practices selected from the responses and descriptions of residence programs in effect at some of the sample universities and colleges.

Summary

This study was designed to identify alternatives to the presently established residency in the home management house practicum at Morehead State University. The need for the study evolved from recent recommendations to change "Residence in Home Management House" to "Home Management Experiences" or "Home Management House Experiences". Specifically then, the primary objectives of this study were to gather data concerning the home management house practicum as it is taught at selected institutions, survey previous home management residents to clarify needs for alternatives to the home management house practicum and establish feasible alternatives to effect change in both the residence and practicum aspects of the home management house.

Letters requesting home management residence or home management experience syllabuses and other descriptive information were sent to 50 home economics department chairmen of colleges and universities comparable in size to that of Morehead State University.

Data concerned with satisfactions and dissatisfactions regarding residency and other home management experiences were obtained from questionnaires sent to 46 former home management house residents.

Conclusions

Twenty-seven institutions or 54 per cent of the 50 selected institutions responded to the letter requesting syllabuses and other descriptive information.

The following conclusions were derived from the study. On the basis of the measures employed in this study to assess home management policies, the overall results tend to confirm that 10 institutions or 37 per cent offered separate courses for married and single students. Married students who lived at home were offered a variety of alternatives to the residence course. The options of fulfilling requirements at home through individual problems and contracts involved projects, community resources, reports, personal behavioral objectives and assignments. Some institutions offered assigned readings, maintaining a log, personal management practices, homemaker interviews, entertainments, projects with various income levels, and

examinations. A combination of class activities and home activities was prevalent at most institutions. Married students met with single students who resided at the home management house for exchange of management problems and completion of various projects and class activities.

Six institutions or 22 per cent offered experience courses. Four institutions or 15 per cent offered only an overnight residence course and four institutions or 15 per cent offered a short non-residence course. Only three institutions or 11 per cent offered a student choice of residence or non-residence course.

Students of the institutions which maintained the overnight residency resided in the home management house overnight for varying periods of residency and earned various amounts of credit hours. The average length of overnight residency for 14 institutions that submitted the length of residency was 43 days. The average amount of credit hours earned at eight institutions that specifically defined type of credit hours was three semester credit hours.

Thirty-seven students responded to the questionnaire requesting information concerning their degree of satisfaction and dissatisfaction with residency and other home management practices at Morehead State University.

In reference to Part I of the survey, the students indicated that the experiences described in eight of the ten items seemed to be adequate. In response to the item concerning overnight residence requirements, 14 residents

indicated it was necessary, eight thought it could be optional, and six residents believed it was unnecessary. Of the 46 residents surveyed, six residents were married; thus, the six responses designating the overnight residency as unnecessary might possibly reflect responses of married students. In regard to academic credit, 23 residents indicated that the credit hours earned were insufficient, eight responses ranged between too little and adequate credit and six indicated the academic credit was adequate.

Comments made by the residents reflected that too much time and energy were required for the amount of credit hours earned, that the residence was too long for the amount of credit hours earned, and that the number of required entertainments be reduced to one entertainment per two residents. Additional new equipment was listed as a need and students felt that equipment should be utilized to a greater extent. The limited materials and equipment for flower arrangement was cited, and residents felt that a course in flower arrangement should be included in required background courses so greater skill in flower arranging might be achieved. The omission of lunch was suggested as beneficial for residents whose classes were scheduled through the lunch hour. The residents felt the overnight residency contributed to the unity of the household, aided in completion of activities, and developed better working relationships among residents.

Responses to Part II of the questionnaire indicated that the most significant learning experience was budgeting of time, followed in order by planning, marketing, and preparation of meals, budgeting of money, budgeting of energy, types of meal service, entertainments, housekeeping, and laundry procedures. The least significant learning experience was flower arrangement. Comments included a need for supplemental instruction in flower arranging, additional flower arranging equipment, and operation of a set household budget rather than only a food budget. Comments emphasized that the home management house provided a setting wherein residents could utilize previous learning experiences.

In Part III of the questionnaire responses indicated that field experiences ranked as the most potential learning experience, followed in order by analysis of family situations, home management projects, management study situation, independent study, reviewing of case study literature, position papers on family decision-making, class discussion of assigned readings, and abstracts of research articles. Research papers ranked as the least significant innovative activity. Comments emphasized practical aspects and experience of living in the home management house as more valuable than the innovative learning experiences. Field experiences

were suggested as a source for learning, practicing and retaining more from the learning experience. Projects were thought to be beneficial to students and to the maintenance of the home management house. Some of the potential activities included in the survey could be included in the home management class rather than the practicum according to the responses. Home management experiences at individual homes under the supervision of an instructor were suggested for married students.

Trial Program Implemented During Intersession - 1976

Based on the overall results of this study several recommendations for trial experiences were implemented at Morehead State University during Intersession of 1976. Special projects were assigned during this trial period to compensate for the reduced residency of 15 days. Students were encouraged to contract for supplemental learning experiences which would complement the 15-day residence period.

All requirements of the contract (See Appendix D) had to be fulfilled for a grade of "A". The special requirements of the trial project included duties in each role of the home management house, one informal entertainment, six styles of meal service at the home management house, service of three styles at home, one guest meal at home, preparation of low-cost and high-cost meals, an evaluation of a log of a week's activities, two special projects in management,

investigation and evaluation of a community resource, observation of a floral demonstration, completion of a homemaker interview, accompanied by a written evaluation of the homemaker's management ability, and a group project pertaining to the improvement of the home management house. A grade of "B" could be earned by omitting the requirement for the guest meal at home, and the community resource or floral demonstration. For a grade of "C", the three styles of service used at home and the two special management projects could be omitted.

The learning experiences contained in the contract made possible the awarding of more credit for the amount of actual time and energy expended at the home management house. Since all of the residents enrolled during Intersession were married students they were not required to reside overnight. Thus the amount of time for practical aspects of the home management house was even further reduced.

However, the most significant learning experiences were enforced. Two types of meal service - buffet and patio were added to the previously required family, apartment, compromise, and formal meal services. Students also used three types of meal service at home. Due to the reduction of the residence period and family responsibilities at home, students were especially encouraged to budget energy by fulfilling some requirements of the contract at home. A more efficient plan for budgeting and reporting food and nonfood expenditures in the home management house ledger was

implemented. In addition to budgeting food expenditures at the home management house, residents were required to budget food expenditures for a guest meal at home.

Planning, marketing, and preparation of meals was divided equally among the residents for the 15-day period in order to provide maximum experience in this area. Also, the guest meal provided an opportunity to evaluate planning, marketing and preparation of a meal in a home situation. Finally, a majority of the residents did not have the opportunity to budget time to include additional classes during Intersession. However, the residents found it necessary to budget time in order to include the supplemental learning experiences and family responsibilities at home.

The least significant learning experiences were altered and substitutions were made to increase their importance. Students observed a field experience in floral demonstrations by a local florist. Laundry procedures were reduced through the practice of using more paper napkins and plastic or bamboo placemats in addition to cloth table linens. The final cleaning period was reduced through additional seasonal cleaning tasks assigned throughout the trial period. Entertainments were reduced to one informal and one formal party at the home management house.

At the conclusion of Intersession, residents were asked to evaluate the learning experiences included in the contract. They were very positive in their reaction to the contract components for the special projects provided

opportunities to complete some much needed tasks at home. The evaluation of a week's activities recorded in the log provided much insight in regard to use of time and energy. The meals prepared and served at home also aided in incorporating home management practicum experiences into their daily living experiences. The investigation of a community resource not only added to their knowledge of their community but to their general knowledge as a professional home economist. Furthermore, the reaction to the floral demonstration was definitely positive as it motivated creativity within the residents and developed confidence and skill in flower arranging. The homemaker interview provided insight concerning management techniques and practices of homemakers outside the field of professional home economists. The home management house group activity project required full group cooperation and participation. Since residents did not reside at the home management house overnight, the group activity projects aided in forming closer personal relationships.

Recommendations

Based on the study several recommendations for implementation of the home management house practicum at Morehead State University are proposed:

1. A contract similar to one used in Intersession should be offered to students during the academic semester residency.
2. An innovative and informative handbook should be printed and sold at the Morehead State University bookstore

for resident use during the course.

3. Student self-direction should be encouraged and emphasized due to contract method of grading.

4. Residents should receive guidance and supervision when assigned responsibility for leadership in the managerial aspects of the home management house practicum.

5. A floral design course or workshop is recommended as a prerequisite to the home management house practicum or floral demonstrations should be observed at the beginning of the residency.

6. Since three semester credit hours was the average credit earned at the surveyed institutions, it is not recommended that the amount of credit be increased but rather that the time and energy required by the home management house be reduced to compensate for the insufficient credit earned.

7. In order to reduce time and energy devoted to the home management house, it is recommended that some lunches be eliminated. Often residents cannot eat together due to schedule conflicts. Seasonal housecleaning should be incorporated with regular housecleaning. It is further recommended that fewer entertainments should be required per student.

8. It is also recommended that innovative learning experiences be added so that the knowledge and expertise of the residents will be enhanced despite the reduction of time and energy devoted to the home management house.

9. Reduction or elimination of the residency is not recommended although 22 per cent of the participating institutions in this study had replaced the overnight residency with other learning experiences. Morehead State University residents indicated that the length of residency was adequate and the practical experience was valuable.

10. Married students, especially those having children, should have the option of fulfilling the requirement of Home Management House Practicum by utilizing facilities available at the home management house and at their individual homes with supervision by the instructor. Perhaps this option would encourage more married students to enroll in this particular area.

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APPENDICES

APPENDIX A
MATERIALS REQUEST LETTER

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY 40351

January, 1976

Department Chairman
Department of Home Economics
East Carolina College
Greenville, North Carolina 27835



Dear Colleague,

The Home Economics Department at Morehead State University is interested in examining alternatives to the presently established home management practicum. For this purpose an applied project has been designed which calls for soliciting from other colleges and universities, material related to their home management residence or home management experience programs.

Would you or the appropriate person please send me a copy of your course syllabus for home management residence or home management experiences. If a syllabus is not available a copy of the course requirements would be sufficient.

I wish to express my appreciation to you for the contribution that you will be making to the project. Results of the study will be sent upon your request.

Sincerely yours,

Charlotte Bennett
Acting Head
Department of Home Economics

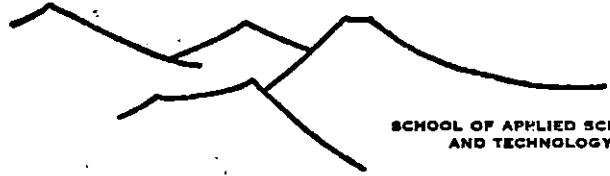
Carolyn D. Taylor
Instructor
Department of Home Economics

Department of Home Economics
UPO 1364
Morehead State University
Morehead, Kentucky 40351

APPENDIX B
SURVEY QUESTIONNAIRE LETTER

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY 40351



February 13, 1976

Dear Former Home Management House Resident:

The enclosed survey questionnaire has been designed to evaluate activities and responsibilities of the students previously enrolled in the Morehead State University Home Management House Practicum.

The data gathered by the survey will be of value in interpreting the present Home Management House Practicum and in designing alternatives for future implementation. The information you provide will be treated confidentially.

Please complete and return the questionnaire by March 1, 1976, to Mrs. Carolyn Taylor, UPO 1324, Department of Home Economics, Morehead State University, Morehead, Kentucky 40351. A self-addressed stamped envelope is enclosed for your convenience.

Your prompt response will be personally appreciated.

Cordially yours,

Carolyn Taylor, Instructor
Department of Home Economics
Morehead State University
Morehead, Kentucky 40351

Enclosure

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84

APPENDIX C

HOME MANAGEMENT PRACTICUM QUESTIONNAIRE

SURVEY OF HOME MANAGEMENT PRACTICUM

The purpose of this questionnaire is to establish a student evaluation of the presently existing home management practicum at Morehead State University. The questionnaire describes typical activities or requirements that exist or often occur within the home management practicum and elicits reactions to alternative practices identified from established programs at other colleges and universities.

Please do not evaluate the items in terms of "good" or "bad" but read each item carefully and respond in terms of your own feelings.

PART I

MARKING INSTRUCTIONS

Printed below is an example of an item found in the SURVEY OF HOME MANAGEMENT PRACTICUM.

1. Length of Residence

Too Long 1 2 3 4 5 Too Short

In this example the respondent marked choice three (3) to show that the length of residence seems to be "adequate".

Please circle your response clearly, as in the example.

PLEASE BE SURE THAT YOU MARK EVERY ITEM. Feel free to comment, elaborate or explain your responses in order to provide clarification.

1. Length of Residence

Too Long 1 2 3 4 5 Too Short

Comment _____

2. Overnight Residence Requirement

Necessary 1 2 3 4 5 Unnecessary

Comment _____

3. Number of Meals Prepared by Each Resident Student

Too Many 1 2 3 4 5 Too Few

Comment _____

4. Food Budget Reflects

High Income 1 2 3 4 5 Low Income

Comment _____

5. Entertainment Requirements

Too Few 1 2 3 4 5 Too Many

Comment _____

6. Experiences with Kitchen Equipment

Too Many 1 2 3 4 5 Too Few

Comment _____

7. Experiences with Laundry Equipment

Too Few 1 2 3 4 5 Too Many

Comment _____

8. Experiences with Cleaning Equipment

Too Many 1 2 3 4 5 Too Few

Comment _____

9. Experience with Flower Arrangements

Too Few 1 2 3 4 5 Too Many

Comment _____

10. Academic Credit Earned

Too Much 1 2 3 4 5 Too Little

Comment _____

Part II

MARKING INSTRUCTIONS

Listed below are some of the major activities and responsibilities of the Home Management Practicum at Morehead State University.

Please rank the items in order with the most significant learning experience as number one (1) and the least significant learning experience as number (10). Number all items only once using the number one through ten.

_____ Planning, Marketing, and Preparation of Meals

_____ Types of Meal Service

_____ Flower Arrangement

_____ Housekeeping

_____ Budgeting of Time

_____ Entertainments

_____ Budgeting of Energy

_____ Laundry Procedures

_____ Budgeting of Money

Comments _____

Part III

MARKING INSTRUCTIONS

Listed below are ten innovative activities of Home Management Practicums that have been identified by surveying Home Management Practicums in other colleges and universities.

Please rank the items in order with what you consider to be the most potential learning experience as number one (1) and the least potential learning experience as number (10). Number all items only once using the numbers one through ten.

- _____ Class Discussion of Assigned Readings
- _____ Analysis of Family Situations
- _____ Field Experiences or Observations
- _____ Home Management Projects
- _____ Research Papers
- _____ Abstracts of Research Articles
- _____ Review Case Study Literature
- _____ Position Papers on Family-Decision Making
- _____ Management Study Situation
- _____ Independent Study

Comments _____

APPENDIX D
HOME MANAGEMENT PRACTICUM CONTRACT
INTERSESSION 1976

CONTRACT

1. All duties in each role at HMM* completed satisfactorily.
2. One casual entertainment at HMM (Group).
3. Serve at least one meal at HMM in each of the following styles:
 - Compromise
 - Formal (Group)
 - Buffet
 - Apartment
 - Patio
4. Serve at least three styles at home. Write a brief description of service and the menu served.
5. Serve one guest meal at home. Evaluate in your own words and include:
 - a. Menu
 - b. Time schedule for preparation
 - c. Cost analysis
 - d. Guest List
 - e. How and when invitation was issued
 - f. Evaluate the food, service and the sociability of the meal
 - g. Include photos if possible
6. Keep a log of week's activities. Evaluate management of time and energy.
7. Special projects. (Listed in Handout)

*HMM - Home Management House

8. Investigate and evaluate a community resource in Morehead or your own community.

or

Observe a florist arranging flowers and describe techniques used.

9. Visit a homemaker, discuss management with her. Complete the interview form and hand in along with a written evaluation of your impression of her management ability. Use form: "Evaluation of Management Practices".
10. Group project - scrapbook, cleaning oven, constructing curtains for the basement.

CONTRACT REQUIREMENTS

MINIMUM REQUIREMENTS TO ELECT FOR GRADE A

1. Complete all requirements for electing grade A.

All assignments must be "A" quality in order for those electing to complete them to get an "A". A grade of "A" will not be guaranteed simply because all assignments are completed. All assignments will be due on or before June 1, 1976.

MINIMUM REQUIREMENTS TO ELECT FOR GRADE B

1. Omit Numbers 5 and 8.
2. Complete 1 project in Number 7.
3. Complete the remaining requirements.

MINIMUM REQUIREMENTS TO ELECT FOR GRADE C

1. Omit Numbers 4, 5, 7, and 8.
2. Complete the remaining requirements.

I wish to contract for grade _____

Signature _____