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COLLEGE COLLECTION

A STUDY OF EVALUATION INSTRUMENTS USED WITH STUDENTS
WHILE THEY ARE IN HOME MANAGEMENT RESIDENCE

by

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CHAPTER I

INTRODUCTION

Home Management residence is considered to be the coordinating course of the core curriculum in home economics by many leading departments and schools of home economics. This idea was reinforced during the Purdue Conference on Teaching Home Management,¹ in 1953, when the following specific ideas were presented:

1. Home Management is a process or means of achieving goals. It is also concerned with the ability to establish these goals, and identify the related values.
2. The total family picture is involved with emphasis on alternate choices.
3. Flexibility and an experimental approach to management are important.
4. Home Management may be a means of integrating various phases of home economics.

Due to the emphasis on managerial abilities and personal relationships, rather than skills, home management through its very intangibility presents difficulties in measuring or evaluating effective individual growth. Christine Newark, of Ohio State University, emphasized this as follows: "There is the big problem of evaluation. All too often we as teachers tend to interpret evaluation in terms of grades. The problem is what are we trying to evaluate and finding tools for doing this."²

To this investigator home management residence is an experience which involves spending one half a semester living with a group of four

1. Cleo Fitzsimmons, "Conference on Teaching Home Management," (unpublished bulletin on conference held at Purdue University, West Lafayette, Indiana, 1953).

2. Ibid.

to eight students who are encouraged to apply in group living the knowledge acquired in most of the subject matter areas of home economics. The group should adjust to its new environment in a wholesome homelike atmosphere. Effort should be made to help the student to recognize the importance of human values in management while developing an understanding of the management of resources. Flexibility in all family relationships, and the encouragement of growth of the individual as part of the group should be stressed. Home management experiences should enrich family living, improve techniques, make a student conscious of her needs, and should interest her in personal growth. Appropriate evaluation instruments that will more effectively measure progress toward these goals should constantly be considered for improvement.

Statement of the Problem

For a number of years the evaluation of home management at Woman's College was staff evaluation of the student. This proved of little value to the individual student since it was made at the end of the residence period, and the student received little benefit from it for personal growth.

In an effort to overcome this, in 1947 three evaluation instruments with emphasis placed upon self-evaluation and personal growth were set up to be used at certain intervals during the residence period: one to be checked only by each student for herself, and two for all the group members to check for themselves and each other. After six years, certain difficulties in the administration of these instruments had been recognized. Early in 1953, the home management staff revised the three evaluation instruments. These revised instruments were developed by group judgment. No

attempt has been made to validate the instruments previously, or in this thesis. The investigator having lived in one of the home management houses as a counselor for a year, having helped with the revision of these instruments, and being very much interested in evaluation and counseling, decided to make this study to determine, if possible, an effective way of using these evaluation instruments with students for their individual growth and development.

Purpose of the Study

This is a study of three instruments used in evaluation of students in the home management houses at the Woman's College of the University of North Carolina in 1953. The purposes are:

1. To determine to what extent students living in the home management houses participate in extra-class activities: and to determine the students' reaction to their experiences in the house, and to secure suggestions for experiences that will contribute to individual growth and development.
2. To determine how the student ratings of themselves and each other according to a prepared list of characteristics that promote or hinder good group living can be used effectively in counseling with these students.
3. To determine through individual and group appraisals of student management the areas in which there are strengths and weaknesses, and the awareness of growth while living in the home management house.

Procedures Used in the Study

The following check lists were completed by 10 groups of students in three home management houses in spring, summer, fall, and winter of 1953.

- Instrument 1. "The Home Management Log" used by the individual student to score herself.

Instrument 2. "Contribution To Group Living" formerly called "How Do We Measure Up" scored by each student for herself, and for every other student living in the house at that time.

Instrument 3. "Individual Appraisal of Home Management Residence" was scored by each student for herself and every other student living in the house at that time.

The first and third instruments are analyzed for groups. The second instrument is analyzed for individual students in the house in which the investigator lived as counselor; for groups of students in the other houses.

Definitions

Home management is the planning, organizing, coordinating, guiding, and directing human and material resources toward family goals.

Evaluation means to ascertain the value or amount of, or appraise carefully.

Limitations of the Study

The study will be limited to three evaluation instruments developed by group judgment, which have not been validated, and are not validated in this study. It will be limited to the ten groups of students living in the three home management houses at the Woman's College of the University of North Carolina in the spring, summer, fall, and winter of 1953.

Organization of Report

In the chapter following, there will be a review of literature related to this study. Chapter Three will deal with the use of the "Home Management Log" and the findings and suggestions for further use.

Chapter Four will discuss the development of "Contribution to Group Living" (formerly called "How Do We Measure Up") in the house in which the investigator lived and the findings, and suggestions for further use. Chapter Five will consider "Individual Appraisal of Home Management Residence," its use, findings, and suggestions for further use. Chapter Six will consist of the summary and recommendations.

CHAPTER II

REVIEW OF LITERATURE

A survey of literature since 1942 was made to find studies relative to the types of evaluation instruments which had been developed for use with students, especially those to be used in connection with counseling while students were in home management residence.

In discussing goals Alice Miel suggests that we:

Take account of the needs for self-set goals of two sorts--those that give broad direction to individual and group efforts without limiting opportunity to be creative and individual, and those that mark out more immediate and definite steps toward the distant goal, and at the same time are within the present capabilities of individual and groups. Be mindful of the fact that goals should be flexibly held so that they can be examined frequently and revised if need be.¹

In discussing evaluation, Spafford suggests four guiding principles. They are:

...first that success in education can be measured only in terms of the objectives set up for it; second, that successful learning is built on the interests, needs, capacities, and abilities of the individual students considered always in relation to the needs of the home, the local community, and the larger society; third, that individual progress and direction of growth are the factors which count in measurements; and fourth, that learning in the final analysis is to be measured in terms of changes in behavior.²

1. Alice Miel, Changing the Curriculum (New York and London: D. Appleton-Century Company, Inc., 1946), p. 190.

2. Ivor Spafford, A Functioning Program of Home Economics (New York: J. Wiley and Sons, Inc.; London: Chapman and Hall, Limited, 1940), p. 190.

Nickell and Dorsey³ have included in their book a guide to evaluation and improvement for use in home management houses. According to them, "It is devised to focus attention on the managerial functions fulfilled by the homemaker and the qualities deemed most necessary for effectiveness in management." The chart contains three levels of excellence with characterizing description for each level, for example:

Managerial Functions

Ability	Low	Average	High	Comments
To seek possible solutions	: Often not successful in finding solutions	: Does not readily apply knowledge	: Rapid application of knowledge	

The scale is presented as a device to assist the students in analyzing and evaluating themselves. It was felt that this sort of evaluation would help the student to be objective and to record judgments fairly.

Gross and Crandall⁴ include an evaluation device called a rating scale suitable to any managerial situation. It is divided into two parts. The first part covers a few managerial qualities, for example:

3. Pauline Nickell and Jean Muir Dorsey, Management in Family Living (New York: John Wiley and Sons, Inc., 1942), pp. 438-444.

4. Irma H. Gross and Elizabeth W. Crandall, Home Management in Theory and Practice (New York: F. S. Crofts and Company, 1947), pp. 276-278.

1. RATING SCALE SUITABLE TO ANY MANAGERIAL SITUATION
Managerial Qualities

Quality	Poor	Fair	Good	Excellent	Comments
Depend- ability	Frequently drops tasks before com- pleted, or finishes at a poor level.	Sometimes drops tasks before com- pleted, or finishes at a low level.	Attempts to finish every thing she starts, and at an accept- able level.	Consistently carries plan through to completion without sacrificing standards.	

In the second part, only a small area in homemaking, food preparation, is covered, and allowance is made for rating more precisely, for example:⁵

II. RATING SCALE-RATING A SMALL AREA IN HOME MANAGEMENT
Check List for Management in Food Preparation⁶

Points	Poor	Acceptable	Superior	Score
	1 2 3	4 5 6 7	8 9 10	
Efficiency in use of time and effort.	Time wasted. Time consuming methods used. Choice of tools not effective.	Many unnecessary steps because of poor planning or none.	Good plan developed be- fore work be- gun. Good methods used.	

Bonde⁷ has developed a rating scale describing 49 characteristics on two levels: high and low. The low level represents the least effective practice or situation; the high level the most effective. The

5. Loc. cit.

6. Adapted with slight changes from Clara E. Brown, Syllabus for Educational Measurements (Minneapolis University, Minnesota, 1938).

7. Ruth L. Bonde, Management in Daily Living (New York: The Macmillan Company, 1944), appendix, pp. 247-253.

numbers from 1 to 5 across the page represent degrees of achievement in these practices: 1 represents the lowest level, and 5 the highest. A sample of the scale appears as follows:

HOW DO YOU RATE AS A FOOD MANAGER?

	1	2	3	4	5	Score
21	Many projects are started which are never completed.		:	Most jobs are carried to completion, even though difficulties are encountered.		

Another study of importance to the writer was made by Dorothy Osgatharp⁸ of Purdue University in which were developed several check lists used by students upon entering the house, and again at the end of the residence period. In setting up this scale 434 objectives were listed by 57 students who had lived in the home management house. This list was re-grouped and revised somewhat and then used in preparing a preliminary check list of 18 questions on which the students might evaluate themselves in terms of some of the objectives set up. For many of the questions there was no opportunity to check variation in quality of practice. A check list of 30 questions provided a basis for a second check list. The purpose was to find how students rated themselves on entrance to the house, and the changed practices which came about through the period of residence.

It was found in Osgatharp's study that the greatest success was achieved in the area of skill and management and the least improvement

8. Dorothy Osgatharp, "A Study of Objectives Connected with Home Management Residence," (unpublished Master's thesis, Purdue University, Lafayette, Indiana, 1949).

was found in social ability and behavior which the students speak of as "getting along with others." Students rated high when they worked alone. It was thought they needed to plan more group activities and to learn to work more closely with each other. Achievement in home management was found not to be correlated with the students average grades in the university. It was concluded that living in the house could make a student conscious of her personal needs, and start her off on a planned program for self-improvement.

In 1942 Julianne Wise,⁹ then supervisor of the home management house at the University of West Virginia, and now at Oregon State College, made a study of the organization and management of home management houses, and also of the types of measuring devices including rating scales that had been developed to set standards and evaluate student's efficiency and progress.

A rating scale was constructed upon a framework of duties representative of home management houses. The senior home economics students and home management residence students rated themselves and made constructive criticisms. After several revisions the opinions of specialists were sought. Finally a rating scale was developed in two parts, one to rate human values, and the other to rate skills. A great many home economists thought the rating scale was too long. It was decided to give each student a part at a time, according to her duty at the moment.

The rating scale "Part A" was divided into two sections representing

9. Julianne Wise, "The Development of a Self-Rating Scale for Girls Living in Home Management Houses," (unpublished Master's thesis, Oregon State College, Corvallis, Oregon, 1942).

divisions of duties in the house. Under each duty is a list of activities which were interpreted at three levels of accomplishment: 1. very highly desirable; 2. average or moderately acceptable; 3. low or unacceptable. A finer distinction was made for scoring, the scale being marked 5 - 4 - 3 - 2 - 1, five being the highest. This was believed to make it possible to score a girl quite accurately. If an activity was scored below five, acceptable reasons were considered in interpreting the score. The following is a sample of this part of the scale.¹⁰

PART A HOUSEKEEPING DUTIES

Foods Manager

A. Planning, purchasing and preparation of food

	5	4	3	2	1
Scheduled own work.	:	Usually worked effect-	:	Frequently utilized	
Worked effectively,	:	ively and with due con-	:	own and assistant's	
and planned coopera-	:	sideration for assistant:	:	time poorly. Meals	
tively for efficient	:	Meals usually served on	:	often late.	
use of assistant's	:	time.	:		
time. Meals served	:		:		
promptly.	:		:		

 If an activity is not scored 5 because of an acceptable reason, indicate here the number of the activity and reasons for failing to perfect that activity.

"Part B" of the rating scale consisted of 12 characteristics dealing with personality. A key for the interpretation of each of these characteristics at the three levels of accomplishment appears, although each is described at the highly desirable level only. The scale permitted a range of scores from 5 to 1, for example.¹¹

10. Ibid.

11. Ibid.

PART B PERSONALITY FACTORS

Achievement of the goal.	To an acceptable degree but needs further development.	Failure to reach level which allows for satisfactory group relationships.		
5	4	3	2	1
Resourcefulness:	:	Showed ability to apply principles to practical situations, to find what she did not know, to develop her own ideas, to meet a situation successfully, and to carry a job to completion.		
Sense of humor:	:	Enjoy life, see things in good perspective, add to the enjoyment of others, display wholesome attitudes.		

Approximately two-thirds of the weight of the final score was upon housekeeping duties, and about one-third upon personality factors affecting relationships: this is two-thirds on "Part A" and one-third on "Part B." This was thought by the cooperators to be a fair proportion.

This rating scale it was hoped would serve as a device for helping each girl residing in the home management house in evaluating her standards, her progress and her needs. It was also designed to assist the supervisor in understanding each student, through an objective analysis of the girls' practice within the house, with regard to both the completion of each task, and to those less tangible factors which involve human relationships. It was also designed to be helpful as a basis for conference between student and supervisor. It was assumed that the supervisor using this scale would be keen in her observation and reasonably accurate in her interpretation, and also to be the type of individual who can confer satisfactorily with a student on a friendly and objective basis.

A very interesting study was made at Ohio State University by Florence McKinney¹² in 1948, in which she studied the role of home management in education for democracy. Homemaking experiences were personalized to meet individual needs and interests. They were also planned so that each girl had the opportunity to work and share with other girls. Willingness to help one another, participation in campus and community activities, and an understanding of individual differences were encouraged. As the girls and the adviser planned together, and as the girls had opportunity to weigh values and make decisions, democracy was experienced. McKinney suggests that:

During the home management residence experience certain instruments or teaching techniques may be used to bring democratic values to the fore. A more widespread use of four techniques: the family council; the individual or small group conference; self evaluation; and group analysis. These techniques are interrelated and may overlap; yet each has its use and value.¹³

In the family council every member of the group participated. Most problems of policy were problems for group discussion. Decisions were reached cooperatively by the group, with the adviser acting as a regular member of the group. The decisions were carried out individually or collectively through cooperative efforts of the group or some members of the group.

Some planning and decision making was done through small group or individual conferences. This was between girls or between one or more

12. Florence McKinney, "The Role of Home Management Experience in Education for Democracy," (unpublished Doctoral dissertation, Ohio State University, Columbus, Ohio, 1948).

13. Ibid.

and the adviser. There were many things the girls learned from each other more readily than from suggestions from the adviser. The girls learned much from spontaneous interaction of individuals with the group.

"Certain evaluation instruments may be used for self-evaluation."¹⁴

In the case of the Homemaker's Rating Scale used at Kansas State College, appraisal was in terms of managerial abilities and personal qualities essential to homemaking. The rating scale contained 16 characteristics and was divided into two parts. The first had to do with managerial abilities and the second with personal qualities. This scale was first used as a self-evaluation technique following a discussion period (in the second week of residence) with special emphasis on goals of home-making, and the meaning of home management. It was thought that the use of the scale would give the student opportunity to consider the certain characteristics which contributed to her self-improvement. Later in the residence period the girls rated each other. It was found that the students had a tendency to rate one another higher than they rated themselves.

Another method of evaluation used in this study was an Activity Progress Log, which each student kept on herself. Typical comments that indicated attitudes, or unanswered questions, or even misunderstandings were: ". . .found it stimulating to work with _____ as she worked faster and more effectively than I." "I do not think an individual should spend her own money for snacks for our family-get-togethers. Couldn't we plan to have it come from our food budget?" "Does the house-

14. Ibid.

wife lower standards if she does not iron tea and hand towels?" "By cooperation we as a family can accomplish almost anything. Had a wonderful cooperation on the Hallowe'en Party." On this log she was able to evaluate her work, and in addition it helped the counselor in individual conference with the student, in family discussions, and in evaluation of student progress during the home management residence period.

Even with the use of all these techniques, McKinney found:

No real substitute for the counselor being at home frequently, and at a variety of hours during each group's home management residence period. The adviser needs to be on hand to participate as a member of the group, if democratic living is to move forward and democratic growth is to be evaluated.¹⁵

According to McKinney's study at Kansas State College, at the beginning of the home management residence period the girls wanted to be told how to do specific jobs, what standards to maintain, and when they should perform the responsibility. By the end of the residence period there was a change in attitude on the part of a majority of the girls. They saw the value of making decisions, weighing the choices for themselves. The adviser by her knowledge of each girl and each group in relation to the girls that made it up could provide situations for needed experiences that contributed to behavior changes and greater appreciations.

When the home management counselor is evaluating, some suggestions by Nickell and Dorsey¹⁶ worthy of note are as follows:

Guard against hurting self-respect of any person--family member or paid worker with whom you work. Choose carefully the time for making an evaluation. A discussion in private when both persons are rested is the best time. Avoid attempting to

15. Ibid.

16. Nickell and Dorsey, op. cit., pp. 42, 43.

evaluate during periods of fatigue or emotional upsets. Give attention to voice and manner since one's approach is all important and may condition in large measure the response of the individual.

Growth in self-evaluation is a slow process. Changes in behavior or attitude do not occur overnight. Smith and Tyler¹⁷ claim that the results of an experience at a given time may not show up until a good while later. However, they say one can hope to establish certain tendencies and predispositions to initiate certain techniques of analysis and inquiry.

In summarizing these studies, it appears that the following points have been the basis for evaluation: managerial ability, skill, and personal qualities. Two, three, and four levels of accomplishment have been used in the scoring. Evaluation instruments were found useful in rating efficiency and progress, and in establishing goals for improvement.

The students used evaluation instruments to rate themselves and the group. The supervisors used the instruments in evaluating each student, in counseling during conference with the student, and in deciding what to emphasize in the home management residence course.

In addition to group and self-evaluation, McKinney suggests the family council, group conference, individual progress log, and the importance of the home management supervisor being at home frequently and at a variety of hours.

17. Eugene R. Smith and Ralph W. Tyler, Appraising and Recording Student Progress (New York and London: Harper and Brothers, 1942), p. 242.

Wise recommends, in relation to counseling, that the home management supervisor be keen in her observation, accurate in interpretation, friendly and objective. In this same connection, Nickell and Dorsey suggest that the supervisor choose carefully the time for counseling, that she and the student have privacy and be rested, that she give attention to voice and manner, and guard against hurting self-respect of any person.

Miel suggests two sorts of goals, those that give broad direction without limiting opportunity to be creative and individual and those of more immediate steps toward the distant goal which are within the capabilities of the students. Goals should be flexible and re-examined and revised when necessary.

Tyler and Smith caution that changes in behavior are slow, and that one can hope only to establish certain tendencies toward self-direction.

CHAPTER III

"HOME MANAGEMENT LOG"

This chapter is concerned with the analysis of the instrument called the "Home Management Log" which was completed by each student for herself only at the end of two weeks' residence.* One purpose was to discover whether or not the student was participating in campus and community activities, while carrying out her responsibilities in the (home management) house. Another was to find how the student felt in regard to the various experiences which she was having and would like to have in the (home management) house, both to enrich her own experience and to get from the students suggestions for the improvement of the home management experience.

Campus and Community Activities

The activities on the campus and in the community in which the students participated while living in the (home management) house were classified as follows: social, professional, religious, and extra-class activities.

Social activities included those activities organized for the enjoyment of groups. Most of them occurred on the campus.

Professional activities were those that promoted primarily the interest of students in the area of home economics. Some were sponsored by the School of Home Economics; some were sponsored by outside agencies.

*See Appendix

Religious activities were those that promoted the student's religious interests. Some were sponsored by campus organizations; some were sponsored by churches.

Extra-class activities included those sponsored by the college for group participation of students not including those which belong in groups previously mentioned.

Extra-class and social activities were reported by approximately three-fourths of the students; professional activities were reported by about half of the students and religious activities were reported by about one-fourth (Table I).

Extra-class activities included twenty-five events, each participated in by from 1 to 9 students (Table II). Greater University Day was most popular, with the Junior Show taking second place. The students served in leadership capacities in 16 of the twenty-five activities. This is thought to be an unusually high proportion. Attendance only was reported in 11 of the extra-class activities.

Social Activities were represented by eighteen different events each participated in by from 1 to 6 students (Table III). The coffee hour and the senior banquet interested the largest number of students.

Ten events were attended by one student each, and five events were attended by two students each, showing that individual house groups did not necessarily attend the same campus activities. We assume that the students continue to follow the established pattern of their previous campus life. As would be expected, attendance at social activities was more common than leadership, but leadership in five activities was reported.

TABLE I

CAMPUS AND COMMUNITY ACTIVITIES

(53 Students in Home Management Residence at the Woman's
College of the University of North Carolina, 1953)

Campus activities	Number of students			Per cent of students		
	Attend- ance	Leader- ship	Total	Attend- ance	Leader- ship	Total
Extra-class	25	17	42	47	32	79
Social	35	6	41	64	11	75
Professional	25	2	27	47	4	51
Religious	5	7	12	9	13	22

TABLE II

EXTRA-CLASS ACTIVITIES AND PART TAKEN BY STUDENT

(53 Students in Home Management Residence at the Woman's
College of the University of North Carolina, 1953)

Extra-class activities	Part taken by student	
	Attendance	Leadership
	Number of students	
Greater University Day	9	
Junior show	6	1
Mass meeting	2	
Playlikers		2
Special Events Committee		1
Senior Dance Group		1
Alumnae House work		1
Lecture	1	
Elliott Hall Discussion Group		1
Panel Discussion, Kinsey Report		1
Pine Needles Business Staff		1
Recreation Association	1	
Marshalling		1
State-Carolina Football Game	1	
Hall Board Directors Group		1
Service League		1
Hall Board Meeting	1	
Social Planning Board		1
Legislature		1
Dormitory Housekeeping Committee		1
Senior Show Rehearsal		1
French Movie	1	
Dolphin Club	1	1
Botany Club	1	
Spanish Movie	1	

TABLE III

SOCIAL ACTIVITIES AND PART TAKEN BY STUDENT

(53 Students in Home Management Residence at the Woman's
College of the University of North Carolina, 1953)

Social activities	Part taken by student	
	Attendance	Leadership
	Number of students	
Coffee Hour	6	
Senior Banquet	6	
Movies on campus	3	
Faculty Talent Show	1	2
Birthday party	2	
Junior show party	2	
Tea	2	
Home Economics Social	2	
Cosmopolitan Club Dance	2	
Dorm Dance	1	1
Bridge Party	1	1
4-H Party	1	1
Social events committee	1	1
B. S. U. Party	1	
B. S. U. Banquet	1	
Carolina Club	1	
Johnson County Club	1	
Picnic	1	

Less variety was represented in professional activities (Table IV). Seven different activities were reported. The most popular was the home economics club; also popular were the 4-H club and the Schiffman exhibit (Table settings of various patterns of china, silver, and crystal by a jewelry store). While approximately half of the students participated through attendance, there were only two professional activities in which the students were leaders (home economics club and 4-H club) while they were living in the (home management) houses. It is possible that they had shown leadership in the activities sponsored by the School of Home Economics at other times during their years in college.

In the area of religious activities, leadership ranked high (Table V). Of the ten religious activities represented, leadership was reported in 6; attendance only was reported in 4.

For extra-class and religious activities, leadership was reported in about 60 per cent of the activities represented; for professional and social activities, leadership was reported in about 30 per cent. It is possible the students tended not to attend extra-class and religious activities while they were in the house unless they were leaders, probably due to the fact that the house is homelike, and that the students enjoy spending as much leisure time as possible there with each other. The home management staff have encouraged the students to plan in such a way that they can attend church and still have dinner at a reasonable time, as the mother of a family would be expected to do. However, the students like to sleep late and stay at home on Sunday mornings.

Of the recreational activities, reading, broadcasts, and movies were the most popular (Table VI). All of the students had done some

TABLE IV

PROFESSIONAL ACTIVITIES AND PART TAKEN BY STUDENT

(53 Students in Home Management Residence at the Woman's
College of the University of North Carolina, 1953)

Professional activities	Part taken by student	
	Attendance	Leadership
	Number of students	
Home Economics Club	10	1
4-H Club	5	1
Schiffman Exhibit	4	
Omicron Nu	2	
F. T. A.	2	
Guilford Co. H. Ec. Club	1	
Family Life Conference	1	

TABLE V

RELIGIOUS ACTIVITIES AND PART TAKEN BY STUDENT

(53 Students in Home Management Residence at the Woman's
College of the University of North Carolina, 1953)

Religious activities	Part taken by student	
	Attendance	Leadership
	Number of students	
Choir (church)		2
Baptist Student Union Meeting	2	
Interfaith Council		1
Church on campus	1	
Baptist Student Union		1
Y. W. C. A.	1	
Baptist Student Union Council		1
Saint Mary's House		1
Newman Club	1	
Concert (church)		1

TABLE VI

RECREATIONAL ACTIVITIES REPORTED BY STUDENTS

(53 Students in Home Management Residence at the Woman's
College of the University of North Carolina, 1953)

Recreational leisure activities ¹	Number of students	Per cent of students
Reading	53	100
Broadcasts	46	88
Movies	42	79
Lectures	15	28
Television Programs		
Local	13	25
State	13	25
National	13	25
Concerts	9	17

1. Recreational reading is covered in a separate table.

reading. About 85 per cent of them reported listening to broadcasts and seeing movies. Only about 25 per cent reported lectures, television, and concerts. It is possible that this may be accounted for through the lack of available lectures or concerts during the first two weeks of the residence periods.

During the first two weeks, the students read on the average three magazines, one book, and one daily newspaper (Table VII). The magazines, newspapers, and campus publications tended to be of general interest; the books tended to be related to home management. On the list of magazines read, there were many which were not purchased by the house in which the student lived. They may have bought magazines, read them in the library, or in the home economics building. The students read a wide variety of magazines.

Among the group discussions inside and outside the house (Table VIII) which had been of particular interest to the student, most were centered around home economics affairs (53 students); community and public affairs discussions were in second place (42 students); campus affairs discussions were in the minority (17 students). Among the home economics topics mentioned, family life was reported by 27 students and home management was reported by 11 students. Among the community and public affairs discussions mentioned, exciting headline news and politics were the most frequently discussed. The fact that campus affairs were reported in only 17 instances raises the question of whether or not the students tend to lose interest in campus affairs as they lose close living contact with the large student group.

TABLE VII

RECREATIONAL READING

(53 Students in Home Management Residence at the Woman's
College of the University of North Carolina, 1953)

Form of Publication	Type of subject matter	
	Related to Home Management	General Interest
	Average number of publications	
Magazines	1.2	2.9
Books	.7	.3
Newspapers		.9
Campus publications		.4

TABLE VIII

GROUP DISCUSSION TOPICS OF PARTICULAR INTEREST

(53 Students in Home Management Residence at the Woman's
College of the University of North Carolina, 1953)

Group Discussion Topics	Number of students
I. Related to Home Economics	53
Family Life	27
Home Management	11
Home Decoration	7
Professional Training	6
Child Development	3
II. Related to Community and Public Affairs	42
Exciting headline news	23
Political	13
International relations	3
Religion	1
Movies (Misrepresentation of America)	1
Recreation	1
III. Related to Campus Affairs	17

Needs Expressed by Students

The students were asked to indicate the most significant experiences that they had had during the first two weeks of residence. The greatest number of experiences mentioned as being significant were in the area of management, with those in skills and relationships following (Table IX). In the area of management, sixty-five experiences were reported: planning menus and marketing were mentioned most frequently. The thirty-six experiences concerned with planning menus and marketing might have been not only a problem in management, but also one in relationships as the question of food likes and dislikes and the desire to please everyone might perhaps have been uppermost in the mind of the student manager and have been a cause of anxiety.

In the area of skills, thirty-seven experiences were reported: food preparation was mentioned most frequently. In the area of relationships, twenty-seven experiences were reported, all of which could be classified under adjusting to the group.

Students were also asked to report experiences which did not give them satisfaction. Of the unsatisfactory experiences in this category, thirty-eight were classified under skills, twenty-seven of which were in relation to food preparation; twenty-five were classified under management; and only one was classified under relationships (Table X).

The schedule did not state whether or not significant experiences were satisfactory or unsatisfactory ones; but the resident supervisor believes that the students tended to list satisfactory experiences under this category. This also seems to be supported by the facts; for example, planning menus and marketing was mentioned only eight times as an un-

TABLE IX

MOST SIGNIFICANT EXPERIENCES DURING
THE FIRST TWO WEEKS' RESIDENCE

(53 Students in Home Management Residence at the Woman's
College of the University of North Carolina, 1953)

Most significant experiences ¹	Number of experiences
Management	65
Planning menus	19
Marketing	17
Budgeting	13
Managing the whole house	9
Management of time	7
Skills	37
Food preparation	30
Housekeeping duties (housecleaning)	4
Keeping records	2
Laundering	1
Relationships	
Adjusting to group	27
All areas	129

1. Most students reported two experiences, but some reported only one, and others reported three or more.

TABLE X

EXPERIENCES WHICH DID NOT GIVE SATISFACTION

(53 Students in Home Management Residence at the Woman's
College of the University of North Carolina, 1953)

Unsatisfying experiences ¹ which students desired to try again	Number of experiences
Skills	38
Food preparation	27
Housekeeping duties	6
Flower arrangement	3
Household records	2
Management	25
Management of time	9
Managing the whole house	8
Planning menus and marketing	8
Relationships	1
Adjusting to the group	

1. Most students reported one experience, but some reported none and others two or more.

satisfactory experience, and was listed thirty-six times as a significant experience. This would tend to indicate its significance as being one of accomplishment in an area in which the student did not feel absolute security.

When asked to make suggestions for improving the home management experience, 60 per cent of the students made suggestions. Thirty students made suggestions related to the area of personal adjustments: 20 of them related to home management and 10 to relationships; six suggestions were made concerning block course adjustments (Table XI).

In reporting problems which they wanted discussed at a house conference, the students mentioned fifteen problems in relationships: 8 of them concerned with group responsibility, 5 with individual responsibility, and 2 with consideration of others (Table XII). They also mentioned two problems dealing with time management.

This chapter has considered the findings revealed through an analysis of the "Home Management Log" as regards campus and community activities of students, and needs expressed by students. Chapter IV will undertake a discussion of the findings revealed through analysis of the check sheet "Contribution to Group Living" which was completed by each student living in Woman's College Home Management houses.

TABLE XI

SUGGESTIONS FOR IMPROVING HOME MANAGEMENT EXPERIENCES
 (53 Students in Home Management Residence at the Woman's
 College of the University of North Carolina, 1953)

Suggestions ¹	Number of students
Personal adjustments	30
Management	20
Relationships	10
Block course adjustments	6

1. Thirty-three students made suggestions, some made several suggestions, 20 made none.

TABLE XII

PROBLEMS STUDENT WANTED DISCUSSED AT A HOUSE CONFERENCE
 (53 Students in Home Management Residence at the Woman's
 College of the University of North Carolina, 1953)

Problems for discussion ¹	Number of students
Relationships	15
Group responsibility	8
Individual responsibility	5
Consideration of others	2
Management (time)	2

1. Forty students mentioned no problems, 10 students listed one, two students listed two and one student listed three problems.

CHAPTER IV

"CONTRIBUTION TO GROUP LIVING"

The first part of this chapter will describe the instruments used in the study, and the way in which they were developed, and manner in which they were used with ten groups of students living in the Home Management Houses during the year 1953. In the pages which follow, brief case studies of individuals within groups 2 and 6, and a case study of group 9 as a unit are presented with a description of the counseling, since these are the groups with which the investigator lived. A comparison is made of the findings for the house in which the investigator lived and those for the houses in which she did not live: groups 1, 3, 4, 5, 7, 8, and 10. Suggestions for further use are made.

The purpose of this instrument was to determine whether or not the students' ratings of themselves and each other according to a prepared list of behavioral characteristics could be used effectively in counseling. The check list "How Do We Measure Up" is an outgrowth of a schedule used formerly and entitled "Who's Who in the Home Management House" (Schedule A). It was felt that this instrument was not too satisfactory because it was not expressed in the college girl's language; hence, it was vague to them in some places. In using the check list, each student had been asked to write in the name of one or more girls including herself who illustrated each characteristic, if there was such a girl in the group. It was the intention to use the information as a sociogram; however, some of the groups seemed very small for this purpose. Value was also seemingly lost through the

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October 22, 1953

Schedule A

WHO'S WHO IN THE HOME MANAGEMENT HOUSE

Students frequently have more insight into the characteristics of their fellow students than do teachers. Therefore, we are inquiring as to who in your opinion are the outstanding people in the Home Management House in the characteristics listed below. Name as many people under each heading as you wish to name. However, take care not to list someone who is not outstanding in your opinion. Please be frank in your judgments. You are not to sign the paper.

-
1. Sense of humor rather than never seeing the funny or amusing side of a situation or never enjoying a funny story or joke.
Nancy, Paula, Betty Ann, Lunny, Patsy
 2. Conspicuous leadership rather than almost always being a cooperative or perhaps rebellious follower or always being against everything which is suggested.
Nancy, Paula, Betty Ann, Lunny, Patsy
 3. People I would like to have with me on a committee which intends to get things done for a party rather than to waste time and interfere with progress.
Any of them
 4. People I would like to have with me on a committee which intends to get a house activity underway and keep it moving rather than let it stall.
Any of them
 5. People I would like to have work with me in the House because they will do their share of the work rather than shirking cleaning, cooking, or the harder jobs.
Everybody
 6. People who take initiative in the care of the House--seeing those things which need to be done and doing them without thought of recognition.
Everybody

7. People who wish to give everyone a break, either while working or playing, who help the weaker to defend their rights rather than to lord it over them or seem indifferent or don't care about problems which do not directly affect themselves.

Everybody

8. People who are gracious and friendly toward everyone rather than a select few.

Everybody

9. People who throw ideas into discussions but aren't windbags, talking to glorify themselves or just to get attention.

Everybody

10. Good thinkers rather than just talkers or illogical people.

Everybody

11. Friendly, helpful, and considerate of others rather than disagreeable and self-centered.

Everybody

12. People who would definitely help the crows have a good time at a party, dance, or club meeting, rather than be a wet blanker or simply another one of the bunch.

Everybody

13. Democratic with others rather than snobbish or high-hat.

Everybody

14. A good team player rather than would-be star performer.

Everybody

15. People who are always ready to "pitch in" and help those in need of assistance.

Everybody

16. People who are neat, clean, and dress attractively rather than sloppy, untidy in dress, and who do not choose becoming clothes.

Everybody

17. People on the whole whom I like best and prefer to be with.

Everybody

I think the outline is good, and covers all the points of consideration that I can think of. However it is my honest opinion that all members of our house could be listed under all the questions. There have been minor incidents of quick temperament, or laxness in duty, but not enough that I could hold it against any one person. The cases were very few. In groups where there might not be the cooperation and closeness that we have, this questionnaire would possibly be more revealing.

tendency of the student not to score herself, and to mark for every other member most of the statements checked (Schedule A).

Each student in all three houses during the period preceding the groups included in this study was given the opportunity during a home management conference to suggest a revision of the statements so that they would be more meaningful to her (Schedule B). During that period there were fourteen students in the three houses who contributed ideas. A secretary recorded the ideas of each of the three groups. Then two faculty members and the three counselors from the home management houses summarized the suggestions. There emerged a new check list which was used by groups one to four, and with some modification in groups five to nine (Check List A). The characteristics were deliberately arranged in a meaningless order so that the students would not feel that they were rating themselves and others on a scale: such as excellent, good, and fair. In using the new check list, each student was requested to score herself and every other group member, using a separate check list for each student in the group, but not to sign her name, so she could express her opinions impersonally.

Different Methods of Procedure Used in the
House in which Investigator Lived

Of the ten groups, the investigator lived with groups two, six, and nine. As counselor she was well acquainted with these students, since she lived closely with them for approximately two months. Therefore, she felt she could write with certainty about these students but not those in the other houses. It seemed to be advisable to study the method of using the check list, varying the method with each of these three groups.

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Schedule B

WHO'S WHO IN THE HOME MANAGEMENT HOUSE

Students frequently have more insight into the characteristics of their fellow students than do teachers. Therefore, we are inquiring as to who in your opinion are the outstanding people in the Home Management House in the characteristics listed below. Name as many people under each heading as you wish to name. However, take care not to list someone who is not outstanding in your opinion. Please be frank in your judgments. You are not to sign the paper.

1. Sense of humor rather than never seeing the funny or amusing side of a situation or never enjoying a funny story or joke.
Laughs with you, not at you. Never sees funny side. Relieves strain with humor. Able to see the funny side.
2. Conspicuous leadership rather than almost always being a cooperative or perhaps rebellious follower or always being against everything which is suggested.
*a good leader.
a domineering leader.
a show-off leader.*
3. People I would like to have with me on a committee which intends to get things done for a party rather than to waste time and interfere with progress.
a cooperative follower. Does only what she is asked, willing to do any needed task. Not willing to do the un-wants recognition for every thing. Glamorous tasks.
4. People I would like to have with me on a committee which intends to get a house activity under way and keep it moving rather than let it stall.
Is not lazy - accepts the job and does it well. Neglects job causing others to have to do it. Works too much or too precisely.
5. People I would like to have work with me in the House because they will do their share of the work rather than shirking cleaning, cooking, or the harder jobs.
Does own work and is willing to help others if needed. Does own work and no more. Neglects own responsibility.

6. People who take initiative in the care of the house--seeing those things which need to be done and doing them without thought of recognition.

*Sees things to do. Is indifferent to care of house.
 Those who help others. Does things which make care
 of house more difficult.
 Those who are indifferent.*

7. People who wish to give everyone a break, either while working or playing, who help the weaker to defend their rights rather than to lord it over them or seem indifferent or don't care about problems which do not directly affect themselves. *also*

*People who are friendly to a select few.
 People who are friendly to your face, enemies to your back.*

8. People who are gracious and friendly toward everyone rather than a select few.

9. People who throw ideas into discussions but aren't windbags, talking to glorify themselves or just to get attention.

*Introduces thoughtful ideas - is a good thinker.
 Talks to gain recognition only.*

10. Good thinkers rather than just talkers or illogical people.

11. Friendly, helpful, and considerate of others rather than disagreeable and self-centered.

*Friendly
 Disagreeable
 Self centered*

12. People who would definitely help the crows have a good time at a party, dance, or club meeting, rather than be a wet blanket or simply another one of the bunch.

*Those who help.
 a wet blanket.*

13. Democratic with others rather than snobbish or high-hat.

*Democratic
 snobbish or high-hat.*

14. A good team player rather than would-be star performer.

*a good team player.
a star performer.*

15. People who are always ready to "pitch in" and help those in need of assistance.

16. People who are neat, clean, and dress attractively rather than sloppy, untidy in dress, and who do not choose becoming clothes.

*neat, clean, dress attractively and to best of financial ability.
clothes poorly chosen
Sloppy in appearance*

17. People on the whole whom I like best and prefer to be with.

*Like best on the whole - both in work and play.
Do not enjoy association because of person-
ality conflicts.*

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April 17, 1953

Check List A

HOW DO WE MEASURE UP

Group _____

Individual _____

How do we measure up as individual in the characteristics listed below? Do we each recognize our strengths and see our opportunities for improvement? It is always a help to know how we appear to others. If each member of the group checks the phrases which best describe the other members, we can analyze our own set of papers and see how we appear to others. Do not sign the paper.

- | | |
|---|--|
| ___ 1. Is friendly to all | ___ 19. Is a Silent Sam |
| ___ 2. Always lends a hand | ___ 20. Is inconsiderate of others |
| ___ 3. Is neat and clean | ___ 21. Is self-centered |
| ___ 4. Is a cooperative follower | ___ 22. Joins enthusiastically in all activities |
| ___ 5. Is a rebellious follower | ___ 23. Is "just there" |
| ___ 6. Initiates another's ideas | ___ 24. Is a "wet blanket" |
| ___ 7. Is a show-off leader | ___ 25. Is "high hat" |
| ___ 8. Assumes responsibilities | ___ 26. Is a good team player |
| ___ 9. Must be reminded of responsibilities | ___ 27. Is a star performer |
| ___ 10. Shirks her responsibilities | ___ 28. Contributes ideas |
| ___ 11. Is a bossy leader | ___ 29. Is untidy in dress |
| ___ 12. Helps a friend only | ___ 30. Dresses with a sparkle |
| ___ 13. Is indifferent to others | ___ 31. Is considerate of others |
| ___ 14. Is a gifted leader | ___ 32. Laughs with you |
| ___ 15. Is friendly to a select group | ___ 33. Laughs at you |
| ___ 16. Is very retiring | Others: |
| ___ 17. Is a good thinker | |
| ___ 18. Just talks | |

Group Two

The counselor prepared a set of check lists for each student, including in each set as many as there were students in the group. The name of each student appeared on one check list of each set. The sets of check lists were distributed at a conference during the fourth week of the residence period.

Each student in this group was asked to place a check by her name on the check list which she filled out for herself, but not to put her name on the one she filled out for the other students.

These check lists completed by the students were summarized by the counselor and a summary sheet compiling the ratings for each student was given to her so she could see how she had been rated by the other members in the group in relation to the way she had rated herself (Summary Sheet I). For these summaries an adaptation of the original check list was used with no modification. At this time the counselor offered to be available for conference if the individual students wanted to discuss the check lists with her. All of the students took advantage of the opportunity. After the check lists were collected by the counselor, she and two members of the home management staff organized the characteristics, placing related ideas together in areas and distributing them in three columns according to relative desirability, but not labeling the column or rows (Summary Sheet II). Since the students who first suggested the characteristics did not know that the ideas were to be classified by areas, there were not three degrees of desirability in every area.

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Summary Sheet I

HOW DO WE MEASURE UP

Group rated 2
Individual rated B-2

Self rating (1 checks possible)
Rating by others (3 checks possible)

How do we measure up as individuals in the characteristics listed below? Do we each recognize our strengths and see our opportunities for improvement? Is it always a help to know how we appear to others? If each member of the group checks the phrases which best describe the other members, we can analyze our own set of papers and see how we appear to others. Do not sign the paper.

Self	Others		Self	Others	
✓	<u>0</u>	1. Is friendly to all	—	—	19. Is a Silent Sam
✓	<u>3</u>	2. Always lends a hand	—	—	20. Is inconsiderate of others
✓	<u>3</u>	3. Is neat and clean	—	—	21. Is self-centered
✓	<u>3</u>	4. Is a cooperative follower	✓	<u>3</u>	22. Joins enthusiastically in all activities
—	—	5. Is a rebellious follower	—	—	23. Is "just there"
✓	<u>2</u>	6. Initiates another's ideas	—	—	24. Is a "wet blanket"
—	<u>2</u>	7. Is a show-off leader	—	—	25. Is "high hat"
✓	<u>2</u>	8. Assumes responsibilities	✓	<u>3</u>	26. Is a good team player
✓	<u>2</u>	9. Must be reminded of responsibilities	—	<u>2</u>	27. Is a star performer
✓	<u>2</u>	10. Shirks her responsibilities	✓	<u>3</u>	28. Contributes ideas
—	—	11. Is a bossy leader	—	—	29. Is untidy in dress
—	—	12. Helps a friend only	—	—	30. Dresses with a sparkle
—	—	13. Is indifferent to others	✓	<u>3</u>	31. Is considerate of others
—	<u>1</u>	14. Is a gifted leader	—	<u>3</u>	32. Laughs with you
—	—	15. Is friendly to a select group	—	<u>1</u>	33. Laughs at you
—	—	16. Is very retiring	Others:		
—	<u>2</u>	17. Is a good thinker			
—	<u>1</u>	18. Just talks			

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Summary Sheet II
 HOW DO WE MEASURE UP?

Student rated _____

Number of members in group _____

Rating by
 Self Group

Rating by
 Self Group

Rating by
 Self Group

Management

___	___	Is a gifted leader	___	___	Is a bossy leader	___	___	Is a show-off leader
___	___	Assumes responsibilities	___	___	Must be reminded of responsibilities	___	___	Shirks responsibilities
___	___	Is a good team player	___	___	Helps a friend only	___	___	Is a star performer
___	___	Always lends a hand	___	___		___	___	
___	___	Is a cooperative follower	---	---	-----	___	___	Is a rebellious follower
___	___	Contributes ideas	___	___	Initiates another's ideas	___	___	Is a Silent Sam
___	___	Is a good thinker	___	___		___	___	Just talks

Rating by
Self Group

Rating by
Self Group

Rating by
Self Group

Relationships

— —	Joins enthusiastically in all activities	— —	Is very retiring	— —	Is "just there" Is a "wet blanket"
— —	Is considerate of others	— —	Is indifferent to others	— —	Is inconsiderate of others
— —	Laughs with you	-----		— —	Laughs at you
— —	Is friendly to all	— —	Is friendly to to a select group	— —	Is self-centered Is "high hat"
— —	Dresses with a sparkle	— —	Is neat and clean	— —	Is untidy in dress

In preparation for the conference the four ratings for each student were transferred to this second summary sheet. By this means, it was possible for the counselor to see quickly how each student had been described. However, the second summary sheet with related characteristics grouped together was not shown to the students.

In private conference with the counselor, three of the students indicated certain characteristics in which they themselves felt the need for improvement, although they had not been so rated by the others. The counselor made an effort to demonstrate to them through examples from their life in the house the areas in which they were more successful than they were aware. The fourth was surprised that the other students did not rate her as high as she rated herself. The counselor suggested ways in which she sometimes gave false impressions, and she seemed to understand and to realize that there were some areas in which she might want to improve.

Group Six

During the fourth week of residence for Group Six, the check list was distributed, checked, and summarized in the same way as in Group Two. The counselor gave each student her summary sheet in private conference, and allowed her to study it for a few minutes. It was suggested to each student that she might like to decide on particular areas in which she felt she needed improvement. Each student decided on one or more areas for special attention. In a group conference which followed, each student voluntarily reported to the group the areas in which she wanted to concentrate her efforts at improvements during the remaining three weeks of the residence period.

At the end of this residence period the students in Group Six were asked to use the check lists again to note changes, if any, with reference to the special areas in which they were trying to improve.

In the meantime, it had become apparent that for this group some statements on the check list needed to be more clearly stated. The students were then asked to define some of the terms, so that they would be in agreement as to the meaning. A new check list was prepared (Check List B), with the definitions of terms included for the next groups. The counselor with the help of two students who had completed the residence course reclassified the characteristics in given areas under the following column headings:

Desirable characteristics.
Characteristics that may call for improvement.
Characteristics which should be modified (Summary Sheet III, revised).

At this time some of the characteristics were moved from one column to another:

- a. "Initiates another's ideas," which had been considered by the faculty to be a characteristic less desirable than "contributes ideas," was considered by the students to be a desirable characteristic.
- b. "Is a star performer," which the faculty had considered to mean not willing to participate unless one is a star, was considered by the students to mean a top-notch performer and to be a desirable characteristic.
- c. "Is neat and clean," which the faculty had considered to be not as desirable as "dresses with a sparkle," was considered by the students to be a desirable characteristic.
- d. "Is a bossy leader," which the faculty had considered to be more desirable than a "show-off leader," was considered by the students to be a characteristic which should be modified.

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Check List B

HOW DO WE MEASURE UP

Group _____

Individual _____

How do we measure up as individuals in the characteristics listed below? Do we each recognize our strengths and see our opportunities for improvement? Would we like to know how we appear to others?

Your counselor has written the name of each family member on one blank of the set. Place a check by your own name but do not sign any.

Please check the phrases which best describe the person whose name appears on the blank.

- | | |
|--|---|
| ___ 1. Is friendly to all | ___ 18. Just talks (without saying anything) |
| ___ 2. Always lends a hand | ___ 19. Is a Silent Sam (clams up, doesn't enter in) |
| ___ 3. Is neat and clean | ___ 20. Is inconsiderate of others |
| ___ 4. Is a cooperative follower | ___ 21. Is self-centered |
| ___ 5. Is a rebellious follower | ___ 22. Joins enthusiastically in all activities |
| ___ 6. Initiates another's ideas
(Carry through another's ideas) | ___ 23. Is just there (present but not interested) |
| ___ 7. Is a show-off leader (wants to be the center of the stage) | ___ 24. Is a wet blanket (pours cold water on everything) |
| ___ 8. Assumes responsibilities | ___ 25. Is "high hat" |
| ___ 9. Must be reminded of responsibilities | ___ 26. Is a good team player |
| ___ 10. Shirks her responsibilities | ___ 27. Is a star performer (a top-notch performer) |
| ___ 11. Is a bossy leader (tells rather than leads) | ___ 28. Contributes ideas |
| ___ 12. Helps a friend only | ___ 29. Is untidy in dress |
| ___ 13. Is indifferent to others | ___ 30. Dresses with a sparkle |
| ___ 14. Is a gifted leader (a tactful leader) | ___ 31. Is considerate of others |
| ___ 15. Is friendly to a select group | ___ 32. Laughs with you |
| ___ 16. Is very retiring (reserved, cautious in communicating ideas) | ___ 33. Laughs at you (makes fun of others) |
| ___ 17. Is a good thinker | Others: |

Summary Sheet III, revised

HOW DO WE MEASURE UP?

Student rated _____

Number of members in group _____

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Participation	—	—	22 Joins enthusiastically in all activities	—	—	<u>Relationships</u> 16 Is very retiring (Very reserved - cautious in communicating ideas)	—	—	23 Is "just there" (Present but not seemingly interested in what is going on)
							—	—	24 Is a "wet blanket" (Pours cold water on everything)
Consideration of others	—	—	31 Is considerate of others	—	—	13 Is indifferent to others	—	—	20 Is inconsiderate of others
Sympathy	—	—	32 Laughs with you	—	—	-----	—	—	33 Laughs at you (Makes fun of you)
Friendliness	—	—	1 Is friendly to all	—	—	15 Is friendly to a select group	—	—	21 Is self-centered
							—	—	25 Is "high hat"
Manner of dress	—	—	30 Dresses with a sparkle (a touch that lends interest)	—	—	-----	—	—	29 Is untidy in dress
			3 Is neat and clean						

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Leadership	--	--	14 Is a gifted leader	--	--	<u>Management</u> -----	--	--	11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	--	--	8 Assumes responsibilities	--	--	9 Must be reminded	--	--	10 Shirks responsibilities
Helpfulness	--	--	26 Is a good team player 2 Always lends a hand	--	--	12 Helps a friend only	--	--	-----
Ability to follow	--	--	4 Is a cooperative follower	--	--	-----	--	--	5 Is a rebellious follower
Originality and value of ideas	--	--	28 Contributes ideas 17 Is a good thinker 6 Initiates another's ideas (Carries through another's ideas)	--	--	-----	--	--	19 Is a Silent Sam (One who clams up and does not enter into anything) 18 Just talks (without saying anything)
Proficiency	--	--	27 Is a star performer (A top-notch performer)	--	--	-----	--	--	-----

The students received higher ratings on the check lists the second time they were used, but it was impossible to tell from the check lists whether the improvement was real or whether it was due to a better understanding of the check list. However, both the students and the counselor felt there was real improvement.

When the rating sheets were scored the second time, the results were not shown to the students. It was felt that if satisfactory improvement had not taken place to the extent the student desired, it would do more harm than good. It was decided to discuss with the student her situation and to offer encouragement in each case.

Group Nine

Before the check list was used again it was renamed "Contribution to Group Living," since it was thought by the counselor and her advisers that the title, "How Do We Measure Up," was a little too harsh. The old title was crossed out and the new one written in (Check List C).

The check list with the new title was prepared for distribution by the counselor in the same way as for the previous groups. It was checked during the fourth week of residence in a regular home management conference period. A group summary was prepared, and a special house meeting was called for the purpose of presenting the findings to the group (Summary Sheet IV, for Group 9). The counselor presented a group summary to the students rather than individual summaries. This was done orally. She did not mention the possibility for individual conference, but she felt that had she made it known to the students such was possible, conferences would have taken place. No suggestions were made that any student should make any change in any way. The over-all rating

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Check List C

HOW DO WE MEASURE UP

CONTRIBUTION TO GROUP LIVING

Group _____

Individual _____

How do we measure up as individuals in the characteristics listed below? Do we each recognize our strengths and see our opportunities for improvement? Would we like to know how we appear to others?

Your counselor has written the name of each family member on one blank of the set. Place a check by your own name but do not sign any.

Please check the phrases which best describe the person whose name appears on the blank.

- | | |
|---|---|
| <input type="checkbox"/> 1. Is friendly to all | <input type="checkbox"/> 18. Just talks (talks without saying anything) |
| <input type="checkbox"/> 2. Always lends a hand | <input type="checkbox"/> 19. Is a Silent Sam (one who clams up, doesn't enter in) |
| <input type="checkbox"/> 3. Is neat and clean | <input type="checkbox"/> 20. Is inconsiderate of others |
| <input type="checkbox"/> 4. Is a cooperative follower | <input type="checkbox"/> 21. Is self-centered |
| <input type="checkbox"/> 5. Is a rebellious follower | <input type="checkbox"/> 22. Joins enthusiastically in all activities |
| <input type="checkbox"/> 6. Initiates another's ideas (to carry through another's ideas) | <input type="checkbox"/> 23. Is just there (present but not seemingly interested in what is going on) |
| <input type="checkbox"/> 7. Is a show-off leader (a leader who wants to be the center of the stage) | <input type="checkbox"/> 24. Is a wet blanket (one who pours cold water on everything) |
| <input type="checkbox"/> 8. Assumes responsibilities | <input type="checkbox"/> 25. Is "high hat" |
| <input type="checkbox"/> 9. Must be reminded of responsibilities | <input type="checkbox"/> 26. Is a good team player |
| <input type="checkbox"/> 10. Shirks her responsibilities | <input type="checkbox"/> 27. Is a star performer (is a top-notch performer) |
| <input type="checkbox"/> 11. Is a bossy leader (one who tells rather than leads) | <input type="checkbox"/> 28. Contributes ideas |
| <input type="checkbox"/> 12. Helps a friend only | <input type="checkbox"/> 29. Is untidy in dress |
| <input type="checkbox"/> 13. Is indifferent to others | <input type="checkbox"/> 30. Dresses with a sparkle |
| <input type="checkbox"/> 14. Is a gifted leader (is a tactful leader) | <input type="checkbox"/> 31. Is considerate of others |
| <input type="checkbox"/> 15. Is friendly to a select group | <input type="checkbox"/> 32. Laughs with you |
| <input type="checkbox"/> 16. Is very retiring (reserved, cautious in communicating ideas) | <input type="checkbox"/> 33. Laughs at you (one who makes fun of others) |
| <input type="checkbox"/> 17. Is a good thinker | Others: |

Summary Sheet IV for Group 9

CONTRIBUTION TO GROUP LIVING

Self rating (6) checks possible
Rating by others (36) checks possible

Number of members in group 6

Group rated 9

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Participation	<u>4</u>	<u>24</u>	22 Joins enthusiastically in all activities	<u>2</u>	<u>16</u>	Is very retiring (Very reserved - cautious in communicating ideas)			23 Is "just there" (Present but not seemingly interested in what is going on)
Consideration of others	<u>4</u>	<u>26</u>	31 Is considerate of others			13 Is indifferent to others			24 Is a "wet blanket" (Pours cold water on everything)
Sympathy	<u>6</u>	<u>29</u>	32 Laughs with you			-----		<u>1</u>	33 Laughs at you (Makes fun of you)
Friendliness	<u>6</u>	<u>28</u>	1 Is friendly to all			15 Is friendly to a select group		<u>1</u>	21 Is self-centered
Manner of dress	<u>1</u>	<u>9</u>	30 Dresses with a sparkle (a touch that lends interest)			-----			25 Is "high hat"
	<u>5</u>	<u>30</u>	3 Is neat and clean						29 Is untidy in dress

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Leadership	<u>1</u>	<u>7</u>	14 Is a gifted leader	<u>Management</u>		-----	-----	-----	11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	<u>6</u>	<u>29</u>	8 Assumes responsibilities	---	<u>1</u>	9 Must be reminded of responsibilities	---	---	10 Shirks responsibilities
Helpfulness	<u>4</u>	<u>22</u>	26 Is a good team player	<u>6</u>	<u>25</u>	2 Always lends a hand	---	<u>1</u>	12 Helps a friend only
Ability to follow	<u>6</u>	<u>25</u>	4 Is a cooperative follower	---	---	-----	---	---	5 Is a rebellious follower
Originality and value of ideas	<u>6</u>	<u>22</u>	28 Contributes ideas	<u>3</u>	<u>14</u>	17 Is a good thinker	---	---	19 Is a Silent Sam (One who clams up and does not enter into anything)
	<u>6</u>	<u>22</u>	6 Initiates another's ideas (Carries through another's ideas)	<u>2</u>	<u>2</u>	18 Just talks (without saying anything)	---	---	
Proficiency	---	<u>6</u>	27 Is a star performer (A top-notch performer)	---	---	-----	---	---	

for the group was good. The students seemed very much interested in the evaluation as presented to the group. There was some discussion among them concerning the findings. In the discussion they seemed to overlook some of their better characteristics, and to concentrate on the less desirable ones. One student said it was an excellent way to make her see and realize her good and bad points. The group agreed with her, and added that they too were now conscious of some of the ways in which they were lacking, and needing improvement. Another student said that if they were allowed to score the blanks again after living together for another four weeks, she felt they would make a higher score.

The counselor felt that this group had a tendency to score themselves lower than they should be scored. In fact, it was each individual's failure to check her own good points which kept the group from rating higher than it did. This fact led the counselor to believe that they were conscious of need for improvement in some areas.

The discussion was not lively, perhaps due to the fact that the counselor was enacting a new role as group leader rather than individual counselor and was not comfortable in it. With practice, this may prove to be a better method of counseling.

In studying the summary sheet, it was felt that the categories into which the characteristics had been classified were undesirable because they implied the desirability of changing the student's behavior. The following new categories were suggested:

- Behavioral characteristics that promote good group living
- Behavioral characteristics that hinder good group living.

The classification of characteristics was condensed into summary sheet V, using only the key words to describe the characteristics listed (Summary Sheet V). Three degrees of desirability seemed too fine a classification; therefore, it was thought best to classify all characteristics under the two above-mentioned categories. This summary sheet will be used in the thesis, and by the counselor in the home management course, but not by the students. With this condensed summary, the counselor can see at a glance the overall picture of the rating of an individual student or a group.

Findings from Use in the House
in which Investigator Lived

Due to the variations in the method of use of the check list, "How Do We Measure Up," later changed to "Contribution to Group Living," individual ratings of the girls are presented for Group 2 and Group 6. Only a group rating is presented for Group 9.

Group 2

This group consisted of four girls who lived in the house in the spring. Case studies for each girl cover her rating at the end of four weeks in the home management house and the counseling with her.

A-2.--According to the characteristics checked, the group rated student A-2 very high on the following: "leadership," "acceptance of responsibilities," "helpfulness," "ability to follow," "originality and value of ideas," "consideration of others," "sympathy," and "manner of dress" (p. 60). Others in the group said A-2 "joined enthusiastically in all activities," but she thought she was "very retiring." One member said she was a "gifted leader." All thought she was "friendly," but the

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Summary Sheet I

HOW DO WE MEASURE UP

Group rated 2 Green figure: Self rating (1) checks possible
Individual rated A-2 Red figure: Rating by others (3) checks possible

How do we measure up as individuals in the characteristics listed below? Do we each recognize our strengths and see our opportunities for improvement? It is always a help to know how we appear to others. If each member of the group checks the phrases which best describe the other members, we can analyze our own set of papers and see how we appear to others. Do not sign the paper.

Self	Others		Self	Others	
✓	<u>3</u>	1. Is friendly to all	✓	<u>3</u>	17. Is a good thinker
✓	<u>3</u>	2. Always lends a hand	—	—	18. Just talks
✓	<u>3</u>	3. Is neat and clean	—	—	19. Is a Silent Sam
✓	<u>3</u>	4. Is a cooperative follower	—	—	20. Is inconsiderate of others
—	—	5. Is a rebellious follower	✓	—	21. Is self-centered
✓	<u>3</u>	6. Initiates another's ideas	—	<u>3</u>	22. Joins enthusiastically in all activities
—	—	7. Is a show-off leader	—	—	23. Is "just there"
✓	<u>3</u>	8. Assumes responsibilities	—	—	24. Is a "wet blanket"
—	—	9. Must be reminded of responsibilities	✓	<u>2</u>	25. Is "high hat"
—	—	10. Shirks her responsibilities	✓	<u>2</u>	26. Is a good team player
—	—	11. Is a bossy leader	—	—	27. Is a star performer
—	—	12. Helps a friend only	✓	<u>3</u>	28. Contributes ideas
—	—	13. Is indifferent to others	—	—	29. Is untidy in dress
—	<u>1</u>	14. Is a gifted leader	—	<u>3</u>	30. Dresses with a sparkle
—	—	15. Is friendly to a select group	✓	<u>3</u>	31. Is considerate of others
✓	—	16. Is very retiring	✓	<u>3</u>	32. Laughs with you
			—	—	33. Laughs at you
			Others:		

girl herself thought she was "self-centered."

The counselor felt that the group as well as A-2 were correct in rating her high in all the characteristics mentioned. She also found A-2 to be an outstanding member of the group. She was charming and gracious. The counselor felt that A-2 was retiring only to the extent that it became her. She did not understand why A-2 thought she was unduly self-centered. She showed no signs of this trait to the detriment of others during her residence in the house. In conference, the counselor helped A-2 to see that she possessed the characteristics which often make for success.

B-2.--According to the characteristics checked, all members of the group felt that student B-2 was "friendly to all," "joined enthusiastically in all activities," "was a cooperative follower," was "considerate of others," "always lent a hand," "contributed ideas," "was a good team player," and was "neat and clean" (p. 62). Two of the girls thought she was a "star performer." There was a difference of opinion among the girls concerning her leadership. One girl thought B-2 was a "gifted leader;" two thought she was a "show-off leader." B-2 rated herself higher than the others did on "acceptance of responsibilities," and "originality and value of ideas." She was surprised that the girls rated her lower than she rated herself. She was perplexed by the fact that the girls in judging her actions had misjudged her motives.

The counselor was aware that B-2 was assuming new responsibilities for the first time, and that in learning to live democratically in a family group she was enthusiastic to the extent that she gave false impressions to the other members of the group. She also thought that sometimes B-2 had good ideas and sometimes she just talked; and that it

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Summary Sheet I

HOW DO WE MEASURE UP

Group rated 2 Green figure: Self rating (1) checks possible
Individual rated 3-2 Red figure: Rating by others (3) checks possible

How do we measure up as individuals in the characteristics listed below? Do we each recognize our strengths and see our opportunities for improvement? It is always a help to know how we appear to others. If each member of the group checks the phrases which best describe the other members, we can analyze our own set of papers and see how we appear to others. Do not sign the paper.

Self	Others		Self	Others	
✓	<u>3</u>	1. Is friendly to all	—	<u>2</u>	17. Is a good thinker
✓	<u>3</u>	2. Always lends a hand	—	<u>1</u>	18. Just talks
✓	<u>3</u>	3. Is neat and clean	—	—	19. Is a Silent Sam
✓	<u>3</u>	4. Is a cooperative follower	—	—	20. Is inconsiderate of others
—	—	5. Is a rebellious follower	—	—	21. Is self-centered
✓	<u>2</u>	6. Initiates another's ideas	✓	<u>3</u>	22. Joins enthusiastically in all activities
—	<u>2</u>	7. Is a show-off leader	—	—	23. Is "just there"
✓	<u>2</u>	8. Assumes responsibilities	—	—	24. Is a "wet blanket"
✓	<u>2</u>	9. Must be reminded of responsibilities	✓	<u>3</u>	25. Is "high hat"
✓	—	10. Shirks her responsibilities	✓	<u>2</u>	26. Is a good team player
—	—	11. Is a bossy leader	—	<u>2</u>	27. Is a star performer
—	—	12. Helps a friend only	✓	<u>3</u>	28. Contributes ideas
—	—	13. Is indifferent to others	—	—	29. Is untidy in dress
—	<u>1</u>	14. Is a gifted leader	—	—	30. Dresses with a sparkle
—	—	15. Is friendly to a select group	✓	<u>3</u>	31. Is considerate of others
—	—	16. Is very retiring	—	<u>3</u>	32. Laughs with you
			—	<u>1</u>	33. Laughs at you
			Others:		

might be insecurity which made her laugh at others as well as with them. In conference the counselor tried to help her see how she might express her motives more sincerely by not covering up the fact that she was serious in what she did by unnatural gaiety.

C-2.--According to the characteristics checked, the group agreed that student C-2 ranked high in "helpfulness," "ability to follow," "friendliness," "sympathy," and "manner of dress" (p. 64). The other members felt that she was "considerate of others." One other member felt that she was a "gifted leader." Others generally agreed that C-2 ranked high on "originality of ideas," "acceptance of responsibilities," and "participation," but she herself thought she "just talked" without saying anything, that she "must be reminded of responsibilities," and that she was "very retiring."

The counselor felt that the group's high rating of C-2 was fairly accurate, and that C-2 was unduly modest in expressing herself concerning her own good characteristics. She also found C-2 to be keen, alert, and industrious. C-2 dressed well on a small amount of money, making the most of her clothes. She came from a large family and she wasn't afraid to work. Her standards for a college senior were acceptable. In conference C-2 seemed to recognize the fact that she was a capable person, but she did not feel it was proper to admit it. The counselor suggested that undue modesty might not, in the long run, be the best policy.

D-2.--According to the characteristics checked, the group thought that student D-2 ranked high in "leadership," "acceptance of responsibilities," "helpfulness," "ability to follow," "participation," "con-

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Summary Sheet I

HOW DO WE MEASURE UP

Group rated 2 Green figure: Self rating (1) checks possible
Individual rated C-2 Red figure: Rating by others (3) checks possible

How do we measure up as individuals in the characteristics listed below? Do we each recognize our strengths and see our opportunities for improvement? It is always a help to know how we appear to others. If each member of the group checks the phrases which best describe the other members, we can analyze our own set of papers and see how we appear to others. Do not sign the paper.

Self	Others		Self	Others	
✓	<u>3</u>	1. Is friendly to all	—	<u>3</u>	17. Is a good thinker
✓	<u>3</u>	2. Always lends a hand	✓	—	18. Just talks
✓	<u>3</u>	3. Is neat and clean	—	—	19. Is a Silent Sam
✓	<u>3</u>	4. Is a cooperative follower	—	—	20. Is inconsiderate of others
—	—	5. Is a rebellious follower	—	—	21. Is self-centered
✓	<u>2</u>	6. Initiates another's ideas	—	<u>2</u>	22. Joins enthusiastically in all activities
—	—	7. Is a show-off leader	—	—	23. Is "just there"
—	<u>3</u>	8. Assumes responsibilities	—	—	24. Is a "wet blanket"
✓	—	9. Must be reminded of responsibilities	—	<u>2</u>	25. Is "high hat"
—	—	10. Shirks her responsibilities	—	<u>2</u>	26. Is a good team player
—	—	11. Is a bossy leader	—	—	27. Is a star performer
—	—	12. Helps a friend only	✓	<u>3</u>	28. Contributes ideas
—	—	13. Is indifferent to others	—	<u>3</u>	29. Is untidy in dress
—	<u>1</u>	14. Is a gifted leader	—	<u>3</u>	30. Dresses with a sparkle
—	—	15. Is friendly to a select group	✓	<u>3</u>	31. Is considerate of others
✓	—	16. Is very retiring	—	<u>3</u>	32. Laughs with you
			—	—	33. Laughs at you
			Others:		

sideration of others," "sympathy," "friendliness," and "manner of dress" (p. 66). All agreed that she "contributed ideas," was a "good thinker," and "initiated another's ideas," but D-2 in addition considered herself a "Silent Sam."

The counselor accepted the over-all rating of D-2 by the group as being fair and just, but felt that D-2 scored herself low in saying she was a "Silent Sam." If D-2 had said she was "very retiring," it would have been more nearly accurate. The counselor thought she had not checked herself as a "gifted leader" because of her reserve. In conference, the counselor suggested that D-2 might want to try not to be retiring to the extent that she berated her own abilities.

Group 6

This group consisted of five girls who lived in the house in the fall. Case studies cover the findings from the use of the check list at the end of four weeks, the counseling, and the second use of the check list at the end of eight weeks.

In the first check list attention is paid to checking self and others. In checking the second time attention is paid to checking at the beginning and at the end of the period.

E-6.--According to the characteristics checked at the end of the first four weeks student E-6 received the highest possible rating on "sympathy," "friendliness," "neatness" and "cleanliness," "acceptance of responsibilities," and the "ability to follow" (pp. 67, 68). One girl thought she was a "star performer," a category seldom checked. No one checked "leadership," and "dressing with a sparkle." Although a majority of the group thought she was "a good team player," and "always lent a hand," one girl thought she "helped a friend only."

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Summary Sheet I

HOW DO WE MEASURE UP

Group rated 2 Green figure: Self rating (1) checks possible
Individual rated D-2 Red figure: Rating by others (3) checks possible

How do we measure up as individuals in the characteristics listed below? Do we each recognize our strengths and see our opportunities for improvement? It is always a help to know how we appear to others. If each member of the group checks the phrases which best describe the other members, we can analyze our own set of papers and see how we appear to others. Do not sign the paper.

Self	Others		Self	Others	
✓	<u>3</u>	1. Is friendly to all	✓	<u>3</u>	17. Is a good thinker
✓	<u>3</u>	2. Always lends a hand			18. Just talks
✓	<u>3</u>	3. Is neat and clean	✓		19. Is a Silent Sam
✓	<u>3</u>	4. Is a cooperative follower			20. Is inconsiderate of others
		5. Is a rebellious follower			21. Is self-centered
		6. Initiates another's ideas		<u>3</u>	22. Joins enthusiastically in all activities
✓	<u>2</u>	7. Is a show-off leader			23. Is "just there"
		8. Assumes responsibilities			24. Is a "wet blanket"
✓	<u>3</u>	9. Must be reminded of responsibilities			25. Is "high hat"
		10. Shirks her responsibilities	✓	<u>3</u>	26. Is a good team player
		11. Is a bossy leader			27. Is a star performer
		12. Helps a friend only	✓	<u>3</u>	28. Contributes ideas
		13. Is indifferent to others			29. Is untidy in dress
	<u>3</u>	14. Is a gifted leader	✓	<u>3</u>	30. Dresses with a sparkle
		15. Is friendly to a select group	✓	<u>3</u>	31. Is considerate of others
		16. Is very retiring	✓	<u>3</u>	32. Laughs with you
					33. Laughs at you
			Others:		

Summary Sheet II, Reorganized

HOW DO WE MEASURE UP?

Student rated E-6

Number of members in group 5

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Participation	—	<u>4</u>	22 Joins enthusiastically in all activities	—	—	<u>Relationships</u> 16 Is very retiring (Very reserved - cautious in communicating ideas)	—	—	23 Is "just there" (Present but not seemingly interested in what is going on) 24 Is a "wet blanket" (Pours cold water on everything)
Consideration of others	<u>✓</u>	<u>3</u>	31 Is considerate of others	—	—	13 Is indifferent to others	—	—	20 Is inconsiderate of others
Sympathy	<u>✓</u>	<u>4</u>	32 Laughs with you	—	—	-----	—	—	33 Laughs at you (Makes fun of you)
Friendliness	<u>✓</u>	<u>4</u>	1 Is friendly to all	—	—	15 Is friendly to a select group	—	—	21 Is self-centered 25 Is "high hat"
Manner of dress	—	—	30 Dresses with a sparkle (a touch that lends interest)	—	—	-----	—	—	29 Is untidy in dress
	<u>✓</u>	<u>4</u>	3 Is neat and clean						

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Leadership	--	--	14 Is a gifted leader	--	--	<u>Management</u> -----	--	--	11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	✓	4	8 Assumes responsibilities	--	--	9 Must be reminded of responsibilities	--	--	10 Shirks responsibilities
Helpfulness	✓	3	26 Is a good team player 2 Always lends a hand	--	1	12 Helps a friend only	--	--	-----
Ability to follow	✓	4	4 Is a cooperative follower	--	--	-----	--	--	5 Is a rebellious follower
Originality and value of ideas	--	3	28 Contributes ideas 17 Is a good thinker 6 Initiates another's ideas (Carries through another's ideas)	--	--	-----	--	--	19 Is a Silent Sam (One who clams up and does not enter into anything) 18 Just talks (without saying anything)
Proficiency	--	1	27 Is a star performer (A top-notch performer)	--	--	-----	--	--	-----

After E-6 had seen her rating sheet, she decided that she would like to concentrate her efforts on "leadership," and "dresses with a sparkle" for the next four weeks of residence in the house. The counselor thought that if E-6 could improve on leadership that she would also improve her rating in some of the other areas.

When the rating sheets were scored the second time, E-6 was very much pleased to learn that one member said she was a "gifted leader," and that she had shown improvement in the following areas: "helpfulness," "consideration of others," "originality and value of ideas," and "friendliness" (pp. 70, 71). She still did not get any score on "dresses with a sparkle," one of the areas in which she tried to improve. She was so pleased with the improvement shown in the other areas that she was not too much concerned with this. She said when she went out to work, and had money to spend on clothes that she could buy things which would give her a sparkle. The counselor felt that there was a real effort on the part of E-6 shown during this last half of the residence period, and that there really was improvement.

F-6.--According to the characteristics checked at the end of the first four weeks, student F-6 received the highest possible rating on "sympathy," "neatness and cleanliness," and "good team play" (pp. 72, 73). One girl said she "dressed with a sparkle," a category seldom checked. No one checked "leadership" or "proficiency." Although a majority of the group said F-6 "assumed responsibilities," one girl thought she must be "reminded of responsibilities." Although most of the group gave her a good rating on "participation," F-6 herself thought she was "retiring." She also thought she "dressed with a sparkle," but no one else checked this characteristic. The counselor felt that F-6

Summary Sheet III

HOW DO WE MEASURE UP?

Student rated E-6

Number of members in group 5

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Begin-ning	End		Begin-ning	End		Begin-ning	End	
Participation	<u>4</u>	<u>4</u>	22 Joins enthusiastically in all activities	—	—	<u>Relationships</u> 16 Is very retiring (Very reserved - cautious in communicating ideas)	—	—	23 Is "just there" (Present but not seemingly interested in what is going on) 24 Is a "wet blanket" (Pours cold water on everything)
Consideration of others	<u>4</u>	<u>5</u>	31 Is considerate of others	—	—	13 Is indifferent to others	—	—	20 Is inconsiderate of others
Sympathy	<u>5</u>	<u>5</u>	32 Laughs with you	—	—	-----	—	—	33 Laughs at you (Makes fun of you)
Friendliness	<u>5</u>	<u>5</u>	1 Is friendly to all	—	—	15 Is friendly to a select group	—	—	21 Is self-centered 25 Is "high hat"
Manner of dress	—	—	30 Dresses with a sparkle (a touch that lends interest)	—	—	-----	—	—	29 Is untidy in dress
	<u>5</u>	<u>5</u>	3 Is neat and clean						

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Beginning	End		Beginning	End		Beginning	End	
Leadership	--	1	14 Is a gifted leader	--	--	<u>Management</u> -----	--	--	11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	5	5	8 Assumes responsibilities	--	--	9 Must be reminded of responsibilities	--	--	10 Shirks responsibilities
Helpfulness	4	4	26 Is a good team player 2 Always lends a hand	3	4	12 Helps a friend only	--	--	-----
Ability to follow	5	5	4 Is a cooperative follower	--	--	-----	--	--	5 Is a rebellious follower
Originality and value of ideas	3	4	28 Contributes ideas 17 Is a good thinker 6 Initiates another's ideas (Carries through another's ideas)	3	3	-----	--	--	19 Is a Silent Sam (One who clams up and does not enter into anything) 18 Just talks (without saying anything)
Proficiency	1	1	27 Is a star performer (A top-notch performer)	--	--	-----	--	--	-----

Summary Sheet II, Reorganized

HOW DO WE MEASURE UP?

Student rated E-6

Number of members in group 5

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Participation	✓	<u>3</u>	22 Joins enthusiastically in all activities	✓	—	<u>Relationships</u> 16 Is very retiring (Very reserved - cautious in communicating ideas)	—	—	23 Is "just there" (Present but not seemingly interested in what is going on)
Consideration of others	✓	<u>3</u>	31 Is considerate of others	—	—	13 Is indifferent to others	—	—	24 Is a "wet blanket" (Pours cold water on everything)
Sympathy	✓	<u>4</u>	32 Laughs with you	—	—	-----	—	—	20 Is inconsiderate of others
Friendliness	✓	<u>3</u>	1 Is friendly to all	—	—	15 Is friendly to a select group	—	—	33 Laughs at you (Makes fun of you)
Manner of dress	✓	—	30 Dresses with a sparkle (a touch that lends interest)	—	—	-----	—	—	21 Is self-centered
	✓	<u>4</u>	3 Is neat and clean	—	—	-----	—	—	25 Is "high hat"
									29 Is untidy in dress

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Leadership	--	--	14 Is a gifted leader	--	--	<u>Management</u> -----	--	--	11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	✓	3	8 Assumes responsibilities	--	1	9 Must be reminded of responsibilities	--	--	10 Shirks responsibilities
Helpfulness	✓	4 2	26 Is a good team player 2 Always lends a hand	--	--	12 Helps a friend only	--	--	-----
Ability to follow	✓	3	4 Is a cooperative follower	--	--	-----	--	--	5 Is a rebellious follower
Originality and value of ideas	--	4 4 2	28 Contributes ideas 17 Is a good thinker 6 Initiates another's ideas (Carries through another's ideas)	--	--	-----	--	--	19 Is a Silent Sam (One who clams up and does not enter into anything) 18 Just talks (without saying anything)
Proficiency	--	--	27 Is a star performer (A top-notch performer)	--	--	-----	--	--	-----

was a little disappointed when she saw her score sheet, but she was anxious to try to improve during the last half of the residence period. The counselor and F-6 felt that because F-6 was a very quiet, conscientious worker that she had been underrated in several of the characteristics checked.

After F-6 had studied her rating sheet she wanted to try to improve in all areas in which she did not score the highest. She had been aware of lacks in these areas when she checked the blank. She decided to work especially on "helpfulness."

When the rating sheets were scored the second time, it was found that F-6 had improved on "helpfulness," and "initiates another's ideas" (pp. 75, 76). She received fewer checks on "is a good thinker" than before. She had not succeeded in impressing the girls as being less retiring, although the counselor felt that due to the conscientious effort at improvement there was more progress made than the others realized.

G-6.--According to the characteristics checked at the end of the first four weeks, student G-6 received the highest possible rating on the "ability to follow" (pp. 77, 78). All except G-6 herself thought she was "considerate of others" and was "neat and clean." Areas in which there were differences of opinion as to her characteristics were "participation," "acceptance of responsibilities," and "sympathy." One girl added, "Complains too much." The counselor felt that G-6 did not check her rating sheet with the same degree of understanding as did the other members of the group. By her failure to check herself on some areas she made her rating seem very inferior, as she checked several characteristics which she should not have checked according to both the group and the

Summary Sheet III

HOW DO WE MEASURE UP?

Student rated F-6

Number of members in group 5

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Begin-ning	End		Begin-ning	End		Begin-ning	End	
Participation	<u>4</u>	<u>3</u>	22 Joins enthusiastically in all activities	<u>1</u>	<u>2</u>	16 Is very retiring (Very reserved - cautious in communicating ideas)	—	—	23 Is "just there" (Present but not seemingly interested in what is going on)
							—	—	
Consideration of others	<u>4</u>	<u>4</u>	31 Is considerate of others	—	—	13 Is indifferent to others	—	—	20 Is inconsiderate of others
Sympathy	<u>5</u>	<u>5</u>	32 Laughs with you	—	—	-----	—	—	33 Laughs at you (Makes fun of you)
Friendliness	<u>4</u>	<u>4</u>	1 Is friendly to all	—	—	15 Is friendly to a select group	—	—	21 Is self-centered 25 Is "high hat"
Manner of dress	<u>1</u>	<u>1</u>	30 Dresses with a sparkle (a touch that lends interest)	—	—	-----	—	—	29 Is untidy in dress
	<u>5</u>	<u>5</u>		3 Is neat and clean					

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Begin-ning	End		Begin-ning	End		Begin-ning	End	
Leadership	--	--	14 Is a gifted leader	--	--	<u>Management</u> -----	--	--	11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	<u>4</u>	<u>4</u>	8 Assumes responsibilities	<u>1</u>	<u>1</u>	9 Must be reminded of responsibilities	--	--	10 Shirks responsibilities
Helpfulness	<u>5</u> <u>2</u>	<u>5</u> <u>3</u>	26 Is a good team player 2 Always lends a hand	--	--	12 Helps a friend only	--	--	-----
Ability to follow	<u>4</u>	<u>4</u>	4 Is a cooperative follower	--	--	-----	--	--	5 Is a rebellious follower
Originality and value of ideas	<u>4</u> <u>4</u> <u>2</u>	<u>4</u> <u>2</u> <u>4</u>	28 Contributes ideas 17 Is a good thinker 6 Initiates another's ideas (Carries through another's ideas)	--	--	-----	--	--	19 Is a Silent Sam (One who clams up and does not enter into anything) 18 Just talks (without saying anything)
Proficiency	--	--	27 Is a star performer (A top-notch performer)	--	--	-----	--	--	-----

Summary Sheet II, Reorganized

HOW DO WE MEASURE UP?

Student rated G-6

Number of members in group 5

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Participation	--	<u>1</u>	22 Joins enthusiastically in all activities	<input checked="" type="checkbox"/>	<u>1</u>	16 Is very retiring (Very reserved - cautious in communicating ideas)	--	--	23 Is "just there" (Present but not seemingly interested in what is going on)
Consideration of others	--	<u>4</u>	31 Is considerate of others	--	--	13 Is indifferent to others	--	--	24 Is a "wet blanket" (Pours cold water on everything)
Sympathy	<input checked="" type="checkbox"/>	<u>4</u>	32 Laughs with you	--	--	-----	<input checked="" type="checkbox"/>	--	20 Is inconsiderate of others
Friendliness	--	<u>3</u>	1 Is friendly to all	--	--	15 Is friendly to a select group	<input checked="" type="checkbox"/>	--	33 Laughs at you (Makes fun of you)
Manner of dress	--	--	30 Dresses with a sparkle (a touch that lends interest)	--	--	-----	--	--	21 Is self-centered
	--	<u>4</u>	3 Is neat and clean	--	--	-----	--	--	25 Is "high hat"
Others	--	--		--	--	-----	--	<u>1</u>	29 Is untidy in dress
									Complains too much

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Leadership	--	--	14 Is a gifted leader	--	--	<u>Management</u> -----	--	--	11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	✓	4	8 Assumes responsibilities	✓	2	9 Must be reminded or responsibilities	--	--	10 Shirks responsibilities
Helpfulness	--	4 2	26 Is a good team player 2 Always lends a hand	--	--	12 Helps a friend only	--	--	-----
Ability to follow	✓	4	4 Is a cooperative follower	--	--	-----	--	--	5 Is a rebellious follower
Originality and value of ideas	K	3 3 2	28 Contributes ideas 17 Is a good thinker 6 Initiates another's ideas (Carries through another's ideas)	--	--	-----	--	--	19 Is a Silent Sam (One who clams up and does not enter into anything) 18 Just talks (without saying anything)
Proficiency	--	--	27 Is a star performer (A top-notch performer)	--	--	-----	--	--	-----

counselor. The counselor also noticed that G-6 had a good many ailments of which she often complained, and seemed to be a little spoiled and anxious for attention.

When discussing some of her problems with the counselor, G-6 decided she would like to improve her health so she would be a happier family member. She also wanted to concentrate on "acceptance of responsibilities," an area in which she and two other girls were aware of possible need for improvement.

After the sheet was checked the second time it did show some definite improvement in the following areas: "acceptance of responsibilities," "originality and value of ideas," and "friendliness" (pp. 80, 81). Complaining was not mentioned. Areas in which she did not rate as high as before were: "ability to follow," "helpfulness," "participation," and "sympathy." The counselor could not understand why G-6 again checked "laughs at you," and also this time one other member checked it too. This characteristic was not noticed by the counselor at any time during her stay in the house. The counselor felt that G-6 had improved more than the girls realized.

H-6.--According to the characteristics checked at the end of the first four weeks, student H-6 received the highest possible rating on: "participation," "neatness and cleanliness," and "acceptance of responsibilities" (pp. 82, 83). Three members thought she was a "gifted leader" and two thought she was "a star performer," two characteristics which were seldom mentioned. No one checked "dresses with a sparkle." Most of the group rated her comparatively high on "originality and value of ideas," but one girl checked "just talks." All of the others checked "laughs with you," but one girl also checked "laughs at you."

Summary Sheet III

HOW DO WE MEASURE UP?

Student rated G-6

Number of members in group 5

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for	Rating by		Characteristics which should be modified
	Begin-ning	End		Begin-ning	End		Begin-ning	End	
Participation	<u>1</u>	—	22 Joins enthusiastically in all activities	<u>2</u>	<u>3</u>	16 Is very retiring (Very reserved - cautious in communicating ideas)	—	—	23 Is "just there" (Present but not seemingly interested in what is going on)
Consideration of others	<u>4</u>	<u>4</u>	31 Is considerate of others	—	—	13 Is indifferent to others	—	—	24 Is a "wet blanket" (Pours cold water on everything)
Sympathy	<u>5</u>	<u>5</u>	32 Laughs with you	—	—	-----	<u>1</u>	<u>2</u>	20 Is inconsiderate of others
Friendliness	<u>3</u>	<u>4</u>	1 Is friendly to all	—	—	15 Is friendly to a select group	—	—	33 Laughs at you (Makes fun of you)
Manner of dress	—	—	30 Dresses with a sparkle (a touch that lends interest)	—	—	-----	—	—	21 Is self-centered
	<u>4</u>	<u>4</u>	3 Is neat and clean	—	—	-----	—	—	25 Is "high hat"
Others							<u>1</u>	—	29 Is untidy in dress
									Complains too much

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Begin-ning	End		Begin-ning	End		Begin-ning	End	
Leadership	--	--	14 Is a gifted leader	--	--	<u>Management</u> -----	--	--	11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	<u>5</u>	<u>5</u>	8 Assumes responsibilities	<u>3</u>	--	9 Must be reminded of responsibilities	--	--	10 Shirks responsibilities
Helpfulness	<u>4</u> <u>2</u>	<u>3</u> <u>2</u>	26 Is a good team player 2 Always lends a hand	--	--	12 Helps a friend only	--	--	-----
Ability to follow	<u>5</u>	<u>3</u>	4 Is a cooperative follower	--	--	-----	--	--	5 Is a rebellious follower
Originality and value of ideas	<u>4</u> <u>3</u> <u>2</u>	<u>5</u> <u>3</u> <u>4</u>	28 Contributes ideas 17 Is a good thinker 6 Initiates another's ideas (Carries through another's ideas)	--	--	-----	--	--	19 Is a Silent Sam (One who clams up and does not enter into anything) 18 Just talks (without saying anything)
Proficiency	--	--	27 Is a star performer (A top-notch performer)	--	--	-----	--	--	-----

Summary Sheet II, Reorganized

HOW DO WE MEASURE UP?

Student rated H-6

Number of members in group 5

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Participation	✓	<u>4</u>	22 Joins enthusiastically in all activities	—	—	<u>Relationships</u> 16 Is very retiring (Very reserved - cautious in communicating ideas)	—	—	23 Is "just there" (Present but not seemingly interested in what is going on) 24 Is a "wet blanket" (Pours cold water on everything)
Consideration of others	✓	<u>2</u>	31 Is considerate of others	—	—	13 Is indifferent to others	—	—	20 Is inconsiderate of others
Sympathy	—	<u>4</u>	32 Laughs with you	—	—	-----	—	<u>1</u>	33 Laughs at you (Makes fun of you)
Friendliness	✓	<u>3</u>	1 Is friendly to all	—	—	15 Is friendly to a select group	—	—	21 Is self-centered 25 Is "high hat"
Manner of dress	—	—	30 Dresses with a sparkle (a touch that lends interest)	—	—	-----	—	—	29 Is untidy in dress
	✓	<u>4</u>	3 Is neat and clean						

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Leadership	-	<u>3</u>	14 Is a gifted leader	-	-	<u>Management</u> -----	-	-	11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	<input checked="" type="checkbox"/>	<u>4</u>	8 Assumes responsibilities	-	-	9 Must be reminded of responsibilities	-	-	10 Shirks responsibilities
Helpfulness	<input checked="" type="checkbox"/>	<u>3</u>	26 Is a good team player 2 Always lends a hand	<input checked="" type="checkbox"/>	<u>2</u>	12 Helps a friend only	-	-	-----
Ability to follow	<input checked="" type="checkbox"/>	<u>3</u>	4 Is a cooperative follower	-	-	-----	-	-	5 Is a rebellious follower
Originality and value of ideas	<input checked="" type="checkbox"/>	<u>4</u>	28 Contributes ideas 17 Is a good thinker 6 Initiates another's ideas (Carries through another's ideas)	<input checked="" type="checkbox"/>	<u>4</u>	-----	-	-	19 Is a Silent Sam (One who clams up and does not enter into anything) 18 Just talks (without saying anything)
Proficiency	-	<u>2</u>	27 Is a star performer (A top-notch performer)	-	-	-----	-	-	-----

When the rating sheet was given to H-6, she was very much pleased to see that three of the family members had checked her as a "gifted leader," and two members had checked her as "a star performer." After she studied the rating sheet further, she noticed characteristics which the group had checked in which she might improve. She was anxious to improve her next rating in all areas possible, and especially the characteristic which no one had checked, "dresses with a sparkle." The counselor was aware that H-6 had had many more advantages than the other girls which contributed to the very high rating which she received. The counselor found H-6 very serious in her efforts to improve and the family members realized this too.

When the rating sheet was scored the second time, H-6 did not show improvement in "dressing with a sparkle," a characteristic in which she aimed at improvement (pp. 85, 86). The counselor felt that she had made definite improvement in "dressing with a sparkle" on special occasions, but not in everyday dress. The other girls did not always see her on these special occasions. She showed improvement in all of the other areas except three in which she had the highest possible rating at the beginning, and "proficiency," on which she had a higher rating than any other girl at the beginning. Perhaps her maturity and wide experiences were responsible for her improvement in so many areas.

I-6.--According to the characteristics checked at the end of the first four weeks, student I-6 received the highest possible rating on "friendliness," "sympathy," "consideration of others," "ability to follow," "good team player," "neatness and cleanliness" (pp. 87, 88). No one checked "leadership," "proficiency," and "dressing with a

Summary Sheet III

HOW DO WE MEASURE UP?

Student rated H-6

Number of members in group 5

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Begin-ning	End		Begin-ning	End		Begin-ning	End	
Participation	<u>5</u>	<u>5</u>	22 Joins enthusiastically in all activities	—	—	Relationships 16 Is very retiring (Very reserved - cautious in communicating ideas)	—	—	23 Is "just there" (Present but not seemingly interested in what is going on) 24 Is a "wet blanket" (Pours cold water on everything)
Consideration of others	<u>3</u>	<u>5</u>	31 Is considerate of others	—	—	13 Is indifferent to others	—	—	20 Is inconsiderate of others
Sympathy	<u>4</u>	<u>5</u>	32 Laughs with you	—	—	-----	<u>L</u>	—	33 Laughs at you (Makes fun of you)
Friendliness	<u>4</u>	<u>5</u>	1 Is friendly to all	—	—	15 Is friendly to a select group	—	—	21 Is self-centered 25 Is "high hat"
Manner of dress	—	—	30 Dresses with a sparkle (a touch that lends interest) 3 Is neat and clean	—	—	-----	—	—	29 Is untidy in dress
	<u>5</u>	<u>5</u>							

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Begin-ning	End		Begin-ning	End		Begin-ning	End	
Leadership	<u>3</u>	<u>4</u>	14 Is a gifted leader			<u>Management</u> -----			11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	<u>5</u>	<u>5</u>	8 Assumes responsibilities			9 Must be reminded of responsibilities			10 Shirks responsibilities
Helpfulness	<u>4</u>	<u>5</u>	26 Is a good team player	<u>4</u>	<u>5</u>	2 Always lends a hand			12 Helps a friend only
Ability to follow	<u>4</u>	<u>5</u>	4 Is a cooperative follower			-----			5 Is a rebellious follower
Originality and value of ideas	<u>5</u>	<u>5</u>	28 Contributes ideas	<u>3</u>	<u>3</u>	17 Is a good thinker			19 Is a Silent Sam (One who clams up and does not enter into anything)
	<u>1</u>	<u>4</u>	6 Initiates another's ideas (Carries through another's ideas)			-----		<u>1</u>	18 Just talks (without saying anything)
Proficiency	<u>2</u>	<u>2</u>	27 Is a star performer (A top-notch performer)			-----			-----

Summary Sheet II, Reorganized

HOW DO WE MEASURE UP?

Student rated I-6

Number of members in group 5

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Participation	✓	<u>2</u>	22 Joins enthusiastically in all activities	—	—	<u>Relationships</u> 16 Is very retiring (Very reserved - cautious in communicating ideas)	—	—	23 Is "just there" (Present but not seemingly interested in what is going on) 24 Is a "wet blanket" (Pours cold water on everything)
Consideration of others	✓	<u>4</u>	31 Is considerate of others	—	—	13 Is indifferent to others	—	—	20 Is inconsiderate of others
Sympathy	✓	<u>4</u>	32 Laughs with you	—	—	-----	—	—	33 Laughs at you (Makes fun of you)
Friendliness	✓	<u>4</u>	1 Is friendly to all	—	—	15 Is friendly to a select group	—	—	21 Is self-centered 25 Is "high hat"
Manner of dress	—	—	30 Dresses with a sparkle (a touch that lends interest)	—	—	-----	—	—	29 Is untidy in dress
	✓	<u>4</u>	3 Is neat and clean						

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Self	Others		Self	Others		Self	Others	
Leadership	--	--	14 Is a gifted leader	--	--	<u>Management</u> -----	--	--	11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	✓	<u>1</u>	8 Assumes responsibilities	✓	<u>3</u>	9 Must be reminded of responsibilities	--	--	10 Shirks responsibilities
Helpfulness	✓	<u>4</u>	26 Is a good team player	✓	<u>2</u>	2 Always lends a hand	--	--	-----
Ability to follow	✓	<u>4</u>	4 Is a cooperative follower	--	--	-----	--	--	5 Is a rebellious follower
Originality and value of ideas	✓	<u>2</u>	28 Contributes ideas	--	--	-----	--	--	19 Is a Silent Sam (One who clams up and does not enter into anything) 18 Just talks (without saying anything)
Proficiency	--	--	17 Is a good thinker	--	--	-----	--	--	6 Initiates another's ideas (Carries through another's ideas) 27 Is a star performer (A top-notch performer)

sparkle." She received few checks on "originality and value of ideas." Her greatest weakness was having to be "reminded of responsibilities."

When I-6 saw her rating sheet she realized how remiss she had been in assuming responsibilities, and she immediately indicated she would try to do something about it. This seemed to be her major concern, and the counselor agreed with her that this was a very important area and one in which she might like to improve.

When the rating sheets were scored the second time, it was evident that I-6 had improved in "acceptance of responsibilities" (pp. 90, 91). Other areas which showed improvement were: "originality and value of ideas," and "participation." From all outward appearances I-6 did show definite improvement as a result of a determined effort on her part.

Group 9

This group consisted of six girls who lived in the house in the winter. Since each of the six girls was checked by herself and the other five girls, the maximum rating on any one characteristic was 36.

The areas in which only desirable characteristics were checked were: "consideration of others," "neatness and cleanliness," and "ability to follow" (p. 92). The score was 24 or higher for all characteristics except "good thinking" (17 checks), and the three characteristics which were practically never checked: "dressing with a sparkle" (10 checks), "gifted leadership" (8 checks), and "star performance" (6 checks). Two girls thought they "just talked." Two girls were considered by others to be "very retiring." The group thought the following characteristics each fitted one girl: "must be reminded of responsibilities," "helps a friend only," "laughs at you," "is self-centered," and "is a show-off leader."

Summary Sheet III

HOW DO WE MEASURE UP?

Student rated 1-6

Number of members in group 5

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Begin-ning	End		Begin-ning	End		Begin-ning	End	
Participation	<u>3</u>	<u>5</u>	22 Joins enthusiastically in all activities	—	—	16 Is very retiring (Very reserved - cautious in communicating ideas)	—	—	23 Is "just there" (Present but not seemingly interested in what is going on) 24 Is a "wet blanket" (Pours cold water on everything)
Consideration of others	<u>5</u>	<u>4</u>	31 Is considerate of others	—	—	13 Is indifferent to others	—	—	20 Is inconsiderate of others
Sympathy	<u>5</u>	<u>5</u>	32 Laughs with you	—	—	-----	—	—	33 Laughs at you (Makes fun of you)
Friendliness	<u>5</u>	<u>5</u>	1 Is friendly to all	—	—	15 Is friendly to a select group	—	—	21 Is self-centered 25 Is "high hat"
Manner of dress	—	—	30 Dresses with a sparkle (a touch that lends interest) 3 Is neat and clean	—	—	-----	—	—	29 Is untidy in dress
	<u>5</u>	<u>5</u>							

Areas	Rating by		Desirable characteristics	Rating by		Characteristics that may call for improvement	Rating by		Characteristics which should be modified
	Begin-ning	End		Begin-ning	End		Begin-ning	End	
Leadership	--	--	14 Is a gifted leader	--	--	<u>Management</u> -----	--	--	11 Is a bossy leader (One who tells rather than leads) 7 Is a show-off leader (A leader who wants the center of stage)
Acceptance of responsibilities	<u>2</u>	<u>4</u>	8 Assumes responsibilities	<u>4</u>	<u>1</u>	9 Must be reminded of responsibilities	--	--	10 Shirks responsibilities
Helpfulness	<u>5</u> <u>3</u>	<u>5</u> <u>4</u>	26 Is a good team player 2 Always lends a hand	--	--	12 Helps a friend only	--	--	-----
Ability to follow	<u>5</u>	<u>5</u>	4 Is a cooperative follower	--	--	-----	--	--	5 Is a rebellious follower
Originality and value of ideas	<u>3</u> <u>2</u> <u>1</u>	<u>4</u> <u>2</u> <u>4</u>	28 Contributes ideas 17 Is a good thinker 6 Initiates another's ideas (Carries through another's ideas)	--	--	-----	--	--	19 Is a Silent Sam (One who clams up and does not enter into anything) 18 Just talks (without saying anything)
Proficiency	--	--	27 Is a star performer (A top-notch performer)	--	--	-----	--	--	-----

Woman's College
University of North Carolina

School of Home Economics
November, 1953

Summary Sheet V

CONTRIBUTION TO GROUP LIVING

Name of group rated 9 Number of others rating group 6

Areas	Characteristics that promote	Rating by		Characteristics that hinder	Rating by	
		Self	Others		Self	Others
Management						
Leadership	Is gifted leader	1	8	Is bossy leader	—	—
				Is show-off leader	—	1
Acceptance of responsibilities	Assumes responsibilities	6	35	Needs reminding	—	1
				Shirks	—	—
Helpfulness	Is good team player	4	26	Helps a friend only	—	1
	Always lends a hand	6	31			
Ability to follow	Is cooperative	6	31	Is rebellious	—	—
Originality and value of ideas	Contributes ideas	4	29	Is a Silent Sam	—	—
	Is a good thinker	3	17	Just talks	2	4
	Initiates another's ideas	6	28			
Proficiency in home management activities	Is a star performer	—	6			
Relationships						
Participation in group activities	Joins enthusiastically	4	28	Is very retiring	—	2
				Is just there	—	—
				Is wet blanket	—	—
Consideration of others	Is considerate	4	29	Is indifferent	—	—
				Is inconsiderate	—	—
Sympathy	Laughs with you	6	35	Laughs at you	—	1
Friendliness	Is friendly to all	6	34	Is friendly to select group	—	—
				Is self-centered	—	1
				Is high hat	—	—
Manner of dress	Dresses with a sparkle	1	10	Is untidy	1	1
	Is neat and clean	5	35			

The girls in Group 9 seemed very much interested in the instrument. They felt that it was especially good in that it served as a reminder to them of some things which they might otherwise overlook. It also made them conscious of some of their strengths and weaknesses, and helped them to organize their thinking into the characteristics on which they felt they should concentrate during the remainder of the time in the house. This group seemed very anxious to do the best job possible; they were willing workers, but the counselor felt that they might be a little grade conscious. They felt that somehow the characteristics on the check list were points on which they would be graded.

The counselor felt that this group did not gain as much individual help from the use of this check list as did the previous group, in which each girl discussed her problems with the counselor and worked on special areas and then checked again to see if improvement had been made. At least the counselor could not see improvement in behavioral characteristics which she could attribute directly to the counseling. Perhaps with experience in guiding this kind of discussion, the counselor can do group counseling more effectively.

Methods Used and Findings from Use in House
in which Investigator Did Not Live Compared with
Findings from Use in House in which She Did Live

In the three groups (2, 6, 9) who lived in the house in which the investigator did, there were fifteen students; in the seven groups (1, 3, 4, 5, 7, 8, 10) in the houses in which she did not live, there were thirty-eight students. A comparison is made of the findings for the fifteen students, whose ratings have been described in detail in the preceding section of this chapter, and the thirty-eight students.

The procedure in the houses in which the investigator did not live was similar to that used in Group 2, since the writer did not involve the other counselors in the experimentation with the method of use, which was described in the first section of this chapter. The instrument "How Do We Measure Up" was checked by Groups 1, 3, 4, 5, and 7. The revised instrument "Contribution to Group Living" was checked by Groups 8 and 10. All groups checked the instrument at the end of four weeks, each student checking for herself and all the other students in her house, and the counselor summarized the data on a copy of the original form. Each student was given her summary sheet so she could see how she had been rated by the other members in the group in relation to the way she had rated herself. At this time the counselor offered to be available for conference if the individual students wanted to discuss their ratings with her. All of the students took advantage of the opportunity. Counseling is not described here because it was not done by the investigator.

Results from tabulating the check lists were very similar for the groups with whom the investigator lived and for the groups with whom she did not live. Those characteristics which promote good group living on which the students were scored the highest by all of the students were the "ability to follow" and the "acceptance of responsibilities" (Table XIII). Other characteristics on which they were scored high were "helpfulness" and "the originality and value of ideas." The characteristics on which there were relatively low scores were those of being a "gifted leader" and a "star performer." These characteristics represented a high degree of excellence and only those most worthy were described in these terms.

TABLE XIII

CHARACTERISTICS THAT PROMOTE GOOD GROUP LIVING
IN THE AREA OF MANAGEMENT(53 Students Living in the Home Management Houses at the Woman's
College of the University of North Carolina, 1953)

Management		15 students in 3 groups with which investigator lived			38 students in 7 groups with which investigator did not live		
Area	Characteristic	Percentage					
		Self	Others	All	Self	Others	All
Ability to follow	Is cooperative	100	87	90	95	93	93
Acceptance of responsibilities	Assumes responsi- bilities	93	87	88	92	86	81
Originality and value of ideas	Contributes ideas	73	84	82	79	84	83
	Is a good thinker	40	66	61	34	77	70
	Initiates another's ideas	80	60	64	58	59	59
Helpfulness	Is good team player	73	81	79	58	82	78
	Always lends a hand	80	79	79	61	77	74
Proficiency in home management activities	Is a star performer	-	18	44	-	18	15
Leadership	Is gifted leader	7	26	22	11	23	21

It was evident that students in scoring themselves tended to rate themselves lower than others rated them in the area of "leadership," "proficiency," and the "ability to think." For instance, in the three groups with whom the investigator lived, while only 7 per cent thought they themselves were "gifted leaders," 26 per cent of the others could identify gifted leaders in the group. While only 40 per cent scored themselves as "good thinkers," 66 per cent were scored by others as good thinkers. The same relationship is shown in the results from the seven groups with whom the investigator did not live. There, only 11 per cent thought they were "gifted leaders," while 23 per cent identified others as gifted leaders. Also, while only 34 per cent scored themselves as "good thinkers," 77 per cent were identified by others. It was interesting also to find that not one student in any group scored herself as a "star performer," but 18 per cent of the three groups with whom the investigator lived and also 18 per cent of the other seven groups with whom the investigator did not live scored others as being star performers.

In the relationships area the characteristics that promote good group living on which there were the highest scores by all the students were "sympathy," "friendliness," "neatness" and "cleanliness" (Table XIV). Other areas in which there were high scores were "consideration of others" and "participation in group activities." In only one characteristic, "dresses with a sparkle," was the score low. This terminology was used by the students with reserve. In this area, the students tended to rate themselves lower than the other students scored them in all areas except "sympathy" and "friendliness."

TABLE XIV

CHARACTERISTICS THAT PROMOTE GOOD GROUP LIVING
IN THE AREA OF RELATIONSHIPS

(53 Students Living in the Home Management Houses at the Woman's
College of the University of North Carolina, 1953)

Relationships		15 students in 3 groups with which investigator lived			38 students in 7 groups with which investigator did not live		
Area	Characteristics	Percentage					
		Self	Others	All	Self	Others	All
Sympathy	Laughs with you	93	81	96	97	95	95
Friendliness	Is friendly to all	93	92	92	92	93	93
Consideration of others	Is considerate	73	85	83	89	87	87
Participation in group activities	Joins enthusiastically	53	79	74	68	79	77
Manner of dress	Is neat and clean	87	97	97	87	93	92
	Dresses with a sparkle	20	27	26	11	45	39

In tabulating the results of the characteristics that hinder good group living, it was found that no hindering characteristic was mentioned often enough to be of any unusual concern. The most frequently mentioned hindering characteristic was "needs reminding," which was mentioned by 12 per cent of all the students with whom the investigator did not live and by 6 per cent of all those with whom she did live (Table XV). However, every hindering characteristic except "is a wet blanket" was mentioned.

The characteristics mentioned most frequently were "needs reminding," "friendly to a select group," "just talks," "bossy leader," "is retiring," "show-off leader," "shirks responsibility," "high hat," and "self-centered." The characteristics mentioned least were: "indifferent," "laughs at you," "is a Silent Sam," "rebellious," "inconsiderate," "untidy," "helps a friend only," and "is just there."

The students tended to rate themselves higher than the others rated them on the following characteristics: "needs reminding," "just talks," "retiring," "self-centered," and "untidy." Others rated them higher than they did themselves on "friendly to a select group."

This chapter has dealt with the methods used and the findings from the analysis of "Contribution to Group Living." For the groups with whom the investigator lived, different methods of using the instrument were tried. For the groups with whom she did not live the method of use was not varied. The findings from all groups have been presented, and suggestions for future use of the instrument have been made. Chapter V will consider the findings from the analysis of the instrument, "Individual Appraisal of Home Management Residence."

TABLE XV

CHARACTERISTICS THAT HINDER GOOD GROUP LIVING

(53 Students Living in Home Management Houses at the Woman's
College of the University of North Carolina, 1953)

Areas	Characteristics that hinder	15 students in 3 groups with whom investigator lived			38 students in 7 groups with whom investigator lived		
		Self	Others	All	Self	Others	All
							Percentage
							Self Others All
							Self Others All
Management							
Helpfulness	Helps a friend only	-	2	1	-	-	-
Ability to follow	Is rebellious	-	-	-	-	3	2
Leadership	Is bossy leader	-	-	4	8	7	7
	Is show-off leader	-	5	-	8	4	5
Originality and value of ideas	Is a Silent Sam	7	-	1	3	3	3
	Just talks	20	3	6	16	6	8
Acceptance of responsi- bilities	Needs reminding	13	5	6	16	11	12
	Shirks	-	-	-	-	1	.5
							Percentage
							Self Others All
							Self Others All
Relationships							
Manner of dress	Is untidy	7	-	1	11	1	2
Consideration of others	Is indifferent	-	-	-	5	3	4
	Is inconsiderate	-	-	-	3	2	2
Sympathy	Laughs at you	-	3	3	5	4	5
Participation in group activities	Is very retiring	13	3	5	8	4	5
	Is just there	-	-	-	-	2	1
	Is wet blanket	-	-	-	-	-	-
Friendliness	Is friendly to select group	-	-	-	5	9	9
	Is self-centered	7	2	3	11	7	7
	Is high hat	-	-	-	-	1	5

CHAPTER V

INDIVIDUAL APPRAISAL OF HOME MANAGEMENT RESIDENCE

This chapter is concerned with group analysis of the instrument called "Home Management Residence Individual Appraisal," which was completed by each student for herself and every other student at the end of the eight weeks residence period (Appendix, pp. 125-126). One purpose in using the instrument was to give the students opportunity to evaluate themselves and each other in relation to "the managerial process," "human centered goals," and "growth and development" while living in the house. It was hoped that this would make the student conscious of her strengths and weaknesses and thus enable her to continue to work for improvement. In the conference held with the individual student after this instrument was checked the counselor endeavored to have the student raise questions in relation to her total score for the various categories. It was also thought that the process of each student evaluating every other student in the group would help her in evaluating herself more objectively, and would be a valuable part of the student's professional training.

The maximum number of times a category could be checked for the 10 groups in the three houses was calculated as follows:

Group Number	Number Individuals in each Group	Possible Number Checks for Group
1	6	36
2	4	16
3	4	16
4	6	36
5	8	64
6	6	36
7	4	16
8	6	36
9	5	25
10	4	16
	<u>53</u>	<u>297</u>

In evaluating the degree of accomplishment in each category, it was possible to check under "always," "usually," "sometimes," and "not stated." "Not stated" was necessary because the students did not check certain categories if there was uncertainty in their minds as to the degree of accomplishment. Since 41 per cent or more of the possible checks appeared under "always" on every category, the "always" column is the only one which has been used in interpreting the data.

The numerical and descriptive terms used in discussing the scores for the various categories are:

Per cent of possible checks under "always"	Ratings	Number of categories scored within this range
75 to 84	Excellent	4
65 to 74	Very good	14
50 to 64	Good	14
40 to 49	Fair	5

After a comparison of the results for the groups with whom the investigator lived and the groups with whom she did not live, there appeared to be not enough difference shown to report these two groups separately. However, there was one general tendency noted which may be mentioned here. The students with whom the investigator lived tended to

score themselves and each other slightly lower in practically all areas than did the other groups. This might have been the result of the investigator's having been more aware of these things and having stressed them more with the students, thus making them more conscious that higher standards were possible in management, growth, and skills.

The Managerial Process

In scoring "the managerial process," the students' ability to evaluate themselves was rated very good (according to the terminology described on page 103), and planning and controlling resources was rated good (Table XVI).

Under evaluation, 66 to 71 per cent of the students were always "willing to listen to constructive help," "willing to evaluate own work," and "willing to try to change," but only 57 per cent always "evaluated others objectively."

Under planning and controlling resources, 72 per cent of the students were always "able to plan interesting and acceptable menus," but only 52 to 64 per cent were always "sensitive to the care and use of furnishings and equipment," "able to guide activities successfully considering their time, energy, and knowledge," "completed records promptly," were "original in the use of furnishings and decorations," and were "able to plan activities for others within time and energy available."

TABLE XVI

INDIVIDUAL APPRAISAL OF STUDENTS IN RELATION TO THE MANAGERIAL PROCESS

(53 Students Living in Home Management Houses at the Woman's
College of the University of North Carolina, 1953)

Managerial Process	Degree of Accomplishment			
	Always	Usually	Some- times	Not stated
	Per cent ¹			
Evaluation				
Willing to listen to constructive help	71	24	4	1
Willing to evaluate her own work	69	21	4	6
Willing to try to change	66	26	6	2
Evaluate others objectively	57	31	4	8
Planning and controlling resources				
Able to plan interesting and acceptable menus	72	22	3	3
Sensitive to the care and use of furnishings and equipment	64	29	5	2
Able to guide activities successfully considering their time, energy and knowledge	54	40	3	3
Records completed promptly	54	30	9	7
Original in the use of furnishings and decorations	54	36	8	2
Able to plan activities for others within time and energy available	52	43	2	3

¹Percentages based on 297, the maximum number of times a category could be checked.

Human Centered Goals

In the scoring of "human centered goals," the widest variety of ratings--excellent to fair--is represented, tolerance being rated highest and community relationships lowest (Table XVII).

In the category tolerant toward differences between people due to "physical conditions," "social or national backgrounds," and "their abilities," the students were rated excellent or very good (66 to 84 per cent).

Under group relationships, the characteristics on which the students were rated excellent or very good were: always "a real member of the family group" (84 per cent), "courteous to others" (77 per cent), "cooperative" (72 per cent), and "added joy to living" (68 per cent). The characteristics on which the students were rated good were: always "sensitive to the needs of others" (64 per cent), and had always "shown leadership" (50 per cent).

Under personal development, the students received a rating of very good or good; 69 to 71 per cent were always "dependable," "adaptable," and "socially natural and composed," but only 56 to 62 per cent showed "initiative," and "tact in dealing with others."

Under community relationships, the students received a rating of good or fair; 60 per cent were always "interested in campus activities," but only 41 to 47 per cent in "state conditions" and in "national and world problems."

TABLE XVII

INDIVIDUAL APPRAISAL OF STUDENTS IN RELATION TO
THE HUMAN CENTERED GOALS(53 Students Living in Home Management Houses at the Woman's
College of the University of North Carolina, 1953)

Human Centered Goals	Degree of Accomplishment			
	Always	Usually	Some- times	Not stated
	Per cent ¹			
Tolerant toward differences between people due to:				
Physical conditions	84	14	2	0
Social or national backgrounds	77	17	2	4
Personal abilities	66	24	1	10
Group relationships				
A real member of the family group	84	11	2	3
Courteous to others	77	12	1	7
Cooperative	72	24	3	1
Adds joy to living	68	22	5	5
Sensitive to the needs of others	64	29	7	0
Showed leadership	50	35	12	3
Personal development				
Dependable	71	23	2	4
Adaptable	70	23	3	4
Socially natural and composed	69	25	2	4
Showed initiative	62	30	5	3
Tactful in dealing with others	56	32	7	5
Interest in community relationships				
Campus activities	60	28	7	5
State conditions	47	29	10	14
National or world problems	41	41	10	8

¹Percentages based on 297, the maximum number of times a category could be checked.

Growth and Development

In the scoring of "growth and development," a wide range of ratings--very good to fair--is represented (Table XVIII). The students received a rating of very good on "used her abilities for growth" (70 per cent), and "growth in managerial ability" (65 per cent); but only ranged from very good to fair on improvements shown in standards (42 to 67 per cent).

Under improvements shown in standards, 56 to 67 per cent of the students had improved on "food preparation" and "food service," "equipment use and care," "house care," and "bedroom care," but only 42 to 47 per cent had improved on "flower arrangements," "using accessories," and in "personal appearance." "Personal appearance" seems to be low in relation to the other characteristics, but these students already had very good standards and therefore did not improve as much as would be expected in other areas.

This chapter has considered the findings revealed through an analysis of the instrument, "Individual Appraisal of Home Management Residence," as regards the "managerial process," "human centered goals," and "growth and development." Chapter VI will summarize the findings from the three instruments used in the evaluation of the home management residence experience.

TABLE XVIII

INDIVIDUAL APPRAISAL OF STUDENTS IN RELATION
TO GROWTH AND DEVELOPMENT

(53 Students Living in Home Management Houses at the Woman's
College of the University of North Carolina, 1953)

Growth and Development	Degree of Accomplishment		
	A great deal	Some	Not stated
	Per cent ¹		
Used her abilities for growth	70	21	9
Growth has been shown in managerial ability	65	29	6
Improvements shown in standards of:			
Food preparation	67	31	2
Food service	67	30	3
Equipment use and care	60	37	3
House care	57	42	1
Bedroom care	56	41	3
Flower arrangements	47	43	10
Using accessories	46	46	8
Personal appearance	42	54	4

¹Percentages based on 297, the maximum number of times a category could be checked.

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CHAPTER VI

SUMMARY AND RECOMMENDATIONS

It was the purpose of this thesis to study the instruments used in the self evaluation of students as individuals and as a group during home management residence period. Data were secured from three instruments which were checked by 10 groups living for a period of approximately eight weeks in the three houses in the spring, summer, fall, and winter of 1953 at the Woman's College of the University of North Carolina.

"Home Management Residence Log"

This instrument was used at the end of two weeks residence by the individual students to score themselves. The purposes were to determine to what extent students living in the home management houses were participating in extra-class activities, to determine the students' reaction to their experiences in adjusting to the house, and to secure suggestions for experiences that would contribute to more pleasant and productive group living. These records have been analyzed as a group.

Campus and Community Activities

The 53 students in the home management houses had all participated in campus and community activities--41 in extra-class activities, 40 in social activities, 27 in professional activities, and 13 in religious activities. A total of 60 activities were represented; leadership was reported in 29 activities or half of those in which they participated. It was felt that this part of the log had special value for the student in that it made her think about her own campus activities.

Then, too, the counselor had opportunity at the end of this two weeks to discuss with the group the importance and value of contact with campus activities while living in the home management house.

The students were all participating in some recreational activities, particularly in reading which was reported by all the students, listening to broadcasts which was reported by 88 per cent, and attendance at movies which was reported by 79 per cent. It was concluded here that, since the students do read a variety of magazines and books, each home management house should provide a well balanced nucleus of magazines and books and a daily newspaper for recreational reading during home management residence.

Discussions of particular interest to all the students were concerned chiefly with home economics--particularly family life, and with community and public affairs--particularly headline news and politics; discussions of campus affairs were least frequently mentioned as of particular interest. The investigator believes that there is real value for the students in stimulating them to read and think and discuss together problems of general interest.

Needs of Students

The students' statements as to their needs in adjusting to the new situation of living in a home management house have been grouped under the areas: "management," "growth and development" in technical skills, and "human centered goals." Their ideas were expressed in terms of significant and unsatisfactory experiences, problems they wished to have discussed, and suggestions for improving home management experiences. Having the students list significant and unsatisfactory experiences made it possible for the counselor to find out the felt needs of the students and where she needed to give more direction and individual assistance to

them. The opportunity to make suggestions and choose topics for discussion allows the student to feel the flexibility of the home management program and to contribute to a more effective experience.

Management.--The management experiences had been the most significant ones (the 53 students mentioned sixty-five significant experiences). However some of the students were not satisfied with the way they had managed (twenty-five unsatisfactory experiences were mentioned). The students had more constructive suggestions in this area than in the other areas (twenty suggestions were made for improving management while living in the house).

Growth and Development in Technical Skills.--The 53 students mentioned thirty-seven significant experiences and thirty-eight unsatisfactory ones--about an equal number of significant and unsatisfactory experiences. The students had not had enough experience in home making. They were either not satisfied with their skills or they were not sure at the end of two weeks that their skills would meet home management house standards. There were no suggestions for the encouragement of growth and development in technical skills, and no problems in this area listed for discussion. They apparently felt that with practice they would improve.

Human Centered Goals.--Although there were fewer significant experiences in relationships (27) than in the other areas, only one unsatisfactory relationship experience was reported. The students felt a strong desire to discuss problems in this area (fifteen problems for discussion in home management conference were mentioned) and they had some constructive suggestions to make for improving relationships while living in the house (10).

It is believed that this instrument is easily used and gives both the student and the counselor an opportunity to recognize group and individual needs early in the residence period.

"Contribution to Group Living"

This instrument was scored by each student for herself and for every other student living in the house at the end of four weeks residence. The purpose of the instrument was to give students an opportunity to think objectively of their individual contribution to group living as well as the total characteristics of their particular group. In this thesis an effort was made to determine how counseling could be carried out effectively as a result of such self evaluation. Therefore in the houses in which the investigator lived, there was experimentation with the form of the instrument and its use in counseling. These records were analyzed for individual students in the houses in which the investigator lived and for the total group of students living in the other houses.

The evaluation of the students "contribution to group living" was expressed in terms of specific characteristics purposely unorganized on the instrument which the students checked. They were later organized for the sake of the counselor under characteristics that promote and hinder good management and good relationships in group living.

Management

Those management characteristics which promote good group living on which the students were scored the highest by all of the students were the "ability to follow" and the "acceptance of responsibilities." The characteristics on which there were relatively low scores were those of being a "gifted leader" and a "star performer." These two characteristics represented a high degree of excellence and few were described in these

terms. It has been noted above that the good students were, in fact, leaders in half of the activities in which they participated while living in the house.

No characteristics that hinder in good management were checked for more than 12 per cent of the students, but all characteristics that hinder except "helps a friend only" received at least one check.

Relationships

The relationships characteristics that promote good group living on which there were the highest scores by all the students were "sympathy," "friendliness," "neatness," and "cleanliness." The one characteristic on which the score was low was "dresses with a sparkle"; this terminology was used by the students with reserve.

No characteristic that hinders in good relationships was checked by more than 9 per cent of the students, but all except "is a wet blanket" received at least one check.

Comparison of Ratings by Self and by Others

Under the characteristics that are conducive to good management, the students in scoring themselves tended to rate themselves lower than others rated them on the following characteristics: "leadership," "proficiency," and the "ability to think." For instance, in the 3 groups with whom the investigator lived, while only 7 per cent thought they themselves were "gifted leaders," 26 per cent of the others could identify gifted leaders in the group. While only 40 per cent scored themselves as "good thinkers," 66 per cent were scored by others as good thinkers. The same relationship is shown in the results from the 7 groups with whom the investigator did not live. There, only 11 per cent thought they were "gifted leaders," while 23 per cent identified others as gifted leaders.

Also only 34 per cent scored themselves as "good thinkers," while 77 per cent were identified by others as good thinkers. It was interesting also to find that no one student in any group scored herself as a "star performer," but 18 per cent of the 3 groups with whom the investigator lived and also 18 per cent of the other 7 groups scored others as being star performers.

Under the characteristics that promote good relationships, the students tended to rate themselves lower than the other students rated them in all characteristics except "sympathy" and "friendliness."

Under the characteristics that hinder good management and good relationships in group living, the students tended to describe themselves more often than the others described them as: "needs reminding," "just talks," "retiring," "self-centered," and "untidy." They described themselves less often than the others described them as "friendly to a select group."

It would seem students tend not to acknowledge some of their own superior characteristics, but to be most conscious of their undesirable ones.

It is believed that this instrument gives opportunity for the student to consider the importance of management and relationships in good group living and to recognize the characteristics that promote good group living. The counselor may be able to help the student in solving problems of personal adjustment.

"Individual Appraisal"

This instrument was scored at the end of the residence period by each student for herself and every other student living in the house at that time. The purpose was to determine, through these appraisals, the

areas in which there were evidences of strengths and weaknesses and student awareness of growth in ability while living in the home management house, in the hope that the individual would recognize the need for future effort in particular directions.

The appraisal was expressed in terms of the ratings, "sometimes," "usually," or "always," as to the degree to which each student felt she and other members of the group had used their ability to manage, to meet human centered goals, and to grow and develop in technical skills. In order to tabulate the findings, the investigator grouped the scores in the following manner:

Per cent of possible checks under "always"	Rating	Number of categories scored within this range
75 to 84	Excellent	4
65 to 74	Very good	14
50 to 64	Good	14
40 to 49	Fair	5

In the managerial process, the students recognized that they were not excellent, but had a certain degree of accomplishment, scoring themselves very good or good (Table XIX).

In the growth and development in technical skills while living in the home management house, the students recognized that they were not excellent in any techniques, were only fair in certain ones, but were very good or good in many skills.

In human centered goals, the students recognized a wide range in individual accomplishments, scoring themselves from excellent to fair.

Although this instrument is less unwieldy than many instruments of similar nature and purpose, it did not produce satisfactory results in measuring the degree of accomplishment of the student. Suggestion for revision are made below.

TABLE XIX

INDIVIDUAL APPRAISAL SUMMARY

(53 Students Living in Home Management Houses at the Woman's College of the University of North Carolina, 1953)

Rating*	The Managerial Process	Human Centered Goals	Growth and Development in Technical Skills
Excellent		Tolerance of physical conditions	84
		Real membership in family group	84
		Tolerance of social and national backgrounds	77
		Courtesy	77
Very good	Interesting and acceptable menus	Cooperativeness	72
	Willingness to listen to constructive help	Dependability	71
	Evaluation of own work	Adaptability	70
	Willingness to try to change	Addition of joy to living	68
		Social poise	67
		Tolerance of differences in personal abilities	66
Good	Sensitivity to the use and care of furnishings	Sensitivity to the needs of others	64
	Objective evaluation of others	Initiative	62
	Guidance of the activities of others	Interest in campus activities	60
	Records completed promptly	Tact in dealing with others	56
	Originality in the use of furnishings and decorations	Leadership	50
	Planning for the activities of others		
Fair		Interest in state conditions	47
		Interest in world affairs	41
		Flower arrangement	47
		Use of accessories	46
		Personal appearance	42

*Based on per cent of possible checks under "always."

Recommendations

Recommendations are made for changing the form of the three instruments. Since "Contribution to Group Living" is the only instrument with which there was experimentation with the use in counseling, recommendations for use in counseling are confined to this one instrument.

Form

On Instrument 1, "Home Management House Log," the students were asked to list the most significant experiences without any indication as to whether the experiences gave satisfaction or not. According to their explanation of the importance of the significant experiences, they usually did list satisfactory ones. The next thing they were asked to do was to list experiences which did not give satisfaction. Significant experiences can of course be satisfactory or unsatisfactory. It is suggested that the instrument be revised combining the two questions, and asking the students to list all significant experiences stating whether they did or did not give satisfaction and why they were important to them.

Instrument 2, "How Do We Measure Up," later changed to "Contribution to Group Living," has already been renamed, revised, and the instructions clarified. It could be further revised to make the individual statements of characteristics which promote or hinder good group living so clear that they do not need definition or organization for clarity.

On Instrument 3, "Individual Appraisal," each student tends to check "usually" for herself for each category; and the others tend to check "always" for her; the "sometimes" column is seldom checked. Since other attempts to get the degree of accomplishment through the terms:

very good, good, and fair, and though systems of weighting have failed, it is suggested that there simply be an opportunity to check yes or no for the various categories for which the individual is being appraised.

On Instrument 3, also, it is especially hard to appraise technical skills. The present form allows only for checking "some" and "a great deal" of growth and/or improvement. If the student was already very accomplished in technical skill when she came into the house, she could not have grown or improved much. It is suggested that the form be revised in such a way as to appraise both accomplishment and progress.

Counseling

After reviewing the development of the methods of using the evaluation instrument "Contribution to Group Living" with the groups with whom the investigator lived the following suggestions are made for future use.

The counselor must use discretion in deciding how to use the check lists and how to counsel each group. The size, and composition, and personalities represented in the group should be considered by the counselor in making her decisions.

When the check list is handed out, there should continue to be some explanation of the purpose of the instrument by the counselor. To make sure that the students have a common understanding of the terms used on the check sheet, definitions should be included on the check sheet, or the statements should be clarified. Opportunity should continue to be given for the students to add other characteristics.

Opportunity should always be given for group and individual counsel. It would seem to be a good idea to transfer the results from the original check lists to the summary sheet where the characteristics

are organized to show those which promote and those which hinder good management and good relationships in group living. This form of summary should be for the counselor's use in preparation for group discussion and/or for individual conferences. This form of the summary should not be presented to the students.

In group discussion, the emphasis should be on evaluation of the students as they are. In order to avoid being too personal, the counselor should lead toward discussion of characteristics that promote or hinder good group living and methods of cultivating characteristics that promote good group living. Group ratings should be presented orally as it makes for a more informal discussion.

In individual conferences, the counselor should guard against advancing more information and more guidance than the student requests. The counselor should avoid diagnosing and advising. The counselor may wish to help the student to think about how she fits into the group picture through discussing the group rating in generalities first. Then if the student asks to see her individual rating, the counselor should use discretion in showing it to her, carefully considering its possible effect upon the student. If shown to the individual student, the rating may be reported to her on a copy of the original check list where the characteristics are deliberately unorganized. The individual rating of each student by herself and by the others may be shown to the individual student. Or the rating of the individual and of the group may be combined on one page, and shown to the particular student.

Each student may wish to choose some characteristic for concentrated effort. The counselor should not suggest her doing so. If the student asks for suggestions, the counselor may make several and let

the student make the decision. These suggestions should include those that would allow for some evidence of growth during the remaining three weeks of residence.

Recommendations for Further Study

The investigator believes that periodic self-evaluation of the students while living in home management residence is desirable. A tangible means for a student to use in checking herself will clarify her own beliefs, her feelings as to personal and social development, and her ability to manage and will increase her conception of the importance of goals that have been set, even though it is impossible to measure aspects of personality, group relationships, or growth in techniques with exactitude.

The use of procedures and instruments for evaluating student growth have not always brought complete satisfaction to the teacher. This is true of the instruments that have been described in this thesis. However the belief is held that these instruments and the counseling related to them did promote the growth of students as a group through helping them see their abilities and their progress.

Minor suggestions for revision of the instruments have been made above. This could be done gradually by the counselors, or as a master's thesis. When the instruments have reached a more perfect stage in the judgment of the home management staff, they should be validated.

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APPENDIX

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APPENDIX A

Woman's College
University of North Carolina

School of Home Economics
November, 1953

Home Management Residence Log

Last Name

First Name

Though living in the home management house entails the use of much of your time and energy, you should not lose contact with your friends, the campus and the community. The following will give you an opportunity to evaluate your everyday activities and make suggestions for living together.

In order to keep in touch with campus activities, I have participated in the following since coming into the house (such as club activities, student government activities or any campus organization):

In order to keep in touch with community activities, I have attended movies, concerts, lectures, listened to news broadcasts or viewed television programs of local, state or national happenings as underlined.

I have done the following reading of general interest or relating to home management since coming into the house, in these magazines, books, newspapers and campus publications.

I have had personal contacts with various groups of people in and out of the house and discussed a variety of topics. One group discussion of particular interest or one that made a definite impression upon me is as follows:

In adjusting to life in the house I have had various new experiences, the most significant are:

1st Experience

Why important to me

2nd Experience

Why important to me

Others

Some experiences did not give me the satisfaction I would like to have had. They are:

From the above listings I would like to try again the following:

I would like to make the following suggestions concerning living here in the home management house.

Often there are problems that arise out of living which one would like to discuss with others. Such a problem as the following I would like to discuss at a house conference.

Sometimes Usually Always

Some A Great Deal

- C. Is she tolerant toward differences between people due to
 - (1) their abilities?
 - (2) physical conditions?
 - (3) their social or national backgrounds?
- D. In relation to community relationships
 - (1) Is she interested in campus activities?
 - (2) Is she interested in state conditions?
 - (3) Is she interested in national or world problems?

III. Growth and Development While Living in the Home Management House

- A. Has she used her abilities for growth?
- B. How much growth has she shown in managerial ability?
- C. How much improvement has she shown in standards of
 - (1) food preparation?
 - (2) food service?
 - (3) house care?
 - (4) bedroom care?
 - (5) equipment use and care?
 - (6) personal appearance?
 - (7) flower arrangements?
 - (8) using accessories?