

AN ABSTRACT OF THE THESIS OF

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-----Living in a Home Management House-----

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In this study the writer has developed a rating scale for girls living in home management house. The need for a rating scale rests in part in the large number of activities and the wide variety of experiences which the home management house provides. The need also rests in part in the double purpose more recently associated with home management houses, that is, emphasis upon human values as well as upon the development of skills.

The scale was developed after a careful study of the organization of home management houses as determined from the study of literature and from the writer's familiarity with the three houses at Oregon State College and the one home management house at West Virginia University. As the rating scale was designed specifically for use in West Virginia University, the organization of the home management house in that school was scrutinized carefully to see if it might be fairly comparable to the organization in other houses. A minor revision of the distribution of duties was made before the scale was completed. Thus basically the scale was constructed upon a framework of duties which is quite representative of home management houses.

For the development of the rating scale, other scales and rating devices were studied. It was decided for the purpose of this scale that a desirable form to use would be that of a linear continuum with scores ranging from five as the highest level of accomplishment to one as the lowest level of accomplishment. Furthermore, it was decided that to define each duty or activity included in the scale at three levels of accomplishment, the highly desirable level, the average level, and the level at which the accomplishment becomes unacceptable, would make for ease and uniformity in checking.

For the development of the rating scale, student assistance was sought. The students living in home management house the second semester at West Virginia University, a group of twenty-four seniors in Home Economics, helped to determine a desirable form for the scale. They helped analyze and break down the duties as organized into activities which could be rated separately. Twenty-one of these students rated themselves by this scale, used the scale as a basis for a conference with the supervisor, and made constructive criticisms. These suggestions were incorporated in the scale.

Finally the opinions of specialists were sought for the development of the rating scale. Twenty-four cooperators checked and returned the preliminary form of the scale, which had been developed with student assistance at West Virginia University. They evaluated each item in the scale on the basis of whether it was 1, "essential even for a much shorter abridged form of the scale," 2, "desirable and would be well to include in a complete scale but not in an abridged form," 3, "unnecessary but might clarify somewhat the standard recommended and might be worthy of inclusion in the more complete scale," or 4, "should be omitted from either..... scale." By analyzing the results of these appraisals, carefully considering the comments of the cooperators, and keeping in mind the objectives of home management house, the writer organized the rating scale.

The rating scale has been developed in two forms. Basically they are constructed alike, but in the abridged form that part dealing with the household duties has been shortened so that it includes half as many items as the more complete form. The two scales are comparable in scope. Each scale has a Part A which deals with evaluation of a student's level of accomplishment in each phase of each duty. Part A, as previously explained, is defined at three levels of accomplishment, but allows for a range of scores from five to one. Each scale has a foot note on each page of Part A which provides opportunity for a student to explain if she had an acceptable reason for failing to do highly desirable work in any area. Each scale has a Part B consisting of twelve points dealing with personality. Each page of Part B provides a key for interpretation of each of these characteristics at three levels of accomplishment although each is described at the highly desirable level only. Part B is also scaled permitting a range of scores from five to one.

Recommendations for scoring place approximately two-thirds of the weight of the final score upon household duties, and about one-third upon personality factors affecting relationships; that is two-thirds on Part A and one-third on Part B.

This proportion was considered desirable in that (1) co-operators considered Part B of great importance, (2) Part B is significant throughout the entire period of residence in the house rather than comparable to a single duty, (3) and while some might consider that Part B deserved more emphasis, these factors do to some degree influence the completion of the activities in Part A.

The more complete form of the rating scale is recommended for use of students to facilitate learning and to aid in self-evaluation ; for use of supervisors in evaluation, guidance, and grading ; for use of both student and supervisor as a basis for personal conferences following completion of a duty or the entire period of residence.

The rating scale was planned specifically for use in West Virginia University, may be used with slight adaptation in Oregon State College, and may be easily adapted to suit most home management house situations which provided for care of a small child.

THE DEVELOPMENT OF A SELF-RATING SCALE
FOR GIRLS LIVING IN A HOME
MANAGEMENT HOUSE

by

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THE DEVELOPMENT OF A RATING SCALE FOR GIRLS LIVING IN HOME MANAGEMENT HOUSES

CHAPTER I

INTRODUCTION

Home management houses offer numerous developmental possibilities in two major areas; first, in human relations and satisfactions, and second, in material and physical practices, achievements, and skills. The possibility for experiences in the home management houses are numerous. Almost every girl finds herself more skilled in some phases of the course than in others, more interested in some than in others, and with a different level of standards for some than for others. Specifically, she may be very much at ease with a small group of girls residing in the house, but timid and awkward when guests are present. Or she may be an excellent cook, a good foods manager, and have high standards of cleanliness in processes related to food preparation, but she may leave the laundry room and tubs in disorder, or know very little about child care. Thus she needs to appreciate that she has good standards and the necessary skill in handling food preparation, as well as to recognize her need for improvement in these other areas if her home is to be the

well-ordered home she would probably wish it to be.

Purpose of the Study

The purpose of this study, then, is to develop one or more forms of a rating scale which may serve as a device for helping each girl residing in the home management house in evaluating her standards, her progress, and her needs. The scale is also planned to serve as a device which will assist the supervisor in understanding each student. It is hoped that this will be accomplished through an objective analysis of the girl's practices within the home management house with regard to both the completion of each task and to those less tangible factors which involve human relationships. It is hoped that the scale may provide a summary of the course which may be used at least to some extent as a basis upon which a student may determine wherein she has achieved or has failed to reach accepted standards.

It is also the hope of the writer that this scale may be helpful to the student when it is used (after having been checked by student and supervisor) as a basis for a conference with the supervisor following the girl's period of residence in the house. Thus each student may not only evaluate her own skills and personality development, limited as she may be by her own standards, but she

may have the opportunity of personal guidance which will help her to see more clearly the significance of her greater assets, and ways in which she may improve in other areas. It is assumed that the supervisor using this scale will be keen in her observation and reasonably accurate in her interpretation as well as to be the type of individual who can confer satisfactorily with a student on a friendly and objective basis.

In undertaking the development of this rating scale, the writer is aware that there are those who feel that any rating scale is a "dangerous tool" and that it may discourage some, and also that it may tend to standardize one's thinking as well as one's work. She feels, however, that if a scale is carefully developed, and presented to students with stress upon growth, individuality, and cooperation, both between students, and between student and supervisor, it can make a real contribution to the home management house course.

CHAPTER II

THE DEVELOPMENT AND ORGANIZATION
OF HOME MANAGEMENT HOUSESDevelopment

Home management houses, now a generally accepted phase of the Home Economics program in colleges and universities, have had various purposes since the first two were established, one at Tuskegee Institute, Alabama, and one at Stout Institute, Menomonie, Wisconsin, in 1904 (15, p. 1). Some were considered model houses, some laboratories in which students demonstrated their "training and skills acquired in previously completed home economics courses," some stressed efficiency in household tasks (14, p. 1). By 1918 two schools had included the care of a baby in the house, thus beginning a new emphasis (15, p. 2).

More recently home management houses have been designed to serve a double purpose. First, human values or satisfactions and developments of members of the group are given consideration, and second, technological values, those which are a means to an end and which involve efficiency and production (18, p. 10; 8, p. 2). A group of teachers of home management in some of the leading Home Economics departments, published (1938), after a series

of conferences, the following definition: "Home management is planning, guiding, and directing human and material resources for the optimal development of individual members and the family within the home and in their relations with other individuals." The group interpreted optimal development of the individual to include "social, emotional, mental, physical, and spiritual growth." As resources they indicate "energy (human and mechanical); time; money; goods and services (public and commercial); health; former associations and experiences; capacities and abilities (potential and developed); habits of working and living; active interests; and attitudes of different individuals." (26, p. 8). Thus they interpret a broad conception of the present purpose of home management houses.

Organization

The organization of the houses varies in different institutions. Cameron (4, p. 9-12) found in a study of 49 home management houses and 34 institutions that the majority were housed on or near the campus, and the students did all or nearly all of the housework. Thirty-five of the 49 houses had full-time resident supervisors, 7 were supervised by staff members, and 7 by graduate assistants. The average number of students residing in

the houses was 5.95. And 10 of the 34 schools reported caring for a child in the house.

Organization of the Home Management Houses at
Oregon State College and West Virginia University

The writer has had an opportunity to become familiar with the organization of home management houses at Oregon State College and at West Virginia University. She has selected the houses in these two schools as a basis for her study because each house provides for care of a child, and in each school the course seems quite comparable to the average or middle trend in home management house organization and management. Therefore these houses would probably have practically all of the problems encountered in other home management houses, and most of the major experiences included in other houses.

Oregon State College

Oregon State College has three home management houses located two on and one near the campus. The optimum number of students residing in each house is six; therefore the division of duties is based on that number. In addition, each house has a baby and also a resident supervisor, who may be either an instructor or a graduate assistant supervisor. At times a foreign student resides

in one of the houses.

The organization of duties is as follows (23):

Housekeeper: The housekeeper cares for the second floor, hallways, the bathrooms, and the cleaning equipment used on second floor. She helps clear the table after meals, stacks dishes, dries and puts away glasses and silverware.

Assistant Cook: The assistant cook helps with the final preparation of meals, sets the table, waits on the table, answers the telephone and doorbell at meal time, cleans the shelves of the dish cupboard and linen closet, polishes silver, washes dishes, cleans the sink, refrigerator, and working surfaces in the kitchen.

Cook: The cook plans meals and orders food, checks orders, stores food, and prepares meals. She cares for the kitchen. She stores left-over food, keeps all bills, keeps food accounts, and summarizes food costs at the completion of her duty. She also serves as hostess.

Child Director: The child director is responsible for care of the child and for scheduling an assistant to care for him when she is away. She plans menus for the child, prepares his food, and cares for his dishes, dish cupboard, and food storage. She feeds the child, bathes him, dresses him, and puts him to bed. She keeps a record of his progress in development.

Laundress: The laundress washes, irons, mends, and stores all baby clothing. She launders bath towels and luncheon sets. She sends out, checks, and stores other house laundry. She and the housekeeper change all beds once a week. She replaces soiled linens with fresh ones. She is responsible for linen closets, laundry room, and laundry equipment.

Host: The host carries host responsibilities at the table, cleans first floor and basement, and cares for cleaning closets and equipment. She sorts mail and selects and arranges flowers.

All students cooperate by caring for their own belongings, making their own beds, answering the telephone and doorbell, caring for the baby when scheduled by the child director, and helping in the entertainment of house guests (10, pp. 6-8).

West Virginia University

At West Virginia University there is one home management house which is located near the campus. A house was leased until 1942 at which time the department purchased a dwelling. As this is written the house is being remodeled for use. It will accommodate six or seven girls, a child, and a resident supervisor. The former dwelling accommodated but five girls, a child, and a supervisor. The actual division of duties is therefore in the process of reorganization. A suggested division of duties for

the new residence preceeds the final form of this scale which is included later in this study. The following division of responsibilities is that which has been used in West Virginia and is similar to the organization at Oregon State College. It is described briefly here because it has been used in this study as the basis for constructing the preliminary rating scale.

Child Director: The child director is responsible for the baby's care, and for scheduling another student to care for him when she is away. She plans his menu, prepares and stores his food, cares for his dishes and dish cupboard. She keeps the nursery clean and orderly. She does the baby's laundry. She feeds, bathes, dresses, and puts the child to bed. She keeps daily records which she hands in at the completion of her duty.

Housekeeper: The housekeeper cares for the entire house with the exception of the dining room, kitchen, and nursery. She cares for walks, steps, porches, and cleaning supplies. She cares for the furnace (unless assisted by an N. Y. A. student) and keeps the basement clean and orderly. She purchases household supplies, flowers, and all articles not included in the food budget. She keeps accounts, and turns them in at the completion of her duty. She collects, lists, sends out, and checks laundry, and places fresh bed linens for girls to change their own beds. She acts as host, and because she will become the

next child director, she serves as first assistant to the child director.

Foods Manager: The foods manager plans, purchases, checks, and stores the food. She prepares meals, cares for left over foods, keeps bills and accounts, and summarizes costs at the completion of her duty. She serves as hostess. She keeps the kitchen clean as she works, and also cares for the refrigerator.

Assistant Foods Manager: The assistant helps the cook with marketing, final meal preparation, and in the care of the kitchen. She cleans cupboards, garbage cans, and stove. She mops and waxes the floor as needed. She launders the tea towels and dish cloths, and washes dishes after meals.

Dining Room Manager: The dining room manager cares for the dining room, sets and serves the table, launders all table linens, dries and puts away dishes, and cleans the silver. She may help get the meal on the table.

Each girl cares for her own belongings, makes her bed, answers the telephone and doorbell when near, cares for the baby when scheduled by the child director, and helps entertain house guests.

Oregon State College gives 5 term hours of credit for the course, and West Virginia University allows 3 semester hours or $4\frac{1}{2}$ term hours. The girls usually stay in the house about six weeks in the former school, and

approximately five in the latter. In both schools the course is required for graduation in Home Economics, and is planned for students who are in their senior year.

CHAPTER III

REVIEW OF RELATED LITERATURE

A survey of the literature was made to determine the extent to which research had included studies relating to the organization and management of home management houses and also to determine the types of measuring devices including rating scales that had been developed to set standards and evaluate students' efficiency and progress.

Studies which included data relating to these areas are briefly summarized.

Boyd (2) in 1943 studied family life practices of graduates in the School of Home Economics at Oregon State College from 1918 to 1922 and from 1930 to 1934. She asked questions to determine the extent to which her co-operators felt that the home management house should first be run on a higher or lower income level than when they were in college, second provide a close approach to a home situation, and third provide a situation in which girls may combine technical information and other training. She found that there was comparatively high approval of the income level represented when they were in college: only 12.8% thought it should be higher and 15% thought it should be lower. Eighty-five percent felt the home management house should provide a close approach to a home situation in which girls may combine technical in-

formation and other training.*

Brier (3) in 1940 studied home management houses for the purpose of planning furnishings for a house at Oregon State College. While the primary purpose of the thesis is not closely related to the problem of rating students, she has reviewed the organization and purposes of the house. She has accepted in her study the economic standard set forth by Cameron (4) when she planned a house costing approximately \$16,000. Brier's house furnishings budget was twenty-five percent of that amount.

Carter (5) in 1942 made a survey of household management practices of married graduates of the School of Home Economics of Oregon State College from 1925 to 1929 and from 1935 to 1939. Part of her findings relate to the value of the home management house course, as rated by these graduates (5, pp. 69-70). As a help in solving problems of home making, the course in home management house was rated of great importance by 53%, of some importance by 15.5%, of little importance by 5.5%, and of no importance by 2% of those who took the course. It was considered fourth in importance in a list of eight courses.

* Oregon State College has attempted to maintain a typical middle class standard, representative of the homes from which the girls come and consistent with the economic conditions of the country.

Carter (5, p. 79) also asked the question, "Have you found that living in home management house has been an aid to you?" She found that 75.5% of the 200 studied felt they had been aided, 7.5% felt they had not benefitted greatly from the house, and the remaining 17% either did not live in the house or did not respond.*

Another point in Carter's thesis (5, p. 80, appendix C 1) having bearing on this problem was the response to the question concerning the most valuable phase of the home management house course. Child care was checked by 45% and meal preparation by 20%. Others indicated that the most valuable phase was meal planning, living with others, time scheduling, management, budgeting, practical experience, routine methods of work, entertaining, coordination of all Home Economics work, marketing, scheduling of household tasks, gaining self-confidence and poise, meal serving, being hostess, and a combination of these. It would seem from the above list that any area may be of great significance to a particular student, depending upon her need.

Cameron (4) in 1939 developed recommendations for planning a home management house for Oregon State College based on a study of needs. She studied home management

* Home management house became a requirement for graduation from the School of Home Economics in 1927. Thus it had not been required of but may have been elected by the 1925 and 1926 graduates.

houses (4, pp. 8-12) at Oregon State College and at other institutions. She found that in the 34 institutions reporting, there were 49 home management houses, that the average value of the adapted residences was \$8,000, and that of houses built expressly for home management houses the value was \$13,555. The average monthly rent, where houses were rented, was \$63.

In all schools the girls resided in the house for the period of the course, which averaged 6.97 weeks. The average number of term hours given for this course was 3.7, and the average for semester system was 3.24 hours.

The houses varied as to type of heat provided. In 14 of the schools, houses were heated by a central heating plant, while two schools used oil, six gas, five coal, one central heating and coal, and one did not specify. Of the 34 schools reporting, 23 indicated that the girls did practically all of the housework, and the six reporting maid service averaged only 6.5 hours per week.

Of the 34 schools, 10 reported caring for a child in the house. The average age of the child at admission was 4.5 months.

Hedlund (9) in 1942 analyzed the needs of home management houses at Oregon State College with reference to kitchen utensils used in the planning, preparation, and service of meals for twelve. This number was speci-

fied as the desirable optimum for regular guest dinners (9, p. 11) to be served at one table.

Horning (10) in 1940 made an analysis of the time spent by home management house students. Her findings indicate that the students average more time on this course than is required at Oregon State College per credit hour, that the students spent on the average more time on household duties than did the Oregon non-country non-farm families of comparable constituency (10, pp. 23-24), and that this average for girls living in the houses was 5 hours and 12 minutes per day. Horning's study indicates the probable causes of variation from the usual household time expenditures. They are as follows: the high standards maintained in the houses, the students' lack of familiarity with kitchens and equipment, frequent changes in duties, more frequent entertaining, interruptions for classes and other school activities, and lack of previous experience with household duties.

She found that there was considerable variation among the duties as designated at Oregon State College. The cook averaged 7 hours and 5 minutes per day, the child director 5 hours and 50 minutes, the assistant cook 5 hours and 41 minutes, the laundress 4 hours and 42 minutes, the housekeeper 4 hours and 30 minutes, and the host 3 hours and 18 minutes. However, the favorite duties

of the students were child director and cook.

This study is an excellent preliminary to the present one in that it evaluates each duty in terms of time expenditure.

Lyle (11) in 1940 made a normative study of the growth and development of home management house infants. Her discussion (11, pp. 46-62) of the diet of the baby, of his sleep, of the baby's elimination, of his hours out of doors, of his health, and of schedule changes as factors which influence his growth and development indicates the importance of clearly defined standards of procedure for the child director.

Noer (22) in 1941 obtained the reactions of 22 alumnae and 40 seniors with regard to what had been valuable and what deficiencies were felt in the courses in Home Economics at West Virginia University. There was general agreement that the home management house experience was definitely helpful. The specific experiences listed as most important were in the areas of

1. Care of the baby
2. Management of time and energy
3. Food management
4. Money management

Sinnard (14) in 1942 made a study to determine the factors which influence planning and construction of a

home management house for the School of Home Economics at Oregon State College. As a basis for her study she evaluated objectives for the home management house by obtaining the opinions of cooperators from the Oregon State College Home Economics faculty and from graduates who had completed the home management house course in that school. The objectives and a brief summary to indicate the trend of the evaluation of each objective follows (14):

"Objective 1. The home management house should provide a close approach to the home situation in which girls may apply the technical information and training they have received in other courses."

The total responses of the cooperators showed a 95.6% agreement that this was a necessary aim for the home management house.

"Objective 2. The home management house should provide a place where girls receive guidance in personal problems including marriage and the home."

Of the cooperators, 37.8% considered this necessary, and an additional 44.4% felt it to be highly desirable though not necessary, making a total of 82.2%. Sinnard gives consideration to the comment of one of the faculty who said: "This would depend upon the person in charge of the house. Better not at all than poorly done."

"Objective 3. The home management house should furnish a situation where students get a concept of what constitutes a harmonious and agreeable home."

Though 86.7% considered this necessary and 8.9% more deemed it highly desirable, one faculty member's question of "Can it be done there?" might well be noted preliminary to this study. A more positive faculty comment to this same objective was "Harmony within the group is the most important factor in the whole situation."

"Objective 4. The home management house should train the students in good housekeeping."

Eighty-six and seven tenths percent of the cooperators considered this essential and another 6.7% felt it to be highly desirable.

"Objective 5. The home management house should train the students in good household management."

This objective was rated necessary by 97.8% of the cooperators, and as highly desirable by the remaining 2.2%.

"Objective 6. The home management house should train students in hospitality practices."

This aim was deemed necessary by 80.0% and highly desirable by 17.8%, though two comments, one specifying "on a simple scale" and one limit-

ing hospitality practices to the average entertainment of a specific income level, are interesting with regard to the present study.

"Objective 7. The home management house should provide a place where the students in child development course may observe the baby."

Forty-eight and nine tenths percent thought this to be necessary, 26.7% highly desirable, and 17.8% thought it should be included unless the provision would add to the cost of the house.

"Objective 8. The home management house should demonstrate good ideas in house planning and furnishing."

Eighty-two and three tenths percent considered this to be necessary and 13.3% more a highly desirable objective.

Subsequent to this point, "Objective 14" asked the question, "Do you think that the home management house should represent in planning, construction, and furnishing, the scale of living of a particular income group?" Responses showed that 76.5% of the cooperators favored a definite plan for reflecting a specific income level.

"Objective 9. The home management house should demonstrate the use of the very best household equipment."

Only 15.5% of the cooperators considered this necessary, 37.6% thought it to be highly desirable, and 17.8% felt it should be added unless it adds to the cost of the house.

"Objective 10. The home management house should provide a center of hospitality for the School of Home Economics."

Of the cooperators, 17.8% considered this objective necessary, 33.3% felt it to be highly desirable, and 28.4% would not have this an objective of the house. While it is discussed by Sinnard because of its effect upon housing, it is desirable for the purpose of developing a rating scale to note the extent to which the cooperators have approved of objective number 10. It would be possible to give some practice in hospitality, rather than to make it a large responsibility.

Closely related to this objective is the so-called "Objective 13" in which cooperators were requested to indicate what hospitality practices they would recommend for the home management house. These recommendations were for dinners and luncheons, with a total of about 12 to be served at one large table. Average numbers specified for teas, for parties to be served at small tables, for tray

luncheons, at outdoor parties, and at teas ranged from 16.9 to 26.1. It was indicated that the smaller group entertainments were preferred.

"Objective 11. The home management house should provide publicity for the School of Home Economics."

Total responses indicate wide disagreement as only 8.9% considered this objective necessary and 17.8% desirable, while 42.2% termed it immaterial and 13.3% would not include it as an objective.

"Objective 12. The home management house should give the students opportunity to further their own friendships."

Sixty percent considered this point either necessary or highly desirable, while 20% felt it to be immaterial and 20% expressed no opinion. The answers seemed to be based less on the desirability of this objective than on whether the students had sufficient leisure time in the house to make it possible.

Spike (15) in 1933 made an analysis and comparison of the finances of the two home management houses at Oregon State College from the year 1926-27 to 1931-32, inclusive. For the purpose of this study, the history of home management houses in general as well as of those at Oregon State College has been helpful in understanding

the stages of development through which the home management houses have passed.

Wasmuth (17) in 1938, studied the activities of eighteen students in their homes and in home management house. She selected seven characteristics which were used for a rating scale. These seven points are as follows:

1. To what degree does she express self-confidence in her work?
2. To what degree does she assume responsibility?
3. To what degree does she plan her undertakings?
4. To what degree does she make adjustments to meeting situations?
5. To what degree does she make personal-social contributions to the group?
6. To what degree does she make material-technical contributions to the group?
7. To what degree does she cooperate with members in the group?

These seven points were interpreted at five levels of accomplishment. The scale was to be used by the instructor in appraisal of her students. Both the points included and the organization of Wasmuth's scale were considered in the development of the writer's rating scale.

CHAPTER IV

THE CONSTRUCTION OF THE RATING SCALE

Part I. Construction and Evaluation
of the Preliminary Rating Scale

When the writer became supervisor of Home Management House at West Virginia University, the program for the house was planned and organized. The division of student duties was similar to that at Oregon State College, but because the house was smaller, accommodating but five girls, one child, and one supervisor, there were some variations in the division of responsibilities.

As a new supervisor, the writer was interested first to determine the values in the program as outlined, and second to attempt on the basis of her former experience to offer suggestions which might lead to improvement in organization. She attempted to be alert to the individual needs of the girls and to be analytical in order that she might best help them as individuals in home management house. With the help of constructive criticisms from each group of resident students and from the head of her department, the following changes which influenced the organization of the writer's study seemed to be desirable.

1. A minor reorganization of duties was needed to more nearly equalize the student load and to

cause less confusion at specific times.

An important change concerned that of hostess responsibility which had previously been a part of the specific program of Child Director. Because the time at which the baby might need attention was unpredictable, the hostess was occasionally busy with his care when guests arrived, or occasionally the hostess needed to be excused from the dinner table to attend to the child. It was also difficult at times for the Child Director if she also served as hostess to direct meal service because she had to be instructed by the foods manager as to what was to be served and also to plan with her for the type of service. Furthermore, guests tended to assume that the hostess had prepared the meal. Therefore, it was decided that the foods manager could more easily and more logically carry the hostess responsibilities.

2. A syllabus which would give a fairly complete outline of specific duties as well as to suggest methods for the completion of specific tasks was considered desirable.
3. Both supervisor and students had the feeling that an evaluation of the students' work necessitated

the consideration of so many factors that it was extremely difficult to be sure that each factor had been given fair consideration. These needs were met in the following manner:

A. A minor reorganization of duties was attempted and incorporated in a syllabus which defined duties, and gave numerous suggestions for methods of completing those duties satisfactorily. The syllabus also attempted to offer bits of inspirational home-making philosophy. As a guide for writing the syllabus, the writer referred to Oehler's syllabus (23) for home management house which is used at Oregon State College. A part of the West Virginia University syllabus, with specific definition of duties, is included in the appendix (Excerpts from a Syllabus for Home Management Laboratory, West Virginia University).

After the syllabus had been completed, the writer attempted to meet the problem of evaluating student achievement by constructing a rating scale which gave consideration to achievement in person-

ality as well as in work and work relationships.

B. In constructing the preliminary rating scale, three approaches to the problem were made. First, various rating scales and other literature were studied for the purpose of finding methods of organization and specific points which might be of value to the writer in constructing a scale. Second, student assistance was sought in the hope that the result would be an outgrowth of students' needs as they see them and not entirely a product of various supervisors' opinions of student needs. Third, conferences with staff members and contacts with the viewpoints of leaders in Home Economics, through both personal and literary channels, were used to give breadth of understanding to areas of home management related to living in the house. A detailed explanation of the development of this scale follows.

First Approach: Other Rating Scales and Check Lists

The following rating scales and lists were examined for suggestions as to organization, length, and scope:

1. Charter's home-making traits (21).
2. Charter's and Waple's list of teacher traits and trait actions (7).
3. Iowa State College rating sheet for students in home management house (8).
4. Minnesota check list for food preparation and serving (19).
5. Oregon State College form used for scoring personality traits of girls living in home management houses (24).
6. Rating cards used for rating foremen and men, Du Pont plant, Morgantown, West Virginia (25).
7. Rating scale for teachers of Home Economics, University of Minnesota (20).
8. Stanford University personal rating blank (1, pp. 272-273).
9. Terman's character and personality traits and trait ratings (16).
10. West Virginia University High School faculty, Suggested criteria for evaluation of eligibility for graduation from high school (27).

A study of the above scales and lists indicated that a device for measuring achievement might be any one of several types. Because of the use which was to be made of the writer's measuring device, it seemed desirable to select a method of measurement which would be simple to use, and at the same time serve as a basis for evaluating standards of home making as well as of personality.

Through a subjective analysis of the areas in which measurement was to be made, it seemed that all phases could be measured in terms of achievement or lack of achievement, and that these various degrees of achievement could be scaled or arranged along a linear continuum ranging from a high standard to a low standard or the level at which the lack of achievement becomes unacceptable. For practical purposes it seemed desirable to define the extreme ends and the mid point of the continuum or scale and to keep the range of variables within the limits of students' fluctuations with reference to achievement.

Although a scale of this type may be divided into eleven or more steps or intervals, it seemed that for the writer's scale a more simple form would be desirable; the five-point scale was therefore selected. In conformity with similar scales it was decided that the numerical value of 5 would be assigned to the end of the scale

OLD RELIABLE BOND
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which represents the highest achievement and a value of 1 to the end which represents the point at which the achievement becomes unacceptable.

The scales and lists studied were especially helpful in the development of a preliminary list of personality and other characteristics. The writer listed all characteristics or traits which seemed to apply to situations for home management house students and which were found in any of the above scales or lists. In this manner the writer compiled a preliminary list of personality traits. She then grouped all traits according to similarity of meaning and selected from those which through subjective analysis seemed to convey the most inclusive and clear meaning. Many of the related words were utilized to define or interpret the word used as a trait heading. Thus she compiled the personality or relationships portion of the preliminary rating scale.

Second Approach: Student Cooperation

The twenty-four girls cooperating in this study were typical college seniors, averaging about 21 or 22 years of age. These students who attended West Virginia University were enrolled for the home management house course during a given semester and attended a discussion class, which met for one hour a week throughout the entire

semester. Therefore it was possible for the writer to keep in regular contact with these girls, although throughout the semester they resided in the home management house in small groups, four groups of five girls each and one group of four girls.

The students were asked early in the term if they wished to assist in the development of a self-rating scale which was to be used in the home management house. Six girls volunteered to serve on an original committee. This group, assisted by the writer, attempted to analyze and break down each of the main home management house duties into simpler parts, or a group of activities which make up the main duties.

When this had been carefully done, all twenty-four students enrolled for the home management house course and the supervisor discussed possible forms for the scale. The students showed preference for a type of scale which interpreted each part of each duty at three levels of accomplishment, first a highly acceptable level, second an average or acceptable level, and third a low level which would be the highest unacceptable level. Students also indicated a preference for a five-point rating scale. They considered the three levels defined to be too far apart for careful rating, and they thought a scale with more than five divisions might be very time

consuming to rate and interpret because of the numerous lines of demarcation.

The students who cooperated also considered that it was highly desirable to have some means of indicating the degree to which a reason was acceptable or not acceptable if a task was omitted or poorly done. The volunteer committee of six girls and the supervisor discussed several possible methods, and then presented the problem to the entire class for their consideration. The students felt that the method used in the preliminary form of the scale might prove satisfactory. (See appendix, pp. xvi-xvii for a sample of the form used in the preliminary scale.)

Having secured student suggestions, the writer attempted to interpret each of the home management house duties as outlined in the syllabus on the three levels of accomplishment which have been indicated above, and to incorporate the plan for evaluating any reason for doing less than acceptable work. This part of the scale required considerable time, and therefore was completed rather late in the term. Thus only two groups, or ten girls, could use the typed preliminary form of the scale while they were residing in the house. Nineteen of the twenty-four girls volunteered to rate themselves by means of this preliminary scale and to use these ratings as a

basis for a conference with their supervisor. As a result of this experience with the scale, students made suggestions. The criticisms were handed to the supervisor in a sealed envelope to be opened after all grades were reported. Twelve of the nineteen girls gave written suggestions, and seven more made verbal suggestions. Two examined the scale and made verbal suggestions but did not have conferences. The remaining three failed to cooperate in this part of the study.

The suggestions offered by the students may be briefly summarized as follows:

1. All of the 21 girls cooperating considered that there was a need for a rating scale.
2. About three-fourths of the students considered the preliminary scale to be too long.
3. Many of the students indicated specific points in which there seemed to be little difference between the high and the acceptable levels.
4. Several of the students made a definite statement that Part B, which refers to the reason for doing a task less well than it might have been done, was necessary. A few indicated that this part was a little difficult to score, but some such provision needed to be made.
5. All of the students felt that the most desirable

time to become acquainted with the scale would be as they entered the house.

6. Several of the students made specific suggestions indicating items which might be clarified, or standards which they questioned. These suggestions all received careful consideration and most of them were incorporated in the preliminary rating scale which was sent to the cooperators who were all specialists in some phase of home management.

Third Approach: Contacts with Leaders in Management

Leaders in Home Economics administration, outstanding specialists in management, and home management house supervisors have contributed to this part of the study through their interest and encouragement, through their suggestions and criticisms, through their cooperation in checking the preliminary scale, and through their assistance with its final organization. A detailed explanation of the types of contacts and the outgrowth of these contacts follows.

Conferences:

The writer found it possible to have personal conferences with a number of Home Economists interested in home management houses.

1. Noer (46). Following the first semester at West Virginia University, the writer discussed with the head of her department the successes, the problems, and the needs of the girls in the home management house. Although Noer did not suggest that the writer develop a rating scale, she did indicate that she thought there was a great need for the students living in home management house at West Virginia University to have some method of evaluating their standards and their needs. This indication of a need for some method of evaluation she did not wish to apply to seniors only, although the home management house course is now required in the senior year. Her hope was that if students could be made more aware of their needs earlier in their college program, they might be better prepared for responsibility after graduation. Thus if the home management house course might help interpret and evaluate each girl's development more fully, it might be desirable to transfer the course to the junior year.

The development of a tool or scale and

the application of that device for the self-rating of students seemed desirable to the writer. She therefore initiated the work on the scale, as has been explained in approaches one and two.

2. Brandon (29). The writer conferred with the professor in charge of her major regarding the feasibility of a rating scale. She was interested in the problem, approved the preliminary work, and offered suggestions which were incorporated in the evaluation of the scale.
3. Prentiss (48). Prior to the evaluation of the preliminary scales, which was made by the cooperators, the writer conferred with the department head who had had a major part in making decisions regarding the home management houses at Oregon State College. She offered encouragement and suggestions that were incorporated in the study. She also assisted in testing the form used for the appraisal of the preliminary scale.
4. Wilson (53). The writer conferred with the

research specialist in housing and household administration concerning the problem of organization of the scale. This reorganization involved both reducing the size of the scale to eliminate bulkiness, and the reorganization of the points included to facilitate simplicity in checking. Not only was Miss Wilson interested in the study but she offered many valuable suggestions as to major emphases and approaches to the problem of condensing the rating scale.

Personal contacts other than conferences:

More incidental contacts with other Home Economists (31, 34, 38, 45, 52, 55) interested in management brought out the following points:

1. A rating scale suitable for use in the home management house is generally considered to be needed.
2. A rating scale would be helpful to both students and supervisor if one were adapted to the needs of both.
3. A rating scale would need to consider general growth or progress and also provide freedom for individuality in expression.
4. A rating scale could tend to make the super-

visor aware of a greater number of factors influencing the performance and attitudes of each student.

5. A rating scale should be an aid to, and not a substitute for, the supervisor's understanding of each student, her interests, and her background.

Cooperators' Appraisal of the Preliminary Rating Scale:

The cooperators for this part of the study were selected first with regard to their interest in the work of home management houses, second with consideration for their experience with home management houses, and third with an effort to include those who represent different aspects or emphases in the area of home management. With but three or four exceptions, all of the cooperators either are or were at one time resident supervisors of home management houses. These persons who were mentioned above as exceptions have served as heads of departments which included home management house supervision.

Ten of the cooperators are home makers or have had experience as home makers within their own homes. Four of the cooperators have close contact with home makers. At the time this study was made they were serving as home demonstration agents or as extension specialists.

The cooperators have had contacts with different schools and different localities, both through their present or former positions, and through the schools in which they have studied. Some of the schools represented are Buffalo State Teachers College, Cornell University, Iowa State College, Missouri State College, Oregon State College, Pennsylvania State College, Plattsburg Teachers College, Pomona College, Syracuse University, University of Maine, University of Minnesota, University of Wisconsin, and West Virginia University.

Before the preliminary rating scale was sent to the cooperators, it was reorganized to provide a means of checking each idea, word, or concept included in the scale. The duties and relationship or personality aspects of the scale had been defined at three levels of accomplishment, as explained previously. The part of the scale which included the duties was called Part A, that which related to the reason for failing to do a task, Part B, and that which dealt with the personality or relationships aspect was termed Part C. Throughout all parts of the scale the highest level of accomplishment was broken down so that each small detail which was included in a duty or trait might be considered by the cooperators and separately appraised. Each cooperator was introduced to the problem by a letter of explanation. In this letter

they were asked to study the rating scale carefully, and they were requested to evaluate each item in the scale by placing each in one of four classifications, as follows: first, those items which were considered essential for any rating scale, complete or abridged; second, those items which were desirable for an abridged scale but essential for a complete scale; third, those items which were unnecessary for either but might clarify a complete scale; or fourth, those items to be omitted altogether. Space was provided for suggestions and frank criticism. The two forms of the final scale were suggested to co-operators because it seemed probable that having two forms might make the results usable in a greater number of situations. (For the sample of the preliminary form and the instructions sent to co-operators, see appendix, pp. xvi-xxiv.)

Twenty-five copies of the scale were distributed to the co-operators for their evaluation and twenty-four responded. The general trend of the replies to this study indicated an active interest in the problem. Although no specific question was asked the co-operators with regard to whether they considered there was a need for a rating scale, twelve of the twenty-five co-operators volunteered statements in which they indicated that there was a need for a rating scale for girls living in home

management house. An additional eight made statements which indicated that they considered a rating scale desirable. Three made no statements indicative of their personal reactions, but implied their sanctioning of this type of study by carefully evaluating all items and returning the scale. One Home Economist who was requested by the writer to cooperate in the study returned the forms unchecked, explaining that she did not consider any rating scale a desirable device for home management house. One management specialist had not replied at the completion of the study.

TABLE I

COOPERATORS' REACTIONS REGARDING THE NEED
FOR A RATING SCALE FOR GIRLS LIVING
IN HOME MANAGEMENT HOUSES

Forms sent to cooperators	25	100
	Number	Percent
Cooperators indicating a need for a rating scale	12	48
Cooperators indicating that a rating scale was desirable	8	32
Cooperators responding by checking the scale but made no statement as to its desirability	3	12
Cooperators considering a rating scale undesirable	1	4
Cooperators failing to respond	1	4

The cooperator who did not approve of the rating scale technique explained that she had "come to the conclusion that the type of material ... (proposed in the scale) is not an effective teaching tool and actually defeats its purpose." She fears that such a scale would place the emphasis on the particular job rather than upon the means to a worth-while end, that the students might tend to accept the standards set without thinking for themselves, and that it "releases the instructor from the necessity of learning to really know her students so she can teach them as individual persons using subject matter for its own sake with no consideration for the individual learner." This point of view bears consideration because it tends to reemphasize the point of view that a supervisor would need to be interested in her students as individuals in order to be an effective supervisor whether she used a rating scale or not. It might also imply that there would be danger in placing too great dependence upon a result obtained from any form, to the exclusion, that is, of personal guidance.

For part of the remainder of the study the conclusions reached regarding the development of a rating scale for girls living in a home management house will be based on reactions of the twenty-three persons who cooperated by checking the preliminary rating scale. Part of the

remainder of the study will be based on the conclusions of twenty-two cooperators, as one of the cooperators did not have sufficient time to check the entire scale.

Part II. Revisions for the Rating Scale

Revision of Part A

The first step in the organization of the more complete form of the rating scale for girls living in home management house was to tabulate and interpret the data collected from the twenty-three cooperators. Each item on each form was tabulated on a master sheet which provided space for the comments concerning each item. Thus the writer could evaluate the numerical interpretation of each point in light of the comments as she selected and eliminated items for the scale. She found that many factors influenced her decision. These are summarized below:

1. One factor to which she gave considerable weight was the number of cooperators who considered any item "essential." Few items were included in this scale which were not considered essential by at least fifty percent of the cooperators. This interpretation is at variance with the original plan for evaluating the cooperators'

scoring. "Essential" was explained as "absolutely essential even to a much shorter form of abridged scale." However, the writer found much greater agreement on "e" than on any other classification (d, desirable; u, unnecessary; o, omit), and that many of the cooperators considered almost all items of the scale to be essential. Therefore the only way it could be reduced appreciably in length seemed to be to construct the scale on the basis of frequency of essential ratings.

2. The second consideration in interpretation of data concerned specific items in which two or more phrases seemed to a number of cooperators to express the same or very similar meaning. As one cooperator might prefer one phrase and a second would prefer the other phrase or phrases, there seemed to be agreement that there was some repetition which should be eliminated. The writer then attempted to use the more popular phrase or phrases in her explanation of the item even though there might be either less than or more than fifty percent agreement on both. An example is under "Sleep" in which the phrases "planned for regularly" and "at scheduled time" repeated the same or a similar idea. As a

slightly greater number of cooperators preferred "planned for regularly," this phrase was used.

3. The third consideration was the classification made by the cooperator. For example, if one item was considered "essential" by eleven of the cooperators and "desirable" by twelve, it received greater consideration than if it was classified "essential" by eleven, "desirable" by two, "unnecessary" by five, and "omit" by five.
4. The fourth consideration in the interpretation of data was that given to comments. A comment often clarified a cooperators point of view so that numerical data received different consideration. For example, one cooperator marked "small baby's position changed frequently" as "o" because she thought "occasionally" was a better word. Another marked the same item "e" because position is important to consider, and made a similar suggestion as to change of wording. When comments gave a different interpretation to numerical marking of data, comments were given precedence.
5. The fifth consideration was for the background and experience of cooperators. For example, an equipment specialist's suggestion regarding care

of equipment was incorporated in the rating scale even though it was made but once, for it seemed to the writer an important item she had overlooked, and one which others would be likely to approve if it had been called to their attention.

6. The sixth consideration was that standards in home management house, which is a Home Economics laboratory, might be higher than in a home situation. One cooperator stated that "as the student will be inclined to lower rather than to raise her standards" high standards should be taught. On the other hand, the cooperators have emphasized the danger in over-use of such words as "properly," "correctly," "efficiently," and "correct standards" in that they imply inflexibility of standards. Furthermore, standards which are pre-defined at a level which is too high may be discouraging to the student.

The writer has attempted, therefore, to arrive at a level of accomplishment which would be reasonable to expect of Home Economics seniors in a learning situation and at the same time to set a level which would not tend to emphasize housekeeping to the exclusion of home making. This standard is meant to be one which allows

time to gain some appreciation of the contributions which can be made by books, music, art, and everyday human relationships to the satisfactions of family living as well as to gain satisfaction from household tasks well done.

7. Consideration was given to comments regarding the length of the scale, for the cooperators generally considered it to be long. As the writer has indicated earlier, effort was made to make the scale shorter and more compact. Furthermore, the scale was planned so that that part relating to one duty might be given to a girl at one time and that relating to another duty at another time. Thus the scoring might be done at intervals throughout the student's residence in the house, and would not give the impression of being too long.

Revision of Part B

Part B was scored and interpreted similarly to Part A. While the numerical interpretation indicates that the majority consider this section of the scale to be either "essential" or "desirable," the comments have offered suggestions which have been incorporated in the rating scale. In general, the comments may be summarized

as follows: First, there is a need for some provision for understanding the reason for a student's failing to do very highly acceptable work. Second, the form suggested tends to give too much weight to the reason, often tending to reduce a fairly high accomplishment score, as, for example, a score of 4, by averaging it with that level connoting little or no reason for having done less than a score of 5 would indicate. Third, the fact that a certain job is poorly done or not done and that the student has not had the experience of successfully completing that job is not changed by the reason. That is, her experience remains limited in spite of the reason. Fourth, if this type of provision could be included so as to explain unusual instances only, and its interpretation not placed on a numerical basis, it might be of real value.

With these comments in mind, Part B was included not as a division of the scale, but as a foot note providing space for indicating the number of any activity a student feels she would have done at a higher level of accomplishment if she had not been prevented by an acceptable reason. Below this foot note is also space for indicating what that reason is. This part of the scale may be helpful to both student and supervisor in conference, and the reasons indicated may help the supervisor to interpret the score.

Revision of Part C

Cooperators considered Part C, which deals with personality and relationships characteristics, to be of great value. Throughout the comments they emphasized the need for including these personality factors. Cooperators considered these necessary (1) for making a more complete evaluation of a student's experience in home management house, (2) for helping the supervisor in personal guidance of students, and (3) for helping students themselves to become aware of the importance of these less tangible factors involved in everyday living.

The procedure used for revising this part of the scale was similar to that used for Part A. However, as there was less agreement which provided for elimination of items on the basis of numerical interpretation of data than in Part A, greater weight was given to cooperators' comments and suggestions for combination of items. One cooperator indicated a plan for grouping related personality traits and interpreting them from the standpoint of activities related to successful family living. This suggestion has proved especially helpful in the development of this part of the scale.

Part B of the preliminary scale has been simplified and combined with Part A. Therefore the revised

form of Part C, dealing with personality and other factors effecting personal relationships, will be referred to as Part B.

In addition to suggestions which were the outgrowth of the cooperators' evaluations, the writer gave consideration to the conclusions reached by the conferences with teachers of management as set forth in the U. S. Office of Education report (26, pp. 22-23). Two of these conclusions which were of special significance throughout the revision of the scale are:

- "2. The standards set for achievement, to be meaningful to a given group and to result in the acceptance of these as their own, must be standards they see as worth while and as feasible of attainment.
- "3. Since home management ability involves the weighing of values and the making of decisions, experience in decision making based on the weighing of values is essential to the development of managerial ability."

Revision of Duties

The revision of duties is important in that it forms the framework upon which the scale is constructed. As was explained earlier, the preliminary scale was based

on the division of duties at West Virginia University. It was also mentioned that there had been some changes in the division of responsibility, and that the change of residences this coming year would allow for six students rather than five, as formerly, to reside in the house at one time and would necessitate additional changes.

The duties decided upon are as follows:

1. Child Director
2. Laundress
3. Dining Room Manager
4. Assistant Foods Manager
5. Foods Manager
6. Housekeeper

The primary changes involved in redividing the responsibilities were, first, to group all duties connected with laundering or sending household linens to the commercial laundry and assign these duties to the laundress. Second, minor changes in other duties seemed advisable after this shift of responsibility. The division of duties now incorporated in the scale will also be incorporated in a later revision of the syllabus. This division is in keeping with comments made by cooperators who, in checking the preliminary scale, indicated that certain tasks might be assigned to another duty.

Although this division of responsibility is planned for West Virginia University, it is similar to that used in other institutions. It is worked out on the basis of six resident students, which Cameron (4, p. 11) found to be the average number in the 49 home management houses whose organization she studied. It closely approximates the division of duties at Oregon State College.

This division gives greatest weight in scoring to the duty of child director. Two cooperators commented that this emphasis was desirable in that Home Economics provided less experience elsewhere in the curriculum in the area of care of a small child. Second greatest weight in scoring is given to foods manager. These emphases are partially in keeping with the Horning (10, p. 82) time studies. She found that girls living in home management house at Oregon State College spent the greatest amount of time on the duty of cook, and the second highest amount of time on child director.

The number of items to be given numerical value in scoring is more nearly equal for the other four duties.

Part III. The Rating Scale

The rating scale for girls living in home management house, with directions for scoring, follows:

A Rating Scale for Girls
Living in Home Management House

Part A

This part of the scale is divided into sections representing the division of duties in the house. Under each duty is a list of activities which are interpreted at three levels of accomplishment representing the standard or very highly desirable level, the average or moderately acceptable level, and the low or the level at which the work becomes unacceptable. Although defined at three levels, it is possible to make finer distinctions by indicating any values on the scale from five to one, five referring to the highest standard and one to the lowest. To score this part of the test, place the number representing the standard most nearly met in the column at the right provided for the score. For example, if one were rating an individual on her dish-washing standard and considered her work above average but below the highest standard indicated, she would place a "4" under "Score" and opposite the item to which this score belongs.

This part of the scale makes provision for indicating the reason that a job is below the highest level of accomplishment. If an activity is below "5" because of

an acceptable reason, that reason may be stated in the space provided at the bottom of each page. These reasons may be used in interpreting the score.

CHILD DIRECTOR

5	4	3	2	1	*SCORE
<u>A. Care of Nursery</u>					!
1. Room kept clean and attractive by using good management and working quickly.	Room reasonably clean and attractive; work fairly well managed.	Room often unattractive or unclean. Work not planned or completed.			!
2. Shelves, closets, table tops, drawers and drying rack kept clean and neat.	Usually kept these areas clean and neat.	Frequently neglected these areas, allowing them to become untidy or unclean.			!
3. Baby's bed made correctly, kept fresh and clean, with bed clothing well selected for warmth and attractiveness.	Bed changed too infrequently to be well made and fresh. Bed clothing usually appropriate.	Baby's bed not changed often enough to keep clean, and made carelessly.			!
4. Light adjusted correctly for baby's eyes and activity.	Lights usually suitably adjusted.	Shades neglected during day and electric lights left on when not needed.			!

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

5	4	3	2	1	*SCORE
5. Room temperature kept at 68-72° during cool weather and as cool as possible in hot weather. Room kept sufficiently warm at night.	Temperature usually right, room occasionally too warm or too cold.	Temperature frequently too low or too high without attempt at correction.			1 1 1 1 1
6. Fresh air provided by airing room daily and opening window at night when not too cold.	Room occasionally not aired or window not opened at night when weather permits.	Fresh air seldom provided; room often stuffy.			1 1 1 1
<u>B. Care of Child's Food</u>					
1. Formula prepared accurately well before it is needed and stored compactly in sterile covered bottles in refrigerator.	Formula prepared accurately, but occasionally preparation had to be hurried to have bottle ready.	Formula carelessly or irregularly prepared, or not ready when needed.			1 1 1 1 1
2. Other food stored to keep sanitary in refrigerator.	Other food not promptly stored, but covered.	Other food carelessly left out of refrigerator, or left uncovered.			1 1 1
3. Bottles and nipples rinsed in cool water soon after use. Once a day washed, rinsed, sterilized, and stored to keep sanitary.	Bottles and nipples rinsed, washed, and sterilized, but allowed to accumulate or stored improperly.	Bottles and nipples carelessly washed and sterilized, or not stored to keep sterile.			1 1 1 1

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

5	4	3	2	1	*SCORE
4. Other dishes used for child washed, stored, and kept orderly in kitchen.	Dishes left out of place in the kitchen or left in child's room before being washed and stored.	Dishes allowed to accumulate and washed and stored improperly, or left for another to do.			
C. Schedule and Care of Child					
1. Child fed on time with food of correct temperature. If possible adjusted intake so that child ate neither too slowly or too rapidly. "Burped" him after bottle while he was small. Kept him comfortable.	Child usually fed regularly. Food offered at correct temperature. Failed to anticipate adjustments for rate of intake. Usually burped child and kept him comfortable.	Child fed somewhat irregularly, without due consideration for temperature or child's comfort.			
2. Water of suitable temperature provided regularly.	Water of acceptable temperature provided with occasional suggestion.	Neglected to provide water, or was careless of temperature.			
3. Bath given on schedule in carefully tested luke-warm water. Equipment ready for bathing and dressing child. Child bathed thoroughly, patted dry, oiled or powdered*, and dressed comfortably.	Bath usually on schedule in apparently comfortable room. Most of equipment ready. Child bathed thoroughly and well cared for after bath, but with little skill.	Bath irregular, equipment not properly assembled, and child handled without due regard for his comfort or safety.			

*Powder has been questioned more frequently than oil, but because in special cases doctors have recommended powder, a choice was given in the scale

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

5	4	3	2	1	*SCORE
4. Suitable play and social development provided daily.	Play usually provided with some knowledge of child's needs.	Play neglected, or treatment not suitable for his age and development.			!
5. Child put in suitable place for sleep at scheduled time. Rest not interrupted except in necessary cases. Always kept child comfortably warm. Small child's position changed occasionally.	Sleep usually planned but sometimes plans ineffectively carried out so as not to be conducive to rest. At times change of position neglected, or covers occasionally not right.	Sleep not scheduled or interrupted for child director's convenience. Carelessly dressed or covered. Change of position neglected.			!
6. Child kept dry, clean and oiled. Used good judgment in changing during rest periods. Rinsed soiled diapers before placing in hamper.	Usually kept child dry, thoroughly clean, and comfortable, seldom disturbing sleep needlessly. Rinsed soiled diapers before placing in hamper.	Allowed child to remain wet, omitted oil, failed to clean completely after b.m., or failed to rinse soiled diapers.			!
7. Fresh air and sunshine provided daily with discretion. Took no risk.	Fresh air and sunshine usually provided when weather permits. Took no risk.	Fresh air and sunshine neglected or risk taken.			!

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

5	4	3	2	1	*SCORE
8. Record sheets kept accurately. Assistant scheduled ahead of time.	Records fairly complete, and assistant usually scheduled before needed.	Records neglected; assistant frequently not scheduled.			1
9. Child observed closely as to health and any symptoms of ill health reported promptly.	Noted and usually reported significant physical development.	Indifferent to physical condition or reported inaccurately.			1
10. Guests welcomed, but good of child considered above interest of guests.	Usually cordial to guests, and child's welfare seldom sacrificed for their pleasure.	Child's welfare neglected to show him off. Guests treated rudely.			1

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

LAUNDRESS

5	4	3	2	1	*SCORE
A. Care of Child's Laundry					
1. Diapers soaked in cool water, washed thoroughly with mild soap, rinsed until water is clear. Hung outside if possible. When dry, folded and stored neatly. Clean supply always provided.	Diapers given good care in laundry, but at times folded and stored carelessly or supply allowed to become dangerously low.	Diapers carelessly laundered, left to accumulate unfolded, or supply allowed to become exhausted.			!
2. Other clothing washed as needed. Due regard given to proper treatment of fabrics. Judgment used as to what needs ironing.	Somewhat careless of fabrics in laundering and ironing. Made unwise decisions as to what to iron.	Careless of fabrics, and neglected ironing.			!
3. Hamper kept fresh and clean.	Hamper allowed to become too full.	Hamper allowed to over-flow or left uncleaned.			!
B. Care of Linens					
1. Table and kitchen linens laundered carefully; soaked and stains removed if necessary.	Linens laundered as needed; occasionally overlooked stains; or some unnecessary accumulation.	Linens laundered carelessly, stains not removed, or fresh supply allowed to run out.			!
*If an activity is not scored "5" because of an <u>acceptable reason</u> , indicate here the number of the activity and the reason or reasons for failing to perfect that activity.					

5	4	3	2	1	*SCORE
2. Linens ironed according to highly acceptable standards depending upon use. Folded correctly and put away when dry.		Occasionally linens hurriedly ironed, incorrectly folded, or left out.		Linens poorly ironed, frequently folded incorrectly, and left out.	!
<hr/>					
C. Care of Laundry Sent Out					
1. Sheets and pillow cases placed for girls to change own beds before they were made.		Fresh linens occasionally neglected until some beds were made.		Fresh linens neglected repeatedly.	!
2. Collected laundry, made complete list, and called laundry early. Checked with list when it was returned, and stored neatly.		Laundry occasionally inaccurately listed or checked, sent late, or stored irregularly.		Laundry not listed, not sent, not checked, or carelessly stored.	!
<hr/>					
D. Care of Laundry Room					
1. Machine and other equipment properly cared for, and laundry always left clean and orderly.		Laundry room left in fair condition; equipment usually properly cared for.		Laundry left in poor condition and equipment neglected.	!

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

DINING ROOM MANAGER

5	4	3	2	1	*SCORE
A. Care of Room					
1. Room clean, attractive, and conveniently arranged; floor swept after each meal if necessary; kept floor and furniture dusted and polished.	Room usually clean and convenient. Floor swept when need becomes apparent; floors and furniture usually dusted.	Room unattractive and unclean. Floors and furniture frequently neglected.			
B. Serving the Table					
1. Appropriate linens selected, used in rotation, and stored neatly, keeping carefully folded.	Linens usually appropriately selected, and storage kept fairly neat.	Used poor judgment in selection of linens, or storage untidy and unclean.			
2. Table set on time and met requirements of menu.	Table set early enough to avoid inconvenience, and usually met requirements of the menu.	Table setting delayed meal, or requirements of menu frequently over-looked.			
3. Table served graciously, inconspicuously, according to acceptable standards, alert to needs of all. Met emergencies well.	Table served fairly efficiently and generally in compliance with accepted rules. Responded to needs expressed by another.	Table served carelessly or with little knowledge of accepted rules.			

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

5	4	3	2	1	*SCORE
4.Centerpieces attractive, appropriate, and commensurate with budget.	Centerpieces usually attractive, but not always interesting, appropriate, or commensurate with budget.	Indifferent to centerpieces, or unduly indifferent to cost.			!
<hr/>					
C.Dishes and Other Tasks					
1.Dish and silver thoroughly rinsed and dried or drained. Storage kept clean and conveniently organized. Silver kept polished.	Dishes and silver rinsed and dried, but silver polished only occasionally or just before it is needed. Storage clean but poorly organized.	Dishes and silver treated carelessly as to cleanliness, or storage. Silver seldom polished.			!
2.Assisted during meal by answering telephone and doorbell inconspicuously. Showed discretion in calling girls from table.	Answered telephone or doorbell, but showed less consideration for person calling or for family.	Was rude to either person calling, to family, or failed to deliver message.			!

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

ASSISTANT FOODS MANAGER

5	4	3	2	1	*SCORE
<u>A. Food Purchasing and Preparation</u>					
1. Carried her share of work, planning with cook. Worked efficiently, observing needs and contributing help where needed, including help with marketing and preparation of vegetables.	Usually planned ahead with cook. Worked fairly efficiently, but needed considerable direction as to what to do.	Failed to work cooperatively with cook, or almost always needed help and direction with her share of the work.			
<u>B. Care of Kitchen</u>					
1. Kept working surfaces cleared and dishes washed for cook.	Usually kept work surfaces and dishes clean for cook.	Failed to assist cook by keeping dishes and work surfaces clean.			
2. Maintained high dishwashing standards of efficiency and cleanliness. Cleaned sink and work surfaces before leaving work. Kept towel racks neat.	Dishes washed with high standard of cleanliness, though sink, work surfaces, and towel racks sometimes neglected, or procedure used inefficient.	Dishes not always clean or rinsed, or work surfaces, sink and towel racks cluttered or messy.			
3. Kitchen floors swept after each meal; wiped up and waxed as needed.	Kitchen floor swept, wiped up, or waxed when need became clearly apparent.	Kitchen floors neglected, even when need was very apparent.			
*If an activity is not scored "5" because of an <u>acceptable reason</u> , indicate here the number of the activity and the reason or reasons for failing to perfect that activity.					

5	4	3	2	1	*SCORE
4. Kept cupboards and open shelves clean, fresh, and well organized. Planned with group and did her share of special cleaning.	Kept cupboards and shelves quite clean, but neglected organization or some of special cleaning.	Allowed cupboards to become unclean and poorly organized. Disregarded special cleaning.			1 1 1 1 1
5. Stove kept thoroughly clean and wiped off after each meal.	Stove frequently brushed off, but seldom thoroughly cleaned.	Neglected stove, allowing foodstuffs to burn or collect in burners, trays, oven, or broiler.			1 1 1 1 1
6. Helped to keep refrigerator clean and well organized. Defrosted and cleaned it thoroughly once during duty.	Helped to keep refrigerator clean, and defrosted when need became apparent.	Failed to share responsibility for cleanliness of refrigerator, or did not defrost.			1 1 1 1 1
7. Kept garbage cans clean, lined, and fresh, and washed them thoroughly about once a week.	Took fair care of garbage cans.	Neglected to empty or to clean garbage cans when necessary			1 1 1 1 1
8. Kept other equipment in condition for most efficient use.	Kept other equipment in fair condition.	Neglected other equipment causing depreciation or appreciably affecting use.			1 1 1 1 1

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

FOODS MANAGER

5	4	3	2	1	*SCORE
A. Planning, Purchasing, and Preparation of Food					
1. Menus providing adequate diet planned for duration of duty. Interesting meals planned with food well selected as to cost.	Menus nutritionally acceptable, and food always edible. Occasionally food poorly selected as to cost or for interest.	Menus nutritionally inadequate, food inedible, or food frequently poorly selected.			1 1 1 1 1 1
2. Checked staples and planned market list. Markets intelligently selected. Food wisely chosen as to cost, quality, and quantity. Kept trips to market at minimum.	Usually checked staples with market list, and made fair selection of market and of food purchased. Made few unnecessary trips to market.	Frequently duplicated staples on hand, made many trips to market, or used food money unwisely.			1 1 1 1 1 1
3. In meal preparation, utilized food preparation principles with reference to nutritive value and lack of waste. Product well-seasoned and served hot or cold.	Usually knew and used food principles of preparation satisfactorily, with fairly good product, little waste, and considerable regard for nutrients.	Failed to consider principles sufficiently to have acceptable products or prevent needless waste.			1 1 1 1 1 1

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

5	4	3	2	1	*SCORE
4.Utilized own left-overs in interesting palatable dishes. Cooperated with previous and future cooks in use of food.	Made fair use of left-overs, attempting to cooperate with previous and future cooks.		Neglected left-overs or imposed upon another cook in regard to them.		1 1 1 1 1
5.Scheduled own work, worked effectively, and planned cooperatively for efficient use of assistant's time. Meals served promptly.	Usually worked effectively and with due consideration for assistant. Meals usually on time.		Frequently utilized own and assistant's time poorly; meals often late.		1 1 1 1 1
B.Care of Kitchen and Equipment					
1.Work surfaces kept orderly and clean by use of careful work habits. Doors and drawers closed. Utensils placed for convenience and effectiveness.	Work surfaces usually kept fairly orderly, and utensils fairly well selected.		Work surfaces frequently cluttered, and needlessly used many utensils. Work poorly organized.		1 1 1 1 1
2.Conservation of heat and electricity practiced by careful use of stove, refrigerator and lights.	Occasionally neglected to conserve electricity or gas by unwise selection and use of equipment.		Frequently neglected to adjust burners or refrigerator or lights for economical use.		1 1 1 1

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

5	4	3	2	1	*SCORE
3. Both new and left-over foods stored promptly and in appropriate, orderly, clean fashion.	Foods usually stored appropriately and promptly.		Foods frequently neglected or stored unwisely for preservation, cleanliness or economy.		"
<u>C. Personal Appearance and Habits</u>					
1. Appearance always good with hair combed, nails clean, dress appropriate, with apron, and time provided for grooming before serving a meal. Used sanitary practices in all food preparation.	Clean; appearance generally good and apron usually worn; used sanitary practices in all food preparation.		Careless of cleanliness and appearance; inappropriate kitchen attire; unsanitary.		
<u>D. Accounts</u>					
1. Kept accurate accounts recording purchases promptly. Turned in accounts 24 hours after completion of duty.	Accounts willingly corrected if inaccurate, and turned in about on time.		Accounts inaccurate and confusing or very late, inconveniencing others.		

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

	5	4	3	2	1	*SCORE
<u>E. Foods Manager: Hostess</u>						
1. Planned and directed appropriate service for group and equipment. Seated guests suitably.			Planned and directed table service less skillfully, but with definite attempt to assume hostess responsibilities.		Seemed wholly unable to assume responsibility as hostess.	1
2. Planned selection of guests with the group. Met or arranged for another to meet them. Was a cordial hostess, taking initiative in guest entertainment.			Accepted guest responsibility quite graciously, planning with group for guest selection.		Failed to plan for meeting guests, to consider group in inviting them, or did not attempt to be gracious.	1

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

HOUSEKEEPER

5	4	3	2	1	*SCORE
<u>A. House Cleaning</u>					
1. Kept part of house which was her responsibility clean, artistically, and conveniently arranged, dusting and using vacuum effectively.	Kept house apparently clean and convenient, though tended to neglect details or thorough cleaning.	Neglected house, allowing the need for cleaning to become quite obvious.			!
2. Kept bathroom fresh, clean, and attractive using desirable methods for care of fixtures, walls, and floor.	Kept bathroom fairly clean and neat, using acceptable methods.	Neglected to clean bathroom and fixtures when apparently necessary or used methods which would damage fixtures.			!
3. Kept porches, steps, and walks and basement clean.	Kept porches, steps, walks, and basement in fair condition.	Neglected these areas.			!
4. Paid careful attention to walls, corners, mirrors, curtains, windows, and light fixtures. Cleaned efficiently, or arranged for cleaning, when necessary.	Occasionally overlooked these areas, or used ineffective methods of cleaning them.	Neglected these areas completely, leaving responsibility for another.			!

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

	5	4	3	2	1	*SCORE
B. Care of Equipment						
1. Used electric equipment appropriately, oiling when necessary and cleaning thoroughly after use.			Either did not utilize equipment fully, or occasionally neglected proper care after use.		Used equipment inappropriately, or left unclean and unoiled.	
2. Cleaned dust cloths and mops regularly and kept cleaning closets clean and orderly.			Took fair care of dust cloths, mops, and cleaning closets.		Neglected to keep dust cloths or mops in condition for effective use; neglected closets.	
C. Purchasing and Replenishing of Supplies						
1. Anticipated need for household supplies and purchased before supply was exhausted. Made wise selection as to quality and quantity.			Seldom inconvenienced anyone by neglecting to purchase supplies, and made fair selection of those purchased.		Repeatedly neglected to purchase supplies, or selected very unwisely.	
2. Kept an accurate account of all expenditures. Turned in account promptly.			Accounts kept fairly accurately and easily corrected. Turned in reasonably soon.		Accounts inaccurate and confusing or so late as to inconvenience others.	

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

5	4	3	2	1	*SCORE
<u>D.Care of Family Comforts and Other Duties</u>					
1.Saw that furnace was cleaned when necessary and maintained a daytime room temperature of 68-72° in cold weather, kept house as cool as possible in hot weather.	Saw that furnace was cleaned when needed. Was usually successful in keeping house at comfortable temperature.	Allowed temperature extremes which could be controlled fairly easily.			:
2.Locked doors at closing hours each night and kept mail forwarded and papers picked up.	Could be depended upon to close house, though mail and papers accumulated.	Neglected to close house, or neglected other details repeatedly.			:

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

MISCELLANEOUS DUTIES

5	4	3	2	1	*SCORE
<u>A. Miscellaneous Duties</u>					
1. Cooperated in leaving the house and all equipment including linens clean and orderly when the group leaves.	Assumed responsibility for leaving house in good condition, but only in regard to own duty.	Left own work poorly completed for next group, and failed to cooperate when special preparation was desirable.			!
2. Picked up after herself after each activity.	Usually picked up after each activity.	Frequently left her activity area cluttered.			!

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

Part B

Part B of the rating scale is to be scored similarly to Part A, using a range of scores from 5 to 1 in which 5 represents the highly desirable level of achievement, and 1 represents the unacceptable level. Each unit is defined at just the highly desirable level. At the top of each page is a key by which other levels may be interpreted. The key is to be used as a guide. For each item, place the number most nearly corresponding to your evaluation of the level of achievement in the score column opposite that item. The 4 represents a level between 5 and 3, and 2 between 3 and 1.

The following example illustrates the method of scoring:

Key:	5	4	3	2	1	<u>Score</u>
	Achievement of the goal as defined below.	Achievement of the goal to an acceptable or average degree, but showing need for further development in this area.		Failure to reach a level of accomplishment which allows for satisfactory group relationships.		

Example:

1. Appearance: Kept neat, clean, well groomed, and suitably dressed for work, relaxation, and other activities.

4

In the above example, the student was somewhat better than average with reference to appearance as described above, but did not quite attain the standard defined in the example; she would be given a rating of 4.

Key:	5	4	3	2	1	
	Achievement of the goal as defined below.		Achievement of the goal to an acceptable or average degree, but showing need for further development in this area.		Failure to reach a level of accomplishment which allows for satisfactory group relationships.	
						Score

1. Appearance: Kept neat, clean, well groomed, and suitably dressed for work, relaxation, and other activities.
2. Breadth of Interest: Showed a variety of interests which tended to give her poise, self-confidence, greater fluency, and an appreciation of the contributions which literature, music, art, and religion may make to family living.
3. Care of Health: Showed high regard for health by sanitary practices, by utilization of nutrition principles, by obtaining adequate sleep, and by other good personal habits.
4. Cooperation: Planned and worked satisfactorily with others in household duties as well as in household recreation; willingly carried her full share in all responsibilities.
5. Emotional Maturity: Showed that she could accept disappointment, a difficult problem, or praise with self-control and reserve, could meet emergencies or new responsibilities calmly, and was free from undue sensitivity, display of temper, and other reactions below the level of adult behavior.
6. Growth: Remained alert to possibilities for development and showed progress in skills, in ability to anticipate and gain pleasure from experiences the house can provide, and in special areas in which her need was greatest.

Key:	5	4	3	2	1	
	Achievement of the goal as defined below.		Achievement of the goal to an acceptable or average degree, but showing need for further development in this area.		Failure to reach a level of accomplishment which allows for satisfactory group relationships.	
						Score
7.	<u>Judgment:</u> Showed that she could be depended upon to use care and discretion in making decisions, in use of material resources, in use of time, and in areas of human relationships, and that she could interpret experiences in terms of deeper, more lasting values.					
8.	<u>Management:</u> Showed a high degree of skill in planning for maximum use of money, time, energy, materials, and other resources.					
9.	<u>Open-mindedness:</u> Remained teachable, progressive, eager to learn, showing willingness to adapt her attitudes and living practices to fit into the group without undue sacrifice.					
10.	<u>Resourcefulness:</u> Showed ability to apply principles to practical situations, to find what she did not know, to develop her own ideas, to meet a difficult situation successfully, and to carry a job to completion.					
11.	<u>Sense of Humor:</u> Showed ability to enjoy life, to see things in good perspective, to add to the enjoyment of others, and displayed wholesome attitudes.					
12.	<u>Understanding of People:</u> Demonstrated ability to associate satisfactorily with people in a variety of situations by showing interest in others, graciousness, cordiality, unselfishness, and consideration.					

Part IV. Procedure Used in the Development of the
Abridged Form of the Rating Scale

The abridged form of the rating scale was developed by combining related activities and by abstracting the descriptive material relative to each activity. The writer kept in mind those activities that were deemed most essential by the cooperators, and attempted to give them due emphasis. The abridged form of the scale covers the same scope as the more complete form, and is based on the same division of duties. The number of items included under each duty was carefully planned in order that the resulting scores would be comparable to the more complete form.

Only Part A of the more complete form of rating scale has been abridged. Part B, which deals with personality, was made as brief in the more complete scale as it seemed possible to make it and at the same time include the important points considered essential by the cooperators.

The abridged form of the scale is planned for use by supervisors rather than by students. It seemed desirable for students to have a complete form of rating scale in that the scale would serve as a guide and tend to re-emphasize important points. Thus it was hoped that this larger scale would tend to contribute to the amount of learning which would result from the home management

house experience. Because of the time necessary for checking a scale for each of the six or more girls residing in the house, it seemed desirable for the supervisor to have a shortened scale which would be approximately comparable. The instructor would already be familiar with the standards and with the unabridged scale. She might, however, use the unabridged scale for checking students if she preferred.

Part V. The Abridged Form of a Rating Scale
for Girls Living in Home Management House

Following is the abridged form of the rating scale. Part A is to be scored just as Part A of the unabridged scale. As Part B was not changed for the abridged scale, it is not repeated.

CHILD DIRECTOR

5	4	3	2	1	*SCORE
1. Paid careful attention to care of nursery by keeping room and storage clean and neat, temperature at from 68 to 72° and room well aired.	Kept child's room clean, moderately neat, storage fairly well organized, and usually aired the room. Kept temperature approximately correct.	Was careless of cleanliness of child's room, allowed disorder to persist. Room allowed to become stuffy, or permitted unnecessary extremes of temperature.			
2. Was careful of child's diet, giving accurately prepared formula and supplementary foods as he needed them for optimum nutrition. Fed child on time with food of suitable temperature.	Gave child accurately prepared formula, usually on time. Supplementary foods provided for good nutrition, but with only a fair understanding of a child's needs. Temperature of food approximately correct.	Was inaccurate in preparation of formula, irregular, or careless in giving supplementary foods. Possibly failed to check temperature of food.			

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

5	4	3	2	1	*SCORE
3. Took sanitary precautions in care of all of child's food, sterilizing bottles, storing food carefully covered in refrigerator, keeping his dishes clean and in order, and caring for all at suitable time.	Was sanitary in care of child's food and dishes, sterilizing bottles, and keeping them clean, but allowed cupboards to be disorderly, and worked or let dishes accumulate at some inconvenience to others.			Failed to take sanitary precautions regarding care of bottles or food, required child to wait unnecessarily for food, or indifferent in care of dishes before washing and planning work in kitchen.	1
4. Gave child excellent physical care, bathing him thoroughly and on schedule, changing him whenever needed, giving him suitable attention after changing. Rinsed soiled diapers before placing in hamper.	Gave child good physical care, bathing thoroughly, about on schedule, and usually changing him when most desirable. Rinsed soiled diapers before placing in hamper.			Occasionally overlooked child's physical care, bathing him carelessly, neglecting to change him when obviously necessary, neglecting him after changing, was careless of soiled diapers.	1
5. Provided for child's comfort by keeping bed fresh and well made, bed clothing well selected, and child's garments appropriate.	Kept child's bed clean, and usually selected clothing and bed clothing appropriately.			Allowed child's bed to remain unclean, or used repeatedly unwise selection of bedding and garments.	1

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

5	4	3	2	1	*SCORE
6. Planned regularly for child's sleep, changing small baby's position occasionally and adjusting lights with due regard for his eyes.	Usually made regular provision for child's rest, with fair regard for light, and usually changed his position suitably.	Sometimes disregarded child's rest period, neglected his position completely, or failed to adjust light when obviously desirable.			
7. Planned for child's development by providing appropriate play, social contacts, and exercise. Knew what could be reasonably expected of child at his age.	Attempted to provide for child's play and exercise but used inappropriate toys or approaches.	Made little attempt to provide suitable play for child, used decidedly inappropriate play, or allowed child to become quite fatigued.			
8. Was observing of significant developments of child, reported any indication of ill health promptly, and reported progress to group.	Always observed and usually reported significant developments related to health, and usually noted and reported other types of progress.	Failed to observe obvious indications of ill health, or was indifferent about reporting child's condition or progress.			

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

5	4	3	2	1	*SCORE
9. Took further care of child by providing water and fresh air regularly, and sunshine whenever possible; also keeping number and activities of guests on basis of the child's welfare.		Usually provided water, fresh air, and sunshine in keeping with child's need for optimum development. Seldom let guests tire child.		Repeatedly overlooked child's need for water, his need for fresh air and sunshine during suitable weater, or allowed guests to be inconsiderate of child's welfare.	
10. Cared for routine matters by keeping accurate records, and scheduling assistant before she was needed.		Kept records quite accurately, and caused no great inconvenience by failing to schedule assistant.		Was careless of records, indifferent as to scheduling assistant, or counted on assistant for care of child.	

LAUNDRESS

1. Paid special attention to child's laundry, using mild soap, rinsing until water was clear, and when dry folding neatly and storing. When desirable, ironed garments. Treated fabrics appropriately.		Was careful in laundering child's garments, but allowed some unnecessary accumulation before laundering or before putting away. Usually ironed and treated fabrics appropriately, and folded laundry neatly.		Was careless of child's laundry, overlooking some essentials. Was careless of fabrics or folding. Allowed clean supply to run out, or frequent accumulation.	
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*If an activity is not scored "5" because of an acceptable reason, indicate here the number of the activity and the reason or reasons for failing to perfect that activity.

5	4	3	2	1	*SCORE
2. Laundered linens, washing thoroughly, ironing appropriately, folding correctly, and storing neatly and promptly. Removed stains and bleached when necessary.	Laundered linens with fair care, usually ironing suitably, folding acceptably, and storing neatly. Occasionally overlooked stains or bleach when needed.	Used poor laundering methods, allowed supply of linens to become depleted, delayed other activities by ironing linen late, or paid little attention to folding and storage.			
3. Carried responsibility connected with commercial laundry by collecting and listing items, calling laundry, checking when returned, and storing neatly. Placed bed linen for girls to change own beds.	Usually attended to duties connected with commercial laundry with accuracy and promptness. Kept storage fairly neat. Generally provided linens for girls.	Failed to call laundry, to collect it, or to list and check it until considerably later than desirable. Stored carelessly, late, or not stored.			
4. Kept laundry and equipment clean, in good order, and hamper fresh.	Kept equipment in fair condition; usually kept hamper fresh.	Failed to clean equipment and care for it, or used it very inappropriately. Let hamper become dirty or overflow.			

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

DINING ROOM MANAGER

5	4	3	2	1	*SCORE
1. Kept dining room thoroughly clean, orderly, and attractive, and linen storage clean and well organized.	Kept dining room clean and orderly, and linen storage clean and fairly well organized.	Neglected care of dining room and linen storage.			
2. Kept table attractive, clean, appropriately set, ready on time. Used interesting centerpieces.	Kept table clean, usually set appropriately, and with some centerpieces provided.	Was careless of table linens or setting, or failed to attempt to make the table attractive.			
3. Served the table inconspicuously according to acceptable standards, was observing of the needs of the group, and met emergencies well; answered calls graciously during the meal.	Served the table fairly well, and usually observed needs, met emergencies, and answered calls.	Served table ingraciously, was usually unobserving, completely failed to meet emergencies, or was indifferent or rude in regard to calls.			
4. Dried dishes effectively, carefully rinsing them, keeping silver polished, and storage of silver and dishes kept organized.	Dried dishes effectively and carefully, but tended to neglect silver and storage.	Dried dishes without due regard for cleanliness, completely neglected to clean silver when needed, or was careless of storage.			

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

ASSISTANT FOODS MANAGER

5	4	3	2	1	*SCORE
1.Helped the cook with food preparation, adjusting her services to be of greatest assistance; kept cooking dishes washed and work surfaces neat.	Usually helped the cook so as to be of real assistance, and generally kept dishes and working surfaces clean and orderly.		Failed to be of assistance when cook needed and planned with her for help; neglected dishes and working surfaces while cook worked, or completely dominated the cook.		
2.Took responsibility for care of kitchen, including stove, refrigerator, cupboards, work surfaces, towel racks, floor, and garbage disposal.	Kept kitchen generally clean, but sometimes took only fair care of equipment.		Neglected cleanliness of kitchen completely in one area, or was generally careless of several, including equipment.		
3.Washed family dishes, with good organization and high standard of cleanliness, and left sink and work surfaces clean.	Washed dishes with high standards of cleanliness, but with fair organization and care of sink and work surfaces.		Washed dishes without due regard for cleanliness, or with no organization. Careless of sink and work surfaces.		
4.Planned with cook to assist with marketing, and with other students for cleaning cupboards as needed.	Was helpful with marketing if necessary. Took some responsibility for cleaning cupboards.		Failed to assist with marketing even when the cook needed assistance.Failed to clean any of cupboards, or did them very poorly		

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

FOODS MANAGER

5	4	3	2	1	*SCORE
1. Provided for health and enjoyment of the group by serving nutritionally correct meals, and by using sanitary practices in caring for food.	Made definite attempt at nutritionally adequate meals, was comparatively successful in providing them. Used sanitary practices.	Either failed to give nutrition due consideration, or was unsuccessful in providing an adequate diet. Or was unsanitary in preparation of food.			
2. Gave satisfaction to the group by providing interesting meals, tasty foods, on time, and hot or cold as planned.	Served fairly interesting meals, with foods usually well seasoned, suitable temperature, and meals usually on time.	Served meals which were not generally enjoyable, or was usually late.			
3. Planned menus and purchased food in conformity with the budget, thereby saving trips to the market. Received full value for money expended, and avoided wasting food.	Utilized food, money, and left-over foods reasonably well. Seldom found it necessary to make extra trips to market.	Made poor use of foods budget by poor selection of foods or considerable waste. Repeatedly made avoidable trips to market.			

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

5	4	3	2	1	*SCORE
4. Cared for freshly purchased and left-over foods promptly, storing appropriately; kept food storage well organized and clean.	Usually cared for all foods promptly and in a suitable way. Storage clean and with fair organization.	Frequently neglected storage of foods, stored inappropriately, or made little attempt at organization of storage.			
5. Planned food preparation for effective use of own and assistant's time, using labor-saving methods and preliminary preparation where desirable. Kept kitchen clean and neat.	Usually planned with assistant for work to be done, and organized time and work fairly effectively. Kept kitchen clean.	Failed to plan work for successful use of own or assistant's time. Allowed kitchen to become unclean.			
6. Paid attention to details including the keeping of accurate accounts, maintaining good personal appearance in keeping with the duty, and economical use of gas and electricity.	Kept accounts with a fair degree of accuracy and was reasonably careful of appearance and use of gas and electricity.	Neglected to keep accounts, was careless of appearance, or indifferent to waste in use of gas and electricity.			

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

HOUSEKEEPER

5	4	3	2	1	*SCORE
1. Kept that part of the living area of the house which was her responsibility clean, orderly, attractive. Paid special attention to bath, and did not overlook corners or areas needing special attention.	Kept house sufficiently clean and convenient for comfort of family by usually cleaning each area. Tended to overlook less obvious needs.	Allowed house to become dirty or cluttered or did cleaning at a time which inconvenienced the family.			
2. Utilized cleaning equipment effectively, cleaned it after use, kept in good working condition, and stored in clean, well organized cleaning closet.	Usually used cleaning equipment effectively, gave some care after use, and stored in a fairly orderly cleaning closet.	Made poor use of cleaning equipment, or failed to give it appropriate care. Storage unorganized or equipment not put away.			
3. Kept basement clean and orderly, and porches, steps and walks clean.	Kept basement fairly clean, and generally cared for porches, walks, and steps.	Neglected basement, porches, steps, and walks though need for cleaning was obvious.			

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

5	4	3	2	1	*SCORE
4. Took responsibility for keeping room temperature at 68 to 72° in cold weather and attempted to keep it cool in warm weather. Provided for fresh air.		Usually kept room at approximately the correct temperature, making a definite effort to do so, and usually provided fresh air.		Allowed irregularity in temperature; neglected fresh air.	!
5. Cared for details by providing household supplies before the supply was exhausted, kept accurate account of expenditures, locked house at closing hours, and forwarded mail promptly.		Usually provided household supplies in advance of need, and kept fairly accurate accounts. Locked house, but neglected to forward mail promptly.		Allowed supplies to become exhausted before replenishing. Failed to keep complete accounts. Neglected to lock house, or was careless of mail,	!
MISCELLANEOUS DUTIES					!
1. Cooperated with the group by carrying her share of responsibility for leaving house clean when the group moved, and by picking up after herself after each activity.		Carried some responsibility for leaving house clean, but only in respect to her own duty. Usually picked up after her activities.		Failed to carry her share of work in preparation for leaving the house. Was careless in leaving her belongings and tools where she used them.	!

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

Part VI. Recommendations for Scoring the Rating Scale

Scoring the Complete Scale

Before either form of the rating scale can be used for evaluating student accomplishment on a comparative basis, the scores given for each item will need to be totaled. In the more complete form of the scale, there are 67 items in part A and 12 items in part B. The items in the scale are distributed as follows:

Part A:

Child Director	20
Laundress	8
Dining Room Manager . .	7
Assistant Foods Manager.	8
Foods Manager	12
Housekeeper	10
Miscellaneous	<u>2</u>
Total	67

Part B:

Personality	<u>12</u>
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Final Total	79
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Thus if Part A scores and Part B scores were totaled, Part A would receive approximately five-sixths of the weight and Part B about one-sixth. That is,

five-sixths of the score would be based on the completion of household duties, and one-sixth of the score would be based on factors affecting relationships and personality.

To determine whether this was a satisfactory balance within the total score, the writer noted that Part B would receive less emphasis in scoring than the duty of child director, equal emphasis to the duty of foods manager, and slightly more emphasis than each of the other duties. However, each duty covers a period of approximately one week, but Part B evaluates characteristics which are significant throughout the entire period of residence in home management house. In weighting the score, the writer also considered the emphasis that co-operators placed upon the value of this part of the scale. Two cooperators, with whom the problem could be discussed, felt that Part B should be given greater significance than one-sixth of the total score.

Thus to arrive at a better balanced final score, the following procedure is recommended for use:

Process

1. Total all score values for part A and divide by 2.
2. To the above results (process 1) add the sum of the score values in part B.

3. Total the number of score values given in part A and divide by 2.
4. To the results obtained in process 3 add the total number of score values given in part B.
5. Divide the results obtained in process 2 by the results obtained in process 4.

In using this scoring procedure part B contributes approximately one-third of the total weight to the scale.

Allowance is made for omissions of items in case some do not apply to the situation.

The results are converted into a composite value on a five-point scale.

For those who are interested in reducing any part of the scale to a value on a five-point continuum, this may be done by dividing the sum of the score values on the part to be reduced by the number of score values included.

Scoring the Abridged Scale

In part A of the abridged scale the weight of the items included in each duty are comparable with those of part A in the complete scale. The number of items in each duty is reduced by half; therefore, the total number of items in Part A of the abridged scale is one-half of

the total number in Part A of the complete scale. As Part B was not changed for the abridged scale, the relationship between Part A and Part B would be approximately two-thirds to one-third, the same as for the final score of the complete scale. Therefore to determine the final score in the abridged scale, this procedure is recommended:

Process

1. Total the score values in part A.
2. To this number add the sum of the score values in part B.
3. Total the number of score values given in part A.
4. To the results obtained in process 3 above, add the total number of score values given in part B.
5. Divide the results obtained in process 2 by the results obtained in process 4.

This method of scoring places the scores on a comparable numerical basis, thus making it possible to use the scores from either scale interchangeably.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

In this study the writer has developed a rating scale for girls living in home management house. The need for a rating scale rests in part in the large number of activities and the wide variety of experiences which the home management house provides. The need also rests in part in the double purpose more recently associated with home management houses, that is, emphasis upon human values as well as upon the development of skills.

The scale was developed after a careful study of the organization of home management houses as determined from the study of literature and from the writer's familiarity with the three houses at Oregon State College and the one home management house at West Virginia University. As the rating scale was designed specifically for use in West Virginia University, the organization of the home management house in that school was scrutinized carefully to see if it might be fairly comparable to the organization in other houses. A minor revision of the distribution of duties was made before the scale was completed. Thus basically the scale was constructed upon a framework of

duties which is quite representative of home management houses.

For the development of the rating scale, other scales and rating devices were studied. It was decided for the purpose of this scale that a desirable form to use would be that of a linear continuum with scores ranging from five as the highest level of accomplishment to one as the lowest level of accomplishment. Furthermore it was decided that to define each duty or activity included in the scale at three levels of accomplishment, the highly desirable level, the average level, and the level at which the accomplishment becomes unacceptable, would make for ease and uniformity in checking.

For the development of the rating scale, student assistance was sought. The students living in home management house the second semester at West Virginia University, a group of twenty-four seniors in Home Economics, helped to determine a desirable form for the scale. They helped analyze and break down the duties as organized into activities which could be rated separately. Twenty-one of these students rated themselves by this scale, used the scale as a basis for a conference with the supervisor, and made constructive criticisms. These suggestions were incorporated in the scale.

Finally the opinions of specialists were sought for the development of the rating scale. Twenty-four co-operators checked and returned the preliminary form of the scale, which had been developed with student assistance at West Virginia University. They evaluated each item in the scale on the basis of whether it was 1, "essential even for a much shorter abridged form of the scale," 2, "desirable and would be well to include in a complete scale but not in an abridged form," 3, "unnecessary but might clarify somewhat the standard recommended and might be worthy of inclusion in the more complete scale," or 4, "should be omitted from either..... scale." by analyzing the results of these appraisals, carefully considering the comments of the co-operators, and keeping in mind the objectives of home management house, the writer organized the rating scale.

The rating scale has been developed in two forms. Basically they are constructed alike, but in the abridged form that part dealing with the household duties has been shortened so that it includes half as many items as the more complete form. The two scales are comparable in scope. Each scale has a Part A which deals with evaluation of a student's level of accomplishment in each phase of each duty. Part A, as previously explained, is defined at three levels of accomplishment, but allows for a

range of scores from five to one. Each scale has a foot note on each page of Part A which provides opportunity for a student to explain if she had an acceptable reason for failing to do highly desirable work in any area. Each scale has a Part B consisting of twelve points dealing with personality. Each page of Part B provides a key for interpretation of each of these characteristics at three levels of accomplishment although each is described at the highly desirable level only. Part B is also scaled permitting a range of scores from five to one.

Recommendations for scoring place approximately two-thirds of the weight of the final score upon household duties, and about one-third upon personality factors affecting relationships; that is two-thirds on Part A and one-third on Part B. This proportion was considered desirable in that (1) cooperators considered Part B of great importance, (2) Part B is significant throughout the entire period of residence in the house rather than comparable to a single duty, (3) and while some might consider that Part B deserved more emphasis, these factors do to some degree influence the completion of the activities in Part A.

Recommendations

The more complete form of rating scale for girls living in home management house is recommended for use in the following ways:

1. It may be used by students themselves. If it is so used it may facilitate learning by defining desirable standards. It may help each student to evaluate her accomplishments and her needs.
2. It may be used by supervisors of home management houses. If it is so used it may help a supervisor to better understand her students and their needs. It may help her to evaluate students on a comparable basis.
3. It may be used by both student and supervisor as a basis for a conference. Conferences following the completion of a duty may be helpful if they indicate areas in which a student may improve in other duties. A conference following the period of residence is recommended. The scale would tend to give objectivity to a discussion of those personality factors which play such a large part in satisfactory living.

The abridged form of rating scale is recommended for use by supervisors only. This form may save her time in

evaluating students, and as the scoring is planned on a comparable basis, the abridged form might be substituted.

The rating scale herein developed is planned primarily for use in the Home Management House at West Virginia University, Morgantown, West Virginia. Insofar as opinions of leaders in home management from various sections of the United States and with different fundamental training have cooperated, and insofar as this house is similar to home management houses elsewhere, it may be of more general use. It is hoped that with some revisions to meet local conditions and specific organization of duties in other schools, it may be helpful in other departments.

As the writer received her training in management at Oregon State College, and as a majority of the cooperators have had some contact with the program at Oregon State, the scale is well adapted for use in the Home Management Houses on this campus.

It is planned for use in houses in which there is a baby, as the baby becomes the center of interest and his care receives special emphasis in these houses. The scale may need considerable adaptation for use in houses where there is no child.

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*Present or former supervisor of home management house.

Present or former home maker.

/Head of department in which there is a home management house.

/Specialist in management or some phase of management.

APPENDIX

Digitized

Excerpts from
A SYLLABUS FOR
HOME MANAGEMENT LABORATORY

"The beauty of the house is order,
The blessing of the house is contentment,
The glory of the house is hospitality."

Everyone

1. Will soon, we hope, be thoroughly at home in the house.
2. Is a cordial, poised, kindly hostess at any time.
3. Is a cheerful, thoughtful, cooperative family member.
4. Answers phone and doorbell when near.
5. Picks up after herself -- in living room, basement, kitchen, own room, everywhere.
6. Is thoughtful of others in use of the bathroom.
7. Introduces her friends.
8. Is present and assists in entertainment of house guests.
9. Lives a normal college girl's life at the house, with activities, dates, social functions, if she can manage her time well and do her full share. If activities and outside work make her schedule too full, they should be considered from the standpoint of doing her best work in her short stay at the house.
10. Follows college regulations.
11. Assists with care of the baby.
12. Cares for furnace when necessary.
13. Plans time economically.
14. Turns in copy of schedule, address, and phone number to advisor for files. (Often mail and calls come for girls after they leave the house.)
15. Retires as early as possible (It is a busy life.)
16. Is prompt.
17. Learns something of her next duty from the girl who preceeds her. This is especially important for the housekeeper, who becomes the next child director.

.....

But if you wish for the happy years
And the love of a friend who sees your tears,
And the world's respect and an honored name,
And all the joys which the gentle claim,
You must think of others in all you do --
You must think of them first, and last of you.

Edgar A. Guest

Everyone

Key words for our home management house experience are:

Interest

In learning, in growth, in the activities of the home, in the family members.

Appreciation

Of the opportunities it offers, of the potentialities of Home Economics, of family members as individual personalities.

Responsibility

Accepted as a privilege, a challenge. With consideration for others as we do our full share.

Standards

High standards of living put into practice in the house and maintained as goals in our own homes.

Management

Of time, of energy, of money, of other resources to give a high degree of efficiency and economy.

Application

Of principles and facts learned to everyday tasks. Of full attention and ability to the job in hand.

Cooperation

With students, with resident advisor, with school, aiming toward successful, broadening, sociable family living.

Adjustment

When desirable for the comfort of the group as a whole, or for maturity in oneself.

Evaluation

Of opportunities and responsibilities so as to act or select for the greatest good for the greatest number.

Hospitality

Practiced at all times with intelligent use of social graces (such as introductions and consideration) for family, friends, friends of others, acquaintances, household assistants.

Originality

Your own ideas expressed artistically and cleverly; an opportunity to try things you've never done as well as what you have already done well.

Growth

Growing as a personality because of full acceptance and utilization of all the opportunities offered in such a course.

"The more I see of life, the more I am convinced that God is not half so concerned about our happiness as He is about our growth."

Ava B. Milam

Child Director

"The greatest privilege of the Home Management House is the pleasure in caring for the baby."

The baby is an individual entitled to all the courtesy of any other individual. As such he needs a period of quiet when he may be alone for sleeping, playing, and learning. He needs the security of a steady schedule, of thoughtful attention to his needs, of affectionate understanding, of being held while he is fed. He needs an early example of cheerfulness, self-control, and good English. He needs to be encouraged in the development of new skills. He needs social development, occasions in which we just play with him. Even as a tiny baby he needs to be wanted, to be loved.

- I. The Child Director is responsible for the baby's care.
 1. She keeps entire room -- shelves, closets, drawers, table tops -- clean and fresh all the time.
 2. Keeps laundry done.
 - a. Rinses soiled diapers in toilet basin and flushes before putting diaper in the hamper.
 - b. Keeps hamper lined with paper.
 - c. Washes and rinses clothing carefully. Baby's clothing should be rinsed until the water is clear.
 - d. Dries clothing out of doors if weather permits. Hangs each piece attractively on the line.
 - e. Irons whatever is necessary, including sheets, pillow cases, gowns. Not diapers.
 - f. Leaves basement, tubs, and lines neat and clean.
 3. Prepares formula for the day and stores in the refrigerator.
 4. Sterilizes articles used for baby's food.
 - a. Rinses bottles and nipples as used and keeps in order out of cook's way.
 - b. Once or twice a day washes bottles and nipples with soap and water, rinses, and sterilizes them. Does baby's dishes herself.
 - c. Keeps fresh nipples in sterile jars, freshly boiled water ready, and sterile bottles turned up-side-down on a tray in baby's cupboard.
 5. Keeps daily records carefully.
 - a. Records progress in mental, social, motor, and physical development as well as routine matters.
 6. Arranges for the other girls to be responsible for the baby when she is away and makes sure they know what to do and have all necessary articles properly prepared.

7. Follows schedule. "Burps" him when fed.
8. Keeps baby dry.
 - a. Washes and dries him thoroughly after a change.
 - b. Has all garments out and ready before beginning a change.
9. Bathes the baby.
 - a. Never turns her back or leaves child alone on dressing table or in tub or wherever he might fall.
10. Notices physical condition of baby.
 - a. Stool and regularity of elimination.
 - b. Food returned.
 - c. Seeming restlessness or irritability.
 - d. Progress in weight and social and motor development.
11. Before going on duty she learns about the development of a normal infant of the baby's age.
12. Does not allow guests with colds to see the baby, or any guests to stay long enough to tire him.

Baby's Formula

(To be filled in by the Child Director)

Child Director
Baby's Schedule

(Babies get thirsty, too, & may have sterile water often)

	From the first	Add 3rd- 4th Mo.	Add 4th- 5th Mo.	Add 5th- 6th Mo.
6:00 a.m.	Change Formula			
9:00 a.m.	Change Percomorph Orange Juice			
10:00 a.m.	Change Formula	Cereal (Vegetable)	Vegetable	Continued addition of greater var- iety of same and meats (and egg).
2:00 p.m.	Change Formula Fresh air Play			
5:00 p.m.	Water Bath Play			
6:00 p.m.	Change Water		Cereal Vegetables	Cereal Vegetable Fruit Meat Toast
10:00 p.m.	Change for night Formula			Formula may be dropped soon
2:00 a.m.	Formula (often necessary for baby up to 2 or 3 months) and change			

(Sleep and play periods vary widely with age, but need to be regular. Every baby needs fresh air every day, and should be taken outside or on sun porch whenever weather permits.)

Housekeeper

I. The housekeeper cleans entire house except for dining room and kitchen.

1. Plans weekly cleaning schedule for her own use.
2. Dusts and goes over floors with oil mop each day, preferably before noon.
3. Vacuums at least once a week, more often when necessary. She should learn to utilize the vacuum to its full extent for overstuffed furniture, walls, draperies, etc.
4. Dusts walls and doors weekly.
5. Notices curtains and draperies, dusting when necessary, and planning with instructor for extra cleaning or laundering of curtains.
6. Empties waste paper baskets daily. Lining them with paper makes them easier to empty and keep clean.
7. Keeps baby's room clean and neat. The child director cares for drawers, shelves, and all of baby's equipment.
8. Washes bath tubs, lavatory, and toilet daily. One method is to clean porcelain and seat with kerosene, wash with warm suds, and dry with clean dry cloth.
9. Keeps all closets, including cleaning closets, in good condition.
10. Washes mirrors as they need it.
11. Keeps basement clean and orderly, sweeping around furnace whenever necessary after coal is added or ashes removed.

II. The housekeeper cares for cleaning supplies.

1. Keeps oil mops and dust cloths clean. She may shake mops on an open paper and burn, not out through an open door or window. Dust cloths may be washed in hot soapy water and rinsed thoroughly. Oiled cloths should be kept in closed glass or tin containers to avoid danger of fire from spontaneous combustion. Dust mops should be thoroughly dusted after each using, and washed with soap and water as often as necessary. Hangs mops and brooms up away from the floor.
2. Empties dust bag each time the vacuum is used. Use an open paper to empty, and burn.
3. Plans with supervisor for purchase of cleaning supplies and buys what is needed.
4. Keeps an itemized account of all expenditures.

III. The housekeeper cares for front walks, steps, and porches.

IV. The housekeeper cares for the furnace.

The furnace is an automatic Holland furnace, burning coal and regulated by an electric thermostat. By setting the thermostat control above the thermometer to from 68 to 72 degrees, and keeping a good fire burning, the proper day-time temperature should be easily maintained. At night to turn the control to 55 degrees, and turn it up again when arising in the morning maintains a more healthful night temperature for normal weather. Bank the fire at night with either ashes or coal.

V. The housekeeper helps maintain a smoothly running household.

1. Purchases supplies for baby (at request of child director) and all other articles not coming within the food budget. These include such items as paper towels, toilet tissue, new equipment, laundry soaps.
2. Places sheets and pillow cases out for girls to change their beds with the change of duties.
3. Collects and sends the laundry, keeping a list of items sent.
4. Puts laundry away when it returns. If linens are put on shelves and in drawers with folded side out, they make a neater appearance.
5. Waters flowers.
6. Cares for magazines and newspapers.
7. Forwards mail when necessary.
8. Cooperates with dining room manager in purchase and use of flowers, greenery, and house decorations.
9. Closes the house at night.
10. Keeps an itemized account of all expenditures and gives reports to supervisor when duties change.

VI. The Housekeeper acts as host.

1. Assists hostess in meeting guests at the door.
2. Serves or assists with serving at the dinner table for family or compromise service.
3. Visits the kitchen before the meal is served to see what her duties will be.
4. Asks grace at the table. (usually.)

VII. The housekeeper assists the child director when she is needed.

1. This duty does not imply that she is the only assistant. However, the housekeeper will be the next child director, and should learn how to care for the baby by assisting before she has the full responsibility.

.....

"What we call Luck is simply Pluck.
And the doing things over and over --
Courage and will, perseverance and skill
Are the four leaves of Luck's clover."

Foods Manager

"Earning is an occupation,
Wise spending is an art."

I. The foods manager purchases, plans, and prepares the food.

1. Plans menus and checks with supervisor two days in advance of beginning her duty.
2. Returns menus to advisor with reports when duties change.
3. Takes inventory of food on hand.
4. Makes market list.
5. Buys or supervises all food purchases, taking advantage of as much quantity buying as possible. Stores food promptly after delivery.
6. Secures and keeps all bills with detailed expenses and makes an itemized account when she goes off duty.
7. Takes charge of meal preparation.
8. Plans nutritionally adequate meals.
9. Serves food attractively, considering color, variety of textures, and garnishes.
10. Uses fresh rather than canned vegetables as often as possible.
11. Attempts a variety of dishes. Each girl is expected to prepare one pastry, one cake or cookie recipe, one muffin-type bread, one biscuit-type food, coffee, cocoa, tea, and a frozen food.
12. Plans her time schedule and organizes her work so that meals are served hot and on time.
13. Uses left-overs to advantage
14. Uses seasonings in pleasing moderation.
15. Attempts plausible new dishes, being alert to current suggestions from papers, magazines, books, and booklets.
16. Serves one guest meal.

II. The foods manager cares for the kitchen.

1. Keeps the kitchen sink, tables, stove, and floor neat as she works.
2. Keeps oven and broiler as well as rest of stove clean.
3. Does not waste gas or electricity while cooking.
4. Keeps dishes containing food covered, including those in the refrigerator. Prefers refrigerator dishes for use then.

5. Keeps bread and cookie boxes fresh.
6. Keeps drawers closed as she works.
7. Keeps cupboards neat and clean.
8. Defrosts and cleans refrigerator once each week.

III. The foods manager is careful of her own appearance.

1. Appears neat and clean in the kitchen, paying special attention to hair and finger nails.
2. Allows herself time to brush up before coming to the table.
3. Removes apron when not in the kitchen.

IV. The foods manager is hostess.

1. Directs table service, varying the service occasionally.
2. Invites guests. The hostess may state guest preference subject to approval of the entire group.
3. Takes initiative in guest entertainment.
4. Plans kitchen work so that she may meet guests when or soon after arrival for guest dinner.
(Host may assist by meeting guests at the door.)
5. Leads way to dining room.

Foods Manager

A Guide to Good Eating

Milk

2 or more glasses daily -- for adults
3 or 4 or more glasses daily for children.

Vegetables

2 or more servings daily besides potatoes
1 raw; green and yellow often.

Fruits

2 or more servings daily
1 citrus fruit or tomato

Eggs

3 to 5 a week; 1 daily preferred

Meat, cheese, fish, or legumes

1 or more servings daily

Cereal or Bread

Most of it whole grain or "enriched."

Butter

2 or more tablespoons daily.

(From the chart "A Guide to Good Eating," accepted by the council on foods and nutrition of the American Medical Association.)

Assistant Foods Manager

I. The assistant cook helps the cook.

1. Assists in marketing.
2. Assists in food preparation.
 - a. As the major part of the food preparation is the responsibility of the foods manager herself, the assistant should do such tasks as paring vegetables, keeping dishes washed, and generally fitting into the work plan of another. She should be observing and not have to be told every thing to do, but should not dictate to the cook.
3. Helps keep dishes washed and kitchen neat before the meal is served.
4. Helps get the meal on the table.

II. The assistant cook washes dishes after each meal.

III. The assistant cook cares for the kitchen.

1. Empties and cares for garbage cans and kitchen waste paper basket. Keeps them clean, fresh, and lined with paper.
2. Keeps cupboards clean and in order. Open shelves should be wiped off once a week. Cleans some of the other cupboards and reports to the next assistant what has been done so that the group may progressively keep all of them clean.
3. Cleans stove, including oven, broiler, and trays under burners.
4. Mops kitchen and back hall floors once a week.
5. Cares for back porch and walks.
6. Keeps tea towel racks neat.
7. Launders tea towels and dish cloths.

Dining Room Manager

I. The dining room manager cares for the dining room.

1. Keeps dining room in order, cleaning floors, furniture, drawers, and closets.
 - a. Sweeps floors after every meal.
 - b. The dining table must be cleaned occasionally. One may wash it with a cloth moistened with a light suds, wipe it quickly with a damp cloth from clear water, and dry thoroughly. Clean only a small area at a time, and do not leave it moist.
2. Plans and executes centerpiece and other decorations.

II. The dining room manager cares for the linens.

1. Launders all table linens.
 - a. It is economy to use linens several times for the family group. One may keep large table cloths freshly attractive longer by sponging a spot over a clean dry pad and allowing it to dry stretched out before it is put away.
 - b. Stains must be removed before laundering linen. (Consult stain removal bulletins in supervisor's files.)
2. Irons linens carefully. Linen must be very damp to iron smoothly and must be well ironed to be attractive. Iron damask on the right side and linens intended to have a rough finish on the wrong side.
3. Uses linens in rotation.

III. The dining room manager helps with the dishes.

1. Dries and puts away dishes. They must be rinsed in hot water, drained, and dried with fresh towels.
2. Cleans silver. Keeping it clean is usually more satisfactory than letting it go for a big cleaning day. The more quickly silver is washed after use, the less cleaning will be necessary.

IV. The dining room manager serves the table.

1. Checks menus carefully in order to set the table correctly.
2. Sets the table.

3. Serves the table
4. Answers telephone and doorbell during the dinner hour.
5. Sometimes assists as "elder daughter" in serving food at the table.
6. Is always observing of the needs of those at the table.

Sample of Preliminary Rating Scale --
Form Used by Students of West Virginia University

A Self-rating Scale for Home Management House

Group A: The activities as itemized in column A are to be appraised with regard to the actual completion of the job itself. Each section, representing division of duties in the house, includes a list of activities which are described at three standards, high, medium, and low. However, it is possible to make finer distinctions by checking any values along this line from one to five, one referring to the lowest standard and five to the highest. To score this part of the test, place the number representing the standard most nearly met in the column provided under "Score, Group A." For example, if you were rating an individual on her dish-washing standard, and you considered her work above average but below the highest standard of perfection, you would score her as 4.

Group B: Group B has reference to the reason for failing to complete a task and should be scored in every instance in which the Group A score is below 5. This column is included because there are times in Home Management House when there are highly commendable reasons for failure to complete a task. For example, when the baby needed attention and only the housekeeper was there to care for him, she would do so even though it might mean delaying her own work. If this condition occurred regularly because of the class schedules of the girls it might influence a student's score slightly, possibly cutting her Group A score to 4, but her Group B score would be 5; therefore her average would be 4.5

Final Score: The final score is determined, as indicated above, by:

- (a) Averaging the scores for Group A and Group B when both groups are used, or
- (b) Repeating the Group A score for final score if it is 5 because it indicates work of high enough standard that there is no necessity for explaining failure to do the best work.

Be sure to score every item in Column A.

Child Director

Group A					Group B					Total Score
5	4	3	2	1	5	4	3	2	1	
A. Care of Room					Item not	Item not	Item not			
1. Room invariably clean, neat, attractive; work completed quickly according to highest standards of efficiency and management.	Room reasonably clean and neat all the time, or usually clean, neat, and attractive; work fairly well managed; standards acceptable.	Room often unattractive or unclean; work not planned and not completed; standards low.			perfected because of wholly acceptable reason though fully understood and appreciated.	perfected because of what seemed a reason but was probably poor management or lack of obtainable knowledge.	perfected because of definitely poor planning or poor evaluation, and caused inconvenience to others			
2. Shelves, closets, table tops, dresser and drawers, and drying-rack cleaned completely once a week and always neat and attractive.	Shelves, closets, table tops, dresser, drawers, and rack usually clean, neat, and attractive.	Shelves, closets, table tops, dresser, drawers, and rack neglected and often untidy.								
3. Baby's bed changed daily, made properly, and kept neat	Bed changed about every other day and made	Bed changed when apparently essential and								

Directions Sent to the Cooperators
Who Evaluated the Preliminary Rating Scale

DIRECTIONS FOR EVALUATING ITEMS TO BE INCLUDED
IN A SELF-RATING SCALE FOR GIRLS LIVING
IN HOME MANAGEMENT HOUSE

The self-rating scale is composed of three parts. The first part, Part A, is planned for use in summarizing the girls' actual completion of the various jobs included in the home management house experience. The major duties have been broken down into parts, organized into what seemed logical groupings, and interpreted at three levels of accomplishment as explained below. Part B attempts to evaluate the reasons for doing the job less well than at the highest or standard level. It is included because it seemed more valid to keep the job itself (Part A) separate and still provide a means of indicating situations in which the more desirable procedure for a girl to follow was to delay her own work for some more urgent need, as to care for the baby. Part C is planned to cover the personality phase within the rating scale and is very similar in form to Part A. Its purpose is to include the less tangible factors which are significant in family living, and thus have a more complete picture, in the final analysis, of the girl's level of success in the house.

An explanation for your use in evaluating each part of the scale will immediately precede that section. It

will be helpful to you, however, if you glance through the entire scale to become somewhat familiar with its scope before you begin to make your analysis.

Part A, mentioned above, is planned to be scored in the following manner: The duties are to be interpreted at three levels of accomplishment representing (1) the standard or very highly desirable level, (2) the average or moderately acceptable level, and (3) the low or the level at which the work becomes unacceptable. But to provide for greater flexibility and accuracy the scale is divided into five steps, thus:

5	4	3	2	1
The standard or highly acceptable level.		The average or moderately acceptable level.		The unacceptable level.

In the use of the scale one may, then, indicate a level of accomplishment between 5 and 3 or 3 and 1.

In the accompanying form, Part A is broken down into short phrases. Please read each description of the "Standard or highly acceptable level." After each line in which there are the letters "e (essential), d (desirable), u (unnecessary), o (omit)" indicate your evaluation of the desirability for keeping that phrase or word in the scale or scales. Use the following key:

- (e) Encircle e if that phrase or word is absolutely essential even in a much shorter abridged form of self-rating scale.
- (d) Encircle d if that phrase or word is desirable and would be well to include in a complete scale but not in an abridged form.
- (u) Encircle u if that phrase or word is unnecessary, but might clarify somewhat the standard recommended and might be worthy of inclusion in the more complete scale.
- (o) Encircle o if the phrase or word should be omitted from either a complete or an abridged scale.

This detailed evaluation has to do with the highest standards only. The space left for suggestions gives you an opportunity to suggest re-wording, different standards, or different organization for the first level. Please use margins, and if necessary, the reverse side of the page for suggestions regarding levels 3 and 1, or for comments on the whole of Part A. Your frank criticism will be greatly welcomed.

As you work, please think in terms of your knowledge of and experience in home management houses so that the scale may represent the composite opinions of specialists. The final scale will be constructed on the basis of approximately twenty-two specialists, the majority of whom have been home management house supervisors.

Sample Sheets Showing the Form in Which the Preliminary Rating Scale
Was Submitted to Cooperators

Samples of Part A, Part B, and Part C

A SELF-RATING SCALE FOR GIRLS LIVING IN HOME MANAGEMENT HOUSE

PART A

(Key: e essential, d desirable, u unnecessary, o omit)

Standard (5)

Average (3)

Not Acceptable (1)

I. Child Director

(Suggestions)

A. Care of Room	eduo		
1. Room invariably	eduo	Room reasonably	Room often unat-
clean and attrac-	eduo	clean, and neat all	tractive or un-
tive; work com-	eduo	the time, or usually	clean; work not
pleted quickly ac-	eduo	clean and attractive;	planned and not
cording to highest	eduo	work fairly well	completed; stan-
standards of effi-	eduo	managed; standards	dards low.
ciency and manage-	eduo	acceptable.	
ment.	eduo		
2. Shelves, closets	eduo	Shelves, closets,	Shelves, closets,
table tops	eduo	table tops, drawers,	table tops,
drawers	eduo	and drying-rack	drawers, and dry-
and drying rack	eduo	usually clean and	ing rack neglected
cleaned completely	eduo	neat.	and often untidy.
once a week	eduo		
and always neat.	eduo		

DIRECTIONS FOR EVALUATING PART B

Part B, which was explained on page 1 of the general directions, was planned for use parallel to Part A. It concerns the reason why a student may have a score lower than 5, or standard, on any item in Part A. The form anticipated for use in the scale is as follows:

KEY TO PART B

	5	4	3	2	1	
	Activity not perfected because of acceptable reason though fully understood and appreciated.		Activity not perfected because of what seemed a reason, but was probably lack of obtainable knowledge or poor management.		Activity not perfected because of definitely poor planning or poor evaluation.	
<u>Examples</u>	<u>Part A</u>					
	5	4	3	2	1	<u>Avg. Score</u>
B. Serving the Table						
1. Table set on time with careful attention to menu, type of meal to be served, and the correct standards.			Table set early enough to cause no great inconvenience, and usually with proper silver and cover.		Table set late enough to delay meal or set by another; careless selection or placement of silver.	<u>4</u>

Suppose a girl in the examples above was the only girl in the house on her only free morning hour three days a week. During the time that she was dining room manager the baby was ill, and demanded her full attention before lunch. She was a little late in setting the table, and because of her hurry did not check the service with the cook. But as her reason, the necessary care of the baby, was good, her score is raised on this point by averaging the score for Part A and Part B. If, however, as in the second example above, she did less than standard work in care of linens, and had no adequate reason, her score would be lowered.

Please indicate whether or not you consider this part of the scale of sufficient value to include in either the complete or the abridged form by use of the same symbols, "e (essential), d (desirable), u (unnecessary), o (omit)," as used before, and make any suggestions you may wish to make in the space provided below.

5	3	1
Activity not perfected because of acceptable eduo reason eduo though fully understood eduo and appreciated. eduo	Activities not perfected because of what seemed eduo a good reason eduo but was probably lack eduo of obtainable knowledge eduo or poor management. eduo	Activity not perfected because of definite - ly poor planning eduo or poor evalua- eduo tion and caused eduo inconvenience. eduo
Suggestions:		

DIRECTIONS FOR EVALUATING PART C

Part C, which deals with personality, is to be evaluated by the method used in Part A. Again, your frank suggestions with regard to each item or to the entire Part C will be appreciated.

(Key: e essential, d desirable, u unnecessary, o omit)
Standard (5) Average (3) Not Acceptable (1)

1. Adaptability

Adapted easily	eduo	Adapted fairly well;	Failed to be a member
and quickly	eduo	adjustment in most	of the group because
making satisfactory ad-	eduo	areas so she fitted	of unwillingness to
justment		in with the group.	make changes, to ac-
of attitudes	eduo		cept others, or to
and living practices	eduo		make an effort to be
to fit into the group	eduo		accepted.
and remain fair to herself.	eduo		

2. Alertness

Was alert to needs	eduo	Showed that she was	Failed to notice or
and interests	eduo	generally interested	to do anything about
of others,	eduo	in doing her part in	it if her interest
to possibilities of develop-	eduo	congenial family liv-	and those of others
ment,		ing and for personal	tended to annoy or
to her relationship to the	eduo	development.	limit the other
total situation			person.