

AN ABSTRACT OF THE THESIS OF

Harriet King Sinnard ----- for the M.S. in Household Admin-
(Name) (Degree) (Major) istration

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Title FACTORS IN DESIGNING A HOME MANAGEMENT HOUSE FOR

THE OREGON STATE COLLEGE CAMPUS

Abstract Approved: [REDACTED]
(Major Professor)

Because of the important place of the home management house course in the Home Economics Curriculum and because of the changing emphasis in the purposes of the house, an evaluation of these objectives seemed necessary before plans could be made for the construction of a new home management house.

Five types of cooperators were chosen to determine, analyze and evaluate the problems which would influence the planning and construction of such a house. These cooperators included housing specialists, administrators of the home management house, graduate students in the department of Household administration and a group of married graduates of that department at Oregon State College.

Members of the Household Administration seminar which included the graduate students, graduate assistants and faculty, when consulted about more technical problems concerning the planning of the home management house were of the opinion that this house should:

1. Accomodate eight adults and one infant.
2. Provide a private living room, separate sleeping or dressing room and private bathroom for the supervisor and that these rooms should be located near the baby's room.
3. If possible arrange for the living room of the supervisors to be convertible into additional space for the general living-room, unless this added to the cost of the house.
4. Have double rooms for the students for study and dressing, provide a dormitory for sleeping.

5. Provide a permanent ironing board near the girls' rooms and space for machine sewing.

6. Provide space in the kitchen for the serving of meals.

7. Provide dining room space which might be used as a supplementary living room unless it would add to the cost of the house.

8. Have a living and dining room separated by sliding doors, folding doors or sliding partition.

More general questions were referred to the faculty of the School of Home Economics and a group of Home Economics graduates of Oregon State College who are now married and have children.

The cooperators in the study believed it highly desirable for the home management house to:

1. Provide a place where girls receive guidance in personal problems including marriage and the home.

2. Provide a place where students enrolled in the Child Development course may observe the baby.

3. Demonstrate the use of the very best household equipment.

4. Provide a center of hospitality for the School of Home Economics.

5. Give students an opportunity to further their own friendships.

In the opinion of the majority of these cooperators it would be necessary for the home management house to:

1. Provide a close approach to the home situation in which girls may apply the technical information and training they have received in other courses.

2. Furnish a situation where students get a concept of what constitutes a harmonious and agreeable home.

3. Provide a place for the students to receive training in good housekeeping and good home management.

4. Demonstrate good ideas in house planning and furnishing.

5. Provide training in hospitality practices and provide space for:

12 people to be seated at the dinner table (including house members.)

20 people to be served at small tables.

23 people to be served when buffet service is used.

27 tea guests to be entertained during any one period.

6. Represent in planning, construction and furnishing the home management house, the scale of living of the \$1800 to \$2400 income group.

The type and character of a home which a family of this income group would occupy may be represented in the necessarily larger home management house.

Recommendations for special areas such as the supervisor's suite which is required in a home management house are set forth, also recommendations for sizes of areas based on current minimum standards are found in the writer's study under Chapter VI, Recommendations for Areas in the house plan.

A summary of general recommendations for the house plan include the following:

First floor

Living room space for twelve adults.

Supplementary living room space furnished by supervisor's living room so arranged that the separating partition may be removed by sliding or folding.

Supervisor's suite including living room, bedroom and bath to be located near the nursery.

A nursery and a single sleeping-dressing-study room for the child director.

A bathroom for the child.

A bathroom for the child director accessible to the rest of the household.

Dining room space to seat twelve at one large table. During unused periods the dining room may serve as a supplement to the general living room.

A desk to be used for a planning center may be located in the dining room or kitchen, to be determined as plans develop.

A kitchen with meal service space for eight.

Pantry for reserve food storage if basement is eliminated.

Second Floor

Three double rooms for dressing and study for students.

Dormitory sleeping space for six.

Bathroom with double set of fixtures.

Laundry on second floor if the basement is eliminated.

Storage for sportswear and luggage if basement is eliminated.

Basement

Elimination of basement if a savings in total construction cost can be effected.

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PAC CONTENT

FACTORS IN DESIGNING A HOME MANAGEMENT HOUSE
FOR THE OREGON STATE COLLEGE CAMPUS

by

HARRIET KING SINNARD

A THESIS

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APPROVED:

[REDACTED]

Professor, Household Administration Department

In Charge of Major

[REDACTED]

Head of Department of Household Administration

[REDACTED]

Chairman of School Graduate Committee

[REDACTED]

Chairman of State College Graduate Council

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FACTORS IN DESIGNING A HOME MANAGEMENT HOUSE FOR THE OREGON STATE COLLEGE CAMPUS

CHAPTER I

INTRODUCTION AND PURPOSE OF THIS STUDY

A. Introduction

Home management houses have played an increasingly important part in the teaching of Home Economics since the first one was established in 1904, (18).

At different times these houses have assumed varying functions and purposes. Some have been thought of as "model houses", others as laboratories where students were expected to demonstrate their training and skills acquired in previously completed home economics courses. At another time efficiency in household tasks was emphasized. Laboratory studies and experiments with various types of household equipment were conducted (19, p. 4). At a later date, an infant was included in many of the groups, thereby increasing the opportunities for learning experiences.

In 1937, another shift in emphasis is observed. This is shown by the fact that home management was defined as "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 and groups"

(19 p. 5). This marked another epoch in the development of the home management house course--emphasis on satisfactory group living. Because of the changing emphasis in home management house courses, the writer has become interested in the problem of studying and analyzing the objectives, particularly those which would affect the planning and construction of a house in which the home management group would live.

B. Purpose of the Study

The purpose of this study was to determine the factors which influence planning and construction of a home management house for the School of Home Economics at Oregon State College. The objectives of the course, policies to be followed in the operation of the house and building economy were among the factors to consider. It was the writer's plan to evaluate these factors by analyzing the opinions of the Oregon State College Home Economics faculty, the graduate students of the Household Administration department, homemakers who were graduates of the School of Home Economics, the findings of specialists who have planned home management houses and the results of recent research.

The writer secured the cooperation of a seminar group closely associated with the home management houses

to assist with the more technical and detailed problems. Among the questions considered by this group were the following:

1. How many adults should be accommodated in the home management house?
2. Where should the supervisor's room be located and what accommodations should be provided for her?
3. Should space be provided in the kitchen for the serving of meals?
4. What arrangements should be provided for the students in carrying out such activities as sleeping, studying, dressing, personal ironing and machine sewing?
5. What bathroom arrangements would be satisfactory; should a dental bowl be provided in the student's bathroom?
6. What areas of the house might serve more than one purpose?

More general questions involving the evaluation of the objectives of the home management house were considered. The purpose was to determine whether in the cooperator's opinion the home management house should:

1. Provide a close approach to a home situation in which girls may apply the technical information and training that they have received in other courses.

2. Provide a place where the girls receive guidance in personal problems including marriage and the home.
3. Furnish a situation where students get concept of what constitutes a harmonious and agreeable home.
4. Train the students in good housekeeping.
5. Train the students in good household management.
6. Train the students in hospitality practices.
7. Provide a place where the students in Child Development may observe baby.
8. Demonstrate good ideas in house planning and furnishing.
9. Demonstrate the use of the very best household equipment.
10. Provide a center of hospitality for the School of Home Economics.
11. Provide publicity for the School of Home Economics.
12. Give the students opportunity to further their own friendships.
13. Represent in planning, construction and furnishing, the scale of living of a particular income group.

It was hoped that as an outgrowth of the study,

definite recommendations could be made for the planning and construction of a home management house that would aid in attaining these objectives.

CHAPTER II

BRIEF HISTORY OF THE OREGON STATE COLLEGE HOME MANAGEMENT HOUSES AND THE PRESENT ARRANGEMENTS

In June 1916, Withycombe became the first home management house on the Oregon State College campus. At that time the home management house course was added to the curriculum as an elective for seniors in Home Economics. (26).

Beginning with the fall term in 1926, residence in the home management house was made a requirement for all Home Economics seniors. Covell house was opened at this time to take care of the increased number of students. After 1930 Covell house was used exclusively as a Nursery School and Kent house was opened.

In 1937, when the enrollment increased, a third house, known as Dolan, was rented for home management house purposes. All of these houses were former residences which had been occupied by staff members.

Withycombe house has nine rooms and an attic which is used as sleeping quarters for the girls. Kent house has ten rooms. Dolan, the only house not owned by the college, has eleven rooms and a sleeping porch. All of the houses have full basements. (4).

Usually six students live in the house and at all times there is a supervisor and a baby under one year of

age. Often an assistant supervisor is in the house, bringing the number of adults to eight. Occasionally a foreign student is accommodated, making nine adults. The total number of adults, therefore, fluctuates from seven to nine.

CHAPTER III

PREVIOUS STUDIES OF THE HOME MANAGEMENT HOUSE

A. Cameron Thesis

In 1939 recommendations for planning a home management house for Oregon State College were submitted in the form of a thesis (4). These recommendations were based on a study of needs. Consideration was given to healthful housing, the proposed site, the climate, materials, construction and local codes.

In analyzing the requirements of the house four steps were taken. First, a check list was prepared of all functions served by the house. Second, these functions were grouped into centers and allocated to rooms. Third, the rooms were arranged with attention to size and the organization within the rooms and fourth, compromises were worked out between the various requirements so that a house plan might evolve.

The house plan that resulted was 65' long and 47' wide. This included rooms of adequate size and sufficient storage arrangements, efficient arrangement of the rooms and ideal circulation between rooms and from the entrances to various units.

The Cameron outline of areas was used as a basis of organizing the recommendations of this study.

B. Brier Thesis

Using the house plan developed by Cameron (4), a plan for furnishing the house was worked out by Brier (3) in 1939. At that time the cost of the construction of the Cameron house was estimated at \$16,000 (3 p.19). The Brier furnishing budget was based on 25 per cent of this figure.

C. Horning Thesis

In 1940 Horning made a study to analyze the time expenditure of home management house students at Oregon State College (11). Data were secured from 54 home management house students. Each student kept complete records of every activity during two non-consecutive weeks.

It was found that the average amount of time spent daily by all six student members of the household on the main divisions of household duties was as follows: meal preparation, 8 hours and 41 minutes; clearing away meals, 3 hours and 21 minutes; cleaning and straightening, 4 hours and 45 minutes; laundry, 3 hours and 18 minutes; baby care, 6 hours and 29 minutes; planning and managing, 2 hours and 42 minutes and miscellaneous house duties, 1 hour and 36 minutes.

While in the present study the writer is interested in guest meals only from the standpoint of the amount of space to provide for their accomodation, it is interesting to note the effect of guests on the amount of time spent on meal preparation. Regular non-guest days averaged only 8 hours per day on meal preparation, as compared with an average of 12 hours and 41 minutes on guest-meal days.

She also found that "compared with the term-hour requirement of Oregon State College, which is three hours per week, the time spent by home management house students was found to exceed the college requirements by 6 hours and 24 minutes per week."

Horning's tabulated information (11 p.105) gives us a picture of the families and homes of the senior home management student. The largest per cent (57.4) had one or two brothers or sisters. Sixteen per cent of the fathers were employed in agricultural pursuits, 33 per cent in trade and 22 per cent in professional service. Seventy-seven per cent of the families owned their own homes. The houses when classified by the number of bedrooms were: one bedroom, 3.7%, two bedrooms, 20.4%, three bedrooms, 33.3%, four bedrooms, 25.9%, five bedrooms, 14.8% and six or more, 1.8%. Seventy per cent of the girls shared their bedrooms with no one and 27.8 per cent with one

other person.

Sixty-eight and five tenths per cent of the homes were heated with wood; in 61.1 per cent of them electricity was used for cooking. Ninety per cent of their homes had vacuum cleaners; 98 per cent had electric irons; 100 per cent kitchen sinks; 96 per cent had drainboards; 77 per cent had pianos and 100 per cent had radios. Mechanical refrigerators were in 85 per cent of the homes and 13 per cent had ice refrigeration. Sewing machines were in 98 per cent of the homes; nearly 52 per cent of them electric. Ninety-two per cent had telephones; 81 per cent had stationary laundry tubs and 87 per cent washing machines.

D. Ellithorpe Thesis

The home management houses at Kansas State College are being constructed at the present time and will be maintained to represent three yearly income levels (8). The income levels chosen were \$1,800, \$2,400, and \$3600. These are represented by houses estimated to cost \$3500, \$5,850 and \$7,200. A chart showing the units and dimensions of the houses is contained in Appendix B.

At Kansas State College the girls have an op-

portunity to live in two of the houses during the six weeks home management house course.

E. Wilson-Morrison Plan for the Storage of Personal Belongings in home management house.

In 1938-39, Wilson and Morrison made a study the purpose of which was to provide a basis for recommendations concerning storage facilities for the personal belongings that students take to the home management house (28).

Lists of garments and personal belongings of 81 students moving to the home management house were obtained. These were tabulated, measured, and assigned to storage units. Both frequency tables and averages were used as bases for recommendations.

Their list of areas in the house where provision should be made for this type of storage follows:

A. Girl's room

1. Bedroom closet
2. Chest of drawers (dresser)
3. Space for tall containers
4. Shelves and drawers in and near desk

B. Central closets, or girl's room

(space for coats for everyday wear, formals, extra bedding, luggage, sports equipment)

C. Bathroom

1. Cabinet for toilet articles
2. Towel rods
3. Drying cabinet

They made specific recommendations to cover a variety of situations. Both closets and dressers were designed as individual or combination units for the use of one or two students. Sketches showing space requirements are included in their study. When plans for a home management house are developed, this study should furnish readily usable information concerning floor and wall space necessary as well as elevational details to be followed.

CHAPTER IV

METHOD OF PROCEDURE

A. Cooperators, Their Function in Determining and Analyzing Problems, in Constructing the Questionnaire and in Evaluating Results.

Since data included in this study are concerned with many intangible values, the writer has chosen five types of cooperators to determine, analyze and evaluate problems. The data included in the questionnaire and also the results of this study are based largely on the composite judgement of these five types of cooperators. These types of cooperators and their specific contributions are briefly described as follows:

1. Research specialists in Housing

Problems involved in the designing of a home management house for the Oregon State College campus were first discussed with Wilson (36), a Professor in Charge of Home Economics Research. Wilson assisted in the Cameron study (4), in which a plan was developed for a home management house based on a study of needs, and also prepared another plan for a home management house which would be representative of a farm home and in addition to this had assisted in the remodelling of two of the home management houses on the campus. Wil-

son assisted the writer in a preliminary evaluation of those purposes and objectives of the home management house which would influence planning and construction.

Conferences with Sinnard (35), added the viewpoint and advice of a professional architect. His association as a consultant in previous plans for a home management house was helpful in discovering additional problems requiring the evaluation of the cooperators. The technical phases of planning and construction of a home management house as it would be influenced by the results of this study were also checked by Sinnard during the course of this survey.

2. Administrators of the home management houses at Oregon State College.

To continue the study of purposes which should be considered in this study, conferences were arranged with administrators who have a part in formulating the policies of the home management house. These cooperators included:

a. The Dean of the School of Home Economics at Oregon State College (32), who not only contributed from her experience with the home management houses on this campus but from her knowledge of the recent developments in other Home Economics schools.

b. The Head of the Department of Household Administration (34), whose suggestion resulted in the selection of this problem for study.

c. The Director of the three home management houses on the Oregon State College campus (33).

Each of the above conferences added to the writer's list of factors which would influence the planning and construction of a new home management house.

The resulting questions and problems were, with Wilson's assistance analyzed and classified into groups. It was decided that these should be presented to a group that was familiar with all aspects of the problems involved and also actively interested in the home management houses.

3. Faculty and Graduate Students in the Department of Household Administration

At a meeting of a seminar composed of the faculty members, fellows and graduate students of the Household Administration Department, problems related to the planning and construction of a home management house were presented. Wilson (36), as well as all of the administrators of the home management houses referred to in the previous section were present at the seminar meetings. Preliminary discussion included:

Plans previously completed for a home management house on the Oregon State College campus.

The home management house course and its facilities at other colleges.

Results of an analysis of the time spent in the home management houses (10).

General building economies.

Present building trends.

Approaches to the planning problem.

After an informal discussion, previously prepared questions were submitted to the group. They were asked to record their opinions, to add other suggestions and to indicate the problems they wished referred to a larger group.

At the second and last meeting, the Seminar selected the more general questions that were to be referred to the entire faculty of the School of Home Economics.

4. Faculty of the School of Home Economics at Oregon State College

Twenty seven members of the faculty of the School of Home Economics filled out and returned the questionnaire concerning the purposes of the home management house (Appendix A, Part 2). Their assistance was

sought because the period of residence in the home management house requires the use of information and skills acquired in most of the Home Economics courses previously completed by the students under the guidance of these faculty members.

5. Graduates of the School of Home Economics
at Oregon State College

It was considered advisable to secure the judgement of at least a few graduates who could view the situation from the stand point of those who had learned through experiences in the home management houses and who have had opportunities to apply this learning in their own homes.

Eighteen Oregon State College graduates of the School of Home Economics who had lived in the home management house and who are now married and have children, were interviewed. The questionnaire-interview method was used in gathering data from these cooperators. The questionnaire on which data were recorded was identical with that submitted to the faculty. Since the writer wished to review these cooperators herself, the number was limited to those who lived in or near Corvallis. The graduates cooperating in the study varied in the dates of their graduation, number of children, loca-

tions of homes and husband's occupation, (Appendix C).

B. The Literature and Research as
Source Material

To evaluate and interpret such terms as "average income", "income of average college graduate", to determine the character of the homes and the types of construction within fixed price ranges and the current minimum housing standards for health and safety, it was necessary to refer to previous studies and standards which are set forth in the literature.

CHAPTER V

RESULTS

A. Evaluation of Special Problems Considered by the Members of the Household Administration Department Seminar

This section contains the opinions of a group of nine, including the faculty, graduate assistants and graduate students of the department of Household Administration. The group was, therefore, particularly well qualified and willing to give considerable time. The questions were of a more detailed and technical nature (See Appendix A Part 1), than those submitted to the general faculty of the School of Home Economics. The faculty and graduate assistants of this group were members of the faculty of the School of Home Economics and so cooperated in the more general survey as well.

The problems as stated and the opinions as summarized follow:

1. The Desired Number of Adults in the House

The group was unanimous in specifying: one resident supervisor, one student supervisor and six students. Only one person suggested that additional persons would be desirable in the house. She mentioned that perhaps it would be necessary to accommodate a

foreign student. Four of the group thought that provision should be made for an occasional overnight guest. The qualifying statements were: "if guest of the supervisor or student" and "for a short time only."

2. Location of Resident Supervisor's Room

The Household Administration seminar was asked to evaluate factors related to the supervision of the baby, adequate contact with the girls and privacy for the supervisor and then to indicate the best and poorest locations for the supervisor's room. The results follow:

Table 1.

Location of Supervisor's Room

Location	Cooperator's Responses (N-9)			
	Best		Poorest	
	No.	Per cent	No.	per cent
A. Near the child's room-----	6	66.7		
B. Close to the ma- jority of stu- dents-----	2	22.2	1	11.1
C. Complete segre- gation from all activities-----	1	11.1	8	88.9

3. Accommodations for the Supervisor

The Household Administration seminar was asked to evaluate the following arrangements for the resident supervisor's accommodation:

Table 2

Accommodations for Resident Supervisor

The scale used for expressing opinions: 1. Like best 4. Would not like
 2. Like very much 5. Impossible
 3. Satisfactory

Arrangements	Cooperators' Responses (N-9) - (See above code)									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
A. Private living room and bedroom-----	4	44.45	4	44.45	1	11.1				
B. Private living room, bed closet and dressing room	2	22.2	3	33.35	3	33.35				
C. Living-sleeping room and dressing room-----	1	11.1	1	11.1	6	66.7	1	11.1		
D. Living-dressing room, and small sleeping porch----			2	22.2	5	55.6	1	11.1	1	11.1
E. Living-dressing room and use dormitory with the girls-----							7	77.8	2	22.2
F. Combination living dressing-sleeping room-----					4	44.5	2	22.2	1	11.1
G. Bedroom-----					1	11.1	1	11.1	7	77.8

Table 2 shows that the cooperators in the seminar felt that the most desirable arrangement for the supervisor would be that of her own living room and bedroom. Arrangement B, living room, bed closet and dressing room was rated "satisfactory" or better. One person did "not like" plan C and all other combinations were judged "impossible" by at least one person.

4. Bathroom for the Resident Supervisor of the House

The members of the seminar were asked for their reactions to the various possibilities for bathroom arrangements for the supervisor. The results are shown in the following table.

Table 3

Arrangement for Supervisor's Bathroom

Scale used in making responses

- | | |
|-------------------|-------------------|
| 1. Like best | 3. Satisfactory |
| 2. Like very much | 4. Would not like |
| 5. Impossible | |

Cooperator's Responses (N-9)												
Arrange- ment	1		2		3		4		5		no opi- nion	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A.Private bathroom--	8	88.9	1	11.1								
B. Bathroom shared with students---					2	22.2	5	55.6	1	11.1	1	11.1
C.Shared with child and child director---			2	22.2	5	55.6	2	22.2				

Nearly 90 per cent of the group that assisted in the solution of these special problems, indicated that for the supervisor, they liked a private bathroom (Number 1 on scale). It should be noted, however, that plan C. or the arrangement whereby the bathroom is to be shared with the child director and baby, was "liked very much" by two people; judged "satisfactory" by more than half of the group and two others said they would

not want this arrangement.

If economy became of major importance, one bathroom might be eliminated by adopting plan C, since Table 18 has already shown that the supervisor's room should be close to the baby's room.

5. Space to be Provided in the Kitchen for Serving Meals

The members of the seminar were asked to check the practices they thought advisable.

Table 4

Meals	Cooperators' Opinions Concerning Kitchen Meal Service							
	Usually in the Kitchen				Occasionally in the Kitchen			
	Group together		Group not together		Group together		Group not together	
	No.	%	No.	%	No.	%	No.	%
Break-fast	4	44.4*	2	22.2	4	44.4	1	11.1
Lunch	1	11.1			6	66.6	2	22.2
Dinner					3	33.3	2	22.2
Sunday Supper			1	11.1	2	22.2	4	44.4

Other -- days of teas or heavy entertaining

*Totals do not equal 100% since cooperators check more than one column.

In table 4 there were sufficient responses in the "together" columns to justify provision for kitchen meal serving space for eight.

The most frequently indicated need for dining space in the kitchen was for lunch to be served occasionally and with the group seated together. The second most frequently indicated was the regular service of breakfast with all the girls together. The alternate suggestion was for breakfast to be served occasionally in the kitchen. It was also indicated that the girls might wish to use the kitchen individually or in smaller groups for Sunday evening.

6. Arrangements for Girls' Personal Ironing and Pressing

The Household Administration group was also consulted about an arrangement for the girls' personal ironing and pressing. Their judgement of the best and poorest plans follow:

Table 5

Arrangements for Girls' Personal Ironing and Pressing

Ironing Arrangements	Cooperators' Responses			
	Best		Poorest	
	No.	%	No.	%
A. Permanent board near the girls' rooms-----	5	55.6		
B. Conveniently stored portable ironing board which might be used in the girls' rooms-----	2	22.2	3	33.3
C. Regular board in basement laundry-----	1	11.1	5	55.6
no opinion	1	11.1	1	11.1
Total	9	100.0	9	100.0

The above results show that a permanently located ironing board near the girls' rooms is the most desirable arrangement. The poorest arrangement appears to

be the regular board in the laundry, if the laundry is located in the basement.

7. Student Accomodations

The Household Administration seminar was asked to evaluate arrangements for second-floor accommodations.

The above table shows that the usual campus pattern of dormitory for sleeping and double rooms for dressing and study is the one most highly recommended by the group. Cooperators' comments included the following: arrangement B, or double rooms for study sleep and dressing, would be the most homelike situation. One cooperator suggested that there be one or two single study rooms somewhere in the house that would be available for quiet concentrated work.

8. Importance of a place where the Girls
can do Machine Sewing

When the group was asked about the importance of providing a place for machine sewing, three or (33.3%) answered "necessary", five (55.6%) felt it was "desirable" and one (11.1%) "would have it unless it added to the cost of the house." During group discussion of the problem it was brought out that space for a machine only, with the ironing facilities near would be sufficient. A complete sewing room would be unnecessary since the clothing courses which necessitate the use of the sewing machine, provide facilities for and require cutting to be done in the laboratory under supervision. It was judged that other personal sewing needing more elaborate facilities would be done

very infrequently.

9. Importance of Dental Bowl

The desirability of a dental bowl in the students bath was rated on the 1-5 scale, (as used in Table 6). No one indicated that it was "necessary;" three (33.3%) considered it "desirable but not necessary"; two (22.2%) would have it "unless it added to the cost of the house"; one (11.1%) of the group felt that it was "immaterial" and four (44.5%) decided that they would not have it. Comments were that a dental bowl is not often found in homes and that the extra money required for the dental bowl might be put into additional wash bowls. It was also suggested that for sanitary purposes one of the wash bowls might be labeled "for dental use".

10. Flexibility of Areas in the House

A few possibilities for the flexible use of space in the house were suggested to the members of the seminar. Their evaluations are contained in the following table.

Table 7

Flexibility of Areas in the House

Scale used in making responses:

- | | |
|-------------------------|-------------------------|
| 1. Necessary | 3. Would include unless |
| 2. Highly desirable but | provision for it would |
| not necessary | add to the cost of the |
| | house |
| 4. Immaterial | |
| 5. Would not favor | |

Cooperators' Responses (N-9)										
Arrangements	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
A.Living room for supervisor convertible into additional space for the general living room-----	1	11.1	1	11.1	4	44.5	2	22.2	1	11.1
B.Dining room which may also be used as a supplementary living room-----	0		3	33.3	4	44.5	1	11.1	1	11.1
C.Combined living room-dining room-----			1	11.1			2	22.2	6	66.7
D.Living and dining room separated by sliding doors or sliding partition-----	6	66.7	3	33.3	0		0		0	
E.Combined kitchen and dining nook-----	1	11.1	5	55.6	2	22.2	1	11.1	0	

Another suggestion was to use the supervisor's living room as an occasional guest room. Of the suggestions submitted to the group, only the combined living-dining room received a majority of unfavorable votes.

B. Cooperators' Evaluation of Objectives
for the Home Management House

The cooperators in this section were the faculty of the School of Home Economics and homemakers who were graduates of the same department and who had completed the home management house course at Oregon State College.

A questionnaire (see Appendix A, part 2) listing suggested purposes which the home management house might serve was presented to each of the cooperators, who expressed her specific opinions for each objective by encircling the number which indicated her choice of the following responses:

1. Necessary.
2. Highly desirable but not necessary.
3. Would include unless provision for it would add to the cost of the house.
4. Immaterial.
5. Would not favor.

A general question which prefaced this group of objectives is as follows: in your opinion, what should be the purposes served by a new home management house? The results obtained from these questions are summarized in this part of the study.

Table 8

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.

Opinion	Cooperators' Responses					
	Faculty		Home-makers		Total	
	No.	%	No.	%	No.	%
1.Necessary	25	92.6	18	100	43	95.6
2.Highly desirable but not necessary	1	3.7			1	2.2
Include unless provision						
3.adds to cost of house						
4.Immaterial						
5.Would not have	1	3.7			1	2.2
Total	27	100.0	18	100	45	100.0

The opinion of the cooperators was that a continuation of the homelike atmosphere of the present houses is a necessary purpose.

Comments of the homemakers interviewed indicated they would be in favor of having even more of the home problems thrust on the students. Two of these cooperators suggested having an infant and a child in the house. Another, recommended that all duties, including baby care be taken over by one student at a time even though it would necessarily be for short intervals.

Table 9

Objective 2. The Home Management House should Provide a place where Girls receive Guidance in Personal Problems including Marriage and the Home.

	Cooperators' Responses					
	Faculty		Home-makers		Total	
	No.	%	No.	%	No.	%
1.Necessary	9	33.3	8	44.4	17	37.8
Highly desirable but						
2.not necessary	13	48.2	7	38.9	20	44.4
Include unless provision						
3.adds to cost of house	1	3.7			1	2.2
4.Immaterial	2	7.4	1	5.6	3	6.7
5.Would not have	2	7.4	2	11.1	4	8.9
Total	27	100	18	100	45	100

One of the faculty commented: This would depend upon the kind of person in charge of the house. Better not at all than poorly done. This in part expresses the reason for asking the question. Since 81.5% of the faculty and 83.3% of the homemakers considered this guidance as necessary or highly desirable, it would be important to include the optimum living conditions for a supervisor to help make the position attractive to well qualified faculty members.

Cameron (4 p.11) found that thirty five of the 49 home management houses reported in her survey had full-time resident supervisors. Seven schools indicated that they were supervised by a staff member and the

remaining seven used graduate assistants.

Table 10

Objective 3. The Home Management House should Furnish a Situation where Students get a Concept of what Constitutes a Harmonious and agreeable home.

	Cooperators' Responses					
	Faculty		Home-makers		Total	
	No.	%	No.	%	No.	%
1. Necessary	23	85.2	16	88.9	39	86.7
Highly desirable but						
2. not necessary	2	7.4	2	11.1	4	8.9
Include unless provision						
3. adds to cost of house	1	3.7			1	2.2
4. Immaterial	1	3.7			1	2.2
5. Would not have						
Total	27	100	18	100	45	100

It will be noted that the faculty were more doubtful concerning this as an objective. Perhaps one faculty member expressed the feeling of this minority when she asked: "Can it be done there?"

Another faculty member stated: "Harmony within the group is the most important factor in the whole situation." As a contributing factor to harmony in the house she suggested a room to be used by the student who may occasionally wish a greater degree of privacy. She suggested that a sleeping arrangement be included in the room and recommended a well planned basement room for this purpose.

All of the homemakers felt that acquiring a concept of what constitutes a harmonious and agreeable home was necessary or highly desirable. The largest group designated it as "necessary."

A 1938 report of conferences of teachers of home management (19) seems to confirm this trend when it mentions "a definite-swing away from the house as an efficiently run show place to that of a home where a group of students in residence could live a happy family life."

Table 11

Objective 4. The Home Management House should Train the Students in Good Housekeeping.						
	Cooperators' Responses					
	Faculty		Home-makers		Total	
	No.	%	No.	%	No.	%
1.Necessary	24	88.9	15	83.3	39	86.7
Highly desirable but						
2.not necessary	1	3.7	2	11.1	3	6.7
Include unless provision						
3.adds to cost of house						
4.Immaterial	1	3.7	1	5.6	2	4.4
5.Would not have						
No opinion expressed	1	3.7			1	2.2
Total	27	100	18	100	45	100

It is interesting to note how closely the two groups of cooperators agree.

Comments were made by the homemakers only. These included the following: "Good housekeeping should not be the main objective of the house," and "Training in good housekeeping is an important part of homemaking."

Table 12

Objective 5. The Home Management House should Train the Students in Good Household Management.						
	Cooperators' Responses					
	Faculty		Home-maker		Total	
	No.	%	No.	%	No.	%
1.Necessary	27	100	17	94.4	44	97.8
Highly desirable but						
2.not necessary			1	5.6	1	2.2
Include unless provision						
3.adds to cost of house						
4.Immaterial						
5.Would not have						
Total	27	100	18	100	45	100

The faculty was unanimous in feeling that the house should give opportunities for practical home management.

The homemakers had definite suggestions for practice. One said: "Provide emergencies to be met without panic." Two of them made the specific recommendation that there be two children included in the management problem. Others suggested that the house be simple enough that each girl should have a chance to manage all factors for at least a brief period.

Table 13

Objective 6. The Home Management House Should Train Students in Hospitality Practices.						
Opinion	Cooperators' Responses					
	Faculty		Home-maker		Total	
	No.	%	No.	%	No.	%
1.Necessary	24	88.9	12	66.7	36	80.0
Highly desirable but						
2.not necessary	3	11.1	5	27.7	8	17.8
Include unless provision						
3.adds to cost of house			1	5.6	1	2.2
4.Immaterial						
5.Would not have						
Total	27	100	18	100	45	100

All of the faculty designated this objective as necessary or desirable. The only qualifying statement was: "On a simple scale."

The graduates of the School of Home Economics placed slightly less importance on the point, a smaller percentage considering it necessary and one questioned its influence on cost.

Another comment was: "Entertaining should be limited to the average entertainment of homemakers in a specific income level."

Table 14

Objective 7. The Home Management House Should Provide a Place Where the Students in the Child Development Course may Observe the Baby.							
Opinion	Cooperators' Responses						
	Faculty		Home-makers		Total		
	No.	%	No.	%	No.	%	
1.Necessary	11	40.8	11	61.1	22	48.9	
Highly desirable but							
2.not necessary	8	29.7	4	22.2	12	26.7	
Include unless provision							
3.adds to cost of house	6	22.1	2	11.1	8	17.8	
4.Immaterial	1	3.7			1	2.2	
5.Would not have	1	3.7	1	5.6	2	4.4	
Total	27	100	18	100	45	100	

Nearly one-fourth of the faculty thought that we should consider the cost of this problem. Unfortunately, a happy solution to it might entail additional expense in providing adequate circulation from the entrance of the house to the baby's room without disturbing the home management group. This planning problem warrants considerable study since 70.5 per cent of the faculty and 83.3 per cent of the homemakers believe provision for this objective is either "necessary" or "highly desirable." As shown by the total figures, approximately one-half (48.9%) of the cooperators feel it is "necessary" and 26.7 per cent list it as "highly desirable."

Table 15

Objective 8. The Home Management House Should Demonstrate Good Ideas in House Planning and Furnishing						
Opinion	Cooperators' Responses					
	Faculty		Home-makers		Total	
	No.	%	No.	%	No.	%
1. Necessary	23	85.2	14	77.7	37	82.3
Highly desirable but						
2. not necessary	3	11.1	3	16.7	6	13.3
Include unless provision						
3. adds to cost of house	1	3.7			1	5.2
4. Immaterial						
5. Would not have						
No opinion			1	5.6	1	2.2
Total	27	100	18	100	45	100

More than 85 per cent of the Home Economics faculty cooperators thought that it was necessary to demonstrate good ideas of house planning and furnishing in a new home management house. One member of the group indicated that she would approve of good ideas in house planning and furnishing unless it added to the cost of the house. It is always a challenge to anyone planning a house to be able to incorporate the good ideas that do not add to the cost. In discussing income level, one of the graduates makes a related comment when she says that, "A new home management house should be a nice house" and wonders if it is possible to build a "nice enough" one if it is to represent a moder-

ate income.

Eighty-two per cent of the homemakers considered this objective of demonstrating good ideas in house planning and furnishing as necessary.

Table 16

Objective 9. The Home Management House should Demonstrate the Use of the Very best Household Equipment						
Opinion	Cooperators' Responses					
	Faculty		Home-makers		Total	
	No.	%	No.	%	No.	%
1.Necessary	7	25.9			7	15.5
Highly desirable but						
2.not necessary	10	37.1	7	38.9	17	37.8
Include unless provision						
3.adds to cost of house	3	11.1	5	27.7	8	17.8
4.Immaterial	1	3.7	1	5.6	2	4.4
5.Would not have	2	7.4	2	11.1	4	8.9
no opinion	4	14.8	3	16.7	7	15.6
Total	27	100.0	18	100	45	100

While one-fourth of the faculty considered the best equipment "necessary", none of the homemakers considered it that important, and over ten per cent of them would definitely not have the best. More than a third of each group put it in the highly desirable classification. Twenty-seven per cent of the graduates were concerned about the cost involved in good equipment. Three

out of the five faculty comments suggested that it should be good but not the most expensive.

The question drew a great many comments varying from the conviction that the "best" was not possible in a modest home to the suggestion that perhaps we learn more from poor equipment and also that philosophy and related values should be demonstrated rather than to provide the best in household equipment. Another suggestion was to select the best for the income level represented.

Fortunately this element of the house is one that can be altered from time to time according to the more conclusive findings of further research, policies of the department, or changes in general economic conditions as they would be reflected in the future lives of our senior students and in the ability of our school to provide the equipment.

Table 17

Objective 10. The Home Management House should Provide a Center of Hospitality for the School of Home Economics.

Opinion	Cooperators' Responses					
	Faculty		Home-makers		Total	
	No.	%	No.	%	No.	%
1.Necessary	5	18.5	3	16.7	8	17.8
Highly desirable but						
2.not necessary	10	37.1	5	27.7	15	33.3
Include unless provision						
3.adds to cost of house	5	18.5	1	5.6	6	13.3
4.Immaterial	2	7.4	1	5.6	3	1.7
5.Would not have	5	18.5	8	44.4	13	28.4
Total	27	100	18	100	45	100

Only 18.5 per cent of the faculty and slightly fewer homemakers (16.7%) felt it was necessary for the home management house to be the center of hospitality for the School of Home Economics although a majority (55.6%) of the faculty felt that it was "necessary" or "desirable." Fewer (44.4%) of the graduates designated it as that important. In fact an equal percentage (44.4%) said they did not favor the practice.

One person, a homemaker, commented: "I do not think that the home management house should be used as a center of hospitality. An occasional guest of course, but I feel the important thing is to teach these

girls to live simply and graciously within their income.

Table 18

Objective 11. The Home Management House should Provide Publicity for the School of Home Economics.						
Opinion	Cooperators' Responses					
	Faculty		Home-makers		Total	
	No.	%	No.	%	No.	%
1.Necessary	2	7.4	2	11.1	4	8.9
Highly desirable but						
2.not necessary	6	22.2	2	11.1	8	17.8
Include unless provision						
3.adds to cost of house	4	14.8			4	8.9
4.Immaterial	10	37.1	9	50	19	42.2
5.Would not have	2	7.4	4	22.2	6	13.3
no opinion	3	11.1	1	5.6	4	8.9
Total	27	100	18	100	45	100

Home management houses were at one time campus "show places" (19). They were of interest to the general public and to visiting groups on the campus. The necessity of planning for large groups to visit the house should require special thought in working out the home management house plan and might over-balance other considerations. The special factor in design would be to allow ample space for large groups to file into and through the house, perhaps providing space arrangements for simple refreshments; certainly a slimpse of the

baby and to route the group out a secondary entrance. This circulation should eliminate any doubling back or awkward congestion at any point. Naturally, separate, secondary or widened halls, stairs or entrances would be necessary and would add to the cost of the house.

Only 7.4 per cent of the faculty and 11.1 per cent of the homemakers felt that provision for publicity was necessary. The largest numbers in both groups thought this feature was immaterial. Nearly one-quarter of the faculty believed it was "desirable" but an equal percentage of graduates said they "would not have" this provision for publicity.

Table 19

Objective 12. The Home Management House should Give Students Opportunity to further their own friendships						
Opinion	Cooperators' Responses					
	Faculty		Home-makers		Total	
	No.	%	No.	%	No.	%
1.Necessary	7	25.9	5	27.7	12	26.7
Highly desirable but						
2.not necessary	6	22.2	9	50	15	33.3
Include unless provision						
3.adds to cost of house						
4.Immaterial	6	22.2	3	16.7	9	20.0
5.Would not have						
no opinion	8	29.7	1	5.6	9	20.0
Total	27	100	18	100	45	100

Comments varied from the feeling that friendships were desirable if they could be developed in spite of the limitation of leisure time in the house, to the statement by one supervisor that, "harmony in the group was the most important single factor in the house."

One of the homemakers said, "some of my best friends are girls I learned to know in the house." Many mentioned appreciation of learning to know the home management house supervisor.

The influence of this point on the physical aspect of the house is felt in planning enough working

centers to allow various tasks to be done simultaneously, if necessary and with no interference that might cause annoyance, efficient equipment simple to operate, enough bathroom space to serve all girls easily, rooms for privacy, rooms for concentration, room for noisy pursuits without disturbing others and parlor space for entertaining personal friends.

The responses in the section following were somewhat different in that the cooperators were not asked to rate their responses on a five point scale but rather to fill in their responses on space provided. The results obtained from these questions are summarized in the following table.

Table 20

Objective 13. What Hospitality Practices would you Recommend for the New Home Management House?			
Practices	Opinions Regarding the Number of People to be Served		
	Faculty Average	Home-makers Average	Weighted Averages
1. Dinners and Luncheons			
a. Guests and house members seated at one large table	12.4	12	12.4
b. Number to be seated at small tables	22.2	16	19.7
c. Tray luncheons	24.9	20	22.9
d. Other suggestions Outdoor parties*	26.1		
2. Teas			
Guests to be invited for one period	26.9	22	24.9
3. Other forms of hospitality.			
Overnight guests [#]	1 or 2		

*Suggested by five faculty cooperators.

[#]Suggested by four faculty cooperators.

Concerning meal service, the home Economics faculty and homemakers agreed very closely on the number to be seated at a large table for the usual guest dinner. This close agreement seems all the more remarkable when it is understood that it is the current practice in the

houses to invite as many guests as house members, which brings the total number seated to 16. This practice is reflected in the average (15.3) of the numbers suggested by staff members who were present at the Household Administration seminar. This group included the present Home Management house supervisors, (See Chapter IV). The Household Administration staff members' figures were included in the Home Economics Faculty average which was found to be 12.4. Since the Household Administration department answers comprised about one-fourth of the answers received from the faculty, the opinions exclusive of the Household Administration department were considerably lower. The following comment reflects this feeling: "I cannot see the value of large groups," and "I think twelve people for dinner and 30 for tea would be the maximum for most homes and why not for the Home management house?" One homemaker said, "if there are fewer guests at one time and each girl or member makes a cooperative attempt at hospitality, the feeling of being the host or hostess is felt more deeply." Also "the tendency is definitely toward smaller simpler parties. Husbands are preferring them that way."

The averages suggested for other functions did not agree perfectly but fortunately, the areas of the house used for the other types of entertaining are more flexible. Even the higher average suggested by the faculty is considerably more modest than Cameron's findings of the usual practice in the home management houses in 1939 (4 p. 37).

In the study of fifty selected families in Spokane, Washington, Mikkelson (14 p. 38) found that her cooperators who were homemakers had silver and dishes to serve not more than twelve people, which she felt could be interpreted as showing the need in the average home, with two or more children, for a dining room large enough to take care of this number.

Four faculty members suggested the possibility of providing housing arrangements to care for overnight guests. Two suggested having "an overnight guest, or two - campus guests, parents, etc., another mentioned "outstanding home-economists for one night only and not more than one such guest for each group of girls"; the other mentioned "overnight guests when interesting to the students."

In the following section, the cooperators were requested to answer question 21, by checking yes or no and to write in their response to question 22.

Table 21

Objective 14. Part 1. Do you think that the Home Management House should Represent in Planning, Construction and Furnishing, the scale of Living of a Particular Income Group?

Opinion	Cooperators' Responses					
	Faculty		Homemakers		Total	
	No.	%	No.	%	No.	%
Yes	19	70.4	15	83.3	34	75.6
No	7	25.9	3	16.7	10	22.2
No opinion expressed	1	3.7			1	2.2
Total	27	100	18	100	45	100

The above responses show that 75 per cent of the cooperators favor a definite plan for reflecting a specific income level in the construction and furnishing of the home management houses. It is interesting, however, that in their responses to question 22, the largest number did not mention a definite income level but expressed their opinions in vague terms as is shown in Part 2 of table 22.

Table 22

Part 1

Objective 14, Part 2. If You Think the Home Management House Should Represent in Planning Construction and Furnishing the Scale of Living of a Particular Income Group, What Group Would You Designate?

Cooperators' Responses

Income	Faculty N-5	Homemakers N-5	Total N-10
--------	-------------	----------------	------------

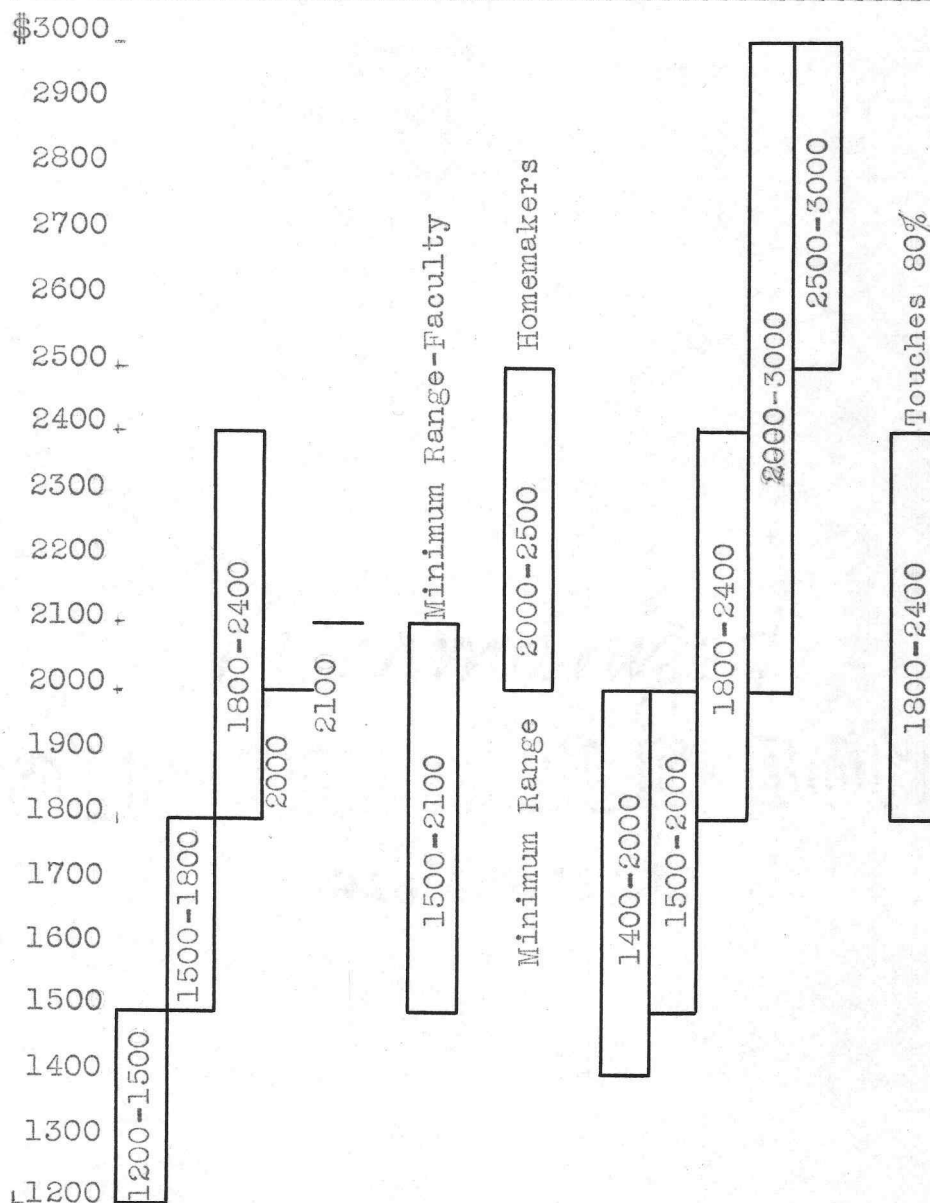


Table 22
Part 2

Income Level Suggested by the Other Cooperators*

Income	Cooperators' Responses					
	Faculty			Homemakers		
	No.	%	Cum.%	No.	%	Cum.%
Average O.S.C. graduate-----	1	7.7	7.7	1	10.0	10.0
Average College graduate-----	2	15.4	23.1	1	10.0	20.0
A little above the average from which the students come.	1	7.7	30.8			
Moderate	1	7.7	38.5	1	10.0	30.0
Middle class	2	15.4	53.9	4	40.0	70.0
Average	1	7.7	61.6	1	10.0	80.0
Moderate to low	2	15.4	76.0			
Middle for Oregon	3	23.0	100.0	1	10.0	90.0
Definitely lower				1	10.0	100.0
Total	13	100.0		10	100.0	

* Phrases used in answering question in table 22.

In part 1 of table 22, the range of the definite incomes suggested by the faculty is definitely lower than the range listed by the graduates. The \$600 minimum spread which includes at least one level mentioned by all faculty cooperators (\$1500-2100) overlaps similar homemakers' suggestions (\$2,000-2500) by only \$100. However, an \$1800-2400 range includes or touches

80% of the specific incomes mentioned by both groups omitting the highest suggested by the homemakers and the lowest suggested by the faculty.

In part 2 of Table 22, the phrases used by the cooperators in expressing their ideas of an income level to be expressed in the home management house are arranged according to the approximate money income they represent. A search of the literature on the subject reveals the relationship described in the following section.

Using the figures from the Bentley study (2) of 1929, it was found that of the group studied, the average yearly family income of married graduates of the Home Economics Department of Oregon State College was \$2641. Her table showing the occupation classification and income groups will be found in appendix E. This figure (\$2641) is slightly higher than the \$2500 estimated by Mordachai Ezekiel in 1929 to provide the city family of four persons with the "American standard." When \$2500 is converted to the 1934-36 dollar value (31 p. 117) it was found that \$2015 would provide the same standard, or exclusive of the savings and estimating only the goods and services, that \$1873 would provide its equivalent. Either of the revised estimates would fit into the range of \$1800-2400.

The graduates of the School of Home Economics, Oregon State College, for the years 1925-29 and 1935-39 cooperated in a study now in progress at Oregon State College (5). Questionnaires were sent only to the married graduates of these classes. Returns were received from 200.

Preliminary figures show that the median annual income for these families is in the \$2500-2999 range. The average income is approximately \$3300 per year. According to Nystrom's (16) scale of various American standards of living (cost and values as of 1935), (10) the Home Economics graduates with families of two children and having this average annual income, would be classified as "moderately well-to-do." The same sized family with the median income in the \$2500-2999 range would be below this classification but above the "comfort" level which requires \$2150.

A study of the Economic Status of College Alumni made by the United States Department of the Interior in 1936 (10) includes information from 46,138 returned questionnaires. Figures for the classes which have been graduated from one to eight years are included. The eight year graduates (men) of colleges in the west were found to have a median salary of \$2416, just slightly above the writer's top range. The median salary

for the same class but for all colleges was \$2383, which would bring the median figure within the range suggested by this study. The class which has been out of school five years is the first to earn a median salary (\$1847) within the lower limits of the writer's classification.

One cooperator mentioned "the income level from which our freshmen come." Leehman (13) secured figures from 149 freshmen enrolled in the School of Home Economics at Oregon State College in the year 1940. A preliminary report of her study shows the median family income in the parental homes of the group to be between \$2250 and \$2499. By grouping the incomes represented in her study, the range of \$1800-2500 was found to include 29.5% of the cases. Forty-six and five-tenths are above this range and 24 per cent fall below this group. If we can accept these figures, it would seem that a home management house representing an \$1800-2400 salary range would be a modest home in the experience of the majority of the freshmen Home Economics students.

It is difficult to assign a numerical income to such phrases as middle class, moderate income, or average. The Fortune Survey (25 p. 134) found in 1940

that the vast majority of the people of the United States consider themselves "middle class." In fact, when asked definitely whether they were of low, middle or high income group, 79.2 per cent said, "middle." When asked, "what do you think would be a perfectly satisfactory income for you?" it was found that 49.9 per cent of the population would be satisfied with incomes up to \$2499. Incomes of \$1000-1499 (12.5%), \$1500-1999 (12.3%) and \$2000-2499 (12.0%) were named nearly twice as often as any other income groups, \$2500 being the median point.

Going further down the table it was found (15) that for Oregon 1936, the median income for the business and professional group (non-relief) was \$1674 per year; for the rural family (non-relief), \$1199.

In interpreting these levels of income, in terms of a standard for home management houses, it should be kept in mind that 25.9 per cent of the faculty and 16.7 per cent of the graduates who served as cooperators in this study were not in favor of having the home management house operated on a specific income level. The general feeling of these faculty people was that after graduation the students should be able to adapt themselves to various income levels. One specific suggestion was that the more elaborate environment may even help the student develop poise and self confidence in such surroundings and that she might have no other such opportunity.

Homemakers also mentioned the merits of adaptability. Even when suggesting an average income, cooperators thought the students should learn of substitutions and also of luxuries that might be added. Two of the homemakers mentioned that the proposed house management house should not be as elaborate as a sorority house.

Other comments were: "the home management house should become an agency for showing the girls what can be done in a small home without servants and as they could do it on very small salaries" and "it should be the income level of the average of the young couples

graduating from here and the equipment could be on that same scale too. After all you can always raise your standard.

The problem then becomes one of expressing the selected income range in terms of an actual house. The chief criticism of such an attempt has been with reference to the difference in size of an average house and one necessary to house a home management house "family".

There are ways, however, of representing the income level chosen. The type and character of dwellings which could be built by a family in the income level suggested by this study can be analyzed and translated to the necessarily larger home management house. The accepted practice (1) is to allow from 2 to $2\frac{1}{2}$ times the annual income of the family for the value of the house to be occupied by them. The most extreme range we can arrive at by this standard would be from twice the lower limit of the income range (\$1800), to $2\frac{1}{2}$ times the upper limit (\$2400), or \$3600 to \$6000 for the cost of the family shelter. This is a conservative estimate since current figures show that with government aid, families are spending up to $3\frac{1}{2}$ times their annual income for homes, (17). In order to get a sample

of what the architectural profession is planning for family houses in this price range, the writer has made a study of the plans for houses published in the Architectural Forum during the years 1939 and 1940. The results of this survey will be found in the following section.

C. Trends in Design and Construction of a Home
Representative of Recommended Income Range

Houses are being discussed from the standpoint of their contribution to juvenile delinquency, divorce, economics, government subsidy, labor racketeering, monopoly, investment, national defense, health, as well as the technical phases of planning and construction. In fact, Davies (7) lists 255 references in his bibliography with as many as ten and fifteen sub-references under some of the numbers.

1. Relation of Annual Income to
Housing Investment.

Since the recommendation of the cooperators in this study is that we build a home management house to represent an income level of \$1800-2400, the writer is giving special consideration to the economic aspects. In studying housing trends, therefore, the writer has tried to discover those which apply to this income level. In order to determine characteristics of the houses that are being built by this income group, a cost classification of \$3600-6000 established by using the principle (1), of two to two and one-half times the annual salary (\$1800-2400) for

the total amount of the families' housing venture.

It is interesting to note the relationships of the cost range to that of the FHA program. From a sample of 12,144 cases or 7.3 per cent of all single-family detached homes on which construction was started during 1940 under the FHA program, it was found that approximately 75 per cent of the new small homes financed were valued at less than \$6000, including land and all utilities (30).

The same summary shows that families in the \$2000-2500 income range build houses with a total valuation 2.2 times their annual income. The average for all 1940 homebuilders was 1.9 times their annual income.

Carter (5) found that the Oregon State College Home Economics graduates reported in her study owned or were buying homes with an average valuation of \$5,915 or median value of \$5340. Compared with the median salary of approximately \$2750 their homes are valued at somewhat less than twice their annual income.

The lot for the house may account for ten to twenty per cent of this total (17). The extreme variations, therefore, that would be obtained for the cost of the house alone according to this principle would be

from \$2880 to \$5400.

Pickering (17) uses the following example:

On a \$5000 home, \$4,000 may go into the cost of the house and \$1,000 into the lot; approximate yearly expenses are as follows:

Interest on \$4,000 mortgage @
average of 3 per cent-----\$120

Interest on \$1,000 invested
by owner @ 4 per cent----- 40

Physical depreciation, or
2 per cent of \$4,000----- 80

Neighborhood depreciation,
or $\frac{1}{2}$ of 1 per cent of \$5,000---- 25

Upkeep, or $2\frac{1}{2}$ per cent
of \$4,000----- 100

Taxes, or $2\frac{1}{2}$ per cent of
\$5,000----- 125

Insurance, or $\frac{1}{4}$ of 1 per
cent of \$4,000----- 10
\$ 500

or 10 per cent of the cost of the property, or one-fourth of the \$2,000 yearly income necessary to buy a \$5,000 home on the basis of two and one-half times the income. (17 p.68)

2. Comparison of the Owned Home and Rented Home

Before continuing a description of a typical home for a family of this income group, it would seem advisable to compare the owned home with the

rented home. In the study of the "Economic Status of Alumni (10 p.20), the living conditions of alumni in 1936 showed that 18 per cent of the college women out of school eight years owned their own homes - 11 per cent with mortgages and seven per cent mortgage free. Seventeen per cent of the men of this class owned their homes - twelve per cent with mortgages and five per cent clear.

In a study of family expenditures for housing and household operations (12 p. 22), it was found that in 1935 and 1936 "if owners' total outlays for the family home, both investments and otherwise, are compared with their average money incomes, the ratio is found to be very similar to the ratio of renters' outlays to their money income." At the \$2000-2499 level in villages the average number of rooms in owned homes (7.03) was practically the same as for rented homes (7.05).

3. Analysis of Plan and Materials

An analysis of the houses in this classification (\$2880-5400) that were published in the Architectural Forum for the years 1939 and 1940 shows the

following specific characteristics. Study of these results helps in the formation of a general pattern which represents the income level suggested by the cooperators of this study. The second column is a similar analysis of fifteen houses designed by Royal Barry Wills (21).

Features	Architectural Forum		Royal Barry Wills	
Exterior Material				
Wood Siding	18	66.7	9	60
Brick	2	7.4	1	6.7
Stucco	2	7.4	2	13.3
Wood and Brick	2	7.4		
Concrete Block	2	7.4		
Plywood	1	3.7	3	20.0
	27	100.0	15	100.0
Style				
Colonial or modern colonial	16	59.2	9	60.0
Modern	10	37.1	5	33.3
California ranch	1	3.7		
French cottage			1	6.7
	27	100.0	15	100.0
Dining Room				
Living Room - "L"	11	40.8	6	40.0
Part of Living room	5	18.5	2	13.3
Separate	1	3.7	1	6.7
Semi-Separate	1	3.7	1	6.7
None	9	33.3	5	33.3
	27	100.0	15	100.0
Basement				
With	14	51.8	11	73.3
Without	13	48.2	4	26.7
	27	100.0	15	100.0

Pickering (17) gives a more complete description of typical houses that can be built by the families of his income classifications. While the income ranges do not coincide with that of this study, each classification overlaps the \$1800-2400 range recommended by this study enough to be of considerable influence in helping formulate a picture of the character of the houses of the group with which this study is concerned.

Pickerings' description of typical houses follows:

THE MINIMUM HOUSE.--For those with incomes between \$1,500 and \$2,000. They provide comfortable shelter and some of the conveniences which contribute to a congenial family life. Compactness and simplification have reduced these houses to their essentials. The physical characteristics of this type of a house may be:

1. Combination living and dining area with separate kitchen or
2. Combination living, dining, and cooking area or
3. Combination cooking and dining area, (with separate living room)
4. Compact sleeping quarters with minimum equipment.
5. No basement, with utility room for heater and laundry on first floor, or without utility room.

6. Mechanical equipment--bath, kitchen, heating, wiring, plumbing--preassembled in units or at least simplified and condensed.

7. Interior and exterior finishes of plain and durable materials.

8. General construction, simple and easy of erection; perhaps prefabrication or mass production, (17, p.75).

THE INEXPENSIVE HOUSE.--It is possible to think of this type of house as belonging to those individuals who have incomes between \$2,000 to \$4,000, and who wish to establish a permanent location for the maintenance of family life. A home in this classification might cost between \$5,000 and \$10,000. This house may be one or two stories high, with perhaps two or three small bedrooms and the usual areas for living activities. Inexpensive materials and construction are necessary to keep costs down, but the owner can indulge his fancies with greater freedom than can those who build the minimum house.

An inexpensive house should contain:

1. An adequately equipped kitchen, perhaps with a dining alcove as a substitute for a regular dining room or

2. A combined living and dining area.

3. A small living room; large enough, however, to contain the customary groups of furniture and provide easy circulation.

4. Enough small bedrooms to prevent crowding, with one bathroom.

5. Provision for outdoor living, with one porch or terrace.

6. Attached one-car garage.

7. Sound but inexpensive construction and materials. (17 p. 76).

Materials suggested by Wills (21) for inexpensive houses for those with incomes from \$1500-1800 are as follows:

Items	Recommended Materials
Foundation	Concrete Blocks
Exterior walls	Frame, covered with shingles or clap-board.
Interior walls	Insulating board papered or sheet rock, papered.
Floors	No. 1 common oak or equal.
Roof	Wood or asphalt shingles
Plumbing Fixtures	Inexpensive but good quality fixtures.

Possible variations to this outline are listed and include floors of plywood covered with linoleum, closet partitions of plywood without studding, ceilings of insulating tile, living room sheathed in country pine, painted board dados with wall paper above.

Pickering (17 p.65) also makes recommendations for the construction of houses of moderate price.

They are as follows:

Items	Minimum House for those with Incomes of \$1500-2000	Inexpensive House for those with Incomes of \$2000-4000
Foundations	Cement block	8-in. concrete
Structure	Wood frame	Frame or 8-in. brick
Exterior walls	Wood siding	Frame or 8-in. brick
Roof	Asphalt shingles	Wood shingles
Insulation	None	Ceiling
Sheet metal	Galvanized iron	Galvanized iron
Interior walls	Ply wood	Plaster
Flooring	Yellow pine	Hardwood
Interior trim	Minimum	Stock
Windows	Mill, double hung	Prefit
Doors	Stock	Stock
Plumbing	Prefabricated	Inexpensive
Heating	Room heater or	Hand-fired gravity
Lighting	Minimum	Approved layout
Basement	No basement	Included
Garage	None	Extra, unless in basement.

4. Economy

One of the chief concerns of families in the \$1800-2400 income group is economy in housing. In fact, Wills (21) lists economy as one of the four fundamental influences in planning a house, the others being suitability, utility and beauty. It is, therefore, fitting that economy be stressed in planning a home management house which is to reflect the income level determined by the cooperators in this study.

The current literature in the field of housing has many suggestions for economies in planning and building, such as the elimination of bay windows,

dormers, porches, shutters, blinds, doors on cupboards, elaborate trim both inside and out, odd requirements and special details. (21).

Other more general recommendations are the use of stock materials, local materials, local building practices, a minimum of hall space and a maximum of flexibility in the use of areas.

5. Flexibility

Flexibility of plan has been described as follows (17 p. 123):

Flexibility is desirable and necessary because of the need for compactness and efficiency and because of the restrictions imposed by financial economies. If we could build as completely as we should like, giving little thought to cost and upkeep- it would not be necessary to design a room so that it would serve two purposes. Flexibility means that a plan arrangement is not stiff and uncompromising. It means that it can be adapted to the changing needs of a family and that a single room can accommodate more than one activity. Flexibility makes possible the multi-purpose use of rooms. Following is a list of some of the activity areas which now overlap:

- Cooking and dining
- Dining and relaxation
- Dining and play
- Dining and study
- Relaxation and study
- Sleeping and study
- Sleeping and Relaxation

If the dining area is to serve the double purpose of dining and entertaining, this area must be placed and treated so that it may, on short notice, change its identity from one to the other. A center hall between the dining and living rooms eliminates much of the possibility of flexibility in this connection. Each room is segregated and its activities limited. If there is to be a small study, library, or quiet room which can be combined with the living area for the more ambitious types of entertaining, this purpose must be kept in mind when room arrangements are being studied.

6. Zoning

Another trend observed in current housing studies is that of zoning the house for various activities (9). The theory is that houses should be zones for quiet vs. activity. One house has the kitchen and dining room easily separated or thrown together to be used as the activity area. The living room is zoned for quiet by using hall space as part of the sound insulation. Houses may also be zoned by floors.

7. Function

In any house plan for typical family or home management "family" the functions that the house is to serve should be the determining factor in planning. Actually few families are "typical"; the home

management family is less typical.

8. Housing Standards

There are varying trends, however, in recommendations for minimum areas in housing. At present these standards are as follows:

a. Minimum Space

There is a figure, which has been set as a minimum by housing and medical authorities, below which it is not desirable to go because of health reasons. This is 50 square feet per person for any room in the house. If there are four in the family, the area of the living room should be not less than 200 square feet, or about 11 feet 6 inches by 17 feet 6 inches. If two people are to occupy one bedroom, the room should contain not less than 100 square feet, or 10 feet by 10 feet. These are absolutely minimum sizes and should be increased if financial limitations will permit. (17 p. 165)

A living-room providing 400 cu. ft. of space for each member of the family would seem a desirable ideal. (27 p. 361)

Living and sleeping rooms should have a minimum floor area of 90 square feet, with no width less than 7 feet (7).

The nursery should preferably have a floor area of at least 84 square feet for each child (7).

The size of the dining room may be determined by the needs of the family--(7 p.18).

It would seem unfair in this study to omit criticisms of these minimum standards. Robert L. Davi-

son of the John B. Pierce Foundation states this trend as follows:

I am at this time particularly fearful of the harm which can be done by acceptance or enforcement of standard minimum room areas, such as those originally set forth by the American Public Health Association Committee on Hygiene of Housing (of which I am a member) and by FHA and FWA. Minimum room areas of the sizes set forth by these agencies have no sound scientific basis and are rather minimum sizes which will satisfactorily handle living functions even if the room planning is poor. I have seen house plans in which rooms fell below these minimum sizes which are generally acknowledged by experts to have made better use of the total-space than plans living up to the letter of the standards. Recognition of this possibility has caused the Committee on the Hygiene of Housing to modify their original recommendation concerning room sizes which was 400 cu. ft. per person. (in a two-bedroom house this would be approximately 100 sq. ft. of floor area.) While this revision has not been officially approved it lays more emphasis on furnishability of bedrooms and less on absolute minimal space standards.

It is natural and desirable that these standards should change since they reflect the changes in the materials and equipment available to the home owner-- air conditioning will change our standards for natural ventilation; our social standards and even fashions have their influence -- for instance, fifteen years ago the home management house would not have needed a closet for the storage of long wraps

and evening dresses.

b. Minimum Number of Rooms

A house should be large enough, and have a sufficient number of rooms to provide:- a ratio of persons to rooms of not more than $1\frac{1}{2}$ to 1; - adequate room to care for illness that may not require hospitalization; adequate, convenient, and well-equipped closet space for each member of the family, and special closet space for general household goods, such as linens and utensils; adequate and suitable space for principle pieces of furniture so that these will not be in the way of doors, windows, fireplaces, radiators, or other furnishings or equipment. (7 p. 18)

c. Privacy

A house should provide privacy for the family as a group, and for individual members of the family. This requires: isolation from other dwelling units with no windows facing directly windows of other dwellings; privacy from the standpoint of quietness as well as of space; separate places for children's play, study, and rest;-- sleeping quarters separated from living quarters and arranged so that any bedroom can be reached without passing through another bedroom; and adequate number of sleeping rooms with separate beds for each child; - a place for private possessions of each member of the family; - separate easy access from room to room, but a possibility of closing each room from the others when desired. (7 p. 19)

d. Safety

Safety provisions should include: a second stairway or fire escape accessible to the living quarters of each family in a two story dwelling; protection against all fire hazards; all moving mechanical

devices shielded; knobs on inside of all closet doors so that they can be opened by children (7 p. 21)

CHAPTER VI

RECOMMENDATIONS FOR AREAS IN THE HOUSE PLAN

It is the hope of the writer that the suggestions contained in this section will serve as a supplement to Cameron's (4) very carefully worked out plan. It is assumed that the building site allocated for her house plan would be used. Her recommendations for the orientation of the rooms with respect to the sun and rain, direction of foot traffic to the campus, general circulation, storage facilities and her suggestions for the elimination of areas in the interest of economy are to serve as the bases for planning a new home management house. The organization used in this chapter is, therefore, identical with the one used by Cameron. This plan should facilitate the coordination of these studies.

The following recommendations are based in part upon the writers findings which are reported in Chapter F, and also upon conferences with specialists, and related reading in the field of housing. The objectives of the home management house as determined by co-operators in this study and an emphasis upon economy in its construction, without sacrificing these objectives were set forth as prime considerations.

A. Living Room

The minimum sized living room should be sufficiently large to accomodate all eight members of the home management group at one time. It would be desirable to provide enough space to accomodate the group of twelve that the cooperators recommended to be seated in the dining room for the usual guest dinner. Supplementary living room space would be provided for tea guests when the recommended 25 guests might be invited to the house during any one period. Although during teas, guests would usually be served in the dining room after the first few had arrived, there would be the possibility of having a maximum of twenty guests in the living room at one time.

A supplementary living room area might be provided by utilizing the supervisor's living room if it could be planned at one end of the main room and separated by a sliding or folding partition which could be opened. If this plan is used, furnishings in the supervisor's living room should be planned as a unit of the main living room.

If the above suggestion is carried out for the supervisor's room to serve as supplementary space for the general living room, the latter might be as small as 13'6" by 21'. If the supervisor's room were

13' 6" by 10', the two when thrown together would total 13' 6" by 31' (inside measurements).

B. Nursery

It is desirable to provide ample space for the students of Child Development to observe the baby. The circulation requirements would suggest an entrance from the direction of the college buildings and a hallway leading directly to the baby's room. Windows from this hallway into the child's room and bathroom would provide observation opportunities with the greatest protection for the baby. A sheltered area on the outside of the house beside the child's room would enable larger numbers of students to observe with little disturbance to the child or the household. This arrangement would be especially desirable to care for observers during guest days. Large windows with low window-stools would provide maximum sunlight and observation space. Venetian blinds would provide privacy when needed.

Inside room measurements of 11'6" by 9'6" might be considered sufficiently large. This would total 109.25 square feet, - well above the 84 square foot minimum standard (7) for each child.

If the baby is provided with its own bathroom, a door connecting the bathroom directly with the nursery would be desirable. It is probable that some extra space should be made available in the bathroom which could be used as storage space for some of the nursery equipment.

C. Student Rooms

Three combination study and dressing rooms each designed to accommodate two students are recommended for the second floor. Since these are not to be sleeping rooms and because of the moderate climate, cross ventilation is not mandatory.

The Wilson-Morrison (28) plan for the storage of personal belongings is recommended. From the various combinations of wardrobe facilities suggested by them, 13'6" was selected as a suitable base for one inside dimension of a typical student room. Eleven feet for the other dimension would give an area of 149.6 square feet--50% above the minimum standard (7).

The child supervisor's room on the first floor may be a single room. This would serve as a sleeping room as well as a dressing and study room. The dimensions might be as small as 8' by 9' if the storage facilities and desk are planned as suggested in the Wilson-Morrison plan (28). This area would allow for

a single bed and one extra chair in addition to the desk chair.

An electric buzzer controlled in the resident supervisor's room should be arranged so that the house supervisor may signal if the child supervisor is needed in the nursery.

D. Bathrooms

Ideally, the downstairs should have:

1. A private bathroom for the supervisor's suite.
2. A bathroom for the baby.
3. A bathroom for the child supervisor to be accessible from the main hall so that it could also serve for the first-floor use of the household.

The total number of bathroom fixtures required for this plan are as follows: 2 toilets, 2 lavatories, 2 showers or tubs and baby's bathroom.

The minimum arrangement recommended by the co-operators of this study would be as follows:

1. Supervisor to share bathroom with the baby and child director.
2. It is assumed that there should be a downstairs toilet and lavatory for the first floor use.

The total number of fixtures required for this plan are: 2 toilets, 2 lavatories, 1 shower or tub.

A satisfactory alternate arrangement would be:

1. A toilet and lavatory in the faculty supervisor's suite.
2. A shower unit accessible from both the supervisor's and child director's rooms.
3. A toilet and lavatory for the child supervisor accessible for general first floor use.
4. The child's bath separate.

The total number of fixtures for this plan are as follows: 2 toilets, 2 lavatories, 1 shower, and baby's bathroom.

Suggested floor areas for these rooms are:

Private bathroom for the supervisor: 6' x 7'

Bathroom for the baby: 7'6" x 6'

Lavatory: 4' x 5'6"

The upstairs bathroom should contain the following fixtures: 2 toilets, 2 lavatories, 1 tub and 1 shower. Inside dimensions of 8' x 12' would probably be sufficient.

The provision for storage space should follow the recommendations of Wilson and Morrison (28).

The writer also recommends their suggestion for installing a small heated cabinet where hose and underwear will dry overnight unless other suitable arrangements are provided. (See Suggestions for basement)

E. Sleeping porch

The cooperators in this study recommend a dormitory as sleeping quarter for the students. Economy in space could be realized by using three double deck beds such as those commonly used by college students. The reactions of students should be secured concerning double deck beds and to a sleeping porch in contrast to a similar area provided with day time heat and generous ventilation for night. If double deck beds are found to be satisfactory, an area 10 x 18 would be sufficient for the dormitory.

F. Supervisor's suite

The great majority (82%) of the cooperators in this study think it is necessary or desirable for the students to receive guidance in personal problems. This means that a well qualified faculty person should be in charge of the home management house. In fact one of the homemakers interviewed concerning this study mentioned the personality of the supervisor of the house as being the most important factor of the house.

It would seem important then to provide living accommodations which would help attract and hold the finest personnel. The members of the Household Administration seminar felt that a private living room, bedroom,

and bath should be included. If the supervisor's living room were planned with one dimension of 13'6" this would coordinate with the width of the general living room. The width of the supervisor's living room might then be 10 feet. In addition, a single bedroom, 9' x 11', and bath, 6' x 7', should be sufficient. Other combinations of private living room with a separate dressing or sleeping room would in their opinion be satisfactory. This alternative might be found necessary as plans develop. Dimensions would be variable but probably should not be less than 7' x 7'6" for either sleeping or dressing room. The alternate bath arrangement for the supervisor acceptable to the group was one to be shared with the child and child director.

Four members of the faculty (14.8%) mentioned the entertainment of occasional overnight guests, if they were people of interest to the girls. The supervisor's living room, if equipped with a sofa which could be converted into a bed might serve as a guest room.

The other secondary use for the living room of the supervisor has been discussed under "living room" (page 82).

G. Sewing and pressing

A permanently located ironing board should be provided on the second floor for the convenience of the students doing personal ironing or pressing.

Space should be provided for machine sewing. This area should be convenient to the ironing board. The clothing courses necessitating the use of a sewing machine at the home management house require that cutting be done in the laboratory under supervision. It is assumed that limited leisure time in the home management house would allow for little personal sewing and especially that which would necessitate a permanent cutting table or more elaborate equipment.

H. Storage, preparation and service of food

Food storage, preparation, and service areas should be planned for eight adults and one infant; for guest dinners including one to four extra people requiring seating space for twelve at the dining room table; for twenty when seated at small table; for twenty-three people when buffet service is used and for 25 tea guests.

1. Kitchen. Dimensions suggested for the kitchen are:

- a. Kitchen, 15'6" x 11' as suggested by Cameron, plus:

Informal dining area, 6'x8'6" added for kitchen dining space, as recommended by cooperators in this study.

- b. Service area, 5'6" x 10' as suggested by Cameron, plus:

Pantry, 5'x7' if the basement area is eliminated. (See basement)

- c. Space for a desk, 2'x3', to be used as a planning center for the business of the household, might also be added to the kitchen.

A majority of the cooperators in this study felt that it would be desirable for the home management house to demonstrate the use of the very best household equipment. This equipment would not be confined to kitchen equipment alone but should be mentioned in connection with this area.

The choice of a cooking fuel might logically be based upon the Horning survey which shows that in 61.1 per cent of the parental home of the home management house students, electricity was used for cooking; in 29.6 per cent gas was used; in 31.5 per cent wood was used; in 9.2 per cent coal, gasoline, or kerosene was used. These percentages when totaled (131.4) indicate that more than one fuel is used in many of the homes.

2. Informal dining area*

Dining space for eight adults should be provided

* In Cameron Thesis (4), this area is referred to as Breakfast room.

in the kitchen. This area may serve as an auxiliary work area during the preparations and serving of meals in the dining room.

Dimensions for this dining area might be as small as 6' by 8'6". This area would provide for a table three feet wide and allow space between it and one wall for 18" seating space and 18" passage behind the seat. The length of this area is based upon necessary table length. Seating is planned for the two sides only; the 8'6" allows $25\frac{1}{2}$ inches each for four people on either side of the table. It is planned that the adjacent area of the kitchen will provide passage and seating space for the second side of the table and for passage at one end of the table. The permanent length of this area might be reduced by using an extension table. For example, a table 6'6" would provide for three people on a side and could be extended 26" to provide for one more person on each side.

The eight-foot built-in buffet planned by Cameron for the storage of dishes, glassware and silver used in the dining room may be placed along the partition wall between the kitchen and dining room. It would seem logical to have the upper part of this buffet used as a pass cupboard into the dining room. On the dining side the doors should not be glass, because the contents would

be removed for setting the dining room table and during the meal service bare shelves would be visible.

3. Dining room

Recommendations from Chapter IV of the writer's study are as follows:

The dining room should provide for the usual seating capacity of eight adults.

The usual number of guests and house members should total not more than twelve.

That the dining room should serve as an auxiliary living room.

That a desk, to be used for the planning and business center of the house, might be located in the dining room.

That the dining room be separated from the living room by sliding or folding doors or partitions.

By following the house planning trend of the dining room forming an extension or "L" of the living room, a dining room 11'6" by 18' is estimated to fulfill these requirements. This space will not accommodate a buffet but all storage requirements are provided by other facilities. In fact, the elimination of a buffet and the use of a drop leaf extension table would aid in giving the dining room more of a living room character, which is desirable if the dining room is to be used as an auxiliary living room.

I. Basement

During the progress of this study, the following suggestions were made by cooperators:

That a small room for concentrated study or relaxation for the student who may occasionally need a greater degree of privacy, be located in this area.

That a workshop for the house might be installed in the basement and also be used by the household equipment classes for part of their training.

To build a house with or without a basement is a planning problem to be met as plans for the house progresses. In case a basement might be eliminated, allocation of the activities and storage usually assigned to a basement might be made as follows:

Storage of luggage and sportswear: second floor attic.

Storage of food reserves: auxiliary work area of the kitchen.

Fuel for fireplace: closet as wide (front to back) as fireplace; located at side of fireplace; should have doors outside for filling closet and inside for use at fireplace.

Heating: college central heat.

Laundry: Second floor. The area of the first floor would be larger than the second. It is therefore anticipated that there would be space for a laundry which would serve for general household use as well as for the girl's personal laundry. A drying cabinet should be provided. A fire escape from this room might very well serve as the connection to the drying yard when the weather permits outdoor drying.

The laundry might contain besides a heated drying cabinet, an automatic washing machine, a single stationary tub and an ironing board. To facilitate planning, the size and shape of this area should be left to the discretion of the architect, but it should be noted that an area of only 50 square feet might be sufficient.

J. Total area

The plans for all other areas for the proposed home management house were unaffected by this study and should conform to Cameron's (4) recommendations. Therefore, as a basis for estimating the total area of a plan resulting from this study, all other dimensions from the Cameron plan were used.

The total first floor area (outside measurement) resulting from these recommendations would be approximately 1800 square feet; the second floor approximately 1000 square feet. These estimated areas include the additional space necessitated if the basement might be eliminated.

This small second floor area would lend itself to the story and a half treatment of a traditional style of architecture or to a modern design, using roof decks over the main floor areas which do not extend to the second floor.

On the same basis the Cameron plan is estimated as follows:

First floor: Approximately 2200 square feet.

Second floor: Approximately 2000 square feet.

Basement: Approximately 2000 square feet.

CHAPTER VII

SUMMARY

Because of the important place of the home management house course in the Home Economics Curriculum and because of the changing emphasis in the purposes of the house, an evaluation of these objectives seemed necessary before plans could be made for the construction of a new home management house.

Five types of cooperators were chosen to determine, analyze and evaluate the problems which would influence the planning and construction of such a house. These cooperators included housing specialists, administrators of the home management house, graduate students in the department of Household Administration and a group of married graduates of that department at Oregon State College.

Members of the Household Administration seminar which included the graduate students, graduate assistants and faculty, when consulted about more technical problems concerning the planning of the home management house were of the opinion that this house should:

1. Accommodate eight adults and one infant.
2. Provide a private living room, separate

sleeping or dressing room and private bathroom for the supervisor and that these rooms should be located near the baby's room.

3. If possible arrange for the living room of the supervisor to be convertible into additional space for the general living room, unless this added to the cost of the house.

4. Have double rooms for the students for study and dressing, provide a dormitory for sleeping.

5. Provide a permanent ironing board near the girls' rooms and space for machine sewing.

6. Provide space in the kitchen for the serving of meals.

7. Provide dining room space which might be used as a supplementary living room unless it would add to the cost of the house.

8. Have a living and dining room separated by sliding doors, folding doors or sliding partition.

More general questions were referred to the faculty of the School of Home Economics and a group of Home Economics graduates of Oregon State College who are now married and have children.

The cooperators in the study believed it highly desirable for the home management house to:

1. Provide a place where girls receive guidance in personal problems including marriage and the home.

2. Provide a place where students enrolled in the Child Development course may observe the baby.

3. Demonstrate the use of the very best household equipment.

4. Provide a center of hospitality for the School of Home Economics.

5. Give students an opportunity to further their own friendships.

In the opinion of the majority of these co-operators it would be necessary for the home management house to:

1. Provide a close approach to the home situation in which girls may apply the technical information and training they have received in other courses.

2. Furnish a situation where students get a concept of what constitutes a harmonious and agreeable home.

3. Provide a place for the students to receive training in good housekeeping and good home management.

4. Demonstrate good ideas in house planning and furnishing.

5. Provide training in hospitality practices and provide space for:

12 people to be seated at the dinner table (including house members).

20 people to be served at small tables.

23 people to be served when buffet service is used.

25 tea guests to be entertained during any one period.

6. Represent in planning, construction and furnishing the home management house, the scale of living of the \$1800 to \$2400 income group.

The type and character of a home which a family of this income group would occupy may be represented in the necessarily larger home management house.

Recommendations for special areas such as the supervisor's suite which is required in a home management house are set forth, also recommendations for sizes of areas based on current minimum standards are found in the writer's study under Chapter VI, Recommendations for Areas in the house plan.

A summary of general recommendations for the house plan include the following:

First floor

Living room space for twelve adults.

Supplementary living room space furnished by supervisor's living room so arranged that the separating partition may be removed by sliding or folding.

Supervisor's suite including living room, bedroom and bath to be located near the nursery.

A nursery and a single sleeping-dressing-study room for the child director.

A bathroom for the child.

A bathroom for the child director accessible to the rest of the household.

Dining room space to seat twelve at one large table. During unused periods the dining room may serve as a supplement to the general living room.

A desk to be used for a planning center may be located in the dining room or kitchen, to be determined as plans develop.

A kitchen with meal service space for eight.

Pantry for reserve food storage if basement is eliminated.

Second floor

Three double rooms for dressing and study for students.

Dormitory sleeping space for six.

Bathroom with double set of fixtures.

Laundry on second floor if the basement is eliminated.

Storage for sportswear and luggage if basement is eliminated.

Basement

Elimination of basement if a savings in total construction cost can be effected.

CHAPTER VII

RECOMMENDATIONS FOR FURTHER STUDY

1. Evaluation of purposes of the home management house by professional home economists.
2. Evaluation of the purposes of the home management house by Home Economics students with reference to housing accommodations that meet student needs.
3. Arrangements in the home management house for observation of the baby which are made by the students in the Child Development course.
4. Study of equipment and possible arrangements for a laundry on the second floor of the home management house.
5. Study of arrangement for nursery and child director's room in the home management house.
6. An analysis of training and information that Home Economics students would find of value before and following the home management house course.
7. The relationship between the cost and use of various areas in the family home and the home management house.
8. Minimum standards for cross-ventilation for bedrooms in houses in the Willamette Valley.
9. Evaluation of the usefulness of basement rooms.

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35. Sinnard, Herbert R., M.S., Registered Architect, Associate Professor of Agricultural Engineering; Associate Professor of Architecture; Associate Agricultural Engineer, Agricultural Experiment Station, Oregon State College.
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APPENDIX A
Part 1

Questionnaire

Special Problems Related to the Planning of the Home Management House.

1. What is the desired number of adults in the house?

Resident supervisor. _____
Student supervisor. _____
Students. _____
Guests. _____
Others. _____

2. Weighing the factors of supervision of the baby, adequate contact with the girls and privacy for the supervisor, which of the following would you consider the best _____ and which the poorest _____ locations for the supervisor's room.

- a. Near the child's room.
- b. Close to the majority of the students.
- c. Complete segregation from all activities.
- d. What other location? Describe.

3. Please evaluate the following elements which might be combined for the resident supervisor's accommodations. Use following scale:

1. Like best.
2. Like very much.
3. Satisfactory.
4. Would not like.
5. Impossible

- A _____ Private living room and bedroom.
B _____ Private living room, bed closet, and dressing room.
C _____ Living-sleeping room and dressing room.
D _____ Living-dressing room and small sleeping porch.
E _____ Living-dressing room and use dormitory with girls.
F _____ Combination living-dressing-sleeping room.
G _____ Bedroom.
H _____ Other.

4. Please use the same scale as in question 3 in evaluating bathroom arrangement for the supervisor.

- A Private bathroom.
- B Bath shared with students.
- C Bath shared with child and child director.
- D Other.

5. Should space be provided in the kitchen for serving some meals? Please check.

	Served Usually in::		Served occasionally in the Kitchen	
	Group together	Group not together	Group together	Group not together
Meals				
Breakfast				
Lunch				
Dinner				
Sun. Supper				
Other				

6. For the girls' personal ironing and pressing, which arrangement is the best? _____ Which poorest _____.

- A. Permanent board near the girls' rooms.
- B. Conveniently stored portable ironing board which may be used in the girls' rooms.
- C. Use regular board in the basement laundry.

7. Please rate each of the following second floor accommodations for the girls, using the numbers taken from the following scale.

- 1. Necessary
- 2. Highly desirable but not necessary.
- 3. Would include unless provision for it would add to the cost of the house.
- 4. Immaterial.
- 5. Would not have.

- A. Single "staterooms" for study, sleep and dressing.
- B. Double rooms for study, sleep and dressing.

- C. _____ Dormitory plus double rooms for study and dressing.
- D. _____ Dormitory plus a common study room, plus a common dressing room.
- E. _____ Others (describe.)

8. How important would you consider a place where girls can do machine sewing? Please check.

- 1. Necessary
- 2. Highly desirable but not necessary
- 3. Would include unless provision for it added to the cost of the house
- 4. Immaterial
- 5. Would not have

9. Please evaluate a dental bowl for the students' bathroom. Check the following scale.

- 1. Necessary
- 2. Highly desirable but not necessary.
- 3. Would use unless provision for it would add to the cost of the house.
- 4. Immaterial
- 5. Would not have.

10. How would you rate the following possibilities for room areas which might serve more than one purpose? We must consider training to be used in the typical post-graduation environment, the special home management house situation, economy, new developments in flexible use of house areas, and the opportunity for influencing taste and standards. Use the following scale.

- 1. Necessary
- 2. Highly desirable but not necessary.
- 3. Would use unless provision for it would add to the cost of the house.
- 4. Immaterial
- 5. Would not have.

- A. _____ Living room for supervisor convertible into additional space for the general living room.
- B. _____ Dining room which may also be used as a "beau parlor."
- C. _____ Combined living room-dining room.

- D. _____ Living room-dining room separated by sliding doors, or sliding partition.
- E. _____ Combined kitchen and dining nook.
- F. _____ Others.

APPENDIX A
Part 2

Questionnaire

QUESTIONS PRELIMINARY TO PLANNING A PROPOSED NEW HOME
MANAGEMENT HOUSE

The Household Administration Department is endeavoring to develop plans for a new Home Management House. Before making these house plans, we would appreciate your help. Will you please give careful consideration to the points suggested in this questionnaire.

Sara W. Prentiss

In your opinion, what should be the purposes served by a new Home Management House? Please place a circle around the number which indicates your choice.

1. Necessary. 2. Highly desirable but not necessary. 3. Would include unless provision for it would add to the cost of the house. 4. Immaterial. 5. Would not favor.

Provide close approach to home situation in which girls may apply the technical information and training that they have received in other courses-----1 2 3 4 5

Provide a place where girls receive guidance in personal problems including marriage and the home-----1 2 3 4 5

Furnish situation where students get concept of what constitutes a harmonious and agreeable home-----1 2 3 4 5

Train the students in good house-
keeping----- 1 2 3 4 5

Train the students in good household
management----- 1 2 3 4 5

Train students in hospitality prac-
tices----- 1 2 3 4 5

Provide a place where the students in
Child Development may observe baby----- 1 2 3 4 5

Demonstrate good ideas in house plan-
ning and furnishing----- 1 2 3 4 5

Demonstrate the use of the very best
household equipment----- 1 2 3 4 5

Provide center of hospitality for the
School of Home Economics----- 1 2 3 4 5

Provide publicity for the School of
Home Economics----- 1 2 3 4 5

Give students opportunity to further
their own friendships----- 1 2 3 4 5

Others. Please describe_____ 1 2 3 4 5

What hospitality practices would you
recommend for the New Home Management House?

Dinners and Luncheons

Number (total) of guests and house members
seated at one large table-----

Number (total) when serving at
small tables-----

Number to be served when trays are used-_____

Number for other meal service (describe)_____

Teas

Maximum number of guests in the house at
one time-----

Other forms of hospitality

Please describe and recommend number of guests.

Do you think that the Home Management House should
represent in planning, construction and furnishing, the
scale of living of a particular income group? Yes_____

No_____.

If you think that the home management House should
represent in planning, construction and furnishing, the
scale of living of a particular income group, what group
would you designate?

APPENDIX B

Information from Ellithorpe Thesis (7) concerning the home
management houses at Kansas State College

Houses	Living Room	Dining Room	Kitchen	Supervisor's Living room	Extras
1. Low income \$1800 Cost: \$3500	17'6"x 11'6"	End of kitchen area: 9'6"x 9'6"	11'x 9'6"	17'6"x 11'6" with bed-closet dress-room and bath	
2. Medium income \$2400 cost: \$5850	19'x 13'6"	Forms "L" from living R. 10'x 10'6"	13'x 9'	10'x 16' with fireplace 8'x 10' Bed-room and bath	fireplace
3. High Income \$3600 Cost:\$7200	20'x 13'6"	Separate 17'6"x 12'6"	13'x 8'	16'x 11'6" with garden terrace. 8'6"x 10'6" bedroom and bath	Study 10'x 10' Guestroom 17'6"x 12'6" 2 bath rooms on second floor

APPENDIX C

Information Concerning Graduates of the School of Home Economics at Oregon State College Who cooperated in this study

Year of gradua- tion	Employ- ment be- fore marriage	Employ- ment after marriage	Place of Residence	Occupation of Husband	Children B-boy G-girl
1918	teacher 6 years	teacher 3 years	urban	college faculty	B-11
1919			rural	adminis- trative	B-21, G-15, B-8, G-7
1919	teacher 6 years		urban	business	B-10, G-8
1920	teacher 4 years	teacher 2 years	suburban	business	B-11
1923		assists husband as book- keeper	urban	business	B-16, B-14 G-12
1923			rural	farmer	B-15, B-13, B-10, G-9, G-7
1925	teacher 1 year		urban	college faculty	B-14, B-12
1927		librarian 1 year	urban	college faculty	B-12
1928	teacher 3 years	teacher 2½ years	urban	college faculty	B-7, B-5 G-3
1928		librarian 3 years	urban	college faculty	G-11, B-5
1931	teacher 1 year		urban	college faculty	B-7, B-3
1931			suburban	business	B-9, B-4
1933	teacher 2 years	teacher 1 year	urban	coach	B-4, B-6 mo.
1933	teacher 1 year	teacher 3 years	urban	college faculty	G-4, G-6 mo.
1934	dietician 1 year		urban	business	B-3½, B-6 mo.
1935			urban	business	B-4, B-2, B-6 mo.
1935	teacher 1 year	teacher 3 years	urban	graduate student	G-6 mo.
1937			urban	business	B-9, B-4

APPENDIX D

Distribution Tables of Data used in Determining Averages of Recommended Hospitality Practices.

Part 1. Number of Guests and House Members to be seated at one Large Table.

Number to be seated	Faculty Favoring		Homemakers Favoring	
	No.	per cent	No.	per cent
18	1	3.7		
16	3	11.1	1	5.6
15	1	3.7		
14	1	3.7	1	5.6
12	15	55.6	12	66.5
10	4	14.8	3	16.7
8	1	3.7		
no opinion	1	3.7	1	5.6
	27	100.0	18	100.0

Part 2. Number of Guests and House Members to be seated at Small Tables.

Number to be seated	Faculty Favoring		Homemakers Favoring	
	No.	per cent	No.	per cent
40	1	3.7		
36	1	3.7		
30	2	7.4		
24	6	22.2	2	11.1
20	9	33.4	3	16.6
16	6	22.2	9	50.0
12			3	16.7
no opinion	2	7.4	1	5.6
	27	100.0	18	100.0

Part 3. Number to be served when Tray
Service is used.

Number to be served	Faculty Favoring		Homemakers Favoring	
	No.	per cent	No.	per cent
40	3	11.1		
36	1	3.7		
35			1	5.6
30	2	7.4		
25	1	3.7		
24	4	14.8	5	27.7
20	7	26.0	5	27.7
18			1	5.6
16	2	7.4	1	5.6
15	1	3.7		
14			2	11.1
12			2	11.1
no opinion	6	22.2	1	5.6
	27	100.0	18	100.0

Part 4. Teas - Number of Guests to be invited
for each Period.

Number to be invited for each Period	Faculty Favoring		Homemakers Favoring	
	No.	per cent	No.	per cent
60	1	3.7		
50	3	11.1		
40	3	11.1	1	5.6
35			1	5.6
30	5	18.55	1	5.6
25	3	11.1	2	11.1
24	2	7.4	2	11.1
20	5	18.55	4	22.1
16			1	5.6
15			2	11.1
12	1	3.7	2	11.1
10	1	3.7		
no opinion	3	11.1	2	11.1
	27	100.0	18	100.0

APPENDIX E

Summary of Family Incomes for Home Economics Graduates as reported by Bentley

Occupation and Salary of the Husbands of O.S.C. Graduates in Home Economics

Occupation	No.	Salary Range for 1929 with the Number of Cases falling in Each Group							
		0	1000	1500	2000	2500	3000	4000	over
		to	to	to	to	to	to	to	
		1000	1500	2000	2500	3000	4000	5000	5000
Agricultural	22	2	1	1	7	4	6	1	0
Educational	27		5	2	5	6	7	2	0
Commercial	41	2	6	4	6	8	8	3	4
Total	90	4	12	7	18	18	21	6	4