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To the Committee on Graduate Study:

I am submitting to you a thesis written by Gladys Geiger entitled "Development of the University of Tennessee Home Management Houses, 1919-1948." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Home Management.

Elizabeth C. Spear
Major Professor

We have read this thesis
and recommend its acceptance:

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DEVELOPMENT OF THE UNIVERSITY OF TENNESSEE

HOME MANAGEMENT HOUSES, 1919-1948

A THESIS

Submitted to
The Committee on Graduate Study
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

by

Gladys Geiger

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GRAVES-CREST

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G. G.

CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this study was to gather in one volume as complete and comprehensive a description as possible of the University of Tennessee home management houses of 1947-8 and to include some facts pertaining to the founding and development of these houses.

Importance of the Study

As an institution of apparent permanence in the school system, the home management house deserves study so as to promote an understanding of it and its functions and to provide a basis for evaluating its situation in 1947-8. To aid in accomplishing this, the development of the home management house was traced and a study was made of the practices related to it at the time of this reporting. By so doing, an estimate may be made of the progress of the home management house from its beginning at this institution to its status in 1947-8. Also, anyone evaluating the progress after 1948 may obtain some helpful information from this report.

This study might be used as a basis for comparing the home management houses at the University of Tennessee with those of other colleges and universities during the same time. Also, a report of the houses at this institution might be helpful to other schools where plans for establishing a home management house are being made.

Any person unfamiliar with the operation of the home management houses

at this school and who might become an adviser of such a house here or who might have other need of learning about operation of the houses might find helpful the report of the 1947-8 situation.

Because the home management house serves to coordinate a major portion of the training and learning acquired by a home economics student, it is especially worthwhile as a teaching device. It is a well known fact that "doing" facilitates learning and this is particularly true when an opportunity is given for carrying out an activity several times. Such a satisfactory situation for learning is found in the home management house experience.

Preparation of young women for homemaking careers has become a responsibility of the school system during recent years. Many girls have a limited opportunity at home to receive basic experience in homemaking activities and preparation for managing their present or future homes. Therefore any course which can remedy this situation should be favored, for our country needs experienced, capable women to make our homes and thus our nation, strong. Home management houses are planned to offer girls the opportunity to gain this essential, practical homemaking experience.

Not only does "practice house" residence help to prepare young women for establishing homes of their own but it also gives future teachers an insight into problems actually faced by homemakers and an appreciation of what homemaking really means. Learning about this from books and lectures does not generally make the same impression upon a student as does taking part in a real situation.

By being a member of an intimate group, many girls have the opportunity to become better adjusted socially and mentally and so can develop a degree

of self reliance and responsibility. Honesty, truthfulness, promptness, group cooperation, sharing of ideas and knowledge and other important traits may be fostered. All these help build self assurance.

Because the home management house serves these and other purposes, it seems that it is worthy of study.

Review of Literature

In the forty years since the establishment of the first home management house at the University of Illinois,¹ the general subject of the home management house has received a good deal of attention. Magazine articles and newspaper reports have been written about it, books have been either devoted to the subject or mention it briefly, and some theses and dissertations have been written as a result of the study of its various phases. References to all literature pertaining to this relatively new tool of home economics education, are too numerous to be described in this paper and only a suggestion of their scope and variety is mentioned herein.

The early "practice house" in which the mastery of housekeeping techniques was of major importance² can be contrasted to the home management houses of the 1940's, where the objectives were more far reaching and doubtless of greater benefit to future homemakers (or those with homes already). The home management house is now regarded as a place in which students have an opportunity

¹Isabel Bevier, Home Economics in Education (Philadelphia: J. B. Lippincott Company, 1924), p. 201.

²Martha T. Bell, "The Use of a College Residence in Teaching Household Management," Journal of Home Economics, 3:149-52, April 1911.

to gain practice in solving problems of living experiences.³

Ideas of what was new or unique in the home management house situation also varied widely. An example of what such differences were, varied from the recommendation for combining practice house and summer camp experiences (1925);⁴ to the description in 1941 of the successful venture in which a group of five men students "completed their residence course to the satisfaction of both themselves and the faculty concerned."⁵

The change in emphasis of its characteristics can be noted from an early survey in which the planning, furnishing, financing and similar details of the physical nature of the house were stressed,⁶ to Elliott's comprehensive study of physical set-up, manipulative processes and the "philosophy, aims and content of the home management courses."⁷ Major findings of Elliott's survey were presented to a "jury of experts" for evaluation, and from their comments, she made general recommendations as to the philosophy, aims, administrative details and so on.⁸ Her discussion of the typical home management

³Paulena Nickell, "Learning in a Home Management House," Journal of Home Economics, 32:306, May 1940..

⁴Lucy Aikin, "The Practice House Idea in a Summer Camp," Journal of Home Economics, 16:201-3, April 1924.

⁵Florence Davis, "Boys in the Home Management House," Journal of Home Economics, 33:640-1, November 1941.

⁶Blanche Halbert, "Practice Houses and Home Economics Cottages," Journal of Home Economics, 17:700-5, December 1925.

⁷Eileen E. Elliott, "An Analysis of Home Management Education," Journal of Home Economics, 40:127, March 1948.

⁸Ibid., p. 128.

house in 1946⁹ was particularly helpful in this paper.

Stress upon the need for management and control of resources was made in 1924¹⁰ and was echoed by Gross¹¹ and Dickins¹² about twenty years later. Gross and Crandall,¹³ in what is probably the most complete presentation (prior to 1948) of the theory and development of home management, emphasize the use of human and material resources in the home, especially as pertaining to the processes of planning, controlling and evaluating these resources. They then relate the various phases of home management to these processes. Earlier texts featured different points of emphasis, as for example that by Gross and Lewis¹⁴ in which technological values, especially through management, and human values were stressed; by Cushman, who demonstrated by use of the case history method, her idea of how physical changes in the home produce a more pleasant environment for the family.¹⁵

⁹Eileen E. Elliott, "An Analysis of Home Management Education in Colleges and Universities," (unpublished Doctor's dissertation, The University of Missouri, Columbia, 1947), p. 143-7.

¹⁰Mrs. Ida S. Harrington, "Home Management Problems," Journal of Home Economics, 16:361-6, July 1924.

¹¹Irma H. Gross, "Management in Michigan Homes," Journal of Home Economics, 36:274-6, May 1944.

¹²Dorothy Dickins, "Home Management and Family Level of Living," Journal of Home Economics, 37:13-18, January 1945.

¹³Irma H. Gross and Elizabeth W. Crandall, Home Management in Theory and Practice (New York: F. S. Crofts and Company, Inc., 1947).

¹⁴Irma H. Gross and Mary E. Lewis, Home Management, (New York: F. S. Crofts and Company, Inc., 1938).

¹⁵Ella M. Cushman, Management in Homes (New York: The Macmillan Company, 1945).

No discussion of home economics seems complete without mention of the contributions of Ellen Richards, and in home management, her text, The Cost of Living, which might be called a forerunner of later ones which describe various aspects of this subject, should be noted. This excerpt from her text seemed to indicate in part the experience which the home management house course of 1948 was trying to give the students enrolled in it; namely to develop "an ability to secure from others the best they have to give, and to maintain a high standard of honest work."¹⁶

After reviewing available literature pertaining to the home management house, the investigator found some which gave a few facts and none which gave many details about the founding and development of the University of Tennessee home management houses. Consequently, this study resulted.

Procedure and Sources of Data

In order to obtain information pertaining to the history and development of the home management house, the investigator studied University of Tennessee library records (mainly the University of Tennessee Record). Such data as dates of introduction of the home management house course, instructors for this course, and a few statements of course content were found. However, it was impossible for the investigator to collect detailed history from this or other printed sources because a complete record had not been kept or printed.

¹⁶Ellen H. Richards, The Cost of Living as Modified by Sanitary Science, (New York: John Wiley and Sons, 1899), p. 118.

Consequently, it was necessary to obtain further information by correspondence from and through interviews with students and faculty members who were associated with the home management houses prior to 1947. Names of persons contacted were suggested chiefly by home economics faculty members in 1947 and by former home economics students then in the environs of Knoxville. Frequently one person suggested another, so in this way the sample was broadened. Some names and addresses were obtained from the University Alumni Office files and some from the files in the Home Economics Building. It should be realized, however, that this was a chance sampling and that those persons who were contacted were not necessarily representative of all persons who have been associated with the home management house since its beginnings. Also, it should be recognized that some information received was vague, and some, from comparison with records was inaccurate and therefore could not be used. Obviously, memories of details tend to fade, especially in twenty to thirty years; this seemed particularly true about remembrances concerning goals which may have been established for home management residence. This is unfortunate, because goals tend to indicate the theory, objectives, and reasoning for such a course and often help those not acquainted with a situation, to understand it more completely. It is possible, however, that during the early years of the home management house, goals were emphasized less than in 1947-8.

Description of the development of the home management houses is chronological. Data concerning the home management houses of 1947-8 were gathered by the investigator from her observations while an adviser in one of the houses and from information and explanations concerning the houses and the

residence course which were given her by members of the home management department during personal interviews.

CHAPTER II

BEGINNINGS

"Large streams from little fountains flow,
Tall oaks from little acorns grow."¹

These familiar lines might well be paraphrased to describe the development of the University of Tennessee home management house, for from the first house of 1919, there were many changes before the establishment of the four houses of 1947. A few of the details of the when? why? where? what? of this growth follow.

Passage of the Smith-Hughes Vocational Educational Act in 1917, and the organization of a home economics vocational program in Tennessee in 1918, probably were chief stimuli for the creation of the home management house at the University. The program called for practical experience in the management of a home as part of the training of prospective vocational home economics teachers for high schools. To fulfill this requirement, plans were made by Miss Louise Turner, assistant professor of home economics and her assistant, Miss Martha Thomas, former home demonstration agent in West Tennessee, to commence what was to be the University's first "practice house." How this was done is in part described by Miss Thomas:

In the fall of 1918 we rented the house at 818 West Main Street from Mr. Steer, an uncle of Miss Turner. We furnished it with discarded furniture from the University and kitchen equipment borrowed from the home economics laboratories. Four girls

¹John Bartlett, quoted from David Everett, Familiar Quotations (Boston: Little Brown and Company, 1937), p. 292.

decided to try the project without credit on a cooperative basis, paying for their share of the expense. However, we were delayed due to the flu epidemic and then the Armistice was signed and that upset the entire University program. We began the year's work (from the beginning) after Christmas, crowding in a full year's program from January to June (1919). This was to enable the returning soldiers to get a full year of college.²

Apparently the Armistice also upset the home management house plans, for the four girls decided not to take part in the experiment because they wanted to be with other students on the main campus where, as Miss Thomas says, "the excitement was too great to miss!" This left Miss Thomas alone in a rented house. Her solution of this situation was reached during Christmas vacation, when she completed plans for a six weeks short course for home demonstration agents. Also, three seniors "decided to take advantage of the short college year and the opportunity for cheap living, so they came with me."³ After the agents left, another student joined the group.

"There was no credit given for the work but we did build up a very happy home life, I gained much needed experience as director, and the girls were able to get a year of college with a minimum of expense," Miss Thomas explained. It would seem superfluous to indicate that the success of this experiment and the favorable impression it made on students and on the faculty concerned was doubtless conducive to the further development of the project.

Other details which Miss Thomas mentioned seem to indicate that the group enjoyed being together and apparently the informal homelike situation

²Letter to the investigator from Miss Martha Thomas, first home management house adviser, University of Tennessee, and later Director of Home Economics, Hood College, October 20, 1948.

³Ibid.

appealed to others for we learn, "In the spring, one of the fraternity houses near us stopped furnishing meals, so two of the boys, Walter Forrest and Frank Moore, took their meals with us, sharing the expenses and chores. One of their jobs was to bring ice from the near by ice factory."

"We had a wonderful time and I heartily approve of having some of the male sex as members of the home management group."⁴

It might be noted that about twenty years later, five boys lived in a home management house in Alabama and had the same sort of responsibilities which the girls had had. Miss Davis concluded from this experience that this course "is one which boys need as much as girls and one to which they readily adapt themselves."⁵

This sharing of home management house experiences sounded somewhat like the situation nearly thirty years later in the fall of 1947, (see p. 97) when husbands took part in the experience while their student wives were registered in this required part of the curriculum.

An idea of the good times and informal recreation the group had seems reflected in this statement: "Quite often we would make punch in a well scoured dish pan, take it, a small victrola and go to the physical education room and dance for about two hours after dinner. Poor Walter, who was very musical tried so hard to teach me to dance . . . we had many good laughs over the attempt."⁶ There can be little doubt that Miss Thomas was as good a sport

⁴Ibid.

⁵Florence Davis, "Boys in the Home Management House," Journal of Home Economics, 33:641.

⁶Letter to the investigator from Miss Thomas, Loc. cit.

and as fun loving, as one of her students described her. Is it any wonder that these students have such fond memories of their "practice house" days, in spite of some inconveniences and the hard work they may have encountered?

A planned entertainment remembered by one student was an Open House Program which took place on a Sunday. Two of the girls were preparing food for the luncheon and "tried to cook the chicken in the pressure cooker. It never got so we could eat it and the guests ate warmed over meat loaf dressed up with tomato sauce."⁷ Certainly these girls must have learned a lesson which could have been worthwhile in showing the students that when circumstances upset carefully made plans, a gracious hostess could make changes or substitutions to meet the occasion. Apparently the girls handled the situation then so smoothly that the guests did not suspect anything was amiss and "the day was saved."

At the end of the spring term, the girls and Miss Thomas were given the use of a cabin and enjoyed a week together in the mountains. This seemed a fitting climax to rich and happy sharing of experiences they had gained through group living.

What was accomplished in addition to providing a pleasant home for a group of girls and their two "star boarders?"

In Miss Thomas' words, "We did . . . create a real home atmosphere, very informal with a wholesome association between faculty and students; had many rich and also funny, if not almost tragic, experiences; learned a lot; and were successful enough to start the developing of a rather permanent and

⁷Letter to the investigator from Alta Pardue Keirn, homemaker, Sweetwater, Tennessee, October 20, 1948.

growing project."⁸ And, equally important, they did accomplish one aim that year, for when the new college catalogue came out there was a course under home economics called "practice house" and offered for credit to home economics seniors.⁹ However, this did not mean that all University officials gave complete approval to the course, for Miss Thomas notes that during fall registration, 1919, the acting president told her she was ruining the standards of the University by giving credit for such work!¹⁰

In the fall of 1919, five home economics seniors lived in the Turner house at 1400 Laurel Avenue, supervised by Miss Martha Thomas, assistant professor of home economics. Mrs. Turner, who rented the house furnished, and her daughter Louise, assistant professor of household science, remained in their home as special members of the "practice house" family.

Division of responsibilities was not too definite and was more or less experimental, but Miss Thomas organized the group so that duties for a manager, two cooks, and two housekeepers, rotated each week.¹¹ The manager (the term sounds imposing contrasted to that of "hostess" in 1947) planned menus, purchased food and kept financial records. Although meals were planned on no specific cost level, the manager was expected to keep the costs reasonable. Miss Thomas gave this student a certain amount of money for her purchases when she went on duty and expected the girl to go to town to shop for groceries

⁸Letter to the investigator from Miss Thomas, loc. cit.

⁹University of Tennessee Record, 1919, 22:105, April 1919.

¹⁰Letter to the investigator from Miss Martha Thomas, loc. cit.

¹¹Conversation of the investigator with Mrs. Georgia Mann, Instructor, Young High School, Knoxville, Tennessee, October 8, 1948.

in order to find the "best buy." Placing grocery orders by telephone was discouraged. If at the end of a week funds remained, the manager planned to use this saving for something special. Frequently, extra pies were made and often one of these found its way to the back stoop where watchful fraternity house neighbors eagerly picked it up!

As the house was rented furnished, the students used the kitchen equipment that was available: gas range, ice refrigerator, table and cabinet among the larger pieces.¹² More vividly the girls remembered the cooking utensils which they described as old and not what they really wanted or needed. In spite of such inconveniences, the group managed to have guest meals frequently.

This anecdote of a cooking experience of one of the students was given. She had roasted a chicken for dinner and when it was brought to the table, she apologized, "I don't know why this chicken didn't make any gravy!" Needless to say, the family was amused by her inexperience and soon informed her of the process of gravy making.

Memories of housecleaning were vivid in the minds of the former students. The house was described as being in a "nice" section of town and as having been well managed and well furnished, but it had been allowed to run down before it was rented as a practice house. This, and the fact that Miss Thomas had high housekeeping standards, was probably responsible for the fact that the housekeepers worked hard and long. No outside help was employed to do heavy housework. The students were a bit disturbed by this because previous to their practice house residence, they had maintained an apartment in

¹²Conversation of the investigator with Miss Margaret Browder, now Director of Home Economics Education, Tennessee, April 16, 1948.

town and had employed such help. Consequently one girl felt justified in emphatically declaring, "What I mean is, part of the time we really slaved!"¹³

The impression should not be left that the life of the practice house student was limited to hard work. The girls entertained informally and often, for like Miss Thomas they enjoyed "having a lot going on." From reports, it seemed as if the house was a popular place for guests of the students, of Miss Thomas, and of the Turners. There was a piano in the house which doubtless had a share in group recreation. Community interests, captured from a civic minded member of the group while they had lived together in their apartment, were continued while the girls lived in the practice house. Miss Thomas did not require special outside activities, however, for, as one student remarked, Miss Thomas seemed sympathetic concerning the demands that full course schedules and household responsibilities made on the students, and did not add unnecessarily to these.

According to the University catalogue, cost to the student for practice house residence was for actual living expenses and was probably approximately the same as paid by dormitory students at that time. Other expenses were met by the University. The students, under Miss Thomas' direction, planned the budget. As was mentioned, careful account of the money, "even for postage stamps" as one student remembered, was required. The books, magazines, newspapers and the like which belonged to the group, were not necessarily purchased with house money.

One student said that although Miss Thomas had definite ideas of what

¹³Conversation of the investigator with Mrs. Georgia Mann, loc. cit.

¹⁴University of Tennessee Record, 1919, 22:105, April 1919.

was to be done, she set up few hard and fast requirements, perhaps because Mrs. Turner had certain ideas of how she wished her home to be managed. One of the first objectives seemed to be to have a well scrubbed house which could be kept that way. Other work that was necessary to make the home livable was the next requirement. However, the students did not remember establishing specific goals for experiences to be gained during the practice house residence.

A statement by one of these students seems to summarize the general impression of this practice house experience: "Oh, we worked hard, but we had the best time!"

The five girls who lived at the Turner house in the spring of 1920, had much the same type of experience under Miss Thomas' direction as the two groups who had preceded them. One of these students recalled, ". . . we did buy on a budget plan, took turns doing different work, entertained guests for meals, gave teas, had no servants - even fired the furnace. We had no hand in buying furnishings . . . nor did the owners allow rearrangement of furniture."¹⁵ Another student adds to this, "The house was comfortable, but the furniture was unattractive . . . I remember very plainly that the living room chairs and couch were slip covered in white; I expect they had faded. There were a living room, one bedroom, dining room and kitchen on the first floor. We lived on the second floor having three bedrooms and bath."¹⁶

Student evaluation of this experience is expressed by such statements

¹⁵Letter to the investigator from Lilah R. Gaut, Associate Professor of Home Economics, East Carolina Teachers College, October 12, 1948.

¹⁶Letter to the investigator from Nina Moore Rubin, Registrar, Carson-Newman College, October 8, 1948.

as, ". . . it was a very worthwhile experience and I have always been glad I was able to have it."¹⁷ "We had a good time and learned something of practical value. But anything in its beginning can be greatly improved and this has been done continuously. I am sure that what we did would be considered very elementary now (1948) . . . The whole department has grown in every phase of work so very much since those days, but beginnings . . . have a very definite value to the final product."¹⁸

Goals which were set for the course, standards to be met, division of responsibilities, experiences gained and similar details were not remembered by these students. Perhaps this is because there was little discussion of or emphasis on them, or it might be that such details are not the sort which students usually recall a quarter of a century later.

In the summer of 1920, Miss Thomas became state supervisor of home economics and Miss Bernice Reaney (later Mrs. B. R. Varner) took her place. At this time, Mrs. Turner moved, so the furnishing of the 1400 Laurel Avenue house became the responsibility of Miss Thomas and Mrs. Varner. They were given a very limited budget but they "had loads of fun and gained much experience visiting all the second hand stores of Knoxville."¹⁹ Apparently the interior of the house was partially redecorated, for Mrs. Varner mentioned that the woman from whom they rented the house allowed them money for wall-paper and paint. The students chose these and assisted with some of the

¹⁷Letter to the investigator from Mrs. Gaut, loc. cit.

¹⁸Letter to the investigator from Mrs. Rubin, loc. cit.

¹⁹Letter to the investigator from Miss Martha Thomas, loc. cit.

repair work of the house. This gave them some practical experiences in home furnishing and upkeep which other groups may have missed.

From 1920-22, while Mrs. Varner was in charge of the house, there were four groups of students, each probably containing five girls. They operated on a budget and kept financial records. The money was handled through the business office of the University. To add to the "income", one room was rented to a home economics faculty member. Just how this "earned" sum was used was not stated, however.

Concerning further furnishing of the house, Mrs. Varner said: "the girls, . . . made the final choice (of furnishings and equipment) with my supervision, . . . and we seemingly had everything that was necessary to run a house well."²⁰

Although only adults were members of the group in the home management house at this time, Mrs. Varner mentioned that they "borrowed children from the orphanage"²¹ for student experiences in child development. A maid employed at the Home Economics Building during this period recalled that the children were taken to certain classes where an instructor might demonstrate bathing techniques, point out symptoms and results of malnutrition and so on. After class, the children returned to the orphanage.²² How satisfactory this procedure was, was not stated, but it did give the students an opportunity to put some of the theory of child care into practice.

²⁰Letter to the investigator from Mrs. Bernice Reaney Varner, Head of Home Economics, Madison College, October 21, 1948.

²¹Ibid.

²²Conversation of the investigator with Mrs. Elnora Nance, Maid at the Home Economics Building, University of Tennessee, October 27, 1948.

From 1920-24, the general details of the home management house were probably similar to those described in 1919. In 1924-26, however, only nine weeks residence was required,²³ as compared to the sixteen week period (semester), previously required.

Probably one of the most important developments of this period is recorded in the "Biennial Report, 1924-25:"

The home economics facilities have been expanded through the erection of a twelve room practice house where students . . . receive . . . practical training in the management of the many details of the home through responsibility for the successful conduct of the house. This building cost \$16,000.²⁴

Obviously, owning the home management house had several advantages over renting one. The owned house could be furnished as the home management and related art departments desired and could afford; furnishings and equipment could be as was desired; possibility of having to conform with unusual wishes of those from whom a house might be rented was eliminated.

For a description of the house, the report from the 1927 "New Buildings Number" is cited:

The practice house, located on White Avenue at the rear of the new home economics building, is of half-timbered stucco construction in the English style. It is an eight room two-story structure with hard wood finishing throughout. On the first floor is a large living room, sixteen feet by twenty-two feet, a hall, dining room, kitchen and instructor's bedroom. The second floor arrangement includes four bedrooms, a bath and small connecting hall. In the basement is a well equipped laundry.

²³University of Tennessee Record, 1924, 27:149, May 1924; 1925, 28:140, May 1925.

²⁴University of Tennessee Record, 1926, "Biennial Report, 1924-6," 29:7, November 1926.

The practice house was planned to provide a model home for a family where there is no servant, special attention being paid in the plans toward the saving of unnecessary steps and labor.²⁵

This building which was located on the Rogers lot opposite the main campus, was planned by a home economics teacher from Maine and an architect from Chicago. Consequently it is not surprising to learn that, while the house was ideal in many respects, it tended to fall short of meeting some desirable characteristics of Southern housing.

On October 28, 1926, the newly constructed home economics building was dedicated, and guests were invited to receptions at it and at the practice house.²⁶ This would seem to indicate that the construction had been completed and that the house had been furnished, although perhaps not completely so. Apparently it was not until the winter quarter, 1927, however, that the first group of seniors, under the direction of Miss Bertha Jones, lived in the house.

In 1926 the University program became established on a quarterly basis. Evidently a new system for numbering home economics courses was introduced at that time because the practice house course was listed in the catalogue as Home Economics 411. Three prerequisites for the required quarter of residence were listed as: Home Economics 121 (Food Preparation and Selection), 213 (Dietetics), and 341-2 (The House, concerning equipment and time and motion studies; and Household Management, concerning management problems).²⁷

²⁵University of Tennessee Record, 1927, "New Buildings Number," 30:40, November 1927.

²⁶University of Tennessee Record, 1927, "New Buildings Number," 30:29, November 1927.

²⁷University of Tennessee Record, 1926, 29:157-8, May 1926.

Information concerning activities of the first group of students who lived in the White Avenue house was found indirectly and the experiences were said to be similar to those of the group following.

In the spring of 1927, seven girls and their instructor, Miss Bertha Jones, lived in the house, which one of the students described as being "nicely and comfortably arranged and furnished."²⁸ Another girl said she was particularly appreciative of the newness of the house which she remembered as being in direct contrast to her room at Humes Hall, a girls' dormitory which was old, rather uncomfortable, and poorly furnished.

Work responsibilities were divided among manager, housekeeper, cook, assistant cook, waitress, maid and another position which could not be remembered by the students. These duties were rotated each week. The manager and cook planned menus, submitted them to Miss Jones for approval and received from her cash for purchase of the week's groceries. Apparently the cooks did the buying and presented an itemized account of expenditures to the manager.²⁹ Another student recalled that usually the girls shopped for groceries at the same places, as for example, they purchased meats from a certain man at the Market House who helped them to get good quality and quantity for their money.³⁰

The housekeeper was responsible for the general cleaning of the house; the students cared for their own bedrooms. A vacuum cleaner was available.

²⁸Letter to the investigator from Mrs. Margaret Tisdale, homemaker, Memphis, Tennessee, October 18, 1948.

²⁹Ibid.

³⁰Conversation of the investigator with Mrs. Gene Polk Chandler, homemaker, Knoxville, Tennessee, October 6, 1948.

A University student, who lived in a basement room and cared for the furnace, helped the housekeeper by mopping the kitchen floor each week and doing similar work. One girl recalled sitting on a kitchen shelf and watching while the boy cleaned the floor, to be sure he cleaned the corners well! Evidently his services were appreciated by the girls for his efforts were frequently rewarded by a piece of pie.

Although the 1927 University of Tennessee Record reported that the White Avenue house basement had a "well-equipped laundry" (see p. 19), this must have been a bit of "wishful thinking," for when the maid washed table and kitchen linens, curtains and the like, she had to do this in a laundry room at the home economics building. (The students furnished their own bed linens and either laundered them themselves or sent them to a commercial laundry). According to one student, no one in the group knew how to operate the washing machine, which seemed complicated and mysterious to them. In fact, it looked so forbidding they were rather afraid of it! However, one daring member, a Phi Kappa Phi student, attacked the machine with determination while the others watched, "hoping for the best." They were greatly relieved and felt it a tribute to the girl's Phi Kappa Phi association that the machine worked well.³¹

Some of the kitchen equipment the students mentioned was a gas range, built-in cabinet space and an ice refrigerator (kept on the back porch). They cemented linoleum which matched that on the floor to the top of a serving table so that it might also be used in the kitchen. The gas range was

³¹Conversation of the investigator with Mrs. Chandler, loc. cit.

remembered especially by one girl, who started cooking oatmeal in the evening and left it over the pilot light all night so that it would be well done for breakfast. Such simple practices would seem to be helpful in making the students aware of other time and fuel economies which can be employed easily in the home.

"Selecting and making the furnishings and draperies . . . had been the duties of a previous group. The furnishings were adequate but conservative. Chinaware and glassware were very pretty and of good quality."³²

The group had a variety of hostess experiences. Whenever anyone wished and usually at least weekly, guests (faculty members, friends of Miss Jones and of the students) were invited to meals. Several teas were given also. Practice in serving buffet meals was usually given on Sunday nights. At this time, Miss Jones urged the girls to serve unusual foods and often offered suggestions from new ideas she had gained. One student remembered in particular a salad of orange and onion slices which Miss Jones asked them to try!

As has been mentioned the cooks prepared itemized lists of food expenditures for the manager. The manager then entered these items in a record book which was balanced before it was given to her successor. Weekly, Miss Jones checked and approved these records.

In evaluating the course, one student called it "very beneficial and relaxing, too," and another stated that even though she had done a great deal of cooking and housekeeping before being in the "practice house," she had found the experience of the full responsibility of meal planning and food

³²Letter to the investigator from Mrs. Tisdale, loc. cit.

buying new and helpful.

Interest in assisting graduates in undertaking advanced study had been evidenced the summer before when this announcement was made, "Beginning with the Summer Session of 1927, the University of Tennessee inaugurates a Master of Science degree in Home Economics. This degree may be procured in three summer quarters of twelve weeks each."³³ The large demand for graduate work that summer prompted the broadening of the program the following year³⁴ and the practice house course was one of those to be offered to summer school students.³⁵ This was particularly significant for teachers and others who were able to enroll in the practice house course in the summer with the objective of becoming qualified for a Smith-Hughes vocational teaching certificate. Six hours of credit was given for the residence course.³⁶

Few new facts were learned about the house group of the fall of 1928, although one student had a distinct recollection of the girls making draperies for the house. They were to be finished so they might be hung before three special guests, Miss Harris, Elisabeth Lacey (later Mrs. Speer, who became Head of Home Management at the University in 1931) and one other, were to be entertained for lunch. While getting the house in readiness the night before, one girl discovered a pair of draperies she had made were "missing". The

³³University of Tennessee Record, 1927, 30:164, January 1927.

³⁴University of Tennessee Record, "Summer Session of the University of Tennessee," 1928, 31:49, March 1928.

³⁵Ibid., p. 50.

³⁶Loc. cit.

revelation was nearly disastrous to the peace of mind of the group, but finally, they were spared the shame of not having the windows completely curtained, for the lost articles were found in time.³⁷ This seems one demonstration of the pride these girls had in the appearance of the house and that they were anxious for others to be favorably impressed by it.

Beginning in 1928, the practice house received the official title of "home management house", although many persons associated with it continued to call it by its former title. The catalogue for this year was the first to specify that only seniors were eligible for the residence course.³⁸ From reports by students of previous groups, it seemed as if those enrolled in the residence course had been seniors, so that this announcement may not have been a new departure but may have been merely a statement of a policy already in effect.

An outstanding development in the home management house situation came in 1929 when a baby became a member of the White Avenue household. Martin notes: "although a baby is an accepted part of the home management course in most colleges at the present time, 1929, only a few southern colleges have such a plan."³⁹ The southern colleges to which she referred included Oklahoma Agricultural and Mechanical College, Queens College (Charlotte, North Carolina), Louisiana Polytechnic Institute and North Texas State Teachers College, in addition to the University of Tennessee.⁴⁰

³⁷Conversation of the investigator with Dr. Alberta Young, Professor of Home Economics Education, University of Tennessee, October 4, 1948.

³⁸The University of Tennessee Record, 1928, 31:179, May 1928.

³⁹Amanda K. Martin, "A Survey of the Development of Home Economics in A Selected Group of Colleges in the Southern States, Prior to 1930," (unpublished Master's thesis, The University of Tennessee, Knoxville, 1937), p. 49.

⁴⁰Loc. cit.

Students living in the White Avenue house in the winter of 1929 had the distinction of having Richard, the first home management house baby. As might be expected in most families, Richards' presence necessitated some changes in the routine. Arrangement for his care was provided in part through the establishment of the new job of "mama." In addition to mama, responsibilities of the six students were shared by manager, cook, assistant cook, downstairs maid and upstairs maid.⁴¹ Upon referring to a composition book, oilcloth covered, entitled, "This Is Your Memory Book of the Happenings at the Home Management House at the University of Tennessee, January 2, 1929 to March 16, 1929," (Miss Bertha Jones, the instructor, presented one to each girl the day the group moved in) Mrs. Hanafée found that these jobs rotated every four days, which would indicate that each student might have held each duty three times.

Duties of the manager included planning the menus and ordering the food. Mrs. Hanafée noted from her "Memory Book"⁴² that she was the first manager and this was the menu for the first dinner.

Broiled Tenderloin Steak with Sauce

Buttered Peas Riced Potatoes

Hot Biscuits

Butterscotch Pudding Coffee

This would seem to be a meal which should have been prepared relatively easily by the cook this first night. (It is interesting to note that this menu

⁴¹Letter to the investigator from Mrs. Emily Thompson Hanafée, homemaker, Champaign, Illinois, September 26, 1948.

⁴²Ibid.

had but one vegetable in addition to potatoes, that there was no salad and the consistency of the foods (except the meat) was much the same. In 1947, the food budget would not have permitted the serving of as expensive a meat as steak, a salad probably would have been included both for added food value and interest in texture, and milk would have been served.)

This is a party menu Mrs. Hanafee recorded:

Chicken and Mushrooms in Ramekins	
Buttered Beets	Duchess Potatoes
Pickled Peaches	
Brown Bread Sandwiches	Rolls
Ice Cream	Chocolate Sauce
Birthday Cake	Coffee ⁴³

Such a listing might make one ask what the maximum was for food expenditures, even though the managers operated on a budget!

The house was remembered as being "immaculate and well ordered,"⁴⁴ which was to the students' credit for they had no outside help. Although bed linens were sent to a commercial laundry, a student did the table linens in the laundry at the Home Economics Building. Evidently the house laundry room had not been completely furnished at that time.

Mrs. Hanafee gave this evaluation of her house experience: "Yes, I enjoyed P.H. (practice house). Looking back it seems the most outstanding time during college . . . I know we had excellent teamwork; no one shirked

⁴³Ibid.

⁴⁴Ibid.

her duties and everyone tried to do her job well."⁴⁵ This certainly is a fine tribute to the six students, their instructor, and the type of home life they developed.

About the same time that a baby became a member of the White Avenue group the desirability of having additional space was realized. An appropriation was secured, sufficient for costs of finishing the attic (thus adding two bedrooms and a bathroom) and enclosing a second story porch at the back of the house for a nursery. In providing a separate room for the baby, it was no longer necessary to use a bedroom for a nursery and more girls could be accommodated.

The University catalogue for 1929 contains the first indication of the cost of home management house residence during the summer quarter; \$50 for room and board, per six weeks term.⁴⁶ (At this time, the cost was \$95.00 per regular quarter of twelve weeks). The first statement in the catalogue of the fee during regular quarter was not made until 1931, when the cost was \$100 plus one dollar breakage fee.⁴⁷ This was nearly the same as the cost of room and board in women's residence halls per quarter (\$94.00)⁴⁸ although the home management fee included the use of such additional items as radio, household supplies, newspapers, books, and the like.

In 1931, there were several developments of note. Evidence of the

⁴⁵Ibid.

⁴⁶University of Tennessee Record, 1929, "Summer Quarter of the University of Tennessee," 32:43, March 1929.

⁴⁷University of Tennessee Record, 1931, 34:160, May 193.

⁴⁸Ibid., p. 53.

need for expansion was seen when the home at 812 Temple Avenue was purchased by the University for a home management house. The staff members of the home management and related art departments, Miss Harris (director of the School of Home Economics), and University architects planned the remodelling of the house to meet the new needs. Miss Harris recalled that closets were added; one bath room was eliminated; the downstairs maids' quarters were finished as bedrooms, bathrooms, closets, hall and laundry room.⁴⁹ Miss Ura Vivian Crowe, an instructor in home economics education, became adviser of the "Temple Avenue" house, as it was called.

The 1931 catalogue announcement of the home management house course stated: "Those registered in the course may not register for more than four additional subjects."⁵⁰ Previously, the course load which a student could carry during house residence had not been mentioned. By the fall of 1938, the student could register for no more than three subjects in addition to the home management house course.⁵¹ It was felt that if she took more than three other courses, the time and energy demands on the average student would be so great, she would be unable to satisfactorily complete her work or to benefit from her courses as she should. And, as is mentioned, (p. 109), in some cases a girl was urged to take less than three additional subjects when it was felt this would be to her advantage.

⁴⁹Conversation of the investigator with Miss Jessie W. Harris, Vice-Dean of the College of Home Economics, University of Tennessee, October 4, 1948.

⁵⁰University of Tennessee Record, 1931, 34:160, May 1931.

⁵¹University of Tennessee Record, 1938, 41:192, May 1938.

Sometime after 1931, there was a meeting of some of the home economics staff members to consider the appropriateness of names by which the various jobs in the home management house were called. "Manager", which sounded dictatorial gave way to "hostess" which seems to suggest a personality which would be more pleasant and homelike. "Mama" became known as "baby manager," since obviously, the students were not the child's mothers, and it was inappropriate to call them so. The decision was also made to combine the positions of cook and of assistant cook, since the responsibilities for the two cooks overlapped and they were found to spend about twice the necessary hours in the kitchen. Also, the responsibility of food preparation was delegated more closely than before. About ten years later, the suggestion to have a duty known as "host" was made by one of the students.

The interest in the home management residence course was so great in the summer of 1932 that both houses were open for students.⁵²

Beginning in 1939, the need for expansion was again evidenced by the purchase and renting of more practice houses. For example, in that year, a house was rented at 1506 Laurel Avenue,⁵³ not far from the site of the early practice house. This house remained in use until 1942 and was also used during summer quarters.

The following year, the house at 819 Temple Avenue, opposite 812 Temple Avenue, was opened as a home management house. "New Temple," as it was called, was purchased in 1938⁵⁴ by the University and was partially

⁵²University of Tennessee Record, "Summer Quarter," 1932, 35:42, March 1932.

⁵³University of Tennessee Record, 1939, 42:206, May 1939.

⁵⁴University of Tennessee Record, 1938, "Biennial Report," 41:61, November 1938.

remodeled before being presented to the home management department. It was of the style of an English country house and was arranged to accomodate six students, an adviser and a baby.

About this same time a fraternity house on Laurel Avenue was rented for two summers, to accomodate the large number of students who wished to enroll in the home management house course. Thus, with this second Laurel Avenue house, which was referred to as the "Richards House", five home management houses were available during the summer quarter.

In 1942, after the house at 1628 West Cumberland had been purchased by the University and remodeled as a home management house, the two houses on Laurel Avenue were closed, leaving four home management houses, all owned by the University. "Lewisohn", as the newly acquired house was named, was of Georgian design and could comfortably accommodate eight students, an adviser, and a baby.

Although the exact time is not known when participation in community work became an activity of the home management house students, it seems to have been during the time when there was a national emphasis upon participation in outside activities to aid the effort of World War II. This experience actually put into practice a belief accepted in 1935 by the Home Management Conference that home management should also be concerned with the relation of the individual members and the family to other individuals and groups.⁵⁵ The University of Tennessee home management house group was no longer a unit divorced from the community but rather took some active part in it. It was

⁵⁵Irma H. Cross and Elizabeth W. Crandall, Home Management in Theory and Practice (New York: F. S. Crofts and Company, Inc.), 1947, p. 7.

believed in 1947-8 that community work as part of the home management house course, was uncommon,⁵⁶ and that students at the University of Tennessee were among the few who gained such a well-rounded home management house experience.

At about the same time that community work was an adopted activity, work simplification projects were introduced.

A description of division of duties, goals and the like, for the period shortly after 1931 has been omitted, because it was felt they would tend to repeat details of the situation of 1947-8.

⁵⁶Conversation of the investigator with Mrs. Elisabeth L. Speer, November 1, 1948.

CHAPTER III

INFANT CARE

The First Baby

When, in 1928, Miss Harris¹ suggested that a baby join the "practice house" family, the first reaction of many was probably, "who ever heard of such a thing?" Martin noted, "although a baby is an accepted part of the home management course in most colleges at the present time, 1929, only a few southern colleges have such a plan."²

The reason for Miss Harris' proposal was because a baby in the home management house was an accepted practice in such state colleges as Iowa and Minnesota.³ While she was at Iowa State College she had been convinced that the practice was a worthwhile one, and consequently, she was anxious to try the plan at the University of Tennessee.

After convincing the home economics faculty members that the idea was worth trying, she "put the problem in our laps," as one of the White Avenue practice house students of the winter, 1929, recalled. When their consent had been gained, one of the students, Miss Harris, and other faculty

¹Miss Jessie W. Harris, director, School of Home Economics, University of Tennessee.

²Amanda K. Martin, "A Survey of the Development of Home Economics in a Selected Group of Colleges in the Southern States, Prior to 1930," (unpublished Master's thesis, The University of Tennessee, Knoxville, 1937), p. 49.

³Conversation of the investigator with Miss Jessie W. Harris, Vice-Dean, College of Home Economics, University of Tennessee, October 4, 1948.

members "went shopping for a baby with No Strings." And, as Mrs. Hanafée continued, "We waited agog" until Richard was discovered in a local foundling home.⁴ Miss Harris recollected that they particularly wanted Richard because he had a very winning smile,⁵ and Mrs. Hanafée added "he had huge brown eyes and we adored him!"⁶ The group named him Richard P. (for "Practice") House.

It was not until they had completed arrangements and had brought the baby home that they realized how badly malnourished and ill he was. He was described as nine months of age but about the size of a baby three months of age. Mrs. Hanafée admits, "We were thrilled, and he was a mess!"⁷ Richard was put under the care of Dr. Hill (now deceased), a local pediatrician, who knew that the baby's condition was bad and predicted that if Richard was returned to the foundling home, he would die. The doctor believed though, that with good care at the "practice house" Richard's life could be saved, and he was willing to do what he could to help. Naturally, the group was all the more eager to bring the baby back to health.

Even under their watchful care, for about ten days, Richard's condition became worse because he refused to eat and lost more weight. Apparently, the list of foods Richard was said to have eaten at the foundling

⁴Letter to the investigator from Mrs. Emily Hanafée, homemaker, Champaign, Illinois, September 28, 1948.

⁵Conversation of the investigator with Miss Jessie W. Harris, loc. cit.

⁶Letter to the investigator from Mrs. Hanafée, loc. cit.

⁷Ibid.

home, was theoretical, designed to impress the students and their instructor, because the girls soon discovered he was unaccustomed to these foods and did not care for them. When the girls observed that if they disguised the foods, even egg yolk, with prunes, Richard would eat them, his appetite began to improve! As Miss Harris said, they decided that while he was at the foundling home "he must nearly have lived on prunes!"⁸

"I even gave him a transfusion, which made him more mine . . . anyway that's when he really started kicking,"⁹ Mrs. Hanafée wrote. Perhaps the transfusion marked the end of Richard's declining health, maybe it was the prunes, and it might have been Dr. Hill's skill and interest, but more probably it was a combination of these and other factors, for Richard's condition began to improve steadily until by the time he left the practice house, he was well and strong.

As has already been mentioned, arrangement for care of the baby had to be made, and the job or responsibility of student "mama" was planned. Each "mama" was in complete charge of Richard's care for four days and her work was zealously supervised by Miss Jones, the adviser. "Mama" was responsible for preparing Richard's formula, for his morning bath, and so on. If her schedule prevented "mama's" officiating at the 10:00 A. M. bath, Miss Jones bathed him "and was glad!", Mrs. Hanafée recalled, for Miss Jones "adored him too."¹⁰ Sometimes when members of the family were in class

⁸Conversation of the investigator with Miss Harris, loc. cit.

⁹Letter to the investigator from Mrs. Hanafée, loc. cit.

¹⁰Letter from Mrs. Hanafée, loc. cit.

"mama" took Richard to the Home Economics Building where he slept through the class in his carriage until she returned to the home.¹¹ He was never left in the house alone.

The baby napped in his carriage outdoors on the little second floor terrace adjoining his room. Lively discussions arose as to whether it was better for Richard to nap inside, in cleaner but stale air, or whether he should be left outside at the mercy of the falling soot!¹²

"Sometime prior to the dinner hour was his 'play time'," Mrs. Hanafec explained. "We handled him, and on a blanket on the floor, all of us rolled and made faces. We had to teach him to handle toys and to want to move under his own power."¹³

Since most families have to make plans in their budgets for a baby, it was not unusual that the "practice house" family also had this problem. The group budget was planned to include the cost of Richard's food and supplies. Such large items as crib, carriage, and the like, were purchased from a general home economics fund. Selection of his layette was made by students of a clothing class.¹⁴

What was the University "community's" reaction to the experiment of having a baby in the "practice house"? Miss Harris remembered that a great deal of interest in the baby was noted among those outside the house, especially among the boys who knew the girls. "One boy," she said, "gave Richard

¹¹Ibid.

¹²Ibid.

¹³Ibid.

¹⁴Conversation of the investigator with Miss Harris, loc. cit.

his 4:00 P. M. formula nearly every afternoon." On one particular night, a group of boys congregated under the baby's window, chanting, "We want Richard!"¹⁵ almost as if they were calling for a hero, Miss Harris recounted.

When the news that a baby was living in the "practice house" was known, the local newspapers wanted to publicize the fact, but, for obvious reasons, this was discouraged. Consequently, in the late fall of 1930, while Miss Harris was at a meeting in New Orleans, she was startled when she picked up a Louisiana newspaper and recognized Richard's picture on the front page, with a story about him! (She later learned that the photographer had taken the picture while Richard was sleeping outdoors near the house.) The feature article appeared in newspapers throughout the country and was seen by a family from one of the United States' island possessions. They had been making a trip over the continent, and, after reading the report about Richard, their interest was so aroused, they came to Knoxville to see him. The result was that they decided to adopt him, and the arrangements were nearly completed when Miss Harris returned! Before Christmas, the baby was taken by his new family to their island home. Soon afterwards, his parents entered his name in a well-known college and in 1947, the home management department was thrilled to hear that Richard, their first baby, had begun his college career!¹⁶

Richard was about eighteen months old when he left the "practice house." This was the age at which he became so closely attached to one

¹⁵Ibid.

¹⁶Ibid.

group of girls, that he grieved when they moved away at the end of a quarter. He came to associate a girl's putting on her hat, with the loss of one of his friends, and was upset whenever he saw this. From these experiences, those in charge decided that it would probably be a better practice to keep a baby in the home management house only until he was about a year old.¹⁷

One student evaluated the venture simply: "Was it worthwhile? . . . Yes!"¹⁸ Miss Harris termed the plan "a success from the start," especially because it demonstrated that a "baby doesn't need to 'rule the roost'."

From this experience, she described at least three outcomes. It was apparent that a special place was highly desirable for the baby and this led to the remodeling of the White Avenue house to meet this need. (See p. 28). The desirability of keeping a baby until he was about a year old, has been mentioned. Perhaps a clearer understanding of the responsibility of caring for a baby in a home management house, resulted in the stipulation that only babies who had been examined by a doctor and were declared good "risks," would be accepted by the department.¹⁹

There seems to be some sort of special interest in a "first baby." For this reason, and the one that repeating anecdotes of succeeding babies would tend to become tedious, babies of later years are not described. It should be noted, however, that until 1947, there have been over sixty babies who have lived in the University of Tennessee home management houses. The

¹⁷Ibid.

¹⁸Letter to the investigator from Mrs. Hanafée, loc. cit.

¹⁹Conversation of the investigator with Miss Harris, loc. cit.

home management department felt that it had helped save the lives of at least three babies: Richard, and two in whom an enlarged thymus was detected.²⁰

Babies, 1947-8

In 1947, a baby was an established member of the home management household and was more than likely the most popular member, too. Reasons for having an infant as one of the group were summarized for the students in this way:

Your care of the baby serves a double purpose. It helps you learn about handling and caring for babies, and it helps prepare an orphan for adoption by developing him in many ways. You and the rest of the house group will enjoy seeing your baby develop, and it will be a pleasure to you to know that the baby will have a better start in life because of your care.²¹

The seven babies (three girls and four boys) who were in the houses during the school year 1947-1948, were state wards. After being examined by the physician in charge of them, and being declared healthy and good risks, the home management department arranged for their care. The role of the home management house was that of a boarding home; the agency retained legal control of the infant.

Such agreements were made with the agency that a child would not be taken from the home management house for adoption until the end of a quarter and that he would not be taken before the summer at the end of the spring quarter. It was felt that it was unfair to a group of students, after

²⁰Conversation of the investigator with Mrs. Elisabeth Speer, November 1, 1948.

²¹See "General Information," Appendix A, p. 128.

becoming acquainted with a baby at the first of the quarter, to have to become adjusted to another child during the same period. Since they would not be able to see a continuous period of development in the baby if he left during the quarter, the students would tend to gain less experience and the whole situation would be less conducive to learning. Also, a new group seemed more able to adjust their new routine to a baby's schedule at the beginning of the quarter, than to make new adjustments during the quarter after their routine had become established.

A baby was not kept in the home management house after he was approximately a year old. It was felt that since after a baby was a year old, he had more or less outgrown his infancy and had entered childhood, so many problems arose concerning his care and training that the problem was somewhat out of the jurisdiction of the home management department. It also seemed difficult for a year old child to adjust to such a large group. Home economics students received training in the care of young children at the Nursery School. Because the home management house was the only place for students to become familiar with care of the infant, it seemed that the responsibility for this experience should be reserved by the house.

Usually about a week elapsed after the fall group entered the home management house, before a baby was placed in their care. This gave the students an opportunity to become somewhat accustomed to the house and to each other, and to make ready the nursery and other preparations for the baby's arrival. Since for obvious reasons, the child's identity was not known to the students, the general director was the person who usually took each baby to his house, after a representative from the Agency brought them all to the Home Economics Building.

In the late afternoon of the day of the babies' arrival, the home nursing instructor of the home management department went to each house to demonstrate techniques of dressing, bathing, weighing, taking the baby's temperature, and so on. Thus all students received the same information, applied to their own baby in their own house at a time when they were likely to be most interested in the subject and eager to learn.

The baby's arrival was usually planned for mid-afternoon so that he might adjust to his new environment without prolonged excitement. After he was seen by his new family and had a little time to look around, he was bathed, fed and put to bed. Also, the timing of the nurse's demonstration was such that it was unlikely that the baby would require much physical care before the demonstration was given.

A twenty-four hour supply of food and any medications necessary, were sent to the house with the baby. This was helpful to both students and baby, for these requirements were not known before his arrival, and his wants and needs could not have been anticipated fully. Therefore delays in feeding were avoided. Any special instructions from the doctor or the agency concerning the preparation of formula, feeding, and daily schedule, also were left by the general director when she took the baby to the house.

Because after the bath demonstration it was usually time for the baby's feeding, the adviser had the necessary food and equipment ready so that she could instruct the students in preparing the food and in feeding techniques. The baby was then put to bed, and the new baby manager, proud though a little apprehensive, given charge of him.

The evening of the baby's arrival was reserved for a special meeting

of the family to discuss baby care, schedule, and the like. Special mimeographed material containing basic instructions and procedures, which had been given each student, was discussed. This meeting was planned for this time, as it was felt that the students' interest in the many details which they needed to learn would be keener after the baby arrived than before.

At the meeting that night, the adviser demonstrated the method of formula preparation, as by then she knew the proportions and ingredients. Each night, the baby manager prepared the formula so that it would be as fresh as possible for the next day and ready for the early morning feeding.

If the baby was already receiving strained foods, students were instructed in preparing these. Canned foods which were opened for him were to be kept covered in the refrigerator for no more than two days, even though this might necessitate discarding some of the food. It was the policy to do this rather than to risk spoiling any baby food. Menus, designed to introduce new foods to the baby, to increase intake and to provide variety were planned by the adviser or baby manager. The adviser showed the students how to prepare the baby's cereal, egg yolk, fruit juice and other foods. The fact was also stressed that all equipment and food for the baby was kept in the kitchen in a special place and was not to be used for any other purpose. In short, the students received specific instructions about feeding the child from the care of utensils and dishes until the food of proper temperature was fed to the baby.

While the babies' schedules were somewhat similar, they naturally varied according to the infants' individual needs, development and the doctor's instructions. With regard to feeding schedules, a very young baby often was fed at 10:00 P.M. and 2:00 A.M., although, because of the extra

demand on the baby manager an attempt was made to eliminate the 2:00 A.M. feeding as soon as possible. Feedings generally followed the schedule to be found in the Appendix, page 128 . As the child grew older and at the doctor's suggestion, he was put on a three meals a day schedule. Frequently, however, he was adopted before reaching this age.

Usually after the 6:00 A.M. feeding a young baby was put back to bed until 8:00 A.M., when juice was given and the baby was dressed for the morning play period. During good weather he could be put outside until time for the 10:00 A.M. feeding, after which he was put back to bed. When the weather was unfavorable, the baby played by himself in the downstairs area. In either case, the intention was for the baby to learn to play by himself and to accept being alone. It was realized that many a mother is unable to entertain her child all day and consequently he must be accustomed to amusing himself.

A young baby was usually content to lie on his pallet if he had some interesting toys within grasp. The student on duty changed his position at intervals if he was unable to do this, although he was encouraged to move about and use his muscles. After he was able to creep, he was permitted to wander and explore, and the girl on duty watched carefully to be sure he was safe. When he seemed to feel a sense of freedom and no longer tended to regard the pallet as the limits of his wanderings, he was gradually introduced to the play pen. By the time he needed constant watching, he was then familiar with the play pen and did not seem to resent being left in it for longer periods. The students were cautioned against leaving him in the play pen so long that he would lose interest in playing in it or outside it.

The nap or rest after the 10:00 A. M. Feeding until the 2:00 P. M. one prepared the child for his second play period. On clear days, after being outside in his carriage or in his pen, he was "rolled" in his carriage for about half an hour or until about 4:00 P.M. For safety's sake he was not taken across busy streets or intersections. The rolling period gave the child fresh air and an interesting diversion during the afternoon playtime. It also seemed to give both baby and student a keen appetite!

After liquids had been offered the baby at 4:00 P.M., his social hour continued and he enjoyed and was enjoyed by the students and guests. (Care was taken not to over-tire or over-excite him.) He learned to play with toys and was taught such tricks as Peek-A-Boo, Pat-A-Cake, waving Bye-Bye, and so on. It is probably superfluous to add that once he learned these, the students delighted when he demonstrated them for others. Since there was usually a group of guests present, the baby was less likely to be self-conscious when performing before them than as if he was unaccustomed to having new people near-by. Because there were no men residents in the home management house, and because frequently there were men callers in the afternoon, this provided a good opportunity for the baby to become accustomed to the "stronger sex."

The social period continued until the baby manager claimed him for the 5:00 P.M. bath and feeding. From that time until 7:30 A.M., she was in charge of his care.

Some might ask if it is good to keep the baby on a schedule. The reason this was done was that the child usually seemed to adjust easily to a schedule, and if he did not, it was altered to more nearly coincide with his needs. With so many students caring for him, each for a short time, it was

possible that phases of his care might have been forgotten or neglected. By following a schedule, however, this was less likely. To allow ample time for the student to get to and from class the baby duty schedule was arranged by the hour, changing on the half hour. Therefore, times of the baby's feedings were planned so that it would not be necessary for one student to start a meal, and another to complete it.

When the schedule for "baby duty" (daily care of the child) was made out at the home management office careful attention was paid to varying the times when a girl was on duty, so that she might gain experience in caring for the child throughout the day. This also tended to make baby care more interesting to the student. Insofar as possible, hours of baby duty were arranged so that all students had approximately the same number.

Each baby manager was responsible for putting up in the nursery a mimeographed record sheet (obtained from the home management office, see p. 136) which was used by all those caring for the baby. The record was kept daily and on it such details as these were written: time of morning awakening and sleep during the day; kind of food offered and actual intake at each meal; medications given; eliminations and the time at which they occurred; and any special things noted about the child, such as interest in the radio, laughing out loud for the first time, trying to crawl, spitting up food, cutting a tooth, progress in toilet training. Twice weekly, often on Wednesday and Sunday, before his bath, the baby manager weighed the child and recorded his weight on the record sheet.

These daily reports were frequently used by the baby committee in making their weekly report to the general director. In case of any disturbances noted in the baby, they often proved useful to the director or doctor. For

example, sometimes by referring to the records, it was possible to suggest which food may have caused an allergy. All records were kept in a special place in the nursery until the end of the quarter, at which time the baby manager took them to the home management office, where they were filed.

In addition to the daily records, the baby book was the responsibility of the baby committee.

Obviously, the baby's layette was important to his care and comfort. At the end of the school year, the baby manager inventoried the baby clothes and took them to the Home Economics Building. Each fall, a textiles and clothing class in children's clothes, prepared layettes for the new babies, selecting from the articles on hand, making new articles, and buying others. Frequently they took out of service garments which were badly worn and substituted new ones. As the baby grew during the year, the baby manager collected clothes which were outgrown, returned them to the general director, and exchanged them for some of larger size. Often for older babies especially, it was necessary to purchase new garments. Usually if shoes were bought for a baby, he had usually not outgrown them before he was returned to the agency. Since they were sent to his new home with him, there was no accumulation of baby shoes.

The layette and the supply of bed linens were ample under ordinary circumstances, to last for two or three days, without the need of washing pieces. Mondays through Saturdays, the paid employee usually did the washing and ironing of the baby clothes and linens. If for any reason this supply was inadequate, the baby manager washed the necessary articles. The baby's woolen clothes and blankets were always laundered by the baby manager.

When a baby was returned to the agency, he was sent with enough

clothing to meet a day's needs and a twenty-four hour supply of food and medications, if any were needed.

Since the baby was never left unattended, when the group left the house for their planned recreational activities, a baby sitter was employed to care for him. Often, the "sitter" had been a home management house student but infrequently, as when school functions prevented the employing of students, the employed maid, the adviser, or a graduate student was able to stay with him.

If, during school holidays and vacations, it was possible to arrange for a baby's care in his own house, this was preferred. For short holidays, students in the group who planned to remain at the house often volunteered to care for him. They were either paid for this, or the hours they worked were applied to the student's total number of hours of regular "baby duty." Graduate students were sometimes able to assist at such a time.

While it was easier for the baby to be cared for in his own house, it was not always possible to arrange for this during a long vacation, usually at the end of a quarter. In such a case, the general director arranged for his care in a boarding home at the expense of the home management department. Of course, if, at the end of a quarter, especially previous to a long vacation, the baby was up for adoption, he was returned to the care of the placement agency.

At the end of the quarter, if the baby was to be adopted, or was to be in a boarding home during a vacation, arrangements were made for his departure to take place about a week before the house was to close. This gave the students more freedom in completing housecleaning, getting ready for

examinations, and so on. If the baby was to remain at the house until the next quarter began he was cared for by the students or a baby sitter until the new group of students moved into the house. Naturally, they received instructions about his care as soon as possible.

Medical care of these pre-adopted children was by volunteer work of local pediatricians. At regular intervals, and usually at least once a month, the child was taken to the doctor in charge of him, for a regular check-up and any special treatment such as inoculations, which might be necessary. (While he was in the home management house, the general adviser tried to see that he was immunized against smallpox, whooping cough and diphtheria.) The baby manager, or if her schedule did not permit, a student representing her, had the opportunity of accompanying the baby on visits to the doctor. This gave the girl experience and at the same time her presence helped reassure the baby. The general director or someone in her place, went also. This doctor could be called upon at other times if it were necessary.

Prescriptions and such other supplies as the doctor recommended for the baby, were purchased from the baby supply fund of the home management house budget. If, while he was a charge of the home management house, it became necessary for a baby to receive hospital care, this was paid for through the "U. T. Home Management House" fund.

Obviously, the health of the child was a concern to the home management department. Each student was cautioned to thoroughly wash her hands before caring for the baby, to be very particular about preparing his food, and to keep his possessions and immediate environment as immaculate as possible. If the student felt ill, it was her responsibility to exchange her hours of

baby duty with someone else. Sometimes when a student had a cold, she was permitted to care for the baby if she wore a sterile mask.

To help guard the baby's identity, names of his parents, if they were known, and his birth name, were usually known only to the general director or adviser. After the child was brought to the home management house, the students suggested and chose an appropriate first name for him. He was called by this name while he remained under the care of the home management house. Sometimes the child was an "aid case"; that is, his parents were temporarily unable to care for him. In such case his own first name might be used.

In the attempt to eliminate possible identification when the students took snapshots of the baby which were to be put in the baby book, care was taken to keep the persons and background inconspicuous. Negatives of snapshots appearing in the baby book were kept by the general director, for obvious reasons. No full face pictures of the child were allowed for publication.

Persons who expressed interest to the students or faculty members in adopting the baby, were referred to the general director or the adviser and thence to the placement agency. Arrangements were made for prospective parents who desired it to see the child away from the home management house, so that they might have the opportunity to see him privately.

In summarizing the general experiences of having a baby in the home management house, these observations might be made. The students had an opportunity for gaining practical experiences in caring for a young child, and observing, and helping him to develop. They had the chance to see that a baby can assume his place in the family without upsetting the family schedule, although some rescheduling is of course necessary. And, just as important

as this student experience was the fact that the baby was in an environment which was considered favorable (see p. 113) and which was helpful in preparing him for adoption. The baby seemed a focus of interest to the group and helped to draw them closer together. It also tended to make the residence experience seem more "homelike" to the students and adviser.

It might be mentioned that the interest of families wishing to adopt children and home management house babies in particular, seems to indicate that these parents consider the home management house a good preparation of the child for adoption. Possibly this is because these babies tend to be healthy, alert, affectionate, with pleasing personalities, and are accustomed to a schedule which is easily adjusted to that of many families.

CHAPTER IV

TODAY (1947-8)

In this section, the investigator presents a discussion of the status of these houses in 1947-8.

Facilities

In 1947, the four home management houses owned by the University of Tennessee and located at 1218 White Avenue, 812 Temple Avenue, 819 Temple Avenue, and 1628 West Cumberland Avenue, were in operation. While the houses differed in architecture and style of general furnishings, they were similar in a number of ways. The houses were as modern and convenient as funds permitted and were considered as comfortable as any University residence hall for women. In fact, many students who were guests of the home management house girls, were openly envious of the pleasant, homelike surroundings of the "practice house"!

The home management house of 1947 had a living room; dining room; kitchen; nursery; student bedrooms (usually two students per bedroom) and bedroom closets; two or three bathrooms; adviser's bedroom, closet, and bathroom; cleaning and storage closets; laundry; basement; and porches. Three houses each had a "study" which was usually used as the adviser's office and personal living room. More or less standard furnishings are listed on page 52.

Furnishings in the living areas of the house were selected jointly by members of the home management and related art departments and were in keeping with the character of the house and the comforts it provided.

Some Typical Furnishings of the University of Tennessee
Home Management Houses, 1947-8

Living Room

Divan(s)
Arm chairs
Straight chairs
Coffee tables
End tables
Bookcase, magazines, books
and radio
Fireplace, accessories
Rugs
Draperies
Window shades or venetian
blinds
Reproductions of paintings
Lighting fixtures

Bedroom

Single beds
Mattresses and covers
Bed pillows
Bed spreads
Dressers
Desks or tables
Straight chairs
Lamps
Mirrors
Arm chairs
Book cases
Rugs
Draperies or curtains
Window shades or venetian
blinds
Closets

Kitchen

Porcelain sink
Range
Mechanical refrigerator
Storage cabinets
Cutlery, other utensils
for preparing, cooking,
baking foods
Small electrical equipment
Equipment for feeding infant

Dining Room

Dining table
Dining chairs
Buffet
Rug
Window shades or venetian
blinds
Lighting fixtures

Nursery

Baby crib
Mattress
Enamel top table
Bathinette
Armless rocking chair
Closet or dresser
Folding screen
Medicine cabinet
Clothes hamper
Enamel baby tub
Scales
Diaper pails
Electric heater, fan
Lavatory

Rooms were attractive because of colors and textures used in upholstery, draperies, rugs, and accessories.

The kitchens in two of the houses were equipped with electric ranges and refrigerators; in the other two houses gas appliances had been installed. Such small electrical equipment as a mixer, coffee maker, waffle maker, fan, clock and the like, were also included.

Three houses had either a kitchen with two preparation centers, each equipped with a sink, or a kitchen and butler's pantry, each with sink. In either case, this arrangement tended to facilitate the work by lessening concentration of activity, especially before mealtime, and also to facilitate preparation and clean up. This was because the student cook could concentrate her work in one center, and the student maid in the other.

Each bathroom had running hot and cold water; tub or shower; lavatory; and toilet. Many had bathroom scales also.

Cleaning closets were equipped with brooms, dry mops, dust pans, dust cloths. Waste cans, vacuum cleaners, carpet sweeper, assorted brushes, cleaning and polishing preparations, tools, and the like were also stored in cleaning closets. Storage closets or drawer space were provided for bed linens, and other storage was available for blankets and such general supplies. The students furnished their own towels and wash cloths, so that no storage for them needed to be planned in the general rooms of the house.

In each laundry, an electric washing machine, iron, ironer, ironing board, work table, set tubs, lines or collapsible racks for drying clothes, were provided. This equipment was used by students, adviser, and maid employed by the household.

The original furnishings and equipment of a home management house were supplemented as general funds permitted (see p. 91) and as needs of the houses indicated. A very small number of larger pieces of equipment, such as ranges, refrigerators and vacuum cleaners were on consignment from manufacturers. Some others were purchased for about half the retail price on the school plan. That is for a certain number of years, the manufacturer agreed to replace the item without charge when a new model was available. These purchases, with those for replacements and additional small equipment such as kitchen stools, bathroom scales, hair dryers were typical of those made for the houses from the general "U.T. Home Management House" fund, as described on page 91 . Each family group also allocated funds for the purchase of small equipment (see p. 70). Naturally, every effort was made to keep all possessions in good repair in order to increase their life and service.

The University power plant supplied each house with steam heat and electricity for lighting and operation of equipment. Water was obtained from the city mains, as was the gas consumed in two of the houses. Each house had a private telephone for use of the students and adviser. For obvious reasons, those using the telephone were asked not to place long distance calls or to send telegrams from it.

After the purchase of a home management house by the University, it was remodeled at general University expense and turned over to the home management department for operation on fees paid by the students. When repairs were made or when a home management house was redecorated, plans for this were made by the home management and related arts departments. Cost of materials and labor were met through savings in the "U.T. Home Management

House" account.

An adviser, either home management faculty member or graduate student, supervised student activity in each house. In general charge of the houses and administration, was the general director, who was a home management faculty member.

Practical Experiences

Classroom situations that allow the solving of problems of living experiences are not easily supplied. The home management house, on the other hand, offers an excellent opportunity for such living problems. The home management house cannot set up a normal family situation, but it can set up a normal living situation for a home management family . . . This group of people living together will bring forth a vast number of living problems through which . . . learning can take place.¹

Thus Dr. Nickell suggests a need for the home management house and its scope. While it is difficult to record all home management experiences gained by students living in the University of Tennessee home management house, several of these are described below.

Division of Duties

At the end of the quarter previous to their home management house residence, a meeting was held for students enrolled in this course designated in the University catalogue as Home Management 441-2. Most girls had already chosen roommates from the group, and at this meeting, they drew by lot for the houses they were to occupy. Each new group then drew for the

¹Paulena Nickell, "Learning in a Home Management House," Journal of Home Economics, 32:305-06, May 1940.

order of "short duties", which were usually: 1. hostess, 2. host, 3. housekeeper or host-housekeeper combined, 4. cook, 5. guest, 6. baby manager, 7. maid and 8. waitress or maid-waitress. This drawing determined the order of rotation of offices and from it a schedule of duties was planned by the general director of the houses. Because it was realized that maintaining a rigid schedule sometimes creates hardship, for those for whom it is arranged, this schedule was flexible: if any student had special reason for desiring to make a change, she was encouraged to make a fair exchange with another student. To avoid confusion, however, it was desirable to do such trading before the rotation commenced.

During their first house meeting each group planned a division of labor. Such planning seemed helpful in stimulating student thinking and cognizance of the managerial aspects of the many jobs which must be carried on in a home. This awareness was doubtless quickened by presenting a mimeographed list of tasks or responsibilities coincidental to home managing (see Appendix, p. 126). The students then decided how the tasks were to be divided among hostess, cook, baby manager, and so on. Often the division of responsibilities was similar to that made by other groups. (See p. 110) Because of functional and managerial differences between the houses, divisions were not exactly alike, but were similar.

The course included two rotations, the first, known as "short duties"; the second, as "long duties". These differed specifically in the length of time they were held. For "long duties" another drawing was held soon after the course began and again, exchanges were often made.

On "short duties" usually about two or three days long, each student

had an opportunity to learn the responsibilities and the routines of each job and to become acquainted with available equipment. She also was more likely to become aware of what improvements she could make in her work before beginning "long duties". The adviser could also notice a student's strengths and weaknesses during the first rotation and was therefore better able to discuss with each one suggestions for improvement.

After the first rotation, during individual conferences the resident adviser encouraged students to analyze their strong and weak points. The adviser gave such suggestions and constructive criticism as she felt that each student seemed able to use. The adviser tried to avoid giving so many suggestions that a student became discouraged or over-whelmed.

During "long duties", usually four to six days in duration, each girl had an opportunity to improve her work standards and final results. It was often observed that during "long duties", a student's thinking had been transmuted: she seemed to better visualize what needed to be done, she seemed to feel more at ease in her environment, and she seemed to come to regard the home management house as more than a laboratory for learning to cook or dust. Improved attitudes toward work and associates, which was noted in many students during "long duties", may have reflected their new awareness and appreciation of the import of democratic living and of human relations. All these changes, whether tangible or intangible, probably caused many students to remark, "'long duties' seemed easier."

Final individual conferences with the adviser were held after the completion of "long duties". Improvement could be noted and evaluated, further suggestions made, and final questions raised and answered. If at

any other time during the quarter, additional talks with a student seemed wise, these were arranged, usually at the student's request.

Hostess. Each student was given the chance to cultivate many attributes of the modern hostess. She was assigned the responsibilities for promoting the home atmosphere; for making family and guests welcome, physically comfortable, and mentally at ease; stimulating conversation; helping to maintain congenial group relationships; directing and coordinating work of the cook, maid and waitress; planning menus and table service; purchasing all supplies on a budget; paying bills; being responsible for family observance of accepted rules and mores. She prepared and served the Sunday evening meal.

After the evening meal (and on Sunday afternoon) until the house was closed at night, the student scheduled as hostess, with the one who was the baby manager, was in charge of the house, graciously receiving and entertaining guests, and so on. During this time they were encouraged to have their own guests, and many enjoyed such informal entertainment as playing cards, studying with friends and listening to the radio. The hostess was responsible for closing the house at the regular hour and for checking the downstairs area to be sure outside lights were on, doors and windows were locked and inside lights and equipment were turned off.

Planning adequate menus on the budget allowed her was probably one of her most difficult and time-consuming tasks. Approximately a week before becoming hostess each one submitted to her adviser menus planned for the meals to be served during the time she was to act as hostess. She was allowed seventy cents per person per day, or approximately fifteen cents for breakfast; twenty for lunch; and thirty-five for dinner. Mondays through Saturdays,

however, she reimbursed each family member with a lunch allowance, for all of them ate this meal outside the house. On Sundays, the twenty cents was retained by the hostess in her food allowance for the evening meal, which she prepared and served.

Investigation of local food prices was essential before the hostess could plan menus providing the necessary nutrients, with least waste within her budget. The hostess was encouraged to shop as much as her time and energy allowed and could make her purchases where she felt she received good value for her money, as long as the food was of good quality. Because of changes in price and availability of foods she planned to serve, she was prepared to make reasonable substitutions while she shopped. She also kept in mind limitations on the cook's time.

The adviser checked menus for variety, color, texture, flavor of food combinations; dietary values; and cost of the foods. The "Basic Seven" classification of foods² was suggested as a pattern for meeting the family's nutritional requirements. Particular check was made to be certain that two glasses of milk and a serving of citrus fruit were included in each day's meals because the nutrition department felt that these could be overlooked easily by student hostesses.

When her menus had been approved, the prospective hostess prepared accurate, complete recipes of foods to be served, with amounts to be used, and explicit directions for preparation. From the recipes and menus, an

²The "Basic Seven" classification of foods, developed by the National Research Council included: leafy green and yellow vegetables; citrus fruit and tomatoes; potatoes and other fruits and vegetables; milk and cheese; proteins, as meat and fish; bread and cereal products; butter and fortified margarine.

orderly market order, usually listing quantity of food to be purchased, quantity to be used, and cost of each item used or purchased, was prepared. Costs were totalled and compared with the amount allotted for food. For example, if a girl planned meals from Saturday through the next Thursday for eight people, her budget included \$25.60 for the value of all the foods to be served.

It was considered as poor money management for a student to underspend her food allotment, as to exceed it. Because the food allowance was moderately low, it was felt that when the hostess underspent it, she actually might be depriving the group of interesting variety they might enjoy. Conversely if each hostess overspent the food allotment, this difference would have to be met by reducing the expenditure of some other item in the budget.

By careful planning, the budget permitted inviting occasional guests. Often, too, if a family member expected to be away at mealtime, a guest was invited in her place.

Approximately three days before becoming hostess, the student presented to her adviser the revised menus, the complete market order, and also the recipes and directions she expected to give the cook for preparing the foods to be served. Directions were essential, as opinions differed among those preparing foods, and to avoid confusion, the hostess' instructions were followed. Also, if a hostess intended to save certain ingredients for another meal, the cook needed this information.

After checking this material for accuracy and completeness, the adviser discussed it in a conference with the student. Necessary revisions could then be made by the student in the days remaining before she went on hostess duty.

To facilitate shopping especially at stores near "home," each home management house owned a shopping cart. Needless to say, a student with a car at her disposal was envied, for she was likely to be able to shop at more stores and often found a wider selection and better values for her money!

Each hostess had several other possible sources of foods in addition to purchasing them in grocery stores. There were some items not used by the previous hostess; some were obtained from a limited general supply available at the home management office for the use of hostesses in all houses; and at times a hostess received a gift of food. Only certain non-perishable items and staples could be purchased from the previous hostess. Charges for the amounts remaining were at the rate of the original purchase.

A check sufficient at least for her first cash purchases of groceries, was written on the "family" bank account by each student previous to assuming her hostess responsibilities. All home management house checks were signed by the general director or someone officially responsible. Money from such checks to be used for making cash payments was retained in a "hostess purse," used only by the hostess and passed, containing unspent cash, to her successor. Each student's own money was kept separate from this purse for obvious reasons.

Receipts for all expenditures of group funds were obtained by the hostess and were submitted with her financial report to the home management office after she went off duty. A cancelled check was the receipt for a bill paid by check.

Through experience, each student hostess became quite conscious of

the virtue of planning neat, convenient storage arrangements of foods, whether or not they were refrigerated. Because of limited food storage space and the frequent change of hostesses, each hostess's experience in buying large quantities was somewhat limited.

Host. Duties usually delegated to the host were to "return thanks" for family meals and take part in serving them, to assist the hostess in maintaining table conversation, and to do a few routine housecleaning jobs, such as distribute clean bed linen, make ready the bundle of household linens to be sent to a commercial laundry and check incoming laundry.

Each student housekeeper was responsible for the appearance of the house (with the exception of the bedrooms). Routine cleaning of living room, dining room, halls and porches was usually made easier by general family cooperation in keeping things in order. During the warm months, the housekeeper also kept the yard in order though she was not responsible for mowing the lawn or trimming shrubs as both were done by other university workers. In the winter, she kept paths and outside steps clear and as safe as possible.

To aid the housekeeper, a colored maid was employed for approximately three hours a day, six days a week. Though the group planned how best the maid could help them, they usually chose to have her continue the work she had done for previous groups, such as mopping floors, washing and ironing table linens, keeping a supply of fresh cleaning cloths and mops, and doing similar jobs. Although each housekeeper was responsible for directing the maid's work, the maid was usually familiar enough with the work of the house and with what was expected of her so that she needed little, if any guidance.

In home management houses where host-housekeeper was a combined duty, a student assumed all the responsibilities pertaining to these jobs as mentioned above.

Cook. With the exception of foods which were the maid's or waitress' responsibility, all others were prepared by the student cook, according to the hostess' instructions. In addition to preparing the food, the cook cared for the utensils and equipment she used, and after each meal she usually helped store left-over foods. When her period of duty was over, she made sure that kitchen utensils, and equipment were in good order so that the incoming cook found everything as neat and well arranged as the first one had found it. If a cook felt that by making minor changes she could make the kitchen arrangement more efficient, she was encouraged to do so.

Many a student had her first experience in preparing a complete meal in the home management house. The student was usually acutely aware of the need for efficient time and energy management, foresightedness and careful following of directions. These characteristics she discovered were requisites in preparing a good meal, served on schedule. And her enthusiasm when she achieved this goal or was complimented on her cooking, was wonderful!

Those who were associated with the home management houses obtained food handler's permits. The University Hospital cooperated by making the necessary examinations and issuing the food handler's cards.

Maid and Waitress. Other kitchen workers were maid and waitress, or in small groups, maid-waitress. Usually the maid's responsibilities were to assist the cook by preparing salads and beverages and to assist the waitress in setting the table, serving the meal, clearing the table, and in

other kitchen clean-up. The waitress was responsible for setting the table, serving the meal, clearing the table, washing the dishes and returning the kitchen and dining room to order after meals. She also defrosted the refrigerator and cleaned the silver. Together, the maid and waitress washed and pressed the kitchen linens so that an adequate supply of these was on hand.

In houses where one student acted as both maid and waitress, she assumed all the responsibilities mentioned above.

The home management house used a family type of service, with the host usually serving the main course, and maid and waitress (or maid-waitress) passing bread stuffs and the like, serving the dessert and performing other routine duties. Each family experimented, modifying the type of service until it fitted the group needs.

Baby Manager. Probably one of the most popular duties in the home management house was that of baby manager. She was assisted throughout the day by the other students who were on "baby duty" (see p. 45) and by the paid employee, who did the baby's laundry. It was the baby manager's responsibility to oversee general care of the baby throughout the day, to assume full care of the baby from late afternoon until 7:30 A.M. She bathed and fed him at 5:00 P.M., made sure he had a supply of clean clothes for the next day, washed his toys, prepared the next day's supply of formula, and so on.

Guest. In each family, every student had at least one guest period. Because cook and baby manager duties included responsibilities that required long hours, it was helpful for each student to have fewer obligations after finishing one of these duties before commencing the next one. Consequently the guest period was arranged to come between these duties, as is shown by

this listing of the usual rotation: hostess, host, cook, guest, baby manager, maid, waitress, (guest). When a group had two guest periods, the second period preceded that of hostess duty, thus giving the prospective hostess more time to develop her plans. A guest's only responsibilities were to care for her bedroom and to assume her share of baby care during the day (except on weekends).

Rotation of Duties

On the day when duties changed, each girl gave a special cleaning to the area for which she was responsible, so that her successor would find everything in order. Usually the adviser checked this final clean-up more thoroughly than the daily cleaning. Although the daily clean-up often indicated a student's work standards, the quality of the final clean-up tended to show how thoroughly the girl did her work and how satisfactory her methods were. If, as infrequently happened, the adviser discovered the final clean-up was incomplete, she could call this to the attention of the student so that it might be finished before her successor assumed the job. Sometimes this task was incompletely done merely because some phase of it was forgotten, or because the student was unaware it needed attention. In such cases, it was well for the student to learn then what constituted thorough, acceptable work.

On the day following rotation of duties, each student (with the exception of the guest) left in the home management office a completed work sheet (see Appendix, p. 134) kept during her period of duty. Time required to complete the various tasks she had undertaken in connection with her duty, was recorded daily on this sheet, often with her suggestions for ways to improve her work or her methods. Comparisons of lengths of time already spent

in routine jobs, could be made and served to quicken the student's awareness of the value of seeking time and energy saving methods. In many cases on "long duties" a student had profited enough by her "short duty" experiences and through observing work of the other students to save an appreciable amount of time or to accomplish more work in the same period or in less total time.

In listing work she had done, the student gave a fairly complete picture of what she had considered routine or necessary in her job. This often tended to reveal her standards. Sometimes if a student's work was consistently inferior, in trying to determine why, the adviser might refer to the girl's work sheets. If the record was very complete this might reveal that the student had considered the job thoroughly done, but possibly because of low standards, her results had been poor. If the record seemed incomplete it might appear that she had been unconscious of various phases of her job and thus neglected them. These and similar reasons may have been indicated from studying the worksheets and gave the adviser an idea of how she might suggest ways of improvement to the student during the scheduled individual conferences. (See p. 57).

Final Clean-up

Obviously, one student could not be held responsible for final thorough cleaning of the house, so that at the end of the quarter this task became a family project. The students and the adviser had previously divided the tasks as equally as possible and had made plans to have the work completed by a specific time. Each student could do her part of the work at her convenience, although she was asked to avoid cleaning after dinner at night and on Sunday. In addition to the general housecleaning the students

were responsible for cleaning their own bedrooms and closets. And woe be unto anyone who left fingermarks on the clean woodwork! Professional or hired workers were engaged for such work as cleaning walls, ceilings, floors, woodwork and windows, while rugs, draperies and furniture were sent to special establishments for cleaning and repairs.

Closely associated with the final clean-up was the taking of inventories of house possessions. When these were thoroughly done, they were particularly helpful to the general director in anticipating purchases needed before the next group moved into the house. Also, they were a basis for knowing what items were to be found in each house.

Hostess Cards

To introduce to the students the worth of keeping records, especially of expenditures (as well as to have a record needed by the University) each hostess kept careful account of all money spent by her. While it was not intended that later in her own home she would use the bookkeeping system used in the houses, it was hoped that this would acquaint her with the functions of such monetary records.

Three days after she went off duty the hostess presented her financial report, recorded on cards (see Appendix p. 137) according to specific instructions. All money used by the hostess and all expenditures, itemized and accompanied by receipts, were included in this report. (Left over staple foods were included in the cost of meals in which they were used.)

Included in the financial report or "hostess cards" was the amount of money remaining in the "hostess purse". As it changed hands, the money in the purse was counted at the same time by the retiring hostess and her

successor to help avoid mistakes.

Committees

In addition to routine duties, certain other household and family matters were usually handled through committees such as the budget, hostess assistant or recreation, baby, mending and purchasing committees. Each committee submitted a report of its work at mid-term and at the end of the quarter.

The budget committee was the only one which was not determined by lottery. Following a custom of some long standing, the first two hostesses on "short duties" automatically became members of the budget committee, while the first two hostesses on "long duties" served on the committee after mid-quarter.

Soon after the students began their work in a home management house, those not on the budget committee drew by lot for the other committees, on which they were to serve for one-half of the quarter. In order to vary the experiences, a second drawing was conducted in time for the new committee members to commence their duties directly after mid-term.

Budget Committee. Not long after a quarter commenced, the general director of the houses met with the various budget committees to explain the financial records. Each committee in turn reported at a meeting in its own house, so that all the students could appreciate the part to be played by this particular committee and the student hostess.

The principal duty of the budget committee was to check a hostess's cards after she went off duty. They were to do this in a short time so that any errors or omissions which they discovered could be made known to

that hostess early enough for her to make corrections before the cards were due at the home management office. As may be imagined, cooperation was needed between each hostess and the budget committee in order for the task to be done satisfactorily. If the cards were presented to the committee late, their time for checking was limited. Also, if the committee delayed in checking the cards before returning them to the hostess, she experienced difficulty in making necessary corrections and in submitting them to the home management office by the required time.

The purpose of having the budget committee was to attempt to catch mistakes before they might accumulate or necessitate changes in another hostess' cards. Naturally, not all budget committee members were trained accountants, so that in spite of their checking some mistakes often remained. However, they could often discover errors in simple arithmetic or in the recording of items and prices, which might have been overlooked by the hostess concerned. The cards were later rechecked by the secretary in the home management office; as she had numerous other duties, by the time she checked the cards and discovered an error, it might have been passed on to another hostess. Such an accumulation of errors could make bookkeeping difficult.

The mid-quarter and quarterly reports of the budget committee were summaries derived by totalling each of the various classes of expenditures, as they appeared on the ledger. Each summary statement was presented on a special form which showed how much money remained or how closely the budget had been met. If it was discovered that more had been spent for a particular item than had been allotted originally, the difference might be made up by decreasing the amount allotted to another item. When this summary report was made at the end of a quarter, total expenditures for the quarter were

shown with the amount which might have been unspent or overspent.

Purchasing Committee. Each family group budgeted a certain amount of money for the purchase of such small equipment as the group felt it was needed. After the family decided what they wished to buy, the purchasing committee shopped to find what was available, and to compare costs and values.

For smaller items, such as knives or the replacement of broken objects, the committee bought articles without making many comparative studies and brought them home. In some instances, if an item such as a kitchen clock was being bought, the committee would first report on what was available and then get a family decision on the one to be purchased, before bringing it home. Usually such an article was presented to the general director for her approval before it was taken to a home management house. A reason for this was to avoid purchasing duplicate items since the department sometimes had on hand articles which were needed. The general director was also more apt to be acquainted with the long-range policy of the home management house concerned and was more likely to know whether or not a similar purchase was to be made with general "U.T. Home Management House" funds or if the purchase might fit in future plans.

The purchasing committee also bought toys and other equipment needed for the baby, and the book or books which were added to the house library. These, too, were submitted for the general director's approval.

The purpose of the purchasing committee was to buy items for the family which were not part of the regular family supply. This relieved the hostess

of the burden of shopping for other articles for the house and baby. It also provided such additional buying experiences as comparison of values.

At mid-quarter, the purchasing committee submitted a report of articles they had bought and their prices, and also gave a resume of findings which might be helpful to the succeeding committee. It was also helpful to the general director in knowing what items had been added to the house supply, or in presuming what articles, because of frequent replacement, needed attention.

Recreation Committee. Since every family must balance work with play, each home management house family had a committee in charge of recreational activities. Each family budget contained an amount of money (\$3.00 per student) to be used exclusively for "family" recreation, that is, recreation which was planned and carried out by the group. Frequently, the group decided to have a party or tea for invited guests, to have a picnic or buffet meal for guests, to go out for a meal, or to enjoy a motion picture together.

The recreation or hostess assistant committee was responsible for making and executing plans for the recreational activity desired. Usually several committees were appointed by the recreation committee so that all had a share in the planning and the work involved in group recreation. This tended to keep all family members interested in the activities and to promote a spirit of unity from the play-time together.

Careful spending of the recreation fund was necessary because all expenses of any planned family activity had to be met by the fund. Individual members were not permitted to supplement this because it would have altered the problem.

The committee was responsible for suggesting and substituting other activities if the expenses of the proposed ones were calculated to exceed the amount allotted. In short, as one director of the home management houses expressed it, this committee did the "footwork" for the family's recreation. The committee report summarized their activities and expenditures and was an indication of the type of extra experiences the family group gained from use of this fund.

Mending Committee. There are probably few families that find it unnecessary to mend family possessions at some time or other. In the home management household, it was almost always necessary to make minor repairs on linens and on baby clothes. A committee was delegated during each half-quarter to keep these articles in as good condition as possible, and by their work, the life of many a piece was prolonged. For several students this experience in mending was an entirely new one and it helped to make each one aware of some possibilities for increasing the lifetime of many items. The committee report tended to suggest the condition of the household linens and sometimes was a sign that new supplies were needed.

Baby Committee. It was usually the duty of the baby committee to write weekly reports of the baby's activity and progress. This included such information as food intake, results of introducing new foods, gains in weight, and general physical and social development. The data were usually summarized from daily baby records which are described on page 45. They were frequently referred to by the general director in estimating or evaluating the babies' health and development.

Each baby committee was also responsible for keeping a baby book which

could be given to the parents who adopted the child. A chart of weight gains, notations and descriptions of new things the baby could do, and snapshots, were included. While this committee was in charge of getting snapshots of the baby for the book, usually there was a bevy of amateur photographers who contributed pictures of their "favorite child".

At the end of a quarter, the baby committee presented a summary of the baby's development and the baby book to the general director of the houses. This summary with description of the child's likes, dislikes and habits was intended to be helpful to a new family taking care of the baby. If the baby was being adopted, the summary probably was of great help to the new parents in understanding the child and predicting his wants and needs.

Community Projects

One head of the home management department reminded the students that no home exists by itself. It shares in community benefits and programs and likewise, it should contribute time and effort to the community in return. In order to help each home management house student become more aware of this vital phase of the family existence, she was given the opportunity to do a certain amount of community work of her choice. She was urged to confine her efforts to one general type, instead of working a few hours on several. If she had no special project in mind, the adviser or general director offered suggestions. Typical ones were: volunteer work for the Young Women's Christian Association, Girl Scouts, Red Cross, her own church or Sunday School, local hospitals, and sometimes special jobs to improve the home management house. A record of the work she did and the time spent was kept and submitted at the end of the quarter to the general director so that some idea

of the experiences supplementary to work in the house, could be gained. By doing this work, the student also had an opportunity to discover how important it is for every homemaker to plan the use of her time and energy so that her life may be well rounded.

Work Simplification Problem

Because each student needed to plan in order that she might have time for community work, it was appropriate to indicate to her possible ways of simplifying her work methods. In this way she might save time and energy in order to carry on activities in which she was especially interested. Like other homemakers, she was made aware of the need for saving her time and energy so that she and her family could have a greater chance to enjoy each other.

Usually soon after "long duties" began, each student selected as her work simplification problem (more recently designated a problem in "economy of time and motion") a task associated with some phase of her first two duties. She was urged to limit her problem so that she could concentrate her effort instead of scattering it on a too-large task. Typical of problems selected were simplification of these activities: menu planning, marketing, setting or clearing the table, washing the dishes, vacuuming the living room or hall stairs, bathing the baby. It was hoped that each student would learn that many home tasks need simplifying and that her future work could be easy if she would make the effort to develop quick, effective methods.

In commencing such a problem, the student generally recorded her original method, including the time it required. After studying the old way, possible changes in hand and body motion, tools and equipment, production

sequences, raw material, and the finished product could be tried until a new method was evolved which yielded the same or superior results but with a saving in time, motion, or energy or a combination of these.

When each project was completed it was reported and two copies of the report were prepared. One was given to the general director; the other was retained in the house where it was performed so that other family members might make use of the improved method. Summaries of the problems undertaken and the results gained, were presented at a combined meeting of the students from the four home management houses. Usually a representative from each family reported. In this way, each student tended to benefit from the work done by the others. Of course, it was hoped that a student's awareness of the need for work simplification and the benefits to be derived from it, would be quickened and would continue throughout her lifetime.

Relation to Other Agencies

Because of the varied experiences of the student, she had the opportunity to become acquainted with the functions of several outside agencies, some of which have been already mentioned. As hostess, she doubtless became especially conscious of the role of the grocery, dairy, laundry, utilities and similar companies and the part they play in a family's existence. Sometimes her errands caused her to become acquainted with businesses with which she had not before had contact, as hardware stores, for example. In her dealings with these agencies she learned that her requests should be definite and explicit. She often discovered that her time and energy could be saved by telephoning her requests to these agencies rather than going in person.

A few students had the experience of accompanying the baby when he was taken to the doctor. In addition to trying to keep the child at ease, the student learned that she must be ready with information the doctor might need, have questions to ask about things he might not mention, and be quick and accurate in making memoranda concerning changes or recommendations the doctor might make. The girl also was made more conscious of her responsibility for relaying directions she received to all the others who were caring for the child.

Opportunity for Educational Development

The educational development of the home management house student was not restricted to her learning from practical experience. Although each student was encouraged to face and solve household problems by herself, she was very seldom forced to meet situations unexpectedly. A strong effort was made to guide each student so that she could recognize and understand problems and arrive at wise decisions herself. In order to stimulate student thinking and ingenuity the advisers refrained from dictating or making suggestions for any student before she had first indicated what her decision would be.

Seminars

One of the more important means of relaying basic information to the students was through a seminar conducted weekly by the general director. This was the principles course, designated as Home Management 442. At this time, students and advisers from all houses met together. The baby manager

in each family remained at the house with the baby during this hour and was the only one who did not attend.

At the first seminar, general standards and goals for which the student might strive were usually pointed out. The girl was often asked to pause to consider what sort of homemaker she would be. She was told that the home management house experience would give her a chance to discover her strengths and weaknesses in homemaking and that the opportunity was hers to develop in this environment before undertaking a home of her own. As an adviser once remarked, the course was meant to bridge the gap between the student's experience and her future home.

The student learned that to become a good homemaker she should be a gracious hostess with a cordial, observant, considerate, stimulating, companionable manner. She should be able to recognize and appreciate individual differences and realize how they can contribute to group living. She should be businesslike about business affairs, managing well through foresight and integration of activities. She should be capable of assuming responsibility and solving problems. Her spirit of cooperation should extend to all. She should become a good, efficient, and orderly housekeeper. She should learn to work well with others and by herself and to direct others. And, very important, she should be able to handle a baby easily and well. These were but a few of the attributes the students were urged to cultivate.

At this early meeting, the student was usually presented a tentative budget for her home management house family. (See p. 88). This gave her an opportunity to see how the fees for the course were used and also served to make her conscious, perhaps for the first time, of the many varied expenses encountered in maintaining a home. It should be emphasized that this

budget was tentative, subject to discussion and major revision, provided it was balanced.

Many a student learned her first lesson in writing a check and keeping a checking account, while another might have become conscious of unbusinesslike habits. The procedure for obtaining money to be used for household expenses, including the writing of checks, was explained at the first seminar. Stress was placed on the fact that careful handling of money is important.

While the director was in charge of the general seminars, she often invited others to speak to the students. A member of the foods or nutrition departments often led a seminar in principles of menu planning, marketing, and meal preparation.

Care and maintenance of equipment was usually discussed by a faculty member well acquainted with the subject. Often a lecture was conducted by someone familiar with principles of work simplification. And as has been mentioned, one seminar was generally given over to student discussion of the results of their work simplification projects. The variety of speakers tended to keep student interest keen and helped make the seminar seem unlike the usual class hour.

Other seminar topics which were frequently included were ones about care and development of the baby, selecting the baby's toys and clothing; housekeeping procedures; purchasing equipment and supplies; functions and operation of home management houses; and one period was usually devoted to making plans and giving instructions for the final cleaning and closing of the houses at the end of the quarter. Student questions and discussion were

welcomed at all seminars, and often these were helpful in solving problems and showing the directors what points were troubling the students.

House Meetings

Closely related to the seminar was the weekly house meeting scheduled for each family group and conducted by the adviser. (In the absence of the adviser the students were encouraged to hold a house meeting which was usually conducted by the student hostess.) This was an excellent opportunity for student learning since questions about current household problems which the student had encountered could be brought out and discussed by the group. While there were many questions which needed to be answered as they arose, many others were held and brought up during the house meeting so that all could benefit by the discussion. Various committees enlisted group discussion for such matters as planning recreational activities, deciding what equipment should be purchased, and determining how records should be kept. Questions about the baby or his schedule were common. The adviser often gave supplementary instructions for baby care at this time. Of course general reminders to the students were usually made during the weekly house meetings. In short, the house meeting resembled the "family council" to which Gross and Crandall refer.³

Since each home management house maintained a small library of books, magazines and newspapers, a small part of the house budget was ear-marked for augmenting this. Decisions as to what reading matter the group would

³Irma H. Gross and Elizabeth W. Crandall, Home Management in Theory and Practice, (New York: F. S. Crofts and Company, Inc., 1947), p. 77.

purchase were made at the housemeeting.

Books, Magazines, Newspapers, Radio

The books, magazines, newspapers and radio which were available to the home management house student invariably proved valuable to her not only in keeping abreast of local, national and world events; in presenting a source for recreations; but also in providing a wealth of material which could be used in her courses.

Books and magazines were chosen so as to provide a selection which was varied and had general appeal, for they usually were to be enjoyed by many "families," and needed to be interesting and useful to the majority. Magazine subscriptions were usually staggered so that only one or two expired each quarter and renewals could be made gradually. In 1947-8, the magazine selection included magazines specializing in such subjects as: weekly news, fiction, homemaking suggestions, fashions. Purchases of text books for particular classes was discouraged as the University library maintained a reserve shelf of them. A Bible, dictionary, several cookbooks and volumes about baby care were more or less standard among the home management house libraries. The approximate size of these libraries in 1947-8 was between sixty-five and one hundred volumes, with between two-thirds to three-fourths of these being fiction, and the remainder non-fiction. While it is difficult to select titles from these books to illustrate the range of subjects, these may give some indication of the variety: Hilton's So Well Remembered; Rebecca, by DuMaurier; Douglas' The Robe; Hargrove's See Here, Private Hargrove; Past Imperfect, Chase; Pyle's Brave Men, Peace of Mind, by Rabbi Liebman; Hoyle's Complete Book of Games; World Famous Paintings by Kent;

Edna St. Vincent Millay's Collected Sonnets.

By using available books and magazines, the student had an opportunity to appraise them critically and to learn to recognize which might provide the most helpful information in answering her homemaking questions and problems. It is possible that students' buying habits might later be influenced by what they observed in this way.

Each home management house had a radio for family use, which probably helped to broaden each student's interest and knowledge of what was happening in the world around her and tended to give the group a common interest. There were probably few groups who did not enjoy the recreational possibilities the radio provided, and gatherings of students, and their guests, to hear a favorite program were common.

Adviser's Suggestions

Sometimes in her observation of a student's work, the adviser could offer suggestions which she hoped would help the girl to improve her methods, but in such a case, care was taken to avoid suggestions that might be beyond the ability of the student. This was done in order to maintain the student's self-confidence and interest. Often suggestions for improving methods were given privately to the student concerned; sometimes, they were presented by the adviser to the group assembled at a house meeting. In this way, it was hoped that all would view the situation more objectively than they might have otherwise, and that no one student would feel personal adverse criticism.

Learning from Other Students

Along with the practical experiences, gained and supplemented by information and suggestions from reading, listening, seminars and house meetings,

many students seemed to benefit from ideas obtained from fellow students and from observation of their methods. This was encouraged by the department, for it was believed that through such exchange of ideas, the students learned a great deal. An alert student might see how to improve her work after comparing her methods with those of a student who she felt did better work. Or, she might see how poor another girl's way was and determine not to make the same mistakes.

There was much interchange of suggestions among them. From remarks several of the students made during conferences with advisers in 1947-8, it seemed likely that some students tended to learn more from the other girls than in any other way. Many thought the method also helped create democratic spirit and a willingness to cooperate among the family members. The development of such a feeling among the students was, of course, highly desirable, because it is fundamental to good personal relationships.

Opportunity for Social Development

Since the home management house family lived and worked together so intimately it was imperative that cooperation, mutual understanding and respect exist if the atmosphere was to be harmonious. It was felt that the responsibilities of the home management house, coupled with the demands of classes and the various problems faced by many seniors, created a tension among the students, which could easily be aggravated by discord in the group. Consequently, the adviser usually tactfully called to the attention of the students at the beginning of each quarter, that their new opportunities in the house would call for personal adjustments to each other and to the new

routine. Infrequently a student who perhaps had not had experience in group living, found these changes hard to make or resented having to make them.

Because life often calls for adjustments to other people and new ways, the experience of living together was thought to be very helpful to most students. Through observation, the student could soon learn to promote a pleasant atmosphere through such common courtesies as being quiet and considerate when studying late, or arising early; keeping her own belongings in order and her part of the house neat; being tactful, gracious, and sportsmanlike; trying to make helpful suggestions when asked for them; and performing the tasks for which she was responsible to the best of her ability.

For some, it was the first time for living away from home. While home management house residence was not considered a magic formula or guarantee for a students reaching maturity and attaining self-reliance, it gave several girls the opportunity to become more independent and self-sufficient and to learn to live with others. Although they may have been unaware of it at the time, this experience was probably more worthwhile than the other homemaking experiences they had, judging by remarks made by several graduates.

The student also had the chance to meet several new people such as friends and relatives of her classmates and visitors to the University. Broadening her interests, developing her ability as a hostess, and helping to make the home attractive to visitors were possible outcomes of the student's associations with the family guests. It is usually discovered that common courtesies to both guests and fellow students can become "second nature," and the opportunity for this was provided in the home management house.

Realizing that acceptable table manners are an asset for both professional and non-professional women, the adviser subtly observed the eating habits and manners of her students. It was the adviser's responsibility to make a definite attempt to be sure that before leaving the home management house, each student's manners were acceptable. When she occasionally found a girl who needed help in this matter, the adviser tactfully tried to help the girl without making her self-conscious or open to ridicule by the others. Of course, if the student realized this weakness and asked the adviser for help, it was usually possible to give suggestions more easily. Usually after the first week or two there was free "give and take" among the students and adviser. Sometimes remarks among the students or discussion of the subject made a girl aware of her breaches of etiquette and she would ask the others or her adviser for suggestions.

For some students, the direction of paid employees was a new experience. In the home management house the colored maid was the employee with whom there was most frequent contact. The main thing the student learned about handling employees was to keep working conditions pleasant, to be courteous, understanding and appreciative of work well done. As one student remarked in amazement, "I never knew before that the more you praise a person, the harder he will work!" However, some students had an opportunity to learn that in addition to praise, sometimes close supervision of a worker is also necessary if the results are to be satisfactory.

The recreation fund provided by the family budget had a natural part in the student's social development and was an insurance that the group would have some opportunity to enjoy playing as well as working together. Frequently another lighter aspect of a student's personality was revealed during

group relaxation. When the activity took the form of a party, tea, or meal for invited guests, the student had an opportunity to display her social graces and to make new acquaintances. If, instead, the group went to a public place for a meal or entertainment, the student demonstrated her manners and consideration of others. A chance to gain experience in making arrangements for such an outing, was also provided. Naturally, if a student had never had such an experience, this one might have been exceedingly worthwhile.

No matter what the recreational activity, and the group was free to select whatever they wished, within limits (see p. 71), it seemed to give the group another mutual interest and a new topic of conversation. Planning and working together to make the venture a success was almost certain to foster desirable family relationships.

In order that all students could participate in planned family recreation, a baby sitter (usually a former home management house student) was employed for the time the group was to be absent from the house. The general director secured a "sitter" when the recreation committee requested this. Remuneration for the services was cash, paid by the recreation committee from the fund, before the baby sitter departed. Upon occasions when certain school functions, such as the home economics banquet, Aloha Oe and the like, took all students from the house, the home management department provided and paid for a baby sitter.

Family recreational experiences were also enjoyed by the adviser, for it is only natural to assume that she would take pleasure from the relaxation, fellowship, and good time which she could gain with her students. Remarks by both students and instructors indicated in this departure from the routine,

the members of the group often "got to know each other better."

Social development in the home management house was not restricted to the students or instructor, for a very important aspect was guiding the development of the child. An effort was made to help the child adjust to strangers, and what student did not swell with pride when the youngster impressed guests with his smiles, responsiveness, and tricks! Judging from several casual remarks made by persons who knew about babies, and who, at intervals, saw the home management house babies in 1947-8, it was possible to assume that under guidance of the students and the adviser, the baby was almost certain to develop a lovable personality which was captivating especially to the family and often to guests.

Naturally, it was necessary to see that the baby's social habits were acceptable. The student soon learned that with encouragement, an alert child will as quickly master an undesirable trick as a desirable one. This was an excellent lesson for the student to learn as a prospective parent or teacher. Here, again, she had the advantage of learning by doing, of putting theory into practice.

Through her home management house experience, the student might also discover that in many families social life is regimented to some measure, by the children in it. For a girl who had never taken care of a young child this knowledge was sometimes new and startling. In such a case, the student was fortunate to have made this discovery before having a family of her own and being bewildered or resentful of the newly revealed situations.

Financing the Venture

Often people interested in the home management houses were either curious to know how the venture was financed or they had somewhere obtained erroneous ideas on this subject. Managing funds was a serious matter, approached in a businesslike manner after careful consideration. The general director of the houses and the head of the home management department were responsible to the University for the administration of the funds.

Contrary to the ideas of some, the home management houses did not have a limitless sum for extravagant spending, although the funds available provided for comfortable living. The student fee in the home management house for the school year 1947-8, was \$125.00. This amount was about the average fee paid for room and board in University residence halls. The sum was deposited to home management credit, by the student at the bank where her home management house had an account, usually during her first week in residence. A duplicate deposit slip which she filled out was stamped by the teller and returned to her. This slip was then taken to the main home economics office, where it was exchanged for a receipt, which she kept. The duplicate deposit slips were retained by the home economics or home management office and were used to check deposits before the bank statements were issued.

When graduate students (usually in home management) were given the opportunity of renting an unused bedroom, they paid only \$40.00 a quarter in the manner described for under-graduate students. Under such circumstances, the graduate had no responsibilities in the house, other than the care of her room, but she was sometimes asked to act as adviser for short periods when the adviser was away.

TENTATIVE BUDGET OF THE UNIVERSITY OF TENNESSEE
HOME MANAGEMENT HOUSES
SPRING, 1948

	<u>812 Temple</u>	<u>819 Temple</u>	<u>White Avenue</u>	<u>Lewisohn</u>
Number students	10	6	11	8
<u>Food</u>				
Adult (Students, one adviser)	\$553.00	\$387.10	\$638.30	\$497.70
Baby	30.00	30.00	30.00	30.00
<u>Baby supplies</u>	18.00	18.00	18.00	18.00
<u>Housing</u>				
Small equipment	12.00	12.00	12.00	12.00
<u>Operating</u>				
Gas	0.00	0.00	24.00	24.00
Household supplies	50.00	40.00	50.00	45.00
Laundry	45.00	35.00	45.00	40.00
Telephone	9.00	9.00	9.00	9.00
Water	30.00	18.00	0.00*	20.00
Small repairs	10.00	10.00	10.00	10.00
Maid	97.20	97.20	97.20	97.20
<u>Development</u>				
Books	5.00	5.00	5.00	5.00
Newspapers, Magazines	12.00	12.00	12.00	12.00
Recreation	27.00	18.00	30.00	24.00
Total tentative expenditures	898.20	691.30	980.50	843.90
Income	1,115.00	875.00	1,330.00	1,375.00
Tentative amount allocated to "UT Home Management House Account" (general fund)	216.80	183.70	349.50	531.10

*Water at White Avenue is recorded on the Nursery School meter, next door.

Note: Electricity and heat are provided by the University.

In making the tentative budget for each household the general director could compare operation costs of past quarters since some items tended to remain quite constant and could be estimated closely. A sum was reserved for expenses (such as the cost of a landress) that were common to all four houses. Obviously, for safety's sake, a margin of the fund was reserved for unforeseen expenses, or for savings to be used in purchasing or replacing new equipment or furnishings, remodelling, and so on. (See p. 91) This tentative amount and funds unspent at the end of a quarter were transferred to the general "U.T. Home Management House" fund.

To illustrate how the budgets were often set up, the tentative one for Spring, 1948 is included. Such a budget is tentative and is presented to each house group at the beginning of each quarter and is subject to changes at the request of the family concerned. Adult food allowance was based on seventy cents per person per day, (see p. 58) for seventy-nine days of that quarter. From previous observation, amounts for baby food and supplies were estimated. Lewisohn and the White Avenue house were the only ones using gas; electricity and heat for all houses was furnished from the University power plant. The allowances for small repairs was for such work as repairing furniture and equipment such as a washing machine.

Small equipment money was available for the purchase of such small articles as paring knives and garbage cans (see p. 70). Such household supplies as would normally be used in a home were purchased from a fund designated "household supplies." Maids were paid forty-five cents an hour for an eighteen hour week. The allotment for recreation (see p. 71) has been mentioned. Other items of the budget were either relatively fixed or self-explanatory. Variance of certain estimates among the houses was due to the

differences in size of the family, or in character of the structure.

Replacement of most broken items was cared for by a one dollar breakage fee, paid by each student to her adviser and kept at the home management house for use when necessary, instead of being deposited at the local bank. The adviser kept account of the sum and expenditures from it and any unused portion was deposited at the end of the quarter, in the "U.T. Home Management House" fund.

Each checking account was under the supervision of the general director. When a hostess needed cash or to pay a bill, she wrote a check for the amount in the check book for that particular house. If the check was in payment of a bill, the bill was clipped to the stub in the check book. A rubber stamp was used to designate the exact title of each checking account and to provide a line for the officially designated person to sign as treasurer or agent for the account. Usually this person was the general director.

An item for which the hostess paid indirectly, was milk and cream. A charge account was carried for this. Each hostess retained from her allotted food money the value of these dairy products which she ordered and used, so that the sum for them accrued in the bank until the end of the month when the hostess then on duty wrote a check for the whole amount. This procedure saved bookkeeping, both for the dairy and the home management house.

From the hostess cards, described on page 67, totals for various classes of expenditures were recorded by the home management secretary so that a running account of current expenses could be made. The amount by which a student had exceeded or underspent her food allowance, was shown in this record and was often a fair indication of her money management. Competition was usually keen

among students and they eagerly compared how much they had "gone under" or "gone over" their allotment. The pride of the hostess who came out even was something not soon to be forgotten!

At the end of each quarter, the secretary of the home management department was responsible for balancing the home management house accounts. All detailed records such as checks, hostess' records, bills, and so on were kept for six years, the number of years specified by the Tennessee Statute of Limitations.

When a quarter ended and all expenses had been paid, unspent funds were transferred to the separate general "U.T. Home Management House" account. With this, special work was possible: floors were cleaned and polished; walls and ceilings were cleaned; windows and screens were washed; weekly work for which a laundress was paid. When one was available, a "handy man" was employed to do cleaning and odd jobs in the houses. In addition worn slip-covers and upholstery were replaced; new furniture, large equipment and similar furnishings were purchased. Such smaller equipment or conveniences as bathroom scales, hair dryers and the like were sometimes bought. Obviously, the general director needed to select the most necessary items when deciding how the money should be spent, for the sum was always limited.

Before purchasing major pieces of equipment, such as range, refrigerator, washing machine, and so on, the general director usually consulted the head of the home management department and other members of the staff, especially the equipment specialist; and sometimes members of the textile and clothing staff. Furnishings in the living area of the house, particularly on the main floor, were selected after joint consideration with the related

art department staff, because the latter department was responsible for selections affecting the appearance of the house. Every attempt was made to have furnishings of appropriateness and quality so that students might gain an appreciation of good taste. Equipment and furnishings of the sort mentioned were ordered on requisition, each requisition being signed by the dean of home economics.

The Adviser's Role

The chief role of the faculty member (or graduate assistant) in charge of the home management house was that of adviser to the students in the house in which she lived. Her goal was to help each girl develop traits and abilities needed by homemakers and to guide her in performing the various homemaking tasks. As much as possible, the adviser remained in the background, willing to give assistance when it was requested, but letting the students do the thinking and work. Originality, independence, self-evaluation, weighing of facts before making decisions, comparison of values and similar attributes were encouraged.

While the adviser was more or less a silent member with respect to participating in the plans or in the work she observed the student's work as casually as possible. To avert disaster, she kept informed of plans and methods the students used or contemplated. If she could see that a poor decision, which would have undesirable effects, was to be made, or equipment was improperly used, or the health, safety or reputation of the group was imperiled, the adviser did not hesitate to make known the possible consequences and to suggest alternatives. Usually, however, it seemed as if

the group, in discussing its plans, considered most aspects of problems and made reasonable decisions. Sometimes, when the adviser felt there would be no dire consequences, she permitted a student to make a mistake, providing, of course, she felt the experience would be helpful to the student. There were a few students, habitually careless who sometimes, by letting experience be a teacher, learned that their way was not the best.

The adviser was also responsible for doing what she could to guide the students' personal development. She had the opportunity to encourage desirable standards, to set an example, to instruct, and to suggest. Naturally, she attempted to offer constructive rather than destructive criticism. This was done after the student had had a chance to adjust to the situation and to make improvements herself. The adviser noted how the student adjusted to the routine and observed ways in which she showed need for improvement.

After gaining the student's confidence and being reasonably sure that the suggestions would benefit the student, the adviser, usually at the mid-quarter conference, tried to encourage the girl to improve. The need for tact and understanding can not be over-emphasized in such cases. Of course, if the student was conscious of certain needs, she was likely to come to the adviser for assistance. In this case, the adviser's job was made somewhat easier, for she did face the necessity of making the girl aware of her shortcomings. In any event, the adviser tried to be sure the student did not become discouraged by overwhelming her with countless criticisms or suggestions.

Knowledge of problems the student had experienced, often helped the adviser to understand her ways of working or her attitudes. More intimate acquaintance with the student and her background, family and other, also was

a great help. By being interested in her students and by being anxious to help them as much as she felt able, the adviser usually became a true friend and confidant.

Other activities of the adviser which probably were obvious to the student, were such as these. She acted as chaperone and saw that University rules and accepted customs were observed. She tried to be sure that each student experienced a variety of homemaking tasks and that no one girl, because she knew how, was always elected to arrange flowers, or always to prepare biscuits, and so on. She also observed and evaluated the quality of students' work. It was her task to notice a student's management of resources such as time, energy, materiel and money, and to stimulate improvements as they seemed desirable. These observations aided her in guiding student self-evaluation. An appreciable amount of time was occupied in checking each hostess' menus, market orders, recipes, directions to the cook, and others.

Another of the adviser's major responsibilities was that of supervising the care and development of the baby. Although she observed the child daily, she depended to some extent on the students to tell her of anything unusual they might have noted. In such an instance, the student was asked to notify the adviser, or in her absence, the general director, the head of the home management department, or the doctor. If the baby became ill, the doctor was of course depended on for advice and directions, and if necessary, the child was taken to a hospital, though this seldom happened.

Although the paid employee was familiar with her duties, the adviser kept in quite close contact with her, because the maid seemed to enjoy this

and tended to have more interest in her work.

The typical home management house adviser had a young viewpoint and was interested in girls. She had a master's degree in home economics and had a broad background in home management and child development.

Graduate students, in training for college work in home management, were also used as advisers in order to give them experience in this type of teaching.

Opportunity for Graduate Students

During 1947-48, two graduate assistants had the privilege of assisting by advising in the home management houses and had an excellent opportunity to gain a broad conception of the creation of meaningful home experiences. While invaluable experience was given to the graduate who might later accept a college home management position which includes as a rule being home management house adviser, even one who did not continue in this field doubtless could benefit from her association with a home management house group. From her experience she might have gained a clearer insight in various aspects of family living than would have been possible otherwise. In short, nearly any graduate student could find her experiences and observations as adviser to a home management house group profitable.

Her contacts with the students gave the graduate assistant a fair idea of the knowledge of homemaking that home economics seniors might have. Through this, she could judge where more emphasis on preparation for homemaking might be made in the home economics curriculum and might later emphasize these points in her teaching.

A graduate assistant who had been an undergraduate in the home management house of another college could compare residence opportunities at both schools. This tended to encourage her critical thinking and to develop her appreciation and awareness of the fundamental principles of the home management house. By learning from both schools, she was likely to develop a more balanced impression of what the ideal home management situation might be.

A graduate assistant in charge of a home management house had an excellent chance to learn whether or not this work would appeal to her as a profession. Some who, lacking this experience might have been uninterested in the work, found the job to their liking after directing a house. On the other hand, a woman who might have believed that this was the job she wanted, might discover it was not as she expected. This spared her the unpleasantness of such a revelation after she had accepted a position of this type.

The graduate assistant had a chance to learn much about babies both in the house she advised and in the other three houses. If she had not already had experiences of this sort, the practical knowledge she gained would be most helpful to her in her own family or if she were in charge of another home management house where a baby was a regular member of the household.

Not only did the graduate assistant benefit by her experience but so did the University. During a teacher shortage, or when an instructor needed to be relieved for research or other work, a graduate could assume advisership of a home management house, thus freeing a faculty member for other work.

Special Developments

Following World War II, the advent of student families to the University campus presented a vital problem to the home management department. As home management house residence was a graduation requirement of all home economics seniors, the question arose, "How will those married home economics students manage, who are already maintaining homes nearby?" It was apparent that if a homemaker was away from her family for a quarter, it would create hardship in her own home. To try to avoid this, some adjustment to the problem needed to be devised.

In the fall of 1947, an experiment designed to help make the situation easier for these students, was begun. Under the direction of Miss Myra Bishop, general director and adviser at Lewisohn, Lewisohn House was the "proving ground" for the new course, designated as Home Management 451. Seven couples participated in the experiment.

Because the idea was new at the University of Tennessee, considerable planning was necessary before the course began. In the spring of 1947, the students taking part in the venture met to decide what activities would be carried on, how the responsibilities would be shared, and so on. They decided to serve only the evening meal, to work at the house only during the week, and to limit entertaining. Because they were having fewer home management house experiences in comparison with students in the other houses, each selected and completed a problem related to a homemaking activity to balance the differences.

Each couple lived at Lewisohn for eight consecutive days. During this time the wife acted as both hostess and baby manager and was of course

on duty after the evening meal until 7:30 A.M., when another student relieved her. During the day, hours of "baby duty" were shared by all members of the group, the schedule being made according to class appointments and the work at Lewisohn. However, the baby manager remained in general charge of the baby.

Throughout the day each of the other girls came to the house to complete her responsibilities as either host-housekeeper, cook, maid or waitress. These jobs were very similar to those described beginning on page 58. Her free hours during the day, after the evening meal, and on the weekend could be spent at her own home or elsewhere.

On weekdays throughout the quarter, the house was a living center for the entire group, including the husbands. To help each student and her husband to feel at home at Lewisohn, two bedrooms were furnished as study-living rooms. In this way, at least three families (the residing couple had a private room and bath) could relax or study with relative privacy. These rooms also provided a place for the six "transient" couples to leave books and wraps when they came for the evening meal.

From some remarks they made, it seemed as if the husbands enjoyed the experiment as much as their wives did, and many of them helped with household tasks. One of their favorite occupations was watching and entertaining baby Linda. She seemed to enjoy very thoroughly the attention showered upon her by the men.

Because this venture was felt to be successful and the demand for its continuance became more urgent, it was decided to carry out the program during the fall of 1948 and as often as it seemed necessary. It might be interesting to note in passing the sentiment at Wisconsin Central State Teachers College,

where an experiment on a smaller scale was called "very successful". "The three husbands living with their student wives . . . were so interested in homemaking that they helped with meal preparation, budgeting, and even table decorations. . . . They thought it (living in the home management house) a 'lesson in community living that worked fine.'"⁴

Comparison of the University of Tennessee Home Management Houses with Those of Other Colleges

In 1946, Eileen E. Elliott made a study of home management education in the United States which revealed a number of facts about college and university home management houses. Miss Elliott sent information blanks concerning physical set-up and manipulative processes to all four year colleges and universities that had home management houses.⁵ She explained her terms in this way: "Houses and apartments will be used synonymously to refer to the place in which the students live as a family under the direction of a home management supervisor and in which the practical training is carried on."⁶ Of the 236 colleges and universities, 106 replied, and to these a second blank concerning aims, philosophy and content of home management courses was sent. The sixty-six responses to the second inquiry⁷ were summarized and presented for evaluation to a "jury of experts", who were, as

⁴Bessie May Allen, "Men in the Home Management House", Journal of Home Economics, 40:324, June 1948.

⁵Eileen E. Elliott, "An Analysis of Home Management Education," Journal of Home Economics, 40:127, March 1948.

⁶Eileen Elizabeth Elliott, M.A., "An Analysis of Home Management Education in Colleges and Universities", unpublished Doctoral dissertation, The University of Missouri, Columbia, 1947, p. 1.

⁷Elliott, University of Missouri, op. cit., p. 3.

Miss Elliott described them "home economists selected by the investigator on the basis of their education, experience, and contributions to home economics. They represented home economists in various types of institutions and services."⁸

It might be of interest to compare the University of Tennessee home management houses with the "Typical or Median, Home Management House as a Composite",⁹ as revealed by Miss Elliott's study.

"1. The typical home management house may be located in any state of the United States, with the exception of Nevada, or may be in the District of Columbia, Hawaii, or Puerto Rico.

"2. The median home management house is the only home management house on the campus." In 1947 there were four such houses at the University of Tennessee. Of the 106 institutions answering Miss Elliott's first query, Tennessee was among the three per cent having four houses on the campus; eleven per cent had two; three per cent had three; and one per cent had five.¹⁰

"3. Six students live in the house at one time as a family group and take the course for credit."¹¹ The 819 Temple Avenue house had a group of this size, while at Lewisohn there were usually eight students. At 812 Temple Avenue and the White Avenue houses, there were usually eight to eleven students. These houses were designed for ten students in addition to the baby and adviser but whenever possible the size of the group was limited to

⁸Elliott, *Journal of Home Economics*, op. cit., p. 127.

⁹Elliott, *University of Missouri*, op. cit., p. 143.

¹⁰Ibid., p. 104.

¹¹Ibid., p. 143.

eight. In other words, nine, the average number in the University of Tennessee group in 1946-7, 1947-8, was fifty per cent greater than in the typical situation.

"4. These students live in the house for six weeks."¹² One quarter's or approximately twelve week's house residence was required at the University of Tennessee. This was twice as long as the average or typical case.

"5. The composite home management house is owned by the college. No rent is charged the students."¹³ This was true at the University of Tennessee.

"6. Services furnished by the college to this home management house include upkeep of grounds, heat, light, water, and telephone."¹⁴ At Tennessee, the university assisted with upkeep of the house and of some equipment; furnished electricity for lighting in all houses as well as for cooking in two houses; provided heat for all houses. This service was commenced about 1936. It did not furnish water, telephone service, nor gas used for cooking at two houses.

"7. The median home management house has nine rooms, four of which are bedrooms."¹⁵ While the New Temple house had nine rooms, in addition to the nursery, it had but three bedrooms, which because of lack of adequate closet facilities, tended to be rather undesirable. Lewisohn had thirteen rooms, five of which were bedrooms, and one nursery; White Avenue, fifteen,

¹²Ibid., p. 144.

¹³Loc. cit.

¹⁴Loc. cit.

¹⁵Loc. cit.

with six bedrooms and a nursery. These numbers did not include butler's pantries, halls, laundries and similar basement rooms, or porches. In general, therefore, these houses were larger than the typical case Miss Elliott found. However, it should be remembered that the size of the group was also larger at the University of Tennessee.

"8. This home management house has the following equipment: an electric iron, and electric refrigerator, an electric vacuum cleaner, an electric washing machine, and a gas cook stove."¹⁶ At the University of Tennessee, as has already been mentioned, refrigerators and cook stoves were either gas or electric. A further comparison might be made with statistics of the table "Type of Equipment and the Percent of the Institutions That Have at Least One Piece of Each Type." One hundred per cent of the institutions had an electric iron; ninety-eight, electric refrigerator; ninety, electric vacuum cleaner; seventy-five, electric washing machine; seventy, electric mixer; sixty-five, gas cook stove; forty-nine, electric cook stove; forty-five, electric ironer; seventeen, gas refrigerator; nine, electric dishwasher; and three, oil cook stove.¹⁷ The University of Tennessee had all the electric equipment mentioned except the dishwasher, and also had several smaller pieces of equipment as waffle irons and toasters.

"9. Each student living in the house pays a fee of \$54.00."¹⁸ Since the course at the University of Tennessee was twice as long, the \$125.00 fee

¹⁶Loc. cit.

¹⁷Ibid., Table XV "Type of Equipment and the Percent of the Institutions that Have at Least One Piece of Each Type," p. 110.

¹⁸Ibid., p. 114.

per student seemed comparable. A \$1.00 breakage fee was also charged at this school.

"10. These fees cover the following items of expense: food and room rent with perhaps laundry, household supplies, the daily paper, entertaining, utilities, and replacements."¹⁹ At Tennessee, the fee also covered the expense of baby food and supplies, a limited number of magazines and books, maid service, equipment, furnishings, some redecorating, and telephone.

"11. The students in the composite home management house have no other expenses while living in the house other than the fees mentioned above and personal expenses."²⁰ This was also true at the University of Tennessee.

"12. It is very doubtful if these students in the composite home management house receive practical experiences in handling money that will be of value to them in a typical home situation."²¹ However, at the University of Tennessee, the student learned and had practice in writing and cashing checks, in feeding a family on a budget, and in planning other expenditures on the basis of a budget. They also kept accurate accounts (though not in family style) of money they handled and assisted in preparing the quarterly and mid-quarterly financial reports. It should be remembered that such detailed accounts were necessary for reporting to the University, and after using them a girl might make some adaptation which would be applicable and workable in her own situation. The student might have benefitted

¹⁹Loc. cit.

²⁰Loc. cit.

²¹Loc. cit.

more had various adaptations been pointed out to her.

Since it was difficult to assume that the money management experiences of the University of Tennessee Home Management students were typical of family recording, this statement of Miss Elliott's might well have been considered in trying to make the experience more ideal. "It is evident . . . that additional thought and time need to be spent upon one of our major problems, money management, in the house. Are such systems of handling money functional? Will they have value when applied to a typical home situation? Are the girls getting valuable training?"²²

"13. The typical home management house in 1946 operates upon the moderate and low income levels. The median for the moderate income level, stated in terms of cost of food per person per day and regardless of geographical area is 65¢. The median for the low income level, regardless of geographical area is 50¢."²³ In 1947, the students at Tennessee were allowed 70¢ per person per day, of which 20¢ was refunded during weekdays for the noon or lunch meal which was not served in the house. This allowance was probably comparable in purchasing power to the 65¢ mentioned above.

"14. This composite home management house is under supervision of the same person that teaches the principles course. This is in accordance with desirable practice as indicated by the majority of the cooperating teachers. In a typical situation where there is more than one home management house one person could not, of course, supervise all of the houses."²⁴ The

²²Ibid., p. 123.

²³Ibid., p. 144.

²⁴Ibid., p. 145.

general director in charge of the home management house principles' course at the University of Tennessee was also in general charge of the houses and usually resided at one of the houses.

"15. Home management house supervision in the composite house constitutes one-half of this teacher's load. This is in accordance with desired practice as indicated by the majority of the cooperating teachers."²⁵ At Tennessee, house supervision was rated as one-fourth a teaching load. In this case, Tennessee was among the typical group, since Miss Elliott learned that in typical situations, home management house supervision constituted one-eighth to three-fourths of the teacher load.²⁶

"16. Students living in this median home management house receive approximately 3.00 semester hours (or 4.50 quarter hours) of credit. The median for the amount of credit desired by cooperating teachers is approximately 3.00 semester hours."²⁷ Since the University of Tennessee was on a quarter system, a difference arose here. Six quarter hours were given for completion of the twelve weeks' residence and principles courses.

"17. Students in the composite home management house spend approximately thirty-nine clock hours for each semester hour of credit. In this composite house this would amount to approximately one hundred and seventeen clock hours for the course."²⁸ At the University of Tennessee, this number was about thirty to thirty-six hours for each quarter hour of credit

²⁵Loc. cit.

²⁶Ibid., p. 149.

²⁷Ibid., p. 145.

²⁸Loc. cit.

(approximately 180 - 216 clock hours for the course) or about twenty to twenty-four hours per semester hour of credit (approximately 120-144 clock hours for the course).

"18. The home management principles course is taken before or along with the house course in the typical situation. In this composite, the same prerequisite courses are required for the house course as are required for the principles courses. No other background of experience is required for this house. No text is read for the typical home management residence course."²⁹ In half of the institutions reporting to Miss Elliott, selection and preparation of food, meal planning and table service, nutrition, child development, and home furnishing courses were listed as prerequisites. (At the University of Tennessee, these subjects were prerequisites to junior and senior standing.) Others given were courses in economics, household equipment, personal and family health, personal and family relationships, dietetics and sociology.³⁰

Although no prerequisites except senior standing were listed for the home management house course in the University of Tennessee catalogue, in practice, a C scholastic average or above was required. The principles course, Home Management 442, accompanied the house course and prerequisites were the same for both courses. No text was required in the methods course.

"19. Students are not excused from living in the median home management house and the home management house course is required of all home

²⁹Loc. cit.

³⁰Ibid., p. 58.

economics majors."³¹ This was generally true at the University of Tennessee, also. However, sometimes during the summer quarter, a mature student who enrolled in the course and showed superior standards and management during the first six weeks' term, was granted an exemption from the other six weeks of residence upon recommendation of her adviser with the consent of the general director.

Miss Elliott's survey showed that eighty-one teachers believed the house should be required of all; twenty, that it should not be required of all; four made no answer; and one stated it should be required of practically all. Reasons listed by some of those who excused girls from the house course, included these: married girls living with families, those doing a project, mature students with much experience, and those not vocational homemaking teachers, medical causes, personal problems, financial problems, racial problems, and others, were also included.³²

"20. The home management house is considered the best way to achieve desired objectives. The majority of the cooperating teachers either knew of no other method of achieving their objectives or were unwilling to suggest one."³³ The home economics curriculum committee and the home management staff at the University of Tennessee agreed that the home management house was the best way to achieve desired objectives and knew of no good substitute for the experience the house provides.

"21. Students live in the composite home management house when they

³¹Ibid., p. 146.

³²Ibid., p. 162.

are seniors."³⁴ This was true at the University of Tennessee except for juniors majoring in home management and certain other rare cases. It was not uncommon during the summer months especially, to have a graduate student enrolled in the course.

From Miss Elliott's study, it was seen that over half of the 106 cooperating institutions had houses for seniors only: sixty-six have houses for seniors; thirty-two, for juniors or seniors; and seven, for juniors.³⁵ To understand how other institutions felt about this subject, a few advantages listed by those having the course before the senior year were these: catches some students who may not graduate, gives better preparation for student teaching, can utilize courses in foods and meal planning sooner, helps in organizing previous work, and juniors do not begrudge the time so much.³⁶ In contrast, these reasons were given by those who urged placement of the course during the senior year: "the senior students have more of the needed background theory; they are more mature; they have had more experience which enables them to assume more responsibility; senior students see needs and applications more readily, are more secure in their own approach, adjust to group living more readily and appreciate the course more; . . . the enrollment is smaller and therefore the expense to the University is less."³⁷ It would seem that both arguments have sound justifications and that individual cases would be determining factors in deciding whether or not a school

³⁴Loc. cit.

³⁵Ibid., p. 71.

³⁶Ibid., p. 73.

³⁷Ibid., p. 74.

offered the course during the junior or senior year. With the flexible program at the University of Tennessee, it would seem as if the advantages of both arguments might be met. However, from actual observations, it was felt that in most cases seniors, possibly because of more maturity and more background courses, did work superior to that of juniors.

"22. It should be noted in connection with the placement of the house course that for the median home management house there is no system of blocking, no plan of dovetailing courses. Little effort is made to lighten the total load of the students while they are living in the home management house."³⁸ A University of Tennessee student was perhaps more fortunate than the median student, for she was permitted to take no more than three courses in addition to the home management house one and in many cases such as married women with homes near by, those doing outside work, they were strongly urged to reduce the outside load to two courses or less. Since the house required so much of the student's time if she were to benefit by the opportunities available, it was felt that she would be unable to do credit to it and to her other courses if she carried more than three of them. Normally, a student load was fifteen or sixteen class hours.

Forty schools, according to Miss Elliott's findings, blocked the house and practice teaching. She found that forty-three institutions had some system of blocking, while sixty-three or more than half, did not.³⁹ At Tennessee student teaching was blocked and a student took home management

³⁸Ibid., p. 146.

³⁹Ibid., p. 76.

house residence another quarter although the house course was not actually "blocked."

"23. In the median home management house definite house duties are set up for the students by the teacher or administration and may be handed to them in mimeographed or printed form. These duties included all of the responsibilities of the house. These duties are divided on the basis of the number of students in the house group."⁴⁰ A modification of this was true at the University of Tennessee. At the first house meeting, the students were asked to plan tentatively the division of work they wished to follow. To help them, mimeographed lists of routine tasks were offered. From this list, assigning of many responsibilities was rather obvious; for example, the cook prepared meals; the baby manager cared for the child; the hostess planned meals, made purchases and so on. The group was in no way obligated to follow these suggestions since they were provided only as aids for helping the group to establish the routine they wished to follow. While some changes in this list were usually made by each group, in general, it remained about the same.

Because the students were in a new environment and had so many adjustments to make, because several had such limited homemaking experiences that they had little or no conception of what tasks should be expected, and because others might have been overwhelmed or discouraged by the many responsibilities, the mimeographed list of suggested tasks was offered. By giving these suggestions early, it seemed that they might have helped students to make a good start. Successful experiences which might have been

⁴⁰Ibid., p. 147.

gained in this way, might have been influential in encouraging them to strive to do good work during the quarter.

Without the suggestions, it would have been necessary for the students to have arranged a long meeting or several short ones to plan the division of work. Usually, about the only time for such a gathering would have been after the evening meal, for the daytime schedules tended to vary so much only part of the group could be together for a long enough time. Since an effort was made to keep the students' evenings free from such obligations, this plan was undesirable.

The only printed directions which were definite and not subject to planning by the group were those pertaining to the baby's care. This was an attempt to give the baby security by maintaining a regular routine. When the doctor or the adviser had reason to alter them, the students were informed and the new routine was put into effect. Sometimes students reported indications that a change in routine was needed. It was felt that with so many students handling the baby, and each probably with different baby-care training, one program, prescribed by the doctor and by the home management department should be followed. The activities of the child during his social periods were usually planned by the students and the adviser, if she felt her help was needed.

Although the University of Tennessee home management house plan for the division of duties was somewhat similar to the typical case found by Miss Elliott, it might have been well for those in charge to give consideration to the minority view-point on this subject. "The people in this minority group feel that a part of management learning is in making plans; hence the

students decide the duties in each group. It is the belief of these representative teachers that management cannot be learned by handing to the student a plan of duties and work, but that the students should make their own plans, direct their own work, and guide the development of the child with the help of the house advisor."⁴¹ Of course, it should be realized that in each institution differing circumstances prevent all situations from being the same and some compromises have to be made.

"24. There is no baby in the median home management house. The majority of the cooperating teachers believe that it is desirable to have a baby in the home management house."⁴² The University of Tennessee was in the twenty-eight percent of the institutions Miss Elliott studied, which reported a baby in the home management house.⁴³ Among the reasons why sixty respondents felt it desirable to have a baby in the house⁴⁴, Miss Elliott found the following: "offers practical experience that cannot otherwise be obtained . . . develops ease and skill in care of infants . . . in the opportunity to observe infant growth and behavior, much is added to their (students') knowledge, experience, and confidence . . . focus of family life . . . unifying element . . . creates time and energy management problems . . . helps students realize responsibilities . . . without it, home management experience is rather sterile . . . helps to stress human

⁴¹Ibid., p. 102.

⁴²Ibid., p. 147.

⁴³Ibid., p. 102.

⁴⁴Ibid., p. 87.

values and the development of the individual."⁴⁵

At the University of Tennessee, opinions of this majority group were generally reflected. These ideas were substantiated by such statements as this one, from a local pediatrician:

In my experience in seeing children under the supervision of welfare agencies being cared for in private homes and in home management houses, I feel the advantages of home management care far outweigh any disadvantages. As a general rule babies taken into private homes are taken as a means of livelihood for the foster parents. Since the remuneration per child is low there is a tendency for boarding homes to take more children than they can adequately care for. This results in a certain amount of unintentional neglect which is evidenced on physical examination by a slower rate of growth, less adequate nutrition and more frequent infections than are noted in home management house babies.

Babies taken from homes of this kind and placed in home management houses usually show a prompt change in weight and appearance. Personally I wish that all adopted children could have the advantages of home management care.⁴⁶

Compared to this majority feeling, were the strong objections voiced by the thirty-six respondents who did not think it desirable to have a baby in the home management house.⁴⁷ Some of these were: the child is not experimental material, it is too hard on the child, too many people working with the child give it a sense of insecurity, too much responsibility for the students, experience can be provided elsewhere, makes the course too confusing to all, plan is too artificial to be of value, expense too great for value received, makes student load too heavy, and so on.⁴⁸ In direct contrast to these statements was the one that at Iowa State College where

⁴⁵Ibid., p. 88-9.

⁴⁶Letter to the investigator from F. H. Payne, M.D., Fountain City, Tennessee, April 20, 1948.

⁴⁷Elliott, University of Missouri, op. cit., p. 87.

⁴⁸Ibid., p. 91-2.

students consider care of the baby the most valuable experience in the house.⁴⁹

"25. There are certain definite required entertainments which the home management house students carry on. Required entertainments include four guest dinners, one buffet supper and one tea . . ."⁵⁰ At the University of Tennessee, a buffet meal once a week was a requirement. Other types of entertainment were not stipulated because the department felt that group interests differed so widely, it was difficult to make requirements acceptable to all. Rather, informal entertaining of the type the students felt they would need and enjoy, was encouraged. Often guests were invited to dinner, to a buffet meal, to afternoon or evening get-togethers. Frequently plans for the use of the recreation fund were made so that guests might take part in such activities as parties, picnics, teas. Often the adviser came to know her group well enough so that she might influence their choice of entertaining if they seemed unaware of the various means of extending group hospitality to others.

"26. Employed help is not used in the median home management house. The girls in it receive no training in the direction of employed help."⁵¹ While the University of Tennessee home management house did have employed help for three hours a day, as has been stated, the student gained less experience than is desirable in directing this worker, because as was mentioned

⁴⁹Ibid., p. 87.

⁵⁰Ibid., p. 147.

⁵¹Loc. cit.

on page 62, the maid had been employed for a number of years and had developed a fairly definite routine. When other workers, such as those to wash and polish floors; clean windows, walls and the like, were employed, they were given instructions by the general director. In 1947, it was difficult to secure and keep such help, and the responsibility for consistent and smooth direction seemed too great to give to so many. Consequently, student participation in the training or instructing of such help, was limited or unlikely. However, a student could learn of ways for keeping good employer-employee relations and for making the most of the employee's time by having materials ready.

In summarizing this partial comparison of the University of Tennessee home management house in 1947-48 with the typical one in 1946, as found in the 106 institutions studied by Miss Elliott, these facts might be noted. The University of Tennessee tended to have more home management houses than did most colleges, and each house tended to have more students and more rooms. Residence was about twice as long as the average period, as well as the student fee for room and board; purchases of household supplies, baby food and supplies, and so on was approximately doubled. All home economics seniors were required to live in the house and received six quarter hours of credit for satisfactory completion of the course. During house residence the student course load was limited to the carrying of three other courses. Senior standing and a C scholastic average were prerequisites. Division of duties was planned by the students, with the help of a mimeographed list of routine tasks. A baby was a member of the household. The group operated on a moderately low income and had experience in budgeting and keeping records. A

buffet meal was required weekly; other entertaining was determined by group needs and preferences. Outside help employed for the houses was usually supervised by the general director. All electrical equipment, dishwasher excepted, found typical in a home management house by Miss Elliott, was available in each University of Tennessee house. The University provided heat and electricity in addition to several maintenance services for the grounds and dwelling. In each house, a faculty member or a graduate assistant was in charge and acted as adviser. The general director was responsible for all the houses and conducted the principles course. Supervision of a house was considered one-fourth a teacher load. The home management house was considered the best way to achieve desired objectives.

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APPENDICES

APPENDIX A

This section includes a sample of the general instructions for students undertaking the home management residence course.

UNIVERSITY OF TENNESSEE

GENERAL INFORMATION

There is little reason to be afraid of your quarter in the home management house although it is true that you may be carrying more responsibility than you are accustomed to carrying. Remember you have been studying homemaking for some time. You will have a Resident Adviser and the General Director to whom you may turn when your resources seem inadequate. Any member of the home economics faculty will be glad to help you with matters pertaining to her special field. Don't worry about grades; if you have a clean, smooth-running house and a happy relaxed family, the grade will take care of itself. Have some fun living in the house. Remember this is a chance to see how good a homemaker you can be. Your adviser makes suggestions, she rarely makes decisions-that is your job.

Because much of the decision making is yours there are few set rules. Most of these are based on our relationship to the University. In general regulations of the University Residence Halls are observed. If the following points do not answer your questions check with your "Tennessee Girl" or ask your adviser.

1. Permission in writing must be secured from the Dean of Women if you are to be absent from the house overnight. It is wise to file your overnight permit with your adviser at once. Senior girls are often asked to make trips on short notice. Notify your Resident Adviser in writing before leaving town or spending the night out of the house. Talk it over with her so that she has the details of how she may reach you if necessary.
2. It is courteous to notify the hostess and your Adviser when you wish to be absent from a meal.
3. Please sign out when leaving and sign in when returning at night. If you plan to be absent for some time during the day except at regular classes, leave a note on the sign-out pad. Sometimes emergencies arise that make it urgent that you be located quickly.
4. No provision for entertaining overnight guests in the house can be made.
5. On Sunday, we do not play cards or dance on the main floor. All the houses have tried to collect materials for other kinds of pleasure.
6. You and your guests are requested to smoke in the living rooms only. Make a special effort to have ash trays conveniently placed and regularly cared for.
7. The house is open for visitors between 8 A.M. and dinner time. Many campus visitors wish to see the whole house. We ask your cooperation in having the part for which you are responsible in good order.

8. Your hostess is responsible for closing your house at night. It should never be necessary for her to remind you to be in the house before closing time, or to see that your guests leave before closing time. Closing hours are the same as for the senior dormitories:
Week nights _____, Friday and Saturday nights _____, for those attending Friday night dance _____; Sat. night dance _____.
9. In order to avoid confusion on our telephone bills no long distance calls are made or telegrams sent from the houses.
10. You are requested to refrain from having lunches brought into the house. The baby care schedule will be adjusted so you will have time to eat your lunch.

There will be two regular meetings each week for the purpose of discussing and making plans and answering questions. At the seminar, (442 and 452) all house groups meet together; the other is held in the separate houses. As much as possible consideration of questions and suggestions should be confined to these meetings. If you have an individual problem with which you desire help ask your adviser for an appointment to discuss it.

The Home Management House financial records are subject to the regular University audit, therefore the accounts in all four houses are kept in the same manner. The plan will be discussed with you at the first seminar and details be given to your budget committee (the first two hostesses).

The hostesses get their checks for hostess cash from the office in Room 116, Home Economics Building. Each check should be written at least one day before it is needed. Make checks payable to the person who is to cash the check.

You may have a question about keeping records. These suggestions will help you.

1. Ask for receipts for everything purchased and itemize each purchase, giving cost. For food items don't forget to list size and weight of each package or can.
2. Save all bills such as laundry, dairy, telephone, and gas; also save all receipts.
3. Money for flowers comes out of food budget.
4. Foods charged or used from stock on hand are to be figured in with daily cost of food. (Examples are dairy products and food from shelf)
5. Keep work records daily. Include routine and special work. These sheets are due the day after you go off each duty.
6. Keep an accurate daily record of baby's activities, food intake, elimination, and sleep. Record weight twice a week. Keep this record until the end of the quarter then turn in all of them in order.

If you want to know something about current house activities, where are you going to find this information? Why, of course, on the bulletin board, so let's place notices there such as:

1. Repairs that have been reported so that if a service man comes you will know what is to be done.
2. Guests for dinner -- give date they are coming and names.
3. List of dry cleaning going out and coming in.
4. Assignments for daytime baby care.
5. Rotation of duties.

For your assistance in carrying on the work of the house a maid is employed three hours a day for six days each week. Ask your adviser for the maids schedule in order that you may make the best use of her help. Have the maid's check ready for her on Saturday morning.

If repairs are needed at your house leave a note telling specifically what and where it is needed with the general director. In an emergency phone the office of the Superintendent of Buildings and Grounds or the power plant if you cannot find your adviser or the general director. When a repair has been made please report it to the office.

A laundress is employed to assist you with the care of the damask and the glass curtains. Your adviser will tell you the time when you should have yours ready.

The sheets and bathmats are sent to a commercial laundry. Make two lists when you prepare the laundry to go out; keep one so as to be able to check it when the laundry is returned. Report any loss promptly. Your adviser will tell you what day your laundry man comes.

The time for meals should be decided by the group and plans made for Sunday breakfast and supper. One night during the week we ask you to serve a buffet supper. Table service used in the house is the family type of service. Details, of course, need to be adopted to the conditions in each house. Try to make the meal service convenient and attractive with as little "machinery" as possible.

You have an allowance in your budget for recreation. Give special attention to hospitality in your house. Enjoy it and share it with others.

The organization of duties for the work of the house is your job and that is the chief purpose of your first house meeting. Plan for the jobs which must be done and the person who is to be responsible for each job. You will need to plan carefully in order to take care of all details and balance the load. Your first plans may not be satisfactory to you, but revision is always possible when you begin your long duties.

The one job for which we feel it necessary to give you definite instructions is that of baby manager. Your house director will talk with you about plans for the care of your baby.

The care of the baby is a house project. The baby manager is responsible for announcing changes in the baby's schedule and keeping an up-to-date schedule posted in the baby's room, but all students on duty with the baby are responsible for carrying out the proper routine and for keeping the record during her time on duty. No student who is not on baby duty should undertake to care for the baby in any way unless specifically requested to do so by the one on duty. If your whole family wishes to enjoy some recreation together away from the house ask the General Director to arrange for a baby sitter for you. She will need to know exactly when and about how long you will be gone. Give her your request well in advance as it is sometimes difficult to find someone on short notice.

In the Home Management House you will find many activities going on. Here are some jobs you can divide up among the members of your group. You will join with the group in deciding what member will be responsible for each job.

Plan meals.

Select and purchase food and household supplies.

Check and pay bills.

Buy, arrange, and dispose of flowers; care for plants.

Lock up house at night.

Turn on lights at night and turn them off in the morning.

Draw curtains morning and night.

Wash table linens if house runs over the amount to be sent to laundress.

Write checks.

Give explicit written directions for waitress and cook.

Provide cook with good tested recipes which are written out in amounts to be used and go over these with cook.

Bring in milk in the morning.

Cook the meals.

Prepare salad and beverage.

Care of refrigerator, such as, defrosting and cleaning.

Care of garbage pail.

Set table.

Serve meal.

Put away food after meal.

Scrape, stack and wash dishes.

Put away linens after a meal; keep linens in order.

Clean silverware.

Clean cupboards.

Empty waste baskets.

Clean pantry and back porch.

Care for washing machine, irons, ironing board, and ironer.

Check files for record of lubrication of equipment and lubricate if needed.

Carefully check table linens and curtains when sent out, then check and put away when they are returned.

Carefully count bed linens, towels, wash cloths, and bath mats and make a duplicate record. Fold linens sent to laundry, list carefully, check, count laundry that is returned and report any missing articles to Advisor. Check linens for repair.

Keep lamps clean and replace burned out lamps.

Leave a written report in the office for the General Advisor if cleaning is to be done by handy man.

General house cleaning and special cleaning such as draperies and windows.

Remove finger marks from woodwork.

Prepare written instructions for maid.

Care of nursery.

Care of baby's clothes such as separating ones that need repair, bringing them to nursery and putting them away. Wash these yourself if they are woolen articles.

Build fires.

Purchase equipment, books and magazines for the house.

Purchase toys for baby.

Return cans, jars, and jolly glasses to Home Economics Building.

Leave a written report for General Director in the office if repairs are needed in the house. Then make a written report when these repairs have been made.

Mend linens.

Mend baby's clothes.

Hand in weekly summary of baby's progress to the General Director.

THE BABY

Your care of the baby serves a double purpose. It helps you learn about handling and caring for babies, and it helps prepare an orphan for adoption by developing him in many ways. You and the rest of the house group will enjoy seeing your baby develop, and it will be a pleasure to you to know that the baby will have a better start in life because of your care. Do everything you can while in the house to learn how to guide a very young child's development, and to help this baby develop in every possible way.

Sometimes we have a baby that is an "aid case", that is, one whose parents are too poor temporarily to care for the baby. Usually, however, the babies are orphans, placed with us by a public agency that is responsible to the state of Tennessee for his welfare. We have the same legal status as a boarding house, and he is the agency's ward, not a ward of the University. Before a baby is placed in one of our houses he is carefully examined by a pediatrician and the doctor says that the baby is in good health and a good baby for us to have when he is turned over to you.

The baby is in your care, and the credit for his progress is largely yours. The baby specialist recommends his diet, and any medical treatment he may need; your Resident Advisor and the General Advisor for the home management houses are ready to make suggestions or to take the responsibility if the baby should be sick. You are responsible for keeping the baby records, for all care of the baby, and for watching his progress and reporting gains and unusual conditions. You will never leave him in the house alone. He is yours for the quarter and no one will come, even from the agency, to take him from your house unless accompanied by some one from the home management office.

The general routine toward which we work is usually modified somewhat for each individual baby, or to adapt to the conditions in an individual house. The general outline of the routine is as follows:

- | | |
|---------------|---|
| 6:00 AM | Change baby. Give morning feeding, hold baby over your shoulder to help him rid of gas. Put him back to bed or downstairs on a pallet or in a play pen. Give him some toys. |
| 8:00 AM | Give orange juice. Return him to play pen or pallet. Check occasionally to see that he is comfortable. You do not need to be in the room all the time. This is a good time to clean the nursery. |
| 9:30-10:30 AM | Give midmorning feeding. Put in bed for nap. Set the time so the baby is put to bed promptly each morning at the time your group has decided. The baby should have about a four hour nap. The nursery temperature should be between 60° and 65°F if possible. Adjust the blinds. See that your baby is comfortable and quietly leave him. |

2:00 PM

Mid-afternoon feeding, dress for afternoon. Put outdoors in carriage or play pen every day unless it is raining or exceedingly cold (20 or 25° above zero for instance). Adjust the amount of clothing and blankets to the weather. Turn the carriage so that you can see from the house how the baby is getting along. If the baby is in pen, give him one or two toys. Make sure that the carriage cannot roll after you leave it. You will take the baby out about 2:30.

3:15-3:30 PM

Check the baby's comfort, and roll in carriage for about 45 minutes.

4:00 PM

Bring in house. Offer a drink of sterile water. Give it from a spoon or from a cup if your baby is learning to drink from a cup. Take the baby in living room the rest of the afternoon. Put him on a pallet (or in the carriage if he is very small) part of the time, hold him in your arms for part of the time, amuse him with soft music, talk to him, sing to him. This is the time for the baby to have visitors, to learn to play with toys, to enjoy people. Try to avoid over stimulating the baby but give him some variety and see that he enjoys the afternoon. If he should become tired and fretful, take him to the nursery. If he becomes fretful late in the afternoon frequently, some adjustment in routine is needed.

4:45-5:00 PM

Bring baby's clean clothing from laundry. Prepare everything needed for his bath. Have his food ready. Undress the baby. Give his cod liver oil. On Sunday and Wednesday you will weigh him while he is completely undressed. Bathe him. Dress him for night and give him his evening meal. Be sure you burp him well before putting him to bed.

10:00 PM

Awaken baby gently. Change him. Give feeding if he is fed at night. Put him to bed for the night. Be sure bed clothing is suitable.

If your baby has begun toilet training you will decide with your advisor when to put him on the toilet.

The baby usually needs no attention between 6:00 P.M. and 10:00 P. M. and between 10:00 P.M. and 6:00 A.M. but of course, should receive attention when he seems to need it. He sleeps with the light out and the door shut. Loud noises in rooms near the nursery should be avoided when the baby is in bed, but the baby is not usually disturbed by talking or other usual sounds.

CHECK TO SEE IF YOUR BABY IS COMFORTABLE

In checking the baby's comfort, always see if he is hot or cold, and see if his diaper should be changed. Notice and report any unusual condition, such as rash or evidence of pain. If anything about the baby worries you, report it, even though it seems very small. Babies can get sick rather quickly. It is much easier to get them well if we start when the first indications appear.

PREPARATION OF FORMULA

Sterilization of Equipment

It is necessary to sterilize every piece of equipment used in making the formula and any utensils used for feeding the baby.

Have utensils clean and place all utensils in a large pan, cover with water and bring to boil. Let boil fifteen minutes. Put nipples in last for one minute.

If boiled water is to be used for the formula, boil enough fresh water for this in a separate covered vessel for fifteen minutes and keep it covered while it cools. At the same time boil enough water so that you will have drinking water for the baby during the day. The drinking water should be stored in a sterile bottle.

Preparation of Formulas

I When using evaporated milk.

1. Pour in a sterilized vessel the required amount of cool boiled water.
2. Add the required amount of milk.
3. Add sugar supplement using a sterile spoon. Mix thoroughly. Remove one bottle at a time and place on wood or a dry towel, fill and cap. Set aside, then fill the next bottle.

Allow all bottles to cool and then place in a special part of the refrigerator.

For lactic acid formula

Put in acid drop by drop at end while stirring with beater. The nipples will have to have larger holes for milk containing lactic acid.

For raw milk

Boil whole formula if raw milk is used one to three minutes.

Just before each feeding for which dishes are used, sterilize all feeding dishes by boiling.

Protect the Baby Against Colds and Other Infection.

If you should find it necessary to handle the baby when you have a cold always wear a mask. See that the mask is washed, ironed and returned to your supply cupboard. If you do not feel well or have any rash or skin infection please check at the College Hospital at once.

Always wash your hands thoroughly before handling the baby. Your clean hands are good insurance for your baby.

Be careful to close the windows so you do not undress or change your baby where the chilly draft will blow on it. Govern the amount of clothing you put on the baby by the temperature. Being too warm is as uncomfortable as being too cold.

If you have occasion to use a fan in the nursery be sure the breeze does not blow directly on the baby.

Baby's Toys

At first you may have to teach your baby to play with toys. Give him only two or three at a time. If he is busy with his toys he is less likely to suck his fingers or thumbs. He may become tired of those he has and will not try to get them. When you think he needs a change of toys bring the old ones to the office and select others. You are responsible for the baby's toys and will be asked to help find desirable new ones during the quarter. Consult lists and suggestions regarding babies' toys recommended in your child development classes. Watch to see what is available in the stores. Remember we want them bright, smooth, easy to keep clean, and free from small pieces that may come loose.

Wash baby's toys with soap and water and rinse them thoroughly. Wrap them to keep off the dust. A good time to wash the toys used during the day is while you wait for the formula utensils to start boiling.

If a toy drops on the floor it should be washed before giving it to baby again.

Visits to the Doctor

As far as possible, your baby is taken to the doctor for a general check-up once a month. The baby manager goes on this visit if her schedule permits, or the one who is scheduled at the time represents the baby manager. Often both the Resident Advisor and the General Advisor go also. Appointments for this are usually made by the General Advisor. The baby manager or her representative makes a written report of the visit. On the report she gives the baby's name and age, weight, length, changes in formula, and any medication prescribed; and the report is expected to be in the home management office not later than the day after the visit.

Look over the baby records of the past month before taking the baby to the doctor, so that you will be able to answer questions about him. Be ready, too, to tell the doctor about anything that might indicate a health problem.

When you take the baby to the doctor's office, remember that the new surroundings look strange to him and that the baby will feel that everything is strange if you do not act as usual with him. If you talk to him as usual and act naturally, he will not be afraid. It may be best to take a favorite toy with you. Almost always it is important to take Kleenex and fresh diapers with you.

During the time the baby is in the home management house, we try to see that he is immunized against smallpox, whooping cough, and diphtheria. Of course the doctor advises as to the time each is done, but we feel free to ask the doctor about them.

Prevention of Constipation

A baby need not as a rule become constipated. The way to avoid this is to notice when his stools are firm and hard, to note this on the baby record, and to call it to the attention of the baby manager. Then preventive measures may be taken before constipation develops. Often you will be asked to give him extra orange or prune juice, or to change the time of giving fruit juice to the baby. Ask the Resident Advisor what to do.

Thumb Sucking

Your baby may start sucking his thumb when he gets hungry before feeding time. If he seems hungry, report this to the Resident Advisor, and the doctor will be consulted. Often, however, thumb sucking becomes a habit when the baby lacks a more interesting occupation. It is an undesirable habit and is easier to avoid than to cure. Notice the suggestions about giving the baby toys when he is in his play pen, and the suggestions for the late afternoon when he is in the living room. Remember that your baby enjoys looking outdoors, listening to the radio, and many other activities if they are not continued too long.

What is the Most Important Part of Your Responsibility for the Baby?

Everything about the baby's care is important. You in the houses always do a good job of keeping the baby clean and attending to his needs promptly and on schedule. You need to see that such things as food are planned well in advance and that his clothes are washed or cleaned as soon as they need it, that they are kept mended and buttons are on; that his room is neat and his belongings neatly stored. If you do all these things, you are more than a good manager -- you are an excellent manager.

But beyond all this, the baby needs your personal help. You are the most important part of his present world, and he looks to you for more than good routine care. He looks to you for interest, affection, stimulation and encouragement. You can help him to like his food, encourage him to repeat desirable action, and stimulate him to try new things. A well-modulated voice is rated high by your baby, as well as an appreciation of his individualities. Talk to him as you do to your friends. Never enter a baby's room, when you are going to care for him, without greeting him as you would anyone else.

How is Your Baby Adopted?

Adopting a child is, of course, a very serious step. The agency charged with the general welfare of your baby is also responsible for his adoption into a family. Frequently, though, friends of yours would like to adopt a baby and ask you about doing it, or they hear you talk about your baby and ask if they can have him. If this happens, send them to the head of the Home Management Department or to the General Advisor for the houses. If the baby has not been placed already, an opportunity will be made for the interested people to see the baby privately, and if they wish to adopt him, the agency will be told. Prospective foster-parents are never taken to the house, because they need a private opportunity to know the baby before they decide to adopt him. This is another way that you can help.

APPENDIX B

This section includes a sample of the forms
for records which were kept by the home manage-
ment house students.

HOME MANAGEMENT HOUSE
SCHOOL OF HOME ECONOMICS
UNIVERSITY OF TENNESSEE

[illegible]

DAY	WORK DONE	HOURS SPENT	REFERENCE USED	COMMENTS AND SUGGESTIONS

U. T. HOME MANAGEMENT HOUSE _____

AS PLANNED _____ AS SERVED _____ NAME _____

PAGE	BREAKFAST	LUNCH	DINNER	GUESTS	REFERENCES TITLE PAGE

HOME MANAGEMENT HOUSE BABY RECORDUNIVERSITY OF TENNESSEE

BABY MANAGER _____ WEEK ENDING _____

DATE				
I. Sleep - Awakening Hour A.M. Daytime Nap Evening Sleep Total Hours				
II. Food - Formula Vit. C C.L.O. ¹ Water Solids				
III. Eliminations - B. M. ² Soiled Squares U. ³ Wet Squares				
IV. Outdoors -				
V. Sun Baths - Length Hour				

Special Comments for Week.

Wt. Sunday _____ Wednesday _____

¹Cod Liver Oil^{2, 3}Refers to toilet training

SAMPLE HOSTESS CARDS

Summary Card¹

Date	Cash Spent	Am't.	Date	Credits and Charges	Am't.
6/15	A. Food Purchased	5.82	6/15	Dairy (am't. - 2% tax)	2.07
	Lunch money	4.40		Food from shelf	.32
	Food allowance			Food from previous hostess	.94
	supplementary to			Total	3.33
	recreation	2.25		Food to next hostess	.58
	Total A	12.47		Total credits and charges	2.75
	B. Other cash spent			Total food cash	12.47
	Baby food	1.40		Total food cost	13.22
	Baby supplies	1.00		Am't. received in purse	1.16
	Household supplies	1.64		Checks	30.00
	Small equipment	3.00		Total cash	31.16
	Repairs	.75		Total cash spent	30.67
	Recreation	10.41		Am't. left in purse	.49
	Total B	18.20			
	Total A and B	30.67			

Food Purchased

Date	Items	Am't.	Date	Items	Am't.
6/14	5# Apples	.45	6/15	Bal. brought forward	3.70
	2 green peppers	.09		2 boxes jello	.23
	1 dozen eggs	.80		1 can tomato juice	.23
	1# lard	.36		1 can beets	.20
	2 cans corn	.44		1# American cheese	.56
	1 jar honey	.31		2 loaves bread	.26
	1 bunch carrots	.17		2 heads lettuce	.25
	1 box ralston	.26		10# potatoes	.55
	2 lemons	.11		tax	.04
	1 dozen oranges	.40			6.22
	flowers	.25		$\frac{1}{2}$ doz. oranges (.20) and	
	tax	.06		$\frac{1}{4}$ doz. eggs (.20) for baby	.40
		3.70			5.82

All totals on the summary card include the 2% state sales tax.

Baby Food

Date	Items	Am't.
6/15	Pablum	.22
	Percorpheum	.75
	Tax	.03
	1/2 doz. oranges	.20
	1/4 doz. eggs	.20
		<u>1.40</u>

(oranges and eggs
bought with adult
food)

Baby Supplies

Date	Items	Am't.
6/14	1 pt. Olive oil	.75
	Kleenex	.23
	Tax	.02
		<u>1.00</u>

Household Supplies

Date	Items	Am't.
6/15	Index cards	.15
	Envelopes	.10
	2 boxes Rinso	.75
	1 pkg. p. napkins	.10
	2 rolls t. tissue	.25
	2 rolls p. towels	.20
	2 stamps	.06
	Tax	.03
		<u>1.64</u>

Small Equipment

Date	Items	Am't.
6/15	1 Spatula	.75
	2 Paring knives	.30
	2 sets m. spoons	.20
	1 Silex bowl	1.34
	salt and peppers	.35
	Tax	.06
		<u>3.00</u>

Repairs			Recreation		
Date	Items	Am't.	Date	Items	Am't.
6/15	Hoover brushes for sweeper	.75	6/15	9 meals at S&W Cafeteria @.80 9 tickets to movies @.44 Care of baby Food allowance on recreation Total	7.20 3.96 1.50 <u>12.66</u> 2.25 <u>10.41</u>

Dairy			Food from the Shelf		
Date	Items	Am't.	Date	Items	Am't.
6/14	6 qts. milk @.20 3 qts. milk @.20 1/2 pt. cream tax	1.20 .60 .23 <u>.04</u> 2.07	6/15	1 small jar crabapples 1 qt. peach preserves	.08 <u>.24</u> .32

Food Inventory

Food from Previous Hostess			Food to Next Hostess		
Date	Items	Am't.	Date	Items	Am't.
5/14	1 lb. coffee @.21	.21	6/16	$\frac{1}{2}$ lb. coffee @.20	.10
	7 lbs. sugar @.065	.46		5 lb. sugar @.065	.33
	3 lbs. flour @.06	.18		3 eggs @.60 doz.	.15
	$\frac{1}{4}$ lb. margarine @.36	.09		Total	.58
	Total	.94			

Cash and Check Card

Date	Items (Household Bills)	Checks	Cash	Total Am't Spent
5/16	Margaret Chandler (Maid)	3.60		
	Knoxville Elec. Power & Water Board	4.55		
	Knoxville News Sentinel	3.00		
	Knoxville Telephone Co.	3.00		
	Total	14.15		14.15
5/14	Hostess check	10.00	10.00	
5/15	Hostess check	5.00	5.00	
5/15	Recreation check	15.00	15.00	
	Total	30.00	30.00	
	Am't. received in purse		1.16	
	Total cash		31.16	
	Total cash spent		30.67	30.67
	Am't. left in purse		.49	44.82