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THE OVERNIGHT STAY IN THE HOMEMAKING COTTAGE

by

Mozelle Keller

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Approved by,

Josephine Ruemer
Adviser

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
II. LIVING TOGETHER IN THE HOMEMAKING COTTAGE	3
Group A	4
First Stay	4
Pupils' Evaluation of the First Stay of Group A	17
Second Stay	22
Group B	24
First Stay	25
Second Stay	29
Group C	32
First Stay	32
Second Stay	34
III. THE INDIVIDUAL IN THE GROUP	37
Sue Walker	37
Mary Brooks	43
Gwen Barber	46
Frances Miller	50
Velma Kluttz	54
Arlene Farrell	57
Jean Ruble	61
Amanda Moore	64
Minnie Reed	66
Jinx Baxter	69
Vera Young	72
Lucy Sherrill	74

TABLE OF CONTENTS

CHAPTER	PAGE
IV. THE PUPILS' EVALUATE THE LIVING EXPERIENCE	78
V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS	87
APPENDIXES.	94
A. EVALUATION OF FIRST OVERNIGHT STAY OF GROUP A BY THE FOUR PUPILS	95
The Most Successful Features of the First Overnight Stay.	96
The Least Successful Features of the First Overnight Stay.	98
Learning Through the First Overnight Stay	99
Suggestions for Classwork Arising from the First Overnight Stay	100
Suggestions for Improving the Cottage Arising from the First Overnight Stay	101
Suggestions for Next Overnight Stay	102
B. ANECDOTAL RECORD OF ONE PUPIL	104
C. EVALUATION OF OVERNIGHT STAYS BY ONE PUPIL	116
Evaluation by Pupil of First Overnight Stay in the Homemaking Cottage	117
Conference in Preparation for Second Overnight Stay	119
Evaluation by Pupil of Second Overnight Stay in the Homemaking Cottage	120
D. PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED BY THE THREE GROUPS IN THEIR TWO STAYS	121

TABLE OF CONTENTS

CHAPTER	PAGE
To Gain Satisfaction from Participating in a Democratic Experience in which the Pupils and Teacher Plan, Work, Rest, and Play Together	122
To Learn Some of the Elements of Homemaking and to Become Interested in New Phases of Homemaking	126
To Recognize the Importance in Homemaking of Knowledge, Manipulative Skills, Attitude, and the Ability to Think	134

LIST OF TABLES

TABLE	PAGE
I. The Extent to Which Objectives Were Reached	79
II. The Extent to Which Objectives Were Reached - Continued . .	82
III. The Extent to Which Objectives Were Reached - Concluded . .	85

CHAPTER I

INTRODUCTION

There has been a feeling that the high school homemaking departments should help pupils carry on common household tasks with understanding, increasing competence, and creative ability; and it should be a center of true-to-life activities and managerial experiences. This feeling has resulted in the building of many homemaking cottages on school grounds throughout North Carolina to be used as the homemaking department.

These cottages should be used to the fullest extent with each pupil having a part in the management of the cottage. To enrich the managerial and group living experience, it is the belief of the writer that actual residence in the cottage for short periods of time should be planned. Since such an experience has not been common in the high school program, the present study was undertaken to develop and to evaluate the overnight stay as a technique for teaching homemaking to the high school girl. The objectives for the overnight stay were;

To gain satisfaction from participating in a democratic experience in which the pupils and teacher plan, work, rest, and play together.

To learn some of the elements of homemaking.

To become interested in new phases of homemaking.

To recognize the importance in homemaking of knowledge, manipulative skills, attitude, and the ability to think.

The new cottage at the Curry Demonstration School of the Woman's college of the University of North Carolina was used as the laboratory

for the study. The cottage is a two-story building consisting of an entrance hall, living room, dining room, kitchen, director's room, and powder room; two bedrooms, and bathroom upstairs; and an all-purpose laboratory.

Twelve girls in the ninth and tenth grade homemaking class were included in the study. The ages of the girls ranged from fourteen to sixteen; however, most of the girls were fifteen. This class was chosen because the pupils expressed a genuine interest in learning through living in the cottage. The junior homemaking class did not have this same interest.

Each group of girls planned and carried out two overnight stays. During and after the stay the resident instructor kept running notes of the incidents. One of the dinner guests, a student teacher, also made a report of the activities of the group and submitted it to the resident instructor. These notes of the resident instructor and the student teacher were organized into an anecdotal record (1) for the group and (2) for each girl.

After the first stay the pupil filled out an evaluation sheet on the overnight stay. Later the resident instructor had a conference with each pupil to discuss the first stay and to get any suggestions the pupil might have for the next one; the mothers' comments were often reported at this time. Again after the second stay, each girl filled out an evaluation sheet for the overnight stay.

Since the subject is new, there is no research recorded on the overnight stay in a high school homemaking cottage. The writer felt that the research studies on evaluation and on college home management houses were too voluminous and too far afield. There is no literature review.

CHAPTER II

LIVING TOGETHER IN THE HOMEMAKING COTTAGE

An overnight stay in the homemaking cottage was planned with the pupils in the ninth and tenth grade homemaking class. There was room for four girls and the resident instructor in the cottage at one time. With twelve girls in the class this necessitated dividing the class into three groups. Each group planned to stay twice.

The pupils chose Friday night. There were no classes on Saturday; therefore, they would have no lessons to prepare Friday night and they would also have time to prepare breakfast and do the necessary cleaning Saturday morning before leaving. Each group of girls planned to limit the budget to \$2.50.

The general planning of personnel, time, and duties for the overnight stay was done the last two or three days of the week by the teacher and pupils. The stay included the cleaning of the cottage Friday afternoon; the preparation and serving of dinner for the four girls, two high school guests, resident instructor, and one student teacher; planned evening entertainment; the preparation of breakfast; and the tidying of the cottage before leaving Saturday morning. The laundering of the household linens, calculating of food costs, and the evaluation of the experience were done in class Monday and Tuesday. Thus, in addition to the Friday night and Saturday morning in the cottage, the preparation for and the follow up of the overnight stay took one week of class time.

The first stay of Group A was described in detail from the anecdotal record based on the notes of the resident instructor and the

student teacher. The various blanks were inserted for the benefit of other persons wishing to carry out a similar experience. The evaluation of this first stay is the only one included as such.

The other stays were written up in less detail, using only the incidents that were unique with the particular group. The evaluation of the other groups appears only in the composite evaluation of the six stays.

Group A

The first group of girls who planned to stay overnight in the homemaking cottage were the four who had completed their clothing construction ahead of the others in the class. Only one change had to be made in the original four girls selected for the overnight stay. Because of a back disorder which prevented her changing beds, one girl was unable to spend the night in the cottage. Another girl replaced her for the entire first stay, since it was felt that the first living experience should not be complicated by any unavoidable irregularities. During the second stay she came and stayed through the evening entertainment; then was replaced by one of the high school guests.

First Stay¹

Since the class had had nothing but clothing study before they came into the cottage, they needed to become familiar with the kitchen, small equipment, and operation of the large equipment. Therefore the four girls prepared, in one class period, hot tea and brownies, which

1. Chapter written from running notes kept by the instructor which were later organized into an anecdotal record for each girl.

they served to the entire class of twelve. In doing this they learned something about marketing, assembling supplies and equipment, and some of the techniques for measuring. They also became conscious of the time element with regard to having a standard product prepared and ready to serve at a given time.

Wednesday, in preparation for the overnight stay, the girls used the blank "Plans for Overnight Stay in Homemaking Cottage" to develop a plan for the use of time, energy and money (pp. 6, 7). The responsibility for the various tasks was divided as nearly as possible into four equal groups; the girls then drew cuts for individual assignments, roommates, and bedrooms. The entire group planned the menus (p. 8).

Further general group discussion was conducted in which the girls talked about possible recipes, table setting, food buying, and housecleaning. Finally, certain references were chosen to be used as a means of securing needed information about the above mentioned items.

After this last group discussion, each girl worked separately planning her share of the responsibilities and working out her own time schedule (p. 9). From the four individual time schedules, the group worked out a master time schedule to eliminate the possibility of omitting any important task and to prevent any waste in time and energy (pp. 10, 11).

Thursday, the day before the overnight stay, each girl began carrying out her own share of the tasks. Running notes were kept by the resident instructor. The host made out the market order, had it checked, secured prices from various stores, and bought all the needed supplies. The hostess assembled all the recipes and distributed the food preparation for both dinner and breakfast among the four girls. The general housekeeper checked on needed supplies and equipment for housecleaning. The

The Woman's College
of the University of North Carolina
Home Economics, 9th and 10th Class
Curry High School

Plans for Overnight Stay in Homemaking Cottage

Date December 10, 1948

Resident Instructor Miss Keller

Students who stayed overnight:

Gwen Barber
Mary Brooks
Frances Miller
Sue Walker

Other students who stayed for dinner:

Amanda Moore
Lucy Sherrill

Student Teachers entertained at Dinner.

Meals served:	Number of persons:	Time:	Money allowed: per person	Total
Breakfast	<u>5</u>	<u>8:00 A.M.</u>	<u>\$.18</u>	<u>\$.90</u>
Lunch or supper	<u>8</u>	<u>6:30 P.M.</u>	<u>.25</u>	<u>2.00</u>
Dinner	<u>5</u>	<u>10:30 P.M.</u>	<u>.08</u>	<u>.40</u>
Refreshments	<u>5</u>	<u>10:30 P.M.</u>	<u>.08</u>	<u>.40</u>
			<u>Total</u>	<u>\$3.30</u>

Time for:

Goodnights to guests 10:00 P. M.
Bedtime 11:00 P.M.

Time to arrive:

Sue Walker 3:15
Gwen Barber 4:00
Mary Brooks 4:15
Frances Miller 5:00

TASKS	DIVISION OF RESPONSIBILITY*			
	1	2	3	4
<u>Before</u>				
Meal planning and dining room	x			
Recreation plan	x			
Cleaning, living room			x	
Cleaning, hall, director's room, and powder room			x	
Cleaning, kitchen and all-purpose room				x
Cleaning, upstairs (stairs)		x		
Making beds		x		
Food buying	x			
<u>During</u>				
Host	x			
Hostess				x
Meals, preparation	x	x	x	x
Meals, table setting			x	
Meals, serving			x	
Washing dishes	x			
Refreshments: preparation	x			
serving	x			
Care of kitchen floor and garbage		x		
Cleaning:				
Living room		x		
Hall and stairs		x		
Bedrooms				x
Bathrooms				x
Dining room	x			
Kitchen			x	
All-purpose room			x	
<u>After</u>				
Laundry:				
Sheets		x	x	
Pillowcases		x	x	
Towels		x	x	
Table linen				x
Cost per person:				
Breakfast	x			
Lunch	x			
Dinner	x			
Refreshments				
Total				

*After the division of tasks is planned, cuts are drawn for individual assignments.

MENUS

Breakfast:

Orange Juice
Pancakes
Brown Sugar Syrup
Milk

Lunch:

Dinner:

Meat Loaf
Mashed Potatoes Turnip Greens
Apple Sauce Salad
Rolls Oleo
Gingerbread Lemon Sauce
Iced Tea

Party:

Walker, Sue

Wednesday

1-2 Group planning

Thursday

1-2 Market order (have checked)
Afternoon-check prices at various stores.
buy supplies.

Friday

1-2:00 Clean dining room.
Make congealed salad.
3:15-Arrive.
Do left over cleaning.
Visit with girls.
5:00-Dinner Preparation.
Assist with meat loaf.
5:15-Assemble salad and return to refrigerator.
5:40-Put on frozen turnip greens.
(Remove when tender.)
5:45-Finish assembling the salads.
6:25-Place salads on the table.
6:35-Dinner
Host.
7:15-Wash dishes.
8:00-Entertainment
Attend play at school.
10:30-Prepare and serve refreshments.
11:00-Bedtime.
Bed

Saturday

7:00-Arise.
7:15-Start preparing pancakes.
8:00-Breakfast
Host
8:30-Assist with dishes.
9:00-Clean dining room.
9:30-Ready to leave.

MASTER SCHEDULE

Wednesday

1-2:00-Group planning.

Thursday

1-2:00-Market order-Sue Walker.
 Recipes-Gwen Barber.
 Housekeeping Supplies-Frances Miller.
 Table mats (ironed) Mary Brooks.
 Draw cover.
 Plan table decorations.

Friday

1-2:00-Clean dining room-Sue Walker.
 Congealed salad-Sue Walker.
 Clean bedrooms-Frances Miller.
 Make beds-Frances Miller.
 Clean living room, hall,
 director's room, powder
 room---Mary Brooks.
 Clean kitchen and all-
 purpose room-Gwen Barber.

Arrival

3:15-Sue Walker-any left over cleaning.
 4:00-Gwen Barber- " " " "
 4:15-Mary Brooks
 5:00-Frances Miller

Dinner Preparation

5:00-Meat loaf Gwen Barber, Sue Walker.
 5:00-Peel and cook potatoes Frances Miller.
 5:00-Set table-Mary Brooks.
 5:30-Gingerbread-Mary Brooks.
 5:45-Turnip Greens-Sue Walker.
 Lemon Sauce-Mary Brooks.
 5:45-Tea-Frances Miller.
 Sugar-Frances Miller.
 6:30-Dinner served.
 7:15-Wash dishes-Sue Walker and others.
 8:00-Play.
 10:00-Good night to guests.
 10:30-Refreshments-Sue Walker.
 11:00-Bedtime.

Saturday

7:00-Arise.

Breakfast

7:15-Pancakes-Sue Walker.

Set table-Mary Brooks.

Syrup-Gwen Barber.

Fruit juice-Mary Brooks.

7:50-Milk and juice on table-Frances Miller.

8:00-Breakfast.

8:30-Wash dishes-Group.

9:30-Final cleaning.

Monday

1-2:00-Laundry-Frances Miller, Mary Brooks.

Ironing-Gwen Barber.

Computing food cost.

Tuesday

1-2:00-Ironing-Frances Miller, Mary Brooks.

maid ironed the table mats, cleaned any tarnished silver, planned the table decoration, and drew a cover to use as a guide in setting the table.

The girls planned to do the general housecleaning during the class period Friday, the day of the overnight stay. These plans were not carried out successfully. The principal asked one of the girls to take a test; she was to have cleaned the living room, hall, and director's room. This task was postponed and performed by the host and hostess. The general housecleaner spent the entire class period making four beds; she left the bedrooms unswept and undusted. The host and hostess completed all their scheduled tasks during the class period.

Because of various other appointments the girls were unable to set the same time for arrival. The host came at 3:15, the hostess at 4:00, the maid at 4:15, and the housekeeper at 5:00. The first two girls did the remainder of the cleaning. This was completed about 4:40. From then until 5:00 the group visited in the living room. The conversation centered around the Old Mill Girl Scout camp which all of the girls had attended. They were a little worried over the preparation of dinner; yet they looked forward to the experience.

About 5:00 the hostess suggested starting dinner. All the girls went into the kitchen, put on their aprons, and started assembling the needed supplies and equipment for their particular task. The hostess mixed the meat loaf and gingerbread. The maid set the table and made the lemon sauce. The housekeeper prepared the mashed potatoes and iced tea. She discovered that there was only one tray of ice. She had forgotten to put more in the freezer. As a result of this, the tea was not cold. The host assembled the applesauce salad which she had made

during the class period and prepared the turnip greens. She also helped mix the meat loaf.

During the preparation period each girl asked questions about her work. They could solve such problems as the selection of the correct size and shape of pan to use in cooking various foods and could find needed equipment without asking the resident instructor. However, one girl was unable to do anything without first being shown. She had no confidence in herself. She had to be reminded of her various duties. When not reminded, she left them for the others to do. As a result of this, the instructor had to get the tea ready to serve.

In general, the food preparation was well done. The girls were interested in learning new ways of doing things. The entire group talked over what they were doing. The following points were brought out in the discussion during the preparation period:

1. Table decorations should be low, interesting in color, and in proportion to the size of the table.
2. When candles are used on the table electric lights should not be used.
3. The "cover" consists of the plate, silver, glass, and napkin to be used by each person. Covers should be equi-distant from the ends of the table. All the lines of the cover should run either lengthwise of the table or across it.
4. Silver is placed with regard to its use, from the outside of the cover toward the center.
5. Flour and sugar should be mixed together before adding liquid.
6. Lemon juice clears flour mixtures and makes them less thick.
7. Lemon rind should be grated before the lemon is "juiced".

8. Congealed salad may be removed from the mold by dipping it into hot water.
9. Leaves may be removed from a lettuce head by running water at the center after the core has been removed.
10. For accurate measurement, use measuring spoons and cups and level with a spatula.
11. Meat should be cooked at a low temperature.
12. Tea is made with boiling water, but the water must not boil after the tea leaves have been added. Steep for 3-5 minutes.
13. Drain excess liquid from vegetables when serving.
14. The kitchen should be kept tidy at all times.

At 6:25, since the hostess was busy, the housekeeper tidied herself to meet the guests when they arrived. The other three girls continued with the food preparation.

The guests, two home economics pupils and one student teacher, arrived at 6:30. The housekeeper greeted them at the door. She was so absorbed in keeping them out of the kitchen that she forgot to take their coats. She said, "You're guests and you can't go into the kitchen this time. I'm supposed to entertain you until dinner is served."

She and the hostess entertained well before dinner was served. They were polite and always asked to be excused when either left the room.

The maid served the plates in the kitchen and placed them on the table to simplify the service at the table.

The dinner was about fifteen minutes late, but the girls were composed and at ease when they directed the guests into the dining room. When everyone was seated, the girls discovered that the napkins were missing and got a big laugh out of this. The maid excused herself and brought in the napkins.

The host read the blessing which was written on a card and standing against her plate. The card would have been less noticeable in her lap. After the blessing was said, the hostess forgot to pass the bread and the sugar for the tea. She had to be reminded to do this.

A high school girl guest was practically the spot light of the dinner. She was interesting and kept the conversation moving. She was not familiar with her table etiquette and immediately asked, "Which piece of silver should I use? I am not used to having over two pieces at the most." This guest was so fond of the salad that she said, "This salad is so good I think I will eat all of it at once." She was also afraid that she was going to be late to her piano recital and constantly asked the time during the meal.

All the girls had "read up" on table service and etiquette. They knew that some things were not to be discussed at the table. The housekeeper made a slip and said something about her study hall teacher spitting on her when he talked. The hostess hushed her at once and told her she was not to use that word at the table.

The dinner moved along smoothly. At the end of the main course, the girls did not place all the used silver on the plates properly. Nor did the maid remove all the plates from the left side and with the left hand. She was not too skillful in removing the dishes and hit one of the guests on the head.

Even though the maid had not removed the plates properly, she did serve the dessert correctly. After the dessert was finished, the hostess asked the guests to go into the living room. All of the girls did not get up from the left side of their chairs. This resulted in a little confusion.

Everyone went into the living room and visited for a short time. When the guests left, the hostess got their coats and helped in putting them on. All the time the girls were entertaining, they were very informal in everything and seemed to be at the greatest ease. Everyone seemed to have a wonderful time.

After the guests had gone, the girls started cleaning the kitchen. They got all but one dish washer load of dishes done before they went to the play at the school auditorium. This washer of dishes was left to be done when they returned.

The four girls and the resident instructor went to the senior play at 8:00. This was the planned entertainment for the evening. The girls enjoyed the play, but were eager to go back to the cottage and finish the dishes. They needed no reminder of this task.

When the dishes were done, the girls had ice cream and ginger ale. The host with the assistance of the maid served this. Everyone went into the living room and visited while they enjoyed the refreshments. Soon after the refreshments were finished the instructor told the girls they could do as they wished until bedtime. The girls had decided upon 11:00 as the time for bed. The instructor told them to have the lights out by 11:30.

After this the girls bathed and prepared for bed. While one girl was bathing the other girls made a short sheet bed for her. All the girls seemed to enjoy the fun.

The following morning the host was the first to arise. She called the other girls. They were ready to prepare breakfast at 7:15. The host prepared the pancakes, using her 12 year old brother's favorite recipe. The hostess prepared the brown sugar syrup and assisted with the pancakes.

The maid set the table and the housekeeper got the orange juice and milk ready to serve. Each girl knew what she was to do and performed her task without asking questions. Breakfast was ready by 8:00. This was the hour set by the girls when they planned the overnight stay.

When breakfast was over the girls met in the director's room for a short conference period to discuss the things to be done before leaving. After this the girls did the dishes, tidied the downstairs, unmade the beds and the housekeeper did one washer of laundry. The other laundry was to be done the following Monday and Tuesday during the regular class period.

One girl planned to leave at 8:45; the others planned to be ready to leave by 9:30 because they worked in the downtown dime stores. Everyone did their duties of the morning well and were ready to leave by this time, with the exception of the one who was to leave at 8:45. She did not leave until 9:15. Upon leaving each girl stated that she had had an enjoyable time and felt as though she had learned much.

The following Monday the housekeeper and maid did the remainder of the laundry while the hostess ironed the things that had been laundered Saturday morning. The host determined the cost per person of meals for breakfast, dinner, and the refreshments. The next day the housekeeper and maid ironed the clothes that had been laundered on Monday.

Pupils' evaluation of the first overnight stay of Group A.--The comments on the overnight stay were secured from evaluation sheets distributed to the students on Wednesday, the day after all duties including laundry, and food cost calculation connected with the stay were completed (p. 18). The questions on this report were: What were the most successful features? What were the least successful features? What did I learn? What should

EVALUATION BY PUPILS OF OVERNIGHT STAY
IN THE HOMEMAKING COTTAGE

Name _____ Date _____

What were the most successful features of the overnight stay?

What were the least successful features of the overnight stay?

What did I learn?

What should we do in class in the next few weeks to make the next overnight stay run more smoothly?

What should be done to the cottage to make the overnight stay more satisfactory?

What should we do differently for the next overnight stay?

we do in class in the next few weeks to make the next stay run more smoothly? What should be done to the cottage to make the next stay more satisfactory? What should we do differently for the next stay?

Just before the next overnight stay, a conference was held with each girl to get her suggestions for a second overnight stay (p. 20). In preparation for this conference, the resident instructor reviewed the anecdotal record and the evaluation sheet of each pupil to have a starting point for the conference. Each girl's personality traits were noted. During the conference new comments on the last overnight stay and new suggestions as to the things she would like to do differently were recorded. Each girl was asked what new experiences she would like to have during the next overnight stay.

The comments of the pupils from the evaluation sheets and from the conferences with the four girls in group one were organized under the following headings:

1. The most successful features.
2. The least successful features.
3. Learning through the overnight stay.
4. Suggestions for classwork.
5. Suggestions for improving the cottage.
6. Suggestions for the next overnight stay.

The most successful features of the first overnight stay of Group A listed by all four girls were the dinner, the favorable attitude of the mothers toward the overnight stay, and the entertainment (Appendix A, pp. 96-97). Three of the girls commented on the experience of living with the girls, the naturalness of the situation, and the attitude of the girls. One mentioned each of the following: having plenty of time, the refreshments, the success as a "first experience",

CONFERENCE IN PREPARATION FOR SECOND OVERNIGHT STAY

Name

Date

Points Considered	Resident Instructor	Pupil
Personality, traits noted in first overnight stay		
Comments on first overnight stay		
Suggestion for next overnight stay. What would you do differently?		
What new experience would you like to include?		

the conversation with the guests, and the preparation of dinner.

The least successful feature of the overnight stay listed by two girls was the housekeeping (Appendix A, p. 98). One girl did not appreciate the teasing, one girl's father's comment showed a lack of understanding of the experience, and one girl criticized the conversation at the table.

A summary of learning through the overnight stay showed that four girls felt they learned more about food preparation than anything else (Appendix A, p. 99). Three learned about table service and etiquette. Two girls commented on meal planning. One girl commented on personal development.

Suggestions for classwork arising from the first overnight stay showed that three girls felt the need for more study of the table service and etiquette, and meal preparation (Appendix A, p. 100). One girl wanted to study housekeeping tasks, and to include as many things as possible with the emphasis on useability.

To improve the cottage, two girls suggested adding a clock to the cottage (Appendix A, p. 101) and one girl wanted the addition of curtains. One mother questioned the value of equipment better than the girls have in their own homes.

Suggestions for the next overnight stay showed that all four girls felt the planning should be altered (Appendix A, pp. 102-103). Three commented upon the assigning of duties. Two felt the plans for dinner, table service, entertainment, time for getting to bed, time for arrival and departure should be different; and two girls commented on the housecleaning. One wanted to change the length of the overnight stay, another wanted to be able to choose roommates, and one wanted to be

certain of not forgetting needed items, and one mother asked to be able to furnish some food.

Second Stay

The planning this time was much easier and less time consuming than it was for the first stay. On both Wednesday and Thursday the girls, called aside by the resident instructor for planning, were able to return for about ten minutes to the class being taught by the student teacher.

On Friday afternoon the girls were unable to arrive together and had to plan to come between 4:30 and 5:00, because of other meetings or appointments. Upon their arrival each girl knew what she was to do. She started her duties and carried them through without any help from the instructor. They started preparing dinner at 5:00 and it was ready to serve at 6:05. That was only five minutes later than the time set in the plans. One of the guests was a minute or two late in arriving so this delay was not noticeable. During the preparation period two of the girls kept the kitchen tidy to prevent having so many dishes to do after dinner.

When the guests arrived they were properly introduced by the hostess and made to feel at ease from the very first. The conversation before dinner was mostly concerned with boy friends, but even in that they included the guests, both students and teacher. When the other girls came into the living room, the hostess invited the group to dinner. Giving directions for seating at the table seemed quite natural for her, and there was no confusion at all.

The service and the food for dinner were different from those of the first stay. The plates were served at the table in the proper manner and with no confusion. All the girls contributed to the conversation; however, two girls showed remarkable skill in directing and leading it. Several times the instructor introduced a new topic. The girls were very alert to follow her lead. There were a few minor errors made during the meal. The hostess got up to fill the salt and pepper shakers instead of asking the maid to do this. The maid removed the plates before she removed the serving dishes; however, she made no comment on this, and was very skillful in removing the dishes and serving the dessert. The atmosphere at the table was happy and pleasant. Everyone took part in the laughing and talking in an orderly manner.

After dinner the hostess invited the group into the living room, but everyone wanted to help with the dishes; so the entire group including the guests worked together and had the dishes washed and in their correct places in time for the group to go to the early movie.

The behavior of the girls to and from the movie and while there was that of normal high school pupils. Upon returning to the cottage the girls bathed and dressed for bed. They had cokes, if they wanted them, and took their pictures in pajamas. All the girls had bought new pajamas for the picture taking. Everyone seemed to enjoy the evening very much; and soon after the pictures were taken, the girls went to bed. They talked and listened to the radio until they heard the song they had requested, then went to sleep. It was then around midnight. The girls had set this time in planning their overnight stay because none of them worked Saturday, and they would be able to sleep later the following morning.

At breakfast, the host said a blessing different from the one she had said for dinner. The preparation of and the serving plans for breakfast were not as successful as those for dinner. The toast was burned and more had to be made. All the food was placed on the table before the group sat down to eat. While the group ate the grapefruit, the eggs and toast got cold. The girls then decided that it would have been better to have left the toast and eggs on the stove and served them after the grapefruit had been eaten.

After breakfast, the instructor had a short conference to check on the morning activities, since she had to be in class at 8:50. The girls said they knew what they were to do and would have the house "spick and span" before the group of visiting teachers came to look through the house at 11:15. When the instructor returned at eleven, she found the house in order, and every task had been done well. Monday, the girls did the laundry and computed the cost of the food. Tuesday, they finished the ironing.

Most of these girls had had previous experience with household activities, and they were able to work without much assistance from the instructor. They were able to work even more independently throughout the second stay; however, the major improvement was that they were more informal as a group and seemed more at ease with the teachers. For example, everyone helped with the dishwashing so that they could go to the early movie. Also, they liked the idea of being able to get their refreshments when each girl wanted hers rather than having a scheduled time for the group.

Group B

Three girls were the same for the first and second stays for

Group B. The fourth girl at the first stay married soon afterwards and left school. The fourth girl for the second stay had been with Group A the first time, but she chose this group for her repeat stay.

First Stay

The second group of girls to stay overnight in the homemaking cottage had no instruction to the use of the equipment other than information obtained through carrying out the routine housekeeping of the department.

This group of girls was not too enthusiastic about discussing recipes, table service, and housecleaning. They were more interested in planning the food they were to have. Finally, certain references were chosen to be used as guides in carrying out the various activities of the overnight stay. From this point each girl began working on her own responsibilities.

During the class period of the day of the overnight stay, the girls did all the general housecleaning. This was accomplished with only a fair degree of success. Every task was done, but some of the furniture in the living room was not dusted well, the sink in the kitchen was not washed, and the floors in the bedrooms were not cleaned with the dust mop. None of the girls were tidy with their cleaning.

All of the girls arrived at 4:30 except one. She had to work and was unable to come until 5:15 o'clock. This caused her to rush through her duties before dinner. When the three girls arrived they took their overnight bags upstairs and hung up their dresses. After this the group gathered in the living room and talked about the Christmas formal which was to be held the following Friday evening.

Shortly before 5:00 o'clock the host suggested starting dinner. Each girl got her schedule and went into the kitchen. They put on their

aprons and began assembling the equipment and supplies for their particular task. Only one girl in this group showed evidence of having had previous experience with food preparation. The other girls could not choose the size pan to be used in preparing their particular food. They could not follow a recipe nor could they find needed equipment without first asking "Where is...?" The one girl who could solve problems for herself became a little provoked that the others did not try to do something without having her or the instructor first show them how.

The food manager assisted with the preparation of the salmon croquettes, started the tomato salad, assembled the dishes for setting the table, and got the peaches ready for serving. The hostess set the table, finished the tomato salad and made the tea; then she strained it while it was hot into a glass pitcher and cracked the pitcher. There was not time to prepare more tea so water was served in its place. The housekeeper baked the potatoes, made the biscuits, and served the plates for dinner in the kitchen to simplify the table service. She helped the other girls find needed equipment. Even though the girls were slow and inexperienced, the food was fairly well prepared. The entire group talked over some of their problems.

At 6:25 o'clock, the hostess tidied herself to meet the guests when they arrived. The other girls discovered they had forgotten to invite one of the guests, a former student teacher. The other two guests, a student teacher and a high school girl, arrived at 6:30 o'clock. The hostess greeted them at the door, took their coats, and invited them into the living room. She entertained graciously until the host announced dinner.

The dinner was about ten minutes late and the girls were not too composed nor were they at ease when the hostess invited the guests

into the dining room. The hostess did not direct the seating and the instructor had to do this. When everyone was seated, the host read the blessing from a card which she had in her lap.

The conversation and service of the dinner was very poor. The girls were constantly talking about the food. Their talking and laughing were both loud and boisterous. When the bread was passed the first time three of the girls took two biscuits each. After that, when they wanted bread, they would say very rudely, "I want some bread." No one asked the guests to have bread. The conversation was loud and the dinner did not move smoothly. At the end of the main course, all the girls did not place the used silver on their plates properly, nor did the maid remove the plates from the table in a graceful manner. Even though she had read about the correct way of removing plates and had practiced with the instructor, she hesitated at every cover. She also made remarks and laughed about what she was doing. The other girls laughed also. The maid did serve the dessert correctly and the conversation became more pleasant. After the dessert was finished, the hostess asked the guests to go into the living room. At this time all the girls got up from the left side of the chairs.

Everyone went into the living room and visited for a short time. Since the group had planned to see a downtown movie, all the girls including the high school guests, asked to be excused to clear away and wash the dishes. The instructor and the student teacher remained in the living room. In order to get to the movie on time and not to be late returning, the girls left one washer of dishes to be done when they returned.

The four overnight pupils, the one high school girl guest, the student teacher, and the instructor went to the movie in the instructor's

car. The entire group sat together. After the movie, the instructor took the two guests home and the four girls back to the homemaking cottage, arriving about 10:15. At this time the girls finished the dishes and tidied the kitchen, doing this without a reminder. When the dishes were done, the housekeeper prepared and served ice cream and ginger ale to the group in the living room, and they visited for a short time.

Soon after the refreshments were finished, the instructor told the girls they should prepare for bed. All four of the girls took baths. They were noisy while taking the baths and left the bathroom splashed with water. The instructor had to ask them to clean the floor, tub, and lavatory. The girls did this willingly. For some time after all the baths were taken the girls visited together. They were not ready for bed at the time set in the plans made for the overnight stay. The instructor reminded them of the time and they soon went to bed.

The following morning the instructor was the first to arise. Since the girls had no alarm clock, she called them at ten minutes of seven. They were ready to prepare breakfast by seven o'clock. The girls were more familiar with the equipment than the night before and were able to work more efficiently. The breakfast was prepared and served by 7:30. This was the time set by the girls when they planned the overnight stay. The girls were more polite in both conversation and table service than they were the night before.

After breakfast the girls met in the director's room for a short conference period. At this time they reviewed the tasks which should be done before leaving and the ones they could leave until Monday. All the housecleaning and one washer of clothes were to be done

Saturday morning. The remainder of the laundry and the calculation of food cost per person was left until Monday.

After this short discussion period, each girl performed her own task. The food manager cleared the table of the breakfast dishes, and cleaned the living room and bathrooms. The host cleaned the kitchen floor, hall and stairs, and put in one washer of clothes; but she forgot to empty the garbage. The hostess washed the dishes, cleaned the dining room, and bedrooms; however, she forgot to remove the table decorations in the dining room. The housekeeper cleaned the kitchen and all-purpose room.

Since two of the girls worked downtown, the group planned their work so that they would be able to leave by 9:30. They had all their tasks done and were ready to leave on time.

The following Monday the host and housekeeper finished the laundry. The food manager calculated the cost of meals per person while the hostess ironed the sheets that had been laundered Saturday. She and the food manager ironed the Monday's laundry the next day during the regular class period.

Second Stay

The planning for this one was much easier and less time consuming than the first one had been. Both Wednesday and Thursday, the four girls were able to return to the class being taught by the student teacher for a short time.

The girls planned to arrive at the same time. Three of the girls arrived at 4:30; however, the fourth did not come until 5:00 o'clock because she had sprained her ankle as she was leaving home. Upon arrival the girls talked upstairs for a short while, then started

the preparation of dinner. Since the maid had sprained her ankle and could not walk very well, the other girls divided most of her duties between them. She made the tea and helped slice the potatoes for the French fries. The girls worked together well without asking for assistance from the instructor. They had dinner ready to serve by 6:00 o'clock, the time set in the plans for the overnight stay.

When the guests arrived the hostess greeted them and took their wraps. She was very careful to say "excuse me" when she left the room, but she left her guests too much alone before and after dinner.

The hostess invited the group into the dining room and directed the seating without any confusion. Both the service and the food were different from those of the first stay. The plates were served at the table. At first the host did not set the plates down before serving them, and the hostess did not start serving the rolls. One of the other girls passed the rolls. All the girls contributed to the conversation and included everyone in their discussions. This time they were very gracious to the guests.

Before dinner, the housekeeper offered to remove the dishes and serve the dessert since the maid could not walk very well. The maid consented to this and thanked her. The housekeeper removed the dishes and served the dessert correctly; however, she reached over one person while replenishing the tea. She corrected this error and made no comment on it.

After dinner, the student teacher excused herself, since she had to attend a meeting. The girls, including the high school guests, cleaned the kitchen and had everything done in time for the 7:10 o'clock movie.

Upon returning to the cottage, the girls bathed and dressed for bed. They shared the bathroom and did not leave it splashed with water. One of the girls had borrowed a kodak from another girl in the class, so after bathing and dressing for bed, the girls took pictures in their new pajamas. After taking pictures they decided they wanted cokes. They took these upstairs and played rummy on the floor until 11:30 o'clock. Then they got into bed, turned out the lights, and listened to the radio for the song they had requested to be played. After it was played they turned off the radio and soon went to sleep.

The following morning the girls were called by the instructor and prepared breakfast without any assistance from her. Breakfast was ready by the scheduled time, and again the housekeeper served in the place of the maid.

After breakfast the group had a short conference to discuss the morning activities before the instructor left for her class. At this time the girls offered to do the maid's tasks, but she said that she would be able to do them. When the instructor returned after class, the cottage was tidy and two washers of clothes had been laundered. The following Monday the instructor had to remind the girls to finish the laundry and do the ironing.

The girls came to the cottage with the one idea of "having fun" and their first stay was not very successful. Through this partial failure the girls realized that the success of the overnight stay is dependent upon the contributions of each girl; and they resolved to try to make the second stay more successful. Through the second stay the girls had a much better attitude. They tried to solve problems for themselves and tried to make the overnight stay a success.

Group C

Three girls were the same for the first and second stay of Group C. The fourth girl for the first stay was the girl with the back disorder. She left after the evening entertainment and was replaced by a high school guest. The fourth girl for the second stay had stayed twice with Group B. She had an opportunity for the third stay after the girl dropped out of school because of her marriage.

First Stay

The preparatory planning and studying for this group was conducted in the same manner as for the previous two groups with the exception of table service. They had had some work in class on table service and table etiquette which eliminated the necessity of the group including any special study on this subject.

Until time for dinner the activities of the group progressed in a satisfactory manner similar to that of the first group. Each girl carried out her own responsibilities with a fair degree of success. However, just before dinner the host seemed worried. She told the hostess to ask the blessing because she did not want to ask it herself. The hostess talked to the instructor about the blessing; and of course, it was decided that the hostess should ask the blessing. All during the meal the host was very quiet and seemed ill at ease. Several attempts were made to include her in the conversation but with no success. She did not seem "to talk the language" of the other girls.

After dinner the student teacher, the instructor, and the hostess went into the living room. The other girls cleaned the dishes and got them ready for washing. They were unable to wash the dishes

because two washers of clothes had been laundered by a resident graduate student and one washer of dishes had been done by the girls before dinner, leaving no hot water. This situation can be avoided in the future.

The entire group with the exception of the student teacher went to the movie. Everyone thoroughly enjoyed the entertainment and the ride afterwards when the instructor was taking the guests home. Upon arrival at the cottage after taking the guests home, the girls washed the dishes. Everything progressed smoothly until bedtime. The girls turned out their lights at the hour set by the group but the host persisted in talking afterward. Finally, the instructor went upstairs; to find the host was sitting on the floor talking to her roommate. When the instructor reminded her that it was getting late, she got into bed and soon went to sleep. This was later found to be a very important conversation.

The following morning the girls arose at the designated hour without being called. The preparation of breakfast was carried out according to schedule with the exception of the coffee. The instructor had to prepare this as the host spent the entire time getting the frozen concentrated orange juice ready for serving.

After breakfast, during the cleaning period, the hostess went to the instructor and told what the host had been talking about the night before. The host felt that no one liked her and she did not know how to make friends with the other girls and become one of the group. The hostess was disturbed about her being unhappy and wanted to help her. She suggested that she go to the parties given by the class and let the girls know she wanted to be friends. Upon this suggestion, the host said, "But I never have a good time. I'd rather stay home." After this remark, the hostess did not know what to say. Since the girls had to

leave by nine o'clock there was not time for further consideration of this problem at this time. Of course, the hostess had stated her desire to help the host develop a feeling of belongingness to the group. The instructor decided to carry the problem over into a conference period with the host. The matter was carried forward to the pupil's case study. The final cleaning was completed and the entire group had a feeling of a job well done. The rest of the laundry was done the following Monday and Tuesday.

Second Stay

The planning for this group was much simpler and less time consuming than for any of the other five groups. Because of a field trip which the whole class took part in on Wednesday, all the planning had to be put off until Thursday. Since there was a shortage of time for planning, the group suggested using a plan worked out by the group the week before. Each girl got a copy of this. Then they planned the menus for dinner and breakfast. The hostess made out the market order and had it checked by the instructor. The cook divided the food preparation among the girls. She first asked if anyone preferred preparing a certain food or should she assign the various tasks. No girl had any special choice. They said that they would be satisfied with the way she would assign the preparation of the food. After the assignments for food preparation were made the girls went to their next class. They had to prepare their individual time schedules at home, and there was no master schedule made.

During the class period Friday, the girls cleaned the cottage and did part of the food preparation. The maid prepared the lemon mousse and the housekeeper mixed the rolls.

All the girls arrived around 5:00 o'clock. Each girl had worked out her schedule and knew what to do. They worked together and seemed to enjoy the preparation of dinner very much. There were no questions asked such as, "Now what do I do?" or "Where can I find this?" Everyone did her task well and dinner was ready to serve by 6:30 o'clock.

When the guests arrived the hostess greeted them at the door and entertained them in the living room. As soon as all the girls came in, she invited the group into the dining room and directed the seating. Both the food and the service were similar to that used for the previous stay; however, there were a few changes. The spaghetti was cooked unbroken this time and it was served from the kitchen. The sauce was passed at the table.

Most of the conversation during dinner centered around how to eat spaghetti and the characters in the school play. When the first course was almost over one of the girls asked the hostess why she did not eat her salad. She said, "But I did eat my salad!" Then she discovered she had eaten the salad belonging to the guest at her right. She was very embarrassed, but the guest said, "I will eat my salad when we return from the play. I had rather have it then." The maid removed the dishes and served the dessert nicely.

After dinner the girls cleaned the kitchen. They told the instructor and the student teacher to visit in the living room because they did not need any help with the dishes since only the ones used during the meal were to be washed. All the cooking utensils had been washed before dinner.

As soon as the dishes were washed, the girls tidied themselves for the school play. Two of them went with their dates. The others

went with the instructor. They sat together and came back together, as suggested by the girls rather than the instructor.

Upon returning to the cottage and after the guests had gone, the girls bathed and dressed for bed. They had cokes, took pictures, and played hearts until 11:30. Then they got into bed and listened to the radio for the song which they had requested to be played. As soon as they heard it they turned off the radio and went to sleep.

The following morning, the hostess called all the girls. They dressed and had breakfast prepared by 8:20, the scheduled time. The food was very well prepared. After breakfast, there was a short group conference in which the instructor checked on the morning activities before going to class. The girls had their tasks planned and thought they would be ready to leave by 10:00 o'clock.

When the instructor returned to the cottage around 11:00, everything was in order and two washers of clothes had been laundered. The instructor put in the third washer of clothes. The following Monday each girl ironed her own sheets and pillow cases and divided the table linen between three of the girls. The fourth girl computed the cost of food.

In the second stay for the girls as compared with the first, the greatest improvement was increased independence; also they seemed to be more at ease with the teachers and felt free to express their wishes.

CHAPTER III

THE INDIVIDUAL IN THE GROUP

Twelve pupils were included in the plans for the overnight stay. Fictitious names are substituted for the real name of each pupil. Data for each pupil was available in the form of the anecdotal record for each pupil, two evaluation sheets of each pupil and the conference report kept by the resident instructor. One pupil from Group A was written up in detail with her anecdotal record, evaluation sheets and conference report inserted. The other pupils were written up in less detail using only those incidents unique to the particular pupil.

Sue Walker¹

Sue was a member of the first and fourth groups. She had completed her skirt ahead of most of the other girls in the clothing construction class and was ready for new learning. As an introduction to the kitchen equipment she helped with the preparation and serving of hot tea and brownies to the entire class of twelve.

Thursday Sue made out the market order for all the meals and refreshments served during the overnight stay, and had it checked by the instructor. After school, Sue checked on the prices of the needed foods at several stores and found the A & P to have lower prices for the things we needed. She purchased all the supplies Thursday afternoon and brought them to the cottage Friday morning before her 8:00 o'clock

1. See Appendix B, pp. 105-115, for the anecdotal record on which this is based.

class. When she was putting the supplies away she discovered that she had left the butter in her mother's refrigerator. The group used the resident instructor's butter and Sue brought the butter from her home the following week.

During the class period Friday, Sue prepared the congealed apple sauce and cinnamon heart salad, using her own favorite recipe. While she was preparing the salad Friday several of the girls in the class who were not staying overnight this time said they wanted the recipe because the salad smelled so good. After getting the salad into the molds and placing them in the refrigerator, Sue cleaned the dining room. She vacuumed the entire rug, used the dust mop on the floor, dusted all the furniture, the window sill, and the radiator.

Sue arrived at 3:15 Friday afternoon. Soon after her arrival she asked if she might begin cleaning the living room, hall, director's room and stairs. This cleaning had not been done by another pupil during the class period because of a conflict. She started the cleaning and soon one of the other girls came, and together they finished the cleaning. Sue decided to clean the finger prints from the woodwork. She asked the instructor what she could use for this purpose, and the instructor told her about the Zero in the cleaning closet. When Sue had finished, she asked where she could get some Zero because she wanted to get some for home use.

During the preparation of dinner Sue showed evidence of having had previous experience with food preparation. She was able to follow recipes and find needed supplies and equipment without asking for assistance. She was also able to help the other girls with their food preparation. She helped with the preparation of the meat loaf. She thought

the recipe was a good one because it called for vegetables. She wanted the vegetables grated in very small pieces so they would blend well with the meat.

After helping with the meat loaf Sue assembled the salad. The instructor helped her remove the leaves from the head of lettuce by removing the core and running water through the head. She also wanted to know an easy way to remove congealed salads from the mold. The instructor showed her how to remove one salad by placing the mold in hot water for a short time. She finished the salads and placed them in the refrigerator. Then she put on the frozen turnip greens in boiling, salted water. When everything was prepared Sue helped serve the plates in the kitchen and placed them on the table. She said this would simplify the service at the meal.

Sue was host at dinner. She read a very good blessing from a card standing against her plate. The card would have been less noticeable in her lap. During the meal she was very gracious and entertaining; however, she seemed to be a little nervous and uncertain about what she was doing.

After dinner, while the guest and the resident instructor were talking in the living room, Sue helped the other three girls do the dishes. When she saw that they would be unable to finish in time to get to the play, she asked the resident instructor if the dishes might be left until after the play. The dishes were left and the girls got ready to go to the school auditorium.

Sue enjoyed the play very much but was eager to get back to the house to do the dishes. When she had finished the dishes she prepared and served the ginger ale in the living room.

After the refreshments were finished and the dishes washed, Sue

bathed and dressed for bed. She did not monopolize the bathroom and seemed to enjoy visiting with the girls. While the housekeeper was taking a bath, Sue short sheeted her bed. She first asked the instructor if she might do this. The instructor thought it was quite permissible. Sue enjoyed this very much. When it came time for lights out Sue was still talking. She had to be reminded that it was getting late. She took the reminder well and soon went to sleep.

The following morning Sue was the first to arise. She called the other girls, and dressed quickly in order to start breakfast. She prepared the pancakes using a recipe that her twelve-year-old brother had perfected. She told the other girls that pancakes must be fried in a very small amount of fat to prevent them from being greasy. During breakfast Sue seemed to be more at ease than the night before. She said the blessing for this meal instead of reading it. After breakfast Sue helped with the dishes and tidied the dining room. She asked if she might help mop the kitchen floor. It took her until 9:00 to finish the floor. She did all of these tasks well and upon leaving stated that she had enjoyed the overnight stay and was looking forward to the next one. Monday Sue computed the cost of food per person.

In her evaluation of the first overnight stay Sue said she enjoyed short sheeting Frances' bed because it helped make a little excitement and variation, but she did not think one should carry a practical joke too far (Evaluation of First Overnight Stay By One Pupil, Appendix C, pp. 117-118). Sue was of the opinion that for the first time most of the things done were successful, but she felt that the more you do something the more successful you become. Sue was able to see why the cleaning, the conversation at the table, and the getting to bed on time did not go particularly well, and had suggestions as to what could

be done about it another time. From the first stay Sue reported that she had learned several things pertaining to housekeeping, food preparation, table service and etiquette, and time management. For class work Sue wanted further study in these same topics. According to Sue, it is not what else we need in the cottage but it is the success and ambitions of the girls which enable the overnight stay to be a success.

For the next overnight stay, Sue suggested that everyone arrive about the same time and leave at the same time, planning the duties accordingly. If we would clean up better as we go along our time would work out better. Then if we could arrange to get ready for bed earlier and do this by setting the time for supper up a little we would feel better the following morning. We should also try not to forget things that we are supposed to have such as recipes and butter.

During the conference in preparation for the next overnight stay Sue mentioned the naturalness of the situation, the benefit of working with other girls, and the subject matter taught in class which would help with the next overnight stay (Appendix C, p. 119). She wanted to include different foods and different ways of serving the food as new experiences in the next overnight stay.

For the second stay, even though Sue had suggested that the girls arrive together, she was unable to come until 5:00 o'clock because of a scout meeting. Soon after her arrival she started her dinner preparation. Sue's new responsibilities included arranging the centerpiece and setting the table. She worked a long time arranging and rearranging the centerpiece. After getting the table ready for dinner, she kept the dishes washed so that it would not take long to tidy the kitchen after dinner. This was one of her suggestions made after the first stay.

When dinner was ready, Sue invited the group into the dining room and directed the seating with ease. She was a good conversationalist and kept the discussion moving along interesting channels. After dinner she invited the group into the living room, but everyone, including the guests, wanted to help with the dishes.

Upon returning to the cottage Sue took her turn in the bathroom and dressed for bed. She was very considerate of the others, and left the bathroom in good order.

After dressing for bed, she took pictures with the group. She seemed to enjoy talking with the girls, and she got a coke sometime before bedtime. When it came time for bed Sue was ready. She turned out her light, got into bed, and listened to the radio for the song she had requested to be played. After hearing it she turned off the radio and went to sleep.

For breakfast, Sue set the table and prepared the toast. She forgot to watch the first pan and let it burn. The next pan of toast was golden brown.

The following Monday Sue ironed her share of the sheets, but she did not do a good job of the ironing.

In her evaluation of the second overnight stay, among the new things Sue had learned were that it is better to sweep the stairsteps before cleaning the hall; that one can get more work done if there are not too many people trying to help, that one must watch toast carefully when preparing it; and when making coffee, one must use the exact amount called for in the recipe or it will be too weak or too strong (Evaluation of Second Overnight Stay by One Pupil, Appendix C, p. 120). According to Sue the cottage is fine. We still have more things to learn about it, but that will take care of itself with time.

Sue was very cooperative and enthusiastic about the planning of the overnight stay. Before and during the two stays Sue showed the ability to see things that needed to be done, the willingness to help others, the willingness to do more than her share, evidence of previous experience with food preparation, interest in learning new things, the ability to readjust her plans, and interest in carrying over new ideas to her home. Sue came to the cottage with more to offer than some of the girls and she showed the ability to benefit from the experience without much guidance and to offer constructive suggestions and carry them out.

Mary Brooks

Mary Brooks was a member of the first and fourth groups. Thursday during the class period she was able to get the table mats ironed, to clean the tarnished silver, and to plan the table decorations after making out her own time schedule. Friday, she was unable to do any of her cleaning during the class period because the principal asked her to take a test. When Mary arrived Friday afternoon she was out of breath. She immediately started her food preparation and worked without stopping until all her tasks were finished. She seemed to find pleasure in getting a task accomplished; but, sometimes she did not do things well. For example, she forgot the napkins when she set the table.

Even though Mary was a little nervous during dinner, she contributed to the conversation and tried to make the guests feel at home. She was a little awkward in removing the dishes, and did not take the plates from the correct side of the person; however, she did serve the dessert correctly.

While preparing for bed Mary was very considerate of the other girls and took her turn using the bathroom. When she found out about the plan to short sheet Frances' bed she was very excited. However, she wanted the instructor's permission before carrying out the idea. After the short sheeting Mary was very slow getting in bed as she had too much to talk about. When the instructor reminded her that it was time for lights to be out, she got into bed, but continued to talk to her roommate for some time before going to sleep.

The following morning Mary seemed to be more at ease; however, she was still working under tension because she had to leave by 8:45 in order to get to work on time. After breakfast she did her morning cleaning and helped mop the kitchen floor which was not required but she wanted to help the girls. Because of the latter task she was unable to leave until 9:00. While hurrying down the step to catch the trolley, she fell and skinned her knee badly. She would not take time to go back to the cottage and bandage it because the trolley was in sight.

Monday and Tuesday, Mary helped with the ironing of the sheets. She was a little slower getting this task done and suggested using the sheets and pillow cases unironed. "It would save time and you could be doing things you want to do," she said.

Mary stated on her evaluation sheet that she thought the dinner and entertainment were successful, but of course they could be improved upon. She realized that the cleaning was not done as well as it should have been because the group was unable to arrive together and some had to leave early. Mary stated that she had learned something about food preparation, table service and etiquette, meal planning and housekeeping. She felt a need for further study in class of these same things to make the next overnight stay run more smoothly. She also felt that the

cottage needed a clock upstairs and that the group needed to plan more carefully for the next stay.

During the conference period, Mary stated that she felt the overnight stay gave a true to life experience and that you could learn more easily this way. She also felt that it was good to get away from home some. Her mother feels it is a good experience and wished she had had something like it when she was in school.

During the second stay Mary was still working under tension. She was a little late in arriving because she had to get some things ready to be taken to her mother in the hospital, and had to buy her pajamas to wear for the picture taking. After she arrived she immediately started her food preparation and worked until she had all her tasks completed. She asked for very little assistance during the preparation period. After preparing the thousand island dressing and helping prepare the butterscotch pudding, she said she was going to have them at home sometime because they were good and easy to prepare.

Mary was host at dinner. She said the blessing and served the food properly without any confusion. She seemed to be more calm and to enjoy talking with the group.

Upon returning to the cottage after attending an enjoyable movie, Mary wanted to bathe and put on her pajamas. She used her time efficiently and soon had her pajamas on ready for the picture taking. All the girls thought her pajamas were "The cutest ones they had ever seen" and wanted to know where she had found them, how much they cost, and if they might get some like them. Of course Mary was pleased with this and answered all the questions. Mary enjoyed the picture taking very much and liked being able to get a coke when she wanted it. When it came time for getting into bed Mary was ready.

The following morning she did all her breakfast preparation well. Again she was host and this time she asked a different blessing. All during this meal Mary seemed to be at ease and happy. However, she said the food was not good because it was cold. After breakfast Mary did her morning cleaning well and when she left she said she had enjoyed the stay very much and everything had been easier to do this time.

From this overnight stay Mary learned how to make thousand island dressing, how to iron table mats and napkins and how to serve well at the table. She thought the cottage was in good condition when the girls came and when they left and that the overnight stay went smoothly; however, she did suggest getting to bed earlier if we had another stay.

Throughout both stays, Mary was very cooperative, enthusiastic, considerate of others, eager to get her work done, although she did not always do it well, willing to help others, and showed originality; however, she seemed to work and plan in a hurry and was always under tension. She came to both overnight stays tense and high spirited. She worked under pressure during the entire first stay, but during the second stay this tension gradually decreased to some extent. Mary had a great deal of home responsibilities at this time, because her mother was in the hospital. This may be the reason for her high tension; however, she still needs to be encouraged to plan her time and work in order to save energy.

Gwen Barber

Gwen was a member of the first and fourth groups. She was very interested in the stay and wanted her mother to see the cottage and to know what the group did during the stay.

Friday during the class period Gwen tried to clean the all-purpose room; but since the class, taught by the student teacher, was being held there, she could not clean it thoroughly and this worried her. She went ahead and cleaned the kitchen as best she could; then she helped some of the other girls with their cleaning.

Gwen asked her mother to bring her to the cottage Friday afternoon. She took her mother over the entire cottage and explained what the group was going to do while there. After her mother left, Gwen helped with the cleaning that was supposed to have been done by another girl during the class period. Even though this was not her assigned cleaning, she was very willing and eager to do everything correctly.

At 5:00 Gwen suggested starting dinner. She prepared the meat loaf with some assistance from the host. She asked how to grate the vegetables and what pan to use in baking the loaf. When she finished the meat loaf she prepared the gingerbread, using a prepared mix. Both the gingerbread and meat loaf were good.

Gwen was unable to greet the guests when they arrived because she was combing her hair. Soon after their arrival she came into the living room, and asked the guests if they had brought a box of soda for they would surely need it after this first meal. She was a gracious and charming hostess and always asked to be excused if she needed to leave the room.

Gwen invited the group into the dining room and directed the seating. She seemed to be a little nervous and not sure of herself but was very eager to do the right thing. She did forget to pass the bread and sugar and had to be reminded of this. During dinner she helped lead the conversation. Gwen stated that she enjoyed the dinner and felt it was the most successful feature of the stay. She felt that there was a

little too much giggling, but everyone seemed to be at ease and in a good mood. After dinner she invited the guests into the living room, and when they left she helped them into their coats.

The following morning Gwen prepared the brown sugar syrup. She was much more at ease during breakfast than she had been at dinner. However, she thought that breakfast was not good because the food was cold and that plans should have been made to keep the food warm. After breakfast Gwen cleaned the bedrooms and bathrooms well and asked if she might mop the floor. She helped do this and was ready to leave at 9:30.

Gwen listed the most successful features of the overnight stay as being the preparation and serving of dinner, the short sheeting of Frances' bed, the entertainment, and the refreshments. The conversation at the table was the least successful feature because the group did not know how the meal would turn out.

From the overnight stay Gwen learned how to make a meat loaf, gingerbread, maple syrup; how to cook turnip greens and mashed potatoes; how to grate a lemon before juicing; and how to organize things to do at certain times. She suggested table service and table etiquette as possible class activities that would make the next overnight stay run more smoothly. She thinks the cottage is fine as it is and the only thing she would add is bedroom curtains. They would make the rooms more attractive.

During the second overnight stay, Gwen was still enthusiastic about her work. She was efficient in making plans and in carrying out her share of the activities. Her tasks shifted for this stay. She bought the supplies Thursday afternoon and cleaned the hall, the director's room and the powder room on Friday. She had plenty of time to do these tasks and when she finished she stated that it is much easier to work

when you are not in a hurry.

Gwen was a little later in arriving than planned because of a dental appointment. Immediately after her arrival she started her tasks for dinner. She felt that the preparation of dinner was well done and every one worked together.

When Gwen removed the dishes during the meal she forgot and removed the plates before removing the serving dishes; however, she was skillful in removing the dishes and in serving the dessert. She helped with the dishwashing and was very glad that the utensils used in the food preparation had been washed before dinner.

During the period after the movie and before bedtime, Gwen seemed to enjoy just visiting with the girls and taking pictures of the group. She thought that it was much better to be able to get cokes when the girls wanted them than to have a planned time for refreshments because it would be done like that at home.

Learning for Gwen from this stay included food preparation, the way to iron table mats, and the family method of food service. She made no suggestions for classwork and feels that the cottage is perfect without any changes. For the next stay she felt the need for further planning and group participation in activities. For new experiences she suggested having a party at the house and inviting boys.

During the planning and carrying out of the overnight stays, Gwen was very cooperative and eager to do her part; and she wanted the overnight stays to be successful. Her mother was interested in knowing what the girls did while at the cottage. Gwen recognized her abilities and her short comings. She asked for assistance only when she needed it, and she gave help to the other girls when ever possible. As a result, she strengthened herself and contributed to the group experience.

Frances Miller

Frances was a member of the first and fifth groups. She arrived at 5:00 for the first stay and brought her mother's recipe for the meat loaf. Her mother had sent the celery and carrots to be used in the loaf that morning. During the preparation of dinner Frances was constantly asking for help. She could do nothing without first being shown. Again at breakfast the following morning Frances had to have someone read the directions to her before she could dilute the orange juice. The only other thing she was able to get done for breakfast was to pour the milk. She was also very slow ironing the sheets after the overnight stay; however, she did it well.

Frances felt the most successful features of the first overnight stay included the dinner, because everything was "so nice and planned to the minute;" talking to the company; and seeing the play. She made no mention of any feature being unsuccessful. For the second stay she felt the preparation and serving of dinner, the breakfast, and the evening's entertainment were successful. She also enjoyed the movie so much that she wanted to stay and see it again. However, she was willing to go when the instructor said the group must get back to the cottage. Frances listed no feature as being unsuccessful for the stay. It seemed that she was aware chiefly of the sociability of the stays.

She did make considerable progress during the two stays. During the planning of the first overnight stay Frances was interested in it; however, she was unable to lead any of the discussion, and was constantly asking the group to go slower because she could not keep up with the division of duties. For the second stay she was able to follow the planning with less difficulty.

On making the beds for the first stay Frances said she did not know how to make a bed and wanted the instructor to show her how. The instructor helped Frances make one bed and she spent the rest of the class period making the other three beds. She did not get the floors cleaned or the furniture dusted. However, the following morning she completed her share of the cleaning. For the second stay Frances was able to complete both the Friday afternoon and Saturday morning cleaning.

One of Frances' food preparation assignments for the first stay was making the iced tea. When she started this task she could not decide upon the pan to use in heating the water. After someone helped her select the pan she asked how much water to use. About this time she happened to remember that she had not checked the refrigerator for ice during class period. She found only two trays of ice. As a result the tea was not as cold as it should have been. For the second stay she asked to make the tea again. This time she had plenty of ice and made the tea without assistance from anyone.

In preparing for bed the first overnight stay, Frances was very slow. While she was in the tub bathing one of the other girls short-sheeted her bed. Frances did not take this teasing well. Finally, after several reminders from the instructor, Frances got back into bed and went to sleep. The following morning Frances talked to the instructor about being short-sheeted. She said she had not enjoyed the stay because the girls had picked on her and spoiled her whole week-end. The instructor tried to get her to see that the girls were only joking. When Frances filled out her evaluation sheet on the first stay she contradicted herself by making the statement that she had "enjoyed being short-sheeted so very much." During the conference in preparation for the next overnight stay, Frances made several comments about the short-

sheeting of her bed. She said that she did not enjoy the teasing the night of the overnight stay, but since then she had decided to tease as well as take teasing. Now she feels better and gets along with the girls better. However, she did want to be with a different group of girls for her repeat stay and wanted to choose her own roommate. When preparing for bed the second overnight stay Frances took her turn bathing and dressing for bed. Then she had a coke and took pictures with the girls. After this she got into bed and listened to the radio.

Frances was late arriving for the second stay. She had planned to come at 4:30 when the other girls did; however, as she was leaving her home she sprained her ankle. Her mother taped it and brought Frances to the cottage. During the dinner preparation Frances made the tea as previously stated and she also helped slice the potatoes for the French fries. Since her foot hurt when she walked, the other girls did the rest of her food preparation. Friday during class period Frances had asked the instructor to show her how to remove plates and serve the dessert since she was the maid. The instructor helped Frances and she practiced removing and serving dishes. Frances was prepared to wait on the table but after she hurt her foot one of the other girls volunteered to do this for Frances. Frances consented to this. During the conference the following morning Frances said she would be able to do her own cleaning and the other girls would not have to do it. When the instructor returned at 11:00 o'clock she found Frances' tasks well done. Monday Frances ironed her own sheets and those belonging to the girl who had waited on the table in her place during the first stay.

At the first stay since the hostess was busy when the guests arrived Frances greeted them. She was very anxious to do her part of

the entertaining, and was so absorbed in keeping the guests out of the kitchen that she forgot to take their coats. She said, "You are not supposed to go into the kitchen. You are guests tonight." Frances talked to them until the hostess came. During dinner Frances started talking about her teacher spitting on her when he talked. The host hushed her quickly and told her she was not to talk about such things at the table. Frances seemed to be nervous and ill at ease during the entire meal. However, during breakfast Frances seemed to be more at ease. She stated on the evaluation sheet of the first stay that she was very nervous during dinner but was not at breakfast. At dinner of the second stay Frances talked with the girls and seemed to enjoy it very much. She could not serve as waitress because of her foot, but she did not complain about its hurting. For breakfast the next morning Frances prepared the hot chocolate which everyone enjoyed and thought was very good.

Frances felt that she learned more during the second stay than she did at the first. For the first stay she stated that she had learned how to make beds properly, how to set a table properly, and how to make lemon sauce. During the second stay, Frances stated that she learned how to serve food at the table and how to prepare French fried potatoes, tossed salad, cheese toast, and lemon pie. Frances made no suggestions for class work after the first overnight stay. But after the second stay she stated that she wanted to learn new kinds of food and study food preparation in class. She felt that the cottage is almost complete and there is not much that can be done to make the overnight stay more satisfactory except have a telephone put in the house in case something happens. Frances also said that her mother felt the overnight stay is a

good experience but she questions the value of all this equipment. She felt it should be more like an ordinary home. After the first overnight stay she suggested dividing the work more evenly among the four girls; planning more things to do; and getting to bed earlier so we can have a little fun with the girls.

Frances came to the cottage with a feeling of inadequacy and insecurity. She was very willing to take suggestions, but she asked for much assistance. She seemed to be chiefly concerned with the sociability of the group. After experiencing the first stay, she recognized some of her shortcomings and earnestly worked toward overcoming them. She made some improvement during her second stay, and she is still working toward that end.

Velma Kluttz

Velma was a member of the second, fifth, and sixth groups. She filled the place of the girl who had married. During the first stay, Velma was very boisterous and untidy with most of her work; however, she was interested in food preparation. At the class period Friday Velma did not do any of her cleaning well. She left the kitchen sink dirty and did not clean the floors in the bedrooms. All the time she worked she was very noisy. Throughout the preparation of dinner, Velma showed some evidence of having prepared food. She could solve her own problems, and she became a little provoked that the other girls did not try to do something without first asking, "Where is...?" or "How do...?" She made biscuits for her first time. Velma found her needed supplies and equipment and followed the recipe without any help. She was very proud of the biscuits and everyone thought they were good. When Velma finished her food preparation, she helped the other girls.

Since the hostess was busy when the guests arrived, Velma entertained them. Once when she had to excuse herself to see about the biscuits she gave the guests some magazines to look at until she returned.

Throughout the entire dinner, Velma was very rude and boisterous. She put gum on her plate and called everyone's attention to this. When the biscuits were passed she took two so that she would have plenty. All this time she was laughing and talking in a very loud voice. Velma stated in her evaluation sheet that the dinner was not successful because the group was too noisy and did not know what to do.

While at the movie, Velma was very well behaved, but upon returning to the cottage she resumed her boisterousness. After she served the refreshments, she started dressing for bed. She left the bathroom untidy but helped clean the room when the instructor suggested that she do this. Velma was very slow going to bed and had to be reminded several times before getting into bed.

The following morning Velma prepared her food well. She was much better behaved during breakfast which she thought was successful. During the cleaning period she did not spend all her time laughing and talking but worked well until she completed everything.

Velma stated that she learned something about meal planning, food preparation, and table service; however, she felt that she needed more study of the same topics in class to help make the next overnight stay run more smoothly. Also Velma felt that the first overnight stay could have been better and that the way the girls work together rather than changes in the cottage make the overnight stay satisfactory; however, she does feel that the cottage needs a telephone.

For the next overnight stay, Velma suggests making better plans,

serving dinner a different way, having different entertainment, and getting up later in the morning. She thinks that the classwork since the last stay will be helpful for the next overnight stay. Her mother thinks the overnight stay furnishes valuable experience and is glad that Velma is able to participate in such an experience.

During the second and third stays Velma showed a genuine interest in all the activities carried on by the group. She used her time efficiently and was very cooperative. Velma did her cleaning well without wasting her time by visiting with the other girls. She worked and then visited. Velma considered the dinner for both the second and third stays successful. She was courteous and polite. For the second stay she volunteered to wait on the table for the girl who had sprained her ankle. She served well, making only one error. She reached over one person to replenish the tea.

Both nights Velma seemed to enjoy taking pictures and being with the girls. When it came time for bed she needed no reminder to cut off her light and go to sleep. She was proud of this and listed the fact that the instructor did not have to call the girls down before going to bed as one of the successful features of the second overnight stay.

For breakfast of both the second and third stays, Velma was well behaved and gracious. She made several references to her behavior at dinner the first stay and seemed a little embarrassed over remembering how she had behaved. Velma did not think the food at breakfast, the second stay, was good because it was cold.

Velma felt she learned how to prepare new food, serve food at the table, and how to clear the table. She suggested studying house

serving dinner a different way, having different entertainment, and getting up later in the morning. She thinks that the classwork since the last stay will be helpful for the next overnight stay. Her mother thinks the overnight stay furnishes valuable experience and is glad that Velma is able to participate in such an experience.

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decorations so the group could arrange flowers in the house. Again she suggested adding a telephone to the cottage and sleeping later in the morning.

Because of the experience in her first and second stays, Velma was able to give valuable suggestions to the girls with regard to the planning of the last stay, which was her third. This was important because the group had to do the planning in a short period of time.

Although Velma was independent, had the ability to help others, and had had previous experience with food preparation, she came to the cottage for the first stay with a feeling of insecurity. Her boisterousness and untidiness could have been an expression of this feeling of insecurity. She was irresponsible and lead the entire group in this direction. After Velma recognized that the success of the stay was dependent upon the individual's contributions, she became a good group member and leader.

Arlene Farrell

Arlene was a member of the second and fifth groups and she also was a dinner guest and replacement for Lucy Sherrill in groups three and four. Friday afternoon during the class period Arlene worked in a hurry doing her cleaning. She left the ends of the blankets hanging from under the counterpane, but she was willing to change this after the instructor called it to her attention. She also did not clean the floors around the rug or dust the furniture well in the living room.

Arlene arrived at 4:30 and talked with the other girls until 5:00. When she started dinner she found that she could not use a recipe, and she had to be shown step by step how to follow it. Later

Arlene stopped her food preparation and assembled the dishes and the salad material for the host. She thought this would help her friend, who was going to be late in arriving. Arlene then finished her own preparation, not without a reminder, however. The instructor had to keep her moving from one task to another, or she would not have completed her food preparation.

A few minutes before time for the guests to arrive Arlene discovered that she had forgotten to invite one student teacher guest. Neither she nor any of the other girls were very disturbed over this thoughtlessness.

At dinner Arlene read the blessing from a card in her lap. She was nervous and very talkative throughout dinner. Instead of trying to entertain the two guests she seemed to be trying to entertain herself. Later on her evaluation sheet Arlene stated that the dinner was not successful because the group "didn't serve, take off the dishes, or eat very well. All the guests were not invited and the tea was spilled."

After dinner Arlene hurried through her part of clearing away the dishes so she could get ready for the movie. While at the movie she sat with the group and was very absorbed in the picture. Upon returning to the cottage she helped with the last washer of dishes and then had refreshments. Soon she went upstairs and started preparing for bed. She was very noisy when talking with the other girls, and left the bathroom splashed with water. She did not mind helping clean the bathroom when the instructor made the suggestion. Arlene was also slow in getting into bed and the instructor had to remind her that it was time to go to sleep.

The next morning Arlene prepared the oatmeal for breakfast with-

out any help. She was much quieter in her work and did not have to be reminded of her various tasks. She said the blessing for breakfast instead of reading it, and she was very polite during the entire meal. She thought the breakfast was served well and was very good tasting.

Arlene did her morning cleaning better than she had cleaned before the stay; however, there was still room for improvement. Monday she had to be reminded to do her share of the ironing.

According to Arlene she learned something about food preparation, table service and etiquette, and the use of the equipment. She felt a need for more study in class of these same things. Arlene would like to have a radio in each room or at least one in the cottage and have a telephone installed. For the next stay she wants to remember to invite the guests and to start dinner soon enough. She said that she would do her duties more thoroughly and would like to have something new and different for the evening's entertainment instead of a movie.

Arlene enjoyed the first overnight stay but feels that it would have been a great deal more successful if the group had tried to be more cooperative. She also feels that the overnight stay will help each girl in the future to be a better homemaker. Her mother thinks it is very good practice and liked to have Arlene tell what the group did overnight.

During the second stay Arlene seemed to be more interested in her work and was able to work more independently. She did her cleaning of the afternoon well. During the dinner preparation she completed all her tasks without assistance or reminders.

Arlene greeted the guests when they arrived and took their coats. She always remembered to ask to be excused when she left the room, but she left her guests too much alone before and after dinner. Arlene

directed the seating at dinner and was a good conversationalist. She was very well behaved during the entire meal and thought the dinner was successful. After dinner she invited the group into the living room. The student teacher soon excused herself and her coat was gotten by the instructor as Arlene was helping with the dishes.

This time, in preparing for bed, Arlene was considerate of others and more reserved with her talking. She had brought her flash bulb kodak and after getting ready for bed she took several pictures of the group. She enjoyed taking the pictures and was prompt in getting to bed on time.

The next morning Arlene prepared the scrambled eggs for breakfast. They were well cooked but became cold before being served and she considered the breakfast unsuccessful because the eggs were cold. However, she thought the hot chocolate was exceptionally good. She did her morning cleaning well and was ready to leave with the group.

At this overnight stay Arlene learned how to fry potatoes a different method from the one her mother uses and how to use family style table service. She offered no suggestion for classwork or things to do to the cottage; however, she suggested having a party at the house instead of going out for the entertainment.

As a replacement for Lucy Sherrill in stays three and four, Arlene did little more than carry out the plans which Lucy had helped make for those two stays.

Arlene came to the cottage with more interest in having a good time than in her contribution to the occasion. She was willing to work; however, at times she was careless, talkative, and needed help and frequent reminders about her work. She came to the first stay without

interest in the work that was to be done and was more interested in having a good time. Throughout the second stay she followed the change in attitude of the other girls and tried to concentrate on her responsibilities as well as in getting pleasure out of being with the girls.

Jean Ruble

Jean was a member of the second and fifth groups. When she was making out the market order for the supplies, she showed a lack of experience in purchasing food. The instructor had to give the needed amount for each item of food. Jean did get the supplies to the cottage by the time they were needed. Jean was not concerned with doing her cleaning for the overnight stay well. She was too interested in talking to the other girls and seeing what they were doing. She arrived at the time set in the plans, but she still wanted to visit with the girls. When she went into the kitchen to start dinner she was at a complete loss and had no idea of how she was to do any of her tasks. The instructor read the recipes step by step and helped her prepare the food and find all her needed supplies and equipment. Jean was cooperative and willing, but she lacked initiative.

During dinner she was boisterous and rude to the guests. When she removed the plates she seemed nervous and was very awkward and careless. However, she did serve the dessert correctly and soon became a little more pleasant.

She sat with the group at the movie and was very well behaved and seemed to enjoy the movie. Upon returning to the cottage she resumed her giggling and loud talking. After bathing she left the bathroom very untidy, but when the instructor suggested that she help clean the room she did it willingly. Jean was not ready to stop her visiting

with the girls when it came time for bed, and she had to be reminded several times before getting into bed.

The following morning during the preparation of breakfast Jean worked without being shown how to do everything. She was more responsible and concerned with what she was doing than she had been the night before. Throughout breakfast she was polite and pleasant, and on the conference report Jean stated that she thought the breakfast was more successful than the dinner. She did her morning cleaning with a fair degree of success and without too much visiting with the other girls. When it came time to leave she said she had enjoyed the overnight stay and was sorry she had not worked better to make it a success.

Jean felt the movie was one of the most successful features. She also enjoyed the refreshments; however, the dinner and getting to bed were unsuccessful because everyone was too noisy. According to Jean, she learned something about food preparation, table service and etiquette, and the use of the equipment. She felt she learned more at dinner than at breakfast and she wants more study of these same things in class. Jean feels that the only things the cottage needs are a telephone, and a clock. For the next overnight stay she suggests that the group make better plans, be more cooperative, and try to control themselves and not get the giggles.

In the conference, Jean stated that the overnight stay is a good experience because it teaches such things as cleaning, cooking, serving, and table manners. Her mother also feels that the overnight stay is helpful to the girls. Jean stated that she did enjoy the stay even though it was not entirely successful. She thinks that the class-work on table etiquette, housecleaning, and cooking since the last stay will be helpful for the next one. Jean suggests getting up later, having

breakfast later, and having new entertainment for the next overnight stay.

For the second stay Jean was able to use her time more efficiently. She worked harder at doing things for herself and did not entirely rely on others. When Jean was planning the table decorations and drawing a cover to use as a guide for setting the table, she asked what silver should be used and wanted some suggestions for the table decoration. She did her cleaning well without a constant reminder.

All during the preparation of dinner, Jean tried to work independently. She followed her time schedule and recipes for her various food preparation tasks. Only occasionally did she find that she needed help from the instructor or one of the other girls. She was very proud when she finished her task and asked the instructor to see her products. Jean's food preparation was well done.

At the beginning of dinner Jean seemed a little nervous. After asking the blessing and serving the plates this nervousness vanished. She seemed quite at ease and helped keep the conversation moving along desirable channels. She felt that the dinner was successful.

Soon after returning from the movie, which she enjoyed very much, Jean started dressing for bed. She did not monopolize the bathroom, and she left it tidy for the next girl. After having a coke and taking pictures, Jean was ready to get into bed and listen to the radio. She stated that she enjoyed the picture taking with the girls very much.

The following morning Jean was slow getting ready to help with breakfast; however, she got her part of the preparation done on time. She felt that the breakfast was not good because the food was cold. After breakfast she did her morning cleaning well and was ready to leave with the other girls. Monday she forgot to iron the sheets, but she did this Tuesday without being reminded.

From the second overnight stay Jean learned how to prepare tossed salad and French fried potatoes, serve food at the table, and iron table mats and napkins. She wants to have more practice of food preparation in class. She made no suggestion for changes in the cottage but suggested staying at home for the entertainment if there were another stay.

Jean was a friendly person and liked to be with the girls in her group; however, she was easily swayed by them. Throughout the first stay she had no feeling of responsibility and had to be encouraged and reminded of all her tasks. She was at a complete loss when left to solve problems for herself. She tried to cover up her uneasiness by talking. For the second stay she seemed to overcome this uneasiness and was able to assume responsibilities and contribute more to the group.

Amanda Moore

Amanda was a member of the second group. She stayed only once because she married soon after her first stay. She worked efficiently in planning and making out her own time schedule. She was unable to arrive until 5:15 Friday afternoon because she worked down town. Immediately after arrival she started her part of the preparation for dinner. One of the other girls had assembled the needed dishes for setting the table and had started on the salad. Amanda was very grateful for this help. She worked hard and got everything done except the tea. She strained it into a glass pitcher, which broke, spilling the tea. There was no time to prepare more tea so she served water in its place. Amanda concluded she should have made the tea that afternoon during class in order not to work in such a hurry.

Amanda managed to greet the guests when they arrived; however, she had to excuse herself to finish putting the salads on the table.

When Amanda invited the guests into the dining room, she did not direct the seating, but left that for the instructor. She was neither a gracious nor a charming hostess. She talked and laughed loudly and included only two or three of the girls in her conversation and did not offer the guests bread after it was passed the first time. Amanda stated on her evaluation of the overnight stay that the dinner was not successful because of the girls' behavior and discourteous treatment of the guests. She suggested that the group behave themselves and act more "as host and hostess" should at the next overnight stay.

After dinner she invited the guests into the living room and soon excused herself to help with the dishes. When she saw that they would not be able to finish the dishes and get to the movie on time, she asked the instructor if part of the dishes might be left until the girls returned.

While at the movie, Amanda was a good listener and was very considerate of others. When she returned to the cottage she began laughing and talking boisterously, and she fell into line again with the other girls as she had done at dinner. When she bathed for bed, she did not clean the tub and had to be asked to do this. She seemed to enjoy visiting and talking and had to be reminded several times before going to bed. She was not annoyed at the reminder, she just had too much to talk about before going to bed.

The following morning Amanda was calmer with her working and talking than she had been the night before, and she was very courteous during breakfast. She felt that the serving of breakfast was successful because they had sufficient time.

She did her morning cleaning well and was ready to leave by 9:30. Upon leaving she stated that she had enjoyed the overnight stay

stay but wishes she could have come earlier so as to have had more time for doing things.

Monday and Tuesday she ironed the sheets and pillow cases. She did not hurry and did an excellent job.

Amanda stated on her evaluation sheet that she learned more about table setting, table etiquette, food preparation, use of equipment, and the importance of a well planned program. She suggested studying food preparation and serving as class activities. According to Amanda the cottage needs a radio, clock and a telephone. She would like to have more time to do things and to serve dinner in an entirely different way for the next overnight stay.

Amanda was full of life. She tried to do her own tasks well and would have been a capable worker had she not been easily swayed by the other girls in the group. She made suggestions for a second experience, but was unable to return because of leaving school after her marriage.

Minnie Reed

Minnie was a member of the third and sixth groups. Minnie baked an apple pie during the class period Friday. This was her first experience with making a pie. The crust was tender; however, she rolled it too thin for a fruit pie, and the filling came through causing the crust to stick to the pan. After getting the pie ready to bake she did the cleaning, which she finished in time for her next class.

Minnie arrived at 5:00 o'clock and immediately started her part of the food preparation for dinner. She worked quietly and completed all her tasks. She also helped keep the kitchen tidy. On her evaluation sheet, Minnie stated that she enjoyed the food preparation very much.

Minnie greeted the guests cordially when they arrived and entertained graciously until dinner. She invited the group into the dining room and directed the seating and asked the blessing instead of the host, since the host had requested that she do this for her. Minnie was a little nervous at dinner and was hesitant about offering the bread, but she did help lead the conversation, most of which centered around school activities and friends of the group. She was slow about having the dishes removed and did not have the glasses filled with water until the dessert was served. The host had forgotten to fill them before dinner. Minnie stated that she enjoyed the dinner and thought that it was successful because it was prepared on time and everyone seemed at ease during the meal. She also enjoyed going to the movie with the group after dinner.

In preparing for bed Minnie was very considerate of the other girls and bathed and dressed quickly. After this she had a coke and visited with the girls. She was in bed at the time set in the plans; however, she and her roommate talked for some time before going to sleep. The instructor had to ask them to stop talking because it was getting late. Later Minnie told the instructor what the discussion had been about. Jinx, her roommate, felt that she was not liked by the girls in the class and Minnie stated that she wanted to help her develop a feeling of being one of the group.

The following morning Minnie did all her food preparation well. She was more at ease and a little more talkative at breakfast. Again she asked the blessing for the host. She did not make any mistakes during the meal. After breakfast, she did all her morning cleaning well and was ready to leave with the other girls.

Minnie stated that she learned how to divide tasks between different people, how to plan work, how to buy food, how to make beds, how to set the table, and how to prepare apple pie and biscuits. She suggested having more practice of food preparation in class to help the next stay. Minnie felt that drapes would make the bedrooms more attractive. For the next stay she would like to have a better planned time-schedule, to have dinner earlier, to use different table service, and to have all the girls arrive at the same time. She enjoyed being with the girls, and her mother was surprised at the girls being able to stay overnight; but she thinks it is a very good experience.

During the second stay, Minnie was still quiet, but she seemed to be better able to express herself. Throughout the dinner preparation she completed all her tasks and gave helpful suggestions to the other girls. Again she was hostess at dinner. This time she did not seem to be nervous. She directed the dinner with skill and seemed to enjoy it. Minnie stated on her evaluation sheet that she thought the dinner was successful.

She and Vera went to the play with their dates. They sat with the group and returned to the cottage with the group. Minnie stated that she had enjoyed the play. After the guests left she prepared for bed. Then she took pictures with the group and listened to the radio. She thought it was "nice" to listen to the radio just before going to sleep. The following morning, Minnie called the girls. She did all her activities of the morning well and was ready to leave by 10:00.

Again Minnie did not list any feature of the overnight stay as being unsuccessful. She learned how to prepare lemon mousse, spaghetti sauce, French toast, and how to cook prunes. Minnie made no suggestions

for class work but suggested adding a telephone to the cottage to make it more enjoyable and more like home. Also she suggested staying at the cottage for the entertainment if there were another overnight stay.

Minnie was very quiet and cooperative throughout both stays. She seemed to have passed through the talkative stage that the other girls were going through. Throughout the second stay she did express herself more and seemed to enjoy the experience. It is fortunate that she was interested in helping her roommate develop a sense of belonging with the girls in the class.

Jinx Baxter

Jinx was a member of the third and sixth groups. During the planning for the first overnight stay, Jinx was very quiet. She did not disagree with any of the plans nor did she make any suggestions, she just followed what the other girls said.

Jinx arrived at 5:00 o'clock on Friday afternoon, and immediately started setting the table. This took her a long time, and she had to have the instructor show her where everything went. When she started assembling the salad she was very slow and uncertain. Finally, one of the other girls helped her finish. Jinx forgot to place the oleo on the table and she put the glasses on the table without filling them with water.

Just before dinner Jinx seemed very worried. She talked to the hostess and requested her to ask the blessing because she did not want to ask it. Of course the hostess did this for Jinx. All during the meal she, as host, was quiet and ill at ease. Several attempts were made to include her in the conversation but with no success.

Jinx seemed to enjoy the movie very much. Upon returning to the

cottage she dressed for bed and visited with the girls. She seemed to be at ease and to be enjoying herself. When it came time for bed she continued talking to her roommate. Finally the instructor went into her room and found her sitting on the floor beside her roommate's bed. The instructor asked Jinx to stop and go to bed because it was late, and she did this willingly. The next day Jinx's roommate talked to the instructor about Jinx and the bedtime conversation. It seemed that Jinx was unhappy and did not feel as if she were one of the group. Her roommate had tried to make suggestions to help Jinx. During the conference, which the instructor had with Jinx, she stated that she liked her roommate very much and she also said that she felt as though she would get along better with the other girls.

The morning of the first stay Jinx was still quiet, but she seemed to be a little more at ease. She was slow with her food preparation and did not get the coffee made. Again Jinx wanted the hostess to ask the blessing. Perhaps she felt insecure because it was not a custom in her family. During breakfast although she talked more than she had at dinner, she was still too quiet.

Jinx did her morning cleaning well and was ready to leave with the other girls. She said she had enjoyed the stay and wanted to come again. Jinx considered getting the meals prepared, going to the show and being with the "kids" as the most successful features of the stay. She listed no unsuccessful features. From this stay Jinx learned how to cook spaghetti and care for a home. She wanted to practice food preparation and study table decorations and table setting in class before the next stay. She felt the cottage was perfect and "would just leave it alone." Jinx suggested planning more carefully for the next stay

and having the group arrive together. She said she would try to be more at ease while with the girls. Jinx liked the overnight stay because it was something different and pleasant and she thought that it was successful because all the girls took part. Her mother feels that it is a good experience for the girls.

For the second stay Jinx was able to work without relying on someone else. When assigning the food preparation, she asked if any of the girls had a choice as to what they wanted to do. Everyone said they had no preferences so she assigned the food preparation as she thought best.

Jinx did her cleaning well without being helped in class Friday afternoon. She returned at 5:00 for the overnight stay and did all her food preparation well and had it ready on time. Throughout dinner Jinx seemed to be at ease. She talked with the girls and appeared to be looking forward to the play in the school auditorium which the group was going to attend. Jinx stated later that she did enjoy the play.

Upon returning to the cottage, Jinx bathed and dressed for bed. She then had a coke and took pictures with the group. Then everyone got into bed and listened to the radio for the song one of the girls had requested to be played.

The following morning, Jinx did all her breakfast preparation well and had everything ready on time. At breakfast she laughed and talked with the girls, giving the impression that she was not in a hurry to get the morning activities done to go home. After breakfast Jinx helped with the dishes and did her cleaning well without asking for assistance from anyone. Monday she ironed her share of the sheets.

Jinx thought everything was successful. She learned how to "really set the table," prepare lemon mousse, prepare Italian spaghetti,

French toast, and how to iron table mats. However, she wants more practice with food preparation and wants to learn more about entertaining. She thinks the cottage is "grand the way it is, but it does need a telephone." If there is another overnight stay, Jinx suggests serving dinner in a different manner and having a party at the house for the entertainment.

Jinx was very timid and uneasy throughout the first stay; however, she was a sincere worker, but showed evidence of not having had the experience of working by herself. Apparently she had always depended on others for guidance. She felt free to discuss her personal problems with her roommate and was grateful for the suggestions her roommate gave to help her overcome the feeling of being an outsider. Throughout the second stay she seemed to be able to solve problems for herself. She was also more at ease and seemed to feel free to express herself when talking with the girls.

Vera Young

Vera was a member of the third and sixth groups. She did all her scheduled cleaning during the class period Friday, but she seemed tired when she finished. Friday afternoon she started her food preparation as soon as she arrived at the cottage so that she would not have to work in a hurry. She got everything ready by the time the other girls had finished. Vera was quiet throughout dinner; however, she did contribute to the conversation at times. She waited on the table and removed the dishes and served the dessert correctly.

She stated on the evaluation sheet that she thought that dinner was successful; the food was good; and everyone worked together better

than she had thought they would. After dinner Vera helped with the dishes. When they were washed and put away, she tidied herself for the movie. Vera stated on her evaluation sheet that she enjoyed seeing the movie. Upon returning to the cottage Vera took her turn dressing for bed. She was quiet and very considerate of the other girls and had fun talking with them. At bedtime, she was still talking, but she did not have to be reminded to go to bed.

The following morning Vera worked quietly through the preparation, serving, and clearing away of breakfast. She did her morning cleaning well and was ready to leave with the other girls.

Vera thought the first overnight stay was successful because all the girls worked together and she liked being with the girls. She also thought that it was fun preparing the food and entertaining the guests at dinner. Her mother thinks the overnight stay is a good experience. Vera stated that she learned how to prepare oatmeal with raisins, how to make Italian spaghetti, and how to make congealed salad with lime jello and fruit cocktail. She suggested studying food preparation in class to make the next overnight stay run more smoothly. For the next stay Vera suggested planning more carefully, having the group arrive at the same time if possible, and having a party at the house for the evening entertainment.

Throughout the second stay, Vera was a little more talkative than she had been before. She completed all her cleaning and food preparation without help from anyone. During dinner, which she thought was successful, Vera seemed to be looking forward to going to the school play. She talked about the various characters and what kind of costumes they were going to wear. After clearing the table and helping wash the

dishes, Vera tidied herself for the play. She and Minnie went to the play with their dates; however, they sat with the group.

After returning to the cottage, Vera took pictures and visited with the girls until bedtime. She seemed relaxed and very much at ease. The following morning Vera did all her tasks well and was ready to leave with the other girls.

On her evaluation sheet, Vera stated that she thought the dinner, attending the school play, and taking pictures were the most successful features of the overnight stay. She felt that there was nothing unsuccessful throughout the entire stay. According to Vera, she learned how to cook prunes and Italian spaghetti; how to make lemon mousse; how to set a table; and how to iron table mats. She felt the need for more study in class of food preparation, care of furniture, and house decorations. She also thought the cottage needed a telephone and a waffle iron. If there were to be a third stay, Vera suggested using different table service and having different entertainment.

Vera was a very quiet person throughout the first stay. During the second, she was a little more talkative. She was interested in the experience but was not very energetic. She did most of her work well, but she could not work under pressure.

Lucy Sherrill

Lucy was a member of the third and fourth groups; however, she did not stay overnight either time since she was unable to change beds because of a back disorder. Instead she planned and stayed through the evening's entertainment. Then she was replaced by another girl, a dinner guest.

During the dinner preparation of the first stay Lucy did her work

without asking questions. She was a little slow, but this was because she did not know where to find all the needed equipment. All of her products were well prepared. When she finished her tasks she mixed the chocolate and put it into the refrigerator so that it would be ready for the girls to heat and serve when they returned after the movie.

During dinner Lucy was very quiet; yet she did not appear nervous. She did not seem to have participated in the activities the girls were discussing, but she did contribute to the conversation from time to time. According to Lucy, the dinner was good and everyone seemed to enjoy it; however, all the girls seemed a little self-conscious and not at ease during the meal. Lucy wants more practice with conversation before and during dinner. She felt that the girls did well in removing the dishes after the meal without disturbing the guests who were talking in the living room.

When the instructor took her home, Lucy expressed her pleasure at being able to participate in the overnight stay and wished she could remain until morning.

On her evaluation sheet Lucy stated that she thought the overnight stay was a good experience. She learned how to make congealed salad, and biscuits, how to set the table, and how to make a bed correctly, and she felt that another time would provide still further learning and new experiences. Lucy feels that the cottage needs nothing more to make the stay pleasant, and considers the home economics class very fortunate in "having such a nice place in which to practice home life." She feels that much more can be learned from experience than from information gained from books and magazines. "With all the equipment the girls can learn how to cook, clean, wash, iron, and many other things that will be of much value in future homemaking." The only things that should be

done differently for the next overnight stay is to plan a little more carefully.

During the conference, Lucy said she felt that the overnight stay was successful and that she had enjoyed the food preparation. She felt that it is a lot of fun for the girls to learn how to cook by themselves. The overnight stay has helped her with her home activities and she likes to tell her mother new things which she has learned that her mother does not know. Her mother feels that the overnight stay is a good experience to have in learning how to prepare food and care for a home. The next time Lucy wants all the girls to arrive at the same time. She is going to try to be more at ease with the teachers at dinner. Also, since she is interested in cooking, she wants to prepare different foods.

For the second stay Lucy bought the supplies at the A. and P. store near her home, and her mother brought them over Friday morning. She did this so that Lucy would not have to buy her supplies at a store near the cottage where the prices are higher and there is a smaller selection.

When Lucy had finished the cleaning Friday during the class period, she asked if she might wash the windows in the living room. She washed them on the inside but decided it was too cold to wash the outside.

Lucy arrived first Friday afternoon. She decided to put the potatoes on to boil for one of the other girls so they would be ready to scallop when she came. She also got out the supplies for the salmon loaf. She volunteered to do these tasks because she felt it would help the other girls since they could not arrive until 5:00. After this,

Lucy started her own tasks, first preparing the string beans. When one of the girls asked Lucy if she knew how much salt and seasoning to use, she said, "Of course, I have cooked beans at home for Mother and they were real good." Lucy needed no assistance with any of her food preparation and she worked quietly and efficiently with all her tasks.

At dinner Lucy was reserved but at ease. She contributed to the conversation; however, she did not try to monopolize it at any time. She said the dinner was very successful because everyone was comfortable.

Again, when the instructor took Lucy home, she said she had enjoyed being with the girls and wished she could remain overnight. After she had left the group the girls said, "Lucy certainly is a sweet girl."

Lucy stated that she had learned how to serve food at the table, make thousand island dressing, and escalloped potatoes. She felt the cottage was fine as it is and the only thing needed is to keep it as clean as it has been. Lucy thought the entertainment was quite enjoyable this stay, but suggested changing and having a party at the house if we had another stay.

Lucy was a very willing and able worker in spite of her "bad back" and was able to call upon home experiences in her food preparation. She was quiet and reserved at all times and could work independently and give help to the group. She showed initiative and the ability to see things that needed to be done other than her own responsibilities. The girls had a deep respect for her and she seemed to enjoy being with the girls. Lucy recognized that she was nervous around her teachers and tried to overcome this nervousness. Throughout the second stay she was more at ease with the group and with the teachers.

CHAPTER IV

THE PUPILS' EVALUATE THE LIVING EXPERIENCE

The pupils were asked to evaluate the overnight stay on three occasions: the evaluation of the first stay, the conference in preparation for the second stay, and the evaluation of the second stay. These records of one pupil are included in the first case study (pp. 37-43). The comments¹ of all the pupils were then organized under the four major objectives set up for the overnight stay. The comments were summarized according to the number of comments under the four objectives:

To gain satisfaction from participating in a democratic experience in which the pupils and teacher plan, work, rest and play together.

To learn some of the elements of homemaking.

To become interested in new phases of homemaking.

To recognize the importance in homemaking of knowledge, manipulative skills, attitude, and the ability to think.

Under the objective "to gain satisfaction from participating in a democratic experience in which the pupils and teacher plan, work, rest, and play together," thirty-two comments were made about the whole living experience rather than about any particular phase of it (Table I). These included the fun of living with the girls, the parent's approval of the experience, the feeling of satisfaction about the whole stay, and the

1. Pupils' Comments Indicating Extent to Which Objectives Were Reached, By the Three Groups in their Two Stays, Appendix D, pp. 122-138.

TABLE I
THE EXTENT TO WHICH OBJECTIVES WERE REACHED

Objectives	Number of comments	
	Favorable	Unfavorable
To gain satisfaction from participating in a democratic experience in which the pupils and teacher plan, work, rest and play together.		
Living experience	28	4
Living with girls	6	0
Parents approval	10	1
The whole stay	10	3
Natural situation	2	0
Planning	5	7
Working	12	0
Resting	3	7
Playing	43	3

naturalness of the situation. Of the thirty-two comments twenty-eight were favorable and four slightly unfavorable. For instance three of the girls thought that the stay was not entirely satisfactory and that it could be improved another time; one parent expressed lack of understanding of the project.

The planning phase of the overnight stay was commented on by twelve of the girls; about one half of the comments were favorable and one half recognized the possibility of improvement. Four thought the planning was complete or satisfactory, and one appreciated the fact that dinner was a success because of the planning. Five recognized the need for better planning, one realized they should have planned a way to keep breakfast warm, and one felt the need for more careful distribution of tasks.

The working phase of the overnight stay was commented upon favorably by twelve of the girls. Five felt the girls worked together well throughout the stay; seven thought it was fun preparing the meals.

The resting phase of the overnight stay was commented on by ten girls; seven were unfavorable comments and three were favorable. One girl felt the group talked too much after going to bed, two thought the group was slow getting into bed, one wanted to get to bed earlier another time, two suggested sleeping later, and one wanted to have breakfast later. Two girls commented on getting everything done in time for bed; one girl in Group B commented on the group's being quiet before bedtime during the second stay and said, "The instructor did not have to call us down to get quiet." Getting to bed late is a difficulty one might expect of a group of girls living together and assuming certain responsibilities for the first time. The group that had been slowest getting to

bed the first stay realized the need for more rest and were in bed earlier during the second stay.

The playing phase of the overnight stay had forty-six comments. Only three of these were unfavorable. All the girls but one mentioned the movie, seven mentioned the picture taking, and five girls enjoyed the refreshments. In regard to meals, one girl enjoyed talking to the company; one felt the dinner was the most important part of the stay; and three girls enjoyed breakfast. Three girls liked the short-sheeting prank; even the one who was short sheeted said in writing her evaluation that she enjoyed it, although later she contradicted this statement, by saying that she did not enjoy the teasing the night of the overnight stay and that it spoiled the rest of the stay for her. Two girls in the Group B thought the group was too noisy at dinner.

Under the objectives "to learn some of the elements of home-making" and "to become interested in new phases of homemaking," there were fifty-one comments about resources, and 131 about household tasks (Table II). Of the comments about resources, ten were made about things the girls had learned and forty-one were made about the interest aroused in new phases of homemaking. Eight girls felt the cottage was perfect and one of these girls added that she felt the class is very fortunate in having such a place in which to practice home living. The new kinds of equipment which the girls learned to use were an electric dish washer and an automatic washing machine. One mother questioned the value of all the equipment; she felt the cottage should be more like an ordinary home. The following additions to the furnishings and equipment of the cottage were suggested: a telephone by six girls, a clock by three girls, curtains in the bedrooms by two, a radio by one, extra

TABLE II

EXTENT TO WHICH THE OBJECTIVES WERE REACHED-Continued

Objectives	Number of comments	
	On learning	On interest
To learn some of the elements of home-making and		
To become interested in new phases of homemaking		
Resources	10	41
Cottage	0	8
Furnishings and equipment	7	17
Time	2	16
Personnel	1	0
Household activities	75	56
Food work		
Food preparation	35	13
Table setting	7	8
Table service	5	8
Table etiquette	5	5
Duties of host and hostess	3	4
Table clearing	4	0
Invitations	3	0
Meal planning	3	0
Others		
Entertainment	0	13
Housekeeping	5	4
Planning	2	1
Ironing	2	0
Buying	1	0

blankets by one, a waffle iron by one, and favorite recipes by one. Time as a resource received eighteen comments. One girl learned how to organize things to do at certain times, and one felt that since the overnight stay offers more time in which to work one can remember more readily what is learned. Interest in time was expressed by twelve girls who felt they needed better timing of arrival and departure, meals, entertainment, and of invitations; by two girls who thought breakfast was successful because they had time to prepare it; and by two who felt the need of better planning of time in general. Personnel was mentioned by only one girl who felt that more work can be accomplished if you do not have too many people trying to help with one thing.

Of the comments about household activities seventy-five were about learning and fifty-six stated a desire for more learning. Food work mentioned included food preparation, table setting, table service, table etiquette, table clearing, duties of the host and hostess, extending invitations, and meal planning. Of these comments, sixty-five had to do with learning and thirty-eight expressed interest in learning more. The greatest learning and the greatest desire to learn were in the area of food work, especially food preparation.

Other household activities mentioned included entertainment, housekeeping, planning, ironing, and buying. Of these comments, ten had to do with learning and eighteen expressed a desire to learn. Although the three groups had gone out for the evening entertainment during both stays, thirteen girls expressed an interest in planning to have the evening's entertainment at the cottage for a third stay. Possibly by the end of the first stay, they felt at home enough to want to share it with their friends.

Under the objective "to recognize the importance in homemaking of knowledge, manipulative skills, attitude, and ability to think" forty-one comments were favorable and twenty-three were unfavorable. (Table III). Knowledge was mentioned in eighteen comments, thirteen were about things they were glad to have learned and five about things they thought they should learn. Two girls commented that they were able to carry over learning from the overnight stay to their home activities; one of them stated that she liked to tell her mother things she learned; and the other stated that she was getting more enjoyment out of doing these things at home. Two girls felt that the things learned in class since the first overnight stay would be helpful for the next one; two stated that the group should learn how to do the things that need to be done in the cottage so that it will not take so long. Two girls learned things which would help them to be good homemakers in the future; and two girls recognized the need for a wide variety of subject matter for homemaking. Eight girls made comments about having or lacking security gained through knowing what to do. Of these, five girls stated that the group seemed to be at ease during dinner; in addition one stated that she thoroughly enjoyed the dinner; and one felt that the morning was more satisfactory than the evening because the group was more certain of themselves. Two girls thought the dinner was not successful because the girls did not know what to do or how the meal would turn out while one felt that the group did not eat very well.

Manipulative skills were mentioned in thirty-one comments, two-thirds of them favorable. More of the comments were made about meals than any other phase: eighteen comments were on good meals or service and one on clearing away the dishes without disturbing the guests

TABLE III

EXTENT TO WHICH THE OBJECTIVES WERE REACHED-Concluded

Objectives	Number of Comments	
	Favorable	Unfavorable
To recognize the importance in homemaking of knowledge, manipulative skills, attitude, and the ability to think.		
Knowledge	13	5
Carry over from overnight stay to home.	2	0
Carry over from class to next overnight stay.	2	2
Carry over to the future.	2	0
Variety of subject matter.	2	0
Security through knowing what to do.	5	3
Manipulative skills	20	11
Meals	18	11
Housekeeping	1	0
The whole stay	1	0
Attitude	8	7
Cooperation	3	2
Give and take	2	0
Dependability	0	3
Interest in others	2	2
Patience	1	0
Ability to think	0	0

in the living room; ten comments were on poor or cold meals and one on awkward removal of dishes. One girl thought the housekeeping was well done and that the house was kept in order. Another girl felt that the whole stay was successful but that with more experience the group could improve.

Attitudes were mentioned in fifteen comments; about half expressed a feeling that the attitudes had been satisfactory and half expressed the need for improvement. Three stated they needed to work harder and not get the giggles, two were going to try to be more at ease during dinner, and two felt the treatment of the guests at dinner had been poor. Three girls felt the overnight stay was successful because of the cooperation of the girls, and two recognized the need for more cooperation within the group. One girl learned how to be more patient. The girl who had been short sheeted said during the conference that since she had decided to tease as well as take teasing, she felt more at ease and got along better with the girls. Also the girl who had had the long bedtime conversation with her roommate about making friends with the other girls felt she had made some progress.

While ability to think was not recognized as important by the pupils, the instructor observed that at least half of the girls were able to make reasonable decisions when confronted with a problem or a new situation.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A study was made of the effectiveness of the overnight stay in the homemaking cottage as a technique for teaching homemaking to the high school girls in the ninth and tenth grade homemaking class at the Curry Demonstration School on the campus of the Woman's College of the University of North Carolina. The twelve girls in the class were divided into three groups of four and each group stayed twice in the cottage. There was a lapse of about three months between the first and second stays for each group.

The time needed for carrying through the stay included three days of planning, marketing, and getting the cottage ready for the stay, Friday evening and Saturday morning, plus two days the following week spent in finishing the laundry, calculating food costs, and evaluating the stay.

Throughout the first stay for Groups A and C, the girls were eager to carry out the activities in a successful manner. Most of the girls in Group A could work with some independence even during their first stay; and throughout the second stay they felt free to express their own ideas and carry out their activities in a more informal manner. The girls in Group C did not know each other well at the time of the first stay and did not fit together as a group; they all realized that they were not at ease with people, and during the second stay they improved in this respect.

The girls in Group B came to the cottage with the one idea of "having a good time," and their first stay was not completely successful. The girls realized that the success of the stay is dependent upon the contributions made by each girl and they resolved to do better the next time. Throughout the second stay their attitude was wholesome and each girl was concerned with doing her part so that the stay would be successful. They were still uncertain at times; however, all the girls tried to solve problems for themselves.

Since the girls in all three groups were just beginning to study home economics, the majority of them came to their first stay with a feeling of uneasiness and insecurity. Because of this, most of the girls were either very boisterous or very dependent upon the instructor. From their experience in the cottage they overcame this condition by improving skills, knowing of what to do in a given situation, and better relationships with people. As a result they were able to solve problems for themselves and to contribute to the group experience.

Through the living experience, each girl was able to see ways in which she as an individual needed improvement, starting with her attitude, background experience, and personal abilities. A few girls were able from the beginning to give help to the others, and to see things that needed to be done. After the recognition of needed improvements, most of the girls worked toward the attainment of them both in classroom work and in the second overnight stay. The instructor felt that the main improvements were shown in their ability to get along better with the other girls and with the teachers, to work with greater independence, and to assume responsibility.

On the objective "to gain satisfaction from participating in a democratic experience in which the pupils and teacher plan, work, rest, and play together" there were a total of 112 comments,¹ more than on any other objective. As might be expected, playing received more comments than any other phase of the living experience, and almost all of them indicated that the playing had been satisfactory. The things they had enjoyed were the movie, the pajama picture taking, the refreshments, and meals. Next came comments about the whole living experiences including the fun of living with the girls, parents' approval, the satisfactoriness of the whole stay, and the naturalness of the situation, almost all of these comments were favorable. About an equal number of comments were made about the planning, working, and resting phases. All of the comments on working were favorable, having to do with working together well and the fun of preparing meals. Of the girls who commented on planning, about half of them thought the planning complete or satisfactory and the other half recognized the possibility for improvement. On resting, there were more unfavorable than favorable comments; the unfavorable comments were made about the difficulties of getting enough rest during the first stay; for the second stay, one of the girls in Group A had worked out the idea of listening to the radio for a request song just before the time set for going to sleep; the other groups liked the idea and did the same thing.

On the objective "to become interested in new phases of homemaking" there was a total of ninety-seven comments, and on the objective "to learn some of the elements of homemaking" there was a total of eighty-five

1. Comments were made by the pupils in written evaluations of the two stays and in a conference preceding the second stay.

comments. Of the comments on household activities, more had to do with learning than with interest. At the beginning of the semester's classroom activities the girls expressed the desire to cook and to sew. This represented their concept of home economics. At the end of the two overnight stays their interest included entertainment, food preparation, table setting, serving, etiquette, the duties of host and hostess, and housekeeping and planning. Of the comments about resources fewer had to do with things they had learned and more had to do with interest in learning about the management of time; the use of equipment; and the improvement of the cottage with a few additional pieces of equipment and furnishings; and in the cottage as a learning situation.

On the objective "to recognize the importance in homemaking of knowledge, manipulative skills, attitude, and ability to think" there were a total of sixty-four comments, slightly fewer than for the other three objectives. Of the comments under this objective, more were on manipulative skill than anything else; almost all had to do with food work, and two-thirds of them mentioned successes and one-third failures. The recognition of knowledge ranked next in the number of comments: about two-thirds were about things they were glad to have learned and one-third about things they should learn. One half of these comments were made on the carry-over of knowledge from the overnight stay to home, from classwork to the next overnight stay, and from the present to the future; the other half were made on security gained through knowing what to do. Attitude ranked a close third with regard to number of comments: about half expressed a feeling that the attitude had been satisfactory and half expressed the need for improvement. These comments were made about cooperation, give and take, dependability, interest in

others, and patience. There were no comments made about the ability to think; however, the instructor observed that at least half of the girls were able to make decisions with a reasonable degree of success when confronted with problems, especially during the second stay.

Obviously both the teacher and the pupils felt that the overnight stay was a very worthwhile experience for the pupils. It also offered the teacher opportunity for growth. Valuable results for her were: the breaking down of barriers between teacher and pupils through the close democratic relationships; gaining of more thorough knowledge of the needs of each pupil; having new ideas as to methods for successful presentation of subject matter; and finding that the girls were able to learn from one another and without the continual guidance of the teacher when they were given an opportunity to assume responsibility.

Some comments for another teacher wanting to carry out a similar experience may be helpful. The following forms proved helpful in planning the stay:

Plans for Overnight Stay in Homemaking Cottage - includes personnel, time, money, division of responsibilities - (pp. 6 and 7).

Menus (p. 8).

Individual time schedules (p. 9).

Master time schedule (pp. 10 and 11).

Certain forms proved helpful in evaluating the stays:

The running notes of the teacher.

The Anecdotal Record of Pupil - based on the running notes of the instructor (Appendix B, pp. 105-115).

The Evaluation by Pupils of Overnight Stay in the Homemaking Cottage - filled out by each girl after each stay (p. 18).

Conference in Preparation for Next Over-night stay -
filled out before the second stay (p. 20).²

The following procedures were completely satisfactory:

Four girls made a group of desirable size.

Dinner through breakfast seemed to be a satisfactory length of time as far as the interest span of the girls was concerned.

One stay a semester for each girl seemed to be as much as the girls and the instructor could arrange.

The girls were given freedom and allowed to make some mistakes thus enabling them to learn through partial failure.

Other procedures were satisfactory in this situation but might well be varied in another situation:

This school is fortunate in having the cottage in which to carry out the overnight stay; however, in another school not having the proper facilities the instructor might use her own apartment or a home in the community.

Since the Curry School is a part of a demonstration center, it seemed desirable to include a student teacher as well as the resident instructor as dinner guests limiting the other guests to two high school pupils, members of the homemaking class or otherwise. In another situation there would be more freedom in the number and type of guests. Different people (parents, boy friends or teachers) might be entertained at the different stays.

The writer found the week-end (Friday night and Saturday morning) very satisfactory; however, another teacher may prefer a school night.

Using a school function as evening entertainment simplified matters and pleased the girls; however, at the end of the two stays the girls suggested entertaining at home another time.

2. Duplicates of the evaluation sheets and conference reports should be made so that one copy can be filed under the group and one under the girl.

The following procedures should be varied:

Scheduling the stays at some time other than around holidays would eliminate some of the competing interests.

More complicated activities should be planned for the second stay.

The following are suggestions for future studies on the technique for using the homemaking cottage as a teaching device:

A study of teaching procedures in the use of a cottage which might serve as a guide to public school teachers of homemaking and to college teachers who are training teachers.

A study of a program in the uses of a homemaking cottage that would interest girls on different age levels.

A study of procedures in teacher-pupil planning for the management of the cottage.

A study of an adult homemaking program using a cottage.

APPENDIXES

APPENDIX A

EVALUATION OF FIRST OVERNIGHT STAY OF GROUP A

BY THE FOUR PUPILS

THE MOST SUCCESSFUL FEATURES OF THE FIRST OVERNIGHT STAY

GROUP A

DATE December 8, 1948.

96

Comment	Pupil
Dinner	
Enjoyed the dinner so much. Everything was so nice and planned to the minute.	
Everyone worked together. -----	Frances
Supper the most important. -----	Sue
The serving of dinner. -----	Gwen
The dinner. -----	Mary
Favorable attitude of mothers.	
Mother was surprised at girls' having a chance to come stay in the cottage; was very willing, however. -----	Sue
Mother liked the idea of girls' being able to stay overnight in the cottage. -----	Gwen
Mother feels it is a good experience. Wished she had had something like this. -----	Mary
Mother feels it is a good experience. -----	Frances
Entertainment	
Seeing the play. -----	Frances
Planned entertainment was very convenient. -----	Sue
The entertainment. -----	Gwen Mary
Short sheeting Frances' bed.	
It helped make a little excitement and variation but I don't think you should take things so far. -----	Sue
We all enjoyed that, even Frances. -----	Gwen
Enjoyed being short sheeted (see later comment under least successful). -----	Frances
Living with girls	
Learning to live with girls. -----	Mary
Relationship of working with other girls was well worthwhile. -----	Sue
Good to get away from home. -----	Mary
Naturalness of situation.	
The overnight stay gave an experience with a natural situation. -----	Sue
Overnight stay gave a "true to life" experience. You learn more this way. -----	Mary

THE MOST SUCCESSFUL FEATURES OF THE FIRST OVERNIGHT STAY - Continued

Comment	Pupil
Attitude of the girls.	
The overnight stay was successful, but I think the cooperation of the girls is the most important thing. -----	Gwen
It's not what else we need in the cottage but the success and ambitions of the girls which make overnight stay a success. -----	Sue
Time to do things	
Overnight stay offers more time to do things. You are able to remember what you learn because you are not in a hurry. -----	Gwen
Refreshments. -----	Gwen
Successful as a first experience.	
The overnight stay was successful but of course the more you do something the more successful you can become. -----	Sue
Talking to the company. -----	Frances
Preparation of dinner. -----	Gwen

THE LEAST SUCCESSFUL FEATURES OF THE FIRST OVERNIGHT STAY

GROUP A

DATE December 8, 1948

Comment	Pupil
<u>Housekeeping.</u>	
The cleaning before and after the stay because we didn't get here at the same time and because some of us had to leave earlier the next morning. -----	Mary
The beforehand cleaning because we did not get here early enough. -----	Sue
<u>Personal development and relationship.</u>	
Was very nervous during dinner. -----	Frances
Did not enjoy the teasing the night of the overnight stay. Later said it spoiled the rest of the overnight stay for her. -----	Frances
<u>Father's comment.</u>	
Father wondered how anyone could put up with us. -----	Sue
<u>Table conversation.</u>	
The conversation at the table because everybody felt a little self-conscious.	
We didn't know how the meal would turn out. -----	Gwen

LEARNING THROUGH THE FIRST OVERNIGHT STAY

GROUP A

DATE

December 8, 1948.

Comments	Pupil
Food Preparation	
To really follow recipes. -----	Sue Frances
To grate a lemon before juicing. -----	Sue Mary
To prepare food. -----	Sue
To get salads from a mold. -----	Sue
To make a meat loaf, ginger bread, turnip greens, and mashed potatoes. -----	Frances
To make a lemon sauce. -----	Frances
Table service and table etiquette. -----	
Cover - what a cover is. -----	Sue Mary
Setting table. -----	Mary
How to set a table properly. -----	Mary Frances
Which silver to put on the table. -----	Mary
Centerpiece - not to use a tall centerpiece -----	Mary Sue
Candlelight - when eating by candlelight do not use electric lights too. -----	Mary
Etiquette.	
When to do what at the table. -----	Mary Sue
Which silver is correct to use. -----	Mary
Conversation. - have conversation planned a little before you sit down to the table. -----	Sue
Planning	
How to organize things to do at certain times. -----	Gwen
How to organize time and have things done at a certain time. -----	Sue
Housekeeping	
How to make hospital covers in making a bed. -----	Sue
How to make a bed properly. -----	Frances Mary
Meal planning. -----	
How to plan a balanced, colorful meal. -----	Mary Sue
Personal development and relationship.	
Have decided to tease as well as take teasing. Feel better now and get along with the girls better. (Comment made several weeks after other comments on this point). -----	Frances

SUGGESTIONS FOR CLASSWORK ARISING FROM THE FIRST OVERNIGHT STAY

GROUP A

DATE December 8, 1948.

Comments	Pupil
Table service and table etiquette.	
Duties of host and hostess. -----	Gwen
Discuss the duties of host and hostess. -----	Mary
Centerpiece. -----	
Study principles of flower arrangements so we can have attractive flower arrangements. -----	Sue
How to arrange a colorful centerpiece that will blend with the color of the food. -----	Mary
Setting table.	
Discuss the correct ways to set tables. -----	Sue
Study the correct silver to use and where it is placed. -----	Gwen
Etiquette.	
Study table manners. -----	Gwen
What conversation to have at the table. -----	Mary
Meal Preparation.	
How to follow recipes. -----	Sue
	Mary
Learn how to cook a little better. -----	Gwen
Variety or subject matter.	
Let us do as many things as we can carry out. -----	Sue
Let us do as many things as prove to be of some help to us. -----	Sue
Housekeeping	
Discuss the correct ways to make beds. -----	Sue

SUGGESTIONS FOR IMPROVING THE COTTAGE ARISING FROM THE FIRST OVERNIGHT STAY

GROUP A

DATE December 8, 1948.

Comments	Pupil
Clock	
The only thing we could use to a great advantage is a clock upstairs so that we don't have to come downstairs to find out what time it is. -----	Sue
Get a clock to go upstairs because everytime we want to know what time it is we have to go downstairs. We also need the clock to get us up in the morning unless we go to bed earlier. -----	Mary
Curtains	
It is fine as it is. Curtains would make the bedrooms more attractive. -----	Gwen
Equipment	
Mother questions the value of all this equipment; thinks it should be more like an ordinary home. -----	Frances

SUGGESTIONS FOR THE NEXT OVERNIGHT STAY

GROUP A

DATE December 8, 1948.

Comments	Pupil
Planning	
Duties	
Discuss how to divide duties evenly. -----	Mary
Divide the work more equally among the girls. -----	Frances
Have different tasks to perform. -----	Mary
Divide duties more evenly to prevent one person from having to half-way do two or three things and have all busy at the same time thus making more progress. -----	Sue
Plan more things to do. -----	Frances
Dinner	
Plan more about the dinner and if you aren't sure of something you have to do you can put it down on paper. -----	Mary Sue
Have different foods. -----	Mary
Table service	
Use different ways of serving food. -----	Sue
Plan to use different table service. -----	Gwen
Having studied table etiquette and table service in class will help another time. -----	Sue
Entertainment	
Decide what entertainment you are going to have - preferably another kind of entertainment. -----	Mary
Go to some school activity if there is one that night. -----	Sue
Time for getting to bed	
Have the time for supper up a little so we can get to bed at a reasonable hour so we can wake up feeling better in the morning. -----	Sue
Go to bed earlier so we can have a little fun with each other. -----	Frances

SUGGESTIONS FOR NEXT OVERNIGHT STAY - Concluded

Comments	Pupil
Arrival and departure	
Plan more about what time you can arrive and also put down what time you have to leave. Then you can divide the duties accordingly. -----	Mary
Get there about the same time and leave about the same time, planning duties accordingly. -----	Sue
Length of stay	
Plan to stay two nights at some future time. -----	Frances
Personal relationship	
Let the girls pick whom they want to sleep with. -----	Frances
Food	
Mother wanted to give some food if we need it to save our money. -----	Gwen
Housecleaning	
Cleaning up more as we go along would make the time work out better. -----	Sue
Clean all rooms beforehand. -----	Mary
Behavior	
Try not to forget things that we are supposed to have such as recipes and butter. -----	Sue

APPENDIX B

ANECDOTAL RECORD FOR ONE PUPIL

ANECDOTAL RECORD OF PUPIL

NAME WALKER, SUE

FIRST STAY

DATE December 3, 1948.

Activities	Comments by:				
	Resident Instructor	Student Teacher	Overnight Pupil	Pupil Guests	Parents
<p><u>Wednesday:</u> Planning</p>	<p>Helped with the group using the blank "Plans for Overnight Stay in Homemaking Cottage."</p>				
<p><u>Thursday:</u> Made out market order for all meals and refreshments served during the overnight stay.</p> <p>Checked the price lists at several grocery stores.</p>	<p>The market order included all the needed supplies.</p>		<p>Found the prices at the A. & P. lower. Suggested the supplies be bought there.</p>		

ANECDOTAL RECORD OF PUPIL - Continued

NAME WALKER, SUE

FIRST STAY

DATE December 3, 1948.

Activities	Comments by:				
	Resident Instructor	Student Teacher	Overnight Pupil	Pupil Guests	Parents
Bought supplies	All supplies were purchased on time and stored in the proper place with the exception of butter, which she forgot to bring. We used ours, and she replaced it.				
<u>Friday:</u> Classperiod					
Prepared the congealed salad	The salad was very good.	Very good	Used own favorite recipe.	Everyone asked for recipe.	
Cleaned the dining room.	The dining room was well cleaned.				

ANECDOTAL RECORD OF PUPIL - Continued

NAME WALKER, SUE

FIRST STAY

DATE December 3, 1948.

Activities	Comments by:				
	Resident Instructor	Student Teacher	Overnight Pupil	Pupil Guests	Parents
<p>Arrived: 3:15 Began cleaning the living room, hall, director's room and stairs. (This was not done during the class period because of a conflict.)</p> <p>Cleaned away all finger prints on doors and facings.</p>	<p>Was very glad to have this done without having to ask for it to be done.</p> <p>Suggested "zero" for this purpose.</p> <p>Came from A. & P.</p>		<p>Wanted to know if it would be all right to do this cleaning.</p> <p>Asked how to remove finger prints from doors and door facings.</p> <p>Wanted to know where "zero" came from so she could purchase some for home use.</p>		
<p>Dinner preparation:</p>	<p>Was able to follow recipes. Was able to find needed equipment and supplies with- asking "Where is....?" Gave helpful assistance to the other girls.</p>				

ANECDOTAL RECORD OF PUPIL - Continued

NAME WALKER, SUE

FIRST STAY

DATE December 3, 1948.

Activities	Comments by:				
	Resident Instructor	Student Teacher	Overnight Pupil	Pupil Guests	Parents
Assisted with the preparation of the meat loaf.	Knew how to follow the recipe.	Very good	Considered the recipe a good one because it had vegetables in it.	Very good	
Assembled the salad.	Very good meat loaf. Remove leaves from lettuce head by running water at the center after the core has been removed. Remove congealed salads from the mold by setting the mold in hot water for a short time.		Wanted the vegetables grated fine so they would blend well with the meat. Wanted to know how to remove lettuce leaves without tearing them. What is an easy way to remove salads from a mold?		

ANECDOTAL RECORD OF PUPIL - Continued

NAME WALKER, SUE

FIRST STAY

DATE December 3, 1948.

Activities	Comments by:				
	Resident Instructor	Student Teacher	Overnight Pupil	Pupil Guests	Parents
<p>Prepared the turnip greens. Helped serve the dinner plates in the kitchen.</p> <p>Dinner: Host.</p> <p>Read the blessing from a card standing against the plate.</p> <p>Helped lead the conversation.</p> <p>Washed the dishes with the assistance of the other girls.</p>	<p>Was a little nervous.</p> <p>Was very gracious, however, was a little nervous.</p> <p>Gave permission to do this so we would not be late to the play.</p>	<p>The card would have been less noticeable in her lap, but it was a very good blessing. Seemed to be at the greatest ease and seemed to have a wonderful time.</p>	<p>This would simplify the service at the table.</p> <p>Asked if the last washer could be left until after the play.</p>		

ANECDOTAL RECORD OF PUPIL - Continued

NAME WALKER, SUE

FIRST STAY

DATE December 3, 1948.

Activities	Comments by:				
	Resident Instructor	Student Teacher	Overnight Pupil	Pupil Guests	Parents
<p>Entertainment: Attended the senior play at the school auditorium. Prepared and served the refreshments.</p>	<p>Seemed anxious to get back to the cottage.</p>		<p>Enjoyed the play.</p>		
<p>Bedtime preparation: Bathed and readied herself for bed.</p>	<p>Did not monopolize the bathroom. Seemed to enjoy visiting with the girls.</p>				
<p>Short-sheeted one of the girl's bed.</p>	<p>Thought this was quite permissible.</p>		<p>Asked if there was anything wrong with short-sheeting the bed.</p>		
<p>Was slow going to sleep.</p>	<p>Reminded pupil that it was late and time for lights out.</p>		<p>Was not reluctant to the reminder. Soon went to sleep.</p>		
<p><u>Saturday:</u> Getting up: Was the first to arise. Called the other girls.</p>					

ANECDOTAL RECORD OF PUPIL - Continued

NAME WALKER, SUE

FIRST STAY

DATE December 3, 1948.

Activities	Comments by:				
	Resident Instructor	Student Teacher	Overnight Pupil	Pupil Guests	Parents
<p>Breakfast preparation: Prepared pancakes used recipe her twelve year old brother had experimented with and perfected.</p> <p>Breakfast: Host Asked the blessing instead of reading it.</p> <p>Morning cleaning: Assisted with the dishes. Tidied the dining room. Helped mop the kitchen floor.</p> <p>Departure: 9:30</p> <p>Monday: Classperiod: Computed the cost of meals per person.</p>	<p>Had a standard product.</p> <p>Was more at ease than the night before.</p> <p>This was not required.</p>		<p>Said pancakes must be fried in a very small amount of fat.</p> <p>Asked to mop the floor.</p> <p>Said she had enjoyed the overnight stay and was looking forward to another.</p>		

ANECDOTAL RECORD OF PUPIL

NAME WALKER, SUE

SECOND STAY

DATE February 25, 1949.

Activities	Comments by:				
	Resident Instructor	Student Teacher	Overnight Pupil	Pupil Guests	Parents
<u>Wednesday:</u> Classperiod: Group planning	Used the blank "Plans for the Overnight Stay in the Home-making Cottage."				
<u>Thursday:</u> Classperiod: Made out own time schedule and group schedule.	Was able to plan own work alone.				
<u>Friday:</u> Classperiod: Cleaned dining room, upstairs and made the beds.	Finished all tasks and did them well.				
Arrived: 5:00	Had a girl scout meeting and could not come sooner.				
Dinner preparation: Prepared salmon loaf.	Did not ask for assistance. Used own recipe.				

ANECDOTAL RECORD OF PUPIL - Continued

NAME WALKER, SUE

SECOND STAY

DATE February 25, 1949.

Activities	Comments by:				
	Resident Instructor	Student Teacher	Overnight Pupil	Pupil Guests	Parents
Was in charge of setting the table.	Well done Centerpiece well arranged.		Fun to arrange the centerpiece		
Helped keep kitchen tidy.			Do this so we will not take so long after dinner.		
Tidied self to greet the guests.	Was neat and at ease.				
Dinner: Hostess	Directed the seating with ease.	Directed the seating with ease.			
Seating					
Conversation	Kept the conversation moving.	Good conversationalist.			
Invited guests into living room	Instead of going into the living room, everyone washed dishes. They were done in a short time.	Wanted to help do dishes.		Wanted to help do dishes.	
Entertainment: Attended movie	Good listener		Enjoyed the movie.		

ANECDOTAL RECORD OF PUPIL - Continued

NAME WALKER, SUE

SECOND STAY

DATE February 25, 1949.

Activities	Comments by:				
	Resident Instructor	Student Teacher	Overnight Pupil	Pupil Guests	Parents
Bedtime Preparation: Bathed and dressed for bed. Took pictures Listened to radio in bed.			Enjoyed this very much.		
<u>Saturday:</u> Getting up: Called all the girls.					
Breakfast preparation: Set the table Made toast	Burned some and had to make more.				
Breakfast: Hostess			Enjoyed the breakfast even if the eggs were cold.		
<u>Morning cleaning:</u> Washed dishes with the help of the other girls.	Kitchen tidy				

ANECDOTAL RECORD OF PUPIL - Continued

NAME WALKER, SUE

SECOND STAY

DATE February 25, 1949.

Activities	Comments by:				
	Resident Instructor	Student Teacher	Overnight Pupil	Pupil Guests	Parents
Cleaned the living room and all-purpose room.	Was well cleaned.				
<u>Monday:</u> Classperiod: Ironed sheets.	Did a fair job.				

STUDENTS BY MEANS OF THE ...
IN THE ...

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APPENDIX C

EVALUATION OF OVERNIGHT STAYS BY ONE PUPIL

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EVALUATION BY PUPILS OF FIRST OVERNIGHT STAY
IN THE HOMEMAKING COTTAGE

Name Sue Walker

Date December 7, 1948.

What were the most successful features?

I think for the first time most of the things that we did were successful, but I think that of course the more you do something the more successful you can become.
The supper was the most important.
The planned entertainment was very convenient.
I enjoyed short sheeting Frances' bed for it helped make a little excitement and variation, but I do not think you should take things too far.

What were the least successful features?

I think the main thing that was not successful was the beforehand cleaning. It was not done thoroughly because we did not get there early.
If the conversation at both meals had been more planned we wouldn't have been so silly.

What did I learn?

I learned how to really follow recipes, get salads from a mold; what a cover is; which silver is correct to use; how to make hospital corners when making a bed; how to plan a balanced meal considering the colors; do not have a tall centerpiece; when eating by candle light do not have electric lights; have the conversation planned a little before you sit down to the table; how to set a table, how to grate a lemon before you juice it; and how to organize time to have things done by a certain time.

What should we do in class in the next few weeks to make the overnight stay run more smoothly?

Discuss the correct ways to make beds, set tables, follow recipes.
Plan meals with a set price.
Study the host and hostess and some of their duties.
Learn some of the principles of arranging flowers so that we may have attractive centerpieces.
Let us do as many things as we can carry out that prove to be of some help to us.

What should be done to the cottage to make the overnight stay more satisfactory:

I think that it is not what else we need in the cottage, but it is the ambition of the girls to enable the overnight stay to be a success.

I think the only thing that we could use to a great advantage is a clock upstairs so that we don't have to come downstairs to find out what time it is.

What should we do differently for the next overnight stay?

All get there about the same time and leave about the same time, planning time and duties accordingly.

Cleaning up more as we go along which would make our time work out better.

If we could arrange to get ready for bed early, and do this by setting our time for supper up a little.

Try not to forget things that we are supposed to have such as butter in our case.

CONFERENCE IN PREPARATION FOR SECOND OVERNIGHT STAY

NAME Walker, Sue

DATE February 3, 1949.

Points Discussed	Resident Instructor	Pupil
<p>Personality traits noted in first overnight stay.</p>	<p>Cooperative Friendly Independent Congenial</p>	
<p>Comments on first overnight stay.</p>		<p>Overnight stay gave an experience with a natural situation. Having studied table setting and table etiquette will be helpful for the next stay. Relationship of working with other girls is well worth while. Planning for overnight stay was satisfactory.</p>
<p>Suggestions for next overnight stay. What would you do differently?</p>		<p>Use different food and a different way of serving the food.</p>
<p>What new experiences would you like to include?</p>		

EVALUATION BY PUPILS OF SECOND OVERNIGHT STAY IN THE HOMEMAKING COTTAGE

Name Walker, Sue, Date March 2, 1949.

What were the most successful features of the overnight stay?

The duties that were to be done beforehand were well done and the house was in good shape. The movie was quite enjoyable and the morning breakfast was also enjoyable. The supper was fine.

What were the least successful features of the overnight stay?

The dinner was not quite on time.

What did I learn?

I learned how to make salmon loaf; how to really experiment with table decorations; that it is better to sweep the stairsteps before cleaning the hall; you can get more work done if you don't have so many people trying to help; when fixing toast you must watch it; when fixing coffee you must put the amount called for or it will be too weak; how to serve plates at the table and make a thousand island dressing.

What should we do in class in the next few weeks to make the next overnight stay run more smoothly?

If we had a little more discussion or study on hard and soft foods it would be quite a help to me. We might make a collection of favorite recipes for the cottage.

What should we do to the cottage to make the overnight stay more satisfactory?

The cottage is fine. We still have more things to learn about the cottage, but that will take care of itself with time. Next time we stay, if it is still in cold or cool weather I think two blankets should be put on the beds or even in a chair in the room in case we need it.

What should be done differently for the next overnight stay?

Maybe stay at the cottage for the evening, and have our entertainment there.

APPENDIX D

PUPILS' COMMENTS INDICATING EXTENT TO WHICH
OBJECTIVES WERE REACHED BY THE
THREE GROUPS IN THEIR TWO STAYS

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED

Objectives	Favorable comments	Unfavorable comments
<p>To gain satisfaction from participating in a democratic experience in which the pupils and teacher plan, work, rest, and play together.</p>	<p>Enjoyed learning to live with the girls. Enjoyed being with the kids. Good to get away from home. Enjoyed being with the girls. I liked the overnight stay because we could be with the girls. I liked my roommate.</p>	<p>Father wondered how anyone could put up with us.</p>
<p>Living experience Living with girls.</p>	<p>Mother was surprised at girls' having the chance to come stay in the cottage; but was very willing. Mother feels it is a good experience and wished she had had something like it. Mother feels it is a good experience. Mother liked the idea of girls' being able to stay overnight in the cottage. Mother thinks the overnight stay is fine. Mother thinks the overnight stay is helpful to us. Mother feels this is a good experience. Mother was surprised at my being able to stay overnight. Thinks it is a good experience.</p>	
<p>Parents' approval</p>		

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Objectives	Favorable comments	Unfavorable comments
Parents' approval - continued	<p>Mother thinks it is a nice experience for the girls.</p> <p>Mother thinks it is a nice experience to have in learning how to keep house and cook.</p>	
Whole stay	<p>The overnight stay is a good experience. The next time I stay overnight, I will still be learning and getting new experience.</p> <p>I really enjoyed staying. (7)¹</p> <p>I enjoyed the overnight stay.</p> <p>I think our overnight stay was successful.</p>	<p>The overnight stay was not entirely satisfactory.</p> <p>The overnight stay could have been better. (2)</p>
Natural situation	<p>The overnight stay gave an experience with a natural situation.</p> <p>The overnight stay gave a true to life experience. You learn more this way.</p>	
Planning	<p>Enjoyed the dinner so much; everything was so nice and planned to the minute.</p> <p>Planning for the overnight stay was satisfactory. (3)</p> <p>I think the planning for the overnight stay was complete.</p>	<p>The breakfast was cold.</p> <p>We should have planned a way to keep it warm.</p> <p>Make better plans. (3)</p> <p>Plan more carefully what each person is to do.</p> <p>Plan a little more thoroughly.</p> <p>Plan more carefully.</p>

1. A figure appearing thus indicates the number of girls making this same statement.

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - continued

Objectives	Favorable comments	Unfavorable comments
Working		
Working together.	<p>Everyone worked together well. (2) Everyone worked together better than I thought they would. The first overnight stay was successful because the girls worked together. Relationship of working with the girls was well worthwhile.</p>	
Preparing meals.	<p>It was fun preparing the food. It was fun preparing dinner. Preparing the food was fun. Enjoyed practicing cooking. (3) I liked the cooking dinner part. I think it is a lot of fun for us to learn how to cook the meal by ourselves.</p>	
Resting		
Quiet at bedtime.	<p>The instructor did not have to call us down to get quiet.</p>	<p>We talked too much after going to bed. Slow getting to bed. (2)</p>
Timing to allow enough sleep.	<p>We got everything done in time for bed. (2)</p>	<p>Go to bed earlier another time. Sleep later in the morning Get up later in the morning. Have breakfast later.</p>

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Objectives	Favorable comments	Unfavorable comments
Playing		
Movie.	I enjoyed the movie. (15)	
School play.	I enjoyed seeing the play. (8)	
Short-sheeting bed.	<p>Enjoyed being short-sheeted. (See opposite statement.)</p> <p>It helped make a little excitement, but I don't think you should take things so far. We all enjoyed that, even Jane.</p>	<p>Did not enjoy the teasing the night of the overnight stay. Later said, "It spoiled the rest of the overnight stay for me."</p>
Meals.	<p>Enjoyed talking to the company. The dinner was the most important part of the stay.</p> <p>The breakfast was enjoyable. (3)</p>	<p>We were too noisy at dinner. (2)</p>
Refreshments.	Enjoyed the refreshments. (5)	
Picture taking.	Enjoyed the picture taking. (7)	

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Subject matter	Objectives	
To learn some of the elements of homemaking.	To become interested in new phases of homemaking.	
Resources Cottage		<p>I think the cottage is fine. (4) I think the cottage is perfect. The cottage needs nothing added to it. Just keep it as clean as it has been and it will be fine. I think the cottage is perfect myself and would leave it alone. I don't think of anything the cottage needs in order to make our stay more pleasant. I consider our home economics class very lucky to have such a nice place to practice home life in. We get much more out of it when we have something to experiment with instead of reading it all out of books and magazines. With all this equipment we can learn how to cook, clean, wash, iron, and many other things that will be useful to us.</p>
Furnishings and equipment Equipment	<p>Learned how to operate a dish washer. (3) How to operate a washing machine. (4)</p>	<p>Mother questions the value of all this equipment. She thinks it should be more like an ordinary home.</p>

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Subject matter	To learn some of the elements of homemaking.	Objectives	To become interested in new phases of homemaking
Telephone		Install a telephone. The cottage is almost perfect so there is not much that can be done except have a telephone put in the house in case something happens. We need a telephone. A telephone is the only thing that I can think of that would make the house more enjoyable. All we need is a telephone. Add a telephone.	
Clock		The only thing we could use to a great advantage is a clock upstairs so that we don't have to come downstairs to find out what time it is. Get a clock to go upstairs because every time we want to know what time it is we have to go downstairs. We also need a clock to get us up in the morning. Add a clock.	
Curtains		It is fine as it is, but curtains would make the bedrooms more attractive. Drapes for the bedrooms would make the cottage more attractive.	

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Subject matter	Objectives	
	To learn some of the elements of homemaking.	To become interested in new phases of homemaking.
Radio		Have a radio in each bedroom or one radio at least. Add a radio.
Blankets		Next time we stay, if it is still cold or cool weather, I think two blankets should be put on the beds or even in a chair in the room in case we need it.
Waffle iron		We need a waffle iron.
Recipes		We might make a collection of favorite recipes for the cottage.
Time	Overnight stay offers more time to do things. You are able to remember what you learn because you are not in a hurry. How to organize things to do at certain times.	Breakfast was successful because we had time to prepare it. (2) All arrive at same time if possible. (4) I think that our meal should have been started a little earlier, so as not to have to wash dishes after the entertainment and not have to rush through the meal to get to the entertainment on time. Have dinner earlier so we could get to the movie without hurrying Start meal soon enough.

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Subject matter	Objectives	
To learn some of the elements of homemaking.	To become interested in new phases of homemaking.	
Time - Continued	<p>Have more time to do things. The dinner was not ready to be served at the designated time. The cleaning before and after the stay was not done well because some of us came late and had to leave earlier the next morning. The beforehand cleaning because we did not get here early enough. Invite the guests soon enough. Remember to invite the guests and ask them a week in advance. Of course a better planned time schedule would be better.</p>	
Personnel	<p>You can get more work done if you don't have too many people trying to help.</p>	
Household activities		
Foodwork		
Food preparation	<p>Learned how to really follow recipes. How to prepare food. How to cook certain foods. To grate a lemon before juicing. To make a lemon sauce. How to get salads from a mold. To make a congealed salad. To make a thousand island dressing.</p>	<p>Study recipes and practice using them. Learn how to follow recipes. (3) I think we need more instruction in cooking including practice. Learn how to cook certain things. Learn how to cook a little better. Learn new kinds of food we can use.</p>

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Subject matter	Objectives	
	To learn some of the elements of homemaking.	To become interested in new phases of homemaking.
Table setting	<p>Learned what a cover is. How to set a table properly. Learned which silver to put on the table. Do not use a tall centerpiece. Use a low centerpiece on the table. Learned how to really experiment with table decorations. When eating by candlelight do not use electric lights also.</p>	<p>Discuss the correct ways to set a table. Study the correct silver to use and where it is placed. Learn how to set a table. Study table setting. Study principles of flower arrangements so we can have attractive flower arrangements. Learn how to arrange a colorful centerpiece that will blend with the color of the food. Learn how to arrange an attractive centerpiece. Study table decorations.</p>
Table serving	<p>Learned how to serve a meal. How to serve meat and vegetables at the table. How to serve food at the table. Learned about family style service. How to serve dessert.</p>	<p>Learn how to serve a table better. Study serving. Serve dinner in an entirely different way. (5) Have a buffet style dinner.</p>
Etiquette	<p>When to do what at the table. Which silver is correct to use. How to act during a meal.</p>	<p>Study table manners. (2) Learn more about conversation to have at the table.</p>

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Subject matter	Objectives	
	To learn some of the elements of homemaking.	To become interested in new phases of homemaking.
Etiquette Continued	Have conversation planned a little before you sit down to the table. Learned something about keeping up the conversation at the table.	We should learn a little more about conversation to carry on at the table and while sitting down and after dinner.
Duties of host and hostess	Learned where host and hostess sit. Learned part host and hostess play in a dinner. How to be a hostess at dinner.	Discuss the duties of the host and hostess. (3) Read material covering the putting over of a good dinner.
Table clearing	Learned how to clear off the table. (4)	
Invitations	Learned when to invite guests to dinner. How long before dinner to invite guests. Always remember to invite guests a week in advance.	
Meal planning	How to plan a balanced colorful meal. What to include in a well-balanced meal. How to plan a meal considering the cost and the color of the food.	
Other household activities Entertainment		Something new and different for the evening entertainment instead of a movie. (4) Have a party at the house. (4) I think if we could have a part and invite boys it would be nice

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Subject matter	Objectives	
	To learn some of the elements of homemaking.	To become interested in new phases of homemaking.
Entertainment Continued		Learn more about entertaining. Plan to stay home for our entertainment. (3)
Housekeeping	Learned how to make hospital corners in making a bed. How to make a bed properly. I learned how to care for a house. How to be a good housekeeper. I learned that it is better to sweep the stairs before cleaning the hall.	Discuss the correct way for making beds. Need to know more about caring for the furniture. Study house decorations so we can arrange flowers for the house. Study house decorations.
Planning	Learned how to divide jobs between different people. How to have things planned before doing them.	A well planned program is important.
Buying	Learned how to prepare a market order.	
Ironing	Learned how to iron table mats and napkins with a steam iron when you have a large number. How to iron table mats.	

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Objectives	Favorable comments	Unfavorable comments
<p>To recognize the importance in homemaking of knowledge, manipulative skills, and attitude.</p>	<p>Mother thinks it is very good practice for me and she likes to hear me tell her what we do overnight; I learn things she didn't know and sometimes tell her things she didn't know - like table service and table setting. I like to tell mother new things that I have learned and she doesn't know about.</p> <p>The overnight stay has helped me in doing this kind of things at home and enjoying them more.</p>	<p>We should learn how to do the things that need to be done so it won't take so long. (2)</p>
<p>Knowledge Carry over from overnight stay to home.</p>	<p>We have taken up table manners, cooking, and cleaning up the house; this will be helpful for the next overnight stay.</p> <p>We have studied table etiquette, cleaning the house, and cooking which will be helpful for the next overnight stay.</p>	<p>We should learn how to do the things that need to be done so it won't take so long. (2)</p>
<p>From class to next overnight stay.</p>	<p>We have taken up table manners, cooking, and cleaning up the house; this will be helpful for the next overnight stay.</p> <p>We have studied table etiquette, cleaning the house, and cooking which will be helpful for the next overnight stay.</p>	<p>We should learn how to do the things that need to be done so it won't take so long. (2)</p>

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Objectives	Favorable comments	Unfavorable comments
Carry over to future.	<p>Overnight stay will help each and everyone of us in the future years to be better hostesses and housewives. I enjoyed learning these housekeeping rules and how to do the right things.</p> <p>The overnight stay is good because it teaches us things like cooking, serving, table manners, and cleaning.</p>	
Variety of subject matter.	<p>Let us do as many things as we can carry out.</p> <p>Let us do as many things as prove to be of some help to us.</p>	
Security through knowing what to do.	<p>The morning was more satisfactory than the night. We were a little more certain of ourselves.</p> <p>I thoroughly enjoyed the dinner. There was a little too much giggling but everyone seemed to be in a good mood.</p> <p>Everyone seemed to be at ease and happy.</p> <p>Everyone seemed to be at ease at dinner. (2)</p> <p>The dinner was very successful and everyone seemed to be at ease.</p>	<p>The dinner was not successful because we did not know what to do.</p> <p>We did not eat very well at dinner.</p> <p>The conversation at the table could have been better because everyone felt a little self-conscious; we didn't know how the meal would turn out.</p>

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Objectives	Favorable comments	Unfavorable comments
Manipulative skills		
Meals		
Preparation.	The preparation of dinner was successful. (2) Everyone had her job done before eating which was good. The dinner was very successful.	We spilled the tea. The preparation of dinner was poor.
Serving.	The breakfast was served well. (2)	The serving of dinner was poor. (2) We did not serve dinner very well.
Food itself.	The food for dinner was good. (3) I thought the food was good at dinner. The breakfast was good tasting. The hot chocolate for breakfast was exceptionally good. The dinner was good. (5)	The food for breakfast was not as good as it should have been. The toast was burned and the eggs were cold. The breakfast was cold and not so good. The breakfast was more or less cold. The eggs were cold. The breakfast was not good because the food was cold
Clearing away.	I think we did a good job of clearing the dishes away without disturbing the guests while they were talking in the living room.	We did not take off the dishes very well at dinner.

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Objectives	Favorable comments	Unfavorable comments
Housekeeping.	The cleaning that was to be done beforehand was well done and the house was in good shape.	
The whole stay.	The overnight stay was successful but of course the more you do something the more successful you become.	
Attitude		
Cooperation.	It's not what else we need in the cottage but the success and ambitions of the girls which make the overnight stay a success. The overnight stay was successful but I think the cooperation of the girls is the most important thing. The overnight stay was successful because all the girls took part.	We should cooperate more. The overnight stay would have been a great deal more successful, if we had tried to cooperate more.
Give and take.	Have decided to tease as well as take teasing. Feel better now and get along with the girls better (comment made several weeks after other comments on this point). Now I feel as though I can get along better with the girls.	

PUPILS' COMMENTS INDICATING EXTENT TO WHICH OBJECTIVES WERE REACHED - Continued

Objectives	Favorable comments	Unfavorable comments
Dependability		Try to control ourselves and not get the giggles. I would work harder and not get the giggles so much. I'd do my duties more thoroughly.
Interest in others.	I would try to be more at ease with the teachers at dinner. Try not to be so stiff eating at the table with the girls.	We forgot to invite one of the guests. Our treatment of the guests was poor.
Patience.	Learned how to be patient.	