

ABSTRACT
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PLACEMENT OF OUT-OF-SCHOOL SPANISH-AMERICAN
GIRLS IN DOMESTIC SERVICE
IN
PHOENIX, ARIZONA

submitted by
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PLACEMENT OF OUT-OF-SCHOOL SPANISH-AMERICAN
GIRLS IN DOMESTIC SERVICE IN PHOENIX, ARIZONA

ABSTRACT

The problem of household service is primarily a labor problem, a problem of hired labor, of employer-employee relationships, and labor contract involving wages, hours, time-off, and abilities. Upon the understanding of these relationships depends the success or failure of the employee in the home.

The Friendly House in Phoenix, Arizona, has carried on a program of household training for the Mexican girls and women since 1931. It is one of the social welfare agencies financed by the Community Chest and is co-sponsored by the Americanization Committee and the Phoenix Union High School.

Because of the irregularity of attendance on the part of the trainees, it has been difficult to carry on a properly functioning program. The present program of training does not seem adequate as the turnover in placements is great. With this fact in view the present study was undertaken in an attempt to solve the following problem, namely, What factors in the course of training have proved effective in providing stability of placement of out-of-school Spanish-American girls in domestic service in Phoenix, Arizona?

The solution of the above problem depends upon the answers to the following questions:

1. What relationship is shown between the success on the job measured by tenure and command of salary, and the degree of successful response to various factors of training, such as food preparation, table service, cleaning, and personal qualifications measured by the rating sheets which are a matter of official record in the school?
2. What relationship is shown between success on the job and previous school education?

With this problem and its subordinate questions in mind, plans were started toward solution of the problem. The first thing that was done was to gather the data from the registration cards, records, and rating charts for the 115 Mexican girls for whom there were adequate service records for five years from 1935 to 1940.

Next, personal and telephone interviews were held with the employers and with the girls. This was done while the girl was on the job, when the girl left the job, or by personal visits to both employer and girl. In this way the achievement record was noted, and adjustments were made when possible.

These data were interpreted statistically in order to find what relationships existed between success on the job and the various other contributing factors. The data were divided into two sections: First, description of the group and second, statistical method showing

relationship of tenure and salary with the various major factors of training.

In analyzing the description of the group the following distributions were considered:

1. Distribution according to age.
2. Distribution according to grade.
3. Distribution according to weeks of training.
4. Distribution according to salary per week.
5. Distribution according to tenure of all jobs recorded for girls.
6. Distribution according to tenure of longest job held by each girl.

In analyzing the data for relationship of tenure and salary with the major factors of training, correlations were obtained for the following factors:

1. Correlation between tenure on the job and the major factors of training.
2. Correlation between wage and various other factors involved.
3. Correlation between age and the major factors of training.
4. Correlation between tenure of all jobs and number of weeks of training.
5. Correlation between tenure of the longest job and the public school education.

In analyzing the description of the group the following distributions were found:

1. That of the 115 girls in the sample 27 per cent were 16 years of age, 24.3 per cent were 17 years of age, and 19.1 per cent were 18 years of age. There were only 2.6 per cent who were 21 years of age.

2. That 40 per cent of the girls had finished eighth grade, and 26 per cent had attended school only through the fourth to sixth grades. About 14 per cent had attended high school or any one year of it. Three girls in the sample were high school graduated.
3. That 28 per cent of the girls had only one week of training, 27 per cent had two weeks of training, 22 per cent had three weeks of training, and only about 8 per cent had six weeks of training.
4. That 33 per cent of the jobs were in the five dollar wage scale, 26 per cent were in the four dollar wage scale, and only 5.6 per cent were above six dollar wage scale.
5. That out of the 393 jobs recorded for all of the girls, 32 per cent were temporary placements, 17 per cent were for one to three months placements, 18 per cent were for three to six months placements, and only 18 per cent were for one year or more placements.
6. That for the job held the longest period 50 girls or 43.5 per cent of the 115 girls in the sample held their job for one year or more, 21.8 per cent held their job for six to nine months, and only 7.8 per cent held their job for one to three months.

The coefficient of correlation and its standard error were the statistics used in investigating the relationships used in the analysis.

Definitions

- r - coefficient of correlation, a statistic useful in determining the degree of closeness of relationship between the different variables when some association is believed to exist (10:341).
- σ_r - standard error of the coefficient of correlation which measures chance or accidental errors of measurement or fluctuations arising from sampling (10:332).

To interpret the obtained value of r when it is subject to errors of sampling, it is necessary to compare it with its standard error (σ_r). A relationship is considered statistically significant from zero when r equals three times its standard error. In the field of vocational testing, the r 's between test batteries and measures of aptitude represented by various criteria are rarely above .50; anything above this would be considered surprisingly high (10:343).

The following formulas were used in computing the coefficient of correlation and its standard error:

$$r = \frac{N \sum f D_x D_y - \sum f_x D_x \sum f_y D_y}{\sqrt{\{N \sum f_x D_x^2 - (\sum f_x D_x)^2\} \{N \sum f_y D_y^2 - (\sum f_y D_y)^2\}}}$$

$$\sigma_r = \frac{1 - r^2}{N}$$

In analyzing the data for relationship of tenure and salary with the major factors of training, the following correlations were found:

1. It was found that a relatively high correlation .50 and .60 exists between tenure on the job and the four major factors of training, faithfulness to duty, cooperativeness, cleaning, and food preparation. And there is a somewhat less association between tenure and table service .28.
2. It was found that there was a marked correlation, .41 to .51, between wages and tenure of longest job, cleaning, table service, faithfulness to duty, and cooperativeness. There was no association found to exist between wages and food preparation.
3. It was found that there was very little significance in the correlation between age and the manipulative skills. However, between age

and cleaning, it was found that the correlation was three times its standard error and might be considered significant from zero.

4. It was found that there was no association between tenure of all the jobs recorded for the girls and the number of weeks they spent in training .10.
5. It was found that there was no association between the tenure of the longest job held by the girls and their previous school education .04.

From the analysis showing relationship between tenure and the major factors of training, the following statements appear to be true:

1. Faithfulness to duty and cooperativeness are very important to success on the job and should be stressed in the training program.
2. The employee should be trained in the manipulative skills necessary to good job performance.
3. Table service was not as important as a success factor as the other major factors of training.

From the analysis showing relationship between wages and tenure of the longest job, the following tendencies appear to be true:

1. Satisfactory wages were closely associated with increase in tenure.
2. The employee should obtain more training in order to command better wages.
3. Food preparation commanded highest wages but was less in demand by the employers than were other skills.

It was found that there was very little relationship between the ages of the girls and their acqui-

tion of manipulative skills. However, within the age range (14-21 years) of this sample this might indicate that the ages of the girls had very little to do with their success on the job.

From this analysis it is evident that there is no association between the tenure of all jobs recorded for the girls and the number of weeks they spend in training. Other factors relating to the success of the employee must have a closer relationship than the weeks of training.

It was also noted from the analysis that there was no association between the tenure of the longest job held by the girls and their previous school education.

Implications of the study

1. It was found that faithfulness to duty and cooperativeness were very important to success on the job.
2. It was indicated that the trainee should be stimulated and encouraged to develop speed and accuracy in performing the manipulative skills.
3. Many conferences and much instruction would seem to be needed for training the girls to carry out employer instructions efficiently.
4. Table service does not seem to be as important a success factor as the other major factors of training.
5. It was indicated that satisfactory wages were

closely associated with increase in tenure.

6. Since the major factors of training had a relatively high correlation with the salary received on the job, it can be assumed that more and better training should be obtained by the employee.
7. An increase in training in food preparation would indicate an increase in efficiency and salary.
8. It was found that the other factors of training were more important to success on the job than the amount of previous school education received.
9. It was indicated within the age range (14-21 years) of this sample, that the age of the girl had very little to do with success on the job.
10. Since it was found that there was no association between tenure of all jobs and weeks of training it might be assumed that other factors relating to the success of the employee must have a closer relationship than weeks of training.

Recommendations

1. The length of training should be a definite designated period, and admission into the training school should be upon this stipulated basis.
2. More time daily should be given to instruction.
3. More time should be given the instructor for home and employer visits.

4. A definite time should be set aside for placements so that they would not interrupt the teaching schedule.

Recommendations for
further study

- A. What is the effect on the family, particularly on the children, when working conditions and employer-employee relationships are unsatisfactory?
- B. What effect does the presence of an employee in the home have on the social attitudes of growing children?
- C. How can satisfactory conditions in household employment be presented to the "sweatshop" household employer so that she may understand how to treat the employee?
- D. What may be done through legislation (minimum wage and hours, worker's compensation and health insurance, social security, etc.) to improve household employee conditions?
- E. How does personality rating affect the employability of the trainee?
- F. How may the employer be made aware of the standards and requirements necessary for successful household employment?

T H E S I S

PLACEMENT OF OUT-OF-SCHOOL SPANISH-AMERICAN
GIRLS IN DOMESTIC SERVICE
IN
PHOENIX, ARIZONA

Submitted by
Gayle Threlkeld Sparks

In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado State College
of
Agriculture and Mechanic Arts
Fort Collins, Colorado

August, 1941

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SUPERVISION BY GAYLE THRELKELD SPARKS
ENTITLED PLACEMENT OF OUT-OF-SCHOOL SPANISH-AMERICAN
GIRLS IN DOMESTIC SERVICE IN PHOENIX, ARIZONA
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SCIENCE
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CREDITS 3

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Permission to publish this thesis or any part of it
must be obtained from the Dean of the Graduate School.

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Chapter I

INTRODUCTION

The primary aim of education is to equip the student to meet real life situations successfully. To help the student who leaves school at the end of the eighth grade, this training must take place early in the educational program. The grade schools are too often inadequately equipped to give trade training, and the pupils are in most instances too young to assume the responsibilities incurred when entering the trade. However, some provision must be made to fit those students who never have the opportunity to go to high school to earn a living. Household service is one field of endeavor open to such students. Thorough training in some form is necessary to enable them to perform the required duties adequately.

The selection and preparation of the best food, the provision of warmth and shelter, and the keeping of men, women, and children clean and warmly dressed involves many hours of manual labor in all the homes of America. Who is to do the manual labor involved in running our homes? Traditionally, it has been the mothers and homemakers who have met that responsibility. But

more and more young women are becoming career minded and as a result need to employ some one to run the home. There is a large and growing demand to specialize in working in the homes of other persons on a sound and dignified basis.

The problem of household service is primarily a labor problem, a problem of hired labor, of employer-employee relationships, and labor contract involving wages, hours, time-off, and abilities. Too often, the personal relationships and labor relationships are not clearly understood. Members of a family group are related to each other by ties of blood and affection, and they render personal service to each other gladly without compensation. Labor relationships are entered into because of mutual economic advantage and are based on competence, skill, and a money wage. Many of these homemakers who are seeking to employ workers in their homes have never experienced a labor relationship on the employer side. On the other hand, many workers have not been adequately trained or prepared, and they in turn fail to understand labor-employer relationships. Upon the understanding of these relationships depends the success or failure of the employee in the home.

The Friendly House, located in Phoenix, Arizona, is a community and training center for the Mexicans for household employment. It is one of the social

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welfare agencies financed by the Community Chest and is co-sponsored by the Americanization Committee and the Phoenix Union High School. As an agency it has functioned for many years, helping to solve the problems of the Mexicans. However, the training school was added in 1931 as part-time work. It was the need of training in household service for the Mexican girls that prompted the addition of the training school.

Attendance at the training school has never been compulsory in any sense. It was open from nine until eleven A. M. to all who cared to attend. The teacher, however, was on duty from eight until twelve, the first and last hours being devoted to placement service. It was impossible to tell how many or who would be in class each day, and the program had to be adjusted to meet the needs of the group attending. Advanced planning was almost impossible. As the girls arrived, it was necessary to interview them. In the case of a new girl, a registration card was filled out; on this card was given the residence, place of birth, previous residence, age, schooling, marital status, church affiliation, salary desired, date of registration, and previous experience. As the former trainees returned, a check was made with the girl to ascertain the reason for leaving the job she had been on. In many instances, the employer had already contacted the home-

making teacher at the training center.

The educational status of these girls ranged from fourth to twelfth grade, some speaking or understanding very little English. The difficulty in many instances, was to make them understand what was required of them, their timidity keeping them from saying they did not understand.

The present program of training does not seem adequate as the turnover in placements is great. It was with this fact in view that the present problem was undertaken.

The problem

The objective of the present study has been to determine an answer to the general question, What factors in the course of training have proved effective in providing stability of placement of out-of-school Spanish-American girls in domestic service in Phoenix, Arizona?

To carry out the study, answers to the following questions have been sought:

1. What relationship is shown between the success on the job measured by tenure and command of salary, and the degree of successful response to various factors of training, such as food preparation, table service, cleaning, and personal qualifications measured by the rating sheets which are a matter of official record in the school?

2. What relationship is shown between success on the job and previous school education?

Delimitation of the study

This study was limited to 115 out-of-school Spanish-American girls between the ages of 14 and 21, for whom there were adequate service records at the Friendly House in Phoenix, Arizona, through a period of five years, 1935 to 1940.

Chapter II

REVIEW OF LITERATURE

The literature for a background study of the Mexican people has been fairly extensive and for the purpose of an understanding of their racial characteristics some of it has been reviewed for this chapter. A review of literature has also been made on household employment programs, household employment standards and duties, legislation, occupations, placement, and stabilization.

Racial characteristics

In order to show the racial characteristics of the Mexican people, it has been necessary to go back into history to get a knowledge of their limitations, fears, prejudices, superstitions, and heritage.

In a study made in 1928, Manuel Gamio (9:128-32) found that the Mexican immigrant was very little different from the Mexican in his own country. He might become nationalized, but his racial prejudices continue to constitute a subnationality problem that could not be overcome. The Mexicans in the rural districts of their own country knew very little about

nationality or about their country outside of the small locality in which they lived, but when transplanted to the United States, they learned immediately what a mother country meant and spoke of it with love. This patriotism varied with the different Mexican racial types. The white immigrant, the Mexican with almost pure Spanish blood, became Americanized very quickly and soon intermarried because there was no racial prejudice to keep him from reaching a position of equality with Americans. Although the Mexican became Americanized, his racial prejudices generally continued, and his social and economic conditions were about the same.

Gamio also disclosed in 1930 that he had established a clinic, founded a school, and introduced improvements in agriculture among the people in the valley of Teotihuacan, which is a plateau near Tezcuca, Mexico. He did not change anything but took what he found and sought gradually to get the natives themselves to improve their craftsmanship. That was merely a beginning as so much improvement was needed. Illiteracy was estimated at about 62 per cent among the native population, and the Mexican is still struggling against the Mexican heritage (9:520-30).

Witchcraft, soothsayers, and medicine men flourished in all parts of Mexico, according to Beals (4:24-5) in 1931. The people were very superstitious,

carrying baubles of all sorts to ward off evil spirits. These traits were not found so much in the Mexicans who have lived in America for several generations, as in the immigrants who had lived here only a short while. Century after century had made impressions upon the race that could not be overcome quickly, though the public school has done a great deal toward erasing superstition and changing their manner of living.

Redfield (17:156-69), in 1930, described Mexicans as a very superstitious people who believed in signs for everything, and in witchcraft and magic as cures for diseases.

Grueing (11:23-27) stated in 1930, that the mixed offspring of the early Spaniards, Creoles as they were commonly called, were contemptuous of work, and vain, useless members of society. Under the rule of the early Spaniards which lasted three centuries, came a period of suppression, stagnation, decay, disregard for laws, slave labor, misery and degradation, corruption, ignorance, fanaticism, and intercaste hatred. Three hundred years rooted these traits deep in the Mexicans, and one century has not sufficed to erase them entirely. According to Grueing, Woodrow Wilson said of them:

The Mexican question has never anywhere been fully stated, so far as I know, and yet it is one which is in need of all the light

that can be thrown upon it, and can be intelligently discussed only by those who clearly see all that is involved (10:preface VIII).

In a study of the original Spanish settlers in Mexico, Rippy (18:41-5) in 1932, stated, that as early as 1500 they were a very proud race, averse to labor, fond of show, and lazy. They would wear fine clothes, ride fine horses, but would live in a beggarly fashion at home. They did not care for literature and made a great show of religion, but were not religious at heart. The nation, exhausted from long wars, idle churchmen and idle nobility, religious absorption and superstition, bad government policies and false pride, sank into a period of moral and material decrepitude. When the Spaniards first settled in Mexico, they conquered the tribes of Indians and set up a small and select political group who ruled a large and hopeless native population from which came most of our immigrants. The race developed suspicion, hatred, and bitterness toward any outside their own families, impetuosity, dislike of manual labor, and a fondness for official position which influenced the generations that followed.

The Mexicans have no "time sense," said Wolfe (19:36-45), in 1937. They are never in a hurry and they refused to be rushed. Mexico has been called "mañana land" because of the habit of never doing today what can be put off until tomorrow. If interest can be

aroused, then speed, energy and skill are shown. The business man has to keep wages down, for if the Mexican gets enough wages in one day to support him for a week, he takes the rest of the week off. The Mexican can never understand the idea of spending all his life working to earn enough money to keep alive in order to go on working.

Household employment programs

Ells (8:560-65) of the Continuation School, Springfield, Massachusetts, found in her study in 1929, that in no other field of work was it more difficult to have satisfactory employer-employee relationships than in household service. Many employers were reasonable and kind in their demands although the girls were not always willing to give satisfactory service; on the other hand, some employers were so hard to please that no girl could give satisfactory service. If ever there was a time when young people needed to be trained to do actual work and not to be afraid of it, it is the present. Mrs. Ells summed up the qualities most generally desired by the employers as follows: (1) orderliness in care of equipment and habits of thinking; (2) cleanliness of person and habits; (3) courtesy and suitable appearance; (4) patience and persistence to make good on the job; (5) responsibility and originality; (6)

honesty and high-mindedness, which are indispensable; (7) fundamental education in arithmetic, reading, and writing; and (8) diligent training, as training is a valuable asset.

Johnson (14) conducted a study of household employment in Chicago, in 1933, under the direction of Dr. Hazel Kyrk of the Department of Home Economics and Household Administration of the University of Chicago. Summarizing the problems of employers and employees, it appeared that employers were mainly concerned with the following:

1. Lack of training and efficiency on the part of the employee.
2. The attitude of the employee toward her work, her associates, and her employer.
3. Difficulty in securing employees with desirable personality traits.
4. The cost of service and turnover.
5. Inadequate records, references, and supply of workers available at employment bureaus.

Problems of importance to only a small proportion of employers related to the health and personal cleanliness of the worker and to the planning of the working day, so that the household was well provided for and the worker had sufficient time for recreation.

Employees were concerned with these:

1. Difficulties in securing work.
2. Hours.
3. The amount and character of the work demanded.

4. The treatment they received from their employers.
5. The attitude of others toward them and and their work.
6. Living conditions (14:58)

In 1935 the United States Office of Education (22:5-8) issued a bulletin written by Anna Burdick, Agent for Industrial Education, and Rua Van Horn, Agent for Home Economic Education, which advised that a functioning program for household employment must be characterized by four distinct phases of work: selection of the trainee, the training program, placement of the trainee, and the follow-up program. Since household employment is a non-standardized field of work, it is not possible to set up universal standards for household employees. Many employment bureaus have been confronted with the need for immediate and intensive training in order to place employees with some assurance that they will perform the necessary tasks satisfactorily.

Besides the usual skills to be taught trainees in household employment classes, Burdick and Van Horn (23), in 1936, set up the following additional objectives:

1. A recognition of some of the personality traits which employers desire in household employees.
2. An understanding of the employee's code of behavior in relation to family conversation and activities.

3. A desire to learn and to practice acceptable manners of conduct and correct expressions of speech for different occasions.
4. Ability to choose costumes suitable for different types of housework.
5. An appreciation of the importance of maintaining a business-like relationship between employer and employee (23:21).

In 1938 the National Committee on Household Employment in New York (24:6), advised that in connection with every training program there be a committee to establish working standards (hours, wages, time-off, etc.) to be promoted in the local community and a carefully worked out plan for placement and for follow-up after placement to check on the skills of the worker and on the standards maintained by the employer.

Woodward (30:220-22) in an article in the magazine, Occupations, December 1938, reviewed the study made by the National Committee on Household Employment which revealed the serious situation confronting both the employer of household help and the employee. There was an ever-growing shortage of competent household help caused by low wages, long hours, inadequate living quarters, and uncertain off-hours. Girls were not entering this field of employment because of the reasons stated above and the fact that they had so little time to live lives of their own. The employers complained that be-

cause of the lack of trained workers, they were forced to employ incompetent and inexperienced help who were often wasteful of food, careless, disorderly, and sullen or defiant.

Woodward further stated that a survey made in 1938 by the United States Employment Service indicated that there were 400,000 jobs available in household service for trained personnel. At the same time, registered with the Employment Service as applicants for jobs of this type, were 125,000 people--64,000 of them from the relief rolls--who could not be placed because they lacked sufficient training to make them eligible as household workers. It was obvious that training for housework was essential if an employee were to meet successfully the needs of her employer. It was apparent also that if the difficulties of employers were to be alleviated, housework must be dignified and the standards so raised that capable girls would be attracted to the field of work.

Woodward (31:86-88), in 1939, stated that the Works Progress Administration had attempted to solve the household employment problem through a training program which was at that time in the third stage of operation. The first program was launched in 17 states, New York City, and the District of Columbia in February 1936 for young women from families on relief rolls. In July 1937

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came a slightly different program known as Household Service Demonstration Project; this provided training and employment for a large number of women, but not all could qualify for general housework. There were a number of reasons why not all could qualify: age, physical and mental handicaps, lack of recent experience, inefficiency, personal qualifications, appearance, and inability to take "living-in" jobs because of home responsibilities. Also certain localities demanded certain racial types. The training centers were made as nearly as possible like the type of home in which the trainee would probably obtain employment. These projects operated with the cooperation of employment agencies and different clubs. Through the help of Miss Margaret Batjin, National Home Economic Consultant, schedules were carefully worked out so that the work for each trainee was equal to a day's work in the home. In this way the enrollee received training not only in the performance of specific tasks, but in home management, adaptability, and employer-employee relationships.

White (24) in 1938, with the cooperation of the State Supervisors of Home Economics from 17 states, Puerto Rico, and Hawaii, conducted a study from data collected through questionnaires, to ascertain what content should be included in a training program for household employees. In her summary statement she gave the

needs in training of both employee and employer.

The employee needs training which will enable her: (1) to become more skillful in manipulative activities, (2) to understand and care for children, (3) to plan and manage her time to a good advantage, (4) to develop desirable personal qualities and health practices, (5) to use and care for modern home equipment intelligently, and (6) to develop a more professional attitude toward her work.

The employer needs training also which will enable her: (1) to understand better what is fair and reasonable for her to expect or require of her household employee as to quality and quantity of work, (2) to realize what "living" conditions should be provided, (3) the wages she should pay, (4) the hours of work she should require and the time off she should allow. In addition, she needs training which will help her to develop greater ability in personal management, and a more socially-minded attitude toward household employment (24:31).

Is household employment considered a stable occupation? White (24:28) also listed the most common reasons for dismissal by the employers as inefficiency, ill health, lack of neatness, carelessness, and inability to get along with children. It was discovered that 24 of the women studied had been in the service of the same employer one year; 41, two years; 29, three years; 17, four years; and 15, five years. The shortest period of service indicated was one month (16 so reported), and the longest period, 40 years (one so reported).

Household employment standards and duties

A study of household employment in Philadel-

phia (23:5) in 1932, indicated that it was just as essential for household workers as for any other group to have hour, wage, working, and living conditions which have been set up on a sound and economic basis, and that training was just as important for household employees as it was for other groups of workers.

In the study formerly cited by Eleanor Johnson (14:55-ff), the largest number of employers considered honesty as the most desirable trait in an employee. About one half rated dependableness, willingness, good nature, kindness to children, and ability to follow directions as traits desired most after honesty. Other traits that seemed less important to the employers were orderliness, neatness in appearance, loyalty, courtesy, and initiative. The household duties for which these employers had the greatest need of assistance were food preparation, daily care of the house, washing dishes, weekly cleaning, ironing, washing, and the service of food.

From this study, Johnson concluded that improvements should come about in the following order: the establishment of adequate placement organizations, the setting up of standards and removal of some of the conditions which now make household employment less attractive than other occupations, and finally, the provision of special training for household employees.

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An editorial on "Training for Household Employment" in the January 1935 issue of the Journal of Home Economics (20:38), stated that household employment concerns home economics as well as industry. Household labor is often an important factor in household management, and employer-employee relationships are a vital part of that field of home economics. Home economists have been somewhat disinclined to undertake this training, partly because they wished home economics to stand for something besides skills in cooking, cleaning, and sewing, and partly because of the "social stigma" generally placed on domestic service.

Given sincere efforts on both sides to put household employment on a par socially with other forms of work for women and given the prestige that should come with special training in the public schools, or elsewhere, such work may come to seem as attractive a work as in a store or factory. It is usually more healthful for the girl and more in line with her probable future role of homemaker (20:39).

Anderson (2:6-10), 1935, in an article on domestic apprenticeship wrote that household employment, in which almost one and a half million women in the United States were working in 1930, was the least standardized type of work for women in the country. It was unstandardized in regard to working conditions, job performance, and training methods. Any effort to improve employment standards soon ran into the snag of

lack of performance standards and lack of adequate training methods. Efforts to train workers for this field were thwarted by lack of interest on the part of possible recruits for a type of employment which is unstandardized in the matter of working conditions and to which has been attached a social stigma. In some instances women and girls have been willing to enter training courses for household employment as a stepping stone to jobs in public housekeeping or as a means of subsistence until they can train for other fields. The general lack of interest in such courses has not been confined to employees but has been found among the rank and file of employers of household labor. They have been apt to underestimate the value of such training courses and unwilling to give cooperation. Domestic service employment connected with public housekeeping was much more standardized in regard to both working conditions and performance. Such work, a strong competitor to household employment, tended to attract women from this perhaps more sheltered but less independent and less standardized existence.

Cameron (7:53), in 1937, made a study of the occupations of 108 girls who had discontinued school in Fort Collins. She stated that these girls constituted an over-age group the majority of which were below the average in intelligence; that two-thirds, or more,

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married within four years; and that over three-fourths of these had one or more children. Some girls were not only homemakers, but wage earners. This meant double responsibility for the girls who were young in years, and who were really performing two jobs with only a small amount of training for either.

White (24:30) concluded from her study in 1938, that for the long list of duties which a household employee is expected to do occasionally or constantly, the girl must be well qualified. She discovered that the abilities and characteristics which the employers demand in a well trained employee include intelligence in answering the telephone and doorbell, ability to prepare food satisfactorily, ability to serve well, ability to plan well-balanced meals, ability to assume responsibility for carrying on household activities, skill in plain sewing and mending, knowledge of first aid and home care of the sick, reasonable speed in work, good disposition, good personal habits, ability to see things to be done, good judgment, and ability to speak reasonably good English, to give intelligent care to children, to launder well, to preserve food, to plan work, to be cooperative, and to use initiative.

Kerr (15:437) wrote in an article "The W. P. A. Training Program for Household Employment," that when paid workers in the home were expected to be on the job

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from 60 to 105 hours a week, as compared to 40 hours a week in a factory, most girls who might otherwise have gone into household employment, took factory jobs by preference. When the houseworker is generally allowed only two half-days a week and is rarely compensated for overtime, while the factory worker has all evenings, Sundays, and half-day Saturdays free, and is paid for overtime, the choice of occupations is obvious.

Desire for friends and companionship, said Kerr, is still another thing that sends job-seeking girls to the factory instead of into the home. Lack of privacy, lack of adequate bathing facilities, and lack of a suitable place in which to receive callers are serious objections that too often have to be raised by the employees who are asked to live in the homes in which they work.

Watson (23:89) in her report of a study made by the Women's Problem Group of the Social Order Committee of the Society of Friends in 1938 in the household employment relations in Philadelphia and vicinity, stated, that the household employee was a homemaker and that a good general education and special training were as valuable for her as for a wife and mother. Any training that a girl might receive, either in her own home or in school, was of lasting value to her whether she remained at home or was an employee in domestic

service. She also believed that the girl should form habits of cleanliness, order, and accuracy, and develop skills in the performance of as many household duties as she was capable of doing. The hit-or-miss way of learning on the job meant that in many cases a young worker having a poor start with a very low wage never had a fair chance to improve in her work nor to advance to better paying and more satisfactory jobs.

McGehee (16) in summarizing her 1939 study on "Training for Household Employment in Jerome, Arizona," for the Mexican girls, outlined the following housekeeping duties that the employees were expected to do:

1. Assist with the preparation and serving of the family meals, and clean up after meals.
2. Press, air, brush, and arrange clothing.
3. Wash and iron (including curtains and men's shirts).
4. Clean the entire house.
5. Care for children during parents' absence, prepare food for the child and care for its clothing (16:117).

Legislation

A study (27:2), which was prepared in 1935, as a result of the observation of the work in twenty-five centers by Mrs. Anna Lalor Burdick, Agent for Industrial Education, for Girls and Women, of the United States Office of Education, Department of the Interior, outlined

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the governmental aid for vocational education available for household employment. The Smith-Hughes Act and the George-Elzey Act furnish funds for educating the part-time pupils who have already entered employment, and for carrying on part-time schools or classes.

Wells (29:573) in an article on "The Y.W.C.A. and Household Employment" written in 1935, stated, that household employees were not included in the minimum wage laws or in other protective legislation measures. She wondered what was going to happen to household employment within the next decade.

Is there any reason why they should not be included in unemployment insurance, old age pensions, and workmen's compensation?

Vision, unselfishness, and a willingness to discard outworn ideas for the sake of a greater good, will be the guide for those who are to be active in this movement for better relationships between household employers and employees (29:573).

Occupations

In an editorial, "Training Girls for Work in Homes" (21:344-5) in the November, 1936, issue of the Practical Home Economics, the writer cited Dr. Benjamin R. Andrews, Teacher's College, Columbia University, as giving the following reasons why women avoid household work as an occupation:

Low wages, long unregulated hours, limited and uncertain time off, inadequate living conditions, and the social stigma

attached to domestic service.

From the employer's standpoint the causes of dissatisfaction were: lack of training, general inefficiency, carelessness in handling valuable articles, waste of food, a lack of sense of order, and sometimes a sullen disposition (21:344-5).

Haddock (12), summarizing her study "A Vocational Home Economic Program for the Reorganized Secondary School in Guayama, Puerto Rico," drew the following conclusions:

A well planned and a well worked out program for both day school and part-time school should be offered for the preparation of two jobs, wage-earning and homemaking.

The program of work for part-time classes should be planned so that the efficiency of the workers--dressmakers, housekeepers, nurses, waitresses, laundresses--will be increased, enabling them to increase their wage-earning ability.

Any program proposed for both day school and part-time school should also offer opportunity for study of those personal and social attributes which are demanded of successful workers in those fields which are directly related to home economics.

Any program proposed should have as its basic objective better home living in the conditions--and, in addition, the betterment of these conditions (12:40-41).

Placement

In 1936 the National Committee on Youth Problems in Vocational Training for Out-of-School Youth (22:45, 63-8) advised that the goal of vocational education is characterized in non-technical terms as that

of helping individuals "to get a job," "hold a job," or "get a better job." The placements for the out-of-school youth should be made direct from the vocational classes. Most of the young people are untrained and have never been employed in any regular vocation; however they want and need work though they have nothing to offer but unskilled ability. Vocational or occupational training alone cannot meet the needs of out-of-school youth, but it should have a position of major importance in any program attempted.

Stabilization

Watson (28) in a study formerly cited, gave the following as philosophy for a successful household employee:

To build a happy home life; to assist in supplying the needs of growing men, women, and children; to work hard for a limited number of hours each day but then to be free to enjoy one's own interests; and to earn enough through competence and skill to take part in the life of the community--in other words, to be a growing personality on one's own account--such is the ideal we must have in mind for the successful, well adjusted household employee. Such employees will help build successful well-adjusted personalities living in those homes--all members of a dynamic democratic society where each individual is important and plays his own unique part (28:90).

In 1937, another study by Miss Rua Van Horn and Mrs. Anne Lalor Burdick (26), pointed out that the greatest need was for stabilization in household em-

ployment. Following are the results:

Household employment is an industry which needs to be stabilized. Some conditions which need to be remedied are:

1. Exploitation of the home and household employers by the workers and commercial employment agencies.
2. Exploitation of the workers by those who hire them.
3. High labor turnover.
4. Antagonism and misunderstanding (26:7).

The remedies for these were:

1. Changes of attitude concerning household employment.
2. Initiate a program to help homemakers sense the significance of the job they are doing.
3. Put household service on professional basis.
4. Demand skilled, efficient workers.
5. Give workers already in service the opportunity to take training in some branch of work in which they are less proficient.
6. Fill out reports on the ability of the worker and cooperate with the representative of the training center who carries on the follow-up program.
7. Permit apprentice workers to come into the home during the training program.
8. Make a careful study of wages so that the remuneration is commensurate with the service demanded.

There is much to be done to make household service efficient and satisfactory to the employer or the employee. Each has a contribution to make in the improvement of this occupation which has potentialities for professionalization (26:7-9).

Summary

It was found in the review that the studies were varied and that many of the problems were unsolved. The Mexican was found to have a heritage of suspicion, superstition, sensitiveness, illiteracy, laziness, and dislike of manual labor. He was never in a hurry and had no sense of money value. It was found from several studies that in no other field of work was it more difficult to have satisfactory employer-employee relationship than in household service. Most of the studies gave the objectives sought in the training program, such as the need for more intensive training in attitudes and work habits, the problems of labor relationship confronting both the employers and employees, the ever-growing shortage of competent household help, the need for standardization, and for adequate legislation. The problem of what to do with the out-of-school Mexican girl has been considered in several studies. The recommendation of these studies was to include in the school system a program of training for household employment.

Chapter III

PROCEDURE

In the homemaking classes at the Friendly House, there were 465 girls and women enrolled during the year 1939-1940. For the sample of this study, those between the ages of 14 and 21, for whom there were adequate service records, were selected. The records for the years of 1935 and 1936 were incomplete, but those for 1937, 1938, 1939, and 1940 were adequate. The data were gathered from the following sources:

- (1) registration cards,
- (2) record books,
- (3) rating charts,
- (4) personal interviews,
- (5) telephone interviews.

The registration cards were filled out when the trainee entered for training or placement. These cards contained the name, address, place of birth, last place of residence, age, last grade attended in school, marital status, dependents, attendance in homemaking classes, date of registration, salary desired, and previous experience. During the interview, it was important that the first impressions be noted, as well as

personal appearance, personal characteristics, truthfulness of statements, economic status, and the type of position desired.

The type of registration card used at present in the Friendly House.

Registration Card

Name and address _____ City _____

Where born _____ Last residence _____

Single _____ Married _____ Widow _____ Dependents _____ Age _____

Stay nights _____ Church affiliation _____

Grade in school _____

Experience _____

Attendance in class _____ Salary desired _____

Employer Address Wage Date sent Date ended Result

Date _____

The record books contained a daily roll of those in attendance, the work schedule, the duties assigned to each girl, and the achievement record. Since the girls attended irregularly, it was necessary that a check be kept for each girl and referred to each day so

that the training of each would follow in sequence.

From the record books, the achievement of each girl was placed on the rating charts to simplify the method of checking. As was stated before, attendance was not compulsory, and some girls came a day or two and then returned the following week, or perhaps came a week, and then did not come again for another week. The rating charts were in the form of index cards with the information in brief form. The girls in no way had access to the record books or cards.

The calls from the employers were always noted, and return calls were made to determine the wishes or desires of the employer about the type of girl needed, duties, wages, hours, age, and experience. With this information a girl was selected as nearly as possible like the one desired and given a work card stating all the information given. If she was experienced, she was immediately directed to her destination; however, if she had never worked before or was new in the city, the homemaking teacher took her to the job and expressed the hope to the employer that all would be satisfactory. Thus the personal contact was established with the employer.

During the year 1939-40, 462 calls were made by the homemaking teacher, 397 were made to the homes of the girls and 65 to the homes of the employers. The

calls to the homes of the girls were made because of a request by the employer for a certain girl that she wanted, to cancel a call from an employer, because of illness of the girl or family, or to enable the teacher to get acquainted with the new girls who had come once or twice to the school. Home conditions and family attitudes were learned in this manner. The calls to the employer were made to take a new girl to her job, to adjust matters of hours and wages, and to determine the type of home for the placement, especially when the placement was hard to make.

Through these interviews, both personal and telephone, evaluations of the work of the girl were made and checked. If the employer made any complaint about work, late hours, or personal habits, it was possible to rectify this through the interviews with the girls.

A club class was organized in October, 1937, for the benefit of the girls who were already placed. This class met on Thursday afternoon, the usual day for the maid to be free. To create more interest it was turned into a dinner club which met at four o'clock, and the girls themselves planned, cooked, and served the evening meal. Through this medium it was possible to get the viewpoint of the girls concerning their jobs. The close association created trust and confidence, an absolute necessity when dealing with Mexican girls.

This study was undertaken to find what relationship is shown between success on the job and various other factors involved. In selecting the girls for the study, only those who were still working through placements from the Friendly House over the period of years from 1935 to 1940 could be used. From the registration cards, the record books, the rating charts, and the personal and the telephone interviews with the employers and the girls, the following data were compiled: date of registration, age, grade last attended in school, previous employment, number of jobs held, salary of each job, marital status, number of weeks in training, and the ability rating.

Chapter IV

ANALYSIS OF DATA

The data, as compiled from the various records, were tabulated upon a master data sheet giving age, scholastic record, occupational record, and achievement record of the girls, and evaluation of work by the employer and training school.

Analysis of these data secured in this manner from the records, is actuated by two objectives: first, to provide an adequate description of the group, and second, by means of statistical method to investigate the relationship of tenure and salary to the major factors of training, as well as the relationship of success to previous school education.

Description of group

Distribution according to age.--The purpose of finding the distribution according to age was to determine at what ages the girls came to the Friendly House for training. It seems from Table 1, that the larger per cent of the girls enrolled, according to the sample, were between the ages of 16 and 18, there being slightly more 16 year girls than any others, with only a

small per cent as old as 21 years. These ages were thus recorded at the time of registration.

Table 1.--AGE DISTRIBUTION OF GIRLS ENROLLED AT FRIENDLY HOUSE, PHOENIX, ARIZONA

Age of girls	Number of girls	Per cent
21	3	2.6
20	8	7.0
19	8	7.0
18	22	19.1
17	28	24.3
16	31	27.0
14-15	15	13.0
Total	115	100.0

Distribution according to grade.--It is interesting to note that about 40 per cent of the girls had finished the eighth grade (Table 2), and 26 per cent had attended school only through the fourth to sixth grades. This handicap was noticed particularly in their inability to understand and speak English. Only about 14 per cent had attended one year or more of high school, and only three of the girls in the sample were high school graduates. It might be said of these girls that one has become a waitress, another a

clerk in a store, and the third has taken charge of a branch office of a cleaning establishment since this study was begun.

Table 2.--GRADE DISTRIBUTION OF GIRLS ENROLLED AT FRIENDLY HOUSE, PHOENIX, ARIZONA

Grade in school	Number of girls	Per cent
11-12	7	6.1
9-10	9	7.8
8	39	33.9
7	30	26.1
4-6	30	26.1
Total	115	100.0

Distribution according to number of weeks of training.---The largest per cent (28) of the girls had only one week of training (Table 3). This could be attributed to the fact that the demand for household help has at all times been greater than the number enrolled for training. As soon as it was thought feasible, the girls were tried out on temporary jobs. Of the girls in the sample 27 per cent were in training two weeks and 22 per cent were in training three weeks. Only about 8 per cent were in training six weeks. It was difficult to keep them six weeks, as they were anx-

ious for any type of job. The younger group was always kept longer than others in order that they might become a little more mature and understand what holding a job meant.

Table 3.--DISTRIBUTION OF GIRLS PER NUMBER WEEKS IN TRAINING AT FRIENDLY HOUSE, PHOENIX, ARIZONA

Number weeks in training	Number of girls	Per cent
1	32	28.1
2	31	27.2
3	26	22.8
4	15	13.2
5	1	.8
6	9	7.9
Total	114	100.0

Distribution according to salary per week.--

About 33 per cent of the jobs were in the \$5.00 per week salary scale, and 26 per cent in the \$4.00 scale (Table 4). This seemed to be the prevalent wage scale among the employers in Phoenix. Most of the employers used the Mexican girls for general cleaning and housework; however, some of the employers wanted their employees to care for the children and to prepare the food service. Several of the older and more experienced girls held two half-day jobs which were listed as one

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job at \$6.00 or more, depending on the rate of pay they received for the half-day per week. A great many employers of moderate means hired girls on a part-time basis.

Table 4.--DISTRIBUTION OF SALARY PER WEEK OF ALL JOBS OF GIRLS WORKING THROUGH FRIENDLY HOUSE, PHOENIX, ARIZONA

Salary scale per week	Number of jobs	Per cent
\$3.00	88	22.4
4.00	105	26.8
5.00	132	33.5
6.00	46	11.7
Above	22	5.6
Total	393	100.0

Distribution according to tenure of all jobs recorded for girls.---All the jobs held by the girls were listed in Table 5 according to the length of time the job was held. The temporary placements were the most frequent, there being 32 per cent of these. This number might be attributed to trial placements or to the fact that many employers only called for a girl for a week or two. Sometimes it was to replace a regular girl who was on vacation or who was ill. About 14 per cent of the placements were for a year or more, but in

only 4 per cent of the cases did the jobs last as long as two years.

Table 5.--TENURE OF JOBS RECORDED AT FRIENDLY HOUSE, PHOENIX, ARIZONA

Tenure of jobs	Number of placements	Per cent
Temporary	128	32.5
1-3 mo.	69	17.5
3-6 mo.	70	17.9
6-9 mo.	37	9.5
9-12 mo.	17	4.3
1 year or more	55	14.0
2 years or more	17	4.3
Total	393	100.0

Distribution according to tenure of the longest job held by each girl.--In considering period of tenure it was found that 50 girls out of 115 in the sample held their jobs one year or more (Table 6). Fifteen held their jobs from nine to twelve months. This would indicate that more than one half of the girls finally arrived at the place where it was possible to hold a job either through experience or training.

Table 6.--TENURE OF LONGEST JOB HELD BY GIRLS IN
FRIENDLY HOUSE, PHOENIX, ARIZONA

Length of longest job	Number of girls	Per cent
2 years or more - - - - -	14	12.2
1 year or more- - - - -	36	31.3
9 to 12 months- - - - -	15	13.0
6 to 9 months - - - - -	25	21.8
3 to 6 months - - - - -	16	13.9
1 to 3 months - - - - -	9	7.8
Total	115	100.0

Statistical method investigating
relationship of tenure and salary
with major factors of training

The coefficient of correlation and its standard error were the statistics used in investigating the relationships used in the analysis.

Definitions.-- r is the coefficient of correlation, a statistic useful in determining the degree or closeness of relationship between the different variables when some association is believed to exist (10:341).

σ_r is the standard error of the coefficient of correlation which measures chance or accidental errors of measurement or fluctuations arising from sampling (10:332).

To interpret the obtained value of r when it

is subject to errors of sampling, it is necessary to compare it with its standard error (σ_r). A relationship is considered statistically significant from zero when r equals three times its standard error. In the field of vocational testing, the r 's between test batteries and measures of aptitude represented by various criteria are rarely above .50; anything above this figure would be considered surprisingly high (10:343).

The following formulas were used in computing the coefficient of correlation and its standard error:

$$r = \frac{N \sum f D_x D_y - \sum F_x D_y - \sum D_y D_y}{\sqrt{\left\{ N \sum F_x D_x^2 - (\sum F_x D_x)^2 \right\} \left\{ N \sum F_y D_y^2 - (\sum F_y D_y)^2 \right\}}}$$

$$\sigma_r = \frac{1 - r^2}{\sqrt{N}}$$

Relationship of tenure on job with major factors of training.--The coefficient of correlation was obtained between the tenure on the job and the following major factors of training: faithfulness to duty, cooperativeness, cleaning, food preparation, and table service.

It was found that a relatively high correlation, .50 to .60, existed between job tenure and the four major factors of training (Table 7), faithfulness to duty, cooperativeness, cleaning, and food preparation.

There was somewhat less association between tenure and table service.

Table 7.--CORRELATION OF TENURE ON JOB WITH MAJOR FACTORS OF TRAINING

Major factors of training	Tenure on job	
	r	σr
Faithfulness to duty - - - - -	.58	.06
Cooperativeness- - - - -	.52	.06
Cleaning - - - - -	.52	.06
Food preparation - - - - -	.50	.11
Table service- - - - -	.28	.11

Relationship between wages and various other factors involved.--The wages a girl could demand on the job were correlated with the various other factors involved. There was a marked correlation, .41 to .51, shown between all those listed with the exception of food preparation, .16. This might be attributed to the fact that the Mexican girls are not inclined to do American cooking as Spanish cooking is the principle type in their homes. They do not seem to have the aptitude for cooking that would cause employers to want them for this sort of work.

Table 8.--RELATIONSHIP BETWEEN WAGES AND VARIOUS OTHER FACTORS INVOLVED

Various factors of training	Wages	
	r	σr
Tenure of longest job - - - - -	.51	.06
Cleaning- - - - -	.47	.07
Table service - - - - -	.47	.09
Cooperativeness - - - - -	.46	.07
Faithfulness to duty- - - - -	.41	.07
Food preparation- - - - -	.16	.14

Relationship between age and major factors of training.--It was found, as shown in Table 9, that there is very little relationship between age and the manipulative skills, although one r , age with cleaning ability, was three times its standard error and therefore may be considered statistically significant from zero. However, within the age range (14-21 years) of this sample, this might indicate that the age of the girl has very little to do with success on the job.

Table 9.--CORRELATION BETWEEN AGE AND MAJOR FACTORS OF TRAINING

Major factors of training	Age	
	r	σr
Cleaning - - - - -	.25	.08
Food preparation - - - - -	.20	.14
Table service- - - - -	.18	.12

Relationship between tenure of all jobs and number of weeks of training.--The analysis shows (Table 10) there is probably no association between tenure as indicated from all the jobs recorded for the girls and the number of weeks they previously had spent in training. Other factors relating to the success of the employee must have a closer relationship than the number of weeks of training.

Table 10.--CORRELATION BETWEEN TENURE OF ALL JOBS AND NUMBER OF WEEKS OF TRAINING

Weeks of training	Tenure of all jobs	
	r	σr
Weeks of training - - - - -	.10	.05

Relationship between tenure of the longest job and the public school education.--According to the analysis in Table 11, there is no association between the tenure of the longest job held by the girls and their previous public school education. This is somewhat surprising as one would expect that the more education the girls had the better they would assimilate training. However, it must be remembered (Table 2) that the largest per cent (39) of the girls did finish the eighth grade.

Table 11.--CORRELATION BETWEEN TENURE OF LONGEST JOB
AND PUBLIC SCHOOL EDUCATION

Public school education	Tenure of job	
	r	σ_r
Grade education - - - - -	.04	.09

Chapter V

FINDINGS AND DISCUSSION

The purpose of this study, as stated in Chapter I, was to determine an answer to the general question, What factors in the course of training have proved effective in providing stability of placement of out-of-school Spanish-American girls in domestic service in Phoenix, Arizona?

These data were analyzed statistically in order to answer the following questions:

1. What relationship is shown between the success on the job as measured by tenure and command of salary, and the degree of successful response to various factors of training, such as food preparation, table service, cleaning, and personal qualifications, measured by the rating sheets which are a matter of official record in the school?
2. What relationship is shown between success on the job and previous school education?

Relationship shown between the success on the job and the various factors of training

Faithfulness to duty and cooperativeness.--

There is an indication from the relatively high coefficient of correlation that the factors, faithfulness to duty (.58) and cooperativeness (.52) are very important

to the success on the job. It can be assumed that lack of training in these qualifications would result in failure to hold a job. These are deciding factors for success, but they are not always easy to obtain even with training.

The employer has much to do with soliciting faithfulness and cooperation. This is illustrated in the case of Carmen who was an eighth grade graduate and 17 years old when she registered at Friendly House. She had been working by the hour for two years previous to that time. She stayed for one week in the training school. It was evident from the beginning that she was an excellent worker and knew how to go ahead with work. She was an attractive, wholesome, and lovable girl. She was sent out on two temporary calls on which she stayed five days and three days respectively. Both these calls were for relief duty; that is the agency knew they were only temporary placements. The employers in both cases reported very satisfactory work. She was then placed on a four hour a day job at the rate of 25 cents an hour, working six days a week. At the end of three weeks the employer called the Friendly House stating that Carmen was very satisfactory as a worker but that she was always wanting more money. The employer was told to make it plain to the girl that four hours a day was all the time that was needed to do the work

and that if she was not satisfied with the job, she could look for another one. The employer also told Carmen that she was well pleased with the work and would like to keep her for the job. In the meantime, the placement secretary contacted Carmen and explained to her that she was making six dollars a week and only working half-time. She was told also that she would not find very many jobs that paid more than six dollars a week unless she were willing to do cooking. As a result of conferences and the cooperation of the employer, Carmen was convinced that she really had an easy job. She stayed on the job for two years and as far as is known is still in the job.

Exploiting.--Many employers are not interested in the welfare of the girls but only in exploiting their services. When a job is outlined at so many hours service for a specified wage and the girls have been taught to be faithful and cooperative, dissatisfaction is created when the employer demands longer hours or different duties from those which were first agreed upon.

The agency had difficulties with one employer who was continually exploiting her employees. This employer wanted a girl to care for the children. The job called for four hours work, from one to five o'clock, six days at three dollars a week. After a girl had been

on the job a few days, the employer would keep her until six-thirty o'clock. When the girl had been on the job a few days longer, the employer asked her to come at twelve o'clock. She was then working two and one-half hours longer than at first designated. At about the end of the second week the employer would pay the girl two and one-half dollars for the week and at the end of the third week the salary would be down to two dollars a week. The girl would return to the Friendly House with this report. When contacted the employer would reply that she could not pay any more. The agency wanted to know why she was willing to pay three dollars at first if she could only pay two dollars a week. The girl would not go back at that wage since there were so many jobs available. This happened with the same employer three different times until the agency refused to send any more girls to her.

It has been noticeable that those employers who treat employees with cooperation and fairness have very little trouble holding them. Table 5, giving the distribution according to tenure of all jobs, listed 55 jobs out of 393 that were held for one year or more and 17 jobs that were held for two years or more. Only cooperation and fairness could have held the girls on the jobs for that length of time.

Manipulative duties.--It is necessary for the girls to become skillful in the manipulative duties such as cleaning, food preparation, and table service, for which they are hired. The associations between success on the job and cleaning (.52), and food preparation (.50) are relatively high but far from perfect; this would indicate that to be successful it is necessary to be able to perform these duties with some degree of skill. Since the employer demands skill in the performance of the duties she desires, these skills should be stressed in the training program. Furthermore, the trainee should be stimulated and encouraged to develop speed and accuracy in performing these skills.

The work of the maid in the average home is primarily general cleaning, sweeping, bed-making, dishwashing, and similar work. Campbell (25:9) in 1939, said, that domestic work was a science. The belief that cooks and other household workers are born rather than made is far from true. It takes considerable training to make a good houseworker.

Nearly all of the Mexican girls come from homes in which there are no electrical appliances, no rugs, very little furniture, no fine china and glassware, and very little linen. It is impossible to learn

to care for any of these things at home, and if the training period is not extended for any length of time, the girl can not be taught all the duties that are necessary for a successful employee. Yet the families of the girls expect them to be placed on a job the first day they come to the Friendly House. Many of these girls are 14, 15, or 16 years of age, just out of grade school, and have never assumed responsibility for anything. Their interests are largely on the way they do their hair, the new boy friend, and where they are going in the evening. They must be stimulated in order to develop a desire to want to learn how to become successful employees.

Juanita, 15, and Socorra, 14, were just out of grade school which had closed for summer vacation the week before. They arrived at the Friendly House looking for jobs. Immediately upon arriving, they sat down on the front porch which had benches all around the edge. They sat and sat. Whether they were afraid to come inside or whether they were tired, no one knew. The director, finding them sitting there, asked them if they had come to look for a job and were afraid they would find one. It developed that such was the case. The pressure of the parents who had sent them to get jobs was greater than their desire for the jobs. As the training school closed for the summer vacation, the

girls were told to come back in the fall and enter for training. Sometimes such girls come back and sometimes they do not. The instructor should have time to contact these girls when the fall term begins, but as she is only on duty for half-day, it is not always possible for her to make all the necessary contacts.

Employer instructions.--Many misunderstandings arise from the inability of the employee to carry out the instructions of the employer. As a large number of employers are working people, it is necessary for them to leave written instructions for the work they want done. For the girls who have had good grade school educations this is not a hard task, but many do not understand all the English words.

An amusing incident happened from the misunderstanding of a note which an employer left telling a girl to hang on the rack the clothes which she washed. It was just a little hand washing. When the employer came home the clothes were all draped over the rack in the front hall that was used for wraps.

There were many instances in the training school where the girls did not understand the verbal instructions given by the teacher although the teacher tried at all times to use the simplest of language, and to explain the different pieces of equipment and their

uses. But because of the constant flow of new girls, the teacher sometimes neglected to explain. Then, too, each girl was performing a different task, which meant the teacher was trying to watch all operations at once. Some cooking was done each day, and this time the problem was mashing potatoes. The teacher told the girl to use the ricer. When the teacher returned to the room, the girl had put about a pound of raw rice into the potatoes and was mashing away.

Another incident occurred when the employer, who was working, left word for the girl to wash the woodwork in the kitchen. One of the family came to find the girl throwing a bucket full of water up against the walls. Water, water, everywhere. She was stopped right then, but where she conceived the idea no one knew.

The instructions in the school should be handled with the idea in mind that the girls know nothing whatsoever about household employment. It can readily be seen that in order for the girls to overcome this defect many conferences and much instruction are necessary. It is also necessary that the confidence of the girls be gained.

Table service.--On the other hand, there is relatively low correlation between success on the job and table service (.28). The correct setting of the

table and the simplest type of service is taught in the training school. As everything that is cooked is served, each trainee must go through the duties of being both the hostess and the maid. Table etiquette and good manners are also stressed.

The average home, however, does not have formal maid service at meals, and the employee gets very little actual experience on the job in table service. But often there are calls for this type of service for parties or special occasions. The girls who do not excel in table service simply do not take jobs where they are expected to serve. Also many of the girls, though they have had training, will not serve because of timidity or fear of not doing well or making mistakes. If they do not want to do a certain task, they always say they do not know how. Therefore, it would seem from the low association that this form of service is not so important as are the others.

Relationship shown between salary
on the job and various other
factors involved

Salary and tenure.--It is generally thought that the knowledge of the job often determines the salary. It is shown very clearly in the significant correlation between the wage and the tenure of the longest job (.51) held by the girl, that satisfactory wages tend to be accompanied by longer job tenure.

One of the difficult jobs in training is to get new girls to realize that the fact that Mary is making six dollars a week with two years experience is no sign that they can command the same wage without experience and very little training.

Such was the case with one little girl, just 16 years old, who after staying in training for six weeks was placed on her first job at four dollars a week. She had stayed only three weeks when she returned to Friendly House. Her reason for quitting the job was that the girl who worked across the street from where she was working received six dollars a week, while she only received four. It was difficult to make her understand that the other girl had been working for two years, whereas she had just started.

In another instance, a girl who was very capable in all household tasks began her employment at a salary of six dollars a week. The employer steadily raised her wages at the end of every three months, until she was drawing ten dollars a week. The employer explained that as the girl became more efficient and assumed more responsibility, she was willing to increase the wage. That also eliminated the "breaking in" of a new girl every few months.

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Major factors of training.--The major factors of training had a relatively high correlation with the salary received on the job, with the exception of food preparation (.16). It would seem that the more capable the girl is of performing the necessary duties satisfactorily, the more likely she is to command a better salary. However, the best wages were paid for excellent cooks, and the Mexican girls do not excel in cooking. This may account for the fact that the prevalent wage was between four and five dollars a week for these girls.

An employer called in one day to find out if her employee had any training in cooking. The agency told her that the girl had some training in cooking but was not a qualified cook. She said she told the girl to put the roast in the oven and set the control at a certain temperature. This the girl did just as told, but she failed to light the oven. Naturally the roast was not cooked and the girl was amazed. It had not dawned on her that it was necessary to light the oven.

On another occasion, the training school was serving a luncheon to members of the board of control. One of the girls was delegated to make some hard sauce. The teacher explained very thoroughly how to make it, telling the girl to use a little of the coffee cream.

The teacher was called to the phone to talk to an employer about placements. When she returned the girl had put the entire contents of the bottle of cream into the cup of powdered sugar. As a result canned cream had to be served for the coffee and the hard sauce had to be made again.

Obviously most girls did not stay long enough in the training school to acquire much skill in cooking, for cooking is not a skill that can be learned in a few weeks. The experiences in their own homes were not much help in learning to cook either, as the food was of such different nature from that of the average employer. However the employers in Phoenix do not expect the Mexican girls to cook.

In 1937, there was an attempt to set standards for wages in Phoenix. However, this was merely a gesture as the employer usually set the amount of wages that she was capable of paying and the employment agencies endeavored to fill her needs with the best available employee for the wage. The best that could be done was to try to make the most satisfactory arrangements for both parties.

Since the best wages are paid for those with the highest qualifications, it could be assumed that for a higher command of salary and for greater success on the job, more and better training would be necessary

in the most important household operations, that is, in the manipulative skills necessary for the job.

As stated in Chapter I, the actual training period is only two hours a day, and as there is no regularity of attendance, it is difficult to carry on a properly functioning program. The program, in order to fit the needs of the girls, should have a definite length of time for training and a very much more definite schedule. It would seem fitting that only such trainees should be admitted to the training program as give promise of possessing or acquiring the ability to learn the skills necessary to success. It would be inefficient and discouraging to attempt to train girls for this occupation if they were unable to qualify for placement after the completion of a training program.

However, domestic work is more than just training the employees for success on the job. There is the labor problem. For this is a single rather than a group labor; it involves a personal relationship between employer and employee, an individual bargain for employment, with inaccessibility to legislative control and union regulation.

The employer can do much toward adjusting some of the conditions now confronting the problem of household employment, such as old age provision for domestics, sickness and accident benefits for servants,

shorter hours, higher wages, and betterment of living conditions.

The employees can help to better their problem by loyalty to the employer, more interest in their work, increased education and training, and higher moral training.

Hurst (13:1) in 1939, said that there was a greater demand for household workers and more jobs available than in any other field of industrial employment for women.

Relationship shown between
success on the job and
previous school education

In the analysis as noted, there does not seem to be any relationship between the tenure of the longest jobs held by the girls and their previous public school education (.04). The fact that the 115 girls of the sample held 393 jobs would mean that each girl held several jobs during the five years which the study covers. However, the chart 1/ shows that several of the girls had only one job on which they were successful, and a large number of the girls had many jobs of varying duration, on some of which they were successful and on some of which they were not successful. At the same time there were girls listed who were successful al-

1/ Appendix C

though they had only fourth or sixth grade educations.

Such was the case of Mary. She had only finished the sixth grade, but after a few weeks in training was placed on a job at five dollars a week. She stayed on this job for one year. She was placed on another job at the same salary and had been there ever since. She only works from eight until one and has proved very efficient. She is loyal and cooperative and an excellent worker.

Others with more education were not successful as household employees. Flora had two years of high school. She was very smart and knew all the answers. She was a very efficient worker, but did not like to be told what to do. Apparently the employer would dictate the required duties to be done every day. Had a schedule been made out for Flora to follow and had the employer let her do things in her own way, Flora would have been successful. However, Flora left household employment and went into restaurant work where she proved to be exceptionally successful.

For household employment it would seem that capability in learning skills was more important than previous school education as a success factor.

Implications of the study

1. It was found that faithfulness to duty and cooperativeness were very important to success on the job.
2. It was indicated that the trainee should be stimulated and encouraged to develop speed and accuracy in performing the manipulative skills.
3. Many conferences and much instruction would seem to be needed for training the girls to carry out employer instructions efficiently.
4. Table service does not seem to be important as a success factor as the other major factors of training.
5. It was indicated that satisfactory wages were closely associated with increase in tenure.
6. Since the major factors of training had a relatively high correlation with the salary received on the job, it can be assumed that more and better training should be obtained by the employee.
7. An increase in training in food preparation would indicate an increase in efficiency and salary.

8. It was found that the other factors of training were more important to success on the job than the amount of previous school education received.
9. It was indicated within the age range (14-21 years) of this sample, that the age of the girl had very little to do with success on the job.
10. Since it was found that there is no association between tenure of all jobs and weeks of training it might be assumed that other factors relating to the success of the employee must have a closer relationship than weeks of training.

Recommendations

1. The length of training should be a definite designated period, and admission into the training school should be upon this stipulated basis.
2. More time daily should be given to instruction.
3. More time should be given the instructor for home and employer visits.
4. A definite time should be set aside for placements so that they would not interrupt the teaching schedule.

Recommendations for
further study

- A. What is the effect on the family, particularly on the children, when working conditions and employer-employee relationships are unsatisfactory?
- B. What effect does the presence of an employee in the home have on the social attitudes of growing children?
- C. How can satisfactory conditions in household employment be presented to the "sweatshop" household employer so that she may understand how to treat the employee?
- D. What may be done through legislation (minimum wage and hours, worker's compensation and health insurance, social security, etc.) to improve household employee conditions?
- E. How does personality rating affect the employability of the trainee?
- F. How may the employer be made aware of the standards and requirements necessary for successful household employment?

Chapter VI

SUMMARY

The problem of household service is primarily a labor problem, a problem of hired labor, of employer-employee relationships, and labor contract involving wages, hours, time-off, and abilities. Upon the understanding of these relationships depends the success or failure of the employee in the home.

The Friendly House in Phoenix, Arizona, has carried on a program of household training for the Mexican girls and women since 1931. It is one of the social welfare agencies financed by the Community Chest and is co-sponsored by the Americanization Committee and the Phoenix Union High School.

Because of the irregularity of attendance on the part of the trainees, it has been difficult to carry on a properly functioning program. The present program of training does not seem adequate as the turnover in placements is great. With this fact in view the present study was undertaken in an attempt to solve the following problem, namely, What factors in the course of training have proved effective in providing stability of placement of out-of-school Spanish-American girls in

domestic service in Phoenix, Arizona?

The solution of the above problem depends upon the answers to the following questions:

1. What relationship is shown between the success on the job measured by tenure and command of salary, and the degree of successful response to various factors of training, such as food preparation, table service, cleaning, and personal qualifications measured by the rating sheets which are a matter of official record in the school?
2. What relationship is shown between success on the job and previous school education?

With this problem and its subordinate questions in mind, plans were started toward solution of the problem. The first thing that was done was to gather the data from the registration cards, records, and rating charts for the 115 Mexican girls for whom there were adequate service records for five years from 1935 to 1940.

Next, personal and telephone interviews were held with the employers and with the girls. This was done while the girl was on the job, when the girl left the job, or by personal visits to both employer and girl. In this way the achievement record was noted, and adjustments were made when possible.

These data were interpreted statistically in order to find what relationships existed between success

on the job and the various other contributing factors. The data were divided into two sections: First, description of the group and second, statistical method showing relationship of tenure and salary with the various major factors of training.

In analyzing the description of the group the following distributions were considered:

1. Distribution according to age.
2. Distribution according to grade.
3. Distribution according to weeks of training.
4. Distribution according to salary per week.
5. Distribution according to tenure of all jobs recorded for girls.
6. Distribution according to tenure of longest job held by each girl.

In analyzing the data for relationship of tenure and salary with the major factors of training, correlations were obtained for the following factors:

1. Correlation between tenure on the job and the major factors of training.
2. Correlation between wage and various other factors involved.
3. Correlation between age and the major factors of training.
4. Correlation between tenure of all jobs and number of weeks of training.
5. Correlation between tenure of the longest job and the public school education.

In analyzing the description of the group the following distributions were found:

1. That of the 115 girls in the sample, 27 per cent were 16 years of age, 24.3 per cent were 17 years of age, and 19.1 per cent were 18 years of age. There were only 2.6 per cent who were 21 years of age.
2. That 40 per cent of the girls had finished eighth grade, and 26 per cent had attended school only through the fourth to sixth grades. About 14 per cent had attended high school or any one year of it. Three girls in the sample were high school graduates.
3. That 28 per cent of the girls had only one week of training, 27 per cent had two weeks of training, 22 per cent had three weeks of training, and only about 8 per cent had six weeks of training.
4. That 33 per cent of the jobs were in the five dollar wage scale, 26 per cent were in the four dollar wage scale, and only 5.6 per cent were above six dollar wage scale.
5. That out of the 393 jobs recorded for all of the girls, 32 per cent were temporary placements, 17 per cent were for one to three months placements, 18 per cent were for three to six months placements, and only 18 per cent were for one year or more placements.
6. That for the job held the longest period, 50 girls or 43.5 per cent of the 115 girls in the sample held their job for one year or more, 21.8 per cent held their job for six to nine months, and only 7.8 per cent held their job for one to three months.

The coefficient of correlation and its standard error were the statistics used in investigating the relationships used in the analysis.

Definitions

r - coefficient of correlation, a statistic useful in determining the degree or closeness of relationship between the different variables when some association is believed to exist (10:341).

σr - standard error of the coefficient of correlation which measures chance or accidental errors of measurement or fluctuations arising from sampling (10:332).

To interpret the obtained value of r when it is subject to errors of sampling, it is necessary to compare it with its standard error (σr). A relationship is considered statistically significant from zero when r equals three times its standard error. In the field of vocational testing, the r 's between test batteries and measures of aptitude represented by various criteria are rarely above .50; anything above this would be considered surprisingly high (10:343).

The following formulas were used in computing the coefficient of correlation and its standard error:

$$r = \frac{N \sum f D_x D_y - \sum F_x D_x \sum F_y D_y}{\sqrt{\{ N \sum F_x D_x^2 - (\sum F_x D_x)^2 \} \{ N \sum F_y D_y^2 - (\sum F_y D_y)^2 \}}}$$

$$\sigma r = \frac{1 - r^2}{N}$$

In analyzing the data for relationship of tenure and salary with the major factors of training, the following correlations were found:

1. It was found that a relatively high correlation .50 and .60 exists between tenure on the job and the four major factors of training, faithfulness to duty, cooperativeness, cleaning, and food preparation. And there is a somewhat less association between tenure and table service .28.
2. It was found that there was a marked correlation, .41 to .51, between wages and tenure of longest job, cleaning, table service, faithfulness to duty, and cooperativeness. There was no association found to exist between wages and food preparation.
3. It was found that there was very little significance in the correlation between age and the manipulative skills. However, between age and cleaning, it was found that the correlation was three times its standard error and might be considered significant from zero.
4. It was found that there was no association between tenure of all the jobs recorded for the girls and the number of weeks they spent in training .10.
5. It was found that there was no association between the tenure of the longest job held by the girls and their previous school education .04.

From the analysis showing relationship between tenure and the major factors of training, the following statements appear to be true:

1. Faithfulness to duty and cooperativeness are very important to success on the job and should be stressed in the training program.

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2. The employee should be trained in the manipulative skills necessary to good job performance.
 3. Table service was not as important as a success factor as the other major factors of training.

From the analysis showing relationship between wages and tenure of the longest job, the following tendencies appear to be true:

1. Satisfactory wages were closely associated with increase in tenure.
2. The employee should obtain more training in order to command better wages.
3. Food preparation commanded highest wages but was less in demand by the employers than were other skills.

It was found that there was very little relationship between the ages of the girls and their acquisition of manipulative skills. However, within the age range (14-21 years) of this sample this might indicate that the ages of the girls had very little to do with their success on the job.

From this analysis it is evident that there is no association between the tenure of all jobs recorded for the girls and the number of weeks they spend in training. Other factors relating to the success of the employee must have a closer relationship than the weeks of training.

It was also noted from the analysis that there was no association between the tenure of the longest job

held by the girls and their previous school education.

Implications of the study

1. It was found that faithfulness to duty and cooperativeness were very important to success on the job.
2. It was indicated that the trainee should be stimulated and encouraged to develop speed and accuracy in performing the manipulative skills.
3. Many conferences and much instruction would seem to be needed for training the girls to carry out employer instructions efficiently.
4. Table service does not seem to be as important a success factor as the other major factors of training.
5. It was indicated that satisfactory wages were closely associated with increase in tenure.
6. Since the major factors of training had a relatively high correlation with the salary received on the job, it can be assumed that more and better training should be obtained by the employee.
7. An increase in training in food preparation would indicate an increase in efficiency and salary.

8. It was found that the other factors of training were more important to success on the job than the amount of previous school education received.
9. It was indicated within the age range (14-21 years) of this sample, that the age of the girl had very little to do with success on the job.
10. Since it was found that there was no association between tenure of all jobs and weeks of training it might be assumed that other factors relating to the success of the employee must have a closer relationship than weeks of training.

Recommendations

1. The length of training should be a definite designated period, and admission into the training school should be upon this stipulated basis.
2. More time daily should be given to instruction.
3. More time should be given the instructor for home and employer visits.
4. A definite time should be set aside for placements so that they would not interrupt the teaching schedule.

Recommendations for further study

- A. What is the effect on the family, particularly on the children, when working conditions and employer-employee relationships are unsatisfactory?
- B. What effect does the presence of an employee in the home have on the social attitudes of growing children?
- C. How can satisfactory conditions in household employment be presented to the "sweatshop" household employer so that she may understand how to treat the employee?
- D. What may be done through legislation (minimum wage and hours, worker's compensation and health insurance, social security, etc.) to improve household employee conditions?
- E. How does personality rating affect the employability of the trainee?
- F. How may the employer be made aware of the standards and requirements necessary for successful household employment?

A P P E N D I X

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Appendix A.--RATING CHARTS USED AT FRIENDLY HOUSE,
PHOENIX, ARIZONA

RATING CHART

Similar to the one used at Friendly House

	Superior	Good	Average	Fair	Poor
Skill in cooking					
Skill in serving meals					
Skill in cleaning					
Neatness and cleanliness					
General health					
Personal integrity Honesty, truthfulness Reliability					
Temperament Cheerfulness, courtesy Cooperativeness					
Work habits and attitudes Punctuality, orderliness Faithfulness to duty					

The applicant is best in: _____

Length of employment: _____

Reason for leaving: _____

Remarks: _____ Signature: _____

Address: _____

Date: _____

Placements:

Name of employer	Address	Wage	Length of employment	Reason for leaving

Appendix B.--FRIENDLY HOUSE EMPLOYMENT
DEPARTMENT POLICIES

FRIENDLY HOUSE EMPLOYMENT
DEPARTMENT POLICIES

Women and girls accepting work are asked to comply with the policy of FRIENDLY HOUSE in regard to employment. This is done for the best interests of employer and employee, as well as to secure better understanding in giving satisfactory service to employer and consideration to employee. It is the aim of FRIENDLY HOUSE to foster a happy relationship by efficiency and justice in dealing with those for whom it secures employment.

In securing work:--

- (1) Fill application card.
- (2) Supply reference if you have any.
- (3) Definite acceptance or rejection of work.
- (4) Definite knowledge of location of work.

After work is accepted:--

- (1) Punctuality at work.
- (2) Letting employer know when unable to go to work.
- (3) Letting FRIENDLY HOUSE know when unable to go to work.
- (4) Your work is for you alone, do not substitute someone else.

- (5) Give notice before quitting work. If for some reason you must quit work give notice both to FRIENDLY HOUSE and employer.
- (6) Go to back door and present your card.
- (7) Have an agreement with employer as to duties, hours, wages, time off, etc., at once.
- (8) Register all complaints quietly with the proper person at FRIENDLY HOUSE, not with the girls.
- (9) If work is too hard, talk the matter over with proper person.
- (10) Do not accept work and then say you don't know how, if you do (such as work we teach).
- (11) Be prepared to give honest work, and work for advancement.
- (12) Look the employer and members of FRIENDLY HOUSE in the eye.
- (13) Do not accept work and then try to chisel more after we have set a price.
- (14) Do not ask for clothing, food, etc., to take home.
- (15) Do not accept articles of clothing instead of money, then later complain about it.
- (16) Do not ask for money in advance on one plea or another.
- (17) Be loyal, give us a truthful and reasonable explanation.

- (18) Your social problems are a matter for guidance
at FRIENDLY HOUSE and not with your employer.

FRIENDLY HOUSE has the aim:

"HELP OTHERS TO HELP THEMSELVES"

Employment Secretary

DIRECTOR

Appendix C.--MASTER DATA SHEET

* PREVIOUS
EXPERIENCE
GIVEN IN MONTHS.

[illegible]

NO.	GIRLS	Age 11-15	Age 16-17	Age 18-19	Age 20-24	Age 25-29	Age 30-34	Age 35-39	Age 40-44	Age 45-49	Age 50-54	Age 55-59	Age 60-64	Age 65-69	Age 70-74	Age 75-79	Age 80-84	Age 85-89	Age 90-94	Age 95-99	Age 100-104	Age 105-109	Age 110-114	Age 115-119	Age 120-124	Age 125-129	Age 130-134	Age 135-139	Age 140-144	Age 145-149	Age 150-154	Age 155-159	Age 160-164	Age 165-169	Age 170-174	Age 175-179	Age 180-184	Age 185-189	Age 190-194	Age 195-199	Age 200-204	Age 205-209	Age 210-214	Age 215-219	Age 220-224	Age 225-229	Age 230-234	Age 235-239	Age 240-244	Age 245-249	Age 250-254	Age 255-259	Age 260-264	Age 265-269	Age 270-274	Age 275-279	Age 280-284	Age 285-289	Age 290-294	Age 295-299	Age 300-304	Age 305-309	Age 310-314	Age 315-319	Age 320-324	Age 325-329	Age 330-334	Age 335-339	Age 340-344	Age 345-349	Age 350-354	Age 355-359	Age 360-364	Age 365-369	Age 370-374	Age 375-379	Age 380-384	Age 385-389	Age 390-394	Age 395-399	Age 400-404	Age 405-409	Age 410-414	Age 415-419	Age 420-424	Age 425-429	Age 430-434	Age 435-439	Age 440-444	Age 445-449	Age 450-454	Age 455-459	Age 460-464	Age 465-469	Age 470-474	Age 475-479	Age 480-484	Age 485-489	Age 490-494	Age 495-499	Age 500-504	Age 505-509	Age 510-514	Age 515-519	Age 520-524	Age 525-529	Age 530-534	Age 535-539	Age 540-544	Age 545-549	Age 550-554	Age 555-559	Age 560-564	Age 565-569	Age 570-574	Age 575-579	Age 580-584	Age 585-589	Age 590-594	Age 595-599	Age 600-604	Age 605-609	Age 610-614	Age 615-619	Age 620-624	Age 625-629	Age 630-634	Age 635-639	Age 640-644	Age 645-649	Age 650-654	Age 655-659	Age 660-664	Age 665-669	Age 670-674	Age 675-679	Age 680-684	Age 685-689	Age 690-694	Age 695-699	Age 700-704	Age 705-709	Age 710-714	Age 715-719	Age 720-724	Age 725-729	Age 730-734	Age 735-739	Age 740-744	Age 745-749	Age 750-754	Age 755-759	Age 760-764	Age 765-769	Age 770-774	Age 775-779	Age 780-784	Age 785-789	Age 790-794	Age 795-799	Age 800-804	Age 805-809	Age 810-814	Age 815-819	Age 820-824	Age 825-829	Age 830-834	Age 835-839	Age 840-844	Age 845-849	Age 850-854	Age 855-859	Age 860-864	Age 865-869	Age 870-874	Age 875-879	Age 880-884	Age 885-889	Age 890-894	Age 895-899	Age 900-904	Age 905-909	Age 910-914	Age 915-919	Age 920-924	Age 925-929	Age 930-934	Age 935-939	Age 940-944	Age 945-949	Age 950-954	Age 955-959	Age 960-964	Age 965-969	Age 970-974	Age 975-979	Age 980-984	Age 985-989	Age 990-994	Age 995-999	Age 1000-1004	Age 1005-1009	Age 1010-1014	Age 1015-1019	Age 1020-1024	Age 1025-1029	Age 1030-1034	Age 1035-1039	Age 1040-1044	Age 1045-1049	Age 1050-1054	Age 1055-1059	Age 1060-1064	Age 1065-1069	Age 1070-1074	Age 1075-1079	Age 1080-1084	Age 1085-1089	Age 1090-1094	Age 1095-1099	Age 1100-1104	Age 1105-1109	Age 1110-1114	Age 1115-1119	Age 1120-1124	Age 1125-1129	Age 1130-1134	Age 1135-1139	Age 1140-1144	Age 1145-1149	Age 1150-1154	Age 1155-1159	Age 1160-1164	Age 1165-1169	Age 1170-1174	Age 1175-1179	Age 1180-1184	Age 1185-1189	Age 1190-1194	Age 1195-1199	Age 1200-1204	Age 1205-1209	Age 1210-1214	Age 1215-1219	Age 1220-1224	Age 1225-1229	Age 1230-1234	Age 1235-1239	Age 1240-1244	Age 1245-1249	Age 1250-1254	Age 1255-1259	Age 1260-1264	Age 1265-1269	Age 1270-1274	Age 1275-1279	Age 1280-1284	Age 1285-1289	Age 1290-1294	Age 1295-1299	Age 1300-1304	Age 1305-1309	Age 1310-1314	Age 1315-1319	Age 1320-1324	Age 1325-1329
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Appendix D.--BIBLIOGRAPHY

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