

ABSTRACT OF THESIS

TRAINING FOR HOUSEHOLD EMPLOYMENT
IN A LARGE MINING COMMUNITY
IN ARIZONA

Submitted by
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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, 1940

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TRAINING FOR HOUSEHOLD EMPLOYMENT IN A LARGE MINING
COMMUNITY IN ARIZONA

ABSTRACT

Introduction

One very important problem society has to face today is the problem of the unemployed youth. Those studying occupational trends tell us that in the near future there probably will be fewer opportunities for women in clerical and industrial jobs and an increasing demand for workers in the household employment occupations. Homemaking, then, is a rich field for giving such training as would lead to employment in those occupations. A problem which affects two groups of citizens in every community is of sufficient importance to merit more than passing interest of public school administrators and of homemaking departments in particular. Therefore, to be able intelligently to meet the problem, information about the contents of a training course is necessary before the school can meet the community's needs.

Local situation.---Jerome, Arizona, is a copper mining town of about 4,000 population of which 65 per cent is of Mexican descent. Household employment offers

most of the opportunities for employment to the Mexican girls during the interval of their leaving school and establishing a home of their own. Since few of these girls continue their education beyond the high school level they have access to no agency other than the public school to give them training for an occupation. Any study that would make it possible for the school to meet the needs of the girls more adequately would be a service to this school district as well as to other similar communities.

The problem.--What course of training would be feasible in preparing Mexican girls for household employment in Jerome, Arizona?

The main problem logically falls into the following four parts:

1. What housekeeping duties are expected of Mexican girls employed in general house work in American homes in a mining community?
2. What information, skills, and standards of conduct must a Mexican girl possess in order to perform the required duties effectively?
3. Do enough Mexican girls go into household work to justify a course of training being offered in Jerome, Arizona?
4. What course of training would be advisable to offer in Jerome, Arizona?

Delimitation of the Study.--This study was limited to the information given by 103 women who

employ Mexican household workers and by 71 Mexican household workers who live in Jerome, Arizona. The information given concerns the requirements for the job of being a household worker. This study is also limited to 60 girls who have left the Jerome schools in the last four years (1936-1940).

Method and Material

Three check sheets were constructed to find: (1) what housekeeping duties are expected of the household employee? (2) what information, skills and standards of conduct are required of the worker? (3) if enough girls go into household service to justify a course being offered in Jerome, Arizona, (4) what course of training would be advisable? The data for this study were secured by interviewing 103 American employers selected at random from the population of Jerome, Arizona. Seventy-one employees kept a diary of duties performed during one week. The school records were checked to secure the names of Mexican girls who had dropped out of the junior-senior high school during the four years of 1936 to 1940. Sixty such girls were found to be living in Jerome. These girls were interviewed and a general information sheet was filled out.

Results

For this study the criterion of 60 per cent, set up by authorities as adequate for Johnson's (15) study in 1939 was used.

Housekeeping duties expected of employed Mexican girls.--The data show that an employee is expected to know how to do the following housekeeping duties:

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.

Information, skills and standards of conduct required to perform duties effectively.--The information and skills connected with the performing of the above duties are so well known in the field of homemaking instruction that it seems unnecessary to list them here. Since the employers expect the girls to use such electrical equipment as the iron, stove, toaster, sweeper, refrigerator and washing machine, the housekeeping duties that involve their use must be taught by using those pieces of electrical

equipment. The oil heater is the only piece of non-electrical equipment the household employee is required to use.

The employers expressed a very decided preference for employees who possess such personal qualities and abilities as honesty, truthfulness, willingness to be directed, courtesy, responsibility, orderliness, interest in their work, industry and cleanliness. A worker possessing these qualities and abilities would surely be "the successful well adjusted employee" referred to by Dr. Watson (38:90) in an article written in 1939 on household employment.

Justification for a training course in household service for Mexican girls in Jerome, Arizona.---The data secured from the 60 Mexican girls who had dropped out of school during the four years (1936-1940) under study reveal certain facts about the activities of these girls after leaving school. More than one-half of the girls did not leave school until after they were 18 years of age, and one-third of them completed the 12th grade before dropping out of school. Twenty-one of these 60 girls were married. About one-third of them belonged to the wage-earning group. Of this working group about one-half were employed in the American homes of the community.

Since Jerome, Arizona, is wholly a mining

community it offers fewer opportunities for employment in other kinds of jobs and proportionately more opportunities for employment in household service, than are found in the communities with varied industries. Therefore, since there are opportunities for household employment and there are Mexican girls who are interested in securing such employment, the school should offer a program for training girls for that occupation.

Advisable course of training.--Although four years of education for home and family life are offered in the Jerome schools there is evidence that the needs of the girls who go into household employment are not being adequately met. About 60 per cent of the full-time employers reported that they considered their employees inadequately trained and over one-half of the employers indicated that they would encourage their employees to attend a training class for household workers. Seventy-six per cent of the girls expressed an interest in such a training class even though the data show that over 60 per cent had three or four years of general homemaking training before leaving school. All the groups (employers, employees, and out-of-school girls) interviewed suggested a rather long and varied list of housekeeping duties for which more training was desired. The fact that only eight per cent of the out-of-school girls believe that they

acquired their present knowledge about doing house-keeping tasks from school is more evidence supporting the premise that the needs of the girls who go into household employment are not adequately met by the school.

After checking over the list of duties required by 60 percent or more of both the full-time and part-time employers of their employees, one sees that almost all of the requirements can be met only by a rather high development of skills necessary to the execution of the various housekeeping jobs. Since the courses in homemaking offered in the Jerome schools are taken from the course of study sent out by the Vocational Education Department of Arizona the major aim is not the teaching of skills to the level of proficiency necessary to the performing of housekeeping jobs. The household equipment found in the Mexican girl's home and in the American home in which she works are different, according to the findings made in 1936 in Brown's (6) study of the facilities found in the Latin American girls' homes in Brownsville, Texas. This makes very ineffective the practice at home of skills introduced at school.

The chart shows that the majority of the needed skills, information, and standards of conduct for the household employees are presented from one to three times during the four years of homemaking instruction and that most of them are presented in the seventh and

eighth grades. The age and the characteristic interests of girls of these grades limit the type and amount of instruction that can profitably be given at these grade levels. Only a few of these teaching situations occur in the tenth grade. This means that in the class of the older girls very few of the needs of the household employee are given adequate consideration.

In view of these findings it seems that a course should be planned for the girl who is at least 18 years old, or is in the eleventh or twelfth grade, or is not attending school or is already employed in household service. The electrical equipment most frequently used by the workers, according to this study, would be essential to the adequate teaching of this course. A furnished apartment or house would be necessary to give the students an opportunity to practice these skills.

Since the homemaking department in the Jerome school does not have such a place, arrangements would have to be made with some of the homemakers in the community for the privilege of using their homes as a place where the girls in the training class could practice the skills taught. Care would have to be taken to make sure the homemakers understood that the training of the girl was to be the primary purpose of such an arrangement and that the work accomplished was incidental and secondary.

Recommendations

Therefore, the following units are recommended to be taught as a third year of homemaking in the Jerome High School:

Making good on the job

Special housekeeping duties and responsibilities

General house care

Care and use of equipment

Table setting and service

Care and preparation of food

Laundry

Child care

It is further recommended that the homemaking department institute some adequate placement agency and some form of effective follow-up work.

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T H E S I S

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CONTENTS

	Page
CHAPTER I: INTRODUCTION - - - - -	10
Setting of the problem - - - - -	12
The problem - - - - -	12
Delimitations of the study - - - - -	13
CHAPTER II: REVIEW OF LITERATURE - - - - -	14
CHAPTER III: METHOD AND MATERIALS - - - - -	36
CHAPTER IV: ANALYSIS OF DATA - - - - -	58
Duties required of household employees - - - - -	60
Personal qualities and abilities required and liked by the employer - - - - -	82
Equipment used in the employer's home - - - - -	86
Information about the girls who dropped out of school in the years 1936 to 1940 - - - - -	89
Factors influencing the possibilities for a household employment class in Jerome - - - - -	99
CHAPTER V: DISCUSSION - - - - -	103
What housekeeping duties are expected of Mexican girls employed in general household service in American homes in a mining community? - - - - -	104
What information, skills, and standards of con- duct must the Mexican girl possess in order to perform the required duties effectively? - - - - -	105
Do enough Mexican girls go into household ser- vice to justify a course of training being offered in Jerome, Arizona? - - - - -	106
What course of training would be advisable? - - - - -	107
CHAPTER VI: SUMMARY - - - - -	114
Introduction - - - - -	114
Local situation - - - - -	114
The problem - - - - -	115
Delimitation of the study - - - - -	115
Method and material - - - - -	116
Results - - - - -	116
Housekeeping duties expected of employed Mexican girls - - - - -	117
Information, skills, and standards of con- duct required to perform duties effectively - - - - -	117
Justification for a training course in house- hold service for Mexican girls in Jerome, Arizona - - - - -	118

CONTENTS (continued)

	Page
Advisable course of training - - - - -	119
Recommendations - - - - -	122
Problems for further study - - - - -	122
APPENDIX AND BIBLIOGRAPHY - - - - -	123

LIST OF TABLES

Table	Page
1. Number of employers having children ten years of age in their homes - - - - -	59
2. Training qualifications required by employers - - - - -	60
3. Duties connected with preparation and serving of foods that are required of household employees - - - - -	61
4. Frequency with which full-time workers perform various duties pertaining to preparation and serving of foods - - - - -	63
5. Frequency with which part-time workers perform various duties pertaining to preparation and serving of foods - - - - -	64
6. Duties connected with care of clothing that are required of household workers - - - - -	66
7. Frequency with which full-time workers perform various duties pertaining to care of clothing - - - - -	67
8. Frequency with which part-time workers perform various duties pertaining to care of clothing - - - - -	67
9. Duties connected with laundering that are required of household employees - - - - -	68
10. Frequency with which full-time workers perform various duties pertaining to laundering - - - - -	70
11. Frequency with which part-time workers perform various duties pertaining to laundering - - - - -	71
12. Duties connected with house care that are required of household employees - - - - -	73
13. Frequency with which full-time workers perform various duties pertaining to house care - - - - -	75

LIST OF TABLES (continued)

Table	Page
14. Frequency with which part-time workers perform various duties pertaining to house care - - - - -	76
15. Duties connected with care of sick that are required of household employees - - - - -	77
16. Frequency with which full-time workers perform various duties pertaining to care of sick - - - - -	78
17. Frequency with which part-time workers perform various duties pertaining to care of sick - - - - -	78
18. Duties connected with care of children that are required of household employees - - -	80
19. Frequency with which full-time workers perform various duties pertaining to care of children - - - - -	80
20. Frequency with which part-time workers perform various duties pertaining to care of children - - - - -	81
21. Methods used by household employers to give instructions to household employees - - -	81
22. Some personal qualities and abilities connected with getting along with people that are required of household employees - - -	83
23. Some personal qualities and abilities connected with getting along with people that are required of household employees - - -	84
24. Some items connected with personal hygiene and grooming that are required of household employees - - - - -	86
25. Electrical equipment, the use and care of which, the household employees are required to know - - - - -	87
26. Other equipment, the use and care of which, the household employees are required to know - - - - -	87

LIST OF TABLES (continued)

Table	Page
27. Age of the girls at the time of leaving school	91
28. Grade completed by the girls at the time of leaving school - - - - -	93
29. Intelligence rating of girls in the sample - -	95
30. Marital status of the girls in the sample - -	96
31. Occupational status of the girls in the sample	96
32. Occupational distribution of the 22 employed girls - - - - -	98
33. Opinions of girls as to source of knowledge for performing housekeeping duties - - - - -	98
34. Interest in a training class for household workers - - - - -	99
35. Cost of homemaking classes in Jerome, Arizona, during 1937-1939 - - - - -	100
36. Opinion of employers as to the adequacy of their employees - - - - -	100
37. Number of years of homemaking training taken by girls in the sample - - - - -	101

FIGURES AND CHARTS

	Page
Figure 1. Age of the girls at the time of leaving school - - - - -	90
Figure 2. Grade completed by the girls at the time of leaving school - - - - -	92
Figure 3. Intelligence rating of girls in the sample - - - - -	94
Figure 4. Occupational distribution of the 22 employed girls - - - - -	97
Chart 1. Skills, information, and standards of conduct needed by employees and the units taught in the present home- making courses - - - - -	109

TRAINING FOR HOUSEHOLD EMPLOYMENT IN A LARGE MINING COMMUNITY IN ARIZONA

Chapter I
INTRODUCTION

One very important problem society has to face today is the problem of the unemployed youth. Trumbull (31:67) believes that society has not met its obligation to its young people until they are as happily and as profitably employed as their abilities and practical conditions will permit. According to Michigan's unemployment census (2:772) of 1933 the highest degree of unemployment was among young workers. Over half of this group had no training. The public school could make this an opportunity to further serve its community by giving these youths training courses that might lead to employment. Those studying occupational trends (3:5) tell us that in the near future there probably will be fewer opportunities for women in clerical and industrial jobs and increasing demand for workers in the household employment and personal service

occupations. Doctor Amey E. Watson of the Emergency Education Program in Pennsylvania and for several years on the National Committee on Employer-Employee Relationships writing editorially stated in 1939 (38:88) that homemaking is a business and that it employs more women than any other one occupation. Homemaking, then, is a rich field for giving such training as would lead to employment in those occupations.

Some of the writers on household employment of 40 years ago seemed to feel that if studies could be made and publicity be given to the results of these studies household employment eventually would seem as attractive as work in stores and factories (25:1).

Sincere effort on both sides has been very hard to secure; therefore, progress toward the satisfactory relationship between employer and employee has been slow. Massachusetts reports (2:773) more and more homemakers are looking to the schools to send them girls trained to meet their special needs. The fact that the schools in some places are giving special training for household employment seems to help put this occupation more nearly on a par socially with other work for women requiring a comparable amount of training and efficiency.

A problem which affects two groups of citizens in every community is of sufficient importance to merit more than passing interest of public school administrators

and of homemaking departments in particular. Therefore, to be able intelligently to meet the problem, information about the contents of a training course is necessary before the school can meet the community's needs.

Local situation.--Jerome, Arizona, is a copper mining town of about 4,000 population. Approximately 65 percent of the school enrollment is of Mexican descent. Employment opportunities for the Mexican girls after they leave school are very limited. In fact, household employment in American homes of the community provides more jobs than all other types of employment combined. During the time between leaving school and getting married, many of the girls seek employment. This employment is desirable from the standpoint of both the American homemaker and the Mexican girls in the town. As would be expected, only a very small percentage of the Mexican girls continue their education beyond the high school level. Therefore, they have access to no agency other than the public school to give them training for an occupation. Any study that would make it possible for the school to meet the needs of the girls more adequately would be a service to this school district as well as to other similar communities.

The problem.--What course of training would be feasible in preparing Mexican girls for household employment in Jerome, Arizona?

Problem analysis.--The main problem logically falls into the following four parts:

1. What housekeeping duties are expected of Mexican girls employed in general housework in American homes in a mining community?
2. What information, skills, and standards must a Mexican girl possess in order to perform the required duties effectively?
3. What course of training would be advisable to offer in Jerome, Arizona?
4. Do enough Mexican girls go into household work to justify a course of training being offered in Jerome, Arizona?

Delimitation of the study.--This study was limited to the information given by 103 women who employ Mexican household workers and by 71 Mexican household workers who live in Jerome, Arizona. The information given concerns the requirements for the job of being a household worker. The study is also limited to 60 girls who have left the Jerome schools in the last four years (1936-40).

Chapter II

REVIEW OF LITERATURE

In reviewing some of the studies related to this investigation, the effort of educators to fashion a curriculum that is built on the student's present interest as well as his future needs was apparent. There was also evidence that home economists are becoming more and more aware of the part that the homemaking program can contribute to the occupational needs of its students.

As far back as 1920 Briggs (5:23) in his book, "The Junior High School," gives as the general purposes of the school: to teach boys and girls to do better the desirable activities that they will do anyway, to lead them to see and desire higher types of activities, and to make these activities to some extent possible.

In the same year Trumbull (31:39) reported a survey of junior wage earners in Rockford, Illinois. He found only 26 percent holding their jobs more than one year. Twenty-three percent held their jobs 6 to 11 months, 28 percent from three to five months, and 22 percent less than three months. The suggested reason for this was that the workers have not had the proper

training to help them to be successful.

It was found that about 63 percent of the junior wage earners in the sample were not planning on further school education, and that the majority had dropped out of school at the eighth grade level or before. He also reported that more girls in this study were employed as household workers than in any other one occupation, and that 93 percent of this group of girls did not intend to seek other employment.

After editing the report of a study made by the Women's Problem Group of the Social Order Committee of the Society of Friends in 1928 in the household employment relations in Philadelphia and vicinity, Dr. Watson (38:89) stated that the household employee is a home maker, and a good general education and special training are as valuable for her as for wife or mother. Any training that a girl may receive, either in her own home or in school, is of lasting value to her, whether she remains at home or is 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 is able to do. The hit-or-miss way of learning on the job means that in many cases a young worker having a poor start with a very low wage never gets a fair chance to improve in her work nor to advance to better paying and more satisfactory jobs.

If the homemaking course is to contribute to the preparation for and success in employment, the demands of employers should be considered. Margaret C. Ells (13:564) reported in 1929 that employers in nearly all occupations stress the importance of certain fundamental qualities in employees. She believed some of these important qualities that homemaking courses should teach are orderliness, cleanliness, courtesy, suitable appearance, patience, persistence, responsibility, initiative, originality, honesty, and diligence.

At the National Education Association meeting in 1930 a speaker (17:947) quoted Dr. Edwin A. Lee as saying that the home of today is ceasing to be a place where a girl may learn homemaking. The speaker pointed out that, therefore, the school has an opportunity to further meet the needs of girls for training in this field.

Mueller (22:395) found in his study of 26 small high schools in New England that homemaking became the life work of 52 percent of the female graduates and 65 percent of the female nongraduates.

Mary Cloonan (10:630) reported a survey made in 1931 by a committee of teachers from the high schools in Rochester, New York. The committee sought to find out if the industry in question employed home economics girls, if these girls were satisfactory, and

what suggestions the employer could give that would help the school to improve girls who wish to go into industry.

In general the committee found that employers look for girls possessing the following qualifications: good health, neat appearance, pleasing personality, ability to stick to a job until it is mastered, evidence of a real interest in the work, honest appreciation of the need for using the company's time for the company, serious-minded about the work in hand, ability to use hands, readiness to step into another's job in an emergency, ability to work in peace with others, respect for the property of the company, alertness, and tact.

The factors influencing the employer when he hires a girl were reported in order stressed by the employers:

1. Appearance
2. Personality
3. Health
4. Ability to keep peace with co-workers
5. Faithful work free from loafing
6. Living at home
7. Desire to improve

Mary Bryan Brucher (7:84-ff) in her study in 1931 of 71 girls employed while still in Oklahoma City High School found 27 percent doing general housework and many of the remaining group doing types of work for which the homemaking department could give direct preparation.

Of this group of employed girls she found about 75 percent had care and repair of clothing problems to meet. Meal planning was an activity participated in by 49 percent of this group. Fifty to 90 percent of the girls were doing such activities as setting table, washing dishes, caring for garbage, and putting away groceries. She reported that 60 percent of the girls studied were responsible for making beds, cleaning bedrooms, bathroom, and other rooms. Forty percent of the group carried on such activities as cleaning refrigerator, cupboards, and stoves.

Entertaining children with games, stories, and songs was reported by 35 percent of the girls in the Brucher study. Twenty-eight percent often prepared food for children and about 20 percent bathed and dressed children. It was found that these girls had little do with selecting or constructing children's clothing.

A study was made by Helen Allison (1:9-ff) in 1932 of 43 graduates from Oklahoma City High School who had majored in commercial work. She investigated their needs in relation to clothing, food, personal health, money management, social and business contacts, and personal traits. As a result of this study she found that the girls felt a definite need for further instruction in such topics as could be given in a home-making program. The girls ranked their problems in

order of importance to them. The following list shows the result:

- Clothing construction
- Food preparation
- Poise
- Social customs
- Spending plans
- Saving plans
- Self-control
- Accuracy
- Food selection
- Care of health
- Selection of suitable clothing for different occasions
- Use of good color combinations
- Table manners
- Promptness
- Neatness
- Care of own body
- Courtesy

Of this group of high school graduates, Allison reported that a large number of the girls were doing many household tasks. Some of these were:

- Setting table
- Washing dishes
- Caring for garbage
- Putting away groceries
- Making beds
- Cleaning rooms
- Cleaning kitchen equipment
- Entertaining children
- Preparing food for children
- Bathing and dressing children

From a study made jointly by the Omaha Y.W.C.A. and the Omaha Public Schools (19:21-ff) in 1932 it was found that about 90 percent of the employees thought more training for their jobs was needed. When asked to check a list of items to be included in a training program, the employees ranked the items in this order:

- | | |
|------------------------|----------------------------|
| 1. Serving | 8. General home management |
| 2. Setting table | 9. Answering telephone |
| 3. Personal appearance | 10. Food values |
| 4. Cleaning | 11. Home sanitation |
| 5. Plain cooking | 12. Care of children |
| 6. Personal hygiene | 13. Laundry methods |
| 7. Answering door | 14. Home nursing |

There was a space left for the girls to add other items they would like to have included in a training course. The following items were added:

- | | |
|---------------|----------------|
| Fancy cooking | Honesty |
| Cheerfulness | Mental hygiene |
| Economy | Care of pets |
| Personality | Thoroughness |
| Good English | |

Qualities which the employers indicated they expected to find in their employees were:

- | | |
|---------------------------------|--------------------|
| Adaptability | Courtesy |
| Neatness in personal appearance | Efficiency |
| Cleanliness | Trustworthiness |
| Thoroughness | Responsibility |
| | Ability to perform |

After making a study in 1932 in regard to vocations of girls, Ida Warner (36:61) recommended that the homemaking courses should be so organized as to meet the needs of those entering wage-earning occupations, those entering college, and those becoming homemakers or assistants to homemakers.

Ambrosia Noetzel (23:78) in 1933 making a study along the same line as Warner, came to the same conclusions. She further concluded that many girls belong to more than one of these groups and that the ultimate vocation of the majority of the girls was homemaking.

In a study made in 1933 of the occupations of 136 high school graduates of Barnesville, Minnesota, Anderson (2:772) reported that more than half were actually carrying on homemaking activities, and that another 15 percent were employed in jobs where home-making training could be applied. This made a total of 65 percent who could be making use of homemaking training in their present occupations. To summarize, she said:

Home economics can make a real difference in the lives of its young people; it can render real service in the development of the American home; and best of all it can be practically applied in almost any walk of life. (2:773)

When a large study is made, similar to the one conducted in Chicago in 1933 by the United States Women's Bureau (16:55-ff), the importance of the subject studied is emphasized. Two hundred forty-eight employers of household workers took part in this survey which was directed by Eleanor B. Johnson. From this study more evidence was thrown on the types of assistance most needed by household employers. They expressed their opinion as to the relative importance, to them, of specific personality traits in household employees. Honesty was considered the most desired trait by the largest number of employers. About one half as many employers rated dependableness, willingness, good nature, kindness to children, and ability to follow

directions as the 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 serving of food. Those duties in which these employers felt the least need of assistance were weekly mending, care of children, answering the bell, and receiving packages.

From this study Johnson concluded that the order in which improvement must necessarily come about is first, through the establishment of adequate placement organizations; second, through the setting up of standards and removal of some of the other conditions which now make household employment less attractive than alternative occupations; and finally, through the provision of special training for household employees.

As a result of another effort of the Women's Bureau to help solve the many problems connected with household employment a study was made of standards used by some placement agencies. The agencies taking part were from several different states. Marie Correll (12:5-ff) conducted the study in 1934. She concluded at the end of the study that the standards used by some

placement agencies were being influential in getting both the employers and employees to recognize their common problems and that some of the agencies were helping improve the terms of and conditions of employment. Since she considered the standards in use at the time inadequate for the protection of the household employees, it was therefore apparent that more research in the field was needed.

One of the most comprehensive studies found on the subject of household employment was Marie White's study (40:3-ff) made in 1936 in which 306 employers living in 37 states, Porto Rico, and Hawaii took part. She found the duties which the greater number of employers regularly expected of their employees to be:

1. General housework
2. Food preparation
3. Answering the telephone and the doorbell
4. Laundering
5. Waitress duties
6. Marketing

Duties which she found employers did not require of their employees were:

1. Marketing
2. Care of children's clothes
3. Attending to routine household repair
4. Planning of meals
5. Handling money
6. Care and pressing of clothes

She found the number of occasional duties expected of the employee to include many activities

usually expected of a specialized employee such as: acting as personal maid, helping with community affairs, making and taking telephone calls, driving a car, caring for an invalid, preparing rooms for guests, shampooing girl's hair, general seasonal housecleaning, care of children when parents are out, cleaning and polishing of brass and silver, washing windows, attending regularly to the mending, preparing and serving refreshments for parties or teas, helping with food preparation, helping with entertaining, laundering curtains, helping with sewing, caring for furnace, waxing floors, caring for yard or lawn, caring for plants, and keeping mirrors clean.

Miss White concluded that when one examines this long list of duties which the employee is expected to do occasionally, he realizes how broadly qualified the employee to be.

Abilities and characteristics which employers would demand, if a well-trained person were available, Miss White found to 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 when necessary, 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, 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.

In addition to these abilities and characteristics which were checked frequently by employers represented in Miss White's study, several abilities or characteristics were checked two or three times. She found these to be refinement, ability to follow directions accurately, to use and care for electrical equipment, to arrange flowers, to anticipate family wants and an understanding of the use of money.

Her study shows that about three times as many employers give instructions to their employees by the verbal method as compared with the written method. More employers preferred employees between 20 and 25 years of age. Trained and experienced persons were decidedly more desirable than untrained and inexperienced ones. Likewise, the predominant desire was for the general household employee rather than for the specialized employee. She found, also, that a large number of employers checked on personal qualities before employing their workers, personal cleanliness, good health, neatness in person, neatness in work, good disposition, and honesty being the most frequently

checked qualities.

Alice McKaughan-Olen (24:345) reported that a training course for girls wishing to enter household employment was organized and carried out in the fall of 1935 near Tulsa, Oklahoma. The 65 girls were selected from the relief rolls of a few eastern Oklahoma counties. All girls took broadening courses in English, dramatics, and social science. The homemaking units taught were: home-management, cooking, health and home nursing, and serving. Olen reported that the authorities responsible for the school felt that worth while things have been accomplished and the foundation laid whereby homemakers and unemployed girls may be benefited.

In 1935 the Vocational Division of the U.S. Office of Education (34:7) edited suggestions for a training course to be used in vocational schools to train workers for household employment. The suggested course was made up of such units as:

1. Health and personal hygiene
2. Personality and appearance
3. Relation of employee and employer
4. General and special cleaning
5. Laundering
6. Marketing
7. Table service and setting
8. Food preparation
9. Care and feeding of children
10. Answering door, telephone, and receiving messages
11. Use and care of household equipment

Louise Mason (20:57) in 1935 studied a group of girls who attended a northern Texas high school.

She found twice as many engaged in homemaking as in any other occupation. She concluded that a knowledge of home economics could very definitely be used by household workers.

Because of calls for homemaking assistants from the homemakers of the community, the high school homemaking department (4:305) at Darien, Connecticut, made a survey in 1935 to determine how many girls who were or had been enrolled in homemaking classes were interested in household employment. Bailey reported that one of the chief problems found in this survey was how to help the girls to realize the value of household employment for themselves while considering its disadvantages, and to remove from the occupation the stigma associated with it. The school became a kind of placement bureau and the homemaking teacher let it be known that the girls who showed enthusiasm in classroom response would be recommended for jobs. After presenting units embracing the subject of household employment, the school records showed an increasing number of girls willing and anxious for house work.

Helen Livingstone (18:46), after studying the need for trained household workers in New York City, concluded in 1936 that the general household worker is expected to be skilled in the performance of the following tasks:

1. Preparing and serving simple family meals
2. Cleaning all parts of the house
3. Caring for all furnishings and equipment
4. Laundering of table linen and personal clothing
5. Caring for children
6. Answering door, telephone, and taking messages

A study was made of household employment in Texas by The State Department of Vocational Education in 1936 (28:12-ff). The employers indicated that they would like to have employees trained in the following phases:

1. Personal responsibilities:
 - Dependability
 - Cleanliness
 - Punctuality
 - Willingness
 - Proper attitude toward work
 - Honesty
 - Neatness
2. Household duties:
 - Cooking
 - Serving meals
 - Planning meals
 - Cleaning house
 - Organizing work

When the employers checked the list of duties that they required of their present employee, it was found that dishwashing headed the list in duties performed. Daily and weekly cleaning of the different rooms ranked second; preparing meals, third; laundry, fourth; proper use and care of equipment, fifth; and answering the telephone and doorbell, sixth. Meal planning was reported by the largest number of employers as a duty they would like their workers to perform. Sixty three percent of the employers in this survey have children in their

family. The necessity for training new employees in the proper methods of performing tasks was reported by 85 percent of the employers. About seven-eighths of the employing group felt that the worker should have a health certificate.

From her long contact with problems concerning women, Mary Anderson (3:5) reported in a Labor Information Bulletin, in 1936, that very little comprehensive information about the working conditions of household employees was available. This, she said, makes the improving of such conditions extremely difficult. An interest in the standards for household employment must be manifested by both employers and employees if any improvement in working conditions is to be effected.

Besides the usual skills to be taught trainees in household employment classes, Anna Burdick and Rua Van Horn (8:12), in 1936, set 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 difficult types of housework.
5. An appreciation of the importance of maintaining a business like relationship between employer and employee.

In 1936 the Y.W.C.A. of Hartford (11:4-ff) in cooperation with the Connecticut Department of Labor studied the household employment problem in Hartford, Waterbury, and Litchfield, Connecticut. The purpose of the study was to ascertain the actual facts concerning wages, hours, and working conditions of household workers in order to correct the abuses which had been observed. Such a study was deemed valuable as a basis for the establishment of standard working conditions embodying those which were generally accepted, and also for organizing a training course for persons entering household employment.

It was found that almost nine-tenths of the employees were general houseworkers. By "general houseworker" was meant a household employee who may perform all of the tasks in a home, or any combination of tasks, and who does not concentrate on cooking, serving, chamber work, laundry, or any other single occupation. General houseworkers who could turn their hands to any task were reported to be the largest single group of household employees in these communities.

In the summer of 1937 the Department of Guidance of the National Youth Administration of Wisconsin (32:8-ff) made a survey of maid service practices in that state. Four hundred seventy-five employers participated in this survey. The results showed that the

employers attached importance to such characteristics as native intelligence--that is, being able to remember instructions; acceptable spoken English for the children's sake. Neatness, honesty, and cleanliness about her work were given more importance than formal educational training; and ability to get along agreeably with people was regarded as important. Duties which these 475 Wisconsin employers require of their employees were:

- | | |
|---|-----|
| a. Preparation of all meals - - - - - | 350 |
| b. Doing washing and ironing - - - - - | 358 |
| c. Scrubbing and cleaning regularly - - | 337 |
| d. Taking care of children - - - - - | 234 |

Other duties required by fewer employers were taking care of furnace, shoveling snow off sidewalk, mowing lawn, and washing the family car. Several reported requiring such special duties as cook, maid, and nurse maid.

In making a study of the occupations of 118 girls who dropped out of school upon completion of junior high school, Hazel Cameron (9:41-ff) in 1937 found 98 percent were homemakers or homemaking assistants. Her study showed that one-third did not go on to high school. She found also that the majority of the girls were below the average in intelligence rating, considering 96 to 105 as the average interval range. She found homemakers expected girls who assist them with housework to know how to do almost all types of cleaning. A large percentage of the homemakers desired their

employees to make all beds, straighten furniture, dust floors and furniture, clean bath room, and hang up or put away clothing daily. Ability to do special cleaning, such as washing windows, cleaning cupboards, flour and sugar bins, woodwork, walls, cleaning basement, scrubbing kitchen floor and waxing other floors was expected by the majority of employers.

Two-thirds of the homemakers questioned in the Cameron study required their employee to assist with the preparation of meals and care of food in the home. One-fourth of the women expected the household worker to bake bread and rolls and to arrange table decorations. About one-half of the women expected the girl to be able to serve dinner in courses.

According to this study the large group of women expected the girl to help with the laundry. Ability to care for children was expected by all homemakers in this study. The girl's attitude toward her employer was considered important by the homemakers. The five personality traits considered important by all of the women employing help in the home were self-control, cooperativeness, ability to get along with others, industry, and responsibility.

The study of household employment in Seattle (37:6-ff) in 1937 showed 81 percent of positions available in full time household work to be for the

general worker. It was reported in this study that traits, such as good nature, reliability, responsibility, and dependability were requested by a sufficient number of employers to indicate that honesty and good character in a household employee were considered to be of prime importance. The duties of a general houseworker as shown by this survey were (1) general house cleaning, (2) cooking, (3) washing and ironing, (4) light laundry, (5) serving, and (6) care of children.

Fortune (26:81-ff) made a survey of "The Servant Problem" in 1938. This survey was based on the response of 20,500 women. Of this group 33 percent have two or more full-time household employees, 49 percent have one full-time household employee, nine percent have a part-time household employee, and only nine percent have no household employee. They found that five out of six employers preferred trained workers. About the same number said that nothing was being done in their communities to put household employment on a more satisfactory basis. It was the opinion of the editor of this survey that the servant problem will never be satisfactorily solved until class distinction is eliminated and until both employer and employee are adequately trained for their respective jobs.

Dr. Watson (38:88) contributing to a symposium on household employment in 1939 said that there are more

women engaged in the occupation of household employment than in any other and that there is no occupation more important. Home economists could well use her philosophy in determining their attitudes toward employer-employee relationships. She said:

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 family life, one's own friends, 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. (38:90)

In writing about the training program being carried on by the W.P.A., Ellen S. Woodward (41:88) said that by January 1, 1938, some 15,000 women and girls had received training under the household service program. About one-half of the states were offering such training courses. This report seems to indicate that the training program carried on by the W.P.A. and similar organizations must be filling a definite need in the communities they serve.

From the studies reviewed here it seems evident that the problems connected with household employment are varied and that many are unsolved. There is reason to believe that the section of the country

and the nationality of the worker have some bearing on these problems. None of these studies considered the Mexican worker or the conditions found in the South-western part of our country which might have an influence on the problem of household employment. Therefore, a study of Mexican girls working in a mining community of Arizona seemed necessary in order to obtain information which would make it possible to organize courses in the homemaking department of Jerome, Arizona, that will more nearly fill the needs of the Mexican girls.

Chapter III

METHOD AND MATERIALS

For the purpose of learning what course of training would be feasible in preparing Mexican girls for household employment in a large mining community in Arizona three check sheets were constructed to find:

- (1) What housekeeping duties are expected of Mexican girls employed in general household work in American homes in a mining community?
- (2) What information, skills and standards of conduct must a Mexican girl possess in order to perform the required duties effectively?
- (3) What course of training would be advisable?
- (4) Do enough Mexican girls go into maid service to justify a course being offered in Jerome, Arizona?

The contents of the information sheets were determined by these questions. After construction, the sheets were checked by qualified persons and teachers in home economics for content and clarity. The contents were then revised to meet the criticisms and the suggestions offered. Since all sheets were to be used only in interviews, this seemed to be an adequate amount of checking to insure getting the desired information.

One hundred three American household employers of Mexican household employees were interviewed. These employers were selected at random from the population of Jerome, Arizona. Their willingness to be interviewed was secured by telephone or by personal contacts and a time and place for the interview decided upon. During the scheduled interview the following information sheet was marked.

CHECK LIST FOR EMPLOYER

Name _____

Address _____

Name of employee _____

Do you employ household worker full time _____ or part
time _____?

Is she Mexican? _____

If part time, how many hours per week do you employ
worker? _____Do you prefer a trained worker _____ or an experienced
worker _____ or a worker with no special training _____?Do you consider your household worker to be sufficiently
trained? _____If not, would you encourage your household worker to
attend a training class at the high school if the time
could be arranged? _____Would you be willing for your household employee to be
interviewed and asked to keep a week's diary of jobs
done? _____

How do you give instructions to your employee?

Oral _____ Written _____

Check the duties for which you hold your household employee regularly responsible.

A. Preparation and serving foods.

- 1. Planning meals.....
- 2. Doing marketing.....
- 3. Preparing breakfast.....
- 4. Preparing lunch.....
- 5. Preparing dinner.....
- 6. Assisting with the cooking.....
- 7. Preparing refreshments for parties.....
- 8. Baking of pastries and breads.....
- 9. Baking with yeast.....
- 10. Setting the table.....
- 11. Serving family meals.....
- 12. Serving meals in courses.....
- 13. Serving refreshments for parties.....
- 14. Putting groceries away.....
- 15. Making jelly and jam.....
- 16. Canning and preserving.....
- 17. Cleaning up after meals.....
- 18. Other duties.....

B. Care of clothing

- 1. Mending.....
- 2. Dry cleaning.....

3. Pressing.....
4. Arranging in storage space.....
5. Brushing.....
6. Airing.....
7. Other.....

C. Laundering

1. Family washing.....
2. Family ironing.....
3. All except flat work.....
4. Only personal wear.....
5. Men's shirts.....
6. Curtains.....
7. Checking laundry list.....
8. Other.....

D. House care

1. Caring for living room.....
2. Caring for bedrooms.....
3. Caring for bathrooms.....
4. Caring for dining room.....
5. Caring for kitchen.....
 - a. Cabinets.....
 - b. Food storage space.....
 - c. Flour bins.....
 - d. Containers.....
 - e. Cook stove.....

6. Caring for halls and porches....._____
7. Caring for closets and other storage
space....._____
8. Arranging flowers....._____
9. Extra Cleaning
 - a. Floors....._____
 - b. Rugs....._____
 - c. Windows....._____
 - d. Woodwork....._____
 - e. Silver....._____
 - f. Refrigerator....._____

E. Care of sick

1. Cleaning room....._____
2. Preparing tray....._____
3. Being companion of patient....._____
4. Other....._____

F. Care of children

1. Preparing food....._____
2. Feeding child....._____
3. Supervising rest period....._____
4. Bathing child....._____
5. Helping child to dress....._____
6. Supervising play....._____
7. Supervising during parent's absence....._____
8. Caring for clothing....._____

9. Other.....

G. Personal hygiene and grooming

Which of these do you require?

1. Health certificate.....

2. Clean clothing.....

3. Hair net or cap.....

4. Cleanliness in person.....

5. Care in preventing body odors.....

6. Moderate amount of make up.....

7. Moderate amount of perfume.....

8. Well cared-for shoes.....

9. Other.....

Which of these qualities do you require as essential in your employee?

Which of these qualities would you like your employee to have?

H. Managing herself in relation to others.

1. Courtesy.....

2. Honesty.....

3. Self-control.....

4. Cooperation.....

5. Knows her place and keeps it.....

6. Cheerfulness.....

7. Responsibility.....

8. Truthfulness....._____
9. Orderliness....._____
10. Economy....._____
11. Punctuality....._____
12. Friendliness....._____
13. Works independently....._____
14. Industry....._____
15. Consideration....._____
16. Willingness to be directed....._____
17. Interest in her work....._____
18. Speaks in a modulated tone....._____
19. Speaks English passably well....._____
20. Ability to get along with others....._____
21. Wholesome speech habits....._____
22. Ability to write legibly....._____
23. Ability to read....._____
24. Ability to talk over the telephone....._____
25. Ability to answer door bell....._____
26. Others....._____

I. Use and care of electrical equipment.

In performing the above duties, which of the following does the worker need to know how to care for and use?

1. Washing machine....._____
2. Iron....._____
3. Mangle....._____

4. Stove....._____
5. Toaster....._____
6. Waffle iron....._____
7. Percolator....._____
8. Fan....._____
9. Sweeper....._____
10. Refrigerator....._____
11. Mixer....._____
12. Sewing machine....._____
13. Water heater....._____
14. Others....._____

If your equipment is not electrical, check which of the following you have and desire employee to care for and use.

1. Oil heater....._____
2. Coal and wood heater....._____
3. Cook stove
 - a. Coal and wood....._____
 - b. Kerosene....._____
 - c. Gasoline....._____
 - d. Gas....._____
4. Ice refrigerator....._____
5. Carpet sweeper....._____
6. Furnace....._____
7. Other....._____

In which of your housekeeping duties would you like your employee to be better trained?

Remarks:

When the employer was interviewed, permission to interview her employee was asked. Seventy-seven of the 103 employers interviewed indicated that they were willing for their employees to keep a week's diary of duties performed on the job. During the interview with the girl the filling out of the following diary sheet was explained and arrangements were made for the interviewer to return one week later to get the diary. Seventy-one girls kept diaries. The employers and employees were both cooperative in giving the desired information.

WEEK'S DIARY TO BE KEPT BY EMPLOYEE

Name _____

Address _____

Name of Employer _____

Address of Employer _____

Are you a full-time _____ or part-time _____ household worker?

If part-time, how many hours per week do you work?

Check day by day the duties which you regularly do on your present job.

A. Preparation and serving of foods:

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1. Planning meals							
2. Doing marketing							
3. Preparing breakfast							
4. Preparing lunch							
5. Preparing dinner							
6. Assisting with the cooking							
7. Preparing refreshments for parties							
8. Baking of pastries and breads							
9. Baking with yeast							
10. Setting the table							

	Sun	Mon	Tue	Wed	Thur	Fri	Sat
1. Serving family meals							
2. Serving meals in courses							
3. Serving refreshments for parties							
4. Putting groceries away							
5. Making jelly and jam							
6. Canning and preserving							
7. Cleaning up after meals							
8. Assisting with the cooking							
9. Other duties							

B. Care of clothing:

1. Mending							
2. Dry cleaning							
3. Pressing							
4. Arranging in storage space							
5. Brushing							
6. Airing							
7. Other							

C. Laundering:

1. Family washing							
2. Family ironing							
3. All except flat work							

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
4. Only personal wear							
5. Men's shirts							
6. Curtains							
7. Checking laundry list							
8. Other							

D. House care:

1. Caring for living room							
2. Caring for bedrooms							
3. Caring for bathrooms							
4. Caring for dining room							
5. Caring for kitchen							
a. Cabinets							
b. Food storage space							
c. Flour bins							
d. Containers							
e. Garbage							
f. Cookstove							
6. Caring for halls and porches							
7. Caring for closets and other storage space							
8. Arranging flowers							
9. Extra cleaning							
a. Floors							
b. Rugs							

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
c. Windows							
d. Woodwork							
e. Silver							
f. Refrigerator							
10. Other							

E. Care of sick:

1. Cleaning rooms							
2. Preparing tray							
3. Being companion of patient							
4. Other							

F. Care of children:

1. Preparing food							
2. Feeding child							
3. Supervising rest period							
4. Bathing child							
5. Helping child to dress							
6. Supervising play							
7. Supervising during parent's absence							
8. Caring for clothing							
9. Other							

G. Use and care of electrical equipment.

In performing the above duties, which of the following do you need to know how to care for and use?

1. Washing machine.....
2. Iron.....
3. Mangle.....
4. Stove.....
5. Toaster.....
6. Waffle iron.....
7. Fan.....
8. Percolator.....
9. Sweeper.....
10. Refrigerator.....
11. Mixer.....
12. Sewing machine.....
13. Water heater.....
14. Others.....

H. Other Equipment.

Which of the following do you need to know how to care for and use?

1. Oil heater.....
2. Coal and wood heater.....
3. Cook stove.....
 - a. Coal and wood.....
 - b. Kerosene.....
 - c. Gasoline.....
 - d. Gas.....

4. Ice Refrigerator....._____
5. Carpet Sweeper....._____
6. Furnace....._____
7. Other....._____

List any housekeeping jobs that you would like to
know how to do better than you know now:

The Mexican girls who left the Jerome schools while enrolled in grades 7 through 12 during the years 1936 to 1940 were used in this study to determine what occupations such girls entered.

A list of names and addresses of these girls was obtained from the school records for the years 1936 to 1940. All the names of Mexican girls enrolled in January, 1936, were taken. By checking this list with each year's enrollment record for the next four years the school attendance of each girl on the list was checked. The incoming seventh grade Mexican girls' names were added to the list for each successive year to January, 1940. The result of this checking gave a list of Mexican girls who had left school in the four-year period under study, the date of their leaving school and the name of each girl's parents.

By asking several Mexican persons who are leaders in the social and religious activities of the Mexican population, it was possible to get the correct address of the girls on the list who still lived in Jerome. These girls were interviewed in their homes, places of employment, on the street, or by appointment at the interviewer's home. From the school's official records the time of leaving school and the age of the girls were verified. At the same time and from the

same source each girl's intelligence quotient was recorded on her information sheet.

Information Sheet to be Checked by Girls Who Have Left
School

Name _____

Address _____

Father's name _____

Mother's name _____

What grade were you in when you left school? _____

What homemaking training did you have in school? _____

Are you married? _____

List ages of your children _____

Are you doing house work for pay? _____ Full time? _____
or part time? _____

Name of employer _____

Have you ever done house work for pay? _____

What other work are you doing for pay? _____

Would you be interested in attending a household
worker's training class at the high school if the time
was convenient? _____

Where did you learn most about how to do housework:

(a) From your employer? _____

(b) From your mother? _____

(c) From your homemaking courses at school? _____

List any housekeeping jobs that you would like to know how to do better than you know now:

List, on the back of this sheet, suggestions which you think would have made the Homemaking courses more valuable to you:

From the school's financial records the cost of Jerome's present homemaking classes was found. To this was added an estimate of the extra expense connected with carrying on a household employment training class. The extra expenses were found to be teacher's salary, and extra equipment and supplies. The State Director of Vocational Homemaking in Arizona was asked for costs of similar courses that have been carried on in other schools. The costs of the various classes were considered in reaching the approximate cost of a household employment training course that might be given in Jerome.

Chapter IV

ANALYSIS OF DATA

For the purpose of answering the questions raised in the statement of the problem, the data will be analyzed according to the following topics: first, duties required of household employees; second, personal qualities and abilities required and liked by the employer; third, equipment used in the employer's home; fourth, information about the girls who dropped out of school in the years 1936 to 1940; and fifth, factors influencing the possibilities for a household employment class in Jerome.

As stated in Chapter III the American homemakers who supplied some of the information for this study included 29 full-time employers and 74 part-time employers. Diaries checked by 28 full-time and 43 part-time Mexican household employees were used as a check on the duties that the employers reported they required of their employees.

It is during their early years when children require so much attention that mothers often employ some one to assist with the housework; therefore, the number of families having children under ten years of age was considered important to this study. Of those

women in this sample who had full-time help in their homes, about three-fourths had children under ten years of age (Table 1), while about 40 percent of the part-time employers had children under ten years of age as members of their families. In the total groups one-half of the homes had children under ten years of age.

Table 1.--NUMBER OF EMPLOYERS HAVING CHILDREN UNDER TEN YEARS OF AGE IN THEIR HOMES

Employers	Children under ten years of age					
	Yes		No		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Full-time (29) - - -	21	72.4	8	27.6	29	100.0
Part-time (74) - - -	30	40.5	44	59.5	74	100.0
Total (103)	51	49.5	52	50.5	103	100.0

A slight majority (51 percent) of both the full-time and part-time employers (Table 2) expressed a preference for experienced workers. About 40 percent of both groups of employers reported that they preferred trained employees. Specially trained workers were considered preferable by less than ten percent of the full-time and part-time employers.

Table 2.--TRAINING QUALIFICATIONS REQUIRED BY EMPLOYERS

Employers	Trained		Experienced		Special training		Total	
	Num-ber	Per cent	Num-ber	Per cent	Num-ber	Per cent	Num-ber	Per cent
Full-time (29) - -	12	41.4	15	51.7	2	6.9	29	100.0
Part-time (74) - -	29	39.2	38	51.4	7	9.5	74	100.0
Total (103) -	41	39.8	53	51.5	9	8.7	103	100.0

Duties required of house-
hold employees

More than two-thirds of the full-time employers and employees, (Table 3) reported that setting the table, cleaning up after meals, putting groceries away, serving family meals, preparing lunch and assisting with the cooking were duties required of household workers in connection with the preparation and serving of foods. Serving refreshments for parties was reported as being required by 65.5 percent of the employers, but only 25 percent of the employees reported serving refreshments for parties during the week they kept their diaries. Other duties required by 40 to 60 percent of the full-time employers were preparing refreshments for parties and doing marketing. The duties reported as required by less than one-fourth of the full-time homemakers and the full-time workers were canning and

TABLE 3. -- DUTIES CONNECTED WITH PREPARATION
AND SERVING OF FOODS THAT ARE REQUIRED OF
HOUSEHOLD EMPLOYEES

Duties	Given by		Full-time		Given by		Part-time	
	Employers		Employees		Employers		Employees	
	No. (29)	%	No. (28)	%	No. (74)	%	No. (43)	%
1. Setting the table	27	93.1	28	100.0	19	25.7	18	41.9
2. Cleaning up after meals	27	93.1	28	100.0	40	54.1	33	76.7
3. Putting groceries away	25	86.2	23	82.1	18	24.3	19	44.2
4. Serving family meals	23	79.3	19	67.9	11	14.9	10	23.3
5. Preparing lunch	22	75.9	23	82.1	10	13.5	9	20.9
6. Assisting with the cooking	22	75.9	22	78.6	20	27.0	16	37.2
7. Serving refreshments	19	65.5	7	25.0	15	20.3	6	14.0
8. Preparing refreshments for parties	15	51.7	7	25.0	12	16.2	4	9.3
9. Doing marketing	12	41.4	9	32.1	4	5.4	7	16.3
10. Preparing dinner	10	34.5	10	35.7	16	21.6	3	7.0
11. Preparing breakfast	8	27.6	7	25.0	1	1.4	3	7.0
12. Serving meals in courses	8	27.6	2	7.1	5	6.8	3	7.0
13. Planning meals	7	24.1	6	21.4	4	5.4	7	16.3
14. Canning and preserving	4	13.8	0	0	1	1.4	11	2.3
15. Making jelly and jam	3	10.3	0	0	1	1.4	0	0
16. Baking with yeast	3	10.3	2	7.1	2	2.7	2	4.7
17. Baking of pastries and breads	2	6.9	3	10.7	2	2.7	2	4.7
18. Others								

preserving, making jelly and jam, baking with yeast, and baking of pastries and breads. Less than one-sixth of this group of workers indicated that the duty of serving meals in courses was required of them, while about one-fourth of the homemakers indicated that they required this duty of their household worker. In connection with the preparation and serving of foods, there was only one duty, cleaning up after meals, that was reported as being required by as many as 50 percent of the part-time employers or part-time employees.

Cleaning up after meals, assisting with the cooking, setting the table, serving family meals, preparing lunch, preparing dinner, and preparing breakfast were duties performed on the average of more than four times per week by the full-time workers doing these duties in connection with preparation and serving of food (Table 4). About three-fourths of these 28 full-time employees reported doing such duties as setting the table, cleaning up after meals, and assisting with the cooking six or more times during the week they kept their diaries.

The part time workers (Table 5) who perform various tasks pertaining to the preparation and serving of food reported they did such duties as preparing dinner, serving family meals, planning meals, preparing breakfast, and baking of pastries and breads on the

TABLE 4 -- FREQUENCY WITH WHICH FULL-TIME WORKERS
PERFORM VARIOUS DUTIES PERTAINING TO PREPARA-
TION AND SERVING OF FOODS

[illegible]

TABLE 5 -- FREQUENCY WITH WHICH PART-TIME WORKERS
PERFORM VARIOUS DUTIES PERTAINING TO THE PRE-
PARATION AND SERVING OF FOODS

[illegible]

average of about four or more times per week. Cleaning up after meals, setting the table, assisting with the cooking, serving family meals, doing marketing, planning meals, preparing dinner, preparing breakfast, and baking pastries and breads were duties pertaining to the preparation and serving of food performed three or more times per week by one-half or more of the part-time employees who were required to do these duties.

In connection with the care of clothing (Table 6) in the home, 50 percent or more of the full-time employers and employees reported that pressing, airing, brushing, arranging in storage space, and mending were duties done by the household workers. Less than 50 percent of the households where part-time workers were found required any of the duties pertaining to the care of clothing. However, about 51 percent of the part-time employees indicated they did pressing during the week they kept their diaries. Dry cleaning was a duty performed by a negligible percent of full-time or part-time employees.

Table 6.--DUTIES CONNECTED WITH CARE OF CLOTHING THAT ARE REQUIRED OF HOUSEHOLD EMPLOYEES

Duties	As given by full-time				As given by part-time			
	Employers		Employees		Employers		Employees	
	No.(29)	%	No.(28)	%	No.(74)	%	No.(43)	%
Pressing -	25	86.2	27	96.4	32	43.2	22	51.2
Airing - -	24	82.8	17	60.7	20	27.0	9	20.9
Brushing -	22	75.9	17	60.7	15	20.3	7	16.3
Arranging in storage space - -	18	62.1	14	50.0	13	17.6	12	27.9
Mending - -	16	55.2	17	60.7	8	10.8	11	25.6
Dry clean- ing - - -	0	0	1	3.6	2	2.7	3	7.0
Other - - -	--	--	--	--	--	--	--	--

Each worker who was required to do the various duties pertaining to the care of clothing; such as pressing, mending, brushing, airing, arranging in storage space, and dry cleaning indicated that she performed that duty on the average of about one time during the week she kept her diary (Tables 7 and 8).

Table 7.--FREQUENCY WITH WHICH FULL-TIME WORKERS PERFORM
VARIOUS DUTIES PERTAINING TO CARE OF CLOTHING

[illegible]

Table 8.--FREQUENCY WITH WHICH PART-TIME WORKERS PERFORM VARIOUS DUTIES PERTAINING TO CARE OF CLOTHING

[illegible]

In considering required duties connected with laundering, more than one-half of the full-time employers, the full-time employees, and the part-time employers checked such duties as: (1) family ironing; (2) family washing; (3) men's shirts; and (4) curtains (Table 9).

Table 9.--DUTIES CONNECTED WITH LAUNDERING THAT ARE REQUIRED OF HOUSEHOLD EMPLOYEES

Duties	As given by full-time				As given by Part-time			
	Employers		Employees		Employers		Employees	
	No.(29)	%	No.(28)	%	No.(74)	%	No.(43)	%
Family ironing -	26	89.7	22	78.6	54	73.0	32	74.4
Family washing -	25	86.2	22	78.6	41	55.4	27	62.8
Men's shirts	20	69.0	20	71.4	45	60.8	27	62.8
Curtains -	20	69.0	15	53.6	38	51.4	14	32.6
Checking laundry list - - -	5	17.2	5	17.9	5	6.8	1	2.3
All except flat work	3	10.3	2	7.1	9	12.2	6	14.0
Only personal wear	4	13.8	4	14.3	17	23.0	17	39.5

More than 50 percent of the part-time employees reported doing family ironing, family washing, and men's shirts while less than one-third reported doing curtains during the week they kept their diaries. Such duties as checking laundry list, doing all washing except flat

work, and doing only personal wear laundry were checked by less than 40 percent of each group of employers and of employees.

All of the jobs pertaining to laundering; i.e., family washing, family ironing, men's shirts, curtains, checking laundry list, only personal wear, and all except flat work were performed by both the full-time and the part-time employees who were required to do these duties on the average of from one to three times during the week they kept their diaries. (Tables 10 and 11) The frequency with which the employees did the above mentioned task varied from one to six times per week; however, the majority of duties were performed only once during the week.

Caring for living room, caring for bathroom, caring for kitchen, caring for bedrooms, cleaning floors, cleaning silver, caring for cook stove, cleaning refrigerator, cleaning windows, caring for kitchen cabinets, caring for food storage space, cleaning woodwork, caring for dining room, caring for kitchen containers, and caring for halls and porches were duties connected with house care (Table 12) that were checked as required by more than 60 percent of both the full-time employers and employees.

Caring for flour bins, cleaning rugs, and caring for closets and other storage spaces were duties reported by more than 60 percent of the full-time employers, but these same duties were reported by fewer than 60 percent of the full-time employees during the week in which they kept their diaries.

Sixty percent or more of the part-time employers and employees indicated that in connection with care of the house workers were expected to perform such duties as caring for living room, caring for bathrooms, caring for kitchen, caring for bedrooms, cleaning floors, caring for cookstove, and caring for halls and porches. In addition to the above duties, 60 percent of the part-time employers reported requiring such other duties as cleaning windows, caring for kitchen cabinets, cleaning woodwork, caring for kitchen containers, and caring for food storage space. Duties

TABLE 12 -- DUTIES CONNECTED WITH HOUSE
CARE THAT ARE REQUIRED OF
HOUSEHOLD EMPLOYEES

Duties	Given by Full-time				Given by Part-time			
	Employers		Employees		Employers		Employees	
	No. (29)	%	No. (28)	%	No. (74)	%	No. (43)	%
1. Caring for living room.....	29	100.0	28	100.0	63	85.1	40	93.0
2. Caring for bathrooms . . .	29	100.0	28	100.0	62	83.8	41	95.3
3. Caring for kitchen . . .	29	100.0	28	100.0	60	81.1	41	95.3
4. Caring for bedrooms. . .	28	96.6	28	100.0	61	82.4	42	97.7
5. Cleaning floors	28	100.0	28	100.0	62	83.8	33	76.7
6. Cleaning silver . . .	28	96.6	21	75.0	21	28.4	15	34.9
7. Caring for cook stove. . .	28	96.8	28	100.0	56	75.7	34	79.1
8. Cleaning refrigerator. . .	27	93.1	25	89.3	27	36.5	23	53.5
9. Cleaning windows . . .	27	93.1	22	78.6	54	73.0	24	55.8
10. Caring for kitchen cabinets	26	89.7	23	82.1	52	70.3	23	53.5
11. Caring for food storage space	26	89.7	21	75.0	45	60.8	14	32.6
12. Cleaning woodwork. . .	25	86.2	21	75.0	53	71.6	24	55.8
13. Caring for dining room . .	24	82.8	22	78.6	42	56.8	24	55.8
14. Caring for kitchen containers . . .	24	82.8	17	60.7	45	60.8	18	41.9
15. Caring for halls and porches . . .	24	82.8	20	71.4	44	59.5	29	67.4
16. Caring for flour bins. . .	20	69.0	10	35.7	42	56.8	5	11.6
17. Cleaning rugs. . .	19	65.5	14	50.0	36	48.6	19	44.2
18. Caring for closets and other storage . . .	18	62.1	15	53.6	28	37.8	13	30.2
19. Arranging flowers . . .	2	6.9	5	17.9	3	4.1	2	4.7
20. Care of house plants . . .	0	0.0	2	7.1	0	0.0	0	0.0

reported as being required by less than one-fifth of each group of homemakers and workers were arranging flowers and caring for house plants.

Doing such duties as (1) caring for bathrooms, (2) caring for the kitchen, (3) caring for bedrooms, (4) caring for cookstove, (5) caring for dining rooms, (6) caring for living room, and (7) caring for porches and halls (Table 13) were tasks pertaining to house care that were performed on the average of about four or more times per week by the full-time employees who were required to do these duties. All of these same duties except caring for halls and porches were done by about three-fourths of the full-time workers six or more times per week. Each duty, in the list of duties, a total of 19, pertaining to the care of the house (Table 14) was reported as being performed on the average of one to about three times each week by the part-time employees who were required to perform these duties.

The most frequently performed duties, i.e., caring for bedrooms, caring for bathrooms, caring for kitchen, caring for living room, caring for cookstove, and caring for halls and porches were performed by about three-fourths of the part-time employees from one to six times per week.

TABLE 13 -- FREQUENCY WITH WHICH FULL-TIME
WORKERS PERFORM VARIOUS DUTIES PERTAIN-
ING TO HOUSE CARE

Duties	Times per week								Ave.	Total	
	1 N	2 N	3 N	4 N	5 N	6 N	7 N	No.(28)		%	
1. Caring for liv- ing room	1	2	3	1	2	16	3	5.2	28	100.0	
2. Caring for bed- rooms.	1			1	2	20	4	5.8	28	100.0	
3. Caring for bath- rooms.	1	2			5	19	4	6.1	28	100.0	
4. Caring for kitchen.		1		2	2	20	5	6.0	28	100.0	
5. Caring for cook stove		2	1		2	18	5	5.7	28	100.0	
6. Cleaning floors	14	10	3	1				1.7	28	100.0	
7. Cleaning re- frigerator . . .	4	19	1	1				2.0	25	89.3	
8. Caring for kit- chen cabinets.	16	4			1	1	1	1.8	23	82.1	
9. Cleaning win- dows	22							1.0	22	78.6	
10. Caring for din- ing room	1	2	1		1	13	4	5.4	22	78.6	
11. Caring for food storage space.	14	6			1			1.5	21	75.0	
12. Cleaning wood- work	18	3						1.1	21	75.0	
13. Cleaning silver	20	1						1.0	21	75.0	
14. Caring for halls and porches. . .		8	4	1	2	3	2	3.7	20	71.4	
15. Caring for food containers. . . .	15	1	1					1.2	17	60.7	
16. Caring for clo- sets and other storage space.	12	1	1			1		1.5	15	53.8	
17. Cleaning rugs .	11	2	1					1.3	14	50.0	
18. Caring for flour bins	9	1						1.1	10	35.7	
19. Arranging flowers	3	1	1					1.6	5	17.9	
20. Care of house plants	2							1.0	2	7.1	

Almost one-half of the full-time employers indicated that they required their household worker to clean the patient's room when there was sickness in the home (Table 15). Only one-sixth of the part-time employers required the same duty of their worker. About 25 percent of the full-time and part-time employees reported doing the cleaning of the patient's room during the week that

TABLE 15 -- DUTIES CONNECTED WITH CARE OF SICK THAT ARE REQUIRED OF HOUSEHOLD EMPLOYEES

Duties	Given by Full-time				Given by Part-time			
	Employers		Employees		Employers		Employees	
	No.(29)	%	No.(28)	%	No.(74)	%	No.(43)	%
1. Cleaning room . . .	13	44.8	7	25.0	12	16.2	11	25.6
2. Preparing tray . . .	4	13.8	4	14.3	7	9.5	7	16.3
3. Being companion of patient. .	1	3.4	1	3.6	4	5.4	3	7.0
4. Other . . .								

they kept their diaries. The duties of preparing a tray for the patient and being a companion of the patient were duties reported by less than one-sixth of both groups of employers and of both groups of employees.

Only about 25 percent of either group of employees were found to be required to do any duty pertaining to the care of the sick, but this group of workers perform one or more of the duties in connection with the care of the sick on the average of from one to five times per week (Table 16 and Table 17) during the week they kept

their diaries. Of the 43 part-time employees only three performed the duty of being a companion of the patient, but of these three, two performed the duty seven times a week.

TABLE 16 -- FREQUENCY WITH WHICH FULL-TIME WORKERS PERFORM VARIOUS DUTIES PERTAINING TO CARE OF SICK

Duties	Times per week							Ave.	Total	
	1 N	2 N	3 N	4 N	5 N	6 N	7 N		No. (28)	%
1. Cleaning rooms.	3	1	2	1				2.1	7	25.0
2. Preparing tray.	1	1	1	1				2.5	4	14.3
3. Being companion of patient			1					3.0	1	3.6
4. Other										

TABLE 17 -- FREQUENCY WITH WHICH PART-TIME WORKERS PERFORM VARIOUS DUTIES PERTAINING TO CARE OF SICK

Duties	Times per week							Ave.	Total	
	1 N	2 N	3 N	4 N	5 N	6 N	7 N		No. (43)	%
1. Cleaning rooms.	8	1	1				1	1.8	11	25.6
2. Preparing tray.	3	1	2				1	2.6	7	16.3
3. Being companion of patient	1						2	5.0	3	7.0
4. Other										

Forty percent or more of both the full-time employers and the full-time employees (Table 18) indicated that they were required to do such duties in connection with the care of the children in the home; as, supervising during parents' absence, preparing food, caring for cloth-

ing, helping child to dress, bathing child, and feeding child. Duties less frequently required of the worker were supervising rest period and play period of the children. Not one duty in connection with the care of children was reported as being required by as many as 40 percent of the part-time employers or part-time employees.

Preparing food, feeding child, helping child to dress, bathing child, caring for clothing, supervising rest period, and supervising play were reported by the full-time employees (Table 19) who were required to perform duties pertaining to the care of children as being duties they performed on the average of four to six times per week. Those duties performed six or more times per week by one-half or more of the full-time workers who were required to do the duties were preparing food, helping child to dress, bathing child, feeding child, supervising play, and supervising rest periods. The part-time workers who perform the duties connected with the care of children did so on the average of from only one to three times per week (Table 20).

TABLE 20 -- FREQUENCY WITH WHICH PART-TIME WORKERS
PERFORM VARIOUS DUTIES PERTAINING TO CARE OF
CHILDREN

Duties	Times per week							Ave.	No. (43)	%
	1 N	2 N	3 N	4 N	5 N	6 N	7 N			
1. Supervising during parent's absence	10	4	2					1.5	16	37.2
2. Helping child to dress	4	3	3		1		1	2.6	12	27.9
3. Caring for clothing	4	1	3	2		1		2.6	11	25.6
4. Bathing child . .	4	2	3		1			2.2	10	23.3
5. Preparing food .	4	1	3		1		1	2.7	10	23.3
6. Feeding child . .	4		2		1	1		2.6	8	18.6
7. Supervising rest periods	4	2	1					1.6	7	16.3
8. Supervising play	3	2	1	1				2.0	7	16.3
9. Other										

Almost two-thirds of the homemakers who employed full-time workers gave their instructions orally (Table 21). The same method of giving instruction was used by a large group (81 percent) of part-time employers. Both the oral and written method of giving instructions were used by about one-third of the full-time employers.

TABLE 21 -- METHODS USED BY HOUSEHOLD EMPLOYERS
TO GIVE INSTRUCTIONS TO HOUSEHOLD EMPLOYEES

Methods	As Given by		Employers	
	Full-time(29) No.	%	Part-time(74) No.	%
1. Oral	18	62.1	60	81.0
2. Both oral and written.	10	34.5	10	13.5
3. Written	1	3.5	4	5.4

Qualities and Abilities
Required and Liked by
the Employer

In a study of household employment qualities and abilities that make for better human relationships were considered of enough importance to be included in this study. One hundred percent of the full-time employers want honest employees (Table 22). More than one-half of these employers indicated that they considered such qualities and abilities as truthfulness, willingness to be directed, courtesy, responsibility, orderliness, interest in her work, industry, cooperation, economy, works independently and punctuality are essential characteristics in their household worker. All of the other qualities and abilities (self-control, ability to talk over the telephone, knows her place and keeps it, wholesome speech habits, ability to answer the door bell, cheerfulness, consideration, speaks in a modulated tone, speaks English passably well, ability to get along with others, ability to read, friendliness and ability to write legibly) were considered as essential or desirable by the majority of the full-time employers.

Fifty percent or more of the part-time employers (Table 23) indicated that they considered as essential in their employees such qualities and abilities as honesty, truthfulness, responsibility, willingness to be directed,

TABLE 22 -- SOME PERSONAL QUALITIES AND ABILITIES
CONNECTED WITH GETTING ALONG WITH PEOPLE THAT
ARE REQUIRED OF HOUSEHOLD EMPLOYEES

Qualities and Abilities.	Full-time Employers				Not Marked No. (29) %	
	Essential No.	%	Desirable No.	%		
1. Honesty	29	100.0	0			
2. Truthfulness. . . .	28	96.6	1	3.4		
3. Willingness to be directed.	22	75.9	7	24.1		
4. Courtesy.	21	72.4	8	27.6		
5. Responsibility. . . .	21	72.4	8	27.6		
6. Orderliness	20	69.0	9	31.0		
7. Interest in her work	19	65.5	10	34.5		
8. Industry.	18	62.1	9	31.0	2	6.9
9. Cooperation	17	58.6	12	41.4		
10. Economy	16	55.2	10	34.5	3	10.3
11. Works independ- ently.	16	55.2	12	41.4	1	3.4
12. Punctuality	15	51.7	13	44.8	1	3.4
13. Self-Control. . . .	14	48.3	13	44.8	2	6.9
14. Ability to talk over the tele- phone.	14	48.3	12	41.4	3	10.3
15. Knows her place and keeps it	13	44.8	13	44.8	3	10.3
16. Wholesome speech habits	13	44.8	13	44.8	3	10.3
17. Ability to answer the door bell. . . .	13	44.8	13	44.8	3	10.3
18. Cheerfulness. . . .	12	41.4	16	55.2	1	3.4
19. Consideration . . .	11	37.9	16	55.2	2	6.9
20. Speaks in a mod- ulated tone. . . .	11	37.9	14	48.3	4	13.8
21. Speaks English passably well. . . .	11	37.9	18	62.1		
22. Ability to get along with others	11	37.9	13	44.8	5	17.2
23. Ability to read . .	10	34.5	10	34.5	9	31.0
24. Friendliness. . . .	4	13.8	17	58.6	8	27.6
25. Ability to write legibly.	4	13.8	13	44.8	12	41.4
26. Others						

TABLE 23 -- SOME PERSONAL QUALITIES AND ABILITIES
CONNECTED WITH GETTING ALONG WITH PEOPLE THAT
ARE REQUIRED OF HOUSEHOLD EMPLOYEES

Qualities and Abilities	Part-time Employers (74)				Not Marked	
	Essential No.	%	Desirable No.	%	No.	%
1. Honesty.	71	95.9	22	2.7	1	1.4
2. Truthfulness . . .	64	86.5	8	10.8	2	2.7
3. Responsibility . .	60	81.1	12	16.2	2	2.7
4. Willingness to be directed.	59	79.7	12	16.2	3	4.1
5. Orderliness. . . .	53	71.6	18	24.3	3	4.1
6. Courtesy	50	67.6	21	28.4	3	4.1
7. Cooperation. . . .	48	64.9	20	27.0	6	8.1
8. Knows her place and keeps it. . . .	47	63.5	22	29.7	5	6.8
9. Works indepen- dently.	47	63.5	25	33.8	2	2.7
10. Punctuality. . . .	46	62.2	20	27.0	8	10.8
11. Interest in her work	45	60.8	20	27.0	9	12.2
12. Ability to talk over the tele- phone	39	52.7	22	29.7	13	17.6
13. Speaks English passably well . . .	39	52.7	30	40.5	5	6.8
14. Cheerfulness. . . .	37	50.0	29	39.2	8	10.8
15. Self-control . . .	35	47.3	27	36.5	12	16.2
16. Ability to answer the door bell . . .	34	45.9	26	35.1	14	18.9
17. Economy.	29	39.2	27	50.0	8	10.8
18. Wholesome speech habits.	28	27.8	32	43.2	14	18.9
19. Industry	27	36.5	30	40.5	17	23.0
20. Ability to get along with others	27	36.5	29	39.2	18	24.3
21. Speaks in a modu- lated tone.	24	32.4	33	44.6	17	23.0
22. Friendliness . . .	23	31.1	36	48.5	15	20.3
23. Consideration. . .	21	28.4	32	43.2	21	28.4
24. Ability to read. .	17	23.0	28	37.8	29	39.2
25. Ability to write legibly	15	20.3	31	41.9	28	37.6
26. Other						

orderliness, courtesy, cooperation, knows her place and keeps it, works independently, punctuality, interest in her work, ability to talk over the telephone, speaks English passable well, and cheerfulness. In addition to the above qualities and abilities the majority of the same group of employers checked as essential or desirable such characteristics as self-control, ability to answer door bell, economy, wholesome speech habits, industry, ability to get along with others, speaks in a modulated tone, friendliness, consideration, ability to read and ability to write legibly.

Clean clothing, cleanliness in person and care in preventing body odors were the items connected with personal hygiene and grooming reported (Table 24) by more than 60 percent of the full-time and part-time employers as being essential in their employees. Between 40 and 60 percent of the full-time employers indicated that they required well cared-for shoes, health certificate and the use of a moderate amount of make-up. Less than one-eighth of the employers required their workers to wear hair net or cap. Only about 10 percent of the part-time employers required their employees to have health certificates.

TABLE 24 -- SOME ITEMS CONNECTED WITH PERSONAL
HYGIENE AND GROOMING THAT ARE REQUIRED OF
HOUSEHOLD EMPLOYEES

Item	As Given by Employers			
	Full-time		Part-time	
	No. (29)	%	No. (74)	%
1. Clean clothing	29	100.0	70	81.4
2. Cleanliness of person.	29	100.0	67	90.5
3. Care in preventing body odors.	23	79.3	49	66.2
4. Well cared-for shoes	16	55.2	14	18.9
5. Health certificate	14	48.3	7	9.5
6. Moderate amount of make-up	13	44.8	20	27.0
7. Moderate amount of perfume	6	20.7	10	13.5
8. Hair net or cap.	3	10.3	4	5.4
9. Other				
a. Clean fingernails			2	2.7
b. Clean teeth			1	1.4
c. Clean hands			1	1.4

Equipment Used in
the Employer's Home

The equipment found in the homes of the employers, which the workers are expected to know how to care for and use, was considered important to this study. An electric iron was reported (Table 25) as being a piece of equipment which the workers in almost all homes was expected to know how to care for and use. More than half of the full-time employers reported requiring their household workers to be able to care for and use the following electrical equipment: (1) stove, (2) toaster, (3) sweeper, (4) refrigerator, (5) washing machine, and (6) percolator. More than half of the part-time employers reported requiring their workers to be able to care for and use only

TABLE 25 -- ELECTRICAL EQUIPMENT, THE USE AND CARE OF WHICH THE HOUSEHOLD EMPLOYEES ARE REQUIRED TO KNOW

Electrical Equipment	Given by Full-time				Given by Part-time			
	Employers		Employees		Employers		Employees	
	No.(29)	%	No.(28)	%	No.(74)	%	No.(43)	%
1. Iron	29	100.0	28	100.0	71	95.9	42	97.7
2. Stove.	27	93.1	23	82.1	49	66.2	25	58.1
3. Toaster.	26	89.7	25	89.3	25	33.8	12	27.9
4. Sweeper.	25	86.2	25	89.3	56	75.7	39	90.7
5. Refrigerator .	24	82.8	28	100.0	32	43.2	27	62.8
6. Washing machine	23	79.3	28	100.0	40	54.1	28	65.1
7. Percolator . .	17	58.6	4	14.3	18	24.3	2	4.7
8. Mixer.	11	27.9	11	39.3	8	10.8	3	7.0
9. Waffle iron. .	6	20.7	5	17.9	8	10.8	1	2.3
10. Fan.	5	17.2	15	53.6	10	13.5	6	14.0
11. Mangle	4	13.8	4	14.3	10	13.5	4	9.3
12. Water heater .	3	10.3	3	10.7	9	12.2	2	4.7
13. Sewing machine	1	3.4	4	14.3	4	5.4	1	2.3
14. Other								

TABLE 26 - OTHER EQUIPMENT THE USE AND CARE OF WHICH THE HOUSEHOLD EMPLOYEES ARE REQUIRED TO KNOW

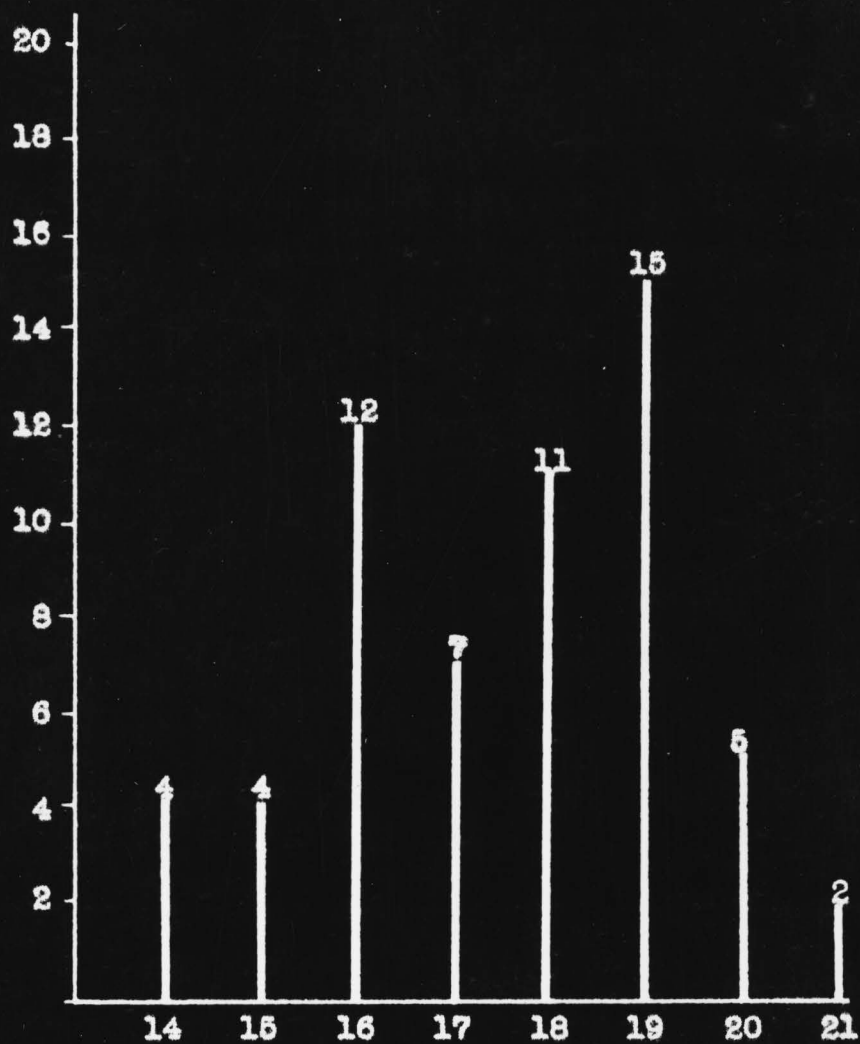
Equipment	Given by Full-time				Given by Part-time			
	Employers		Employees		Employers		Employees	
	No.(29)	%	No.(28)	%	No.(74)	%	No.(43)	%
1. Oil heater. . .	18	62.1	17	60.7	27	36.5	14	32.6
2. Carpet sweeper	16	55.2	13.	46.4	12	16.2	5	11.6
3. Coal and wood cook stove. .	11	37.9	6	21.4	18	24.3	5	11.6
4. Gas cook stove	3	10.3	4	14.3	2	2.7	3	7.0
5. Coal and wood heater.	3	10.3	0	0	5	6.8	3	7.0
6. Ice refrigerator. . . .	2	6.9	0	0	1	1.4	1	2.3
7. Furnace.	1	3.4	1	3.6	2	2.7	4	9.3
8. Gasoline cook stove	0	0	0	0	1	1.4	3	7.0
9. Kerosene cook stove	0	0	0	0	0	0	1	2.3
10. Other.								

such electrical equipment as: (1) sweeper, (2) stove and (3) washing machine.

It was found that more than 80 percent of the full-time employees reported caring for and using such electrical equipment as (1) washing machine, (2) refrigerator, (3) sweeper, (4) toaster and (5) stove. More than 50 percent of the part-time employees reported that they cared for and used (1) sweeper, (2) washing machine, (3) refrigerator and (4) stove. A mangle, water heater, and sewing machine were pieces of electrical equipment cared for and used by less than 15 percent of both groups of workers. Equipment used in the homes other than electrical was considered just as important to this study as the electrical equipment. The oil heater (Table 26) was the only non-electrical piece of equipment reported by 60 percent or more of the full-time employers and full-time workers. Less than 40 percent of the part-time homemakers and employees reported the oil heater as being equipment that the worker was required to care for or know how to use. Such equipment as (1) gas cook stove, (2) coal and wood heater, (3) ice refrigerator, (4) furnace, (5) gasoline cook stove, and (6) kerosene cook stove were found to be equipment used in very few (less than 14 percent) homes.

Information about the girls
who dropped out of school
in the years 1936 to 1940

At the time this study was made there were living in Jerome, Arizona, 60 Mexican girls who had left school between January, 1936 and January, 1940--while they were in grades 7 through 12. The age (Table 27) of these girls at the time of leaving school ranged from 14 through 21 years. It was found that about 75 percent of the Mexican girls who left school during the years included in this study were between 16 and 19 years of age, while about 13 percent left at the age of 14 or 15 and about 12 percent left at the age of 20 or 21 (Figure 1). One-third of these 60 girls had been out of school approximately four years and another one-third had been out of school about one year. The other one-third had been out of school approximately two or three years.



Age in years

Figure 1.

Age of the Girls at the Time of Leaving School

Table 27.--AGE OF THE GIRLS AT THE TIME OF LEAVING SCHOOL

Age	1936		1937		1938		1939		Total
	N	%	N	%	N	%	N	%	
14 -	0	0.0	1	11.1	2	18.2	1	5.0	4 6.7
15 -	1	5.0	0	0.0	1	9.1	2	10.0	4 6.7
16 -	6	30.0	0	0.0	2	18.2	4	20.0	12 20.0
17 -	2	10.0	1	11.1	2	18.2	2	10.0	7 11.6
18 -	4	20.0	2	22.2	1	9.1	4	20.0	11 18.3
19 -	4	20.0	4	44.4	3	27.3	4	20.0	15 25.0
20 -	3	15.0	0	0.0	0	0.0	2	10.0	5 8.3
21 -	0	0.0	1	11.1	0	0.0	1	5.0	2 3.3
Total	20	100.0	9	99.9	11	100.0	20	100.0	60 99.9

About 40 percent of the girls in the sample had completed the seventh or eighth grade at the time of their leaving school (Table 28). Twenty-one of the 60 girls (35 percent) graduated before leaving school (Figure 2). During the ninth, tenth, or eleventh grades only one-fourth of the group left school.

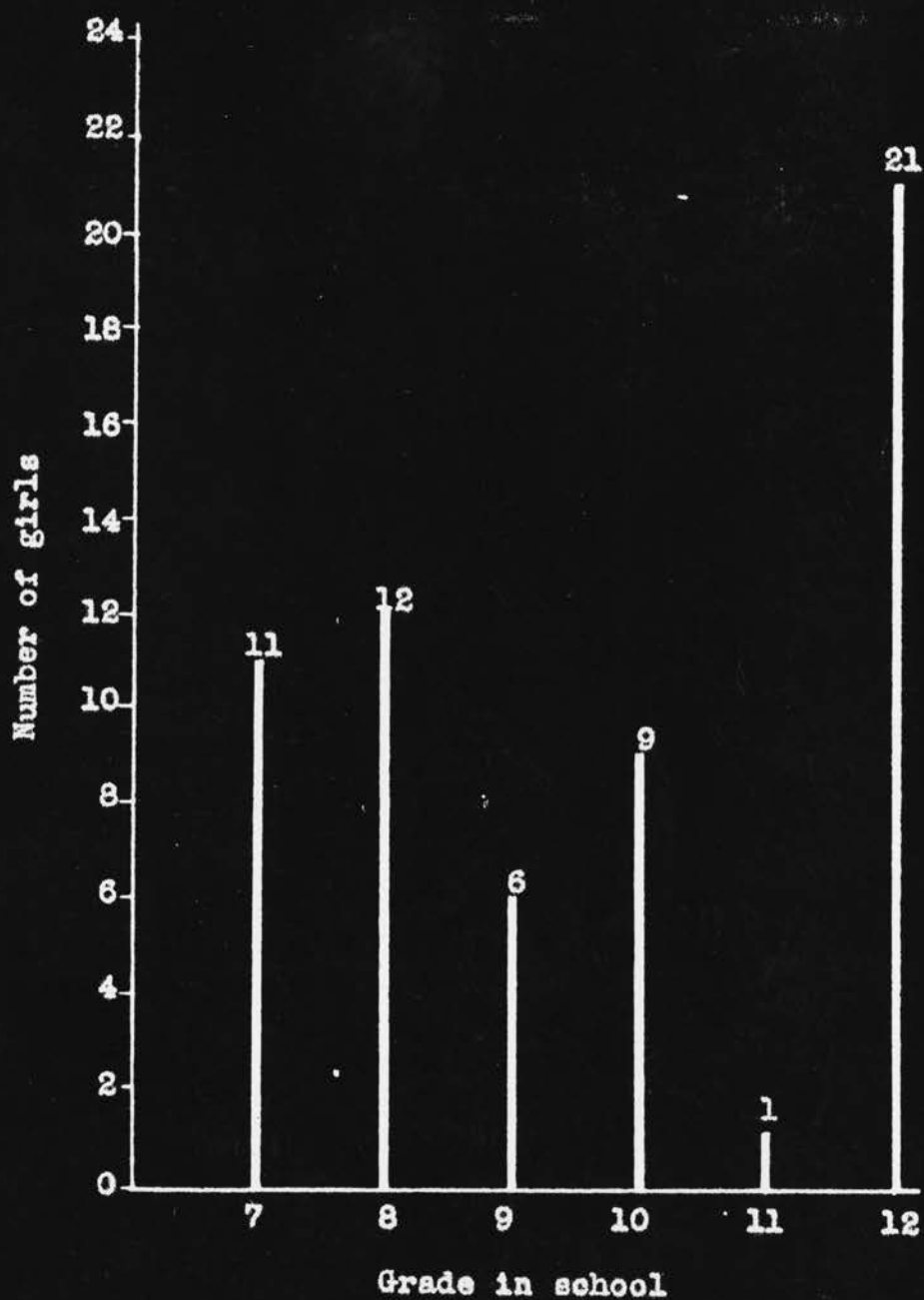


Figure 2

Grade Completed by the Girls at the Time of Leaving
School

Table 28.--GRADE COMPLETED BY THE GIRLS AT THE TIME OF LEAVING SCHOOL

Grade completed	1936		1937		1938		1939		Total	
	N	%	N	%	N	%	N	%		
7th	2	10.0	1	11.1	4	36.4	4	20.0	11	18.3
8th	5	25.0	0	0.0	1	9.1	6	30.0	12	20.0
9th	4	20.0	0	0.0	0	0.0	2	10.0	6	10.0
10th	3	15.0	3	33.3	0	0.0	3	15.0	9	15.0
11th	0	0.0	0	0.0	1	9.1	0	0.0	1	1.7
12th	6	30.0	5	55.6	5	45.5	5	25.0	21	35.0
Total	20	100.0	9	100.0	11	100.1	20	100.0	60	100.0

Of the 60 girls in the sample, 52 (about 87 percent) were found to have an intelligence rating of 95 or below (Table 29). About one-fourth of the girls had an intelligence rating below 76, while less than two percent of the girls were found to have an intelligence rating above 105 (Figure 3).

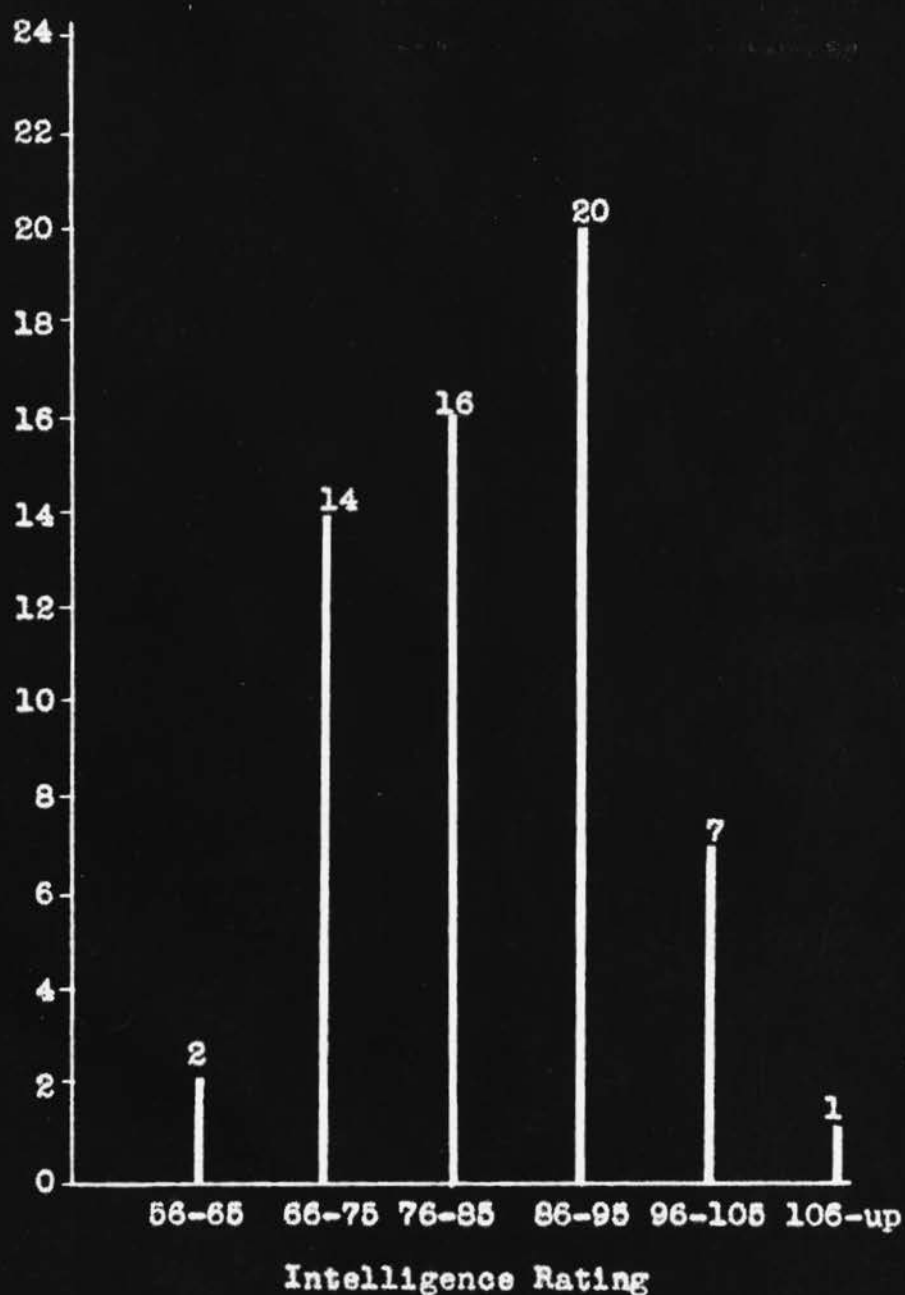


Figure 3

Intelligence Rating of Girls in the Sample

Table 29.--INTELLIGENCE RATING OF GIRLS IN THE SAMPLE

Intel- ligence rating	1936		1937		1938		1939		Total	
	N	%	N	%	N	%	N	%		
56-65	0	0.0	0	0.0	1	9.1	1	5.0	2	3.3
66-75	4	20.0	0	0.0	4	36.4	6	30.0	14	23.3
75-85	5	25.0	3	33.3	0	0.0	8	40.0	16	26.7
86-95	9	45.0	4	44.4	4	36.4	3	15.0	20	33.3
96-105	2	10.0	1	11.1	2	18.2	2	10.0	7	11.6
106-up	0	0.0	1	11.1	0	0.0	0	0.0	1	1.7
Total	20	100.0	9	99.9	11	100.1	20	100.0	60	99.9

Out of the 60 Mexican girls in the sample, 21 (35 percent) were found to be married (Table 30) and of the married group two-thirds had one or more children. More than 60 percent of the girls leaving school during 1936 were found to be married at the time this survey was made and more than 75 percent of this married group had children.

Table 30.--MARITAL STATUS OF THE GIRLS IN THE SAMPLE

School year	Total No. of girls	No. un- married		No. married		No. married and having children	
		N	%	N	%	N	% of mar- ried group
1936 -	20	7	17.9	13	61.9	10	76.9
1937 -	9	5	12.8	4	19.0	3	75.0
1938 -	11	10	25.7	1	4.8	1	100.0
1939 -	20	17	43.6	3	14.3	0	0.0
Total	60	39	65.0	21	35.0	14	66.7

The wage-earning group (Table 31) consisted of about one-third of the total group, thus leaving two-thirds in the non-wage earning group. Of the 22 employed girls in the sample, 10 girls (45.5 percent) were employed (Table 32) in housework, nine were working in the NYA sewing room, and one was employed in each of the following occupations: clerking, cashiering, and laundering (Figure 4).

Table 31.--OCCUPATIONAL STATUS OF THE GIRLS IN THE SAMPLE

Occupation	Number	Percent
1. Wage earning - - - - -	22	36.7
2. Non-wage earning - - - - -	38	63.3
Total - - - - -	60	100.0

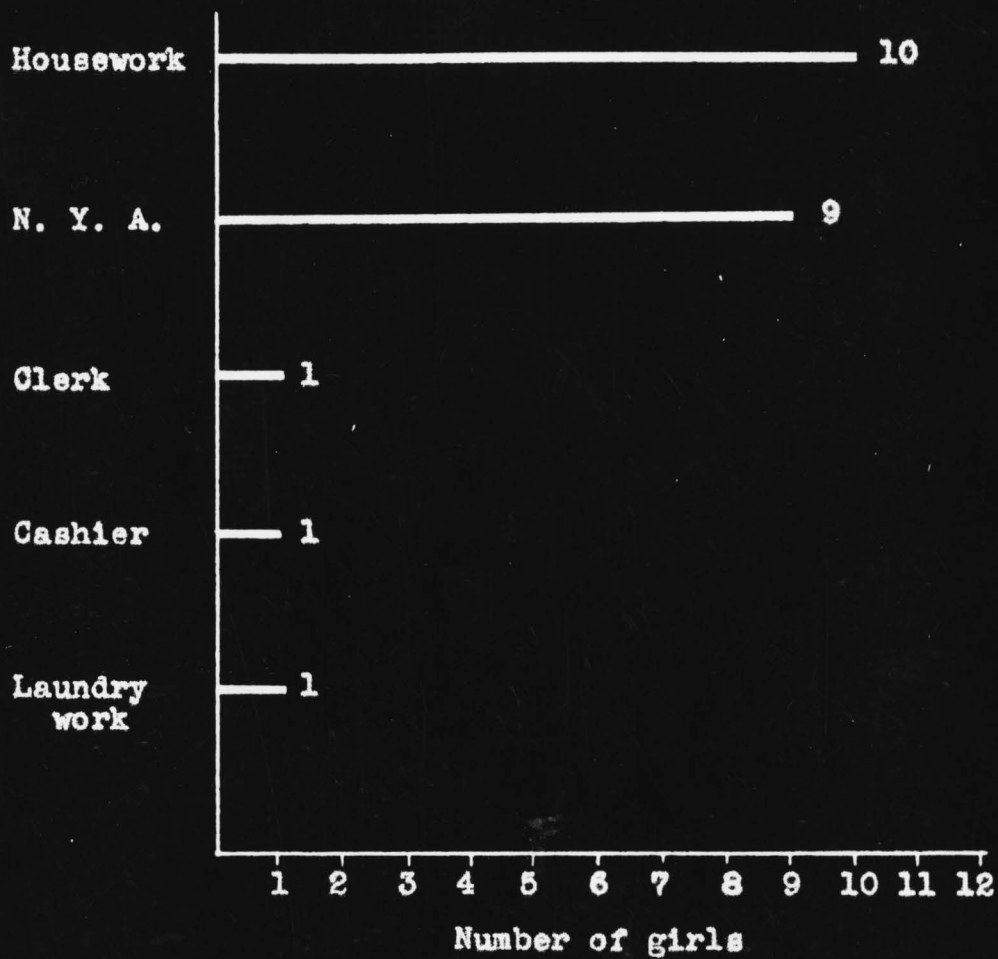


Figure 4

Occupational Distribution of the 22 Employed Girls

Table 32.--OCCUPATIONAL DISTRIBUTION OF THE 22 EMPLOYED GIRLS

Wage earning occupation	Number	Percent
1. Housework - - - - -	10	45.5
2. NYA - - - - -	9	40.9
3. Clerk - - - - -	1	4.5
4. Cashier - - - - -	1	4.5
5. Laundry work - - - - -	1	4.5
Total - - - - -	22	99.9

Fifty-three (88 percent) of the 60 Mexican girls (Table 33) who left school during the years 1936 to 1940 reported that they had received their knowledge of housekeeping duties from their mothers and only eight percent credited the school with supplying such information.

Table 33.--OPINIONS OF GIRLS AS TO SOURCE OF KNOWLEDGE FOR PERFORMING HOUSEKEEPING DUTIES

Possible source	As reported by girls	
	Number	Percent
1. From mother - - - - -	53	88.3
2. From homemaking course given at school - - - - -	5	8.3
3. From employer - - - - -	2	3.3
Total - - - - -	60	99.9

Factors influencing the possibilities for a household employment class in Jerome

Three-fourths of the girls indicated (Table 34) they would be interested in attending a training class at the high school if the time were convenient. About one-half of the employers, both of part-time and full-time household workers, said they would encourage their workers to attend such a class. For the last three years the homemaking classes have required the services of one full-time teacher and four-fifths of the time of a second teacher.

Table 34.--INTEREST IN A TRAINING CLASS FOR HOUSEHOLD WORKERS

As reported by	Total no. reporting	Yes		No.	
		N	%	N	%
1. Girls - - - - -	60	46	76.7	14	23.3
2. Employers of household workers					
a. Part-time - - -	74	33	44.6	41	55.4
b. Full-time - - -	29	17	58.6	12	41.4

The number of girls taking homemaking (Table 35) during the years 1936 to 1939 increased from 84 to 155. The average cost (including supplies used and teachers' salaries) per pupil during these same years was \$35.56.

Table 35.--COST OF HOME MAKING CLASSES IN JEROME, ARIZONA,
DURING 1937 TO 1939

Year	Cost of supplies	Teachers' salaries	Total	No. in classes	Cost per pupil
1936-37	\$331.00	\$2810.53	\$3141.53	84	\$37.40
1937-38	253.97	3593.52	3847.49	90	42.49
1938-39	497.59	3655.34	4152.93	155	26.79
Average	360.85	3353.13	3713.98	109.7	35.56

Almost 60 percent of the full-time employers (Table 36) indicated that they considered their employee to be inadequately trained, while about 43 percent of the part-time employers indicated that they felt the same way about their employees. Of all the employees in this study (103) about 48 percent were considered by their employers to be inadequately trained.

Table 36.--OPINION OF EMPLOYERS AS TO THE ADEQUACY OF
THEIR EMPLOYEES TRAINING

Employers	Yes		No		Total	
	N	%	N	%	N	%
Full-time -	12	41.4	17	58.6	29	100.0
Part-time -	42	56.8	32	43.2	74	100.0
Total -	54	52.4	49	47.6	103	100.0

More than 60 percent of the 60 girls interviewed had taken three or four years of homemaking training (Table 37).

Table 37.--NUMBER OF YEARS OF HOME MAKING TRAINING TAKEN BY GIRLS IN THE SAMPLE

Years	Number of girls	
	Number	Percent
1 year - - - - -	11	18.3
2 years - - - - -	12	20.0
3 years - - - - -	30	50.0
4 years - - - - -	7	11.7
Total - - - - -	60	100.0

In response to the question, "In what house-keeping duties would you like your employee to be better trained?" five or more of the 103 employers (See Appendix) mentioned the following:

General house cleaning - - - - -	18
Serving meals - - - - -	15
Cooking - - - - -	14
Laundry work - - - - -	10
Initiative - - - - -	9
Use of good English - - - - -	7
Ironing - - - - -	5
Reliable - - - - -	5
Careful handling of equipment - - - - -	5

Five or more of the 71 employees (See Appendix) expressed a desire to know better how to do such house-keeping duties as the following:

Cooking - - - - -	7
Caring for children - - - - -	5

Five or more of the 60 out-of-school girls mentioned the following housekeeping duties (See Appendix) which they would like to know better how to do:

Cooking	- - - - -	30
Serving meals	- - - - -	17

These girls also gave the following suggestion (See Appendix) which they believed would have made the homemaking course offered in high school more valuable to them:

More time given to homemaking subjects - - 10

Chapter V

DISCUSSION

Before describing the suggested course of training for preparing Mexican girls for household service in Jerome, Arizona, the questions which were raised in the preceding chapters will be answered. The questions were:

1. What housekeeping duties are expected of Mexican girls employed in general household service in American homes in a mining community?
2. What information, skills and standards of conduct must a Mexican girl possess in order to perform the required duties effectively?
3. Do enough Mexican girls go into household service to justify a course of training being offered in Jerome, Arizona?
4. What course of training would be advisable?

For this study the criterion of 60 per cent, set up by authorities as adequate for Johnson's (15:32-ff) study in 1939, will be used. That is, if a certain duty is reported as required by 60 per cent of the full-time employers, the teaching of the information and skills necessary for performing that duty will be included as strongly recommended.

What housekeeping duties are expected of Mexican girls employed in general household service in American homes in a mining community?

The duties required of household employees by both full-time and part-time employers were varied, numerous, and composed of many small operations requiring considerable skill. Only in the duties connected with the care of the house and laundering did the full-time employers and the part-time employers require about the same duties. This is not surprising since a homemaker who has only part-time assistance will require the heavier housekeeping duties of her employee, whereas, the full-time employer will require a more varied list of her worker.

The data show that an employee was expected to know how to do the following housekeeping duties:

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.

What information, skills and standards of conduct must the Mexican girl possess in order to perform the required duties effectively?

The information and skills necessary to the performance of the five above mentioned housekeeping duties should be taught. Since these are so well defined in the field of homemaking instruction, it seems unnecessary to go into a detailed description of such information and skills here.

According to the data it was evident that in the homes where household workers were found much of the equipment used in doing the work of the home is electrical. This means that the information and skills needed in assisting with the preparation and serving of family meals and cleaning up after meals should include the care and use of the electric stove, toaster and refrigerator. In caring for the family's clothing, the knowledge of how to use the electric iron will necessarily be included, because of the large number of homes using this piece of equipment. The family washing and ironing will also necessitate the information and skills connected with the operation of an electrical washing machine. Acquiring the skill of using an electric sweeper and its attachments becomes very important because more duties connected with the care of the house were required of a household worker than in any

other one area. The only piece of non-electrical equipment the household employee is required to use is the oil heater.

The employers expressed a very decided preference for employees who possess such personal qualities and abilities as honesty, truthfulness, willingness to be directed, courtesy, responsibility, orderliness, interest in their work, industry and cleanliness. A worker possessing these qualities and abilities would surely be "the successful well adjusted employee" referred to by Dr. Watson (38:90) in an article written in 1939 on household employment.

Do enough Mexican girls go into household service to justify a course of training being offered in Jerome, Arizona?

The data secured from the 60 Mexican girls who had dropped out of school during the four years (1936-1940) under study reveal certain facts about the activities of these girls after leaving school. More than one-half of the girls did not leave school until after they were 18 years of age, and one-third of them completed the 12th grade before dropping out of school. Twenty-one of these 60 girls were married. About one-third of them belonged to the wage-earning group. Of this working group about one-half were employed in the American homes of the community.

Since Jerome, Arizona, is wholly a mining community it offers fewer opportunities for employment in other kinds of jobs and proportionately more opportunities for employment in household service than are found in the communities with varied industries. Therefore, since there are opportunities for household employment and there are Mexican girls who are interested in securing such employment, the school should offer a program for training girls for that occupation.

What course of training
would be advisable?

In answering this question, the present home-making courses taught in Jerome seem to have some bearing. All the junior high school (seventh and eighth grade) girls are required to take the two years of home-making training. In high school, the subject may be elected for one or two years. This arrangement makes it possible for all the girls attending the Jerome schools (grades 7 through 12) to have from two to four years of homemaking training if they so elect.

Although four years of education for home and family life are offered in the Jerome schools there is evidence that the needs of the girls who go into household employment are not being adequately met. About 60 per cent of the full-time employers reported that they considered their employees inadequately trained

and over one-half of the employers indicated that they would encourage their employees to attend a training class for household workers. Seventy-six per cent of the girls expressed an interest in such a training class even though the data show that over 60 per cent had three or four years of general homemaking training before leaving school. All the groups (employers, employees and out-of-school girls) interviewed suggested a rather long and varied list of housekeeping duties for which more training was desired. The fact that only eight per cent of the out-of-school girls believe that they acquired their present knowledge about doing housekeeping tasks from school is more evidence supporting the premise that the needs of the girls who go into household employment are not adequately met by the school.

In order to make a comparison of what the prospective household employee needs to know and what the present homemaking courses attempt to teach, the following chart was prepared (chart 1). The check mark indicates in what unit some instruction would normally be given in school to afford the skills and information, or to influence the standards of conduct needed by the prospective employee.

Chart 1.--Skills, information, and standards of conduct needed by employees and the units taught in the present homemaking courses

		Units taught at present			
		7th grade	8th grade	9th grade	10th grade
Skills, information, and standards of conduct needed by employees	Total times presented	Helping efficiently in the home Equipment for sewing Christmas gifts Maintaining a clean and orderly home Care and repair of personal clothing Use and care of foods laboratory Preparing breakfast dishes Preparing the school lunch Securing your daily milk needs Planning and serving a breakfast	Living happily together Social development & good time at home Making a good personal appearance Caring for young children Managing money Clothing selection and construction Accessories for wash dresses Planning and serving well balanced luncheons or suppers	Nutrition Food selection, preparation, and preservation Meal planning, preparation, and management (dinners) Child guidance Developing one's personality Selection and construction of clothing Clothing management Children's clothing	Home furnishing Clothing design Clothing construction (tailored garment) Consumer buying Home care of the sick Meeting the family's food needs Human relationships Child development
<u>Preparation & serving of food</u>					
1.Setting the table - - -	3		x	x	
2.Cleaning up after meals	4	x	x	x	
3.Putting groceries away - - -	1				
4.Serving family meals -	4		x	x	
5.Preparing lunch - - -	6	x x	x	x x	
6.Assisting with cooking - - - -	7	xx	x	x x	x
<u>Care of clothing</u>					
1.Pressing - -	3	x	x		x
2.Airing - - -	2	x	x		
3.Brushing - -	2	x	x		
4.Arranging in storage space - - -	2	xx			
<u>Laundry</u>					
1.Family ironing - -	1			x	
2.Family washing - - - -	1			x	
3.Men's shirts - -	--				
4.Curtains - - -	--				
<u>House care</u>					
1.Caring for all types of rooms -	3	x x			x
2.Cleaning floors - -	1	x			
3.Cleaning silver - -	2			x	
4.Cleaning refrigerator - - - -	--				
5.Cleaning windows - -	--				
6.Caring for cook stove	3	x		x	
7.Caring for cabinets -	3	x		x	
8.Caring for food storage space	3	x		x	
9.Cleaning woodwork -	3	x		x	
10.Caring kitchen containers -	--				
11.Caring for flour bins	3	x		x	
12.Cleaning rugs - - - -	--				
13.Caring for closets -	1		x		
<u>Care of sick</u>					
<u>Care of children</u>					
1.Supervising during parents' absence -	3		x	x	x
2.Preparing food - - -	3		x	x	x
3.Caring for clothing -	1				x
<u>Electrical equipment to be cared for and used</u>					
1.Iron - - - -	5	x	x		x
2.Stove - - - -	4		x	x	
3.Toaster - - -	--				
4.Sweeper - - -	--				
5.Refrigerator	--				
6.Washing machine - -	1				x
<u>Non-electrical equipment to be cared for and used</u>					
1.Oil heater	--				
<u>Personal qualities and abilities</u>					
1.Honesty - - -	3		x	x	x
2.Truthfulness	3		x	x	x
3.Willingness to be directed - -	1	x			
4.Courtesy - - -	3		x	x	x
5.Responsibility - -	4	x	x	x	x
6.Orderliness	1				
7.Interest in her work - -	--				
8.Industry - - -	1				x
<u>Personal hygiene</u>					
1.Clean clothing -	2		x	x	
2.Cleanliness of person -	2		x	x	
3.Care in preventing body odor -	2		x	x	
Total - - - (48 duties)	97	2014582306	416201012	021417041	00202151
Total - - - (by grade)		31	26	29	11

After checking over the list of duties required by 60 per cent or more of both the full-time and part-time employers of their employees, one sees that almost all of the requirements can be met only by a rather high development of skills necessary to the execution of the various housekeeping jobs. Since the courses in homemaking offered in the Jerome schools are taken from the course of study sent out by the Vocational Education Department of Arizona the major aim is not the teaching of skills to the level of proficiency necessary to the performing of housekeeping jobs. The household equipment found in the Mexican girl's home and in the American home in which she works are different, according to the findings made in 1936 in Brown's (6:88-ff) study of the facilities found in the Mexican girls' homes in Brownsville, Texas. This makes very ineffective the practice at home of skills introduced at school. It seems reasonable to presume that this lack of comparable household equipment might be partially responsible for the inadequacy of the workers' training.

The chart shows that the majority of the needed skills, information and standards of conduct for the household employees are presented from one to three times during the four years of homemaking instruction and that most of them are presented in the seventh and

eighth grades. The age and the characteristic interests of girls of these grades limit the type of instruction that can profitably be given at these grade levels. The total number of times that the 48 skills, information, and standards of conduct needed by household employees are presented in the four years of homemaking courses are shown to be 97 according to the chart. This makes an average of two presentations for each skill, information or standard of conduct needed by a household worker. Only 11 of these teaching situations occur in the tenth grade. This means that in the class of the older girls very few of the needs of the household employee are given adequate consideration.

More careful analysis of the chart shows that certain areas of duties required of the employee are presented less than three times in the present homemaking courses. The duties connected with (1) care of clothing, (2) laundry, (3) some phases of housekeeping, (4) electrical and non-electrical equipment, (5) some phases of the personal qualities and abilities, and (6) personal hygiene are treated in the units too few times to insure their being learned. Laundering, and the care and use of electrical and non-electrical equipment are especially neglected in the classes as taught now.

In view of these findings it seems that a

course should be planned for the girl who is at least 18 years old, or is in the eleventh or twelfth grade, or is not attending school or is already employed in household service. The electrical equipment most frequently used by the workers, according to this study, would be essential to the adequate teaching of this course. A furnished apartment or house would be necessary to give students an opportunity to practice these skills.

Since the homemaking department in the Jerome school does not have such a place, arrangements would have to be made with some of the homemakers in the community for the privilege of using their homes as a place where the girls in the training class could practice the skills taught. Care would have to be taken to make sure the homemakers understood that the training of the girl was to be the primary purpose of such an arrangement and that the work accomplished was incidental and secondary.

Therefore, the following units are recommended to be taught as a third year of homemaking in the Jerome High School:

Making good on the job

Special housekeeping duties and
responsibilities

General house care

Care and use of equipment

Table setting and service

Care and preparation of food

Laundry

Child care

It is further recommended that the homemaking department institute some adequate placement agency and some form of effective follow-up work.

Chapter VI

SUMMARY

Introduction

One very important problem society has to face today is the problem of the unemployed youth. Those studying occupational trends tell us that in the near future there probably will be fewer opportunities for women in clerical and industrial jobs and an increasing demand for workers in the household employment occupations. Homemaking, then, is a rich field for giving such training as would lead to employment in those occupations. A problem which affects two groups of citizens in every community is of sufficient importance to merit more than passing interest of public school administrators and of homemaking departments in particular. Therefore, to be able intelligently to meet the problem, information about the contents of a training course is necessary before the school can meet the community's needs.

Local situation.--Jerome, Arizona, is a copper mining town of about 4,000 population of which 65 per cent is of Mexican descent. Household employment offers most of the opportunities for employment to the Mexican

girls during the interval of their leaving school and establishing a home of their own. Since few of these girls continue their education beyond the high school level they have access to no agency other than the public school to give them training for an occupation. Any study that would make it possible for the school to meet the needs of the girls more adequately would be a service to this school district as well as to other similar communities.

The problem.--What course of training would be feasible in preparing Mexican girls for household employment in Jerome, Arizona?

The main problem logically falls into the following four parts:

1. What housekeeping duties are expected of Mexican girls employed in general house work in American homes in a mining community?
2. What information, skills, and standards of conduct must a Mexican girl possess in order to perform the required duties effectively?
3. Do enough Mexican girls go into household work to justify a course of training being offered in Jerome, Arizona?
4. What course of training would be advisable to offer in Jerome, Arizona?

Delimitation of the study.--This study was limited to the information given by 103 women who employ Mexican household workers and by 71 Mexican household

workers who live in Jerome, Arizona. The information given concerns the requirements for the job of being a household worker. This study is also limited to 60 girls who have left the Jerome schools in the last four years (1936-1940).

Method and Material

Three check sheets were constructed to find: (1) what housekeeping duties are expected of the household employee? (2) what information, skills and standards of conduct are required of the worker? (3) if enough girls go into household service to justify a course being offered in Jerome, Arizona, (4) what course of training would be advisable? The data for this study were secured by interviewing 103 American employers selected at random from the population of Jerome, Arizona. Seventy-one employees kept a diary of duties performed during one week. The school records were checked to secure the names of Mexican girls who had dropped out of the junior-senior high school during the four years of 1936 to 1940. Sixty such girls were found to be living in Jerome. These girls were interviewed and a general information sheet was filled out.

Results

For this study the criterion of 60 per cent, set up by authorities as adequate for Johnson's (15)

study in 1939 was used.

Housekeeping duties expected of employed Mexican girls.--The data show that an employee is expected to know how to do the following housekeeping duties:

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.

Information, skills and standards of conduct required to perform duties effectively.--The information and skills connected with the performing of the above duties are so well known in the field of homemaking instruction that it seems unnecessary to list them here. Since the employers expect the girls to use such electrical equipment as the iron, stove, toaster, sweeper, refrigerator and washing machine, the housekeeping duties that involve their use must be taught by using those pieces of electrical equipment. The oil heater is the only piece of non-electrical equipment the household employee is required to use.

The employers expressed a very decided preference for employees who possess such personal

qualities and abilities as honesty, truthfulness, willingness to be directed, courtesy, responsibility, orderliness, interest in their work, industry and cleanliness. A worker possessing these qualities and abilities would surely be "the successful, well-adjusted employee" referred to by Dr. Watson (38:90) in an article written in 1939 on household employment.

Justification for a training course in household service for Mexican girls in Jerome, Arizona.--The data secured from the 60 Mexican girls who had dropped out of school during the four years (1936-1940) under study reveal certain facts about the activities of these girls after leaving school. More than one-half of the girls did not leave school until after they were 18 years of age, and one-third of them completed the 12th grade before dropping out of school. Twenty-one of these 60 girls were married. About one-third of them belonged to the wage-earning group. Of this working group about one-half were employed in the American homes of the community.

Since Jerome, Arizona, is wholly a mining community it offers fewer opportunities for employment in other kinds of jobs and proportionately more opportunities for employment in household service than are found in the communities with varied industries. Therefore, since there are opportunities for household

employment and there are Mexican girls who are interested in securing such employment, the school should offer a program for training girls for that occupation.

Advisable course of training.--Although four years of education for home and family life are offered in the Jerome schools there is evidence that the needs of the girls who go into household employment are not being adequately met. About 60 per cent of the full-time employers reported that they considered their employees inadequately trained and over one-half of the employers indicated that they would encourage their employees to attend a training class for household workers. Seventy-six per cent of the girls expressed an interest in such a training class even though the data show that over 60 per cent had three or four years of general homemaking training before leaving school. All the groups (employers, employees and out-of-school girls) interviewed suggested a rather long and varied list of housekeeping duties for which more training was desired. The fact that only eight per cent of the out-of-school girls believe that they acquired their present knowledge about doing housekeeping tasks from school is more evidence supporting the premise that the needs of the girls who go into household employment are not adequately met by the school.

After checking over the list of duties

required by 60 per cent or more of both the full-time and part-time employers of their employees, one sees that almost all of the requirements can be met only by a rather high development of skills necessary to the execution of the various housekeeping jobs. Since the courses in homemaking offered in the Jerome schools are taken from the course of study sent out by the Vocational Education Department of Arizona the major aim is not the teaching of skills to the level of proficiency necessary to the performing of housekeeping jobs. The household equipment found in the Mexican girl's home and in the American home in which she works are different, according to the findings made in 1936 in Brown's (6) study of the facilities found in the Latin American girls' homes in Brownsville, Texas. This makes very ineffective the practice at home of skills introduced at school.

The chart shows that the majority of the needed skills, information and standards of conduct for the household employees are presented from one to three times during the four years of homemaking instruction and that most of them are presented in the seventh and eighth grades. The age and the characteristic interests of girls of these grades limit the type and amount of instruction that can profitably be given at these grade levels. Only a few of these teaching

situations occur in the tenth grade. This means that in the class of the older girls very few of the needs of the household employee are given adequate consideration.

In view of these findings it seems that a course should be planned for the girl who is at least 18 years old, or is in the eleventh or twelfth grade, or is not attending school or is already employed in household service. The electrical equipment most frequently used by the workers, according to this study, would be essential to the adequate teaching of this course. A furnished apartment or house would be necessary to give the students an opportunity to practice these skills.

Since the homemaking department in the Jerome school does not have such a place, arrangements would have to be made with some of the homemakers in the community for the privilege of using their homes as a place where the girls in the training class could practice the skills taught. Care would have to be taken to make sure the homemakers understood that the training of the girl was to be the primary purpose of such an arrangement and that the work accomplished was incidental and secondary.

Recommendations

Therefore, the following units are recommended to be taught as a third year of homemaking in the Jerome High School:

Making good on the job

Special housekeeping duties and responsibilities

General house care

Care and use of equipment

Table setting and service

Care and preparation of food

Laundry

Child care

It is further recommended that the homemaking department institute some adequate placement agency and some form of effective follow-up work.

Problems for further study

Several problems for further study have suggested themselves in the course of this study.

Among them are:

1. What jobs are available for girls in Jerome, Arizona?
2. In what ways could the school be of assistance to the homemakers of the community in their household employment problems?
3. What contributions could the school make in meeting the needs of the out-of-school girls in Jerome, Arizona?

APPENDIX

	Page
Appendix A. Employer's suggestions for further employee training - - - - -	124
Appendix B. Employee's suggestions for further employee training - - - - -	125
Appendix C. Sixty out-of-school girls' sug- gestions for further training - - - - -	126
Appendix D. Sixty out-of-school girls' sug- gestions for improving homemaking courses in the Jerome schools - - - - -	127
Bibliography - - - - -	128

Appendix A.--Employers' Suggestions for Further Employee Training

In response to the question "In what house-keeping duties would you like your employee to be better trained?" the 103 employers mentioned the following:

	Times mentioned
1. General house cleaning - - - - -	18
2. Serving meals - - - - -	15
3. Cooking - - - - -	14
4. Laundry work - - - - -	10
5. Initiative - - - - -	9
6. Use of good English - - - - -	7
7. Ironing - - - - -	5
8. Reliable - - - - -	5
9. Careful handling of equipment - - - -	5
10. Consistent worker - - - - -	4
11. Child management - - - - -	4
12. Honest - - - - -	4
13. Industriousness - - - - -	3
14. Planning meals - - - - -	3
15. General training - - - - -	3
16. Bed making - - - - -	3
17. Refreshments for parties - - - - -	2
18. Use of mangle - - - - -	2
19. Punctual - - - - -	2
20. Systematic worker - - - - -	2
21. Be impersonal - - - - -	2
22. Care of furniture - - - - -	2
23. Orderliness - - - - -	1
24. Interest in work - - - - -	1
25. Removal of stains - - - - -	1
26. Dry cleaning - - - - -	1
27. Following directions - - - - -	1

Appendix B.--Employees' Suggestions for Further Employee Training

The 71 employees expressed a desire to know better how to do such housekeeping duties as the following:

<u>Duties</u>	<u>Times mentioned</u>
1. Cooking - - - - -	7
2. Caring for children - - - -	5
3. Serving - - - - -	4
4. General house cleaning - - -	3
5. Ironing - - - - -	3
6. Caring for floors - - - - -	3
7. Laundering - - - - -	1
8. Baking quick breads - - - -	1
9. Cleaning rugs - - - - -	1
10. Using electric sweeper - - -	1

Appendix C.--Sixty Out-of-School Girls' Suggestions for Further Training

The 60 out-of-school girls listed the following housekeeping duties that they would like to know better how to do:

<u>Duties</u>	<u>Times mentioned</u>
1. Cooking - - - - -	30
2. Serving meals - - - - -	17
3. Buying - - - - -	3
4. Caring for children - - - - -	3
5. House management - - - - -	2
6. Interior decorating - - - - -	2
7. Ironing - - - - -	2
8. Washing - - - - -	1

Appendix D.--Sixty Out-of-School Girls' Suggestions for
Improving Homemaking Courses in the Jerome Schools

When these same girls were asked for suggestions which they believed would have made the homemaking courses more valuable to them, they indicated the following:

<u>Duties</u>	<u>Times mentioned</u>
1. More time given to homemaking subjects - - - - -	10
2. Units given in more detail - -	4
3. More practice and less writing	1
4. More about budget problems - -	1

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