

ABSTRACT OF THESIS

REQUIREMENTS FOR HOUSEHOLD EMPLOYMENT
OF THE HOMEMAKERS IN
SAN ANTONIO, TEXAS

Submitted by
Annie Meda Brice

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FORT COLLINS, COLORADO

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

July, 1940

S-1-08A-20-02-021



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Abstract

Of all the occupations for women, household employment is one of the most varied in character. The household employee may be classified as unskilled, semi-skilled and skilled. Her close association with her employer leads to a personal relationship that is not found in any other occupation for women. There are no definite standards as to hours of work, wages, quality of work and the amount of time off. The reimbursement ranges from board and room only, the room being barely more than a sleeping space to 50 dollars a month with room and board, the room being equal to a small apartment. Even under the most desirable working conditions there is a social stigma attached to this field of work which is not found in the industries or professional field.

The motivating purpose in making a study of the household employment occupation in San Antonio, Texas, was to secure pertinent information regarding the demands and requirements of the employer and to suggest a program of education that would help to improve the prevailing situation.

The problem

What does the household employer of San Antonio, Texas, require of her household employee, and

how can Sidney Lanier School prepare for household employment?

Problem analysis.--

1. What are the duties and responsibilities of the household employee?
2. What personal qualities does the household employer prefer in the household employee?
3. What are the household employer's preference as to nationality, race and age of the household employee?
4. What further training is recommended by the household employer for the household employee?

Delimitation of the problem.--This study is limited to 100 household employers, each employing one worker during the year of 1939.

Procedure

To determine the duties and personal qualities required and the preference as to nationality, race, and age, a personal interview was made with 100 household employers in San Antonio, Texas. Three check sheets were used during these interviews.

To determine the further training recommended, the writer interviewed the members of the Household Employment Advisory Committee of the public night school.

She also interviewed a group of local and state educators who were interested in the household employment problem in San Antonio and in the state as a whole.

The information obtained from the 100 household employers who were interviewed, along with the suggestions obtained from the conferences with the local and state educators, determined the recommendations to be used as a basis for a more adequate training program in household employment in San Antonio, Texas.

Duties and responsibilities of the employees.--

Nearly 100 per cent of the employers interviewed expected the routine cleaning of all the rooms of the house. The special cleaning duties, such as waxing and polishing the floors, cleaning woodwork, shampooing rugs, cleaning windows, cleaning mirrors, polishing silver and cleaning bedsprings and mattresses, were required by 60 per cent or more of the employers. Cleaning draperies and curtains, polishing brass and cleaning fireplaces were required by about 50 per cent of the employers.

The preparation and serving of the food for the family was considered important by about 50 per cent of the employers. The preparation and serving of party refreshments and extra cooking and baking, such as canning and preserving and baking yeast bread, were required by less than 50 per cent. A large majority of the employers

required their employees to clean up after meals, while a relatively small per cent required them to do marketing and plan meals.

Only about one-fourth of the employers interviewed expected their employees to do all the family laundry. The rest of the employers had the work done at home by another employee or sent it to a commercial laundry to be done.

Very little in the way of caring for the clothes of the family was expected from the employees. Only two per cent demanded that dry cleaning be done by the employees.

The majority of the employers required the employees to use and care for the electric refrigerator and sweeper while less than one-half required them to use and care for the toaster, mixer, fan, washing machine, mangle and sewing machine.

The odd jobs about the house, such as picking up after people, answering the telephone, and cleaning walks, were required by more than 60 per cent of the employers interviewed. Less than one-half of them required the employees to care for the pets, answer door bells, go on errands, and arrange flowers.

The care of the sick and supervision of children were not considered very important duties of the one-employee household. These tasks were mainly done by an

extra employee or by the employer herself.

Hours of work and reimbursement.--The number of hours of work regularly required of the household employee by the 100 employers interviewed varied from 6 to 14 hours per day.

Sixty-three per cent of the employees were allowed two half-days off per week, and 22 per cent were allowed one half-day off. Nine per cent did not allow any time off, although the employees worked from nine to eleven hours per day. In spite of the long working day, 63 per cent of the employers failed to allow a rest period. The employers were reasonable in demanding overtime. The majority of those demanding overtime reimbursed the worker in cash or with extra time off.

Wages paid ranged from \$2 per week to \$11.50. The median wage was \$5. Of those receiving this salary 11 per cent had living quarters furnished, while six per cent had the transportation paid.

Only 14 per cent allowed their employees a vacation with pay. In each case the vacation amounted to one week with the regular week's pay.

Racial and personal characteristics.--Many of the employers had decided preferences as to race and nationality of household employees. Three races were represented among the employees. The white employees, including Latin Americans, represented the largest group, 70 per cent. Twenty-nine per cent of the employers used and

preferred negroes.

Of the 70 employers of white persons, 48 employed Latin Americans. Only 16 per cent of the employers preferred Germans.

The preference as to the age of the employees varied, but the majority of the employers preferred comparatively young workers in the home. The majority of the employers, 56 per cent, preferred household workers between 20 and 25 years of age, while 21 per cent wanted workers between 15 and 25 years of age.

All the employers said they wanted employees in good health, but only 55 per cent asked for health certificates.

Ninety-three per cent of the employers indicated they wanted their employees to be appropriately dressed at all times.

The 10 character traits considered most important by the employers were honesty, dependability, responsibility, interest in job, truthfulness, ability to keep her place at all times, willingness to do extra things, willingness to follow directions, economy, and cooperation.

Suggestions for a more adequate training program in San Antonio

The employers and educators both agreed that more and better equipped training centers should be established and that skills should be emphasized. The educators

recommended that placement and follow-up work be a part of the training program, and that a system of apprenticeship training be established as it would benefit the student, the instructor, and the employer.

A program which emphasizes the duties most in demand by the employers interviewed has been set up to be used for experimentation in Sidney Lanier School, a school composed almost entirely of Latin Americans, the national group most frequently preferred as household employees by the employers interviewed.

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T H E S I S

REQUIREMENTS FOR HOUSEHOLD EMPLOYMENT
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OF

AGRICULTURE AND MECHANIC ARTS

July 3 1940

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY ANNIE MEDA BRICE
ENTITLED REQUIREMENTS FOR HOUSEHOLD EMPLOYMENT OF THE
HOMEMAKERS IN SAN ANTONIO, TEXAS

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SCIENCE
MAJORING IN HOME ECONOMICS EDUCATION

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ACKNOWLEDGMENTS

The writer is very grateful to a number of people for their assistance and encouragement in the preparation of this thesis. She expresses her appreciation to the following persons: Miss Maude Williamson, Head of the Department of Home Economics Education, Colorado State College of Agriculture and Mechanic Arts, and to Dr. David H. Morgan, Director of Research of the Department of Home Economics Education, for their inspiration and guidance; to Miss Monta Hunter, director of the guidance and placement bureau of the San Antonio Young Women's Christian Association, and her advisory committee for their assistance in formulating the interview sheets; to Mr. C. E. Troutz, Director of Part-Time and Adult Education in San Antonio, and his household employment advisory committee, especially Mrs. Harriet Bonnett, Chairman; to Mr. L. W. Fox, Director of Vocational Education in the San Antonio public schools; to Mr. R. H. Brewer, Principal of Lanier School; and to Miss Laura Murray, Director, Bureau of Industrial Teacher-Training, Division of Extension, The University of Texas. All these have aided with valuable suggestions in helping the writer to solve her problem.

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Chapter I

INTRODUCTION

Of the many occupations for women, household employment is one of the most varied in character. The woman in household service may be classified as unskilled, semi-skilled, or skilled. She works alone rather than in a group. Her close association with her employer leads to a personal relationship between employer and employee that is not found in the industries or in most other occupations for women. The work is done under different conditions. There are no definite standards for hours of work, wages, quality of work, or the amount of time off on the part of the employee. Reimbursement varies widely. It begins with board and room only, the room being sometimes barely more than a sleeping space, and ranges to 50 dollars or more a month with board and room, the room being equal to a small apartment with living room, bedroom, and bath. Whether the reimbursement is low or high, there is a social stigma attached to this field of work which is not found in the industries or in professional fields.

In spite of all these handicaps, the number of women doing household work remains large, with greater

numbers entering the occupation yearly. Of all the women employed in 1930, the largest group is found in the classification called domestic and personal service. This group includes all persons employed in private homes as well as those employed in hotels, restaurants, and boarding houses. The majority of these 4,952,451 persons classified as domestic and personal service were found in homes (44).

The large number of women employed in household service and the lack of standards of quality of service, hours, and reimbursement in the field have been two important factors in pointing out the need for an educational program for household employment. This interest is not entirely of recent origin. Records show that the problem has been approached from different angles and for different purposes. In 1885 the Thirteenth Street House was established in New York City and continued for a period of two years the training, placement, and follow-up of a selected group of workers (23). In 1897, Lucy M. Salmon (32) made a study of the situation as it existed in the latter part of the 19th century; the study revealed a situation then similar to the situation today. She drew the following conclusions:

It is idle to complain of poor servants and of poor mistresses as long as the domestic servant is divorced from general labor questions and employers everywhere are ignorant

of economic laws, principles and conditions underlying the household. ...

The general remedies, therefore, must include a wider prevalence of education in the true sense of the word, not its counterfeit information. ... There must be a scientific training. ... The educational forces must "pull from the top" and draw domestic service into the general current of industrial development (32:203).

In 1934 the National Committee on Employer-Employee Relationships did an extensive piece of work in this field. It set up a tentative standard concerning wages, hours, vacation, living conditions, accident protection, and employment contract (27).

The household employment problem in San Antonio, Texas, runs parallel to the situation found in the United States generally. According to the fifteenth census of the United States there were 10,138 women employed in domestic and personal service in San Antonio as compared with 4,123 employed in the clerical occupations (42:1561). This should indicate that in San Antonio, household employment is an important occupation for women.

There is a great demand for well-trained household employees in San Antonio. Housewives are eager to secure the services of skilled or semiskilled workers, but they have difficulty in finding them. Many girls, on the other hand, are in great need of employment, but they are not prepared to give satisfactory service. They have little or no idea of what is

required of a worker in another person's home. They have only a vague idea of the duties of a household employee. Even girls who have had regular home-economics work in school are at a loss when it comes to working in someone else's home. There appears to be a great need for a more definite idea of what is demanded of the household employee and a better opportunity for careful training to meet these needs.

The motivating purpose in making a study of the household employment occupation in San Antonio was to secure pertinent information regarding the demands and requirements of the employer for the purpose of suggesting a program of education that would help to improve the prevailing situation.

The Problem

What does the household employer of San Antonio, Texas, require of her employee, and how can Sidney Lanier School prepare for household employment?

Problem analysis.--1. What are the duties and responsibilities of the household employee?

2. What personal qualities does the household employer prefer in the household employee?

3. What are the household employer's preferences as to nationality, race, and age of the household employee?

4. What further training is recommended by

the household employer for the household employee?

Delimitation of the problem.--This study is limited to one hundred household employers, each employing one worker during the year 1939.

Chapter II

REVIEW OF LITERATURE

The purpose of the writer is to review only the literature relating to the duties, responsibilities, personal qualities, and training of the household employee, avoiding the mass of subject matter on general household employment problems.

Dr. Hazel Kyrk, of the University of Chicago, presented to the Conference of the National Committee on Employer and Employee Relationship, now known as the National Committee on Household Employment, at its second meeting in New York City in 1931 (27), a set of standards for the household employment occupation which was developed by a special committee in Chicago, Illinois. The members of this committee were representatives from the Chicago High School, the University of Chicago, and the Chicago Young Women's Christian Association. The report showed that the committee had studied the duties, wages, hours, vacation, living conditions, accident protection, and employment contracts of the occupation. The general opinion of the members of the conference group seems to bear on the present thesis:

Standards, particularly for the semiskilled, have to come slowly, and probably would defeat their purpose if they are too comprehensive. Supply and labor have to be more nearly equalized before very much can be done (27:2).

The statement of tentative principles and standards to govern the working arrangement between household employer and employee can serve as a guide for any other group studying the problem.

The study made in Detroit, Michigan (12), in the years of 1931 and 1932 by a committee composed of representatives of several organizations maintaining non-fee employment agencies, representatives from organized groups of active employers and employees at the local Young Women's Christian Association, and representatives of the Board of Education of Detroit developed a set of minimum standards for the household employee of Detroit. The methods of setting up the standards were as follows: (1) each group acted as a committee with a chairman and set up minimum standards; (2) a control committee was formed, the personnel being two members from each group; (3) the control group received the final report of each committee and developed the following standards:

- (a) A full-time, middle-aged woman should do light housework with no washing and should receive \$5.00 a week. She should have one afternoon and evening off per week and every other Sunday.

- (b) A full-time, experienced maid should do all the work and should receive \$6.00 a week. She should have one afternoon and evening off per week and every other Sunday.

An investigation of the household employment situation in Omaha, Nebraska, was attempted in 1929, but on account of public influence the committee decided to drop the investigation and a report was not published. Shortly after this first Omaha project was discontinued, the subject of household employment was given publicity all over the United States. After considerable thought by representatives of the Omaha public schools and the Young Women's Christian Association, it was considered advisable to continue the study, and as a result, in 1930 and 1931, McGrew and Hawke (25) studied the problems pertaining to household employment in Omaha. Their report was published in 1932.

The motivating purposes for continuing the study of household employment in Omaha were to secure pertinent information regarding local conditions and to plan a program that would improve the situation. The methods used to accomplish the purposes of the study were varied. Personal interviews were held with employers and employees, and applicants for household employment and employment agency workers brought a variety of information. Questionnaires were sent to employers and

employees to get specific information regarding the problems of both groups. Conferences were held with employees for the purpose of making an analysis of household employment.

Of many topics pertaining to household employment studied by the committee, only the sections pertaining directly to this thesis will be reviewed. Since the sections on the duties, responsibilities, and personal qualities of the employees bear on the problem, parts of them are quoted:

There are so many things that must be taken into consideration that it is rather difficult to determine just where the various responsibilities lie. Many employers conscientiously endeavor to set up conditions in their own homes which would make for the greatest harmony and which might be used as standards. Experienced household employees are trying to establish standards by bargaining, which is the only method they know. However, such factors as how much hand labor is required to do the work of the home, how many labor saving devices should be available, how much washing of children's clothes must be done, how much ironing will be required, how many times must housecleaning be done, does the dog have to be washed, can company be entertained in the house, how much entertaining does the family do, and how much time must be spent in taking care of the children, complicate the problem to a considerable extent. ...

There is no other occupation in which the personalities of the employer and the employee have as much to do with satisfactory employment conditions as that of household employment (25:23).

The above study showed that there was a lack of training standards for household employees in Omaha. The lack of this training, the study revealed, was probably due to the belief that every girl is able to do

housework. Because a girl is able to do housework tasks in her own home does not necessarily mean she can do, in a creditable manner, the household duties required in another. In the interviews the applicant claimed she had had training in the occupation, but during the course of such interview it became evident that the applicant had had little or no training, although she was demanding a job that required considerable skill.

After compiling and considering the results of the survey, it was revealed that there should be two types of training programs for Omaha: pre-employment training for those girls and women who are planning to enter the household employment occupation, and training for those girls and women who are already employed in the occupation.

In a bulletin of the Women's Bureau, published in 1932, Amey E. Watson (48) reported on the study of that occupation in Philadelphia. A group of women formed a committee and, with the advice and cooperation of several government agencies and the Young Women's Christian Association, started a survey of the household employment in that city. The information for the study was secured in three ways: (1) a set of questionnaires was drawn up by the committee and sent to employers; (2) a second set was sent to employees; and (3) case studies were made, particularly of those who had answered the questionnaire satisfactorily and in whose homes a

satisfactorily working relationship between employer and employee apparently existed.

The study took up the following phases of household employment pertaining to the employee: (1) general facts concerning workers; (2) hours; (3) wages; (4) training and experience.

It appeared from this study that the conditions of work of the household employees were in need of improvement, and "a specialized training by which a girl may become a skilled worker" was recommended (48:5).

In 1933 a study of the household employment problem in Chicago was made (20). The purpose of this study was to determine the character of the demand for household workers and the character of the supply of the household workers. "Honesty, dependability, willingness, good nature, kindness to children, and ability to follow directions" (20:28), were the principal traits which the majority of the employers required in the employees.

In 1936 Marie White (50) completed a study of the duties and responsibilities of the general household worker. Questionnaires were sent to the home economics supervisors of the states of the United States and Porto Rico, who in turn distributed them to the home economics teachers. These teachers interviewed household employers and filled out the questionnaires during the interviews. The study represents the returns from

37 states and from Porto Rico.

The findings of this survey closely paralleled those uncovered in similar studies in Omaha, Nebraska; Philadelphia, Pennsylvania; and Chicago, Illinois. The age preference for employees (20-30 years) is so pronounced, and the span of age (10 years) is so limited that it is important to face the fact that any training program for household employment will necessarily be expensive in terms of the length of time the trainee will probably utilize the training as a wage-earner in that field. However, the trainee can use the knowledge obtained from the training in any activity connected with homemaking or related fields. The survey pointed out the need for a training program for both employees and employers, so that the employees might better learn their duties and responsibilities and that the employers might learn what is fair and reasonable for them to expect of employees. It also showed the need of conferences of employers and employees at more frequent intervals so that they might become better acquainted with the problem of household employment.

A survey of household employment in Hartford, Watersbury, and Litchfield, Connecticut, was made, and the results were published by the Connecticut Department of Labor in cooperation with the Young Women's Christian Association of Hartford in May, 1936 (13).

The chief conclusions to be drawn from this survey are as follows:

1. Working hours in household employment are considerably longer than in other occupations.
2. Weekly wages for full-time resident employees compare favorably with those in other occupations.
3. Weekly wages for full-time non-resident employees are considerably lower than those received by residents and those prevailing in other occupations.
4. There is a substantial group of women, largely non-resident, who receive extremely low wages.
5. Hourly wages, even of the highest paid employees, are extremely low.
6. Although the majority of household employees have worked in this occupation for some time, a substantial number began their present jobs with little previous experience.
7. There is a relatively high rate of turnover in household employment.
8. Women who come in to work only one or two days a week, usually at laundry or cleaning, are paid more per hour worked than other house-workers.

In 1935, a study of household employment in Texas was made jointly by the Bureau of Industrial Teacher Training, Division of Extension, of the University of Texas, and the State Department of Vocational Education of Texas (40). Copies of the questionnaire, "A Study of Household Employment in Texas", were sent to selected communities. Four hundred and sixty-seven questionnaires were returned. The conclusions were as follows:

1. More than half of the workers are above 20 years of age.
2. The modal wage is \$3.00 per week.
3. The number of hours worked per day ranges from 2 to 15.
4. Wages do not increase with number of hours on duty.
5. The workers rank as follows in training and experience:

Meager	30.1 per cent
Adequate . . .	56.1 per cent
Superior . . .	13.8 per cent

6. There is a need for training in household employment.

In the March, 1938, issue of the Fortune Magazine (34) an article, "The Servant Problem", appeared. This article was based on findings of a questionnaire on servants sent out by the magazine to 17,000 subscribers, 5,000 editors of women's pages of newspapers, and to 3,000 women's clubs throughout the United States. Concerning the need for training in household employment, the article asserted:

The servant problem, or women's problem, is as huge as any in the United States today, but women are doing almost nothing about it (34:81).

The article also stressed the fact that housewives can no longer look to Ellis Island for good and faithful servants. Our immigration quotas have cut down

on the number of women eager to secure employment. Employees now must come from native Americans. The statement is also made that labor-saving devices have limited woman's work considerably, but the minimum cannot be dispensed with entirely. Machines have not been invented to make beds, cook meals, sweep and dust, or change the baby's diapers. The machine can make work easier, but it can't eliminate the personal, intimate work of woman in the home. While the machine has made woman's work lighter, it has tended to serve as a competitor. The home is competing with the factory in high wages, working conditions, and standardized hours. Because of this competition with the factory, efficient help is very difficult to obtain. One who employs a worker in the home must pay better wages and provide better working conditions or be satisfied with inferior work.

The divisions of vocational education of various states, in cooperation with teachers and leaders of civic organizations, have published many articles pertaining to household employment and have offered suggestions for training courses for employers and employees, along with suggestions as to standards for the occupations. Some of the contributions by the various states noted are these:

1. A bulletin titled "Home Assistants" (24), published by the State Board of Control for Vocational Education, Lansing, Michigan. This bulletin is intended to aid persons who desire to prepare for an occupation in a short time. The material is centered around real work situations.
2. A series of manuals to be used in training classes issued by the Bureau of Industrial Teacher-Training and the Division of Vocational Education of Texas. These Manuals have been prepared for instructors of part-time and evening trade extension classes. They include one on Home Laundry (37), one on Home Hygiene (36), one on House Care (38), and two on Meal Planning and Cookery (39). They were compiled by teachers of household employment classes and give specific information to other teachers in the field.
3. A bulletin, "Guideposts for Employers" (29), issued in 1939 by the Department of Trade and Industrial Education of Stillwater, Oklahoma. This was written primarily for the employer and sets forth what an employer can reasonably expect or demand of a household employee.
4. Mimeographed material on "Adult Training in Domestic Service" (1), issued by the Vocational School, Milwaukee, Wisconsin. The idea expressed in this material is that adult education in household employment should be an important part in part-time and evening schools.

These bulletins, manuals, and pamphlets offer specific suggestions to employer, employee, and instructor. All emphasize the importance of specific information and skills.

The National Committee on Household Employment publishes articles dealing with recent developments in household employment (26). The committee recommends that standards of hours, time, wages, etc., be set up and that there be a carefully worked out plan for

placement, through either a public or a non-profit employment agency, and for follow-up after placement to check on skills of workers and on standards maintained by the employer. The suggestions offered serve as a valuable guide to anyone working on a similar program.

The National Board of the Young Women's Christian Association of the United States of America publishes many articles on household employment in its official organ, The Woman's Press. At various intervals booklets, such as "The Women in the House" (33) and "Fair and Clear in the House" (49), dealing with problems pertaining to household employment, have been published. The former is a case book on household relationships, the idea being that consideration of each other's point of view by employer and employee will lead to a better understanding. The latter is a symposium on household employment. A summary follows:

In other occupations three methods have been used in improving conditions of workers: (1) gradual education of public opinion, (2) legislation, and (3) trade unions. Experience has not shown which, if any, of these are effective in household work. What methods will eventually be most effective? How can all be made fair and clear in the home?

The American Home Economics Association through its official publication, The Journal of Home Economics, publishes at various intervals articles pertaining to the problems connected with household employment. These articles offer valuable suggestions to instructor and

employee.

The Women's Bureau of the United States Department of Labor was permanently organized in June, 1920, and has done much for the advancement of household employment in this country. The publications released by the bureau on this phase of occupation are very helpful to groups and individuals interested in the problem. A bulletin (43), published in 1924, states that traditions and ideals of democracy have led to a belief on the part of many that household employment is to be avoided, as it marks one as belonging to a low social level. Immigrants and their children soon adopt these ideas.

The director of the bureau, Miss Mary Anderson (4), has done a great deal through radio talks and public addresses to bring this woman's labor problem to the attention of the public. In a recent talk over station WJSV she recommended that Social Security legislation include household employees as a means of making household employment more attractive.

Another important contribution to the household employment training program has been made by the Works Progress Administration (51) in many centers throughout the country. For example, "during the year 1936, training projects for domestics were conducted in 184 centers."

Of 3,629 persons receiving certificates as domestic trainees, 3,491 were placed through the facilities of many offices of the United States Employment Service (51:5).

It is apparent from the examples given that there is a great need for a better and more adequate program for training applicants for household employment throughout the entire United States. To obtain such a training program would require the close cooperation of all Federal, State, and local organizations.

Chapter III

METHODS AND MATERIALS

Three major steps were involved in answering the questions raised in the problem:

1. Determining the duties, responsibilities, and personal qualities required by the household employers of the household employees in San Antonio, Texas.
2. Determining the preference of the household employer as to nationality, race, and age of the employees.
3. Determining a training program to be recommended in San Antonio, Texas.

To determine the duties, responsibilities, and personal qualities required, and the preference as to nationality, race, and age, a personal interview was made with 100 household employers in San Antonio, Texas. Three check sheets were used during these interviews. The items included in the check sheets were prepared by the writer from her own experience as a teacher of household employment and as an employer of workers in her own home, and from ideas gained through reading about the problem. The sheets were prepared and offered for

criticism and suggestions to a group of household employment teachers in the Vocational School in San Antonio, Texas; to the Household Employment Committee of the local Young Women's Christian Association; and to 16 members of a seminar in research in homemaking education at Colorado State College, Fort Collins, Colorado. Their most pertinent and helpful suggestions were included in the check sheets in their final form, copies of which follow:

CHECK SHEET I

Name _____
 Address _____
 Employer _____ Employee _____
 Name of Employer _____

For which of the following duties is the household employee responsible? Check.

A. 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. Caring for cabinets _____
 - b. Caring for food storage space _____
 - c. Caring for garbage _____
 - d. Caring for cook stove _____
6. Caring for halls and porches _____
7. Caring for closets and other
 storage space _____
8. Extra cleaning
 - a. Floors _____
 - b. Rugs _____

- c. Windows
- d. Woodwork
- e. Silver
- f. Brass
- g. Fireplace
- h. Radiators
- i. Draperies and curtains
- j. Bed springs and mattress
- k. Mirrors

9. Preparing cleaning materials

B. Use and care of electrical equipment

- 1. Washing machine
- 2. Iron
- 3. Mangle
- 4. Roaster
- 5. Waffle iron
- 6. Coffee pot
- 7. Fan
- 8. Sweeper
- 9. Refrigerator
- 10. Mixer
- 11. Sewing machine

C. Preparation and serving of food for the family

- 1. Planning meals
- 2. Doing marketing
- 3. Preparing breakfast
- 4. Preparing lunch
- 5. Preparing dinner
- 6. Preparing refreshments for parties
- 7. Baking of pastries and breads
- 8. Baking yeast bread
- 9. Setting the table
- 10. Serving the family meals
- 11. Serving meals in courses
- 12. Serving refreshments for parties
- 13. Canning and preserving
- 14. Cleaning up after meals

D. Laundry

- 1. Washing all clothes
- 2. Washing all but flat work
- 3. Washing only hand laundry
- 4. Removing stains
- 5. Washing by hand
- 6. Washing by machine

7. Caring for equipment
8. Ironing by hand
9. Ironing with mangle
10. Putting clothes away

E. Care of clothing

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

F. Miscellaneous

1. Answering door bells
2. Answering telephone
3. Caring for pets
4. Picking up after people
5. Attending to smoking needs
6. Going on errands
7. Purchasing for the house
8. Taking care of mail
9. Cleaning walks
10. Dusting the automobile
11. Making curtains
12. Cleaning shoes
13. Wrapping packages
14. Arranging flowers

G. Care of sick

1. Cleaning room
2. Preparing tray
3. Being companion to patient

H. 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. Care of clothing

CHECK SHEET II

Name _____
 Address _____
 Employer _____ Employee _____
 Name of Employer _____

Which of the following qualities do you consider desirable in a household employee? Check.

A. Grooming

1. Clothing clean, pressed and mended
2. Shoes clean, polished
3. Heels of shoes straight
4. Hair clean and becomingly arranged
5. Good use of make-up
6. Nails and hands well-kept
7. Appropriately dressed at all times
8. Use care about body odor

B. Personal characteristics. Check the 10 you consider most desirable.

1. Pleasing voice
2. Ability to keep her place at all times
3. Self-control
4. Cooperation
5. Sympathy
6. Honesty
7. Interest in job
8. Initiative
9. Responsibility
10. Ability to get along with others
11. Industry
12. Consideration
13. Economy
14. Orderliness
15. Courtesy
16. Friendliness
17. Truthfulness
18. Willingness to follow directions
19. Sense of humor
20. Ability to work independently
21. Alertness
22. Open-mindedness
23. Dependability
24. Tactfulness

- 25. Punctuality
- 26. Self-confidence
- 27. Sense of fairness
- 28. Good judgment
- 29. Adaptability
- 30. Courage
- 31. Thoughtfulness of others
- 32. Cheerfulness
- 33. System in her work
- 34. Willingness to do extra things

CHECK SHEET III - EMPLOYERS

Name _____
Address _____

1. Is your household employee white? ____ negro? ____
others? ____
2. What nationality is she? Latin-American ____
German ____ Other ____
3. What age preference to you have?
15-20 years ____ 25-30 years ____
20-25 years ____ over 30 ____
4. Do you require a health certificate? Yes ____ no ____
5. What wages do you pay?
Per week? ____
Are living quarters included? Yes ____ no ____
Is transportation included? Yes ____ no ____
6. When is the employee expected to report for work?
a. Before 6 A.M.? ____
b. Between 6 and 7? ____
c. Between 7 and 8? ____
d. What other hours? ____
7. When is the employee expected to leave?
a. Between 5 and 6 P.M.? ____
b. Between 6 and 7 P.M.? ____
c. Between 7 and 8 P.M.? ____
d. What other hours? ____
8. How many hours is she given off per week? ____ hours.
9. How many hours during the week does she work over-
time? ____ hours. How is she paid for this extra
time? ____

10. In what phase or phases of work do you prefer the employee to be most efficient? Check.

Cooking _____	Washing _____
Serving _____	Ironing _____
Cleaning _____	Care of children _____
Others _____	

11. Do you prefer an untrained person so that you may train her yourself? Yes _____ no _____
12. Would you allow your employee time off other than her regular time to attend classes? Yes _____ no _____
13. Will you suggest what can be done on the part of the household employer that will encourage girls to enter this occupation?
14. What suggestions do you have for a training program for household employees?

The check sheets in their final form were used by the writer in her interviews.

When the 100 interviews were completed, the results were compiled on a master sheet. The data from the master sheet were later used in interviewing people especially qualified to offer further suggestions for training including the members of the Household Employment Advisory Committee of the public night school in which part-time and adult education are carried on, and local and state educators interested in the problem. Members of the advisory committee who were especially qualified to give advice and suggestions were: Mr. C. E. Troutz, principal of the night school; Mrs. Harriet Bonnet, co-author of Maid Craft, a guide for the one-maid household, and in charge of the homemaking education

department at the International Institute, a branch of the local Young Women's Christian Association which works with non-English speaking girls and women; Miss Nell Reed, in charge of the home economics department of the San Antonio Public Service Company; Mrs. E. O. Moffett, director of cafeterias in San Antonio, in charge of training N. Y. A. girls in food preparation as applied to household employment.

State and local educators who offered suggestions were: Miss Laura Murray, Director, Bureau of Industrial Teacher Training, of The University of Texas; Mr. L. W. Fox, Director of Vocational Education, San Antonio, Texas; Mr. R. H. Brewer, principal of Sidney Lanier School, San Antonio, Texas; Mother Angelique, Dean of Our Lady of the Lake College, who has organized homemaking classes among the Latin-Americans in three different communities.

The data may be considered valid and reliable as they were obtained through personal interviews with homemakers who actually meet these problems and who see a need for more and better trained household employees.

From the data obtained from these interviews a program of training has been worked out for household employment for Sidney Lanier School.

Chapter IV

ANALYSIS OF DATA

Data for this study were obtained by interviews with 100 household employers in San Antonio, Texas, and a number of local and State educators who have organized and supervised classes in household employment. The 100 employers, each employing one worker in the home, and varying from each other in economic status and temperament, represent a cross-section of the one-maid families of the city.

The data obtained as a result of the interviews have been analyzed in four parts: (1) duties of the employee as to the care of the house, preparation and serving of the food for the family, laundering, care of clothing, use and care of electrical equipment, miscellaneous duties, care of the sick and care of children; (2) hours of work and reimbursement, including such items as hours on duty, time off, rest period, overtime, pay for overtime, reimbursement and paid vacation; (3) preference of employer as to racial and personal qualities such as race, nationality, age, health, grooming and character traits; and (4) suggestions for a more adequate training program as suggested by household employers and educators.

Duties and Responsibilities of the Employee

The majority of the employers expected the routine cleaning of the different rooms of the home. The per cent varied (Table 1) from 96 in the care of the bathroom to 90 in the care of halls and porches.

Table 1.--ROUTINE DUTIES OF THE HOUSEHOLD EMPLOYEE
PERTAINING TO THE CARE OF THE HOUSE

DUTIES (Rooms to be cleaned)	PER CENT N = 100
Caring for bathroom	96
Caring for dining room	96
Caring for kitchen	96
Caring for living room	94
Caring for bedroom	93
Caring for halls and porches	90

In addition to the routine cleaning of rooms, 60 per cent or more of employers required their employees to perform special cleaning duties (Table 2), such as waxing and polishing floors, cleaning woodwork, shampooing rugs, cleaning windows and mirrors, polishing silver, cleaning bedsprings and mattresses. The polishing of brass and cleaning of fireplaces were required by approximately one-half of the employers,

while only about one-fourth of them required their employees to clean radiators and to prepare cleaning materials.

Table 2.--SPECIAL DUTIES OF THE HOUSEHOLD EMPLOYEE
PERTAINING TO THE CARE OF THE HOUSE

DUTIES	PER CENT N = 100
Wax and polish floors	89
Clean woodwork	86
Shampoo rug or special cleaning	73
Clean windows	69
Clean mirrors	63
Polish silver	62
Clean bedsprings and mattresses	61
Clean draperies and curtains	54
Polish brass	50
Clean fireplace	46
Clean radiators	25
Prepare cleaning materials	23

It was found, as shown in Table 3, that cleaning up after meals was required of 83 per cent of the employees. Forty-two per cent were required to serve refreshments for parties, while 39 per cent were required not only to serve, but also to prepare them. Seventy-two per cent of the employees were required to

serve the family meal, while 31 per cent were required to serve meals in courses at formal dinners. From 10 per cent to 30 per cent of the employers required the employee to do extra food preparation, such as baking pastries and yeast breads and canning and preserving. Twenty-one per cent of the employees were required to plan for the family meals. Only 12 per cent were required to do any marketing for the home.

Table 3.--DUTIES OF THE HOUSEHOLD EMPLOYEE AS PERTAINING TO THE PREPARATION AND SERVING OF THE FOOD FOR THE FAMILY

DUTIES	PER CENT N = 100
Cleaning up after meals	83
Preparing dinner	74
Serving the family meals	72
Setting the table	71
Preparing lunch	63
Preparing breakfast	60
Serving refreshments for parties	42
Preparing refreshments for parties	39
Serving meals in courses	31
Baking of pastries	30
Planning meals	21
Baking yeast bread	17
Doing marketing	12
Canning and preserving	10

The majority of the employers interviewed sent the laundry out or had the work done at home by someone other than the one regular household employee. Only 23 per cent required the employee to do all the laundry for the family (Table 4), while 23 per cent required the employee to do all but the flat work, which includes towels, pillow cases, and sheets. Forty-three per cent of the employers required that the work be done by hand, while 21 per cent of the employees did the laundry with an electric washing machine. Fifteen per cent expected the employee to remove stains from household linen. Eleven per cent provided mangles.

Table 4.--DUTIES OF THE HOUSEHOLD EMPLOYEE PERTAINING TO THE LAUNDRY IN THE HOME

DUTIES	PER CENT N = 100
Washing only hand laundry	44
Washing by hand	43
Ironing by hand	40
Putting clothes away	31
Washing all clothes	23
Washing all but flatwork	23
Washing by electric machine	21
Caring for equipment	20
Removing stains	15
Ironing with mangle	11

Less than one-third of the employers required any special care of clothing (Table 5) other than the work considered a part of the regular family laundry. Thirty-three per cent required airing of clothing and 19 per cent expected clothes to be brushed. Mending and pressing were required by 18 per cent of the number interviewed. Only two per cent demanded that dry cleaning be done.

Table 5.--DUTIES OF THE HOUSEHOLD EMPLOYEE PERTAINING TO THE CARE OF THE CLOTHING OF THE FAMILY

DUTIES	PER CENT N = 100
Airing of clothing	33
Brushing of clothing	19
Mending of clothing	18
Pressing of clothing	18
Arranging in storage space	15
Dry cleaning of clothing	2

The number of electrical appliances owned by the employers varied. All employers indicated in the interview that they owned electric refrigerators and sweepers and only 11 that they owned mangles. With the exception of one appliance, most of the employers who owned an electrical appliance required that it be used

and cared for by the employee (Table 6). The exception was the electric sewing machine. Although a number of employers indicated in the interview that they owned electric sewing machines, only eight per cent required the employees to use and care for them.

Table 6.--DUTIES OF THE HOUSEHOLD EMPLOYEE PERTAINING TO THE USE AND CARE OF ELECTRICAL EQUIPMENT

ARTICLES USED AND CARED FOR	PER CENT N = 100
Using and caring for refrigerator	96
Using and caring for sweeper	75
Using and caring for coffee pot	71
Using and caring for flat iron	69
Using and caring for waffle iron	56
Using and caring for toaster	45
Using and caring for mixer	45
Using and caring for fan	40
Using and caring for washing machine	22
Using and caring for mangle	11
Using and caring for sewing machine	8

In addition to the routine and special duties pertaining to the care of the home, the preparation and serving of food, and care of clothing, certain miscellaneous duties were required of the household

employees (Table 7). Of these miscellaneous jobs required, the greatest demand was for picking up after people, answering the telephone and cleaning the walk. Jobs less frequently demanded were caring for pets, answering door bells, going on errands, and arranging flowers. The per cent of demand ranged from 79 to 33.

Table 7.--DUTIES OF THE HOUSEHOLD EMPLOYEE PERTAINING TO MISCELLANEOUS JOBS ABOUT THE HOME

DUTIES	PER CENT N = 100
Picking up after people	79
Answering the telephone	77
Cleaning walks	67
Attending smoking needs	41
Caring for pets	39
Answering door bells	38
Going on errands	35
Arranging flowers	33
Cleaning shoes	16
Taking care of mail	15
Purchasing for the house	6
Dusting the automobile	5
Wrapping packages	5
Making curtains	3

Table 8 refers to the duties of the employee pertaining to the care of the sick. The 53 per cent for cleaning the room, 38 per cent for preparing the tray, and 12 per cent for being a companion to the sick person, indicate what the employer would expect in case of illness. Inasmuch as there were not 53 cases of illness in the homes of the 100 employers, the figures represent what the employer would demand, rather than what she had had occasion to demand.

Table 8.--DUTIES OF THE HOUSEHOLD EMPLOYEE PERTAINING TO THE CARE OF THE SICK IN THE HOME

DUTIES	PER CENT N = 100
Cleaning the room	53
Preparing the tray	38
Being a companion to the patient	12

The interviews revealed that not all the employers had children. The table of duties pertaining to the care of children (Table 9) represents what the employer believed should be done. The chief duty required of the employee was the supervision during the absence of the parents. Forty-one per cent believed this important.

Table 9.--DUTIES OF THE HOUSEHOLD EMPLOYEE PERTAINING
TO THE CARE OF CHILDREN

DUTIES	PER CENT N = 100
Supervising during parents' absence	41
Preparing food	20
Caring for clothing	19
Helping child to dress	16
Bathing the child	15
Feeding the child	14
Supervising the play period	12
Supervising the rest period	11

Hours of Work and Reimbursement

The number of hours of work per day regularly required of household employees by the 100 employers interviewed varied from 6 hours to 14 hours (Table 10). One person (one per cent), required 6 hours, and 6 per cent required 14 hours of work. Nineteen per cent required 10 hours; 22 per cent, 11 hours; 31 per cent, 12 hours; and 10 per cent, 13 hours. The median was 11 hours, but the group requiring 12 hours, 31 per cent, was the largest group.

Table 10.--HOURS OF WORK PER DAY

HOURS PER DAY	PER CENT REPORTING N = 100
6	1
7	3
8	3
9	5
10	19
11	22
12	31
13	10
14	6

Fifteen per cent of the employers failed to allow their employees time off (Table 11). Even in the group requiring 12 to 14 hours of work a day, 3 of the 47 employers made no provision for time off. Twenty-two per cent of the employers allowed one-half day off, and 63 per cent allowed two half-days off.

Table 11.--TIME OFF

HOURS ON DUTY PER DAY	PER CENT REPORTING N = 100	TIME OFF		
		No	One half-day	Two half-days
		Per Cent N = 100	Per Cent N = 100	Per Cent N = 100
6 - 8	7	3	2	2
9 - 11	46	9	12	25
12 - 14	47	3	8	36
	100	15	22	63

Only 37 per cent of the employers allowed their employees to have rest periods (Table 12). Only 20 of the group of 47 who worked 12 to 14 hours per day were given a rest period. No one working less than nine hours a day had a rest period.

Table 12.--REST PERIODS ALLOWED

HOURS ON DUTY PER DAY	PER CENT REPORTING N = 100	REST PERIODS PER DAY	
		Yes	No
		Per Cent N = 100	Per Cent N = 100
6 - 8	7		7
9 - 11	46	17	29
12 - 14	47	20	27

	100	37	63

In addition to the regular hours of work required, many of the employers expected their employees to work overtime if they were needed. The amount of overtime varied from one-half hour to three hours per week (Table 13). Twenty-four per cent of the employers expected the worker to be on call. Of the 47 housewives whose employees were on duty from 12 to 14 hours per day, 26 expected them to work overtime. Fifty-nine per cent required no overtime.

Table 13.--OVERTIME REQUIREMENT FROM EMPLOYEES

HOURS ON DUTY PER DAY	PER CENT REPORTING N = 100	OVERTIME PER WEEK			
		No Per Cent N = 100	1/2 to 1 hr. Per Cent N = 100	1 to 3 hrs. Per Cent N = 100	On Call Per Cent N = 100
6 - 8	7	3		1	3
9 - 11	46	30		7	9
12 - 14	47	26	1	8	12

	100	59	1	16	24

Of the 100 housewives interviewed, 41 required their employees to work overtime. Of the 41 who required overtime, 14 employers, or 34.2 per cent of the group, failed to pay for the extra time (Table 14). Ten, or 24.4 per cent, paid for overtime in cash, and 17, or 41.5 per cent, allowed extra time off.

Table 14.--REIMBURSEMENT FOR OVERTIME

HOURS ON DUTY PER WEEK	NUMBER REPORT- ING N=100	NUMBER REPORT- ING OVER- TIME	HOW PAID				Extra	
			Not Paid		Cash		Time Off	
			N	Per Cent	N	Per Cent	N	Per Cent
6 - 8	7	4	3	7.3	1	25.0		0
9 - 11	46	16	3	18.7	4	30.0	9	56.2
12 - 14	47	21	8	38.8	5	23.8	8	38.8

	100	41	14	34.2	10	24.4	17	41.5

The wages paid by the 100 employers ranged from \$2.00 to \$11.50 per week (Table 15). Only one paid the lowest sum and only one paid the highest. The median wage was \$5.00. More employers (27 per cent of the group) paid \$5.00 per week than any other single wage. Eighteen paid \$4.00, 13 paid \$6.00, and 15 paid \$7.00. Forty-five per cent of the employers furnished living quarters. Twenty per cent paid transportation, but 35 per cent failed to pay extra for transportation.

Thus 65 per cent of the employers gave, in addition to the regular weekly wage, extra compensation in the form of living quarters or bus fare.

Table 15.--REQUIREMENT IN WAGES AND LIVING QUARTERS OR TRANSPORTATION

WAGES		EXTRA REIMBURSEMENT		
Amount	Per Cent N = 100	Living Quarters	Transportation	
		Per Cent	Per Cent Furnished	Per Cent Not Furnished
\$ 2.00	1	1		
3.00	5	1	2	2
3.50	6	1	2	3
4.00	18	5	2	11
4.50	1	1		
5.00	27	11	6	10
5.50	3	3	3	
6.00	13	5	3	5
6.50	1	1		
7.00	15	8	4	3
7.50	2	2		
8.00	4	3	1	
10.00	3	2		1
11.50	1	1		
-----		-----		
	100	45	20	35

The interviews revealed that only 14 per cent of the employers allowed their employees a vacation with pay (Table 16). In each case the vacation amounted to one week each year with the regular week's pay.

Table 16.--PAID VACATION

HOURS ON DUTY	PER CENT REPORTING N = 100	PER CENT RECEIVING VACATION
10	19	3
11	22	1
12	31	5
13	10	1
14	6	4

Racial and Personal Characteristics

Many of the employers had decided preferences as to race or nationality of household employees. A few had employees whom they had secured because they were available at the time, and the employers were satisfied. This question was asked by the writer: "If you were employing another worker, would you employ one of the same race or nationality?" The invariable reply of each employer was that she would if the other person gave equal satisfaction.

Three races were represented among the household employees (Table 17). The white employees, including Latin-American, represents the largest group -- 70 per cent. Twenty-nine per cent of the employers used and preferred negroes. One woman, the wife of an army officer, employed and preferred a Chinese woman.

Table 17.--PREFERENCE OF THE HOUSEHOLD EMPLOYER AS TO THE RACE OF THE EMPLOYEE

RACE	PER CENT N = 100
White (including Latin-Americans)	70
Negro	29
Other (Chinese)	1

Most of the white persons employed in the 100 cases studied were Latin Americans (Table 18). They led with 48 per cent. Only 16 of the 100 employers interviewed preferred Germans, 3 preferred Bohemians, 2 preferred Czechs, and 1 preferred a Pole. The only other nationality represented was the Chinese mentioned in the table of races. As previously shown in Table 17, the other 29 per cent of employers preferred negroes.

Table 18.--PREFERENCE OF THE HOUSEHOLD EMPLOYER AS
TO THE NATIONALITY OF THE EMPLOYEE

NATIONALITY	PER CENT N = 100
Latin American	48
German	16
Bohemian	3
Czech	2
Polish	1
Chinese	1

The preference as to age of employee varied, but the majority of the employers preferred comparatively young workers in the home (Table 19). The majority of the employers, 56 per cent, preferred household workers between 20 and 25 years of age. Ten per cent of the employers preferred workers 25 to 30 years of age, and 13 per cent preferred a household employee over 30.

Table 19.--PREFERENCE OF THE HOUSEHOLD EMPLOYER AS
TO THE AGE OF THE EMPLOYEE

AGE	PER CENT REPORTING N = 100
15 - 20	21
20 - 25	56
25 - 30	10
Over 30	13

All the employers said they wanted employees to be in good health, but only 55 per cent (Table 20) demanded health certificates.

Table 20.--HOUSEHOLD EMPLOYERS REQUIRING HEALTH CERTIFICATE OF THEIR EMPLOYEES

HEALTH CERTIFICATE	PER CENT REPORTING N = 100
Required	55
Not required	45

Eight items relating to personal care were submitted to the employers and they were asked to check the ones they considered desirable. Of the items on personal cleanliness and appearance of the employee (Table 21), care about body odor was stressed more than any other item. Ninety-four per cent considered that most important. Ninety-three per cent of the employers required their employees to wear clean and appropriate clothes. Clean hair was demanded by 90 per cent, and 56 per cent asked for good use of makeup.

From a list of 34 character traits, each employer was asked to check the 10 she considered most important in a household employee. These preferences were tabulated (Table 22) with interesting results.

Table 21.--DESIRABLE PERSONAL QUALITIES OF THE
HOUSEHOLD EMPLOYEES PERTAINING TO GROOMING

PERSONAL QUALITIES	PER CENT N = 100
Care about body odor	94
Clothing clean, pressed and mended	93
Appropriate dress at all times	93
Hair clean and becomingly arranged	90
Shoes cleaned, polished	84
Nails and hands well-kept	81
Heels of shoes straight	76
Good use of make-up	46

Honesty was by far -- 93 per cent -- the trait most in demand. Dependability ranked second with 75 per cent. Responsibility, interest in the job, and truthfulness followed with 69, 64 and 54 per cent, respectively. Fewer than half the employers, 49 per cent, expected the employee to "keep her place" at all times. Only one required courageousness, and a sense of fairness and thoughtfulness of others were not mentioned by anyone.

Table 22.--CHARACTER TRAITS DESIRED IN THE HOUSEHOLD
EMPLOYEE

CHARACTER TRAITS	PER CENT REPORTING N = 100
Honesty	93
Dependability	75
Responsibility	69
Interest in job	64
Truthfulness	54
Ability to keep her place at all times	49
Willingness to do extra things	49
Willingness to follow directions	48
Economy	46
Cooperation	44
Initiative	43
Self-control	34
Courtesy	34
Orderliness	33
Punctuality	30
System in her work	28
Industry	27
Pleasing voice	25
Ability to get along with others	24
Ability to work independently	19
Adaptability	17
Consideration	16
Alertness	14
Sympathy	13
Friendliness	11
Tactfulness	9
Good judgment	8
Good sense of humor	7
Cheerfulness	7
Open-mindedness	6
Self-confidence	3
Courage	1
Sense of fairness	0
Thoughtfulness of others	0

Suggestions for a More Adequate Training Program in San Antonio, Texas

In collecting data for this study, the writer asked the employers interviewed and several local and state educators for suggestions for a more adequate training program in San Antonio. Both groups, from their varied experience, offered valuable suggestions. These suggestions have been reported in two sections.

Suggestions by household employers

As a means of aiding in setting up a more adequate training program, the writer, in her interviews with the 100 employers asked these five specific questions:

1. Do you prefer a trained or an untrained employee?
2. In what phase or phases of work do you prefer your employee to be most efficient?
3. What can be done on the part of the household employer that will encourage girls to enter this occupation?
4. What can you suggest for a training program for household employees?
5. Would you allow your employee time off -- other than her regular time off -- to attend classes?

All persons interviewed answered the questions asked, but the replies to the third question were vague.

In answering the first question, 89 per cent stated that they preferred trained employees (Table 23), and 11 per cent reported that they preferred untrained employees, as they would rather train the worker to do things their way.

Table 23.--PREFERENCE OF EMPLOYERS AS TO TRAINED EMPLOYEES

TRAINING PREFERRED	PER CENT REPORTING N = 100
Trained	89
Untrained	11

In answering the question pertaining to the phase or phases of work in which a household employee should be most efficient, a number of employers named only one phase each, but others named two or three. Cleaning, cooking, and serving were the duties in which 86, 79, and 48 per cent, respectively, of the employers preferred their employees to be most efficient (Table 24). Only 20 per cent believed the care of children most important.

Many of the replies to the third question were so indefinite as to be of no value. A number of the practical suggestions, while they were not expressed alike, were of similar nature. They have been grouped

Table 24.--PHASE OF WORK IN WHICH EMPLOYER PREFERRED
EMPLOYEE TO BE EFFICIENT

PHASE OF WORK	PER CENT REPORTING N = 100
Cleaning	86
Cooking	79
Serving	48
Ironing	30
Washing	25
Care of children	20

as follows:

<u>Suggestion</u>	<u>Number</u>
Better relations (understanding and cooperation)	46
Only well trained girls and good pay	11
Time for education or recreation	10
Better working conditions	9
Better education of employer	6
Better system in the home	6
Help in removing social stigma	6
Better pay	5
Reasonable demands	5
Better living conditions in the home	1

More than half the employers interviewed suggested more training centers for training household employees (Table 25). Seventeen per cent suggested more training for skills. One person suggested a better placement bureau and one suggested separate classes for each national group, the idea being to separate the Latin Americans from others.

Table 25.--EMPLOYERS' SUGGESTIONS FOR A TRAINING PROGRAM FOR HOUSEHOLD EMPLOYEES

SUGGESTION	PER CENT N = 100
Establish more training centers	58
Train for skills	17
Establish a practice house	9
Select trainees with proper attitudes	6
Encourage part-time maids	2
Establish placement bureau for trainees	1
Organize separate classes for each national group	1

In answering the fifth question, the one pertaining to time off to attend classes in household employment, 96 per cent of the employers said they would give time off -- in addition to the regular time off--for the employee to attend these classes. Only

four per cent said they would not.

Suggestions by state and
local educators

The educators interviewed represented different types. There was a Director of the Bureau of Industrial Teacher-Training who had helped to set up training programs for household employees throughout the State and who had helped to compile manuals to be used by teachers in the field; a city Director of Vocational Education whose chief interest was in day-trade schools; a Director of Evening and Part-time Schools, whose chief interest was in part-time and adult education; a teacher of household employment education in a branch of the local Young Women's Christian Association, and co-author of Maidcraft, a valuable aid in training household employees; the dean of a girls' college, a person who has sponsored a great deal of social work; the principal of a school in which household employment is taught; a director of the home economics division of a commercial organization; and the director of cafeterias who uses N. Y. A. girls to whom she is required to give a limited amount of training in the care and handling of foods. All these people are vitally interested in the problem of establishing a better training program and offered the writer suggestions. While each saw the problem chiefly from the point of view of his own particular

field, the suggestions as a whole were very helpful. These suggestions have been compiled and are listed.

1. All home economics classes should train girls in all phases of homemaking so they can, if necessary, work in homes of other people.
2. Training in special skills as household employees cannot be done in regular home economics classes; such training must be done in special classes for household employees, in either day-trade or evening schools.
3. Classes in household employment should be scattered throughout the city that they might be more available to girls in all sections of the city, with separate classes for skilled, semiskilled, and unskilled workers.
4. A placement and follow-up committee to work with all trainees should be set up.
5. A system of apprenticeship training should be established in which the school and the employer will cooperate in the training of the employee.
6. Only persons interested in household work as a means of livelihood, or who show possibilities of becoming interested, should be selected as trainees.
7. Instruction in morals, especially from the

standpoint of chastity, should be a part of every girl's instruction.

8. Girls should be convinced through various forms of education and publicity that household employment is as honorable as certain white collar jobs and really pays more in the long run.
9. It should be pointed out to each girl, in training, that failure to be accepted as a member of the family is no reflection on the character of the girl; a family has the right to maintain its unity.
10. Conferences and publicity should be used in developing an interest in a training program in the community.
11. Special classes should be set up for training employers.

The chief implications in the foregoing tables and suggestions are that the duties of a household employee are varied, with emphasis on the cleaning and cooking tasks; that the hours of work are long and the pay very poor; that the personal traits and qualities most in demand are cleanliness and honesty; that more training classes scattered throughout the city should be organized for skilled, semiskilled and unskilled workers.

Chapter V

DISCUSSION

No set of standards has been set up as to duties, personal qualities, nationality, or training programs for household employment in San Antonio, Texas. In an attempt to discover the duties required of the employee in the home and to obtain suggestions for a more adequate training program, the writer interviewed 100 household employers and a number of educators. Although the suggestions varied widely, the employers who listed the duties and preferences represent a cross-section of one-employee families of the city.

Duties and responsibilities of the household employee

Most of the employers interviewed, from 90 to 96 per cent, required routine cleaning of the different rooms of the house. This would indicate that an efficient household employee should be capable of doing all the routine cleaning tasks that are part of a well-kept home. Special cleaning duties, such as waxing and polishing floors, cleaning woodwork, and cleaning bed-springs and mattresses, were required by more than 60 per cent of employers. The fact that the cleaning of

radiators was required by only 25 per cent of the employers interviewed is accounted for by the comparatively few central heating systems. Cleaning up after meals was required more often than the preparation of the meals.

Preparation of breakfast, lunch and dinner was required by 60, 63, and 74 per cent of the employers, respectively. In the interviews, the fact was revealed that many of the employers preferred to prepare their own breakfasts and allow the employee to report later in the morning so that the latter could be kept later in the evening. More than 70 per cent required setting the table and serving regular family meals, but only 42 per cent required the employee to serve refreshments at parties. In spite of the fact that many homemaking classes emphasize the preparation of party refreshments, baking pastry and bread, and formal serving of meals, fewer than 40 per cent of the employers required similar work of their employees.

Only 21 per cent required the employee to plan the meals and 12 per cent to do the marketing. The writer did not discover why these percentages, particularly the latter, were so low. Was it because the employer considered the employee incapable, or was it because the employer had a special interest in her home and her family?

Canning and preserving, with only 10 per cent requirement, seemed to be a lost art in the home.

It is difficult to find an employee who will agree to do all the work connected with the home. Forty-four per cent of the employers required that the personal laundry be done. The large number of commercial laundries doing work at a very reasonable rate was a large factor in reducing the amount of such work in the home. There seemed to be more social stigma attached to doing laundry than to any other household task. Only 23 per cent of the employees did all the laundry in addition to the house work.

There was little demand for care of clothing, the airing of clothing being most in demand and that by only 33 per cent. Dry cleaning, a highly specialized and usually dangerous task under home conditions, was required by only 2 per cent. Most employers were afraid to trust their employees with valuable clothes. Then, too, cleaning prices were very low.

All employers owned electrical appliances. Although all of them owned electric refrigerators, only 96 per cent required the employees to care for them. The use of heating or cooking appliances varied from 45 to 71 per cent. The slight use of such appliances as the electric toaster is accounted for by the fact that electricity was higher than gas. Few employers required

the use of the electric sewing machine because they wanted the employees to do the heavier work about the home.

Miscellaneous duties of household employees varied widely, but only three, picking up after people, answering the telephone, and cleaning the walks, were demanded by more than 60 per cent of the employers.

The interviews indicated little demand for care of the sick or care of children by the general household employee.

The study revealed the fact that the routine duties and those considered as drudgery were the tasks most often demanded of the household employee.

Hours of work and reimbursement for the household employee

While making the study of duties of household employees in San Antonio, the writer decided to find out how long employees had to work each day and what reimbursement they received for their work. The survey showed long hours, little time off, few rest periods, and some overtime. Eighty-eight per cent of the employers required their employee to work from 10 to 14 hours a day. Thus, many demanded from 64 to 98 hours a week, less a few hours time off once or twice a week, as compared with the 54 hours recommended by the National Committee on Household Occupation (50:3) for a worker

living in the home and 48 hours for one living outside.

Sixty-three per cent of the employers allowed two half-days a week off, 23 per cent allowed one half-day a week, and 15 per cent allowed no time off, 3 of the last group being in the group demanding 12 to 14 hours of work. In spite of the long working day, 63 per cent of the employers failed to allow a rest period.

Employers were reasonable in demanding overtime, and the majority of those demanding overtime reimbursed the worker in cash or with extra time off.

Wages paid ranged from \$2.00 per week to \$11.50. Only one paid the lowest wage and one the highest, that highest being paid to a Latin-American woman who had been on the same job for eight years and who had taken over the complete management of the home. The median wage was \$5.00 per week. Low as this amount seems, it is better than the \$3.00 per week for the State as a whole as revealed in a previously cited study (40) conducted in 1935 by the Director of Industrial Teacher-Training for the State, a study which included rural, village, small town and city population, as contrasted with the writer's study of a city with about 235,000 population. The State survey was made before N. Y. A. projects were well established. The results probably would be very different today, as employers must compete with the standards of pay set by the N. Y. A. Many

girls refuse to work for the very low wages offered by some housewives; they prefer to "work for the N. Y. A."

Forty-five per cent furnished living quarters and 20 per cent paid transportation. Many other employers would have furnished living quarters had the workers been willing to stay on the place. There was a reluctance on the part of many employees, particularly the Latin American, to stay away from their own homes at night.

Preferences of employers as
to racial and personal
characteristics

San Antonio has a large negro population and a larger Latin-American population, the latter being classified as members of the white race. Some employers preferred negro helpers, others preferred Latin Americans, and some preferred other members of the white race. No statistics were available showing the distribution of household employees by race or nationality. This survey showed that 70 per cent of the employers preferred white employees (including Latin Americans) and 29 per cent preferred negro. One woman had employed a Chinese woman for a number of years. Although San Antonio has a Chinese colony, a Chinese household employee is unusual, most of the Chinese being employed in restaurants or grocery stores.

The 29 per cent preference for negro household

employees is accounted for by the fact that there are the following opportunities for training negroes: an excellent training program in the Phyllis Wheatly High School for negroes, a W. P. A. program in which the palatial home of a former negro politician is used as a practice house, and six night classes sponsored by the San Antonio Public School system.

Forty-eight per cent of the employers preferred Latin-Americans. The preference is due to the fact that San Antonio has a large Latin-American population whose living standard has been so low that they have worked for very low wages and many people have been willing to exploit them. Kathleen Gonzales (17) reported in her study that many employers made a habit of going to Mexico to employ maids whose services they could secure at very low wages. When they took their workers to San Antonio, as a means of keeping them in ignorance of what constituted fair wages they discouraged intercourse with household employees who were better paid. Stricter immigration regulations have largely stopped this practice.

Next to the Latin-American, the German employee was in greatest demand among the white population.

Fifty-six per cent of the employers preferred household employees who were 20 to 25 years of age, principally because they were old enough to be depend-

able, yet young enough to learn the employer's ways. The 21 per cent who preferred workers from 15 to 20 years old chose those workers because they could get them for less money.

As intimately as the household employee is associated with a family, only 55 per cent of the employers demanded a health certificate. This study was completed before a drive was made to improve the health of workers, and the demands today would greatly exceed the 55 per cent reported.

In considering personal care by the employee, 94 per cent of the employers checked the item of care about body odor. Most of them believed that employees should be neatly and appropriately dressed.

When asked to check character traits most desirable in a household employee, by far the greatest number -- 93 per cent -- checked honesty as most desirable. Dependability ranked second, and responsibility, interest in the job, and truthfulness followed.

Only 30 employers considered punctuality as being important, yet punctuality is an important point to be considered in training Latin Americans.

Suggestions made for a more adequate
program of training in household
employment in San Antonio, Texas

In addition to asking the employers for lists of duties required of household employees, the writer

asked for answers to five specific questions. Replies to these questions brought out these facts or suggestions:

1. Eighty-nine per cent of the employers preferred trained employees. The 11 per cent who preferred untrained employees believed that they had better success in doing the training themselves, as they did not have to break down habits learned in classes or in other homes in order to get work done their way. Incidentally, the majority of the employers who had preferred training their own employees had kept the same workers over a period of years. What the response would have been had the employers had an opportunity of securing a well-trained person, the writer had no way of knowing.
2. Cleaning and cooking were the phases of household work most in demand by the employers. When asked to list one or more phases in which they preferred household employees to be most efficient, 86 per cent mentioned cleaning and 79 per cent cooking. Serving was mentioned by only 48 per cent and ironing and washing by 30 and 25 per cent, respectively. From the facts listed above, it seems that cooking and cleaning were the big jobs in the home, and household employers desired to have them done by someone else.

3. When replying to the question on what an employer could do to encourage girls to enter the occupation, the suggestions made most frequently were (1) to establish better relations or understanding between employer and employee, (2) to use only well-trained girls and pay them well, and (3) to allow time for further training or recreation. Although these suggestions were the ones made most frequently, they were made by only 46, 11 and 10 per cent of the employers, respectively. On the whole, the replies were indefinite. The writer had the impression that employers were reluctant to make suggestions because they realized that they were not carrying out these suggestions themselves, or they were making little effort to improve the situation themselves; hence they would have been accusing themselves. It was interesting to note that only five per cent mentioned better pay as an inducement, or more reasonable demands on the part of the employer. One person made a suggestion that the writer considered particularly interesting. She used a bonus as an inducement to giving better service. After a period of six months' satisfactory work she gave the worker a bonus of a week's pay. She also allowed her employee

a week's vacation with regular pay and the privilege of taking another week without pay. She found that the bonus served as an incentive to give better service.

4. In making suggestions for a better training program for household employees, all the employers, either directly or indirectly, advocated training for skills. While only 17 per cent mentioned training for skills specifically, 58 per cent recommended the establishment of more training centers, but their idea was that the centers be established for better training in skills. Even the nine per cent who suggested the establishment of a practice cottage believed that to be the best means of training for skills. The general idea expressed seemed to be less attention to theory, more attention to skills.
5. Ninety-six per cent of the employers said they would be willing to allow their employees time off, in addition to the regular time off, to attend classes in household employment. This, unfortunately, did not work out. Classes were established, but employers found it inconvenient to allow their employees extra time off and expected them to attend classes on their

regular Thursday afternoon off. Employees objected to giving up so much of their little time off and stopped attending classes. If training must be done on the employee's afternoon off, classes should be held bi-weekly instead of weekly.

The state and local educators interviewed were well qualified through their positions and experience to offer suggestions. The most valuable suggestions offered by these persons, together with reasons for their value, have been listed:

1. All home economics classes should train girls in all phases of homemaking so that they can, if necessary, by attending special part-time schools for a time, work in homes of other people. Many girls take training in homemaking, yet they find it necessary to work for others, for a time, at least.
2. Training in special skills as household employees cannot be done in regular home economics classes; such training must be done in special classes for regular household employees, in either day-trade or evening schools. This suggestion does not necessarily contradict the first, which was intended to lessen the gap between training for homemaking and training for household employment.

3. Classes for household employment should be scattered throughout the city that they might be more available to girls, and, therefore, better attended. Bus fare is quite an item in many family budgets, and many girls lose interest in classes if they have to walk long distances. As stated before, separate classes for skilled and semiskilled workers would give greater satisfaction.
4. Placement and follow-up work should be a vital part of any training program. A bad start will often keep a girl from further work.
5. A system of apprenticeship training will benefit the student, the instructor, and the employer, the student being benefited by getting actual experience on the job, the instructor by being brought in contact with homes where the students are placed, and the employer by knowing what the schools are doing to help the situation.
6. Persons who are not interested in household employment as a means of livelihood, or who show no special aptitude for the work, should be discouraged from entering any training class. Many persons who have entered training classes have refused to accept jobs when offered. Such persons should enter other classes.

7. Many girls in service in other persons' homes meet with temptations they will not meet elsewhere. If they are not instructed in the ordinary principles of morality, with emphasis on chastity, they might meet with problems they will find difficult to handle.
8. Many girls must be convinced through education, or various forms of publicity, that household employment can be as honorable as any other occupation. One training program, for instance, was failing from lack of support, yet a series of articles and pictures in the local newspapers led to a great demand for the work.
9. Girls should be convinced that failure to be accepted as a member of the family, or to be accepted as a social equal, is not a reflection on the girls themselves but is simply the right of any employer, whatever the type of job, to maintain the unity and social status of the family. Girls can be taught that there need not be any inconsistency between some cultural education and training in skills in household employment.
10. No training program can be successful without favorable publicity. The community must be convinced that it is needed as a form of education for a large group of people; the

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employers must be convinced that they will profit in getting better trained workers; the potential workers must be convinced that here is an opportunity to earn a livelihood.

11. Special classes should be set up for training employers. Simply because a person needs the help of a worker, or can afford to pay her, does not make that person a successful employer. Whether the employers would admit, even to themselves, that they could profit by such classes, or whether they would overcome a part of their selfishness in demanding a reasonable amount of work for the wages paid, remains to be seen.

One factor, vital to the improvement of a training program, was not mentioned by anyone; that factor is the instructor. It is the writer's opinion that the well-trained, capable instructor is as important as any other factor, probably more so. Without an instructor with a broad practical experience, any program would fail. The home economics major, for instance, who used an ironing cord that had about two inches of exposed wire, would hardly be the best person to teach another the proper use and care of electrical equipment. The instructor, to do a good job of teaching, must be able to show another how to do a job.

From the foregoing discussion of duties of the household employees, the following facts are probably most significant:

1. Duties required of the household employees vary widely, but the tasks most frequently required are cleaning and cooking.
2. Personal cleanliness and absence of body odor are the items of personal care required by most of the employers.
3. The hours of work are long and the median wage is \$5.00 per week.
4. More employers prefer Latin-American workers to any other racial or national group.
5. Employers and educators recommended that more training centers be established.
6. Employers and educators agreed that skills should be emphasized.
7. Educators recommended that placement and follow-up work be a part of every training program.

Implications

These significant facts have several implications for household employment:

1. It is necessary to give the occupation more dignity in order to attract workers of higher type.

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2. Better pre-employment training, or a closer cooperation between the training class and the employer, is needed. Employees in service can't reasonably be expected to take their one afternoon off per week to attend classes.
 3. Better training on the part of the employee will make her a more desirable worker who can limit the demands made by unreasonable employers and keep her from being exploited on account of ignorance and inefficiency.
 4. There is a need for regular conferences for employers.
 5. There is a need for a program for improvement of working conditions for the household employee.

Recommendations

The writer has permission to experiment with a program based on the duties and requirements of household employees as revealed by this study. The class taught is in household employment in Lanier School, San Antonio. The class taught is a day-trade or pre-employment class in the high school department. The shop or working unit is a completely furnished modern apartment in the school building and directly across the hall from a conference room. This apartment consists of a bedroom, bathroom, living room, sun room,

hall, breakfast room, and kitchen. Class work is conducted on an individual basis, and individual progress charts are kept. The number of lessons required on each duty varies with the ability of each girl. The program to be experimented with will be based on the following criteria, the first two items of which were set up by Johnson (21:32-34) while the third item arose from specific needs in this study:

1. Duties and personal qualities required by 60 per cent or more of the employers interviewed will receive emphasis in a training program for household employees.
2. Duties and personal qualities required by from 40 to 60 per cent of the employers will receive some attention, but will not receive emphasis.
3. To meet the need of employees who must satisfy requirements of less than 40 per cent of employers, short unit courses will be set up.

The program to be tried out follows. Items to receive emphasis have been indicated by two asterisks (**); items to receive some attention to satisfy the demands of 40 to 60 per cent of the employers have been indicated by one asterisk (*); items which will be offered in short unit courses have no distinguishing mark.

Tentative program for Household
Employment Training in Sidney
Lanier School

HOUSE CLEANING

I. Daily cleaning

A. The kitchen

- **1. Care of refrigerator -- electrical, iced
- **2. Care of cupboards, utility cabinets and bread cabinets
- **3. Care of stove -- gas and electric
- **4. Care of tile floor, wood and linoleum
- **5. Care of working surfaces, wood, tile, monel metal and zinc
- **6. Dishwashing
- **7. Daily care of cooking utensils
- **8. Cleaning of sink
- **9. Disposal of garbage and care of container
- 10. Storage of food

B. The bedroom

- **1. Picking up of clothing and putting things in place
- **2. Airing room
- **3. Making the bed
- **4. Cleaning the floor -- polished
- **5. Dusting the bedroom
- **6. Final touches and adjustments

C. The bathroom

- **1. Cleaning the flush closet
- **2. Cleaning the bath tub and wash basin

- **3. Cleaning the floor-tile, linoleum
- **4. Cleaning mirrors and glass shelves
- **5. Care of shower curtains and wet towels
- **6. Arrangement of bathroom articles such as fresh guest towels and family towels, mats and toilet articles

D. The living room and halls

- **1. Picking up of books, papers, empty ash-trays, etc.
- **2. Sweeping or brushing rug
- **3. Cleaning upholstered furniture
- **4. Caring for hardwood floor
- **5. Dusting living-room furniture
- **6. Dusting books, pictures and bric-a-brac
- **7. Cleaning mirrors and glass doors
- * 8. Cleaning fireplace
- * 9. Arranging flowers
- *10. Attending smoking needs

E. The dining room

- **1. Brushing up crumbs and removing other food particles
- **2. Brushing uncarpeted hardwood floor, and removing any spots
- **3. Dusting dinette furniture
- **4. Caring for table after meals and other final touches as adjusting chairs, shades and curtains

II. Weekly cleaning

A. The kitchen

- **1. Cleaning the refrigerator and defrosting

- **2. Special cleaning of cupboards and utility cabinets
- **3. Special cleaning of stove and burners
- **4. Special cleaning of floor and baseboard
- **5. Washing and sunning bread and cake cabinets
- **6. Special cleaning of sink and drain boards
- **7. Special care of garbage container
- **8. Cleaning window sills and glass

B. The bedroom

- **1. Longer sunning and airing of bed and bedding
- **2. Special cleaning of floor
- **3. Removing finger marks and spots from woodwork
- **4. Polishing furniture
- **5. Cleaning mirrors
- * 6. Cleaning and arranging clothes closet
- **7. Replacing doilies or covers and exchanging bed linen
- **8. Cleaning window sills and glass

C. The bathroom

- **1. Disinfecting the flush closet
- **2. Polishing nickel fixtures
- **3. Washing tile and painted walls
- **4. Washing bath tub and drains

D. The living room and halls

- **1. Cleaning rug
- **2. Dusting walls

- **3. Special cleaning of hardwood floor
- **4. Polishing furniture
- **5. Cleaning upholstered furniture
- **6. Special cleaning of book cases and books
- **7. Special cleaning and washing of bric-a-brac
- **8. Cleaning mirrors and framed pictures
- 9. Cleaning radiators
- **10. Cleaning tapestry, oiled paintings
- **11. Cleaning windows -- drapes

E. The dining room

- **1. Special cleaning of hardwood floors
- **2. Cleaning upholstered chair seats
- **3. Polishing furniture
- **4. Cleaning buffets, china closets
- **5. Polishing silver, brass, pewter
- **6. Cleaning window sills
- **7. Removing finger prints and soil from
woodwork
- **8. Caring for doilies or covers
- **9. Cleaning walls and pictures

F. Porches and walks

- **1. Washing a painted porch
- **2. Washing and sweeping a cement walk
- **3. Cleaning porch furniture

III. Seasonal cleaning

- **A. Washing woodwork
- **B. Cleaning plastered wall - papered

- **C. Washing windows
 - *D. Storing clothes at end of season
 - **E. Waxing floors
 - **F. Shampooing rugs
 - *G. Airing clothes and household materials
 - **H. Putting the house in order to be closed for summer or shorter periods
 - **I. Opening house at end of closed period
 - J. Methods of moth-proofing rugs for storing
 - K. Storing blankets and draperies
 - L. Protecting books for storage or leaving in the "closed" house
 - **M. Cleaning bed springs
 - **N. Cleaning mattresses
 - *O. Washing draperies and curtains
- IV. Preparing cleaning materials

MISCELLANEOUS JOBS ABOUT THE HOME

- I. Meeting the public
 - A. Answering the door bell
 - **B. Answering the telephone
- II. Special tasks
 - A. Caring for pets
 - B. Taking care of the mail
 - C. Dusting the automobile
 - D. Making curtains
 - E. Cleaning shoes
 - F. Wrapping packages

FOOD FOR THE FAMILY

I. Breakfast foods

A. Fruits -- dried and fresh

- **1. Preparation and serving of prunes (dried peaches, apricots)
- **2. Preparation and serving of orange juice, grape fruit juice
- **3. Preparation and serving of oranges -- grape fruit
- **4. Preparation and serving of berries

B. Cereals -- prepared and uncooked

- **1. Preparation and serving of oatmeal (Cream of Wheat, Wheatena)
- **2. Preparation and serving of corn flakes -- prepared breakfast foods

C. Breads -- toast, muffins, popovers (whole wheat, plain, corn), biscuits (dropped and cut), hot cakes, waffles

- **1. Preparation and serving of buttered toast, melba toast, cinnamon toast
- **2. Preparation and serving of baking powder biscuit (dropped and cut) Variations: orange and cheese
- **3. Preparation and serving of plain muffins. Variations: corn, whole wheat
- **4. Preparation and serving of popovers
- **5. Preparation and serving of hot cakes and waffles

D. Meats for breakfast

- **1. Preparation and serving of bacon and ham
- **2. Preparation and serving of sausage, link and bulk

E. Eggs

- **1. Preparation and serving of boiled eggs -- soft, medium and hard
- **2. Preparation and serving of scrambled eggs and omelet
- **3. Preparation and serving of poached egg
- **4. Preparation and serving of French toast

F. Beverages

- **1. Preparation and serving of coffee (Postum, Kaffie Hag) -- dripped, percolated and boiled
- **2. Preparation and serving of tea (Kinds of tea)
- **3. Preparation and serving of chocolate and cocoa

G. The breakfast

- 1. Plan a market list for a light breakfast
- 2. Plan, market for, and serve a medium breakfast
- 3. Plan, market for, and serve a heavy breakfast

II. Luncheon foods

A. Soups

- **1. Prepare and serve cream of tomato soup (white sauces -- thin, medium, thick), milk-value, grades of milk, cookery of milk
- **2. Prepare and serve croutons
- **3. Prepare and serve egg a la goldenrod

B. Vegetables

- **1. Prepare and serve creamed cabbage
- **2. Prepare and serve spinach

C. Cheese

- **1. Prepare and serve macaroni and cheese
- **2. Prepare and serve cheese souffle

D. Salads

- **1. Prepare cooked mayonnaise
- **2. Prepare uncooked mayonnaise
- **3. Prepare fruit dressing
- **4. Prepare a carrot and pineapple salad
- **5. Make cheese straws
- **6. Prepare a fruit salad
- **7. Prepare a waldorf salad

E. The luncheon

- 1. Plan and serve a luncheon -- compromise style

III. Dinner food

**A. Review vegetable cookery

**B. Review salads

- * 1. Prepare and serve a vegetable plate

Menu I

Buttered lima beans
Grilled tomato
Spinach
Cabbage au gratin

Menu II

Parsley potato balls
Candied carrots
Green peas
Creamed cauliflower

C. Appetizers and garnishes

- **1. Prepare and serve a fruit cocktail (sea food cocktail)
- **2. Prepare and serve stuffed celery (stuffed eggs, sardine fingers)

D. Yeast bread

- 1. Make icebox rolls (clover leaf, finger, parker house, pan, cinnamon)

E. Meat cookery

- **1. Prepare and serve rump roast -- tough cuts of meats (lamb stew with dumpling, Swiss steak)
- * 2. Prepare and serve tenderloin steak (tender cuts of meat)

F. Fowls

- **1. Select a chicken for frying
- **2. Prepare and serve fried chicken
- **3. Select a turkey for roasting
- **4. Prepare and serve turkey

G. Sea food

H. Desserts

- 1. Make an apple pie (two crust pies)
- 2. Make a lemon pie (one crust pie -- meringue)
- 3. Make a pineapple chiffon pie (icebox)
- 4. Make a butter cake. Standard recipe and variations
- 5. Make a sponge cake
- 6. Make cookies (dropped, cut, and rolled)
- 7. Make ice cream (sherberts, ices)

I. The formal dinner

Christmas Dinner

Menu

Fruit Cocktail	Cranberry Sauce
Parsley Potato Balls	Baked Squash
Cabbage Salad with	Cream Dressing
Cream Dressing	Hard Sauce
Steamed Fruit Pudding	Mints
Nuts	Fresh Cider
Coffee	

- * 1. Prepare and serve the above menu

J. The buffet supper

1. Select a menu for a buffet supper
2. Prepare and serve the above menu to guests

K. Preparing and serving refreshments for parties

V. Marketing

- A. Selection of fruits
- B. Selection of vegetables
- C. Selection of meats

VI. Canning and preserving

- A. Jellies
- B. Preserves

VII. Formal table service

LAUNDRY

* This section is based on the plan of the employee having to do the laundry of the household.

I. Getting the laundry ready

- A. Starching
- B. Removing stains
- C. Mending

II. Washing

- A. The wash
- B. Rinsing
- C. Hanging
- D. Kinds of soap, powders and water softeners

- III. After washing
 - A. Folding
 - B. Ironing
 - C. Putting away
- IV. Special articles
 - A. Textiles:
 - 1. Cotton
 - 2. Silk
 - 3. Wool
 - 4. Linen
 - 5. Synthetic fabrics
 - V. Bed covering
- VI. How to care for the laundry equipment
- VII. How to sort clothes
- VIII. How to wash clothes
 - A. By hand
 - B. By electric machine
- IX. Dry cleaning
 - A. Materials
 - B. Precautions
- X. Special care of clothing
 - A. Brushing
 - B. Pressing

THE USE AND CARE OF ELECTRICAL EQUIPMENT

I. Caring for electrical equipment

- **A. Refrigerator
- **B. Sweeper
- **C. Coffee pot
- * D. Waffle iron
- * E. Toaster
- * F. Mixer
- * G. Fan
- H. Washing machine
- I. Mangle
- J. Sewing machine

II. Precautions in the use of electrical equipment

- **A. Danger of exposed wire
- **B. Wet hands
- **C. Failure to turn off electrical appliances

CARE OF THE SICK IN THE HOME

- **I. Cleaning the invalid's room
- II. Preparing and serving the invalid's tray
- III. Personal care of the patient

CARE OF CHILDREN

- I. Food
 - A. Preparation
 - B. Serving

II. Personal care

- A. Bathing the child
- B. Helping the child to dress

III. Care of clothing

IV. Supervision of child

- A. Play
- *B. During parents' absence

PERSONAL QUALITIES AND CHARACTER TRAITS

I. Personal qualities

A. Appearance

- **1. Cleanliness
 - a. Frequent baths
 - b. Use of deodorants
 - c. Regular shampoos
- **2. Clean and well pressed clothes -- uniform
- **3. Well kept shoes
- **4. Good use of make-up

II. Character traits

A. Personal traits

- 1. Pleasing voice
- * 2. Ability to keep her place at all times
- 3. Self-control
- * 4. Cooperation
- 5. Sympathy
- **6. Honesty
- **7. Interest in job

- * 8. Initiative
- **9. Responsibility
- **10. Ability to get along with others
- 11. Industry
- 12. Consideration
- * 13. Economy
- 14. Orderliness
- 15. Courtesy
- 16. Friendliness
- * 17. Truthfulness
- * 18. Willingness to follow directions
- 19. Sense of humor
- 20. Ability to work independently
- 21. Alertness
- 22. Open-mindedness
- **23. Dependability
- 24. Tactfulness
- 25. Punctuality
- 26. Self-confidence
- 27. Sense of fairness
- 28. Good judgment
- 29. Adaptability
- 30. Courage
- 31. Thoughtfulness of others
- 32. Cheerfulness
- 33. System in her work
- * 34. Willingness to do extra things

Chapter VI

SUMMARY

The household employment situation in San Antonio, Texas, needs improvement. Employers who desire workers in their homes often are unable to find satisfactory workers. Women and girls who need employment are unprepared to work in other women's homes. There are no definite standards as to duties that are required, hours of work, wages, quality of work and amount of time off.

The motivating purpose in making a study of the household employment occupation in San Antonio, was to secure pertinent information regarding the demands and requirements of the employers and to suggest a program of education that would help to improve the prevailing situation.

The Problem

What does the household employer of San Antonio, Texas, require of her household employee, and how can Sidney Lanier School prepare for household employment?

Problem analysis

1. What are the duties and responsibilities of the

household employee?

2. What personal qualities does the household employer prefer in the household employee?
3. What are the household employer's preference as to nationality, race and age of the household employee?
4. What further training is recommended by the household employer for the household employee?

Delimitation of the problem

This study is limited to 100 household employers each employing one worker during the year 1939.

Procedure

To determine the duties and personal qualities required and the preference as to nationality, race, and age, a personal interview was made with 100 household employers in San Antonio, Texas. Three check sheets were used during these interviews. To determine the further training recommended for San Antonio, the writer interviewed a group of local and state educators who were interested in the household employment problem in San Antonio and the state as a whole.

The information obtained from the 100 household employers who were interviewed, along with the suggestions obtained during the conferences with the local and state educators, determined the recommendations to be used as a basis for a more adequate training

program in household employment in San Antonio, Texas.

Duties of the Employees

1. The duties required of the household employees varied widely, but the tasks most frequently required were general cleaning and cooking.
2. Only about one-fourth of the employers expected the employee to do the family laundry.

Hours of Work and Reimbursement

1. The hours of work were long and the median [✓]age was \$5.00 per week.
2. The percentage of employees receiving time off and rest period was low.
3. Few employers gave a paid vacation each year.
4. Extra reimbursement was given in the form of living quarters or transportation.

Racial and Personal Characteristics

1. More of the employers preferred Latin Americans than any other racial or national group.
2. The majority of the employers preferred comparatively young workers.
3. Only 55 per cent of the employers required health certificates.
4. Personal cleanliness and absence of body odor were the items of personal care most frequently required by the employers.

5. The ten character traits considered most important by the employers were honesty, dependability, responsibility, interest in job, truthfulness, ability to keep her place at all times, willingness to do extra things, willingness to follow directions, economy, and cooperation.

Suggestions for a More Adequate Training Program in San Antonio

1. The employers and educators both agreed that more and better equipped training centers should be established and that skills be emphasized.
2. The educators recommended that placement and follow-up work be a part of the training program, and that a system of apprenticeship training be established.

Tentative program

A program which emphasizes the duties most in demand by the employers interviewed has been set up to be used for experimentation in Sidney Lanier School, a school composed almost entirely of Latin Americans, the national group most frequently preferred as household employees by the employers interviewed.

A P P E N D I X

COLUMN HEADINGS OF
MASTER SHEET

Check Sheet I

A. 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. Caring for cabinets
 - b. Caring for food storage space
 - c. Caring for garbage
 - d. Caring for cook stove
6. Caring for halls and porches
7. Caring for closets and other storage space
8. Extra cleaning
 - a. Floors
 - b. Rugs
 - c. Windows
 - d. Woodwork
 - e. Silver
 - f. Brass
 - g. Fireplace
 - h. Radiators
 - i. Drapes and curtains
 - j. Bed springs and mattress
 - k. Mirrors

9. Preparing cleaning materials

B. Use and care of electrical equipment

1. Washing machine
2. Iron
3. Mangle
4. Toaster
5. Waffle iron
6. Coffee pot
7. Fan
8. Sweeper
9. Refrigerator
10. Mixer
11. Sewing machine

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C. Preparation and serving of food for the family

1. Planning meals
2. Doing marketing
3. Preparing breakfast
4. Preparing lunch
5. Preparing dinner
6. Preparing refreshments for parties
7. Baking of pastries and breads
8. Baking yeast bread
9. Setting the table
10. Serving the family meals
11. Serving meals in courses
12. Serving refreshments for parties
13. Canning and preserving
14. Cleaning up after meals

D. Laundry

1. Washing all clothes
2. Washing all but flat work
3. Washing only hand laundry
4. Removing stains
5. Washing by hand
6. Washing by machine
7. Caring for equipment
8. Ironing by hand
9. Ironing with mangle
10. Putting clothes away

E. Care of clothing

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

F. Miscellaneous

1. Answering door bells
2. Answering telephone
3. Caring for pets
4. Picking up after people
5. Attending to smoking needs
6. Going on errands
7. Purchasing for the house
8. Taking care of mail
9. Cleaning walks

10. Dusting the automobile
11. Making curtains
12. Cleaning shoes
13. Wrapping packages
14. Arranging flowers

G. Care of sick

1. Cleaning room
2. Preparing tray
3. Being companion to patient

H. Care of children

1. Preparing food
2. Feeding child
3. Supervising resp period
4. Bathing child
5. Helping child to dress
6. Supervising play
7. Supervising during parent's absence
8. Care of clothing

Check Sheet II

A. Grooming

1. Clothing clean, pressed and mended
2. Shoes clean, polished
3. Heels of shoes straight
4. Hair clean and becomingly arranged
5. Good use of make-up
6. Nails and hands well-kept
7. Appropriate dress at all times
8. Care about body odor

B. Personal Characteristics

1. Pleasing voice
2. Ability to keep her place at all times
3. Self-control
4. Co-operation
5. Sympathy
6. Honesty
7. Interest in job
8. Initiative
9. Responsibility
10. Ability to get along with others
11. Industry
12. Consideration
13. Economy
14. Orderliness
15. Courtesy
16. Friendliness
17. Truthfulness
18. Willingness to follow directions
19. Sense of humor
20. Ability to work independently
21. Alertness
22. Open-mindedness
23. Dependability
24. Tactfulness
25. Punctuality
26. Self-confidence
27. Sense of fairness

- 28. Good judgment
- 29. Adaptability
- 30. Courage
- 31. Thoughtfulness of others
- 32. Cheerfulness
- 33. System in her work
- 34. Willingness to do extra things

Check Sheet III

1. Race of household employee
 - a. White
 - b. Negro
 - c. Others
2. Nationality of employee
 - a. Latin American
 - b. German
 - c. Others
3. Age preference
 - a. 15 - 20 years
 - b. 20 - 25 years
 - c. 25 - 30 years
4. Do you require a health certificate?
 - a. Yes
 - b. No
5. Hours of work per day

a. 6	c. 8	e. 10	g. 12	i. 14
b. 7	d. 9	f. 11	h. 13	

6. Rest periods

a. Yes

b. No

7. Overtime

a. None

c. 1 - 3 hours

b. $\frac{1}{2}$ - 1 hour

d. On call

8. How paid for overtime

a. Not paid

b. Paid in cash

c. Extra time off

9. Wages per week

a. \$2.00

f. \$5.00

k. \$ 7.50

b. 3.00

g. 5.50

l. 8.00

c. 3.50

h. 6.00

m. 10.00

d. 4.00

i. 6.50

n. 11.50

e. 4.50

j. 7.50

10. Living quarters furnished

a. Yes

b. No

11. Transportation paid

a. Yes

b. No

12. Time off per week

a. No time off

b. One half day

c. Two half days

13. Phases of work desired by employer
- a. Cooking
 - b. Serving
 - c. Cleaning
 - d. Washing
 - e. Ironing
 - f. Care of children
15. Do you prefer an untrained person?
- a. Yes
 - b. No
16. Would you allow your employee off other than her regular time to attend classes?
- a. Yes
 - b. No
17. Will you suggest what can be done on the part of the household employer that will encourage girls to enter this occupation?
18. What suggestions do you have for a training program for household employees?

Question no. 17 - Response to question 13 of
Check Sheet

1. Better working conditions & pay.
2. Better condition for work.
3. Better condition for work.
4. Better relation.
5. Development of personal traits.
6. Use only well trained girls. Good pay.
7. Help to remove social stigma.
8. Better living conditions at home.
9. Help build up attitude of employee.
10. Better understanding.
11. Better human relation.
12. Better understanding between employer and employee.
13. Cooperation.
14. Understanding between employer and employee.
15. More education. Employer give time to continue it.
16. Better relation.
17. Better understanding.
18. Better relation.
19. Better understanding.
20. Not expect more than they can do.
21. Not expect more than they can do.
22. Better relation.
23. Better understanding.
24. Better relation.
25. Time for education and recreation.
26. Do not expect too much.

27. Better relationship.
28. Better pay.
29. Better understanding.
30. Better relations.
31. Better relations.
32. Better relations.
33. Better relations.
34. Better relations.
35. Better relations.
36. Better relations.
37. Better relations.
38. Better relations.
39. Better relations.
40. Regular hours. Sufficent pay. Better relations.
41. Encourage training.
42. Better relations.
43. Better relations.
44. Better relations.
45. Better relations.
46. Better living conditions. Better pay.
47. Better pay. Demand better trained girls.
48. Better relations.
49. Better pay. Demand efficient workers.
50. Better understanding.
51. Don't expect employer to be homemaker.
52. Don't expect too much time and int.
53. Have employee's interest at heart.
54. Better relations.

55. Better understanding. Individual difference.
56. Better relation.
57. Better standards. Better pay.
58. Better understanding.
59. Education on part of employer.
60. Housewife more efficient.
61. Cooperation.
62. Cooperation.
63. Better relations.
64. Better relations.
65. Demand better workers.
66. Demand better employees.
67. Demand better employees.
68. Better relations.
69. Better relations.
70. Better pay. Demand better workers.
71. Better wages.
72. Conscious of employees interest. Friendly attitude.
73. Conscious of employees interest. Good wages.
74. Conscious of employees interest. Good wages.
75. More system in home.
76. More system in home.
77. More system in home.
78. Treat with respect and due consideration.
79. Treat with respect and due consideration.
80. Demand efficiency in work.
81. Demand efficiency in work.
82. Better relations.

83. Good treatment.
84. Better pay. Allow freedom.
85. Encourage training.
86. Encourage training.
87. Encourage training.
88. Encourage training.
89. Encourage training.
90. Better pay. Interest in employee.
91. Help remove inferiority complex.
92. Demand better trained girls.
93. Treat as one of the family.
94. Treat as one of the family.
95. Eight hour day. Better wages. Respect for employee.
96. Shorter hours.
97. Better pay.
98. More system in the program.
99. Better pay.
100. More time of better pay.

Question no. 18 - Response to Question 14 of
Check Sheet

1. Practice house.
2. Practice house.
3. Definite understanding as to hours and work required.
4. Training in personal traits.
5. Classes to stress skills and personal traits.
6. Practice cottage-home.

7. Classes to train. Jobs not stepping stones.
8. Training in care of children.
9. Classes in skill. Develop general intellect.
10. Encourage part time maids.
11. More classes. Encourage part time.
12. Classes for each race.
13. Training in personal qualities.
14. Classes for training.
15. Classes for training.
16. Classes for training.
17. Classes for training.
18. Latin American help can be improved. (Classes)
19. More classes.
20. More classes.
21. More classes.
22. More classes for skill.
23. Training in care of children.
24. More classes.
25. Vocational program.
26. Training program. Meals preparation. Personal Traits.
27. Training in skills. Character traits.
28. Training in skills. Training for efficiency. Develop dependability.
29. Class in better equipped home.
30. Classes in training.
31. Vocational classes.
32. Classes.
33. More training. Better equipped places.

34. Classes.
35. More classes.
36. Classes.
37. Training classes.
38. Classes - Personal traits.
39. Classes.
40. Classes.
41. Sufficient training. Day and Night School.
42. Classes.
43. Classes.
44. Classes.
45. Training for boys in Home Economics.
46. Better equipped training centers.
47. Classes.
48. Classes.
49. Classes.
50. Classes.
51. Classes to develop skill.
52. Classes.
53. Selected group to train. More centers.
54. Training in attitudes. Property of others.
55. Classes more conveniently located.
56. More and better classes.
57. Training system and procedure.
58. Personal character.
59. Classes in home set up.
60. Better and more centers of training.
61. Training for skill.

62. More centers for training.
63. More centers.
64. Classes.
65. Classes.
66. Classes.
67. Classes.
68. Classes.
69. Skills.
70. More classes.
71. Better attitude. Not everyone can do housework.
72. Training for attitude.
73. Develop attitude. See #73.
74. Develop attitude.
75. Training for skill and attitude.
76. Training for skill and attitude.
77. Training for skill and attitude.
78. Training in cooking, children care, personal classes,
and development.
79. Training in cooking, children care, personal classes,
and development.
80. Training for aptitudes.
81. Training for aptitudes.
82. Training in classes.
83. Show how in classes.
84. Better schooling.
85. Better and more classes.
86. Better and more classes.
87. Better and more classes.

88. Better and more classes.
89. Better and more classes.
90. Better placement bureau. More vocational classes.
91. Vocational classes. Conveniently located.
92. Vocational classes. Conveniently located.
93. Go to night school.
94. Go to night school.
95. Classes.
96. Classes.
97. Classes.
98. More classes.
99. More classes for skill and attitude.
100. More classes for skill and attitude.

A. HOUSE CARE

Case	1	2	3	4	5	b	c	d	e	6	7	8	b	c	d	e	f	g	h	i	j	k	9
1.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2.	x	x	x	x	x	x	x	x	x	x	x	x					x	x					
3.	x	x	x	x	x	x					x	x	x				x		x				
4.				x	x	x	x	x	x								x	x					
5.	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x					x	x
6.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x
7.	x			x	x	x	x					x		x	x								
8.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9.	x	x	x	x	x	x				x		x		x									
10.	x	x	x	x	x	x	x	x	x			x	x	x			x						
11.	x	x	x	x	x	x				x	x	x	x						x	x			x
12.				x	x	x	x	x															
13.	x	x	x	x	x	x	x	x	x	x		x				x	x	x			x	x	x
14.	x	x	x	x	x	x	x	x	x	x		x	x			x	x	x			x		x
15.	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x				x	x	x
16.	x	x	x	x	x	x	x	x	x	x		x	x			x	x	x	x		x	x	x
17.	x	x	x	x	x	x	x	x	x	x		x	x			x	x	x			x	x	x
18.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x
19.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x		x
20.		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x
21.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x
22.	x		x	x	x	x	x	x	x	x	x					x	x	x					x
23.	x		x	x	x	x	x	x	x	x	x	x	x	x	x								x
24.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
25.	x	x	x	x	x	x	x	x	x	x													
26.	x	x	x	x	x					x	x		x			x	x						x
27.	x	x	x	x	x					x	x	x				x	x						
28.	x	x	x	x	x					x	x	x	x										
29.	x	x	x	x	x					x	x	x				x	x						x
30.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
31.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
32.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x
33.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
34.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						x	x	x
35.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x
36.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
37.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
38.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x
39.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
40.	x	x	x	x	x	x	x	x	x	x	x												
41.	x	x	x	x	x	x	x	x	x	x	x						x	x	x	x	x	x	x
42.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
43.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x
44.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
45.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
46.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
47.	x	x	x	x	x	x				x	x		x	x	x	x	x	x	x				x
48.	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x	x				x
49.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x				x
50.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
51.	x	x	x	x	x	x	x	x	x	x	x						x	x	x				x
52.	x	x	x	x	x	x	x	x	x	x	x						x	x	x				x
53.	x	x	x	x	x	x	x	x	x	x	x						x	x					x
54.	x	x	x	x	x	x	x	x	x	x	x						x						x
55.	x	x	x	x	x	x	x	x	x	x	x						x	x	x				x
56.	x	x	x	x	x	x	x	x	x	x	x						x	x	x				x
57.	x	x	x	x								x	x	x	x	x							x
58.				x	x	x	x	x	x								x	x	x				x
59.	x	x	x	x	x	x	x	x	x	x	x						x	x	x				x
60.				x	x	x	x	x	x								x	x	x				x

A. HOUSE CARE

Case	1	2	3	4	5	a	b	c	d	6	7	8	b	c	d	e	f	g	h	i	j	k	9
61.	x	x	x							x		x	x	x	x						x	x	x
62.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x
63.	x	x	x	x	x	x		x	x	x	x	x		x	x							x	x
64.	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x			x	x	x
65.	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x			x	x	x
66.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
67.	x	x	x	x	x		x		x		x		x									x	x
68.	x	x	x	x	x	x		x	x		x				x	x	x					x	x
69.	x	x	x	x	x		x		x	x					x	x		x	x			x	x
70.	x	x	x	x	x		x	x	x														
71.	x	x	x	x	x	x	x	x	x			x		x	x								
72.	x	x	x	x	x	x	x	x	x	x		x		x	x								
73.	x	x	x	x	x	x	x	x	x	x		x		x									
74.	x	x	x	x	x	x	x	x	x	x		x	x	x	x			x		x	x	x	
75.	x	x	x	x	x							x	x	x	x						x	x	x
76.	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
77.	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
78.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
79.	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x				x	x	x
80.	x	x	x	x	x	x		x	x	x	x		x	x	x	x	x	x				x	
81.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x
82.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x
83.	x	x	x	x	x		x	x	x		x												
84.	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x					x	
85.	x	x	x				x					x	x		x								
86.	x	x	x	x	x	x	x	x	x	x	x				x	x						x	
87.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
88.	x	x	x	x	x	x	x	x	x	x					x					x		x	
89.	x	x	x	x	x			x				x	x	x	x	x						x	x
90.	x	x	x	x	x	x	x	x	x	x		x		x	x								
91.	x	x	x	x	x	x		x	x	x		x	x	x	x								
92.	x	x	x	x	x	x		x	x	x		x	x	x	x								
93.	x	x	x	x	x	x	x	x	x	x	x	x									x		
94.	x	x	x	x			x		x	x	x	x	x										
95.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x
96.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x					x		x
97.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
98.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x
99.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							x	
100.	x	x	x	x	x	x	x		x	x		x	x		x	x	x	x				x	x

B. USE AND CARE OF ELECTRICAL EQUIPMENT

Case 1 2 3 4 5 6 7 8 9 10 11

1.	x		x	x	x	x	x	x			
2.	x	x	x						x	x	
3.	x					x		x	x	x	
4.	x			x	x				x	x	
5.	x	x		x	x			x	x		
6.	x	x		x	x	x	x	x	x	x	
7.	x	x						x	x		
8.	x	x			x	x		x	x	x	
9.	x				x			x	x		
10.					x	x		x	x		
11.	x				x			x	x		
12.											
13.											
14.					x	x		x	x		
15.	x				x	x			x		
16.	x				x	x		x	x		
17.	x				x	x	x	x	x	x	
18.	x		x	x	x				x	x	
19.	x				x	x			x	x	
20.					x	x	x	x	x		
21.	x	x			x	x	x	x	x	x	x
22.	x								x		
23.	x				x	x	x	x	x	x	
24.	x					x	x	x	x	x	
25.											
26.	x					x			x		
27.	x								x	x	
28.	x					x			x		
29.	x					x			x	x	
30.											
31.	x			x	x	x	x	x	x	x	
32.	x	x	x			x			x	x	x
33.	x	x	x	x	x	x	x	x	x	x	
34.	x			x	x	x	x	x	x	x	
35.	x			x		x	x	x	x		x
36.				x	x	x	x	x	x	x	
37.				x					x	x	
38.	x	x				x	x	x	x		
39.	x					x	x	x	x	x	
40.					x	x	x		x	x	
41.	x				x	x	x	x	x	x	
42.	x	x	x		x	x	x	x	x	x	
43.	x				x	x	x	x	x	x	x
44.					x	x	x		x	x	
45.	x				x				x		
46.					x	x	x		x	x	x
47.	x					x			x		
48.					x	x	x	x	x	x	
49.	x	x	x			x	x	x	x	x	
50.											
51.	x					x			x	x	
52.	x					x			x	x	
53.	x					x	x		x	x	
54.	x								x	x	
55.	x				x	x	x		x	x	x
56.	x				x	x	x		x	x	x
57.	x										
58.						x	x	x		x	x
59.						x	x	x		x	x
60.	x	x				x	x	x		x	x

[illegible]

Case 1 2 3 4 5 6 7 8 9 10 11 12 13 14

1.	x	x	x	x	x				x	x				x
2.	x		x	x	x	x	x		x	x	x	x		x
3.	x			x	x				x	x	x		x	x
4.			x	x	x	x	x		x	x		x		x
5.			x	x	x	x			x			x		x
6.				x	x	x	x		x	x	x	x	x	x
7.				x	x	x			x	x				x
8.				x	x				x					
9.			x	x	x				x					x
10.			x	x	x				x	x				x
11.			x		x					x				
12.		x	x	x	x									
13.			x	x	x				x					x
14.			x	x	x				x					x
15.														
16.			x	x	x	x			x	x	x	x		x
17.			x						x	x				
18.	x	x	x	x	x	x			x		x	x		x
19.				x	x	x			x			x		x
20.		x	x	x	x	x			x		x	x		
21.	x		x	x	x	x	x	x	x			x		x
22.			x			x			x	x				
23.			x	x	x	x			x	x	x	x		x
24.			x		x	x			x	x	x	x		x
25.														
26.			x		x				x					x
27.														
28.			x	x	x				x	x				x
29.			x	x	x				x	x				x
30.									x	x	x	x		x
31.			x	x	x		x	x	x	x	x	x		x
32.			x	x	x				x	x		x		x
33.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
34.				x	x				x	x		x		x
35.	x		x	x	x		x		x	x		x		x
36.			x	x	x	x	x		x	x		x		x
37.			x	x	x				x	x		x		
38.	x		x		x		x		x					x
39.														x
40.			x	x	x				x	x				x
41.	x			x	x	x	x		x	x	x	x		x
42.	x		x	x	x	x	x	x	x	x	x	x	x	x
43.				x	x	x	x	x	x			x		x
44.						x	x	x	x	x	x			x
45.			x	x	x		x	x	x	x				x
46.			x	x	x	x			x	x	x	x		
47.														
48.	x	x	x	x	x	x	x		x	x	x	x		x
49.									x	x				x
50.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
51.			x	x	x	x	x		x	x		x		x
52.				x	x				x	x				x
53.									x					x
54.				x	x				x	x				x
55.			x						x					x
56.			x	x	x				x	x	x			x
57.														x
58.	x		x	x	x		x	x	x	x			x	x
59.			x	x	x				x	x	x			x
60.			x	x	x	x			x	x	x			x

C. PREPARATION AND SERVING OF FOOD

Case	1	2	3	4	5	6	7	8	9	10	11	12	13	14
61.														
62.	x	x	x	x	x	x	x		x	x		x		x
63.			x		x				x	x				x
64.			x	x	x	x	x		x			x		x
65.			x	x	x	x	x		x	x		x		x
66.			x	x	x	x	x		x	x	x	x		x
67.														
68.			x	x	x				x	x				x
69.									x	x				x
70.	x		x		x				x	x				x
71.			x	x					x					x
72.														x
73.														x
74.			x	x	x	x			x	x	x	x		x
75.									x					x
76.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
77.														
78.			x	x	x	x			x	x	x			x
79.			x	x	x				x	x		x		x
80.			x	x	x	x			x	x	x	x		x
81.				x	x				x			x		x
82.														x
83.														
84.														
85.														x
86.			x	x					x					x
87.														x
88.	x		x	x	x	x	x		x	x	x	x		x
89.			x		x				x	x				x
90.			x	x	x				x					x
91.			x					x						x
92.					x				x					x
93.			x	x	x				x	x		x		x
94.			x	x					x	x				x
95.			x	x	x	x	x	x	x	x	x	x	x	x
96.	x		x	x	x	x	x	x	x	x	x	x	x	x
97.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
98.	x	x	x		x	x	x	x	x	x				x
99.	x	x	x		x		x	x	x	x				x
100.			x	x	x		x		x	x				x

D. LAUNDRY

E. CARE OF CLOTHING

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Case	1	2	3	4	5	6	7	8	9	10
1.	x			x	x		x	x		
2.		x		x		x	x	x	x	
3.	x			x	x		x	x		x
4.			x							
5.							x			
6.	x					x	x	x		x
7.		x								
8.		x				x		x		
9.			x							
10.										
11.			x							
12.										
13.										
14.				x						
15.				x						
16.				x						
17.										
18.				x						
19.				x						
20.										
21.	x			x		x	x	x		x
22.			x					x		
23.			x					x		
24.			x							
25.			x		x					
26.			x					x		
27.	x					x		x		
28.			x		x			x		
29.			x		x			x		
30.					x			x		x
31.		x			x		x	x		
32.	x		x	x	x			x		
33.			x	x	x			x		x
34.		x	x		x			x		
35.			x		x			x		x
36.										
37.			x		x					
38.	x					x	x	x		x
39.			x		x			x		x
40.										
41.			x	x	x			x	x	
42.	x			x		x	x	x	x	x
43.	x					x		x		x
44.	x		x		x			x		x
45.					x			x		
46.			x					x		
47.		x			x			x		
48.					x					x
49.						x		x		
50.			x	x	x			x		x
51.		x			x		x	x		x
52.		x			x			x		x
53.		x			x			x		
54.			x							
55.		x			x			x		
56.			x					x		
57.		x			x			x		x
58.										
59.				x				x		
60.		x			x			x		

Case	1	2	3	4	5	6
1.						
2.					x	
3.				x		
4.						
5.			x		x	x
6.						
7.						
8.						
9.	x					
10.						
11.	x					
12.						
13.						
14.						
15.						
16.						
17.	x					
18.	x					
19.						
20.	x					
21.						
22.	x					
23.	x					
24.	x					
25.						
26.						
27.						
28.						
29.						
30.						
31.						
32.			x	x	x	x
33.	x		x	x	x	x
34.			x		x	x
35.	x		x		x	x
36.				x	x	x
37.					x	x
38.	x				x	x
39.						x
40.						
41.						x
42.						
43.		x	x	x	x	x
44.					x	x
45.	x		x	x	x	x
46.						
47.			x			x
48.				x		x
49.						
50.			x	x	x	x
51.						
52.						
53.						
54.			x			
55.						
56.						
57.						
58.						
59.						
60.						

CHECK SHEET I.--DUTIES FOR WHICH HOUSEHOLD EMPLOYEES ARE RESPONSIBLE

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D. LAUNDRY

E. CARE OF CLOTHING

Case	1	2	3	4	5	6	7	8	9	10
61.	x					x	x	x	x	x
62.	x	x	x		x		x	x		x
63.			x					x		x
64.		x		x	x	x	x	x		
65.		x		x	x			x		
66.			x							
67.	x				x			x	x	
68.			x							
69.			x							
70.										
71.		x			x			x		
72.										
73.										
74.			x		x			x		
75.		x			x					
76.	x	x	x	x	x	x	x	x	x	x
77.										
78.			x	x		x	x	x	x	x
79.			x		x			x		
80.	x					x	x	x	x	
81.			x		x					
82.										
83.										
84.			x		x			x		
85.	x					x				
86.			x							x
87.			x		x			x		
88.										x
89.										x
90.		x			x			x		
91.		x			x			x		
92.			x		x		x			x
93.	x	x			x	x	x	x		
94.	x					x		x		x
95.	x	x	x	x	x			x		x
96.	x					x		x		x
97.			x	x	x			x		x
98.	x					x	x		x	x
99.	x					x	x		x	x
100.	x	x				x			x	

Case	1	2	3	4	5	6
61.						
62.	x			x	x	x
63.						x
64.						
65.						
66.						x
67.						
68.						
69.						
70.						
71.						
72.						
73.						
74.			x		x	x
75.						
76.	x	x	x	x	x	x
77.						
78.	x		x	x	x	x
79.						x
80.						x
81.						x
82.						
83.						
84.			x			
85.						
86.						
87.						
88.	x		x		x	
89.						
90.						
91.						
92.	x		x			
93.						x
94.						
95.	x		x			x
96.				x	x	x
97.				x	x	x
98.				x		x
99.				x		x
100.			x			x

Case	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	x	x				x			x					
2.	x	x	x											
3.						x								
4.	x	x		x	x									
5.	x	x	x	x	x				x			x		x
6.	x	x		x	x	x		x	x					x
7.				x	x				x					
8.	x	x		x	x				x					
9.	x		x	x	x				x			x		x
10.	x			x	x									
11.	x	x	x	x	x				x					x
12.	x		x											
13.	x	x	x	x	x									
14.	x	x		x	x				x					
15.	x		x	x	x				x					x
16.	x	x	x	x	x				x			x		
17.				x	x	x			x			x		
18.	x	x	x	x	x	x	x	x	x			x		x
19.	x	x	x	x	x				x					x
20.	x	x	x											x
21.	x			x	x	x			x					x
22.	x	x	x	x	x				x			x		
23.	x	x	x	x	x	x			x			x		
24.	x	x	x	x	x				x					
25.	x	x		x										x
26.	x	x		x					x					
27.														
28.														
29.	x	x							x					
30.	x	x	x	x	x	x			x					x
31.	x	x												
32.	x	x		x				x	x					
33.	x	x	x	x	x	x		x	x					x
34.	x	x	x	x	x	x			x			x		x
35.	x	x	x	x	x	x			x				x	x
36.	x	x		x										
37.	x	x				x			x			x		
38.	x	x		x	x	x		x	x					x
39.	x	x	x	x	x			x	x			x		x
40.	x	x												
41.	x	x												
42.	x	x	x	x	x				x					x
43.	x	x	x	x		x		x	x					x
44.	x	x	x	x	x	x	x	x	x	x		x	x	x
45.	x		x	x		x			x				x	
46.	x	x	x	x	x				x					
47.	x	x				x			x					
48.	x	x	x	x	x	x			x					
49.														
50.	x	x	x	x	x	x								x
51.	x	x		x					x					
52.	x	x		x					x					
53.				x		x			x					
54.	x	x		x					x					
55.	x	x							x					
56.	x	x		x					x					
57.	x	x												
58.	x	x												
59.	x	x				x								
60.	x	x		x										

CHECK SHEET I.--DUTIES FOR WHICH HOUSEHOLD EMPLOYEES ARE RESPONSIBLE
F. MISCELLANEOUS

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Case	1	2	3	4	5	6	7	8	9	10	11	12	13	14
61.	x	x		x					x					
62.	x	x	x		x	x	x	x	x					x
63.	x	x		x				x	x					
64.	x	x		x	x				x	x				
65.	x	x		x	x	x			x					
66.	x	x	x	x		x			x					
67.														
68.	x	x	x	x	x									
69.					x			x						x
70.	x	x	x	x										
71.	x			x					x					
72.	x	x		x		x			x					
73.				x		x			x					
74.	x	x	x	x					x			x		x
75.	x	x		x					x					
76.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
77.	x	x				x			x					
78.	x	x	x	x	x	x			x			x		x
79.	x	x		x					x					x
80.	x	x	x											
81.	x	x	x	x	x	x			x					
82.					x	x	x		x	x				
83.														
84.		x												
85.														
86.														
87.	x	x		x					x					
88.	x	x												
89.	x	x												
90.	x	x		x					x					
91.	x	x		x					x					
92.	x	x		x					x					
93.	x	x	x	x	x	x			x					x
94.			x						x					
95.	x	x		x		x		x						x
96.	x	x	x	x			x	x					x	x
97.	x	x	x	x		x	x	x	x	x	x	x	x	x
98.	x	x		x		x			x					x
99.	x	x		x		x			x					x
100.	x	x							x					x

G. CARE OF SICK

H. CARE OF CHILDREN

Case 1 2 3

Case 1 2 3 4 5 6 7 8

1. x x
 2. x x
 3. x x
 4.
 5.
 6. x x
 7.
 8. x
 9.
 10.
 11. x
 12.
 13.
 14. x
 15. x
 16.
 17. x
 18. x
 19.
 20.
 21. x x x
 22. x
 23. x
 24. x
 25. x x x
 26.
 27.
 28.
 29.
 30. x x
 31.
 32. x x
 33. x x
 34. x
 35. x x x
 36.
 37. x x x
 38. x x x
 39. x
 40.
 41. x x
 42. x x
 43. x x
 44. x x
 45.
 46.
 47.
 48. x x x
 49. x
 50. x x
 51. x x
 52. x x
 53. x x
 54. x x
 55.
 56.
 57.
 58.
 59.
 60.

1.
 2. x
 3.
 4.
 5. x x x x
 6. x x x x x x x
 7. x x x
 8. x x x x
 9. x
 10.
 11. x
 12. x
 13.
 14. x x x x x
 15.
 16.
 17. x x
 18. x x x x x x x
 19. x x
 20.
 21. x
 22.
 23. x x
 24.
 25.
 26.
 27.
 28.
 29.
 30.
 31.
 32.
 33. x x x x x x x x
 34.
 35.
 36.
 37. x x x
 38. x x
 39.
 40.
 41. x
 42.
 43.
 44. x x
 45.
 46. x x
 47.
 48. x
 49. x
 50. x x x x x x
 51. x
 52.
 53. x
 54. x x
 55. x
 56.
 57.
 58.
 59.
 60.

G. CARE OF SICK

H. CARE OF CHILDREN

Case 1 2 3

Case 1 2 3 4 5 6 7 8

61.
62. x x
63.
64. x
65.
66. x x x
67.
68.
69.
70.
71. x x
72.
73.
74.
75.
76. x x x
77. x
78. x x x
79. x x
80. x x
81.
82.
83.
84.
85.
86. x x
87.
88.
89.
90. x x
91.
92. x
93. x x x
94.
95. x x x
96. x x
97. x x x
98. x x
99. x x
100. x x

61.
62.
63.
64.
65.
66. x x
67.
68. x
69. x
70.
71. x
72. x
73. x
74. x x x x
75.
76. x x x x x x x x
77.
78. x x x x x x x x
79. x x x
80. x
81.
82. x
83.
84. x
85.
86.
87.
88.
89.
90.
91. x
92. x x
93. x
94.
95. x x x x x x x x
96. x x x x x x x
97. x x x x x x x x
98. x x x x x x x
99. x x x x x x x
100. x x

A. GROOMING

Case	1	2	3	4	5	6	7	8
1.	x	x		x		x	x	x
2.	x	x	x	x		x	x	x
3.	x	x	x	x		x	x	x
4.	x	x	x	x	x	x	x	x
5.	x	x	x	x	x	x	x	x
6.	x	x	x	x	x	x	x	x
7.	x	x	x	x	x	x	x	x
8.	x	x	x	x	x	x	x	x
9.	x	x	x	x	x	x		
10.	x	x	x	x	x	x	x	x
11.	x	x	x	x	x	x	x	x
12.	x	x	x	x	x	x	x	x
13.	x	x	x	x	x	x	x	x
14.	x	x	x	x	x	x	x	x
15.	x	x	x	x	x	x	x	x
16.	x	x	x	x	x	x	x	x
17.	x	x	x	x		x	x	x
18.	x	x	x	x	x	x	x	x
19.	x	x	x	x	x	x	x	x
20.	x	x	x	x	x	x	x	x
21.	x	x	x	x	x	x	x	x
22.	x	x				x	x	
23.	x	x					x	x
24.	x	x	x	x	x	x	x	x
25.	x	x	x	x	x	x	x	x
26.	x	x	x	x	x	x	x	x
27.	x	x	x				x	x
28.	x	x	x	x	x	x	x	x
29.	x	x	x	x	x	x	x	x
30.	x	x	x	x				x
31.	x	x	x	x			x	x
32.	x	x	x	x			x	x
33.	x	x	x	x	x	x	x	x
34.	x		x	x				x
35.					x		x	x
36.	x	x	x	x	x	x	x	x
37.	x	x	x	x	x	x	x	x
38.	x	x	x	x	x	x	x	x
39.	x	x	x	x	x	x	x	x
40.	x	x	x	x			x	x
41.	x	x	x	x	x	x	x	x
42.	x	x	x	x	x	x	x	x
43.	x							x
44.						x	x	x
45.	x	x	x	x			x	x
46.	x	x	x	x	x	x	x	x
47.	x	x	x	x			x	x
48.		x						x
49.	x	x	x	x	x	x	x	x
50.	x	x	x	x	x	x	x	x
51.	x				x			x
52.	x				x		x	x
53.	x				x			x
54.	x				x			x
55.	x	x			x			x
56.	x	x	x	x	x	x	x	x
57.		x			x	x	x	x
58.	x	x			x		x	x
59.		x			x		x	x
60.		x			x		x	x

Case	1	2	3	4	5	6	7	8
61.		x		x			x	x
62.	x	x	x	x			x	x
63.	x	x	x	x	x	x	x	x
64.	x	x	x	x			x	x
65.	x	x	x	x			x	x
66.	x	x	x	x	x	x	x	x
67.	x				x			x
68.	x	x	x	x	x	x	x	x
69.			x			x		x
70.	x	x	x	x	x	x	x	x
71.	x	x						x
72.	x			x	x			x
73.	x			x	x			x
74.	x	x			x		x	x
75.	x	x						x
76.	x	x	x	x	x	x	x	x
77.	x	x	x	x	x	x	x	x
78.	x	x	x	x	x	x	x	x
79.	x	x	x	x	x	x	x	x
80.	x			x	x			x
81.	x	x	x	x	x	x	x	x
82.	x	x	x	x	x	x	x	x
83.	x		x				x	
84.	x	x	x	x	x	x	x	x
85.	x	x	x	x			x	x
86.	x	x	x	x			x	
87.	x	x	x	x	x	x	x	x
88.	x	x					x	x
89.	x	x	x	x			x	x
90.	x	x			x			x
91.	x	x	x	x	x			x
92.	x				x			x
93.	x	x	x	x	x	x	x	x
94.	x	x	x	x	x	x	x	x
95.	x	x	x	x	x	x	x	x
96.	x	x	x	x	x	x	x	x
97.	x	x	x	x	x	x	x	x
98.	x	x	x	x	x	x	x	x
99.	x						x	x
100.	x	x	x	x	x	x	x	x

B. PERSONAL CHARACTERISTICS

Case	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1.	x					x	x		x	x	x			x				x		x					
2.	x	x					x				x	x				x							x		x
3.		x		x		x	x		x		x							x							x
4.				x		x	x		x			x		x				x					x		x
5.	x			x		x	x		x				x										x		x
6.	x	x	x			x	x	x													x				x
7.				x	x	x	x	x	x							x							x		
8.	x	x			x	x		x	x			x					x						x		
9.					x		x	x					x					x		x			x		x
10.				x		x		x	x									x	x			x		x	
11.			x			x	x			x				x				x	x	x			x		
12.						x	x	x	x				x					x					x		
13.		x				x	x			x					x			x			x	x		x	
14.		x				x	x	x	x									x			x				x
15.						x		x										x	x				x		
16.						x	x	x			x			x				x			x	x	x		
17.						x		x							x	x	x	x					x		
18.		x				x	x	x	x		x		x				x			x			x		
19.		x		x		x	x			x													x		
20.								x		x								x	x		x				x
21.		x		x		x			x				x		x		x			x			x		
22.						x		x	x		x			x									x		x
23.	x			x		x		x	x	x								x			x	x	x		
24.						x	x	x	x									x			x		x		
25.	x	x	x	x					x		x				x		x								x
26.		x				x	x		x	x			x					x					x		x
27.		x				x	x	x	x						x			x				x	x		x
28.			x	x		x	x	x	x		x			x				x					x		
29.		x				x			x									x		x			x		
30.				x	x	x	x						x					x	x				x		
31.	x	x	x			x		x		x			x	x				x			x				
32.		x				x	x		x				x	x			x			x					x
33.	x	x		x		x	x		x		x							x					x		x
34.						x	x		x			x		x				x		x			x		x
35.	x		x	x	x	x		x		x					x	x	x								
36.						x	x	x			x							x	x				x		
37.		x	x	x	x	x	x			x			x			x		x							
38.	x			x		x		x	x		x							x							x
39.		x				x	x		x		x						x	x	x	x			x		
40.	x	x				x								x	x	x		x	x						x
41.		x				x					x			x				x			x		x	x	x
42.	x	x	x			x	x	x	x		x					x							x		
43.		x				x			x	x			x				x	x	x		x		x		
44.						x	x	x	x			x	x	x									x		
45.	x		x			x	x		x	x						x									x
46.				x		x	x	x	x											x	x		x		
47.						x	x	x	x					x				x	x				x		
48.							x	x		x	x	x								x	x	x	x	x	x
49.	x	x	x	x		x	x	x	x										x				x		
50.	x	x	x	x		x	x		x		x							x					x		
51.			x	x		x	x		x					x	x			x					x		
52.						x	x	x	x					x	x			x			x		x		
53.						x	x		x	x				x	x			x					x		x
54.		x	x			x	x	x						x	x			x							
55.						x	x	x	x					x				x				x		x	
56.				x		x	x	x	x		x			x	x			x					x		
57.		x	x	x		x	x	x	x							x		x					x		
58.						x	x	x	x			x						x	x				x		x
59.				x		x	x	x	x					x	x	x		x							
60.				x		x	x	x	x						x			x			x		x		

B. PERSONAL CHARACTERISTICS (continued)

Case 26 27 28 29 30 31 32 33 34

1.								X
2.			X					X
3.							X	X
4.								X
5.							X	X
6.			X					X
7.				X				X
8.								X
9.							X	X
10.							X	X
11.								X
12.			X				X	X
13.								X
14.								X
15.			X	X			X	X
16.								X
17.				X			X	X
18.								
19.			X	X			X	X
20.							X	X
21.							X	X
22.				X			X	X
23.								
24.				X				X
25.						X		
26.							X	
27.								
28.								
29.			X			X	X	X
30.				X				X
31.								
32.							X	
33.								
34.								X
35.								
36.							X	X
37.								
38.							X	X
39.								
40.						X		
41.								X
42.								
43.								
44.				X				X
45.							X	X
46.							X	X
47.			X					X
48.								
49.								
50.								
51.								X
52.								
53.								X
54.								X
55.							X	
56.								
57.								
58.					X			
59.					X			
60.					X			

B. PERSONAL CHARACTERISTICS

Cases	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
61.				x		x	x	x	x			x		x			x							x	
62.	x	x		x		x	x		x	x		x			x		x								
63.	x		x	x	x	x	x		x		x		x		x										
64.		x	x	x		x	x				x		x		x				x					x	
65.		x	x	x		x	x		x		x		x	x	x										
66.		x	x		x	x		x		x					x		x		x					x	
67.		x	x			x					x						x							x	
68.		x	x			x	x		x		x	x			x				x						x
69.			x	x		x			x	x					x		x							x	x
70.		x				x	x		x		x		x				x	x						x	x
71.			x	x		x	x					x		x	x		x							x	
72.		x	x			x							x	x	x		x	x							x
73.		x	x			x				x			x	x	x		x	x							x
74.			x	x	x	x	x		x				x	x										x	
75.				x	x	x	x	x	x															x	x
76.		x		x		x			x	x			x		x		x							x	
77.		x	x			x	x						x	x	x		x	x					x		
78.		x		x		x	x		x						x		x	x		x					
79.			x	x		x	x		x				x						x					x	
80.		x				x			x				x		x		x		x					x	x
81.		x				x			x		x	x		x	x				x			x		x	
82.			x	x		x			x	x			x	x		x	x							x	
83.		x				x			x				x		x				x		x			x	x
84.				x	x					x	x		x	x	x					x				x	x
85.			x	x		x	x		x	x								x	x					x	
86.		x		x		x			x				x			x		x						x	
87.		x	x		x		x	x	x									x	x					x	
88.		x		x		x			x		x	x				x	x	x		x					
89.							x	x					x	x				x	x		x			x	
90.			x				x	x	x	x				x	x				x					x	
91.							x	x	x	x	x			x	x									x	
92.				x			x	x	x	x				x					x	x		x		x	
93.		x	x	x		x	x												x					x	
94.			x	x	x		x			x				x					x					x	
95.		x			x	x	x													x				x	x
96.			x	x			x	x						x	x				x					x	x
97.		x		x	x		x	x		x					x				x	x					x
98.		x	x		x	x	x		x				x	x	x		x								
99.									x				x	x	x		x		x	x				x	
100.			x				x		x	x						x			x	x		x		x	x

[illegible]

61.		x		
62.				
63.				
64.				
65.				
66.				
67.			x	x x
68.				
69.				x x
70.				
71.		x		
72.		x		
73.				
74.				x
75.				x x
76.				x
77.				
78.			x	
79.		x		x
80.	x			
81.				
82.				
83.				x
84.				
85.				x
86.				x x
87.				x
88.				
89.		x		x
90.				x
91.		x		x
92.				
93.	x		x	
94.	x			x
95.			x	x x
96.				x
97.				
98.				
99.		x	x	x
100.				

	1.			2.			3.				4.		5.											6.	
Case	a	b	c	a	b	c	a	b	c	d	Yes	No	a	b	c	d	e	f	g	h	i	Yes	No		
1.	x									x		x								x		x			
2.	x									x	x							x				x			
3.	x									x		x								x			x		
4.	x								x			x									x		x		
5.	x								x		x		x										x		
6.	x								x			x								x		x			
7.	x			x					x		x									x			x		
8.	x								x			x							x				x		
9.	x								x			x							x			x			
10.	x			x					x		x									x			x		
11.	x								x			x								x		x			
12.	x			x					x			x									x		x		
13.	x			x					x		x									x			x		
14.	x			x					x			x							x				x		
15.	x					x			x			x											x		
16.	x			x					x			x								x			x		
17.	x					x			x		x		x										x		
18.	x			x					x			x							x			x			
19.	x					x			x		x									x			x		
20.	x					x			x		x									x			x		
21.	x			x					x		x										x	x			
22.	x					x			x		x										x	x			
23.	x			x					x			x								x			x		
24.	x			x					x		x												x		
25.	x			x					x		x										x	x			
26.	x			x					x		x									x			x		
27.	x					x			x		x									x		x			
28.	x			x					x		x										x		x		
29.	x					x			x		x										x		x		
30.		x							x		x										x	x			
31.		x							x		x										x	x			
32.		x							x		x											x			
33.	x			x					x			x								x			x		
34.		x								x	x										x	x			
35.	x			x					x		x										x		x		
36.	x			x					x		x										x				
37.		x							x		x												x		
38.		x							x		x										x				
39.			x						x			x									x	x			
40.		x								x	x										x		x		
41.		x							x		x												x		
42.		x								x	x												x		
43.		x							x			x											x		
44.	x			x					x		x										x				
45.	x			x						x		x											x		
46.	x			x					x			x									x		x		
47.	x					x				x		x											x		
48.		x							x		x										x	x			
49.	x			x						x	x											x	x		
50.	x			x					x		x										x		x		
51.	x			x					x			x										x			
52.	x					x			x			x									x		x		
53.	x			x					x			x											x		
54.	x			x					x			x										x			
55.	x					x			x			x									x		x		
56.	x			x					x		x										x		x		
57.	x					x			x			x										x	x		
58.	x			x					x		x										x		x		
59.	x			x					x		x											x	x		
60.	x			x					x		x										x				

Case	1. a b c	2. a b c	3. a b c d	4. Yes No	5. a b c d e f g h i	6. Yes No
61.	x	x	x	x	x	x
62.	x	x	x	x	x	x
63.	x		x	x	x	x
64.	x	x	x	x	x	x
65.	x		x	x	x	x
66.	x	x	x	x		x
67.	x		x	x	x	x
68.	x	x	x	x	x	x
69.	x	x	x	x	x	x
70.	x		x	x	x	x
71.	x	x	x	x	x	x
72.	x	x	x	x	x	x
73.	x	x	x	x	x	x
74.	x	x	x	x	x	x
75.	x	x	x	x	x	x
76.	x		x	x	x	x
77.	x	x	x	x	x	x
78.	x	x	x	x	x	x
79.	x		x	x	x	x
80.	x		x	x	x	x
81.	x	x	x	x	x	x
82.	x	x	x	x	x	x
83.	x	x	x	x	x	x
84.	x	x	x	x	x	x
85.	x	x	x	x	x	x
86.	x	x	x	x	x	x
87.	x	x	x	x	x	x
88.	x	x	x	x	x	x
89.	x	x	x	x	x	x
90.	x	x	x	x	x	x
91.	x	x	x	x	x	x
92.	x	x	x	x	x	x
93.	x	x	x	x	x	x
94.	x	x	x	x	x	x
95.	x	x	x	x	x	x
96.	x	x	x	x	x	x
97.	x	x	x	x	x	x
98.	x	x	x	x	x	x
99.	x	x	x	x	x	x
100.	x	x	x	x	x	x

[illegible]

	7.				8.			9.										10.		11.					
Case	a	b	c	d	a	b	c	a	b	c	d	e	f	g	h	i	j	k	l	m	n	Yes	No	Yes	No
61.	x											x												x	
62.	x													x									x		
63.			x				x											x					x		
64.	x													x									x		
65.	x																	x							x
66.				x			x							x									x		
67.	x																				x		x		
68.	x																				x		x		
69.				x			x					x												x	
70.	x																x						x		
71.				x			x											x					x		
72.	x													x									x		
73.				x											x								x		
74.	x														x								x		
75.				x			x									x									x
76.				x			x																	x	
77.				x			x									x									x
78.	x											x											x		
79.	x															x								x	
80.	x											x											x		
81.				x			x																		x
82.	x																						x		
83.	x											x												x	
84.	x																						x		
85.	x															x							x		
86.	x																						x		
87.	x																								x
88.				x			x						x										x		
89.	x																						x		
90.	x																						x		
91.	x															x								x	
92.	x																						x		
93.	x																							x	
94.	x															x								x	
95.	x																						x		
96.	x																							x	
97.	x															x								x	
98.	x															x								x	
99.	x															x									x
100.	x																							x	

Case	12.		13.			14.						15.		16.	
	Yes	No	a	b	c	a	b	c	d	e	f	Yes	No	Yes	No
1.			x			x	x	x	x	x				x	
2.	x					x		x						x	
3.			x			x		x	x	x				x	
4.				x		x	x	x						x	
5.						x	x	x						x	
6.			x			x	x			x				x	
7.			x			x				x				x	
8.				x						x				x	
9.	x			x		x	x	x						x	
10.			x			x		x						x	
11.			x			x								x	
12.				x		x		x						x	
13.				x		x						x		x	
14.	x		x					x		x				x	
15.				x		x		x						x	
16.				x		x	x	x						x	
17.				x				x		x		x		x	
18.				x		x	x					x		x	
19.				x		x		x						x	
20.				x		x	x	x						x	
21.				x		x		x						x	
22.		x		x		x	x	x						x	
23.				x						x				x	
24.			x			x	x	x						x	
25.				x				x	x					x	
26.	x			x		x	x	x						x	
27.				x		x			x	x				x	
28.						x		x						x	
29.		x		x		x		x						x	
30.		x		x				x						x	
31.				x		x	x	x						x	
32.			x			x	x	x	x	x		x		x	
33.			x			x		x	x	x				x	
34.								x	x		x			x	
35.				x					x					x	
36.				x		x	x	x				x			x
37.						x		x						x	
38.	x			x		x	x	x						x	
39.	x			x		x		x						x	
40.			x			x		x						x	
41.			x			x		x						x	
42.						x	x	x	x	x				x	
43.				x		x		x	x	x				x	
44.	x			x		x	x	x				x		x	
45.						x		x	x	x				x	
46.	x			x		x	x	x		x				x	
47.			x			x	x	x	x			x		x	
48.	x					x	x	x						x	
49.				x		x	x	x		x				x	
50.				x		x	x	x						x	
51.				x		x	x	x	x	x				x	
52.			x			x		x	x	x				x	
53.			x			x		x			x			x	
54.	x			x		x		x			x			x	
55.				x		x		x	x	x				x	
56.				x		x	x	x						x	
57.			x					x	x	x				x	
58.				x		x	x	x						x	
59.				x		x	x	x						x	
60.				x		x	x		x	x				x	

Case	12.		13.			14.						15.		16.	
	Yes	No	a	b	c	a	b	c	d	e	f	Yes	No	Yes	No
61.					x	x			x	x				x	x
62.					x	x								x	x
63.						x	x	x						x	x
64.					x	x	x	x	x	x				x	x
65.						x	x	x	x	x				x	x
66.						x	x	x			x			x	x
67.					x	x	x	x						x	x
68.						x	x	x			x				x
69.					x	x	x	x						x	x
70.					x	x		x						x	x
71.					x	x		x	x	x	x			x	x
72.					x			x			x			x	x
73.			x					x			x			x	x
74.						x	x	x	x	x				x	x
75.					x	x	x	x		x				x	x
76.					x			x						x	x
77.					x			x	x	x		x			x
78.					x	x		x			x			x	x
79.					x			x						x	x
80.					x	x	x	x						x	x
81.					x			x						x	x
82.					x			x						x	x
83.					x	x		x				x			x
84.			x			x		x			x			x	x
85.			x					x	x	x		x			x
86.			x			x		x						x	x
87.				x				x	x	x				x	x
88.				x		x	x	x						x	x
89.				x				x	x	x				x	x
90.						x	x	x						x	x
91.								x	x	x				x	x
92.				x		x		x	x	x	x			x	x
93.						x	x	x						x	x
94.			x								x			x	x
95.						x	x	x		x				x	x
96.				x		x	x			x				x	x
97.				x		x	x	x		x				x	x
98.						x	x	x			x			x	x
99.				x		x	x	x			x			x	x
100.						x	x					x			x

EDUCATORS INTERVIEWED

1. The director of the Bureau of Industrial Teacher-
Training.
2. A city director of vocational education.
3. A director of evening and part-time schools.
4. A teacher of household employment classes.
5. A dean of a girls' college.
6. A director of the home economic division of a
commercial firm.
7. A principal of a school in which household employ-
ment is being taught.

SUGGESTIONS MADE BY EDUCATORS

1. All home economics classes should train girls in all phases of home making so they can if necessary work in homes of other people.
2. Training in special skills as household employees cannot be done in regular home economics classes; such training must be done in special classes for household employees, in either day-trade or evening schools.
3. Classes in household employment should be scattered through-out the city that they might be more available to girls in all sections of the city with separate classes, for skilled and semi-skilled workers.
4. Set up a placement and follow-up committee to work with all trainees.
5. Establish a system of apprenticeship training in which the school and the employer will co-operate in the training of the employee.
6. Only persons interested in household work as a means of livelihood, or who show possibilities of becoming interested, should be selected as trainees.
7. Religious instruction, especially from the standpoint of morality or chastity, should be a part of every girls' instruction.
8. Convince girls through various forms of education

and publicity that household employment is as honorable as certain white collar jobs and really pays more in the long run.

9. Point out to each girl, in training, that failure to be accepted as a member of the family is no reflection on the character of the girl; a family has the right to maintain its unity.
10. Use conferences and publicity in developing an interest in a training program in the community.
11. Special classes should be set up for training employers.

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