

AN ABSTRACT OF THE THESIS OF

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Title THE USE OF TIME BY HOMEMAKERS WITH CHILDREN

Abstract approved   
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The purpose of the study was to find out how a group of faculty wives with children used their time and to investigate some factors in housing and equipment which might influence how they used their time. A comparison was made between homemakers with two pre-school age children and homemakers with two school age children in the way they used their time.

Following a letter of explanation of the study, the writer contacted the homemakers by phone to make an appointment to visit them. During this visit the writer obtained the information for the questionnaire and explained the time sheets. Twenty-four homemakers, 12 with pre-school children, and 12 with school-age children kept usable records for this study.

The homemakers ranged in age from 21 to 62 years of age. All of the homemakers had attended college with 42 percent graduating and an additional 16.5 percent earning their master's degree.

Two were registered nurses. Both groups averaged four years of work before marriage. The homemakers with pre-school children had been married an average of eight years while the homemakers with school age children had been married an average of 18 years.

The children ranged in age from four months to 18 years old.

The 12.5 percent of the families that did not own their own homes were all from the group with pre-school children. Although all of the homes were well equipped, the families that had been established the longest time had slightly more equipment.

Half of the total group used time plans; the majority of the homemakers using time plans were homemakers with pre-school children.

Homemakers in this study as well as previous studies most often listed food preparation as the homemaking activity they most enjoyed. Again, cleaning house was most often listed as the activity least enjoyed, followed by ironing. Improved housing, equipment, and methods have failed to change these attitudes in over a quarter of a century.

The homemakers with pre-school children spent the greatest percentage of their time caring for children followed by meal preparation and clean-up; the homemakers with school age children spent the greatest percentage of their time on food preparation and

clean-up. Both groups spent a little over two and a half hours on meal preparation and clean-up.

Homemakers with school age children averaged 48 minutes a day on laundry, whereas homemakers with pre-school children averaged 70 minutes a day. Cleaning house averaged 63 minutes a day for homemakers with school age children and 45 minutes a day for homemakers with pre-school children. Homemakers with school age children averaged 39 minutes for shopping, whereas homemakers with pre-school children averaged 23 minutes. The homemakers with school age children averaged 8 hours and 45 minutes of rest per day, whereas the homemakers with pre-school children averaged 8 hours and 8 minutes.

Homemakers with school age children spent more time eating meals, on personal care, and on entertaining and social activities, whereas homemakers with pre-school children derived much of their leisure time from unplanned coffee breaks and chatting with neighbors.

Other than the great difference in the amount of time the two groups spent in caring for their children, (the homemakers with pre-school children spent 3 hours and 38 minutes while the homemakers with school age children spent 39 minutes), there was great similarity in the way the two groups used their time. Another

finding is that there is little difference in the amount of time the homemaker spent on different homemaking activities at the time of this study in comparison to studies done during the past quarter of a century.

THE USE OF TIME BY HOMEMAKERS WITH CHILDREN

by

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# THE USE OF TIME BY HOMEMAKERS WITH CHILDREN

## CHAPTER I

### STATEMENT OF PROBLEM

How women spend their time has been a subject of much discussion. Husbands often wonder how their wives have spent their day. As women have more equipment and better facilities for homemaking the question is often asked, "What do the homemakers do with their time?" They seem just as busy with many modern conveniences. The question may be raised, "What factors influence the way women today spend their time?" "How does housing and equipment affect the use of homemaker's time?"

The purposes of this study are:

1. To find out how a group of college faculty wives use their time.
2. To investigate some factors in housing and equipment which may influence how the homemaker uses her time.
3. To compare how homemakers with children in school and homemakers with pre-school children use their time.

Studies such as this should be helpful to high school, college, and adult teachers of homemaking in learning how homemakers spend their days. Analyzing the amount of time homemakers spend on different activities can help teachers, research, and business people understand what values and emphasis women place on different

activities.

During the past ten years there has been a tremendous shift of population from the farm to the city. Earlier studies were done primarily with farm homemakers leaving us with much information about this part of our population. Fewer studies have been made about how the city homemakers use their time.

For this study of time, faculty wives of Oregon State University professors were selected. The study was limited to two types of families; faculty families with two pre-school children and faculty families with two school age children.

In this age of contemporary housing and "push button" cooking one wonders how types and sizes of housing and types and amounts of labor saving equipment affects the use of time of the homemaker. How much "work" is there for a homemaker who has a new home with labor saving equipment? If there is not as much work to do because of improved and convenient housing plus labor saving equipment, what does the homemaker do with her time?

The family life cycle implies that the time and energy demands are great on the homemaker when the children are young. How, and if, the use of time of homemakers with pre-school children and homemakers with school age children varies will be an outcome of this study. The hypothesis to be tested is that there will be no

difference in the way homemakers with pre-school children and homemakers with school age children use their time.

Hazel Kyrk suggests the need for such a study when she wrote (10, p. 81-82):

"How much time the women who report their employment as housekeeping spend on their jobs we do not know. The number of able-bodied women whose housework and child care are completely or partly turned over to paid helpers is unknown... Most of the women who are reported as keeping house are devoting at least part of the day to this job. But how many hours do they actually work."

## CHAPTER II

### REVIEW OF LITERATURE

The first time studies were done under the direction of the United States Department of Agriculture, Bureau of Home Economics. To the participating college Agricultural Experiment Stations they provided questionnaires, time record sheets, and directions for compiling the data. One of the first studies was done at Oregon State College by Maude Wilson in 1929. The participants in her study were classified as city, town, village, non-farm and farm homemakers. The study showed that the work week of the participants increased in the above sequence with the city homemakers putting in the shortest number of hours per week and the farm homemakers putting in the longest number of work hours per week. According to Table XLVII(26, p. 68) the city homemaker spent her time in the following way in 1929:

<u>Activity</u>	<u>hr.</u>	<u>min.</u>
Work other than homemaking		48
Homemaking	51	- 46
Care of fires	20	
Care of house surroundings	1-58	
Daily and weekly cleaning	5-47	
Wash	2-54	
Ironing	2-08	
Sewing	4-17	
Purchasing for household	2-25	
Care of family members	9-26	
Meal preparation and cleaning	15-23	
Homemaking and other work total	52	- 34

In Montana, Nebraska, Rhode Island, and South Dakota studies were also made on how homemakers used their time.

Richardson made a comparison of these early studies on the following table (15, p. 5):

Comparison of Use of Time by Rural Homemakers  
in Several States

State	Work	Sleep	Personal Care and Rec
Montana	63 hr 40 min	60 hr 10 min	44 hr 10 min
Oregon	63 44	59 27	44 49
Nebraska	75 08	58 06	34 46
Rhode Island	54 05	61 25	52 30
South Dakota	66 10	60 15	41 35

In none of these studies did a majority of the homemakers have cold and hot running water or many electrical appliances. As plumbing became more common the amount of time spent for washing, ironing, meal preparation, and washing dishes was not decreased. With added facilities, Richardson points out (15, p. 23):

"It is known that with equipment there is a reduction in energy expenditure, which may make the work more enjoyable and thus induce the worker to spend more time than formerly. "

The later studies agreed with Wilson's conclusion (26, p. 8).

"Time given by homemakers to the care of a child under a year old was three times that given to a child of grade-school age. "

It was evident that mothers with the greatest amount of education spend the greatest amount of time with their children and the greatest amount of leisure time at meetings, organizations, and study. The greatest amount of work time was spent in food preparation and clean-up followed by care of the house and clothing.

In 1938 Warren visited homemakers, asked them how they had spent their time on previous days, and recorded this information on time sheets. She stated (19, p. 3):

"Because the homemaker was asked to keep a record, probably only the more intelligent and interested homemakers who had time to keep a record were the ones who reported. The survey method is more likely to include a typical group of homemakers, and for this reason it was decided to use this method of study. "



Because of the findings of the previous studies she endeavored to study teaching young children to do routine tasks to reduce the homemakers time spent on care of the family. She concluded (20, p. 80):

"In general, the earlier the mother started teaching a child, the earlier the child learned to do the routine activity for himself. The learning period, however, was usually shorter if the child was older when the teaching was started, indicating that the child could learn. Since the learning period was highly variable it seemed that the guidance of the mother, as well as the maturation of the child was important in the child's learning. "

Of the eight and three-quarters hours spent on homemaking a day, the area of house and food preparation consumed two-thirds of the working hours. As in previous studies it was found that homemakers spent more than the average amount of time on the activities they most enjoyed. Six and one-half hours was the average for leisure, personal care, and eating meals; eight and three-quarter hours was the average for sleep and rest. She developed "work units" thereby being able to measure the work loads in different households. Homemakers active in the community spent less than the average time on homemaking activities.

Warren's study was followed by studies by Dickins (4), Muse (12), Wiegand (23), Walker (18), Davis (3), Cowles and Dietz (2). Like Warren they studied factors that would influence the use of time by the homemakers such as size and type of home, equipment, number and ages of the children, activities engaged in outside the

home, and activities they most and least enjoyed. They compared their findings with previous studies.

Time spent on homemaking activities changed very little in a quarter of a century. Dickins (4), in 1954, compared her study with those of Wilson and Kneeland and concluded (4, p. 25):

"Homemaking time patterns of these Mississippi families were similar to homemaking time patterns of families in similar areas in two other studies made about 15 years ago."

Two years later in Vermont Muse (12) found the work average much the same as previous studies -- 64.5 hours per week. Wiegand (23) reached the same conclusion in New York. Cowles and Dietz (2) in Wisconsin found no change in the total hours of work from the findings of the previous studies. They found:

"Though food preparation and clearing away occupied first place in all the studies in amount of time used, the actual number of hours put in by the homemaker showed some decline... Mending and sewing also showed some decrease" (2, p. 31).

Warren (19) found homemakers in her study still working nine hours a day as had been found in the earlier studies. She concluded,

"One explanation of why homemakers work such a long day is that with better equipment and with less time used for drudgery, they have raised their standards and do more work in the same amount of time" (21, p. 22).

\* Food preparation took the greatest part of time devoted to homemaking in all studies. Dickins (4) found the homemakers with the most equipment spent less than the average time in food preparation.

Wiegand (23) reported that homes with freezers and mixers used more time for food preparation. She assumed that homemakers owning this equipment did more of their own baking and bought fewer bakery products. All studies found that the time for meal preparation increased slightly as the families increased in size. Muse concluded (5, p. 62):

" There were considerable differences among households of similar sizes in time expenditure on meal getting, due probably to motivation, management, and methods and conditions of work. "

It was generally agreed that the time to wash dishes increased as the number of people in the family increased in the studies of Walker (18), Warren (19), and Wiegand (23).

Family composition affects the work time and distribution of time of the homemaker in that, according to Muse (12, p. 131):

" The homemaking hours tended to rise as the number of persons in the household increased, no matter what the age of the youngest household member was. "

She agreed with the findings of Warren that (20, p. 50):

" Nearly all of the evidence indicated that when there was one child, about the same amount of time was used where there were two or more children of about the same age and so less time must have been used for each child. Perhaps when there was more than one child, the older child helped the younger ones. "

Cowles and Dietz (2, p. 31) found an interesting change here from the previous studies in that care of the family was third in amount of

time used per week in their Wisconsin study, but was fifth in the amount of time in earlier studies. They found that the younger homemakers with young children had the longest work week and that was traceable to the amount of time given to child care.

Care of the house follows meal preparation and clean up in the amount of time spent by homemakers. Wiegand (25, p. 17) found one-fourth of their homemaking time was spent in care of the house. The proportion did not seem to deviate much for city, rural, or non-farm rural homemakers. This was listed by one-third of her participants as "most disliked" activity. Davis (3, p. 6) found that the homemakers considered the washing machine and the vacuum cleaner as the most time saving equipment. By this time all houses had electricity and they were getting more equipment. Too, wood and coal stoves were being replaced by central heating. Davis felt this was the reason for a slight decline in the amount of time spent cleaning the home. Van Bortel and Gross (17, p. 38) found that care of the house was the task frequently disliked by their groups. The more rooms in use daily, the more time it took the homemaker to care for the home. After comparing other studies with her findings, Warren writes (21, p. 22):

"Our standards of housecleaning have been so changed that we seldom see a truly dirty house. Homemakers may do less housecleaning, but probably not. What they do is different since we no longer have ashes and wood chips to

remove from every room in the house. New finishes also encourage the dirt to roll off onto the floor where the vacuum cleaner removes it from the room."

Due to hot and cold running water not being in the majority of homes all laundry had not been done in the homes. With these conveniences plus power machines followed by automatic machines, more laundry was being done in the homes. Wiegand said (23,p.27):

"The homemakers who had an automatic type used less time than those possessing a non-automatic machine... Less than one hour was frequently used for washing with an automatic and between two and three hours with a non-automatic type."

Homemakers with automatic machines washed more often. This represented an increase of from 14 to 20 percent of the work time on laundry. When children are under three years of age laundry hours were slightly longer.

Likes and dislikes of activities was related to the equipment with which the homemaker had to work. Food preparation always ranked high on the "enjoyable tasks" and care of the home ranked high on the "least enjoyed" task. Davis reports (3, p. 23):

"There was a tendency for the younger homemakers to have more dislikes than did the older ones and for the older homemakers to mention a greater number of activities for which they wanted more time than did the younger ones."

Wiegand (25, p. 37) found little evidence that homemakers engaged in specific projects on planned days such as washing on Monday and ironing on Tuesdays. They averaged one shopping trip

a week. Wiegand (25, p. 39) also found that half of her homemakers had no help and the others received less than an hour a day. They received more help with dishwashing than any other task. Personal care averaged two hours or less in Wiegand's study.

Gross found that education made the most contribution towards a homemaker being a good manager.

"One kind of home economics training was closely linked with achievement in management. This was extension training -- that is, teaching groups of women after they were grown and had become homemakers"(7, p. 26).

Since the data were collected for this time study there have been other time studies done in other states which make interesting comparisons to this Oregon study and to past time studies.

In 1958 in Tennessee, O'Brien (14, p. 18) studied the use of time of a selected number of homemaking activities carried on by full-time and employed rural homemakers. These activities were meal preparation, washing dishes, care of the family, laundry, and regular care of the house. All of the children in the families were under eighteen years of age. The children of the employed homemakers were over two years of age. As in all previous studies, the homemakers with the youngest children used the most hours for homemaking activities. \*The employed homemakers spent 32 hours and 45 minutes while the full time homemakers spent 45 hours and 14 minutes for homemaking. Food preparation and clean-up took

about half of this time; the full time homemakers spent 20 hours and 10 minutes and the employed homemakers spent 16 hours and 33 minutes on food preparation and clean-up. There were several similarities to the findings of Cowles and Dietz (2) and the full-time homemakers of this study. Food preparation took 20 hours in the Cowles and Dietz study and 20 hours in this study. Laundry took eight hours for both groups and care of the house took about 12 hours for both groups. The full-time homemakers in the O'Brien(14) study spent 6 hours and 35 minutes on care of the family which is less than the eight hours spent by the homemakers in the Dietz study.

O'Brien (14, p. 9) found that the homemakers spent more time on the most disliked activities while Walker and Warren found the homemakers in their studies spent less time on disliked activities. Food preparation again was found to be the most liked activity with sewing listed as second. Ironing and cleaning house were the least enjoyed activities.

In 1959 in Tennessee, King compared the time used in certain activities by homemakers with home economics training in college and homemakers without home economics training in college.

"The two groups were similar in many ways. The average age of the homemakers with college training in home economics was 29.2, of those without such college training 28.3 years. The former had been married on an average of 7.6 years, the latter 6.7 years. About 40 percent of the husbands of both groups were professional men. The home economics

group had an average of 2.3 children, the non-home economics group had an average of 2.2 children" (9, p. 30).

Over 70 percent of the homemakers had been employed before marriage.

Hired help for homemaking activities was had by about 40 percent of the home economics and 50 percent of the non-home economics group. The homes of both groups were well equipped with appliances.

The groups that had college home economics training spent 66 hours and 55 minutes on all homemaking tasks while the non-home economics group spent 63 hours and 55 minutes. Both groups had young children so time for care of the family was high - almost 20 hours for the home economics group and almost 18 hours for the non-home economics group. Both groups spent between 17 and 18 hours for meal preparation and clean-up which is less than the 20 hours found by Cowles and Dietz (2). Both groups spent nine and a half hours on care of the house. The home economics group spent more time on laundry than the non-home economics group; the former spent 7 hours and 10 minutes and the latter 6 hours and 45 minutes.

King (9, p. 32) determined that the home economics groups used more advanced planning and preparation and wider use of equipment while the non-home economics groups eliminated steps in procedure or reduced the frequency of doing certain tasks. A



large percentage of the non-home economics group had had high school home economics and King felt that was one reason there was little difference found in the amount of time the homemakers used on homemaking activities.

At Cornell University in 1960 a time study was done by Wyskiel (28, p. 164) on wives of college students without children. The wives were college students or employed homemakers. During the week there were similarities in the use of time in that both groups spent 2 hours and 15 minutes a day for homemaking activities, 1 hour and 40 minutes which was used for meal preparation and dishwashing. They spent less than an hour for personal care and a little less than eight hours for sleep. The employed homemakers allowed more time for eating meals and leisure time than did the student homemakers.

Paid help was used by about one-half of the student and one-fourth of the employed homemakers for one or more homemaking tasks.

When there were no children in the home the likes and dislikes seem to be the same. Cooking was a favorite with these groups and ironing and cleaning house were least enjoyed activities.

## CHAPTER III

### SAMPLE AND PROCEDURE

The homemakers contacted to take part in this study in the spring of 1957 had to fulfill three requisites. They must be:

1. Wives of faculty members who are engaged in academic teaching or research.
2. Homemakers with two pre-school children or two school age children.
3. Full-time homemakers.

The names of the homemakers meeting the above requirements were obtained through the cooperation of the president of the Folk Club, a club for wives of college faculty members and women faculty members. These homemakers were available in the community and willing to cooperate. Such a group should have the potential to keep complete records of how they spent their time. Of the 30 homemakers with children who were willing to participate and keep records, six either failed to return the time sheets or failed to return all the time sheets given to them.

A short letter was sent to each homemaker as a way of introducing the writer and the project. Three days later the writer telephoned the homemaker to see if she would take part in such a study. If the homemaker agreed to take part in the study an

appointment was made for the writer to make a home visit.

During the home visit the writer provided the homemaker with a copy of the questionnaire which had been prepared by the writer to get information about the homemaker and her home and family. (See appendix B, page 55.) The homemaker answered the questionnaire and the writer recorded her answers so that she could take the completed questionnaire with her.

The writer explained the time records to the homemaker. Time records were provided for Saturday, Sunday, Tuesday, and Wednesday. The forms gave spaces for the homemaker to record her activities in 15 minute intervals from 5:00 a.m. through mid-night. For the hours from midnight to 5:00 a.m. one block of time was provided. (See appendix A page 56.)

In filling out the time records the homemakers were asked to indicate within the 15 minute periods an estimate of the amount of time spent on each activity recorded. If two or more activities were undertaken simultaneously, the homemaker was asked to apportion the time spent for each activity. When the homemaker failed to estimate the amount of time spent on activities within a 15 minute period, the number of activities were arbitrarily divided into 15 minutes to determine the approximate number of minutes used for each recorded activity.

An addressed envelope was left for the homemaker to place the time records in and return to the writer through the campus mail.

Twenty-four homemakers, 12 with pre-school children and 12 with school age children kept usable records for this study.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### Description of the Subjects

Age. There was a great range in age of the twenty-four homemakers. The homemakers were asked to give ages between certain breakdowns. (See questionnaire p. 55 ). The homemakers unhesitatingly gave this general information. The youngest of the homemakers with pre-school children was between 21 and 27 where as the youngest in the group of homemakers with school age children was between 27 and 33 years of age. The oldest in the group of homemakers with pre-school children was between 34 and 41 whereas the oldest homemaker with school age children was between 51 and 62. Forty-two percent of the homemakers in both groups were from the age group of between 34-41 years of age. (See Table 1, page 21 ).

Education. All of the homemakers had graduated from high school and had attended college for varying lengths of time. Twenty-five percent of the homemakers had attended one to two years of college. Forty-two percent of the homemakers had graduated from college. Sixteen and a half percent of all the homemakers had earned their master's degree. Eight and one-half percent of the homemakers were registered nurses. The homemakers with school age children

more formal education than the homemakers with pre-school children. (See Table 2, p. 22).

The homemakers with master's degrees had worked from five to thirteen years before marriage. The homemakers with master's degrees were between 42 and 62 years of age. They had been married from 8 to 20 years. Twice as many homemakers with school age children as homemakers with pre-school children had not worked before marriage. Of the 21 percent of the homemakers who had not worked before marriage, one had failed to complete her bachelor's degree. The amount of formal education did not seem to affect the number of years the homemaker worked before marriage.

Number of years worked before marriage. There was a great similarity in the length of time the two groups of homemakers had worked before marriage. Both groups averaged almost four years of work before marriage. Twenty-one percent of the homemakers had not worked before marriage. Twenty-one percent of the homemakers had worked two years or less before marriage. Fifty-eight percent of the homemakers had worked from more than 2 years to 12 years before marriage. (See Table 3, page 23).

Number of years married.      The homemakers with pre-school age children had been married from 5 to 15 years. The homemakers with school age children had been married from 9 to 25 years. The homemakers with pre-school age children had been married an average of eight years while the homemakers with school age children had been married an average of 18 years.

Table 1. Age of Homemakers

Years of Age	Number of Homemakers with Pre-school Children	Number of Homemakers with School Children	Total	Percent of all Homemakers within Age Groups
Between 21-27	2	0	2	8
Between 28-33	5	1	6	25
Between 34-41	5	5	10	42
Between 42-50	0	5	5	21
Between 51-62	0	1	1	4
Total	12	12	24	100

Table 2. Education of the Homemakers

Amount of Education	Number of Homemakers with Pre-School Children	Number of Homemakers with School Children	Total Number of Homemakers	Percent of all Home-makers in Each Education Group
College				
1 year	2	1	3	12.5
2 years	3	0	3	12.5
3 years	0	1	1	4.0
4 years	0	1	1	4.0
B.S. or B.A.	4	6	10	42.0
Registered Nurse	1	1	2	8.5
M.S.	1	2	3	12.5
Masters plus	<u>1</u>	<u>0</u>	<u>1</u>	<u>4.0</u>
Total	12	12	24	100.0



Table 3. Number of Years the Homemaker Worked Before Marriage

Number of Years of Employment	Number of Homemakers with Pre-school Age Children	Number of Homemakers with School Age Children	Percent of all Homemakers within Group
None	2	3	21
2 years or under	3	2	21
4 years or under	3	3	25
6 years or under	2	2	16.5
12 years or under	<u>2</u>	<u>2</u>	<u>16.5</u>
Total	12	12	100

Table 4. Number of Years Homemakers Married

	Number of Homemakers with Pre-School Age Children	Number of Homemakers with School Age Children	Percent of all Homemakers within Group
0-5 years	2	0	8.5
6-10 years	8	1	37.5
11-15 years	2	2	16.5
16-20 years	0	6	25.0
21-25 years	<u>0</u>	<u>3</u>	<u>12.5</u>
Total	12	12	100

### Description of the Homes

One hundred percent of the families with school age children owned their homes and 75 percent of the families with pre-school children owned their homes. The 25 percent of the families with pre-school children who did not own their homes rented homes ranging in age from 10 to 35 years with an average of six rooms. (See Table 5, page 25).

There was no great differences in the age of the homes of the two groups of homemakers. Fifty-five percent of the homes were less than ten years old. Twenty-one percent of the homes were 10 to 14 years old and 24 percent were between 15 and 34 years old. (See Table 6, page 25).

Forty-two percent of the families lived in six room houses whereas 21 percent lived in smaller houses and 37 percent of the families in larger houses. Only one homemaker reported an unusually large home of 12 rooms. The house was planned so that bedrooms and a bath could be rented for additional income. (See Table 7, page 26).

One-third of the homes were one story without basements and one-third of the homes were one story with basements. Three times as many families with pre-school children as families with school age children had no basements in these one story houses. One-third

of the homes were two story. All but one of the two story houses had a basement. (See Table 8, page 27 ).

Table 5. Ownership of Homes

	Number of Homes with Pre-school Children	Number of Homes with School Age Children	Total	Total Percent of Homes
Own homes	9	12	21	87.5
Rent homes	<u>3</u>	<u>0</u>	<u>3</u>	<u>12.5</u>
Total	12	12	24	100.0

Table 6. Age of Homes

Age of the Home	Number of Homes with Pre-school Children	Number of Homes with School Age Children	Total Number of Homes	Total Percent of Homes
1-4 years	3	4	7	30
5-9 years	2	4	6	25
10-14 years	4	1	5	21
15-19 years	1	1	2	8
20-24 years				
25-29 years	2		2	8
30-34 years	<u></u>	<u>2</u>	<u>2</u>	<u>8</u>
Total	12	12	24	100

Table 7. Number of Rooms in the Homes

Number of Rooms	Number of Homes with Pre-school Children	Number of Homes with School Age Children	Total Number of Homes	Total Percent of Homes
Four	1		1	4
Five	2	2	4	17
Six	4	6	10	42
Seven	3	2	5	21
Eight	1	2	3	12
Nine				
Ten				
Eleven				
Twelve	<u>1</u>	<u>      </u>	<u>1</u>	<u>4</u>
Total	12	12	24	100

Table 8. Number of Stories of the Homes

	Number of Homes with Pre-school Children	Number Homes with School Age Children	Total Number of Homes	Total Percent of Homes
One story house without basement	6	2	8	33
One story house with basement	2	6	8	33
Two story house without basement	1		1	4
Two story house with basement	<u>3</u>	<u>4</u>	<u>7</u>	<u>30</u>
Total	12	12	24	100

### Equipment

All of the homes were equipped with comparable ranges, refrigerators, and small cooking appliances. The only gas appliance reported was a gas range. Thirty-eight percent of the homes had dishwashers. Twice as many homemakers with school age children owned dishwashers as families with pre-school children. Twenty-five percent of the homes had garbage disposals and again twice as many families with school age children owned them as families with pre-school age children. All but one of the families owned electric toasters; all but two families owned electric mixers and waffle irons.

Electric coffee pots were owned by 67 percent of the families.

Thirty-three percent of the families owned electric fry pans and 29 percent owned deep fat fryers.

There was great similarity in the laundry equipment of the two groups. All reported electrical equipment. Seventeen percent of the families owned conventional washing machines with the greater number of these being owned by families with pre-school children. Sixty-three percent owned dryers and 25 percent owned ironers. All of the homemakers had electric irons.

Vacuum cleaners were owned by all the families. Floor polishers were owned by 29 percent of the homemakers but only one of these was owned by families with pre-school children.

Only two of the 24 homemakers did not own a sewing machine. Both of these homemakers had school age children. (See Table 9, page 29).

#### Use of Time Plans

Half of the homemakers either used no time plan or used time plans only occasionally. Twice as many homemakers with school age children did not use a time plan as homemakers with pre-school children. Of the other half of the homemakers who did use a time plan, almost twice as many homemakers with pre-school children as homemakers with school age children used unwritten plans rather

Table 9. Number of Households Having Various Equipment

Kind of Equipment	Number of Households with Pre-school Children	Number of Households with School Age Children	Total Number of Types of Equipment	Percent of Types of Equipment
<u>Kitchen</u>				
Range				
Electric	11	12	23	96.0
Gas	1		1	4.0
Refrigerator				
Electric	12	12	24	100.0
Freezer	1	2	3	12.5
lockers		2	2	8.0
Dishwashers	3	6	9	38.0
Garbage Disposal	2	4	6	25.0
<u>Kitchen Appliances</u>				
Coffee Pot	9	7	16	67.0
Deep Fat Fryer	4	3	7	29.0
Fry Pan	1	7	8	33.0
Mixer	10	12	22	92.0
Toaster	11	12	23	96.0
Waffle Iron	11	11	22	92.0
<u>Laundry</u>				
Automatic				
Washer	9	11	20	83.0
Conventional				
Washer	3	1	4	17.0
Dryer	8	7	15	63.0
Ironer	2	4	6	25.0
Steam Iron	12	11	23	96.0
Standard				
Electric Iron		1	1	4.0
Sewing Machine	12	10	22	92.0
<u>Cleaning Equipment</u>				
Vacuum	12	12	24	100.0
Floor Polisher	1	6	7	29.0

than written plans.

Of the homemakers who used no written plans, all had at least a B.S. degree and had been married at least five years.

One-third of the homemakers who did use a time plan had graduated from college. (See Table 10, below).

There seemed to be little similarity in years married, age of the homemaker, or number of years that they had worked before marriage in the groups in whether or not they used a time plan.

Table 10. Use of Time Plans by Homemakers

Degree of Planning	Number of Homemakers with Pre-school Children	Number Homemakers with School Age Children	Total of All Home- makers
No time plan used	3	6	9
Occasional use of time plan	2	1	3
Time plan used	<u>7</u>	<u>5</u>	<u>12</u>
Total	12	12	24

#### Ages of the Pre-school Children

There were six children under one year old. One family had twins under a year old so that both children were counted in the youngest group and no children in the oldest group. Five of the twelve families had children under one year old.



The youngest child in two families was 13 to 24 months. In three families the youngest child was 25 - 36 months. No family reported a youngest child of 37-48 months. Two families reported their youngest child to be 49-60 months.

The oldest children reported in two families with pre-school children were 25-36 months. Two families had children in this age group and only one family reported a child in the 37-48 month group. Seven, the largest number of oldest children were from the 49-60 age group. One oldest child was in the age group of 61-72 months. (See Table 11, page 32).

#### Ages of the School Age Children

Six families had children ages six to eight years old. Five of these children were reported as youngest children and one as the oldest child.

In the age group of 9-11 years one family reported a youngest child and four families reported an oldest child. In the 12-14 year age group four families reported youngest children and two families reported oldest children.

Seven families reported children in the age group of 15-18 years. Two families reported youngest children and five families reported oldest children in this age group.

There seemed to be a rather equal distribution of children in

the age groups of 6-8, 9-11, 12-14, and 15-18 years old. (See Table 12, page 32).

Table 11. Ages of the Children of Families with Pre-school Children

Age of the Children	Number of Youngest Children	Number of Oldest Children	Total
0-12 months	6*	0	6
13-24 months	2	0	2
25-36 months	3	2	5
37-48 months	0	1	1
49-60 months	2	7	9
61-72 months	<u>0</u>	<u>1</u>	<u>1</u>
Total	13	11	24

\*ten month old twins were recorded in the "youngest" column and no entry was made in the "oldest" column.

Table 12. Ages of the Children of Families with School Age Children

Ages of the Children	Number of Youngest Children	Number of Oldest Children	Total
6-8 years	5	1	6
9-11 years	1	4	5
12-14 years	4	2	6
15-18 years	<u>2</u>	<u>5</u>	<u>7</u>
Total	12	12	24

### Homemaking Activities Most Enjoyed

Each homemaker was asked to list two homemaking activities that she most enjoyed.

Cooking was by far the most enjoyed homemaking activity for both groups. Thirty-four percent of the homemakers with pre-school children and 43 percent of the homemakers with school age children listed cooking as the homemaking activity they most enjoyed.

Sewing was the activity in second place. Twenty-one percent of the homemakers with pre-school children and 17 percent of the homemakers with school age children listed sewing as one of the activities they most enjoyed.

Twenty-one percent of the mothers with pre-school children listed child care as an activity they most enjoyed while only one mother, four percent, with school age children listed child care as an activity she most enjoyed.

Eight percent of the homemakers from each group listed gardening as an activity they most enjoyed. Four percent of the homemakers from each group listed ironing and cleaning house as activities they most enjoyed. Eight percent of the homemakers with school age children listed laundry as an activity they most enjoyed.

Other activities listed as one of the two activities they most enjoyed were decorating, entertaining, marketing, management, and

organization.

One homemaker, from the group with pre-school children, could think of only one activity she really enjoyed. For the most part the other homemakers seemed to be enthusiastic about homemaking. (See Table 13, below).

Table 13. Two Homemaking Activities Most Enjoyed

Activities	Homemakers with Pre-school Children		Homemakers with School Age Children		Total Home- makers	
	Number	Percent	Number	Percent	Number	Percent
Cooking	8	34.0	10	43.0	18	37.5
Sewing	5	21.0	4	17.0	9	19.5
Child Care	5	21.0	1	4.0	6	12.5
Gardening	2	8.0	2	8.0	4	8.5
Ironing	1	4.0	1	4.0	2	4.0
Laundry	0		2	8.0	2	4.0
Clean House	1	4.0	1	4.0	2	4.0
Decorating	0		1	4.0	1	2.0
Entertaining	0		1	4.0	1	2.0
Marketing	1	4.0	0		1	2.0
Management and Organization	0		1	4.0	1	2.0
No Preference Listed	<u>1</u>	<u>4.0</u>	<u>0</u>	<u>    </u>	<u>1</u>	<u>2.0</u>
	24	100.0	24	100.0	48	100.0

### Homemaking Activities Least Enjoyed

Each homemaker was asked to list two homemaking activities that she least enjoyed doing in the home.

One-third of the homemakers listed cleaning house with emphasis on washing floors as the least enjoyed activity. Ironing rated second as a homemaking activity the group least enjoyed; 23 percent listed ironing as an activity they least enjoyed.

Twelve and a half percent of the homemakers with pre-school children listed washing dishes as the activity they least enjoyed whereas none of the homemakers with school age children listed washing dishes as an activity they least enjoyed. Twelve and a half percent of the homemakers with school age children listed mending as least enjoyed whereas no homemakers with pre-school children listed mending as a least enjoyed activity. Eight percent of the homemakers with school age children listed cooking as a least enjoyed activity whereas none of the homemakers with pre-school children listed cooking as a least enjoyed activity.

Other activities listed by one homemaker from the total group as least enjoyed activities were dusting, cleaning drawers, sewing, planning menus, waxing floors, and gardening.

Almost one-fifth, 19.5 percent of the total group of homemakers could not think of more than one homemaking activity they really

disliked so they mentioned just one activity as least enjoyed. (See Table 14, below).

Table 14. Two Homemaking Activities Least Enjoyed

Activities	Homemakers with Pre-school Children		Homemakers with School Age Children		Total Home- makers	
	Number	Percent	Number	Percent	Number	Percent
Cleaning House	9	37.5	7	29.5	16	33.5
Ironing	5	21.0	6	25.0	11	23.0
Washing Dishes	3	12.5	0		3	6.0
Sewing and Mending	0		3	12.5	3	6.0
Cooking	0		2	8.0	2	4.0
Defrosting Refrigerator	1	4.0	1	4.0	2	4.0
Plan Menus	1	4.0	0		1	2.0
Gardening	0		1	4.0	1	2.0
No Other Activity Disliked	<u>5</u>	<u>21.0</u>	<u>4</u>	<u>17.0</u>	<u>9</u>	<u>19.5</u>
Total	24	100.0	24	100.0	48	100.0

### Use of Time by Homemakers

Both of the groups of homemakers averaged over eight hours of sleep a night with homemakers with school age children getting 37 more minutes of sleep per night than the homemakers with pre-school children.

The greatest difference in the use of time was in that of child care. The homemakers with pre-school children spent 3 hours and 38 minutes while the homemakers with school age children spent 39 minutes which is a difference of 2 hours and 59 minutes.

There was comparable use of time for leisure of the two groups. The homemakers with pre-school children spent 2 hours and 38 minutes while the homemakers with school children spent 2 hours and 31 minutes.

Both groups spent comparable amount of time preparing and serving meals. The homemakers with pre-school children spent 1 hour and 45 minutes while the homemakers with school age children spent 1 hour and 49 minutes.

The homemakers with school age children spent 18 more minutes a day eating meals than the homemakers with pre-school children. The homemakers with pre-school children averaged 1 hour and 14 minutes while the homemaker with school age

children averaged 1 hour and 32 minutes.

There was a difference of 22 minutes in the amount of time the two groups used for laundering. The homemakers with pre-school children spent 1 hour and 10 minutes while the homemakers with school age children spend 48 minutes.

The homemakers with school age children spent slightly longer caring for the home than did the homemakers with pre-school children. The homemakers with school age children spent 1 hour and 3 minutes while the homemakers with pre-school children spent 45 minutes.

Both groups of homemakers spent almost an hour a day both in verbal communication and in dishwashing.

Homemakers with pre-school children allowed less time for social life, 10 minutes, while the homemakers with school age children averaged 1 hour and 35 minutes a day.

Only 15 minutes a day was unaccounted for by the homemakers with pre-school children and one minute was unaccounted for by homemakers with school age children.

The homemakers with school age children averaged 15 more minutes per day for personal care than did the homemakers with pre-school age children. The homemakers with pre-school age children spent 36 minutes while the homemakers with school



age children spent 51 minutes.

There was a difference of eight minutes a day in the amount of time spent for entertaining. The homemakers with pre-school children spent 28 minutes while the homemakers with school age children averaged 36 minutes a day. (See Table 15, below).

Table 15. Use of Time by Homemakers

Activities	Homemakers with Pre-school Children		Homemakers with School Age Children		Differences	
	Hour-Minute		Hour-Minute		Hour-Minute	
Sleeping	8	8	8	45	+	37
Child Care	3	38		39	- 2	59
Leisure	2	38	2	31	-	7
Preparing and Serving Food	1	45	1	49	+	4
Eating Meals	1	14	1	32	+	18
Laundering	1	10		48	-	22
Care of House		45	1	3	+	18
Verbal Communi- cation		57		53	-	4
Dishwashing		52		53	+	1
Social		10	1	35	+ 1	25
Unaccounted		15		1	-	14
Personal Care		36		51	+	15
Entertaining		28		36	+	8
Shopping		23		39	+	16
Management		24		14	-	10
Home Production		21		35	+	14
Care of Sick or Wounded		8		6	-	2
Transportation		3		9	+	6
Care of Husband		2		9	+	7
Lucrative		1		10	+	9
Pets		2		2		0
Total	24 hours		24 hours			

Outside help. Only two homemakers hired outside help. One homemaker with school age children said that she occasionally had help with housecleaning and one homemaker with pre-school children had help three or four hours a week with housecleaning.

#### Others Living in the Home

Only one family reported someone outside the immediate family living in the home. One family with school age children had the homemaker's father, age 77, living with them.

#### Use of Time Compared with Other Studies

As revealed by the Review of Literature few time studies have been done on urban homemakers. In Wilson's (26) study of use of time by homemakers she found urban homemakers engaged in homemaking activities 51 hours and 46 minutes per week. Subsequent studies by Warren(19), Muse(12), Wiegand(23), Dickens(4), Walker(18), Cowles and Dietz(2) all found homemakers of urban, village, and rural averaging between 60 to 64 hours a week for homemaking activities. In 1959 King (9) found homemakers who were college graduates, half of whom had college home economics training, averaging 65 hours a week for homemaking activities. This study shows homemakers with school children spending comparable number of hours to these studies but homemakers with pre-school children spent considerably more time -- 67

hours and 37 minutes. (See Table 16, page 43).

All studies have found that food preparation took the largest percentage of time used for homemaking activities, but in this Oregon study the homemakers with pre-school children spent more time caring for their children than they did preparing meals and doing dishes. All studies have found that homemakers with young children put in the longest hours in homemaking activities.

The city homemakers in the Wilson(26)study found care of the house and its surroundings to be 8 hours and 5 minutes while more recent findings of this study show 5 hours and 15 minutes by the homemakers with pre-school children and 7 hours and 21 minutes by the homemakers with school age children which shows some decline. On the other hand, Tennessee study by King (9) shows 9 hours and 30 minutes.

The amount of time for laundry shows some increase from 5 hours and 2 minutes of the Wilson (26)study to the 5 hours and 36 minutes by homemakers with pre-school children and the 8 hours and 10 minutes of the homemakers with school children and the Tennessee (9) homemakers averaging 6 hours and 30 minutes.

Homemakers in the Wilson(26) study and the homemakers with pre-school children in this study show similar amounts of time for shopping. The former 2 hours and 25 minutes and the latter 2 hours and 41 minutes, but, the homemakers with school age children spent 4

hours and 33 minutes.

Sewing constituted the greastest part of "home production" in this study and Wilson (26) shows 4 hours and 17 minutes with the homemakers with school age children in this study being similar with 4 hours and 5 minutes, but the homemakers with pre-school children spending 2 hours and 27 minutes.

It is interesting to note the great difference in the amount of help received by these particular homemakers in Tennessee and Oregon. Forty to fifty percent of the Tennessee homemakers hire help for some homemaking activities and only four percent of these Oregon homemakers hired help.

Table 16. Comparison of Earliest and Latest Time Studies of Homemaking Activities of Urban Homemakers

Activities	Oregon Wilson 1929		Tennessee King 1959		Oregon Meyer 1957	
			College H. Ec.	College Non-H.Ec.	Hmkrs. with Pre- School Children	Hmkrs with School Age Children
	hr.	min.	hr.	hr.	hr. min.	hr. min.
Care of Family	9	26	19.8	18.8	26 36	6 18
Children					25 26	4 33
Husband					14	1 3
Sick					56	42
Preparing and Serving Meals	15	23	17.7	17.0	18 19	18 54
Washing Dishes						
Laundry	5	2	7.2	6.8	8 10	5 36
Care of House	5	47	9.5	9.5	5 15	7 21
Care of House and Surroundings	1	58				
Care of Fires		20				
Shopping	2	25			2 41	4 33
Home Production						
Sewing	4	17			2 27	4 5
Management					2 48	1 38
Transportation					21	1 03
Other Homemaking Activities			12.7	11.8		
Total	51	46	66.9 40 per- cent hired help	63.9 50 per- cent hired help	66 37 4 per- cent hired help	49 28 4 per- cent hired help
			min.			
			5 = .1	35 = .6		
			10 = .2	40 = .7		
			15 = .3	45 = .8		
			20 = .3	50 = .8		
			25 = .4	55 = .9		
			30 = .5	60 = 1.0		

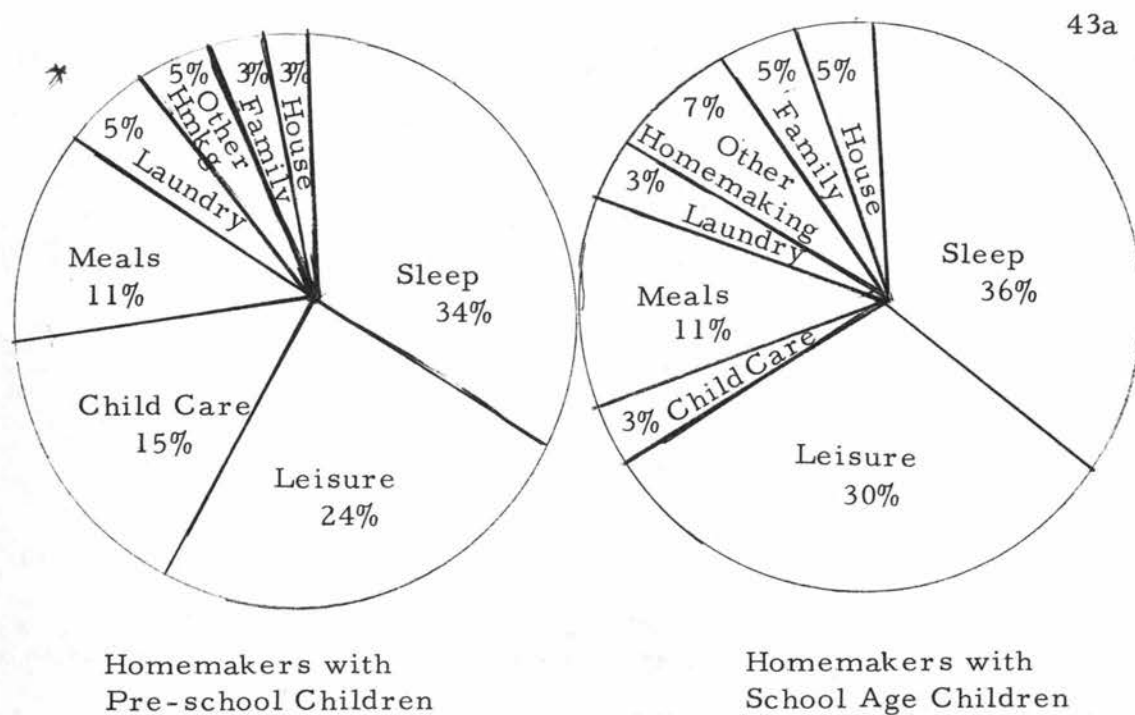


Figure 1. Comparison of Percentages of Time Spent in Major Activities by Homemakers with Pre-school Children and School Age Children.

The above graph illustrates the percentage of time the homemakers averaged for major activities. It shows that the greatest difference in the use of time by the two groups was in the care of children. Homemakers with school age children spent less time caring for children and more time on leisure.

The amount of time the homemakers spent caring for their home did not seem to be affected by owning or renting, age of the house, number of rooms in the house, or by the number of stories. Individual standards and values may be one of the determining factors in how much time each homemaker spent cleaning the house.

## CHAPTER V

## SUMMARY AND CONCLUSIONS

The purpose of the study was to find out how a group of faculty wives used their time and to investigate some factors in housing and equipment which might influence how they used their time. A comparison was made of the use of time of homemakers with pre-school children and homemakers with school age children. Many time studies have been done on farm homemakers, but few have been done on the urban homemaker which now constitutes the bulk of our population. Because of improved housing and labor saving equipment it has been questioned how much "work" a city homemaker does in a day.

In this study of the use of time of full-time homemakers were all wives of college professors and each family had either two pre-school or two school age children. Following a letter of explanation, the women were contacted by phone for the purpose of making an appointment for the writer to visit them. At the visit the writer explained the time sheets that she left for them to use to record their use of time and filled in the questionnaires. Twenty-four homemakers, 12 with pre-school children and 12 with school age children kept usable records for this study.

The homemakers ranged in age from between 21 and 27 years of age to between 51 and 62 years of age. Forty-two percent of the homemakers were in the age group of between 34 and 41 years of age.

All of the homemakers had attended college with 42 percent graduating and an additional 16 and a half percent earning their masters degree. Eight and a half percent were registered nurses.

The homemakers with the most formal education had worked 5 to 13 years before marriage. However, the amount of formal education did not seem to affect the number of years the homemaker worked before marriage. Both groups of homemakers averaged four years of work before marriage. Twice as many homemakers with school age children had not worked before marriage as homemakers with pre-school age children. Twenty percent of the homemakers had not worked before marriage.

The homemakers with pre-school children had been married an average of eight years while the homemakers with school age children had been married an average of 18 years.

As would be expected, the families that had been established for the longest period of time and had their children in school owned their own homes and had the most equipment. All but 12.5 percent of the families with pre-school children owned their homes too. Over half of all of the homes were under ten years old with an average of six



rooms. Two-thirds of the homes were one story homes and one-third of the homes were two story homes. Nine of the twenty-four homes had basements.

There was little difference in the equipment owned by the two groups with the exception that twice as many homemakers with school age children as homemakers with pre-school age children owned dishwashers and garbage disposals. These two conveniences did not seem to make a difference in the amount of time the homemakers spent in dishwashing. It is possible that the homemakers who had dishwashers had higher standards and spent more time straightening and cleaning work surfaces than did the homemakers with no dishwashers since there was not a significant difference in their use of time for dishwashing.

Half of the homemakers did use time plans; the majority of the homemakers who used time plans were homemakers with pre-school children who would be the least experienced homemakers. Amount of education or work before marriage did not seem to influence the homemaker in using a time plan after marriage.

The children ranged in age from 4 months to 18 years old. A little over one-fourth of the children were 4 months to 3 years old, a little less than a fourth of the children were 6 to 12 years old, and a little over one-fourth of the children were

12 to 18 years old.

Up to this time, studies show that food preparation and clean-up took the greatest amount of the homemaker's work time. In the study the homemakers with pre-school age children spent more time caring for their families than they did preparing and serving meals. The homemakers with pre-school age children averaged 3 hours and 38 minutes caring for their children and 2 hours and 37 minutes preparing and cleaning up after meals. The homemakers with school age children spent 2 hours and 42 minutes preparing and cleaning up after meals and only 39 minutes a day caring for their children.

Listed most often as one of the two homemaking activities most enjoyed was cooking followed by sewing, child care, gardening, and only one or two homemakers listed ironing, cleaning house, decorating, entertaining, marketing, management, and organization.

Heading the list of two homemaking activities least enjoyed was cleaning house and ironing. Sixteen homemakers listed cleaning house and eleven listed ironing as an activity they least enjoyed. Two or three listed sewing, cooking, and defrosting the refrigerator. Cleaning house has always headed the list of least enjoyed homemaking activities. Since the 1920's improved housing, heating systems,

labor saving equipment, and improved cleaning equipment has not altered the homemaker's attitude of distaste for cleaning house. It could be that a family shows less enthusiasm over a freshly waxed floor than they do for a freshly baked apple pie. It would be interesting to know what attitude the mothers of these homemakers had about the various homemaking activities. It could be that these homemakers were greatly influenced by their mothers.

Both groups spent comparable time for leisure. The homemakers with school age children spent more time eating their meals, in social activities, personal care, and entertaining. Too, they averaged a minute a day as "unaccounted time." Homemakers with pre-school children would be more apt to do the same type of thing at the same time of day to meet the demands of young children whereas homemakers with school age children would be more free to engage in different activities when it was convenient for them.

Both groups spent comparable amounts of time preparing and cleaning up after meals. Homemakers with pre-school children spent 2 hours and 38 minutes and homemakers with school age children spent 2 hours and 42 minutes. As in previous studies it was found that mothers with small children spend more time doing laundry than do homemakers with older children. Diapers and other clothes involved through toilet training and learning

to feed themselves would probably account for this difference in time. Homemakers with pre-school children averaged 1 hour and 10 minutes while homemakers with school age children averaged 48 minutes. Homemakers with school age children spent 1 hour and 3 minutes a day cleaning house while homemakers with pre-school children spent 45 minutes. Homemakers with pre-school children spent 23 minutes shopping while homemakers with school age children spent 39 minutes.

The homemaker with school age children averaged 39 more minutes of rest per day than did the homemaker with pre-school children. The homemakers with pre-school children averaged 8 hours and 8 minutes while the homemaker with school age children averaged 8 hours and 45 minutes of rest per day.

Aside from difference in the amount of time the two groups spent in caring for their children, the groups were very similar in their use of time. Perhaps once routine of homemaking activities are established when the children are young the homemaker maintains this routine even though the children are older and more independent.

It is hoped that there will be additional time studies. Additional studies of use of time by homemakers whose husbands are from other occupational groups could reveal a different use of time by homemakers. Homemakers with less formal education than this

group may spend their time differently. Homemakers and their families living in apartments may spend their time quite differently. Families living in different parts of the United States may use their time differently and also hire much more help than seems common in the West.

It would make this study seem very worth while if it could help people working with students and families better understand the needs and interests of homemakers. If homemakers are spending more time with their children then they undoubtedly will want more training in that area. Perhaps activities which have remained least enjoyable through the years are the areas where girls preparing for the role of a homemaker and homemakers themselves need help. Equipment seems abundant in the homes, but the homemaker may not be getting maximum use from them thereby failing to shorten and simplify cleaning and even add satisfaction and enjoyment to cleaning.

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## APPENDICES

## APPENDIX A

27 North 26th Street  
Corvallis, Oregon  
May 1, 1957

Mrs. \_\_\_\_\_  
1645 N. 33rd Street  
Corvallis, Oregon

Dear Mrs. \_\_\_\_\_

I am working on a research problem for my thesis in the School of Home Economics at Oregon State College. The study deals with how a group of homemakers with children spend their time. You have been suggested as a person who might be interested in taking part in such a study.

Within the week I will call you to see if you would be interested in taking part in this research. At that time I can explain my research and what I would like you to do to help me.

I look forward to talking with you soon.

Sincerely,

(Miss) Bonnie Martin

# APPENDIX B QUESTIONNAIRE

Name \_\_\_\_\_ Children \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_

Age of House \_\_\_\_\_

basement \_\_\_\_\_

stories \_\_\_\_\_ 1, \_\_\_\_\_ 2, \_\_\_\_\_ 3

number of rooms \_\_\_\_\_

own \_\_\_\_\_ rented \_\_\_\_\_

Years married \_\_\_\_\_

Equipment

	<u>E</u>	<u>G</u>		<u>E</u>	<u>G</u>	<u>B</u>	<u>I</u>
range	—	—	automatic washer	—	—	—	—
refrigerator	—	—	conventional washer	—	—	—	—
freezer	—	—	dryer	—	—	—	—
dishwasher	—	—	mangle	—	—	—	—
garbage disposal	—	—	steam iron	—	—	—	—
electric mixer	—	—					
coffee pot	—	—	sewing machine	—	—	—	—
toaster	—	—					
fry pan	—	—	vacuum cleaner	—	—	—	—
waffle iron	—	—					
deep fat fryer	—	—	floor polisher	—	—	—	—
_____	—	—	_____	—	—	—	—
_____	—	—	_____	—	—	—	—

Which two homemaking activities do you most enjoy ?  
 \_\_\_\_\_, \_\_\_\_\_

Which two homemaking activities do you least enjoy ?  
 \_\_\_\_\_, \_\_\_\_\_

Do you use a time plan ? \_\_\_\_\_ yes, \_\_\_\_\_ no, \_\_\_\_\_ sometimes  
 \_\_\_\_\_ written \_\_\_\_\_ unwritten

Do you hire outside help ? \_\_\_\_\_ yes, \_\_\_\_\_ no  
 \_\_\_\_\_ type \_\_\_\_\_ amount

Age: under \_\_\_\_\_ 27, \_\_\_\_\_ 34, \_\_\_\_\_ 42, \_\_\_\_\_ 51, \_\_\_\_\_ 62

Education: \_\_\_\_\_ high school, college 1, \_\_\_\_\_ 2, \_\_\_\_\_ 3, \_\_\_\_\_ 4, \_\_\_\_\_ BS \_\_\_\_\_ MS \_\_\_\_\_

Number of years employed before marriage \_\_\_\_\_

## APPENDIX C

Name \_\_\_\_\_

Day \_\_\_\_\_ Date \_\_\_\_\_

TIME RECORD

Please record a Saturday, Sunday, Tuesday, and Wednesday. A time record is provided for each of the four days.

Space is provided for you to record your activities on a 24 hour basis. During the day and evening the space is broken into 15 minute intervals.

If more than one activity is carried on during a 15 minute interval, please estimate as nearly as possible the number of minutes spent on each activity. It is suggested that you record your activities as often as possible and reasonable.

\_\_\_\_\_  
5:00 a.m.\_\_\_\_\_  
5:15\_\_\_\_\_  
5:30\_\_\_\_\_  
5:45\_\_\_\_\_  
6:00\_\_\_\_\_  
6:15\_\_\_\_\_  
6:30\_\_\_\_\_  
6:45\_\_\_\_\_  
7:00\_\_\_\_\_  
7:15\_\_\_\_\_  
7:30\_\_\_\_\_  
7:45  
\_\_\_\_\_

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8:00 a.m.

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11:00

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12:00 p.m. (noon)

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12:15

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11:00

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11:15

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11:30

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11:45

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12:00 midnight ----- 5:00 a.m.

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Does this represent a fairly typical day? \_\_\_\_\_ yes, \_\_\_\_\_ no.

If not, what about it was unusual?

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## APPENDIX D

## CATEGORIES FOR HOMEMAKING ACTIVITIES

1. Sleeping
  - time spent in bed from night until morning
  - naps taken during the day
2. Personal Care
 

dressing	bathroom	bathing
wash and set hair	manicures	
3. Preparation and Serving Food
  - setting table
  - preparing food for meals
  - preparing food for lunches, picnics, pot-lucks
  - preparation of formula or food for children
  - baking, freezing, canning
  - putting away groceries
4. Eating Meals
  - time at the table for the three meals
  - eating out
5. Entertaining (planned)
  - time other than three meals a day when you prepare, serve,  
and take part in other refreshments or activities
  - time spent traveling to entertaining
6. Dishwashing and Clean-up
  - scraping, stacking, soaking, washing and drying dishes;
  - placing dishes in dishwasher, putting dishes in cupboards
  - washing and sorting dishes used for baking,
  - straightening refrigerator, cleaning the stove, cleaning sink,
  - emptying garbage, general after meal clean up of kitchen
7. Care of the House
  - sweeping, dusting, vacuuming, washing and waxing floors,
  - washing woodwork, windows and mirrors
  - making beds
  - general straightening - empty ashtrays, arrange magazines
  - care for plants and flowers

8. Laundry and Care of Clothing
  - collecting soiled clothes, preparing them for washing, sorting, washing clothes, putting in dryer, hanging on clothes line, folding, sprinkling, ironing, pressing, mending, putting clothes away, care of infants and childrens clothes
9. Shopping
  - time spent in stores
  - travel time spent going to and from
10. Transportation
  - taking family members to work or to school
11. Management
  - planning meals
  - paying bills
  - family correspondence
  - making out shopping lists
  - household accounts or budgeting
12. Verbal Communication
  - discussion with husband and/or children
  - telephone calls
  - talk to salesmen and repair men
  - coffee breaks with others
13. Leisure
  - reading, bridge, golf, T.V., rides with family, reading mail
  - unexpected or drop in visits to others
  - games,
  - coffee alone
14. Home Production and Seasonal Improvement
  - painting, gardening, knitting
15. Care of Children
  - feeding children that can not sit at the family table
  - bathing      dressing      supervising play      reading stories
  - training or learning experiences for the child
16. Care of Husband and other people in the Home (Not children)
  - laying out clothes, packing suitcases
17. Social, Community, Club and Church Activities
  - school organizations
  - scouts, etc.
  - committee meetings

18. Care of Sick or Wounded  
calls to the doctor      shots  
medications              bandages
19. Care of Pets
20. Unaccounted Time
21. Lucrative Activities
22. Study