

IMPLICATIONS FOR HOMEMAKING EDUCATION
DERIVED FROM HOMEMAKING PRACTICES AND PROBLEMS
OF SELECTED EMPLOYED MOTHERS IN MALHEUR COUNTY, OREGON

by

HAZEL DUNCAN ANDERSON

A THESIS

submitted to

OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF SCIENCE

June 1960

APPROVED:

Redacted for privacy

Head of Department of Home Economics Education

In Charge of Major

Redacted for privacy

Chairman of School Graduate Committee

Redacted for privacy

Dean of Graduate School

Date thesis is presented July 29, 1959

Typed by Margaret Barber

ACKNOWLEDGMENT

To Dr. May DuBois, the writer extends most sincere appreciation for her guidance and kindness. To the 40 employed mothers in Malheur County, Oregon, who generously gave time from their busy schedules so that this study might be possible, the writer is grateful. The writer also wishes to thank all of the members of her family for their tolerance and assistance.

TABLE OF CONTENTS

	<u>Page</u>
CHAPTER I	1
INTRODUCTION	1
Need for This Study	1
Statement of Problem	4
Review of Literature	7
CHAPTER II	17
METHOD OF PROCEDURE	17
Summary	20
CHAPTER III	21
ANALYSIS OF DATA	21
Personal Lives	21
Homemaking Practices	36
Meals	36
Housekeeping	38
Laundry	40
Clothing	42
Child Care	43
Family Practices	45
Religious Practices	45
Social Practices	46
Family Attitudes	48
Mothers' Income	55
Working Mothers' Greatest Problems	59
Summary	60

TABLE OF CONTENTS (cont.)

	<u>Page</u>
CHAPTER IV	62
IMPLICATIONS FOR TEACHING HOME MAKING IN SECONDARY SCHOOLS	62
SUMMARY	83
BIBLIOGRAPHY	85
APPENDIX	86

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1 Number of Years 40 Selected Mothers in Malheur County, Oregon, Have Been in Present Employment	22
2 Occupations of 40 Selected Employed Mothers in Malheur County, Oregon	24
3 The Hours 40 Selected Employed Mothers in Malheur County, Oregon, Worked Away From Home	26
4 Reasons 40 Selected Employed Mothers Decided to Work Away From Home	29
5 The Approximate Number of Hours Per Week the Families of 40 Selected Employed Mothers Have Together	33
6 Relationship of the 40 Selected Employed Mothers' Education to the Salaries They Received	56

IMPLICATIONS FOR HOMEMAKING EDUCATION
DERIVED FROM HOMEMAKING PRACTICES AND PROBLEMS
OF SELECTED EMPLOYED MOTHERS IN MALHEUR COUNTY, OREGON

CHAPTER I

INTRODUCTION

Need For This Study

The way of life for American women is changing, just as the way of life for all America is changing. Everyone today speaks in terms of space, getting to the moon, watching for Sputniks to flash by overhead, and predicts what the atom will soon be powering in homes. People are rushing about that they may get many things done in the shortest possible time, as if they were really going to take off for the unknown at any second and must be ready.

Taking off for the "unknown" is what more and more married women in our nation are doing everyday. By the "unknown" is meant employment outside the home. This employed married woman is faced with two different and very demanding jobs--she must still, somehow, be a full time homemaker and, in addition, she must now also be a full time wage earner--a dual role for an increasing number of America's homemakers.

There are many reasons why more and more of America's homemakers are assuming this dual role. Many factors

influence the woman's decision to accept work outside the home. One nationally prominent weekly news magazine points out a few of these considerations:

Taxes, a wife discovers, take a thick slice of pay. Special expenses may take a cut too.

It requires little figuring to show that only where a husband's pay is modest can a wife manage to keep very much of what she earns...

Cash for spending, however, is revealed by official surveys as the real goal that women seek in a job--not diversion. Most often it is the need for more money--not the desire for relief from housework--that sends wives into the labor force.

Where the husband earns a substantial salary, the wife is likely to work mainly for the satisfaction she gets out of a job, or for the pleasure of getting out of the house, or not at all. (1, p. 154-158)

The American family scene is in a state of constant change. The U. S. Census Bureau statistics (2, p. 88-89) have shown that people are living longer. A higher proportion of the population is over 65 years of age. Young people are marrying earlier and they are having more children; the families of today are averaging two to three children. Over one half of today's mothers are 26 or younger when their last child is born. At present, two out of five mothers of school-age children are in the work force of the nation. (4, p. 16) School girls today may spend 25 years, or more, working outside the home. Youth is assuming adult responsibilities at an early age.

There are several contributing factors which have brought about this change. Among them are variations in the size and distribution of the population; America has become a mobile society. There have been tremendous changes in the organization of business, and in social customs. Industries have increased the demand for women in special types of work, and educational and training facilities have been opened to women to prepare them for a wider range of opportunities in employment away from home.

Coincidental with this widening range of job opportunities for women have been the economic changes and modern labor-saving devices which have greatly reduced the time and energy required for household tasks, along with the trend toward more compact and more conveniently arranged living quarters.

Continued increases in the employment of many married women appear to be likely. The latest Census figures (1957) indicate that the proportion of married women (husband present) having paid employment is almost as high for rural farm families (26 per cent) as for urban (31 per cent). A recent forecast of the Census Bureau indicated that by 1965 we can expect to have about a fifth more women employed than we have today. (7, p. 8)

Today's teenagers are in fact tomorrow's homemakers. Today's teenagers are tomorrow's homemakers AND tomorrow's employed mothers. Regardless of reason, the assuming of this dual role will necessitate changes in homemaking

practices and may, in addition, create a new set of problems for the employed homemaker and her family.

Because the writer works with the teenage working-mothers-of-tomorrow in Home Economics classes, she feels the need for knowing what are the changing patterns of homemaking activities, family relations, family spending, family social and religious activities, and even family attitudes in some areas, in order to teach present-day students to assume a realistic role in the home of their parents and to prepare for a dual role when they become employed homemakers. Recognition of the homemaking practices and problems of these working-mothers-with-children-at-home, and the consequent implications for high school homemaking classes will be the subjects of this study.

Statement of Problem

This study is an investigation of the homemaking practices and problems of selected employed mothers in Malheur County, Oregon. If working mothers with children have complex homemaking problems and need to adjust their homemaking practices, high school homemaking education needs to prepare students for the dual role of being homemakers and workers outside their own homes. In order to be able to adjust homemaking education to these problems, they must become known.

The following are some of the homemaking problem areas to be investigated:

1. Factors or problems affecting homemaking practices

a. In carrying out homemaking skills

1. Size of family
2. Number of years mothers have been working
3. Occupations of mothers
4. Hours of mothers' employment
5. Days of mothers' employment
6. Previous work experience of mothers
7. Plans for mothers continuing working
8. Reasons for mothers working
9. Degree of mothers liking present employment

b. In carrying out avocational interests (recreation)

1. The amount of time families have together
2. Amount of time mothers spend away from home
3. Amount of time fathers spend away from home

2. Homemaking practices

a. Meal planning, food purchasing, meal preparation and cleaning up after meals

b. Housekeeping and housecleaning

- c. Laundry procedures or habits
- d. Clothing construction, selection and purchasing, care and repair
- e. Child care of both pre-school and school-age children

3. Family practices

- a. Religious practices
- b. Social practices
 - 1. Entertaining
 - 2. Within the family unit
 - 3. Within the community

4. Family attitudes

- a. Mothers' attitudes toward their work
- b. Attitudes of other family members toward mother and her work
- c. Attitudes of other family members toward father when mother is working
- d. Attitudes of family members toward extra responsibilities
- e. Attitudes of community toward employed mothers and their families and status in community

5. Effects of mothers working

- a. Discipline
- b. Closeness of family unit and how congenial family members are
- c. Personality changes
- d. Mothers' understanding of needs of family members for attention and affection

- e. Family life
 - 1. Happier if mother working
 - 2. Better if mother not working
- 6. Mothers' income
 - a. Add to total family income
 - b. Did not add to total family income
 - c. Create happier home life
 - d. Create less happy home life
 - e. Relationship between mothers' educational background and the salaries they receive
- 7. What the working mothers consider their greatest problem or problems

Review of Literature

Family life depends on the services of homemakers. The majority of married women continue to be homemakers, whether or not they also have paid jobs. Even today, over half of all women devote full time to homemaking. Before the present national trend toward urbanization of the nation's population, the work of the wife was almost entirely focused in and about her home. The role of the homemaker was very clearly defined; nearly all of her time, energy, and interest was family and/or home centered. Society placed and kept her there unless unusual circumstances made it necessary for her to become gainfully employed outside her home.

Today, however, the changing family pattern is making extreme demands on the homemaker in her dual role of homemaker and wage earner. Many persons and organizations are becoming increasingly aware of the need for education or preparation of the homemaker for this complex dual role. Never before have so many women been both homemakers and wage earners.

It is the conviction of Webster that the girls of our present day should be educated for their future tasks.

She writes:

Nine out of ten women today are earning salaries to supplement the family income. The study of present womanpower indicates that the school girl of today probably will spend at least twenty-five years in work outside the home. In addition to being a careerist, our young, modern American girl faces simultaneously a multiplicity of lives: wife, mother, home manager, hostess, nurse, shopper, supervisor of the children's activities, club woman, lady of fashion and church worker.

To meet these extreme demands, she must be well educated. Education must become a serious business in her career conscious life. According to one of the foremost authorities on our national womanpower: "Formal education is the major instrument through which potential ability is developed." ...

Our job lies in education--formal education, health education, and spiritual education. Not only must our young women become contributing citizens of our nation but they must learn to develop their own personal lives to rich fulfillment. (9, p. 11-12)

There has been a growing concern throughout the nation regarding the end results of this rapid growth in the numbers of working homemakers. Studies have been made, statistically, of the relationship of the working married women and total family income. The Women's Bureau of the United States Department of Labor (8, p. 48) points out that the median income for families with both husband and wife in the labor force was significantly higher than the median income for husband-wife families where the wife was not in the labor force.

Significant facts are brought to everyone's attention by a news reporting periodical (2, p. 154, 156, 158) in which it is pointed out that usually only lower-income families will have any great rise in their standards of living when the wife takes a job away from home. Even if she only takes home half of her earnings, after taxes and other job-related expenses, the extra money she will have earned for her family's personal use might mean the difference between buying a suitable home or renting an unsuitable home. Or it could mean having labor-saving household equipment, or even a better car.

This same article states that even if the working wife knew that she would be able to keep only a little more than half of what she earned, she probably would not be discouraged from working. At higher levels of income, a wife would find her pay taxed at a higher rate--not because of

what she was earning, but because of her husband's earnings. All of which means that only the wife whose husband's income is very modest will have much actual take-home pay.

It would seem, then, that the families of the employed mothers would increase their material possessions proportionate to the rise in their standard of living. Many, however, are wondering if the working mother's added income and gain in material possessions offsets the possible loss of non-material values. The National Parent Teacher periodical calls nationwide attention to this aspect in two articles.

Nye presents his viewpoint thus:

But a number of problems, as well as the necessity of working a twelve-to-fourteen-hour day, beset the employed mother. Perhaps the biggest is lack of time for her home and family. If she works from eight until five she must leave the house before the children are ready for school and return after they have been home an hour or more. She cannot entertain friends and take part in community affairs as easily as does her nonemployed sister. She may tend to neglect the cooking and the care of clothing.

But Mother and Father have to be considered too. Parents are people, after all. How does the fact that both are employed affect their individual well-being and their happiness together? (4, p. 17)

Oettinger, in answering the question, "Can Babies and Careers Be Combined?" says she believes:

There are two ways to look at this question: (1) For modern, emancipated woman, is

the combining of babies and a career the best way to fulfill her total role as woman, wife and mother? (2) For a mother who must work to keep the wolf away from the door, isn't the question largely academic? What choice does she have?

I think we could well ask ourselves whether the full-time employment of the mother of small children represents a gain or a loss to the community. The cost of providing adequate care for her children while she works may be very close to what she can earn. The cost of inadequate care or no care may be considerably higher in the long run. These are problems that society itself must consider, and for which it must find solutions.

But back to the first woman, who has a choice of whether or not to combine babies with a career. I would hope that she will make her decision on the basis of her individual circumstances and not because she thinks what is right for a friend of hers should be right for her too. (5, p. 5)

The reasons for married women working seem to be centered foremost in the hope for economic gain--to raise standards of living, to pay for labor-saving appliances, to save for the education of her children, to pay off debts, and to attain a feeling of financial security. For some homemakers a career or working away from home seems to answer the need for social contacts, the pleasure of getting out of the house, or the desire for personal satisfaction that only work outside the home can give. Because some homemakers really enjoy outside work and are, therefore, happier persons, they may even be better family members when gainfully employed.

The U. S. News and World Report had this to say regarding the reasons for married women working:

Cash for spending ... is revealed by official surveys as the real goal that women seek in a job--not the desire for relief from housework--that sends wives into the labor force.

Where the husband earns a substantial salary, the wife is likely to work mainly for the satisfaction she gets out of a job, or for the pleasure of getting out of the house or not at all. (1, p. 158)

Nye, also, stated some reasons for the increasing number of working mothers:

Not only have labor-saving devices brought women more time; they have created still another reason for Mother to take a job. Each appliance or process has drained more dollars from the family budget...

The typical modern working mother, then, doesn't take a job so that her children can have food. She does it to assure them a college education, a real good diet, the best medical care, a pleasant home, and extended vacations. (4, p. 16-17)

The trends in American living that seem to make it necessary for mothers to work, or want to work--earlier marriages, having children earlier, more mothers working as soon as their children are in school or even before their children are school age, industrialization, financial need of one kind or another--show no signs of diminishing in the future. The nation's pace and standards of living seem to gather momentum with each year and each new industrial or scientific advance.

Trends of the times are called to America's attention in the following news report:

More years together, better living, more leisure--that's the trend for U. S. families.

The whole schedule of life is speeding up. That's just one of the basic changes shown by latest official figures. The whole way of family life in America is changing. These changes, gradual and little noticed, go far beyond the obvious things such as better living standards, more comforts, higher incomes.

The average wife of today still is a young woman, in early or mid-30's, when the last child starts school. Generally she has worked before marriage and has had experience on a job. She also has a better education than a typical wife of a generation earlier. Modern conveniences--vacuum cleaners, dishwashers, foods she can buy partially prepared--make it easier to keep the house going and hold a job at the same time.

As a result, every year is bringing an increase in the number of working wives, with the gains being mostly among mothers whose children have reached school or college age...

This rising trend among wives--to go back to work as the children grow up--is playing a big part in boosting incomes, in changing the way families live. (2, p. 88-89)

Norris, President of MacMurray College, (3, p. 53-60) states that in his opinion, "women, like men, work because they have to, because they want to or both." He believes that since nearly half the population of America existed in reasonable comfort without working outside the home until the twentieth century, this new trend must be due chiefly to women's increased desire to be gainfully employed, and because she wants to maintain a given standard

of living. Many women, he says, believe that not all the potentials of their home will be realized unless they supplement the family income. Finally, larger participation by women in political and social life must give them a desire for larger participation in the common good by joining in the enterprise of economic production.

Another writer (4, p. 18) expressed the view that the working mother represented one kind of adaptation to changes in our economic-industrial system. Even as these changes are permanent, so is the working mother. This working mother is making, and will continue to make, an important contribution to our economic and intellectual life. He also thinks that business and industry and the professions will need to adapt to her needs if we are to make the most of her contribution to society.

Many educators are realizing the necessity for changing educational programs to meet the challenge of the changing family patterns. The trends of the times cannot be ignored. The American male, whether he is urban or suburban, may share more of the kitchen duties and other household responsibilities than formerly because of the away-from-home employment of his wife. (7, p. 8)

One prominent educator expresses himself as follows:

Let us remember that women are a vital and creative force in the cultural life of every American community and that, if we are to have a lively and interesting democracy

which welcomes change and presses forward to new forms of cultural and social discovery, we must give our women students a sense of mission about their role in the creating of this democracy.

Only then will we be able to break the social patterns and attitudes which by their very complacency are preventing the forward motion we must have if America is to retain its position of world leadership. (6, p. 101)

The trends in Home Economics Education, because of the trends of the times, include: a need for every homemaking teacher to become aware of the probability that the majority of America's homemakers will become eventual wage earners; a decided emphasis on family-centered teaching of homemaking students; the encouragement of the development of creativity in homemaking activities; as well as a growing realization that many Americans need to be reminded that the way of family life which they hold so dear is not simply a scientific matter. An over emphasis on any one phase of subject matter--at the moment, science--does not make for a healthy or progressive society.

The educator previously quoted further states:

There are two needs which all education must fulfill if it is to be effective. It must flood the mind with imagery, concepts, facts, ideas, which make up the materials of human knowledge. It must teach the student how to use, both for personal satisfaction and for the benefit of others, the things which have been learned...

It should also be remembered that what holds people together in a happy marriage is love, affection and mutual respect, a respect

which rests upon the personal resources of each partner to the marriage. It is unreasonable to expect that an education which took little pains to develop the intellectual and personal resources of a young woman would do the cause of motherhood and marriage much justice. It is all very well to approach society with the technical equipment of motherhood and wifehood, but it is necessary to marry and stay married in order to enjoy it. It is also necessary to remember that men usually do not marry mothers. (7, p. 98-99)

The challenge of homemaking education is to help girls successfully assume two roles--that of being homemakers as well as workers away from their own homes.

CHAPTER II

METHOD OF PROCEDURE

Just how to go about discovering what are the home-making practices and problems of working mothers who also have children living at home, and what significance these findings would have for homemaking classes, involved much careful study and research.

For the purpose of this study of the homemaking practices and problems of working mothers in Malheur County, Oregon, the following criteria were established in the selection of mothers who were to be interviewed:

1. The mother must be regularly employed either full time or part time.
2. The mother must have been regularly employed for at least one year.
3. The family living at home must consist of at least mother, father, and two or more children of school age, grades one through 12.
4. A minimum of 30 mothers would be interviewed.

Before doing any investigation of the homemaking practices and problems of the employed mothers to be selected, and ascertaining the resultant implications for homemaking education, an interview form or questionnaire was set up involving the homemaking problem areas designated in Chapter I under Statement of Problem.

Various interview techniques were studied and those decided on included:

1. The writer would do all of her own interviewing so that everyone would be asked the same questions in the same way and so that the questions would have the originally intended meanings in so far as possible.
2. Questions should be so carefully stated that they would obtain the desired information.
3. The interviewer would fill out the interview form or questionnaire, both from the standpoint of saving time and the possible use of key numbers to indicate degrees of meaning.
4. The interview would be set up for one hour's length and the homemaker would be informed in advance of the fact that it would take an hour of her time.
5. The interview would be scheduled for a time convenient for the homemaker.
6. Prior to the scheduling of the interview time the homemaker would know the reasons for the interview being requested.
7. No names of individual homemakers would be used on the interview forms so that the homemaker would feel free to answer all questions fully and truthfully.

To pre-test these interview techniques, five working mothers were selected and interviewed using the planned method for the collection of data. These employed homemakers satisfied the criteria set up for the selection of the working mothers to be interviewed for this study. The planned method for the collection of data was then revised where necessary.

A survey was conducted among the students in homemaking and other high school classes to discover homemakers who would meet the criteria for working mothers as set up for this study.

In arranging for interviews, a letter of explanation was sent to 50 working mothers in Malheur County, Oregon, in the hope that at least a minimum of the required 30 mothers would be available for interviewing. Enclosed with the letter of explanation was a stamped, self-addressed reply card indicating either the mother's willingness or unwillingness to be interviewed at a future time convenient for her. Follow-up on the positive reply cards was made by telephone, in person, or by mail, as had been indicated as the choice of the individual homemaker. Of the 50 employed mothers originally contacted, a total of 40 working mothers responded positively and were subsequently interviewed regarding their homemaking practices and problems.

Summary

In order to determine the nature of the homemaking problems and practices of selected employed mothers in Malheur County, Oregon, and the implications for high school homemaking classes, there was detailed planning and organization, setting up interview techniques and pre-testing these interview techniques, contacting and securing the cooperation of employed mothers, evaluating the information so gathered from these working mothers, and ascertaining what meanings these findings might have for high school homemaking classes. The results of using these interview techniques and methods will be explained in the following chapters.

CHAPTER III

ANALYSIS OF DATA

Forty selected employed mothers in Malheur County, Oregon, were interviewed to learn what some of their home-making practices and problems were. Some of the major factors affecting their homemaking practices and problems have to do with certain areas of their personal lives.

Personal Lives

All of the mothers interviewed had been living in the community for at least one year. The majority of these families of working mothers were found to have been living at their present addresses for an average of seven years. Of these 40 regularly employed mothers, 35 were working full time outside the home, and five mothers were in part-time or half-time regular employment.

Table 1 gives a picture of the number of years the selected employed mothers had worked at the time of interviews.

Table 1

Number of Years 40 Selected Mothers
In Malheur County, Oregon,
Have Been in Present Employment

Number of Years Worked	Responses	
	No.	%
1	3	7.5
2	10	25.0
3	6	15.0
4	4	10.0
5	6	15.0
6	3	7.5
7	2	5.0
8	4	10.0
9	1	2.5
10	0	0
11	1	2.5
Total	40	100.0

The significant fact in this table is that of the 40 employed mothers interviewed, the greatest number had been working for only two years. These employed mothers had worked a mean of 4.2 years.

These mothers worked in a variety of places: high school, junior high school, elementary school, dime and department stores, hospitals, nursing homes, business offices, industrial plants, eating establishments, banks, beauty shops, libraries, laundries, doctors' offices and florist shops.

Table 2

Occupations of 40 Selected Employed Mothers
In Malheur County, Oregon

Occupations	Employed Mothers	
	No.	%
School teacher	10	25.0
Bookkeeper (One self-employed)	5	12.5
Sales clerk	3	7.5
Nurse	3	7.5
Social worker	2	5.0
Clerk-typist	2	5.0
Industrial plant worker	2	5.0
Library clerk	2	5.0
Receptionist	2	5.0
Florist (Self-employed)	1	2.5
Serologist	1	2.5
Stenographer	1	2.5
Beautician (Self-employed)	1	2.5
Bank teller	1	2.5
Medical assistant	1	2.5
Secretary	1	2.5
Assistant manager for business (Self-employed)	1	2.5
Cook	1	2.5
Total	40	100.0

As shown in Table 2, there were 18 different occupations represented among the 40 employed mothers. The greatest number of these working women were teaching school at various grade levels. This was an intentional choice of the writer who wanted to determine the relationship, if any, between the employed mother's educational background and the amount of wages which she earns. This relationship will be discussed later in this chapter.

The number of family members living at home varied between four and seven. There were 19 families with a total of four members, 14 families with a total of five members, five families with a total of six members, and two families with a total of seven members. Every family consisted of at least a father, mother, and two school-age children living at home at the time of this study. In only two instances were grandparents also living in the home of the working mothers interviewed. Children who were temporarily away from home working or going to school elsewhere were not counted in the total of family members living at home.

Table 3

The Hours 40 Selected Employed Mothers
In Malheur County, Oregon, Worked Away From Home

Hours of Employment				Employed Mothers	
AM	to	PM	PM	No.	%
8:00		6:00		1	2.5
8:00		5:00		5	12.5
8:00		4:30		1	2.5
8:00		4:00		1	2.5
8:30		6:00		1	2.5
8:30		5:30		1	2.5
8:30		4:30		5	12.5
8:30		4:15		4	10.0
8:30		4:00		1	2.5
9:00		6:00		4	10.0
9:00		5:00		1	2.5
9:00		4:30		1	2.5
9:00		4:00		3	7.5
9:00		1:00		1	2.5
9:30		5:30		1	2.5
9:30		4:00		1	2.5
10:00		6:00		1	2.5
10:30		11:00		1	2.5
		1:00	6:00	1	2.5
		1:00	5:00	1	2.5
		3:00	7:00	1	2.5
			11:00 7:00	1	2.5
			11:30 7:30	2	5.0
Total				40	100.0

The hours during which the selected employed mothers actually worked were as diverse as the total number of hours that they spent working away from home. Table 3 shows these working hours. It is evident that 29 of these mothers had accepted employment with hours which would either allow them to leave home for work about the same time that their children would be leaving home for school or after the children had gone to school. Also, 18 of these mothers had jobs which allowed them to leave either before their youngsters were out of school, at the same time their youngsters were dismissed from school, or no later than one-half hour following the close of school. Three mothers worked only during the afternoons, and they did not get home from work until from one to three hours after the school day was ended. Two of the employed mothers chose to work during the night so that they would be at home when their youngsters were leaving for school and when they returned home from school. Because of the hours of their employment, these last three mothers had some different problems than the mothers employed in the daytime.

The majority of these working mothers, 30 to be exact, worked only five days during the week. They were at home with their children throughout the weekends. Five mothers worked five and one-half days so they might be home most of the weekend. Four mothers worked for six days during

the week which allowed them only one day in every seven to spend with their families. One mother worked all seven days of the week; she had no time, to speak of, at home with her children. The average number of hours these mothers were away from home per day when working, including the time necessary to get to and from their place of work, varied between 13 hours for one mother, nine hours for seven mothers, eight and one-half hours for 17 mothers, eight hours for nine mothers, seven to seven and one-half hours for three mothers, five and one-half hours for one mother, and four and one-half hours for two mothers.

Only 17 of the 40 selected mothers had worked away from home prior to accepting their present employment, and 10 of these women were doing the same type or kind of work which they had previously done. When asked how long they plan to continue to work, three of the employed mothers stated their intention of working until they reach retirement age. The greatest number of mothers, 20 in all, had no plans for how long they may work. Six mothers planned to work only until their children are educated, and, finally, 11 of the 40 working mothers gave very definite answers regarding the length of time they planned to continue working. These 11 mothers' plans ranged between leaving their present away-from-home-employment with the close of the present school year or one, two, three, or four years from now.

Table 4

Reasons 40 Selected Employed Mothers
Decided to Work Away From Home

Reasons	<u>Employed Mothers</u>	
	<u>No.</u>	<u>%</u>
Financial need	25	62.5
Enjoys working	11	27.5
Pay off debts	10	25.0
Save for children's education	8	20.0
Wanted to use training	6	15.0
To be with other people	5	12.5
To buy home furnishings	4	10.0
Wanted to get away from home	4	10.0
Better family member when working	2	5.0
Didn't find complete satisfaction not using job training	2	5.0
For health of mother	2	5.0
Too much leisure time when not working	2	5.0
To buy a home	1	2.5
Rather not do housework	1	2.5
To buy a car	1	2.5
More clothes for family	1	2.5
Raise standard of living	1	2.5
Help husband keep out of debt	1	2.5
Wanted to have same things as friends	1	2.5
Illness in family	1	2.5
<u>Husband unemployed</u>	0	0

Table 4 shows a number of reasons the 40 selected employed mothers worked away from home. One of the most outstanding reasons that these 40 women decided to work, listed by 62.5 per cent of the respondents, was financial need, but not a single one of these women had a husband who was unemployed so that she had to seek work away from home to support the family. Aside from the financial need, 25 per cent more of the working mothers specified that one of the reasons they started to work was to pay off debts. One mother stated that she wanted to help keep her husband out of debt, and 20 per cent of the mothers were working to save money for the education of their children.

Some mothers enjoyed working and being with other people so much that they sought employment. At the same time, only five women admitted that they disliked household tasks. Two mothers said they were so much happier when working away from home that they thought they were better family members when working. The desire to use their training or education for away-from-home employment in order to get the most from that training was given by 15 per cent of the mothers. Two others said that they did not find complete personal satisfaction from homemaking activities only, and they wanted, through using their job training, to help others. Two mothers had been advised by their doctors to work outside their homes so that they would have

outside interests and less time to concentrate on personal problems. Both of these mothers were in their early thirties.

One mother said that because of illness in the family she needed to supplement the family income. Twenty-two and one-half per cent of the mothers gave the desire to purchase various material goods or raise their standard of living, or both, as motives for deciding to work away from home. One very honest mother frankly said that she wanted to have the same things as her friends did and that was one of her major reasons for working.

It is interesting to note that only one employed mother disliked her work. Twenty two liked their present employment very much, whereas two said they liked their job only somewhat, and 15 of the employed mothers said that they liked their job but had no other feelings regarding their work than just that. Ten of the mothers found that their job required them to have both special training and special education to do satisfactory work. Ten women had to have only special education, 14 needed special training only, and nine jobs also required special skill. The balance of the employed mothers stated that their jobs did not require them to have any special preparation.

The approximate number of hours per seven-day week, based on a 24-hour daily period, that the families of the

employed mothers in this study have together is shown in Table 5. The hours of employment and the approximate number of hours away from home not working at their regular employment was determined for both the mother and father. In order to arrive at the approximate number of hours per week which the families of these 40 employed mothers had together, the entire amount of time not spent at home was subtracted from the total number of hours in a week.

Table 5

The Approximate Number of Hours Per Week the
Families of 40 Selected Employed Mothers Have Together

Fathers			Mothers		
*Hours Spent at Home			*Hours Spent at Home		
No.	No.	%	No.	No.	%
144 to 140	2	5.0	145	1	2.5
120	1	2.5	137	1	2.5
108 to 102	8	20.0	124 to 120	3	7.5
99 to 94	10	25.0	114	1	2.5
90 to 83	12	30.0	110 to 105	5	12.5
80 to 71	5	12.5	104 to 100	17	42.5
68	1	2.5	99 to 95	4	10.0
44	1	2.5	94 to 90	7	17.5
			85	1	2.5
Total	40	100.0		40	100.0

*Based on a total 168 hours total per week (24 hours x 7 days)

Table 5 presents a picture of the approximate number of hours per week, based on a 168-hour total per week, that the mothers and fathers spent at home together with their families. On the whole, the mothers spent much more time at home, when not working or engaged in some other away-from-home activity, than the fathers did. It needs to be remembered that of the 40 selected employed mothers, 35 were regularly employed full time, whereas five had part-time employment. Twenty-eight mothers spent from 145 to 100 hours per week at home as compared to 11 fathers who were at home for the same range of total hours. The 145- to 100-hour span was the average block of at-home time for the most working mothers. The greatest average amount of at-home time for the fathers fell in the 99- to 90-hour bracket. Twenty-two fathers spent this time total at home with their families during the week. Only one mother spent as little as 85 hours per week at home, but seven fathers were home no more than 80 to 44 hours per week. Some fathers, then, were home only for eating and sleeping, six to seven hours per day.

A survey of the total working-away-from-home hours, for both the employed mothers and fathers, disclosed that 11 fathers were away from home from 80 to 90 hours per week, and no mothers spent quite this much time away from home. Four fathers and four mothers spent between 75 and

79 hours per week coming and going and at work, and seven fathers and one mother worked 70 to 74 hours per week. Falling in the 65- to 69-hour per week span are 12 mothers and nine fathers, with five fathers and 10 mothers being away from 60 to 64 hours per week. Only four fathers and eight mothers spent less than 55 hours per week in travel and work time.

Twelve of the 40 selected employed mothers and 19 of the fathers usually did not spend any time, the mothers said, away from home aside from working. A breakdown of the approximate number of hours per week spent away-from-home-but-not-at-work, by both the working mothers and their husbands, is as follows: one hour, one mother and one father; two hours, seven mothers and three fathers; three hours, seven mothers and no fathers; four hours, three mothers and five fathers; five hours, two mothers and two fathers; six hours, one mother and two fathers; seven hours, one mother and one father; eight hours, one mother and three fathers; nine hours, no mothers and two fathers; 10 hours, three mothers and one father; 12 hours, no mothers and one father; 15 hours, one mother and no fathers.

Homemaking Practices

The study of the homemaking practices of 40 selected employed mothers in Malheur County, Oregon, is divided into five major areas: meals, housekeeping, laundry, clothing, and child care. Each of these areas will be discussed on the succeeding pages.

Meals

The first question asked of these working mothers was whether or not the eating habits of their families had changed since the mother started to work away from home, and if so, how they had changed. Over one half of the mothers, 22 to be exact, found that the families' eating habits had changed since they were working, but 18 mothers stated that there had been no change in families' eating habits to date. In some homes the eating habits had changed in several ways, but in other homes they had changed only a small degree. The use of pre-prepared foods and package mixes ranked as the most mentioned change, less variety of foods or preparation of foods, less food preservation, quick cooking foods more often served, fewer desserts, changing the big meal of the day from noon to night, and the baking of many foods on the weekends to last all through the ensuing week were the ways in which the eating

habits were changed for 22 families of the working mothers interviewed.

None of the families' food costs were lowered. Eighteen mothers thought their food costs were about the same as they were before they started to work, and 22 mothers were sure that the food costs were higher for their families now than they were before the mothers began working away from home.

Although most of the mothers planned the menus for family meals, four mothers said that sometimes their oldest daughter did the menu planning. In six families, both mother and father purchased foods. For four families, the fathers were entirely responsible for the buying of foods, but for 30 families, mothers still did all the food shopping. Seven mothers and fathers prepared breakfast together, eight fathers worked alone to prepare breakfast for their families, but again 25 employed mothers still got breakfast without help. In those families where sack lunches made up the noon meal, 12 mothers, three fathers, five daughters, and 12 sons divided the lunch-making chores. Lunch at home seemed to be eaten most usually by mother and/or father, while the children either took sack lunches or ate in the school cafeteria. Preparation of lunch at home during school days was evenly divided between mothers and fathers. The evening meals for the families were

cooked by 23 mothers, six fathers, 16 mothers and daughters together, and the son of one family. Cleaning up after meals was usually done by children in the families although some mothers and quite a few fathers attended to this chore too. Only five families hired any additional help with meal preparation.

Food preservation was not done at all by two families. For 23 mothers and one father the families' food preservation was done without help from others, whereas in 14 families either the father and mother, or the mother and daughters attended to canning, freezing, or pickling for their food supply.

Mothers said that less entertaining was done now at meal times than before they started to work. They either baked less or when they baked it was in quantity. More daughters baked, and husbands were more helpful now at home than they formerly were. In fact, the whole family was helping more with meal preparation, cleaning up after eating, and food preservation.

Housekeeping

Three mothers said that their housekeeping practices or habits had not changed since they have been working, but 37 mothers declared emphatically that there definitely was a change in their housekeeping procedures. Some of the most

often mentioned changes in housekeeping habits included cleaning either early in the morning before going to work or late in the evening after work, or both. Now everyone in the family helped. Eighteen mothers said they were not trying to keep house as well as they formerly did. The remaining 22 mothers were trying to keep house as they did formerly. Many mothers said they did not clean as thoroughly as they would like; the major cleaning was now done mostly on weekends, and more mothers hired some help with housecleaning chores than formerly.

Many of these working mothers, 25 to be exact, said that they tried to give more of their at-home time to their husbands and children, and tended to let the housework slide, or put it off until another time. The balance of the mothers were more concerned with getting the housework done before taking time for other family activities.

Every family member of 18 families was responsible for keeping his or her own room clean. Daughters were accountable for cleaning their rooms in 18 more families, and a smaller number of sons tidied up their quarters. Other areas of the house were cleaned by mothers and/or daughters mostly, but a few fathers shared these tasks. One son was reported as helping his mother in housecleaning. Help was never hired to do housecleaning for 27 families; on the other hand, 13 households had either regular or occasional hired cleaning help.

The lowering of housekeeping standards, inevitable from the standpoint of shortage of time in most cases, appeared to be hard for the majority of 40 selected employed mothers to adjust to and accept. Almost every mother, in one way or another, expressed concern or guilt which she felt in not being able to keep her home as thoroughly clean as she would like, or thought that she did before she accepted her away-from-home work. A compensating factor was that more fathers and other family members were now helping with the housecleaning tasks.

Laundry

The 40 selected employed mothers, with eight exceptions, said that the laundry methods for their families had changed since they were working. The purchase of automatic laundering equipment made washing and drying of clothes easier for 32 of these employed mothers. Many mothers stated that other changes included: washing on different days than was their habit before starting to work; washing at different hours of the day, mostly early in the morning or late in the evening; washing more frequently. A few mothers confessed that they washed less often. Ironing day changes included: ironing at different times of the day; not ironing on schedule now; ironing fewer items; having daughters help more with ironing; and feeling guilty

because they never quite caught up with the ironing. Several mothers sent out all or most of the families' washings to be done by the commercial laundry. Only two mothers who sent their laundry out before they had worked continued to send it out regularly. They did not have, never have had any home laundry equipment, and they had no desire to own any.

In the breakdown of washing, ironing, or pressing responsibilities, 34 mothers or mother-daughter combinations and one father did the family wash. The five remaining families sent their washing out. As for the ironing, a little-liked chore according to many of the mothers, 36 mothers or mother-daughter combinations or daughters alone ironed. Some of these ironings were for the entire family washing while some families ironed only a portion of their total ironing. Two families hired their total ironing done by outside help. Eight households had regular hired help who, besides other housework, did some ironing. Thirty-two mothers said that they occasionally hired ironing help. Four families hired help with the at-home washing of clothes. Nine of these families patronized the local self-service laundry occasionally, most usually in the winter when it was hard to dry clothes at home.

The amount of laundry equipment owned by the families of the 40 selected employed mothers ranged from none for two families to five combination washer-dryers, 25

automatic washers, and 13 dryers. Only four families had the conventional wringer-type washers. These four families had plans for exchanging their manual washing machines for automatic equipment as soon as their budgets would allow it. Four of the 40 families had ironers.

Clothing

In 30 of the families of the 40 selected employed mothers, some clothing had been constructed at home before the mothers started working away from home. These same mothers said that they did less sewing at home now that they worked, but that they or their daughters still did home sewing. Since the mothers had been working the daughters have had to make more of their own clothes because mothers have not had time free for sewing. Only two of the 40 families did not own sewing machines.

Twenty-seven mothers said that their families had bought more ready-made clothing since they were working. Eleven families had bought about the same amount of ready-made clothing and two families had bought less. Thirty-six mothers still did the major share of the clothing shopping for their family members. Twenty fathers liked doing their own shopping. There were quite a few families who did clothing shopping in mother-and-child or father-and-child combinations. Six families considered clothing

shopping an individual, personal assignment, regardless of the ages of the family members.

The members of 30 families had more clothing per person since the mothers had been employed. Six mothers said that their family members had about the same amount of clothing per person. Four mothers stated that their family members had less clothing per person because with automatic laundering equipment they did not require the quantity of clothing which they had previously needed. None of the mothers said that it cost less to clothe their families, but six mothers stated that their families' clothing costs had remained about the same. Thirty-four mothers said that there had been a decided rise in the cost of clothing for their families.

Child Care

Housekeepers, grandmothers, mothers, or baby sitters cared for the pre-school children of eight families. Two additional families with pre-school children sent them to kindergarten while the mother was at work. The school-age children of 21 families took care of themselves after school when their mothers were not at home. Eight mothers and four fathers managed to be home at that time. The older children in seven families were responsible for their younger brothers and sisters from the close of school until mothers or fathers came home from work. Ten families hired

occasional or regular daytime baby sitters, as contrasted with the 17 families who often or regularly hired sitters for their children during the evening.

Mothers, or mothers and fathers were responsible for getting the children to bed and also for getting them up in the mornings. Seven mothers, two fathers, and 23 mothers and fathers together administered discipline at homes whose family members included high-school age, young people. Grade school youngsters were disciplined by seven mothers and 24 mother and father combinations. Pre-school-age children were disciplined in all cases by both mothers and fathers.

When these employed mothers were asked what adjustments or changes the family had to make since she had been working, they were unanimous in making the statement that everyone helped more at home. Twenty-eight mothers commented that their husbands helped much more at home, especially with the children, the cooking, and some of the heavier housecleaning.

Thirty-four mothers said that they realized that their children had become more independent and self-reliant through having had to assume more chores and responsibilities. Older children in many instances had to care for younger family members. A few mothers said that their family members had learned to get along better with each

other, but some mothers said there was less family-togetherness. Mothers of pre-school children believed that the younger children had to make the greatest adjustment to their mothers not being at home during the daytime. Children had to learn to demand less of their mothers than they did when she was not working. The families of the mothers who worked at night had to adjust to mothers sleeping in the daytime. A few mothers said that they themselves had to adjust to much less leisure time.

Family Practices

Religious Practices

The family members of 23 employed mothers regularly attended church together. The members of six more families often attended church separately. Only the children attended church or Sunday School in 15 families. Seven mothers and children often attended some type of church service. One father and children attended church services regularly. Two mothers said that only the parents attended church, whereas two more mothers said that none of their family members attended any kind of religious service. Twenty nine of the working mothers stated that their working had not made any changes in their families' religious lives.

Eleven mothers said that their working had made the following changes in the religious life of their family units: parents attended church less often than before; mothers did not work on church committees or with Sunday School as before; families attended church together only in the winter-time; the fathers did not attend church as often as they would if the mothers were not working; the mothers still taught Sunday School but did not stay for church; mothers could not attend because of hours during which they worked; mothers stayed home to be with pre-school children who were with sitters during the weekdays; finally, mothers stayed home to do household chores they did not get done during the week.

Social Practices

When the 40 selected employed mothers reported on their families' social practices, 24 mothers said their families had about the same social lives which they had had before the mothers became employed. Three families had increased their social activities; at the same time eight families reported that they did less socially. Five families said that they had no social life at all. All thirty-five families who did things socially said that they did the same types of activities, as family groups, that they did before the mothers started to work.

Twenty-eight families, however, found that they had less time for social activities, and 12 families had about the same amount of time as they had previously.

Social events not done because of mothers working were as follows: less meal-time entertaining; less club or other organizational participation; less card playing; less entertaining and visiting with friends and relatives; fewer family outings, picnics, and traveling; and less participation in church socials.

Watching television was a family activity for 29 families. Picnics occupied 26 families in favorable weather. Twenty-two families spent a great deal of time together fishing, camping, hunting, boating, and taking drives in the car. Sixteen families took trips together every year. Sixteen more families did quite a lot of visiting with their relatives or had relatives and friends in for meals. Movies were a family activity for 13 families. Ten families participated together in church social activities. Ten families included eating out in restaurants periodically as one type of social activity for their families. Spectator sports were enjoyed by 10 more families, whereas varying numbers of families bowled; skied, both water and snow; swam; golfed; or hunted for rocks. Some families participated in Boy or Girl Scout programs. Several families spent evenings when all of them read and several other families played cards together.

The number of community organizations which these 40 selected mothers belonged to ranged from none to a high of 10, with the most of the mothers belonging to one to four organizations. Some fathers participated in no community organizations but others belonged to as many as seven. Most fathers belonged to at least three activities. The clubs or organizations in and outside of school which the children participated in were quite limited in most families. Church groups, 4-H Clubs, and Boy and Girl Scouts were the most often attended activities for both boys and girls. The 40 selected mothers said that school and outside activities were limited because of the lack of time with the increase of responsibilities at home.

Family Attitudes

The attitudes of the other family members toward their mothers and their work were a little difficult for many mothers to express or admit. The writer believes that if answers had been given by the several family members, there may have been a variance in some instances from the answers given by the mothers. When members of the family sat in on this part of the interviews they sometimes commented or disagreed with what the mothers said regarding their attitudes toward their mothers and their work.

Seventeen mothers said that it made no difference to the members of their families whether or not they worked. The families of 10 mothers were said to be cooperative. No mothers believed that their families disliked having the mothers work, but eight mothers said that their families did not want them to work away from home. Nine mothers stated that their family members were proud of the fact that their mothers were successful in their jobs. Only one mother believed her family resented her work, and no one was ashamed of their mothers for working or of the kind of work she was doing. Four families had some members that did not like to assume the extra responsibilities that they had to assume, but eight mothers believed their families were grateful for the extra income they provided.

Without exception, each of these 40 working mothers said that the attitudes of the family members toward the fathers had remained the same as it was before they started to work. Two mothers stated that the children were getting along better with their fathers than they did before. Now these children asked their fathers to do things for and with them which formerly they had depended on their mothers to do. Also, the fathers on the whole helped more with the children than they formerly did. One mother believed that the children in her family were not as close to their father as they should be because he was not aggressive and firm with the children.

Most of the mothers said that their family members cheerfully accepted the extra responsibilities and changes that had been necessary because of their employment. Five mothers stated that it made no difference at all to their family members that they had extra chores. One mother said that her family members resented the extra duties. Twenty-five mothers said that they frequently had to remind family members of duties to be done, but that they cooperated readily and really worked very willingly.

Thirty-nine mothers said that their working had made no difference at all in the community attitudes toward them and their families. One mother believed that the status of her family had been raised in the eyes of the community because they had bought their own home and raised their standards of living in general.

In the interviews, the 40 selected employed mothers recognized that their working outside their homes did make changes in their family living. Twenty one said that the fact that they were working did not have any effect on the discipline at home. Four mothers said that their working had created discipline problems. Three mothers believed there were no discipline problems at all in their homes, whereas five families had bigger discipline problems than before the mothers started working. Five mothers said only that discipline was not as good at home as it had been, but

six mothers believed the discipline to be better than before they began to work. One mother said that her children had become more self-reliant, thereby reducing behavior problems.

Thirty-seven mothers believed that their family members were as affectionate, or even more affectionate, than they were before the mothers commenced to work away from home. Three mothers said that there was less family affection among their family members.

The younger members of these 40 families received attention from both fathers and mothers equally in 22 families. In 11 other families, the mothers believed they supplied the most attention to younger family members, but four other mothers said the fathers and one older daughter filled this need in their families.

Older members of 15 families were given attention mostly by the mothers; three other families said that the fathers gave them the most attention. In 19 families, both the mother and father gave equal attention to the older children.

Twenty-two mothers supplied most of the sympathy to both older and younger family members in their households. In 14 families, mother and father combinations supplied sympathy to both older and younger family members.

Twenty mothers said that they listened more to the problems of individual family members than their husbands

did. Twenty more mothers said that both they and their husbands listened to individuals with their problems.

Eight mothers said that there had been personality changes in some one of their family members through attempts to get more affection, attention, or sympathy. In two families the oldest boy became a discipline problem. Two more mothers said that the personality change had been in a middle child. One of these middle children became easier for the family to live with according to the mother, and in the other family the middle child became more sensitive and a little more difficult to manage. Four other mothers said the personality change had been evident in the youngest child. Two of these children demanded or tried to demand all of the mothers' attention when they came home from work. Another mother said that her youngest child was resentful and the fourth mother stated that her youngest child had withdrawn more into her own world.

Thirty-six mothers said that being tired from outside employment made a difference in their sensitivity to or understanding of the needs of their families for affection, attention and sympathy. Four mothers said that it did not make any difference. Most of the 36 mothers said that they were more apt to be cross, had shorter tempers, were irritable, and were much less patient at home than they were before starting to work.

Many mothers said that they gave less attention to individual family members and that they found it hard to find or to take time to sit down and listen to problems. They thought they found it was much easier to postpone family discussions. Other mothers said that there was always so much on their minds that their attention would tend to wander while someone in the family was talking directly to them. At least two mothers admitted to often feeling frustrated by all they had to do and they were also inclined toward self-pity, especially when chores assigned to other family members had not been done on time.

One mother said that she was inclined to rush the children to bed too soon at night and also to rush them too much in the mornings. Several mothers mentioned that they had a tendency to expect too much of other family members, and that they did not feel like doing the extra things they used to do for their families.

As a direct result of being tired, some mothers said that there was more strict discipline at home now, whereas other mothers said that there was less discipline. One mother said that impatience from being tired caused her to be an inconsistent disciplinarian. Another mother said that in her home there was more discipline with less fairness and understanding by the mother since she had been working.

Twenty-eight mothers said that their working had not changed the relationship among their family members, unless it had made them more congenial or closer to each other. Twelve other mothers said that their family members were less congenial or had grown farther away from each other.

Nineteen mothers said that they thought it would actually be better for their family life if they did not work away from home. These mothers gave many reasons for their beliefs, including the following: they, as mothers, could do more things for their families and at the same time give them more attention; their children needed to have someone at home when school was out; they, the mothers, would be easier for the rest of the family to live with; they could spend more time with and be of more help to their husbands; evenings would not need to be spent on housework; and finally, families would have more time to do things together as well as with other people.

Twenty-one mothers said that they did not think it would actually be better for their family life if they did not work away from home. The following reasons were given: all members of the families had become more self-reliant, better workers, and needed the extra at-home duties; they were better mothers when working because of having an outside interest; the entire family was happier when most of their material needs were satisfied and there was financial security; the mothers were not happy being at home all day

when no one else was there; and lastly, if the mothers were not working they would be involved in other outside-the-home and community activities.

Mothers' Income

Thirty four of the 40 selected employed mothers unhesitatingly said that their incomes actually added to the total family incomes, yet some of these same mothers were not exactly sure what the total family incomes really amounted to. Three other mothers said that they knew that their incomes did not actually add to the total family incomes, but that they were not working because of financial need. Five more mothers, including two of the three previously mentioned, said that they had about come out even when they took into account increased taxes, increased food and clothing costs, hired help and travel expenses. Thirty-one mothers said that their incomes actually created happier home lives, and nine mothers said their home lives were not any happier. In six of these homes, the mothers thought that maybe their home lives were less happy. Only one mother, the new home owner, said that her income had raised her family status in the community. All of the other mothers said that their incomes had made no change of family status in the community.

Table 6 shows the relationship between the mothers' educational backgrounds and the amount of wages they earned from their away-from-home employment.

Table 6

Relationship of the 40 Selected Employed Mothers' Education
To the Salaries They Received

Salary	Education Level											
	Grade School		High School		2 Yrs. College		B.S. or B.A.		5 Yrs. College		M.S. or M.A.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than \$500			*1	2.5								
\$500 to \$999					*1	2.5						
\$1000 to \$1999	2	5.0	6	15.0								
\$2000 to \$2999	2	5.0	8	20.0	*3	7.5						
\$3000 to \$3999					3	7.5	2	5.0				
\$4000 to \$4999					3	7.5	5	12.5			1	2.5
\$5000 to \$5999									2	5.0		
\$6000 and over											1	2.5

*Part- or half-time workers

Table 6 shows that the more educational background these 40 selected employed mothers had, the higher their salaries were. Twenty three of these working mothers earned less than \$3000 a year, whereas 17 mothers earned \$3000 or more a year.

When the 40 employed mothers were interviewed, they were asked if they would mind giving their salaries in pre-determined ranges of \$500 to \$1000. The entire group of 40 gave this information.

All of the 11 mothers who held Bachelor of Science degrees, or higher, received \$3000 or more a year. No mothers with less than two years of college earned as much as \$3000 a year. Two mothers who had five years of college and one mother who held a master's degree earned \$5000 or more a year. These three mothers were teaching school. One mother, also a teacher who held a master's degree, earned almost \$4999 a year. Mothers who had Bachelor of Science degrees and earned \$4000 to \$4999 included three school teachers, one civil service employee, and one serologist. One of the two mothers with a Bachelor of Science degree who earned \$3000 to \$3999 a year was a social case worker and one was a teacher.

Three mothers with two years of college were earning \$4000 to \$4999 a year. One of these mothers was an employment counselor and the other two were both teachers. Three mothers who were registered nurses and had the equivalent

of two or more years of college were earning \$3000 to \$3999 a year. Three mothers with two years of college training, who were employed part time or half time, were earning \$2000 to \$2400 a year. Two of these mothers were bookkeepers and one was a clerk-typist. One mother who had gone two years to college was doing part-time work as a library clerk just to be with other people. This mother earned \$500 to \$999 a year.

Eight mothers with high school educations earned \$2000 to \$2999 a year. These mothers were engaged in a variety of occupations and their salaries ranged from close to the \$2000 low to the high of \$2999, depending on their particular employment. Two of these eight mothers were employed as bookkeepers. The other six mothers in this salary bracket were engaged in the following pursuits: florist, department store clerk, beautician, bank teller, receptionist, and as a doctor's assistant but not as a nurse.

Six mothers who had no more than a high school education were earning \$1000 to \$1999 a year as full-time workers. They were doing various types of work which determined the amount of their salaries within the \$1000 to \$1999 wage scale. These six mothers were working as a stenographer, a secretary, a library clerk, a receptionist, or a department store sales clerk, while one mother was packaging frozen food in the local food freezing plant.

Only one mother with a high school education who was a part-time employee as a bookkeeper earned less than \$500 a year.

Two mothers with no more than a grade school education were earning \$2000 to \$2999 a year. One of these mothers worked as a sales clerk in a dime store and said that she earned less than \$2500, whereas the other mother was self-employed and said that she earned more than \$2500 a year. Two mothers with grade school educations earned from \$1000 to \$1999 a year. One mother's employment was processing food for freezing in the local frozen foods plant. The other mother was employed half time as a cook in a nursing home.

One mother with no more than a grade school education wanted to secure a better paying job than she had, but she said that her lack of education stood between her and higher paying employment.

Working Mothers' Greatest Problems

When these 40 selected employed mothers in Malheur County, Oregon, were asked what they considered to be their greatest problem or problems as working mothers, four mothers said that they could not think of any at all. This was not the answer given by the other 36 mothers. They all had problems.

These 36 mothers said their greatest problem was good management of their time to get everything done. Thirteen mothers complained of lack of time for their families. Five more mothers said that finding time to do things that they personally enjoyed was a problem. Six mothers found meal preparation a big problem when they got home from work late and tired. Three of these 40 employed mothers said that just the fact that they got too tired from trying to keep up with two jobs was their greatest problem.

Seven more mothers said that having no one at home after school was a great problem to them. What to do when children became ill or had to stay at home alone worried five mothers greatly. The children's summer vacations were a problem to three of the employed mothers.

Only one mother said that one of her big problems was how to get a better job without a high school education.

Summary

From the analysis of data gathered in interviewing 40 selected employed mothers in Malheur County, Oregon, regarding some of their homemaking practices and problems, it is obvious that they have complex problems and have had to adjust their homemaking practices in order to carry on the dual role of being homemakers and workers outside their own homes. The personal lives of the family members, the

homemaking practices of the employed homemaker and her family, the family attitudes, the effects of the mothers' working, and what the employed mother's income means to the total family picture all have a bearing on the home-making problems of the employed working mother.

CHAPTER IV

IMPLICATIONS FOR
TEACHING HOMEMAKING IN SECONDARY SCHOOLS

This study was an investigation of the homemaking practices and problems of selected employed mothers in Malheur County, Oregon, in order to provide implications for teaching homemaking in secondary schools. It was based on this hypothesis: If working mothers with children have complex homemaking problems and need to adjust their homemaking practices, high school homemaking education needs to prepare students for the dual role of being homemakers and workers outside their own homes.

This study has made evident that in Malheur County, Oregon, 40 selected employed mothers with children have complex homemaking problems and that they have had to adjust their homemaking practices in order to succeed in their dual role of being homemakers and workers outside their own homes.

In light of the data presented in Chapter III, there are several implications for homemaking education.

1. High school homemaking classes should include learning experiences which would help teenagers recognize some of the problems of employed homemakers who have children at home. There were several factors which created problems for employed homemakers. The hours during which

mothers were employed, the amount of time that they were employed, the number of days and the days of the week they worked were first considerations.

High school homemaking students may need to talk with different employed mothers to determine some of the actual problems which result from the hours during which these mothers are employed. At the same time other groups of homemaking students may need to talk with mothers who work part time, half time and full time to learn what problems occur because of these different types of employment. While these homemaking students are asking these questions, they should also ask the 40 employed mothers how the number of days and the days of the week which they work cause problems.

Homemaking classes should, then, find it profitable to discuss these findings and try to deduce if any of these problems might be either eased or eliminated. The homemaking class members may want to follow through by asking some of the employed mothers to put into practice the class recommendations and determine which, if any, of these suggestions would be practical and helpful.

The 40 employed mothers who had hours of employment which permitted them to be home before their children went to school and/or when they reached home after school did not have the same child care problems that would face

mothers who could not be at home during those times. Mothers with full-time employment had different problems than mothers with part-time employment. The number of days and the days of the week mothers worked away-from-home obviously created various problems.

Members of high school homemaking classes may profit from listing what they like about having their mothers at home when they return from school as compared to how they feel about going home to an empty house.

In the area of child care, buzz groups could list the needs of small children and how they should be taken care of when parents are not home. A play-school would be a most valuable class experience. Class members may also gain much from visiting and observing local nursery schools or kindergartens if they are available. The homemaking teacher should encourage selection of child care as a home experience or home project for a class report, or as a project for Future Homemakers of America.

The amount of time the families of employed mothers had together at home created problems too. Many of the 40 employed mothers said that they did not spend any time away from home other than working time and time necessary to go to and from work, and neither did their husbands. Such home life may create some community and family

problems that could be almost as big proportionately as the family problems created by parents who spend most of their free time away from home.

High school homemaking classes could effectively use socio-dramas to direct student attention to every families' obligations to the community in which they live. These socio-dramas may also be used to point out community obligations to the families who make up the society of a community. Class discussions of such questions as why it is important to have parent and community support for such groups as parent-teacher associations, and who should be doing the essential volunteer community service projects should make students more aware of the interdependence of family and community relationships.

In the 40 employed mothers' homes, the size of the family, the ages of the family members, and the state of their health created varying problems. The attitudes of the family members toward mothers and their work, and toward the extra responsibilities they had to assume because of mothers working may raise several problems for employed mothers. The mothers said that their state of tiredness or frustration often led to family problems.

To help students understand their attitudes toward their mothers' working, the teacher of high school homemaking classes may use role-playing in setting up valuable

learning experiences. Another teaching device would be the use of case problems as illustrated by the 40 employed mothers. The homemaking teacher may need to give the classes a paragraph presenting a specific problem or problems and ask the class members to write their solutions. The use of selected magazine stories is an objective approach. Analysis of these stories could point out why the various characters behaved in the ways they did, what forces caused conflicts and what other ways the characters could have behaved under the circumstances. All of these suggested teaching methods should be used with class discussions to have the best learning experiences.

2. High school homemaking classes should include learning experiences which would help class members to understand better how to assume added home responsibilities when their mothers are employed. The 40 selected employed mothers disclosed in their interviews that the members of their families were assuming more responsibilities in all areas of homemaking since they were working. At the same time, the biggest problem of nearly all of the 40 employed mothers was how to manage their own time to get everything done.

High school homemaking classes may need to do some time and motion studies of common household tasks. They may also need to do housekeeping job analysis to determine

what tasks need to be done; what tasks could be eliminated or curtailed; who would be responsible for certain household duties; when these housekeeping chores should be done; and finally, how would be the best way to do these household assignments.

In a family centered homemaking program, homemaking classes should help students realize that they are members of a family team with no substitutes. The success of this team depends on whether or not each one can be relied on to do his or her assigned tasks regularly and well.

High school homemaking classes provide an excellent opportunity for serious class study and discussion of desirable traits of family members. Reliability and promptness in carrying out home responsibilities, as well as good family and individual attitudes, should help students understand how they can be better family members. The homemaking teacher should point out that family councils may help all family members realize the importance to the entire family of inter-family cooperation. Minute-dramas would show how everyday thoughtfulness and consideration for the rights of others in the household will lead to closer and more enjoyable family experiences.

In order to teach present-day students to assume a realistic role in the homes of their parents and to prepare for a dual role when they become employed homemakers,

efficient basic homemaking skills should be incorporated into high school homemaking classes of all levels. Stress should be placed on the organization of major homemaking activities.

Many of the 40 selected employed mothers said that the eating habits of their families had changed when they began to work away from home. Their food costs in most cases had been raised, they were doing less meal-time entertaining and everyone in their families had to help with meal preparation and cleaning after meals. Most of these same 40 mothers said that their housekeeping habits had also changed. Some mothers tried to keep house just as they had when they were not working, whereas some mothers did not try to keep house as well in order to spend more time with their husbands and children. Laundry procedures for most of the 40 selected employed mothers had changed too. New equipment had permitted most of these mothers to get the clothing washed, but washing was done at different hours of the day and more often when these mothers were working outside their homes.

In light of these data, high school homemaking classes will be able to gain valuable learning experiences through home projects or home experiences. These should be for either class credit or for Future Homemakers of America projects.

In the area of meal preparation, the homemaking teacher may want to have classes take field trips to local grocery stores to compare prices of fresh, frozen, canned and dried foods. Other class projects would be visiting grocery stores to discover new food products and new pre-prepared foods and comparative costs. Class members may want to work in groups to determine the cost of preparing some particular food, such as cakes, from recipes with careful notations of time used, costs and quality of finished products. At the same time, other class groups should be working with prepared packaged cake mixes with careful notations of time used, costs and quality of finished products. Comparisons of the findings of these studies should be important to the class members, their mothers and other family members.

Time and motion studies involving the placement of kitchen equipment near centers of most frequent use such as mixing centers, range centers and sink centers should be interesting and worthwhile homemaking class activities. The study of nutrition may include not only food values but menu planning done by groups of class members to suit different nutritional needs. Talks by hospital dietitians and/or visiting diet kitchens of local hospitals would be good ways to impress on homemaking classes the importance of balanced nutrition.

Some possibilities while teaching food preservation may be in the form of field trips to frozen food processing plants and commercial canneries. Homemaking class members might go together to a local custom cannery and actually prepare a can or cans of non-acid foods as well as other foods for preservation.

High school homemaking classes may need to conduct a survey to determine how the use of various kinds of household equipment can save time in doing homework. Consumer reports and mail order catalogs may be used for price comparisons, and possibly, for performance qualities of many different kinds of household equipment. Classes could determine divisions of housework according to ages of family members and the time necessary and/or available for carrying out these tasks. The homemaking teacher should help students become aware that standards for housekeeping may be lowered; if by doing so, the standards for family relations are increased.

If laundry equipment is not surveyed with other household equipment for price, performance and availability, the same survey methods as previously mentioned may be employed. After visiting a commercial laundry, a self-service laundry, and discussion of home laundry methods, groups of class members could work up comparison reports for each of the three major laundry methods. This comparison report

should include advantages and disadvantages of all of the laundry situations.

The 40 employed mothers, excepting for two mothers who did not own sewing machines, said that less home sewing was being done since they were working. These same mothers also said that their daughters were doing more sewing at home for themselves than they formerly did. The members of the families of these working mothers, for the most part, had more clothing per person and more ready-made clothing.

High school homemaking classes may need to teach students basic sewing skills at lower grade levels. More study of wise consumer buying practices may be done at higher grade levels. Use of fabric kits, for textile studies and finishes of fabrics, during class time will be helpful to the students in understanding, in part, why some of their garments give satisfaction while other garments do not. A class tour of local dry cleaning plants will further help students to understand wearing performance and durability of finishes of garments and fabrics, as will group field trips to local department stores for study of price, selection, quality and labels pertaining to available fabrics. Demonstrations by local representatives of sewing machine companies are usually very educational.

Teacher demonstrations of techniques of sewing and fabric qualities are not to be overlooked.

Class evaluation of ready-made clothing brought to school for examination of fabrics, construction, suitability of designs for uses and fabrics, as well as cost of garments, will help the class members to do more selective clothing buying. Comparison studies may be made between similar ready-made and hand-made garments as to cost, quality of construction and fit.

Advanced high school homemaking classes may do little actual clothing construction, concentrating instead on the care and repair of clothing. They may study clothing selection and wise consumer buying practices of both ready-made garments and fabrics, and supplies for hand-made clothing. Finally, they may establish minimum clothing needs and budgets for different income levels and family sizes.

Homemaking classes should help students to realize their own capabilities and skills in order that they will be encouraged to make some volunteer efforts to assume added home responsibilities when their mothers are working. Home projects, or Future Homemakers of America projects may be helpful in realizing this goal. Many times mothers will become involved in home learning experiences, through their daughters' home projects, that would never have come about

otherwise. Home experiences may help students to develop an awareness of individual family problems and some of the factors which cause these problems. This should help students to understand better how to assume added home responsibilities when their mothers are employed.

3. High school homemaking classes should try to help girls develop better homemaking practices in preparation for possible future employment while they are mothers.

Time management or not being able to get everything done that they thought should be done was the greatest problem with which these 40 employed mothers had to cope. Learning experiences in all high school homemaking classes need to emphasize the organization of homemaking responsibilities to make wise use of time and energy. Opportunities for learning and practicing basic techniques in homemaking skills should be provided in homemaking classes as well as in home experiences or home project programs. Home projects provide opportunities for actually practicing homemaking skills. An excellent learning experience for students would be to take the responsibility for doing the total family food shopping for a prescribed length of time. This would involve both spending of money and food selection as might be practiced at some future time when they may be employed mothers.

Homemaking education has a dual role to perform. In high school homemaking classes it is important to foster pride in homemaking as a full-time career. Homemaking teachers by their own attitudes can do much to institute such pride. The use of selected magazine articles may also help bring out the importance of full-time homemaking as a career. It is necessary to help family members develop skills which will bring them a sense of achievement and enable them to accomplish homemaking tasks with a minimum of effort and frustration. And finally, it is very important to encourage a sense of creativity in homemaking.

On the other hand, it is also important for homemaking education to foster pride in work that is done outside the home. It is important for family members to desire to be employed, for that is the way in which a society progresses. Lastly, it is very important to encourage students to obtain all the education possible to prepare for working whether or not individuals plan to work in the future. No one can foresee what their future may hold.

High school homemaking classes may want to conduct a brief survey of families represented in class who have employed mothers. The purpose of such a survey would be to show students the need for being prepared for possible future employment while they are mothers. Class discussions should be held to bring to light the fact that many

mothers may become employed because of separation or divorce from their marriage partners, or they may be widowed. Students need to understand that a mother is, then, assuming a triple load.

Only one mother said that raising their family standard of living was the reason why she wanted to work away from home. Many mothers said that they started working to increase the financial status of their families. The frequency of this reason for working disturbs the writer very much.

It is true that these mothers said that their families helped more with home responsibilities, that they were working to provide educations for their children. But are they trading on false values, are they sacrificing healthy family relationships and attitudes for material gain? It is also true, however, that some of them saw the effects on their children of their working outside their homes. Many mothers recognized the need for being at home to provide for the requirements of their children both materially and in the areas of attention and affection. Other mothers seemed to have a fine quality of relationships with their family members so that the time that they were at home made up somewhat for their not being with the children more. Some mothers were disturbed by the lack of time that they had to spend with their husbands and to help their husbands in their work.

Time and money management should be major areas of study for high school homemaking classes so that necessary homemaking tasks, as well as personal, family, and social activities can all be carried on with as little frustration and as much satisfaction as possible for all concerned. Homemaking education needs to help students in high school homemaking classes take an objective and penetrating look at the values involved in the dollar gain versus loss of relationships both at home and in their community activities. High school homemaking classes may use case problems which are impersonal, thus allowing students to be objective in their decisions and discussions of the values involved. Students may see the importance of good family and personal relationships and values by writing an original case problem for class solution and discussion. Another method of helping class members to decide what are some healthy and satisfactory standards of values may be student compositions or personal check lists of values which they decide are important to them.

4. Boys' homemaking classes need to be provided in every high school to help boys develop an understanding of their roles as present-day family members, as future fathers and as future husbands of employed homemakers.

In view of the fact that the 40 selected employed homemakers said that all of the members of their families were

assuming more responsibilities in all areas of homemaking when they were working, boys should be included in the high school homemaking program. Many mothers said that their husbands did cooking of meals, as well as the buying of food, helped with the care of their children and did much of the heavy household cleaning. These same mothers said that their husbands usually liked to buy their own clothing.

In the light of these data, it seems that boys may need the same basic training in many areas of homemaking that is given girls in high school homemaking classes. High school homemaking classes for boys should, through class group work, provide opportunities for these boys to talk with employed mothers about different homemaking activities. Class discussions of their findings may help these boys to develop a better understanding of their mothers' role in their homes. All of these discussions will need to be done from a masculine point of view on homemaking. Fathers who are husbands of employed mothers should be interviewed regarding their roles in the home.

In the area of meal preparation, not only basic cooking techniques, but outdoor cookery methods too should be taught. It might be wise in clothing classes not to stress clothing construction but rather clothing care, repair, selection and buying.

High school homemaking classes for boys should help them learn basic skills in homemaking practices. Boys should also be given help in developing an understanding of how they can become better family members in the homes of their parents. High school homemaking classes for boys may also use the solving of case problems and the analysis of selected magazine articles in reaching desirable attitudes and establishing satisfactory and wholesome standards of values. Class study and discussion of desirable characteristics in boys and men, or those characteristics that girls want in a husband, and visa versa, will be interesting and eye opening to many of the boys in homemaking classes.

Because the 40 selected employed mothers most often gave financial need as the reason for starting to work outside the home, boys will need to be reminded that their major role in life will be to support themselves and/or their families. High school homemaking classes should have learning experiences which will help boys to realize the importance of educational background as related to higher income levels when they will have to provide for their own households. Boys should be helped to develop an understanding of their roles as future fathers as well as future husbands of employed homemakers.

5. High school homemaking classes should include learning experiences which will help students recognize and judge intangible values involved in personal life, family life and homemaking in general. Almost one fourth of the 40 selected employed mothers decided to work away from home in order to purchase material goods for their families. Homemaking classes should provide learning experiences which will help students to recognize and establish desirable standards of values for all areas of homemaking and living. The methods discussed previously for class members to judge value standards as related to money and personal relationships should be just as effectively used in judging intangible values involved in personal life, family life and homemaking in general. Outside speakers such as lawyers, juvenile officers and successful women who are also homemakers will be excellent resources to reinforce reference readings for understanding how to choose values.

Because financial need was the reason most often given by the 40 selected working mothers for seeking employment outside their homes, the importance of class discussions of ways and means which will enable families to stay within their incomes should not be overlooked.

High school homemaking classes may have valuable learning experiences from setting up sample household

budgets for different income levels as well as different sizes of families. Outside speakers for homemaking classes will be most informative. Such speakers may include life insurance representatives, local bankers and merchants.

In order to understand, to some extent, how many of the employed homemakers' problems arise, there should be a background study in high school homemaking classes of both intra-and-inter-family relationships, with special emphasis on the rights, privileges, and obligations of different family members. This family life study should fully discuss and appraise standards of value which should be important, in varying degrees, to individual family members, as well as the entire family unit.

High school homemaking classes may find the listing of personality traits that students like in some favorite girl and in some favorite boy revealing of their own personality problems. Role-playing and minute-dramas will be effective learning devices here too.

6. High school homemaking classes should help girls to realize the importance of being educationally prepared for work. How to get a better job with a limited educational background was the greatest problem faced by one of the 40 selected employed mothers. Others of the mothers did not say that this was a problem to them; however, one of the most frequent reasons given for working by these 40

employed mothers was that they were saving for their children's education. Clearly they recognized the importance of maximum education for their children as job insurance for their children's future.

High school homemaking classes for seniors have been concerned with helping students prepare for marriage as their future role in life. Because marriage is no longer a separate career but is being combined with employment outside the home, high school homemaking classes should provide learning experiences which will help to prepare class members for their future dual role.

Students may have many valuable learning experiences through studies of careers and job possibilities. The guidance person in the high school will have much printed information which the students should use as resource material. Other resource material may be gained from visiting the employment office to learn educational requirements for jobs that the students may be interested in obtaining or qualifying for at some time. Group surveys of jobs available to women in local areas, as well as the educational requirements and salaries paid for these positions will be enlightening to class members. Outside speakers who will tell the homemaking classes all of the qualifications they look for when hiring employees may impress on class members the importance of educational background when they seek employment.

Analysis of the relationship of the 40 selected employed mothers' education to the salaries which they received points out the fact that the more educational background these 40 mothers had, the higher their salaries were. High school homemaking classes should help class members to realize the importance of getting as much education as possible in order that they will be educationally prepared for work.

SUMMARY

The analysis of data in Chapter III revealed that the 40 selected employed mothers in Malheur County, Oregon, with children at home, did have complex homemaking problems and had found it necessary to adjust their homemaking practices.

In the light of these data, the implications for homemaking education are:

1. High school homemaking classes should include learning experiences which would help teenagers recognize some of the problems of employed homemakers who have children at home.
2. High school homemaking classes should include learning experiences which would help class members to understand better how to assume added home responsibilities when their mothers are employed.
3. High school homemaking classes should try to help girls develop better homemaking practices in preparation for possible future employment while they are mothers.
4. Boys' homemaking classes need to be provided in every high school to help boys develop an understanding of their roles as present-day

family members, as future fathers and as future husbands of employed homemakers.

5. High school homemaking classes should include learning experiences which will help students recognize and judge intangible values involved in personal life, family life and homemaking in general.
6. High school homemaking classes should help girls to realize the importance of being educationally prepared for work.

BIBLIOGRAPHY

1. Does it really pay for the wife to work? United States News and World Report March 15, 1957, p. 154-158.
2. For American families: A pattern that is changing... United States News and World Report Jan. 24, 1958, p. 88-89.
3. Norris, Louis W. The role of women in American economic life. Association of American Colleges Bulletin 42:51-60. March 1956.
4. Nye, F. Ivan. Two-job mothers. National Parent Teacher November 1957, p. 16-18.
5. Oettinger, Katherine Brownell. A social worker considers the individual in society. National Parent Teacher January 1958, p. 5.
6. Taylor, Harold. New curricular needs of women. Association of American Colleges Bulletin 44:95, 98, 101. March 1958.
7. U. S. Dept. of Agriculture. Institute of Home Economics. Agricultural Research Service. The outlook for 1959. Family Economics Review, Dec. 1958, p. 1-29.
8. U. S. Dept. of Labor. Women's Bureau. Handbook on women workers. Washington, 1956. 96 p. (It's bulletin no. 261)
9. Webster, Dr. Marjorie F. We must educate our girls. National Business Women 36:11-12. Dec. 1957.

APPENDIX

Letter of explanation sent to 50 employed mothers.

Ontario, Oregon
Date

Dear Mrs.

Being a working mother myself, I am well aware that you, also a working mother, have many problems in managing your home, taking care of your family, and at the same time working away from home. You no doubt have found some valuable solutions to these problems. As a homemaking teacher, I am sincerely interested in how other working mothers manage. I want to get your ideas in order to do a better job of teaching and preparing students in my classes to be ready for combining homemaking and working should they too become working mothers.

Would you be willing to give me some time and information about how you combine homemaking and employment away from home? One hour, at some time when it is convenient for you to sit down and talk with me, will be sufficient, and I will greatly appreciate it.

A card is enclosed for you to indicate your willingness to fit such a visit into your busy schedule.

Most sincerely,

(Mrs.) Hazel D. Anderson
Home Economics Department
Ontario High School
Ontario, Oregon

Reply card enclosed with letter of explanation sent to mothers.

Please check, sign, and return by (one week's time) if possible.

I will _____, I will not _____ be willing to talk with you, and you may call me to make arrangements for a time convenient to me. My phone number is _____. Since I have no phone, you may come to my house to make arrangements.

Signed _____

(Space for adequately writing in replies has been eliminated in this copy of the questionnaire which was filled out by investigator during the interviews.)

- ___ Full time ___ Part time ___ Half time ___ How long
in present employment?

5. Where do you work?
6. What do you do?
7. The family living at home:

Family members relationship	Age last birthday (Parents in 10-yr. brackets)	Education		Occupation	How long in present position
		Grade completed or now attending			

(Seven lines on original questionnaire)

8. What hours do you work away from home? AM to AM
 PM PM
9. How many days per week do you work away from home?
10. What is the average number of hours you are away from home per day when you work, including the time necessary to get to-and-from job, or shopping stops enroute?
11. Did you work before accepting your present job? Yes

No

*If yes, what did you do?

*These questions have no direct bearing on the thesis but were asked to put interviewee at ease.

12. How long do you plan to work?

13. Why did you decide to work?

- | | |
|--|---|
| <input type="checkbox"/> Buy a car | <input type="checkbox"/> Rather not do house-work |
| <input type="checkbox"/> Didn't find complete satisfaction in not using training for job | <input type="checkbox"/> Save for children's education |
| <input type="checkbox"/> Enjoys working | <input type="checkbox"/> To be with other people |
| <input type="checkbox"/> Feel you are better family member when working | <input type="checkbox"/> To buy a home |
| <input type="checkbox"/> Financial need | <input type="checkbox"/> To buy home furnishings |
| <input type="checkbox"/> Husband unemployed | <input type="checkbox"/> Wanted to get away from home |
| <input type="checkbox"/> Illness in family | <input type="checkbox"/> Wanted to have same things as friends or neighbors |
| <input type="checkbox"/> More clothes for family | <input type="checkbox"/> Wanted to use training |
| <input type="checkbox"/> Pay off debts | |
| Other | |

14. Do you like your present employment?

- ☐ Very Much ☐ Not Much ☐ Some ☐ Yes ☐ No
- Other

15. Approximate number of hours other employed family members:

	Work away from home		Spend at home per week		Spend away from home per week	
Husband	AM	AM	PM	PM		
Wife	AM	AM	PM	PM		

16. Does your job require you to have?

- ☐ Yes ☐ No Any special training
- ☐ Yes ☐ No Any special skill
- ☐ Yes ☐ No No special education
- ☐ Yes ☐ No No other preparation
- Other

17. Now that you have been working for (length of time), I wonder if you will tell me what adjustments or changes you have had to make in these areas of management of your time.

Scoring: 1--Always 2--Usually 3--Occasionally
 4--Never 5--Some
 M--Mother D--Daughter F--Father
 G--Grandmother S--Son O--Other

17A. Meal Preparation

 Yes No Have the eating habits of your family changed from when you were not working?
 How?

 Yes No Are food costs higher?

 Yes No Are food costs lower?

 Yes No Do foods cost about the same?

 Plans menus

 Purchases foods

 Prepares breakfast

 Prepares sack lunches, if any

 Prepares lunch, if any

 Prepares evening meal

 Cleans up after breakfast

 Cleans up after lunch, if any

 Cleans up after the evening meal

 Does food preservation, as canning or freezing

 Yes No Any additional help hired?

 Full time Part time

 Occasionally Days per week AM
 PM

Other

17B. Housekeeping

☐ Yes ☐ No Have the housekeeping habits of your family changed from when you were not working? How?

☐ Yes ☐ No Do you try to keep house as well?

☐ Yes ☐ No Do you give more time to husband and children and let housework slide?

Who is responsible for keeping own room clean?

☐ Everyone ☐ Son ☐ Daughter ☐ Others

☐ Mother ☐ Father

Who is responsible for keeping other areas of home clean?

☐ Yes ☐ No Do you hire cleaning done?

☐ Once per week ☐ Occasionally

☐ Never ☐ Other ☐ Daily

Other

17C. Laundry

☐ Yes ☐ No Have the laundry methods or procedures for your family changed from when you were not working? How?

Who is responsible for doing washing?

Who is responsible for doing ironing?

Who is responsible for doing pressing?

☐ Yes ☐ No Is laundry sent out?

☐ Once per week ☐ Once every

☐ Occasionally ☐ Never

Just part of the laundry, such as

☐ Yes ☐ No Do you hire help to do laundry at home?

☐ Sometimes ☐ Often ☐ Regularly

Other

☐ Yes ☐ No Do you hire help to do ironing at home?

☐ Sometimes ☐ Often ☐ Regularly

Other

17C. (cont.)

Do you wash ☐ more often ☐ less often ☐ about the same now?

What type of laundry equipment do you have?

☐ Dryer ☐ Wringer
☐ Washer

☐ Automatic washing machine

☐ Combination washer-dryer ☐ Ironer ☐ None

☐ Yes ☐ No Do you use the local self-service laundry?

17D. Clothing

☐ Yes ☐ No Is sewing done at home now?

☐ Yes ☐ No Was sewing done at home before you started to work?

If sewing is done at home now, who does it?

☐ Yes ☐ No Do you hire sewing done?

☐ Occasionally ☐ Often ☐ Very often
Other

Who is responsible for doing the mending?

☐ Never do any

Do you buy ☐ more ☐ less ☐ about the same ready-made clothing since you have been working?

Do the members of your family have ☐ more ☐ less ☐ about the same amount of clothing per person since you have been working?

☐ Yes ☐ No Do you have a sewing machine?

☐ *Make ☐ *Electric ☐ *Treadle

Who does the clothing shopping now?

☐ Mother ☐ Father ☐ Mother and child

☐ Father and child ☐ Each does own

Other

17D. (cont.)

☐ Yes ☐ No Do you believe that it costs more to clothe your family now than it did before you started to work?

☐ About the same ☐ Less

17E. Child Care

Who takes care of pre-school children while mother works?

Who takes care of school-age children when mother not home after school?

☐ Yes ☐ No Do you hire a baby sitter during the

daytime ^{PM}
_{AM} ☐ Often ☐ Seldom

☐ Never ☐ Regularly

☐ Saturdays only ☐ All day

☐ Yes ☐ No Do you hire a baby sitter during the evening?

☐ Often ☐ Seldom ☐ Never

☐ Regularly ☐ Every evening

☐ Occasionally

Who is responsible for getting the children to bed?

Who is responsible for getting the children up and dressed in the morning?

Who is responsible for disciplining-at-home for:

☐ High school age children

☐ Grade school age children

☐ Pre-school age children

What adjustments or changes has the family needed to make since Mother has been working?

17F. Religious Life

Does all of your family attend the same church or Sunday School service?

☐ Together ☐ Often ☐ Only children attend
☐ Separately ☐ Regularly ☐ Only parents attend
 ☐ Seldom ☐ Mother and children
 ☐ Never ☐ Father and children
 ☐ Occasionally ☐ No one goes or belongs to a church

Other

☐ Yes ☐ No Has the Mother's working made any changes in the religious life of the family, as a family unit? How?

17G. Social Life

How do family members do things for fun or socially now as compared to when Mother wasn't working?
 (In case of long time worker, now as compared to what probably would be done if Mother were not working.)

☐ More ☐ Less ☐ Fewer ☐ None
☐ About the same

Other

Do you do the same types of social activities, as a family, now that you did before Mother started to work? (Same as above for long time worker.)

☐ Yes ☐ No ☐ Some ☐ Many ☐ Seldom
☐ More ☐ Less ☐ Other

Do you have ☐ more ☐ less ☐ about the same time for social activities?

What social events are not done when Mother works?

17G. (cont.)

What things do the family do together now?
(Score by numbers if possible)

- | | |
|--|--|
| <input type="checkbox"/> Attend athletic events | <input type="checkbox"/> Have relatives in for meals |
| <input type="checkbox"/> Auto rides | <input type="checkbox"/> Hunt for rocks or other artifacts |
| <input type="checkbox"/> Camping | <input type="checkbox"/> Movies |
| <input type="checkbox"/> Church socials | <input type="checkbox"/> Picnics |
| <input type="checkbox"/> Eat out at restaurant | <input type="checkbox"/> Read |
| <input type="checkbox"/> Entertain friends | <input type="checkbox"/> Scouting |
| <input type="checkbox"/> Fishing | <input type="checkbox"/> Take trips together |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Visit relatives |
| <input type="checkbox"/> Have friends in for meals | <input type="checkbox"/> Watch TV |

Other

18. What clubs or organizations in the community do you attend?
19. What clubs or organizations in the community does your husband attend?
20. What clubs or organizations do other family members, not sons or daughters, living with you attend?
21. What clubs or organizations in school and outside of school do your children attend?

Children	School activities	Outside of school activities
Daughters		
Sons		

22. Family Attitudes

What are the attitudes of family members toward Mother and her work?

- | | |
|---|---|
| <input type="checkbox"/> Ashamed | <input type="checkbox"/> Do not want her to work |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Gratitude for extra income |
| <input type="checkbox"/> Dislike her working | <input type="checkbox"/> Proud |
| <input type="checkbox"/> Does not make any difference to them | <input type="checkbox"/> Resentful |
| <input type="checkbox"/> Do not like to assume extra responsibilities | |

Other

What are the attitudes of family members toward Father with Mother working?

- ☐ Same as before ☐ Loss of respect

Other

How do family members feel about extra responsibilities and changes that have been necessary because of Mother's job?

- | | |
|---|---|
| <input type="checkbox"/> Accept cheerfully | <input type="checkbox"/> Resent |
| <input type="checkbox"/> Cooperate | <input type="checkbox"/> Work willingly |
| <input type="checkbox"/> Does not seem to make any difference | |
| <input type="checkbox"/> Have to be reminded of duties to be done | |

Other

Has Mother's working made any difference in the community attitudes toward her and her family?

- ☐ Yes ☐ No

23. What are the effects of Mother's working?

Discipline at home:

<input type="checkbox"/> No change	<input type="checkbox"/> Bigger problem
<input type="checkbox"/> Not as good as before	<input type="checkbox"/> Better than before
<input type="checkbox"/> No problems	<input type="checkbox"/> Is a problem

Other

Affection and attention:

☐ Yes ☐ No Is family as affectionate as before?

Who supplies most of the attention to younger members of family?

Who supplies most of the attention to older members of the family?

Who supplies most of the sympathy to younger members of the family?

Who supplies most of the sympathy to older members of the family?

Who usually listens to the problems of the individual family members?

☐ Yes ☐ No Have there been any personality changes in family members through attempts by a family member to get more affection, attention or sympathy? If yes, who?☐ Yes ☐ No Does being tired from outside employment make any difference in Mother's sensitivity to, or understanding of, the needs of her family for affection, attention, and sympathy as compared to when she wasn't working? How?

What effect has Mother's working had on the relationships among family members?

<input type="checkbox"/> Closer	<input type="checkbox"/> Farther apart	<input type="checkbox"/> No change
<input type="checkbox"/> More Less congenial	<input type="checkbox"/> About the same	

Other

23. (cont.)

Do you think that it would actually be better for your family life if you didn't work away from home? Why?

24. Does Mother's income:

☐ Yes ☐ No Actually add to total family income, or

☐ Yes ☐ No About break even with increase in taxes, food, clothing, hired help, travel expenses

☐ Yes ☐ No Actually make for a happier family life

☐ Yes ☐ No Actually make for a less happy home life

☐ Raises ☐ Lowers

☐ No change in family status in the community

Other

25. Would you mind telling me in which range your own income falls, and with which range your total family income falls?

Mother's Income

☐ Less than \$500

☐ \$500 to \$999

☐ \$1000 to \$1999

☐ \$2000 to \$2999

☐ \$3000 to \$3999

☐ \$4000 to \$4999

☐ \$5000 to \$5999

☐ \$6000 and over

*Total Family Income

☐ Less than \$2500

☐ \$2500 to \$4999

☐ \$5000 to \$7499

☐ \$7500 to \$9999

☐ \$10,000 and over

26. What do you consider your greatest problem as a working mother?