

/HOMEMAKER SERVICE DEMONSTRATION TRAINING PROJECT/  
PROFILE OF INQUIRIES

by

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## INTRODUCTION

### Homemaker Service Demonstration Training Project Described

The Homemaker Service Demonstration Training Project is one of seven pilot projects under the supervision of the National Committee on Household Employment aimed at developing, promoting and elevating the status of household related services (U.S. Department of Labor News, 1968). The project is funded under Title I (Experimental and Demonstration Projects) and Title II of the Manpower Development and Training Act of 1962 (PL 87-415). It is under contract with the United States Department of Labor and the Office of Education, Department of Health, Education and Welfare. The initial contract was for one year beginning March 15, 1968. This was extended to May 31, 1969, and then refunded for a second year which was designated Phase II.

As early as 1959 a committee from the Riley County Council of Social Agencies had made efforts to establish homemaker service in the county. Their efforts had failed to develop a significant program. The group learned in 1963 of the availability of Federal matching funds to assist homemaker service if need for the service was established. The County Extension Home Economist, a member of the Council and a graduate student in Family Economics, undertook a study to estimate this need. Her initial effort was to contact community leaders and learn from them whether families would have used homemaker service had it been available. The results reflected the leaders inability to think in terms of a viable program of homemaker service and were too low to be acceptable. It was noted that

many leaders referred to cases involving hospitalization. A second survey was made of persons who had been hospitalized the previous year. This mail survey used a postcard-size booklet with line drawings describing the potential of homemaker service and a return postcard permitting the recipient to check whether they would have used homemaker service during or after hospitalization. As a result, the estimated need for Riley County was forty full-time homemakers or one for every 1,000 population. These figures were extended to the State of Kansas to show an estimated need for 2,000 full-time homemakers (Moore, 1965).

These results were presented to the Advisory Committee to the Division of Services for the Aging, State Department of Social Welfare. The Committee suggested that the report be presented to the State Board of Social Welfare with recommendation that homemaker service be incorporated into the state plan as a recognized service. The State Board of Social Welfare accepted the report, adopted the recommendation and requested civil service classifications for Homemaker and Household-Aide. Thus it became possible for counties to employ homemakers on their staff.

The next step in the development of homemaker service for Kansas was to establish a training program so the level of performance of homemakers would meet the expectations of service. Project proposals were submitted to the newly created Administration on Aging because of interest expressed by the Division of Services for the Aging and a resolution adopted by the Kansas Citizens Council on Aging, Inc. The Administration on Aging did not accept the project for funding but did contact the National Committee on Household Employment. The NCHE included the project with six others in a proposal for pilot programs to improve the status of women in household employment for

funding by the U.S. Department of Labor and the Office of Education, U.S. Department of Health, Education and Welfare.

The seven projects have different goals and programs. With the exception of the Kansas and Chicago projects, all projects are in the East. The Chicago project, sponsored by the YWCA, trains women as household technicians or home-management specialists and develops workshops for potential employers. The Washington Urban League, Alexandria, Virginia, has as its goal establishment of a cooperative organization for their trained household workers. The project of the Ethnic Foundation, Pittsburgh, is designed to develop a firm offering household services as fringe benefits to executives and other employees of large corporations. Household Management, Incorporated, New York, is a private employment agency placing their trained household technicians with housewives as well as business firms. Household Employment Association for Re-evaluation and Training in Philadelphia trains, places and provides post-placement assistance for household technicians. The Boston Women's Service Club sponsors a project to train, place and provide post-placement services for Southern Negro migrants to Boston (NCHE, n.d.).

The Kansas project trains mature women to assist families in times of stress and crisis. The project's basic objectives are to:

- (1) establish an expectation of high quality performance and standards for all who care for the aging and other families,
- (2) provide a nucleus of trained homemakers to meet the need of families, including the aged, during periods of stress,
- (3) develop through experimentation a prototype training program adaptable to junior and state colleges in Kansas and other states,

- (4) ultimately relieve the center of training homemakers so it can concentrate on preparing professionally trained staff for other training centers.

A fifth objective, added the second year for Phase II, is to:

- (5) upgrade household employment for homemakers through job development.

Announcement of the funding of the seven projects under supervision of NCHE was made in a press release from the U.S. Department of Labor on March 13, 1968. NCHE worked to develop press coverage of the seven projects. As a result of this, HSDTP gained a measure of national recognition. When the projects were initiated, a notice appeared in the Journal of Home Economics (1968). A short article appeared in Parade (Rogers, 1968), a Sunday newspaper supplement. House Beautiful (MacDonald, 1969) published a two page article describing the seven pilot projects and the National Council of Catholic Women published an article in their Word magazine (Christensen and Schlick, 1969). Copies of the articles are in Appendices C, D and E.

As a result of the publicity, many inquiries were received by the Kansas project. Of these, seventy-five were inquiries about operation of the project. These letters of inquiry are the subject of this study. Two-thirds of the letters gave no indication why the inquiry was being made or how information might be used. Most simply requested whatever information was available. Each letter was answered with a letter enclosing a printed brochure describing the training program (Appendix A).

#### Related Studies and Reports

Contracts for this project require regular quarterly reports and other reports that document significant data on the project. These are filed

with NCHE, Department of Labor and Department of Health, Education and Welfare. In addition, in-depth studies were made to develop certain aspects of the project and to fill gaps in literature available on homemaker service and training. To date, there have been four research reports including this one.

The Project Coordinator studied the first thirty-five graduates to determine the effect of training (Zimmerman, 1969). She was concerned with the trainees' personal development, professional development and subject matter achievement. She concluded that training helped to qualify graduates to get and hold jobs, developed their feelings of dignity for working as homemakers and helped them achieve high levels of performance on the job.

To meet the need for better data on cost-savings benefits available through the use of homemaker service, especially for a small rural county, Nordstrom (1969) undertook a study of the use of homemaker service in Ottawa County, Kansas. She found that homemakers were money-savers for the County Social Welfare Department. In two instances, use of homemaker service saved the county over \$11,000 in one year as compared to alternate care such as foster homes and nursing homes. This study has served to encourage county boards of social welfare to give serious consideration to incorporating homemaker service in their programs.

The evaluation instruments and methods used in the training program were the subject of the study by the Teaching Coordinator (Kennedy, 1970). She found the evaluation instruments were a critical part of the training program but that none was in itself adequate. She suggested using a combination of instruments to insure balance in assessing growth, development and attitude change. She also considered evaluation an integral part of the educational experience and advised that evaluations be considered in the context of their contributions to the total program.

As noted in the objectives of the project, a major responsibility is the development of a program adaptable to other training institutions. To this end, a training manual is being developed by the Teaching Coordinator to contain lesson plans found appropriate for this project. A monograph is also being prepared by this author to serve as a guide for agencies and individuals wishing to establish training programs. Such a guide, if it is to be useful for others, must answer questions uppermost in inquirers' minds and not be merely a narrative on administration of the Kansas project. Because of the lack of specific questions in the letters of inquiry, the staff did not know what information was wanted by inquirers or what organizations would be interested in this information. The staff was aware that most writing on homemaker service and training did not include specific information on funding, facilities, staff or steps to be taken in developing a program. To insure that specific questions were answered, it seemed appropriate to make a careful study of the inquiries resulting from national publicity.

### Objectives

The specific objectives of this study were: to identify the characteristics of those inquiring about the project, to determine the type of information desired by inquirers and to estimate potential involvement of inquirers in homemaker training and service.

### PROCEDURE

#### Selection of Population

Examination of the inquiries about HSDTP revealed three categories of inquirers: (1) persons who were potential trainees, (2) persons seeking information to be used by potential trainees and (3) persons not involved with potential trainees, but who were interested in aspects of the training

program. Groups one and two were eliminated from further study since they were seeking only enrollment information.

Inquiries from group three started in March, 1968. By October, 1969, there had been seventy-five inquiries in this category and this entire group was selected for study.

#### Forms for Recording Data

A four-part questionnaire was developed for use in the study. The questionnaire, together with a letter explaining the purpose of the study, was sent to each inquirer. A copy of the letter and questionnaire is in Appendix B.

Part A of the questionnaire consisted of nineteen questions inquirers might have had about the training program. These were a compilation of questions raised in the letters of inquiry and suggestions from senior staff members. Respondents were asked to identify and check the questions they had at the time of their inquiry. Opportunity was given for them to add any questions not listed.

Part B concerned the reasons the person had for making an inquiry. Possible reasons for requesting information about HSDTP were listed for respondents to check. Additional reasons could also be listed. These were coded to facilitate tabulation.

Part C concerned identification of the media through which inquirers might have heard about the project. Since there might have been publicity of which the staff was not aware, respondents were asked to give names of papers or magazines in which they had read about the project.

Part D contained questions concerning how the respondents had used the information they received. Answers were grouped into six categories for



tabulation. These answers were compared with answers to Part B to estimate the inquirer's potential involvement in homemaker service or training. Chi square values were computed (Snedecor, 1956).

Respondents were asked to sign their names, identify their organizations (if applicable) and give their addresses so that replies could be matched with the original letters of inquiry. Respondents were classified into four groups: (1) schools, including educational institutions and state departments of education; (2) agencies, including organizations providing a social service without profit; (3) business, including organizations offering services for profit; and (4) individuals, including persons who did not indicate connection with any organizations.

The responses from each class were unequally represented. To facilitate comparisons, frequencies for most tables were converted to percentage distribution.

## RESULTS AND DISCUSSION

### Characteristics of Respondents

Each respondent was asked to name the organization he represented so the types of organizations reached by the national publicity could be identified. More than one-third of the original inquiries came from agencies, making this the largest class of inquirers. Additional inquiries came from nineteen schools, sixteen individuals and thirteen businesses (Table 1).

Two-thirds of the original inquirers returned the questionnaire; however, of the fifty questionnaires returned, four were rejected because none of the questionnaire had been answered. Of the forty-six satisfactory responses, the largest class was schools, followed by agencies, business and individuals. In proportion to inquiries, the responses from schools were the



largest, followed by business, agencies and individuals.

TABLE 1. Inquiries and responses, by respondent class.

	All	Schools	Agencies	Business	Individuals
Inquiries	75	19	27	13	16
Responses	46	16	14	10	6
Per cent response	61%	84%	52%	77%	38%

Type of respondents within each class

Many types of institutions were represented in the responses classed as coming from schools. Six colleges, five high schools, one junior college, one vocational-technical school and one grammar school responded. Two home economists working with state departments of education were also included.

Persons classified as responding from agencies included three extension home economists, one social welfare worker, a coordinator for an agency training nurses aides and representatives from nine agencies associated with Federal poverty programs.

Those classified as businesses included three persons who did not have a business but wanted to start one. Seven established businesses were represented.

Those not responding

Among those classified as schools who did not respond to the questionnaire were two junior colleges. The third school not responding was a high school.

There was no satisfactory reply from thirteen classified as agencies. Three were extension home economists, four were identified with poverty

programs and one each represented a senior citizen center, library, hospital, YWCA, state employment service and family service agency. These thirteen non-respondents included two who returned the questionnaire unanswered: one agency said the person requesting information was no longer employed and the other agency said they had already started their training program.

Of the businesses not responding, one did return a folder describing their services but did not answer the questionnaire. Two other businesses did not reply.

No identification of the ten individuals was possible. However, one questionnaire was returned by the post office as being unable to locate the addressee.

#### Geographic location

Inquirers and respondents were classified by geographic area and state, as shown in Table 2, to identify where replies originated and to determine if any area had a greater concentration of replies. The national interest in homemaker training and service is reflected in the area subtotals. Every area was represented with the exception of the East South Central region. Other areas had similar numbers of inquiries except for the New England area, and this was lower. Inquiries were received from twenty-nine of the fifty states and responses came from twenty-five of the twenty-nine states. Inquiries and responses tended to be within a broad band extending across the central states, running northeast to southwest. The largest number of inquiries and responses came from the State of California.

TABLE 2. Number of inquiries and responses by areas and states.

Area, state	Inquiries	Responses	Area, state	Inquiries	Responses
<u>New England</u>	<u>2</u>	<u>1</u>	<u>East N. Central</u>	<u>12</u>	<u>9</u>
Maine	0	0	Ohio	6	4
New Hampshire	0	0	Indiana	2	2
Vermont	0	0	Illinois	0	0
Massachusetts	2	1	Michigan	3	2
Rhode Island	0	0	Wisconsin	1	1
Connecticut	0	0			
<u>Middle Atlantic</u>	<u>11</u>	<u>5</u>	<u>West N. Central</u>	<u>12</u>	<u>11</u>
New York	5	2	Minnesota	1	1
New Jersey	3	1	Iowa	2	2
Pennsylvania	3	2	Missouri	2	2
			North Dakota	1	1
<u>South Atlantic</u>	<u>8</u>	<u>4</u>	South Dakota	2	2
Delaware	0	0	Nebraska	1	1
Maryland	1	0	Kansas	3	2
Virginia	2	2			
West Virginia	0	0	<u>Mountain</u>	<u>8</u>	<u>5</u>
North Carolina	1	1	Montana	0	0
South Carolina	0	0	Idaho	0	0
Georgia	1	0	Wyoming	1	1
Florida	3	1	Colorado	3	2
			New Mexico	1	1
<u>East S. Central</u>	<u>0</u>	<u>0</u>	Arizona	3	1
Kentucky	0	0	Utah	0	0
Tennessee	0	0	Nevada	0	0
Alabama	0	0			
Mississippi	0	0	<u>Pacific</u>	<u>12</u>	<u>6</u>
			Washington	0	0
<u>West S. Central</u>	<u>10</u>	<u>5</u>	Oregon	1	0
Arkansas	0	0	California	11	6
Louisiana	3	0	Alaska	0	0
Oklahoma	2	1	Hawaii	0	0
Texas	5	4			
			<u>All</u>	<u>25</u>	<u>46</u>

### Media prompting inquiry

To learn of the effect of national publicity and the readership of persons inquiring about the project, the questionnaire included a specific question: "How did you learn about the Homemaker Service Demonstration Training Project at Kansas State University?" Respondents were supplied with a checklist of seven items. This named the articles from Parade and House Beautiful as well as permitting the respondent to identify other sources such as NCHE and speeches by project staff. The responses to this question are presented in Table 3. Miscellaneous replies included "Was

TABLE 3. Media prompting inquiry, by respondent class.

Media	Respondent class				
	All (n=46)	Schools (n=16)	Agencies (n=14)	Business (n=10)	Individuals (n=6)
	(percentage distribution)*				
Article in <u>House Beautiful</u>	52	50	43	70	50
Article in <u>Parade</u>	9	13	0	10	17
Article in other magazine	2	6	0	0	0
Newspaper article	9	6	14	0	17
Radio or tv program	0	0	0	0	0
Speech by project staff	4	0	7	0	17
National Committee on Household Employment	26	31	21	40	0
Miscellaneous	7	6	14	0	0
No reply	2	0	7	0	0

\*Some respondents checked more than one source.

not aware of project until I wrote for other information," "Consulted faculty about another matter" and "Can't remember whether Parade or House Beautiful."

Half of the respondents learned of the training program from the article in House Beautiful. Another one-fourth learned of the project from the National Committee on Household Employment. There was a fairly even distribution among the four classes with the one exception that no individuals learned of the project from NCHE. Speeches by project staff were of a local nature and were not designed to stimulate inquiries by persons wishing to start training centers.

#### Reasons for requesting information

Respondents were asked, "Why did you request information on the project?" Responses to this question indicated potential uses for information on homemaker training and service. Five items were listed with space for giving additional reasons. Over one-third of the respondents listed additional reasons. These were classified as "Possible use in current project," "Reference material for class, workshop or seminar" and miscellaneous comments including "This should be important in the poverty programs," "Community needs this service" and "Not in a position to develop this now." The replies are summarized in Table 4.

The reasons varied by class of respondents. Agencies, business and schools wanted information to start training and service. Business was also interested in starting or expanding a business. Schools particularly wanted reference materials. Curiosity prompted many inquiries, especially from individuals and business.

TABLE 4. Reasons for requesting information, by respondent class.

Reasons	Respondent class				
	All (n=46)	Schools (n=16)	Agencies (n=14)	Business (n=10)	Individuals (n=6)
	(percentage distribution)*				
I wanted to start a homemaker service.	35	25	36	60	17
I wanted to start a training program.	39	38	43	50	17
I wanted to start (or expand) a business.	13	0	0	60	0
I wanted to take the training.	0	0	0	0	0
I was curious about the project.	39	25	29	60	67
Other responses:					
Possible use in current project.	11	6	29	0	0
Reference material for class, workshop or seminar.	15	38	7	0	0
Miscellaneous	11	0	0	10	67

\*Some respondents checked more than one reason.

An examination was made of combinations of reasons checked. Schools, agencies and business tended to check both "I wanted to start a homemaker service" and "I wanted to start a training program." Business often checked a third reason, "I wanted to start (or expand) a business." Individuals usually were curious and gave miscellaneous replies.

### Information Desired

The central purpose of the questionnaire was to obtain information that would assist in developing a guide for establishing programs of homemaker training. The first page of the questionnaire provided information critical to this purpose. It began: "A guide on homemaker service and training should cover pertinent questions. Please check the questions you had about homemaker service and training." Nineteen possible questions were listed with opportunity for writing in additional questions. The frequency of response is presented in Table 5.

#### Most frequently checked questions

The questions "How is a training program established?" and "What is the course content?" were checked most frequently. Other questions checked frequently included "What facilities are needed for training?", "How is training financed?", "How are trainees recruited?" and "How is work found for the graduates?"

Schools most often checked the questions on program establishment, course content and work for the graduates. They were also very interested in facilities needed, financing training, recruiting trainees and the type of trainees taking the course.

Agencies were most concerned with how service is financed. They also checked questions about program establishment, facilities, course content and financing training.

Questions about course content and type of trainees were most often checked by business. Individuals were most interested in program establishment and trainee recruitment.

TABLE 5. Information desired, by respondent class.

Information desired	Respondent class				
	All (n=46)	Schools (n=16)	Agencies (n=14)	Business (n=10)	Individuals (n=5)
	(percentage distribution)				
What is a homemaker?	35	38	43	20	33
How does a homemaker differ from a maid, housekeeper or home health aide?	48	50	57	40	50
Why should a community have a homemaker service?	43	31	64	40	33
How is the need for homemaker service determined?	46	50	64	30	17
How can a community obtain this service?	54	50	64	50	50
How is the service financed?	67	75	86	50	33
Is training necessary for homemakers?	33	31	36	40	17
How is a training program established?	83	100	79	60	83
What facilities are needed for training?	72	81	71	60	67
What length should the training be?	61	75	43	60	67
How is the training financed?	72	81	71	60	67



TABLE 5. continued

What methods of teaching are used?	63	69	64	60	50
What is the course content?	76	88	71	70	67
What are good reference materials?	59	69	57	60	33
What type and number of staff are needed?	61	75	50	60	50
How are trainees recruited?	72	81	64	60	83
What type of trainees take the course?	61	81	43	70	33
How is work found for the graduates?	70	88	64	60	50
How can the course be adapted to fit the community?	54	56	57	50	50
No answers checked	7	0	7	10	17

### Questions checked least frequently

The questions "Is training necessary for homemakers?" and "What is a homemaker?" received the least attention (approximately one-third). Schools were least interested in why a community should have homemaker service and the need for training. They were also less interested in the definition of a homemaker.

Agencies seldom checked the questions on need for training, the definition and the length of training. Business was least interested in the definition and how need for homemaker service is determined. Individuals were least interested in determining the need and the necessity of training.

### Other observations

The group of questions involving a homemaker's definition, her work and her need for training were the least frequently checked. Those concerning the training program and the trainees were the most frequently checked. Agencies were more concerned than other classes with the group of questions involving homemaker service. Schools were more concerned than other classes with the group of questions about training and trainees.

There was close agreement, that is, percentage distribution varied less than 20 points, among the classes of respondents on four questions: (1) "How does a homemaker differ from a maid, housekeeper or home health aide?" (40 to 57%), (2) "How can a community obtain this service?" (50 to 64%), (3) "What methods of teaching are used?" (50 to 69%) and (4) "How can the course be adapted to fit the community?" (50 to 57%).

The greatest difference in percentage distribution (difference of 48 to 53 points) occurred on the questions "How is the service financed?"

and "What type of trainees take the course?"

Number of questions checked

The number of questions checked was tabulated against the classes of respondents, reasons for requesting information and use made of information. This was done to determine if a relationship existed between the number of questions asked and each of the three categories. Results of this comparison are given in Table 6.

TABLE 6. Questions checked, by class, reasons and use of information.

Respondents	Number	Questions checked		
		Number	Average	Range
Class				
Schools	16	203	13	7-19
Agencies	14	161	12	0-19
Business	10	101	10	0-19
Individuals	6	56	9	0-19
Reasons				
Start service	16	207	13	0-19
Start training	18	220	12	0-19
Start business	6	72	12	0-16
Curious	18	145	8	0-19
Use in project	5	49	10	3-19
Reference material	7	82	12	0-19
Miscellaneous	5	61	12	4-19
Use of information				
Used in project	8	84	11	7-19
Possible future use	9	95	11	0-16
Gave to interested person	8	102	13	6-19
Reference material	8	100	13	0-19
Miscellaneous	3	30	10	1-17
Did not use	1	4	4	4- 4
No information	3	51	17	13-19
No answer	6	55	9	0-18

The most striking aspect of this analysis was that the number of questions did not vary greatly with any of the three factors: respondent class, reasons for requesting information and use made of information. The range generally varied from 0 to 19 questions checked regardless of factor. The average number checked varied from 8 to 13 with two exceptions: one individual did not use the information and had checked only four questions; three organizations (one school and two agencies) did not receive the letter and brochure describing the program yet they checked an average of 17 questions with a range of 13 to 19. Schools checked the most questions, had the highest average of the classes and had a range of only 7 to 19 while other classes had a range of 0 to 19.

#### Potential Involvement

The final section of the questionnaire involved use made of information sent to inquirers. Respondents were asked, "Did you find the information helpful?" and "What use did you make of this information?" Thirty-eight respondents (88% of those receiving information) said they found the information helpful. Replies to the second question were placed in eight categories as shown in Table 7. Miscellaneous replies included "Yes," "For my own use" and "Research for a client."

The use of the information indicated the involvement of the respondents as well as the quality of correspondence received by the project. One-third of the respondents had used the information or intended to use the information in a project. Another third had used the information as reference material for themselves or for others interested in homemaker training and service. Only one respondent had not used the information even though she said it was helpful.

TABLE 7. Use made of information, by respondent class.

Use of information	Respondent class				
	All (n=46)	Schools (n=16)	Agencies (n=14)	Business (n=10)	Individuals (n=6)
	(percentage distribution)				
Used in project	17	13	36	10	0
Might use in future project	20	13	14	50	0
Gave to, discussed with interested persons	17	13	14	10	50
Used as reference material	17	38	7	10	0
Did not use	2	0	0	0	17
Miscellaneous	7	13	0	10	0
No reply	13	6	14	10	33
Received no information	7	6	14	0	0

Schools tended to use the information as reference material or made it available to others. One fourth used the information in a project or future project. Conversely, agencies used the information in a project or future project fifty per cent of the time and as reference material for themselves or made it available to others only twenty-one per cent of the time. Uses made by business were similar to those of agencies, while individuals were most likely to give the information to other persons.

#### Comparison of reasons and use

Reasons for requesting information and use made of information were

compared to determine whether there was more than a chance association between the reasons and uses. Those respondents checking more than one reason were classified according to the reason that reflected the most active interest in starting a program. Reasons were classified in four categories: wanted to start a training program or homemaker service, use in current project, reference material and curious. Uses of information were classified into four categories: used in project, might use in future project, reference material for self and others and miscellaneous or did not use.

The data were subjected to chi square analysis, using a four-by-four contingency table. The results indicated a deviation from a non-associative status greater than could have occurred by chance ( $P < .05$ ). This would indicate that those making inquiry intended to make use of the information they received.

TABLE 8. Comparison of reasons and uses of information.

Use made of information	Reasons for requesting information			
	Curious	Reference material	Used in current project	Start training or service
Miscellaneous or didn't use	3	0	0	1
Reference material for self and others	4	6	1	5
Might use in future project	1	1	1	6
Used in project	0	0	1	7
Chi square = 17.99      D.F. = 9 $P < .05$				

## CONCLUSIONS AND RECOMMENDATIONS

This study was limited by design to the seventy-five persons making inquiry as a result of national publicity about the Homemaker Service Demonstration Training Project. Replies from forty-six respondents revealed an interest in homemaker training and service extending across the United States. This interest was from persons and organizations wanting to start homemaker training and service, either as a business or as a social service.

Interest in homemaker training and service varied with the organizations represented. Persons representing business were interested in offering a needed service for profit and wanted information that would serve this purpose. School personnel, although primarily interested in obtaining reference material, were concerned with training. They were interested in information that would assist them and others in setting up training programs. Agency representatives sought information that would enable their agency to offer this service. Individuals recognized the need for this service in their communities, but were not in positions to effect a program.

There was a demand for specific information on developing homemaker training and service programs. Information currently available either is not meeting this demand or is not sufficiently well distributed. Respondents did not question the value of the service; their questions were of a practical nature and they wanted detailed procedures for setting up programs.

There is sufficient interest in homemaker training and service to warrant development of the guide as proposed in the project contract.

It is recommended that this guide provide answers to practical questions commonly raised about homemaker training and service. The guide should include specific steps to be taken in establishing programs in a variety of situations and to accomodate a wide range of organizations.



## ACKNOWLEDGMENTS

Grateful acknowledgment is made to Dr. Richard L. D. Morse, Professor and Head of the Department of Family Economics, for his guidance throughout my graduate study and particularly for his suggestions during the writing of this manuscript.

Sincere appreciation is expressed to Mrs. Marjorie Greenberg and Mr. Richard McAllister, project officers for the United States Department of Labor contract OSMP-82-18-68-31; Mr. Seymour Rubak, project officer for the United States Department of Health, Education and Welfare, Office of Education, contract OE-0-8-008009-3485(089); and to the National Committee on Household Employment.

The assistance and cooperation of the staff of the training project were greatly appreciated. A special note of thanks goes to my husband, Don, and daughters, Sara and Diana, for the encouragement and understanding that made graduate study possible.

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## APPENDICES



HOMEMAKER SERVICE DEMONSTRATION TRAINING PROJECT  
DEPARTMENT OF FAMILY ECONOMICS  
JUSTIN HALL  
PHONE: 013 532-6204

Dear

We received your letter recently requesting information on the kind of training women receive at the Homemaker Training Program. I hope this letter, along with the enclosed information, will answer the questions you have.

The Homemaker Training Project consists of a series of four-week training sessions offered only at Ula Dow Training Center on campus. The trainees live in this remodeled home management house in groups of eight during the first, second and fourth weeks of training. At this time we have demonstrations, lessons, group discussions, field trips and films teaching new and reinforcing information on subjects such as food for families, home nursing, understanding and working with people of all ages and household skills. This is basically a retraining that shows modern, easier methods of working with families in a wide variety of situations.

The trainees actually get to put their new knowledge to work in the third week of the session, when they go on their field experiences. Each trainee goes to a county where homemakers are employed on the staff of an agency such as the social welfare office, and accompanies the hired homemakers to see exactly how a homemaker works. This field experience is fully paid for, as is the rest of the training, by MDTA allowances covering room, board and transportation.

There are no educational or income requirements necessary to be eligible for the training. Weekends are free--the trainee may return to her own home or stay at the training center. After graduation, the homemaker may work through a social welfare office (if that county has allowed for this in its budget), with a private agency or on her own through the employment office. In all cases the demand for homemaker exceeds the supply!

Interested women go to their local employment offices and fill out the regular application form. It is sent to us through the Manhattan, Kansas employment office. If we accept the applicant she is notified through her local employment office.

The Homemaker Training Project is in its second year, from June 1, 1969 to May 31, 1970. During this time we plan to have six training sessions plus refresher courses for graduates and other homemakers, homemaker supervisor workshops, and other experimental features.

I hope I have answered your questions--if you have more, please let me know. Thank you for your interest in the Homemaker Training Project!

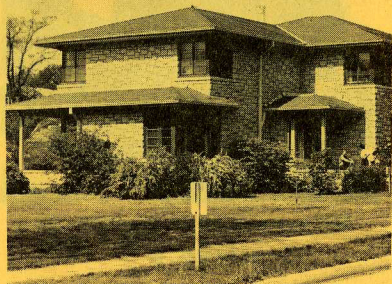
Sincerely yours,

Muriel E. Zimmerman (Mrs.)  
Program Coordinator  
Homemaker Training Project

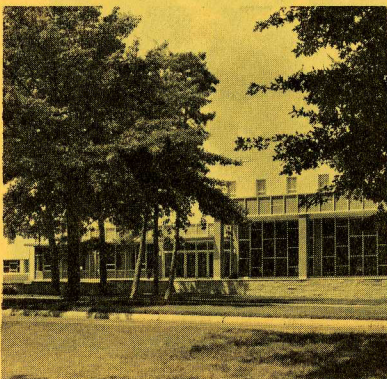
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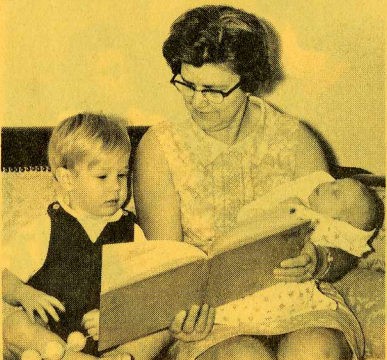
## HOMEMAKER SERVICE DEMONSTRATION PROJECT - KANSAS STATE UNIVERSITY



Ula Dow Training Center



Justin Hall-Home  
Economics Building



Mrs. Boehler reading  
to children



Mrs. Duarte aids a  
patient in walking

### Who is a homemaker?

A trained person capable of assisting families in periods of stress and crisis to maintain the home and its activities.

### Who will use a homemaker?

Families and individuals in need of services as a result of illness, childbirth, an accident, (emergency or out-of-town trip), disablement of a family member, infirmities of old age. Any of these conditions may create a need for a homemaker.

### Is a housekeeper the same as a homemaker?

No. A housekeeper is concerned with sweeping, dusting, cleaning and custodial care of the house. A homemaker is concerned with all aspects of the home including: comparative shopping, meal preparation, personal care and emotional well-being.

A homemaker does not take the place of nurses, dietitians, or social workers but supplements their work.

## THE TRAINING PROGRAM

### How long is the training program?

The four-week training program begins with two weeks of living in a home management house on K-State campus with other women trainees. They prepare their own meals in a "family setting," take care of the house, receive instruction through lectures, discussions, demonstrations and films, while enjoying the fellowship of group living. During the third week trainees work in the state with an agency providing homemaker service. They return to campus the fourth week for additional training.

Residents of the Manhattan area may live at home during the training program. All other trainees live in the home management house.

### What will the course include?

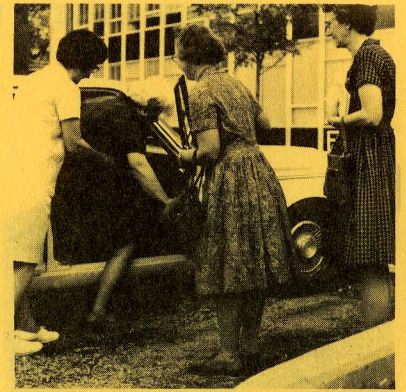
Many interesting lessons. See the enclosed fact sheet for details.



Where will I be employed?

Each trainee is free to accept a position wherever available. Trainees work for organizations supported by volunteer funds or work for private employers.

Other trainees find placement in some counties as civil service employees of a social welfare department. They are supervised by a staff member who places them in situations where they are best able to serve. Normally this work is full-time employment. The training project cannot guarantee employment upon completion of the course, but assists trainees in finding employment whenever possible.



Homemakers assist the elderly

What salary can I expect to receive?

Salary depends on whether the homemaker is employed by an agency, or private employer. When employed by private employers the salary is determined by agreement between the homemaker and employer. Homemakers employed by a social welfare department work under civil service classifications.



Home nursing class

In what situations will a homemaker work?

The homemaker may work on a part-time, full-time or live-in basis, depending on both her desires and the employer's needs. Most families need the services of a homemaker at some time, regardless of their income level.



Mrs. Self and Mrs. Wingo discuss laundering

When will future training sessions begin?

July 28, September 15, October 27, December 1, 1969 and February 2, and March 9, 1970. (Confirm all dates with your local employment office.)

APPLY NOW

Who is eligible for training?

Any woman over 35 and preferably 45 and over who indicates and gives assurance that she expects to work as a homemaker. Graduation from high school is not necessary. A certificate is awarded upon completion of the training program.



Which is the best buy?





Buying and caring for  
children's clothing



Mrs. Hernandez  
bathes the baby



Mr. Berridge discusses  
employment



Graduation

### How much will the training cost?

There is no personal cost to trainees. Training grants for those eligible for the MDTA allowances are available. Inquire of the Employment Service Office serving your county for the actual amount. If you are on welfare, ask about the benefits available

### Who is eligible for a training grant?

If you are unemployed or underemployed, have a total of one year employment in your lifetime, and are head of a household (or your husband is unemployed), you may be eligible under the Manpower Development Training Act and should contact your local office of the Kansas State Employment Service. If you are on welfare, you are eligible for benefits in addition to your regular welfare payments. If you are now employed and your employer wishes you to have this training, a portion of your living costs will be met.

### How will applicants be selected?

Applications will be reviewed by the State Homemaker Service Advisory Board who will judge applicants on the basis of their (1) potential for service, (2) trainability, (3) moral character and reliability, (4) enthusiasm and interest, (5) recommendation of community leaders, and (6) physical fitness and vigor. All applications will be judged equally, regardless of race, color or national origin.

### How do I make application?

Write to the Homemaker Service Demonstration Project, Department of Family Economics, Justin Hall, KSU, Manhattan, Kansas 66502.

and

Register at your local office of the Kansas State Employment Service.



## ACKNOWLEDGEMENT

This project\* is one of seven national pilot programs of the National Committee on Household Employment, a non-profit organization to develop, promote and elevate the status of household related services.

A distinct feature of this project is its training of women preferably age 45 and older. Another feature is the in-residence training. It is expected to develop a type of training which will be adaptable to other training centers. Furthermore, it is hoped the trainees will reflect such a high level of on-the-job performance as to bring status and dignity to this service.

An overriding objective of this project is to encourage communities to recognize that this service offers a new career for women, giving them new opportunities to use their talents gainfully, and thereby to serve the needs of others. When a family faces a crises, a trained homemaker should be available to give professional service until their normal home life can be restored. Our goal is to have trained homemakers in every community.

## ADVISORY BOARD MEMBERS

Miss Tessie Agan	Kansas Home Economics Association
Mrs. Dorothy Bradley	Child Welfare Service S.D.S.W.
Mrs. Orville Burtis	Riley Co. Council of Social Agencies
Mr. George P. Carey	Kansas Employment Service
Miss Lucile Cook	Sedgwick Co. Health Department
Mr. Oliver E. Ebel	Kansas Medical Association
Mr. Homer Floyd	Kansas Civil Rights Commission
Mr. Lauren W. Harrod	Services for the Aging S.D.S.W.
Miss Judy Healey	Catholic Family and Community Services
Miss Elizabeth Hirschler	State Department of Education
Mrs. Josephine Moen	Ottawa Co. Welfare Department
Mr. Dennis Popp	Div. of Inst. Mgt., S.D.S.W.
Miss Elfriede Regier	Home Health Agency, Kans. Board of Health
Mrs. Marilyn Rothwell	Visiting Nurses Assoc. of Lawrence
Mr. Ivan Sand	Riley County Commissioner
Mrs. Mariella Smith	Homemaker Service, S.D.S.W.
Mr. Jack Southwick	North Central Kansas Guidance Center
Mrs. Catherine Westerhaus	Harvey County Welfare Department
Mrs. Shirley White	Ext. Home Economics, Ks, Coop. Ext. Service

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\* A Manpower Development and Training Act of 1962, Title I and Title II project, funded by the United States Department of Labor and the Office of Education, United States Department of Health, Education and Welfare.



## HOMEMAKER SERVICE DEMONSTRATION PROJECT

Provides four weeks of training to learn about--

### FOOD FOR FAMILIES

...nutrition...budgeting the food dollar...menu planning...guided tour of supermarkets

### FAMILY RELATIONSHIPS

...basic human needs...infants...pre-school children...adolescents...aged  
...mentally ill...retarded persons...alcoholics...low-income families

### FABRIC CARE

...fabric selection...care of different kinds of fabrics...shopping for children's clothing...mending

### CLEANING

...care of floors and furniture...using supplies and equipment

### LAUNDRY

...supplies and equipment...methods

### HOME NURSING

...Red Cross certificate

### BUDGETING AND COMPARATIVE SHOPPING

...brands...prices...quality...advertising...packaging

### MANAGEMENT IN THE KITCHEN

...use of equipment...cleaning supplies...sanitation in food handling

### ACCIDENT PREVENTION AND FIRST AID

### PERSONAL CARE AND DEVELOPMENT

### TIME AND ENERGY MANAGEMENT

### HOW TO USE THE COMMUNITY'S SOCIAL AGENCIES TO HELP FAMILIES

### HOW TO GET A JOB AS A HOMEMAKER

Through--

...lectures...films...group discussions...role playing...reading assignments...evaluations  
...three weeks in-resident experience and one week of field experience  
...field trips to Federation for Handicapped Children's Nursery, Headstart Project and nursing homes

WRITE:

Kansas State University  
Dept. of Family Economics  
Manhattan, Kansas 66502

Telephone 532-6204



HOMEMAKER SERVICE DEMONSTRATION TRAINING PROJECT  
DEPARTMENT OF FAMILY ECONOMICS  
JUSTIN HALL  
PHONE: 913 532-6204

October 9, 1969

Thank you for your interest in the Homemaker Service  
Demonstration Training Project as shown by your letter  
of

We are developing a guide for establishing a program of  
homemaker training. So that the guide will answer the many  
varied questions about homemaker service, we are asking your  
assistance.

We would appreciate your reply to the enclosed questionnaire  
by October 24, 1969.

Thank you for taking time to share your thoughts with us.

Sincerely,

A handwritten signature in cursive script that reads 'Mary Jo Harbour'.

Mary Jo Harbour (Mrs.)  
Graduate Research Assistant

Enclosure

A. A guide on homemaker service and training should cover pertinent questions. Please check the questions you had about homemaker service and training.

- \_\_\_ 1. What is a homemaker?
- \_\_\_ 2. How does a homemaker differ from a maid, housekeeper or home health aide?
- \_\_\_ 3. Why should a community have a homemaker service?
- \_\_\_ 4. How is the need for homemaker service determined?
- \_\_\_ 5. How can a community obtain this service (not the training)?
- \_\_\_ 6. How is the service financed?
- \_\_\_ 7. Is training necessary for homemakers?
- \_\_\_ 8. How is a training program established?
- \_\_\_ 9. What facilities are needed for training?
- \_\_\_ 10. What length should the training be?
- \_\_\_ 11. How is the training financed?
- \_\_\_ 12. What methods of teaching are used?
- \_\_\_ 13. What is the course content?
- \_\_\_ 14. What are good reference materials?
- \_\_\_ 15. What type and number of staff are needed?
- \_\_\_ 16. How are trainees recruited?
- \_\_\_ 17. What type of trainees take the course?
- \_\_\_ 18. How is work found for the graduates?
- \_\_\_ 19. How can the course be adapted to fit the community?

Other questions:

20. \_\_\_\_\_

21. \_\_\_\_\_



B. Why did you request information on the project? Please check.

- ☐ 1. I wanted to start a homemaker service in my area.
- ☐ 2. I wanted to start a training program.
- ☐ 3. I wanted to start (or expand) a business.
- ☐ 4. I wanted to take the training.
- ☐ 5. I was curious about the project.

Other reasons:

- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

C. How did you learn about the Homemaker Service Demonstration Training Project at Kansas State University? Please check.

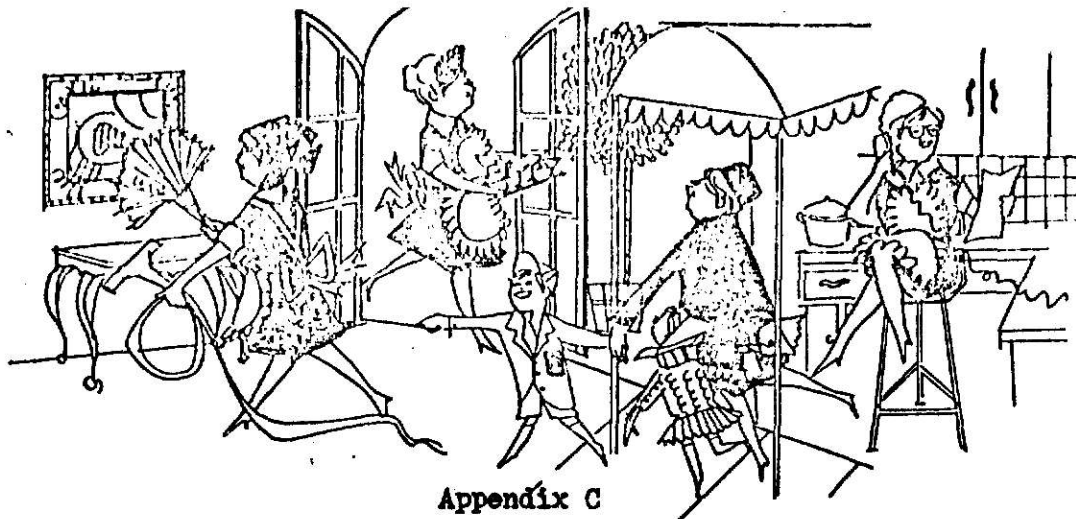
- ☐ 1. Article in House Beautiful.
- ☐ 2. Article in Parade.
- ☐ 3. Article in other magazine (specify).
- ☐ 4. Newspaper article (specify).
- ☐ 5. Radio or tv program (specify).
- ☐ 6. Speech by project staff.
- ☐ 7. National Committee on Household Employment.

D. A short letter describing the project was sent to inquirers.

- 1. Did you find the information helpful?
- 2. What use did you make of this information?

Name \_\_\_\_\_ Organization (if any) \_\_\_\_\_

Address \_\_\_\_\_



Appendix C

## ARRIVING: THE HOUSEHOLD PROFESSIONAL

*House Beautiful reports on a long-overdue revolution:  
raising "household help" to professional status*

By DUNCAN MACDONALD

Within the next few months there will be an interesting new look in American households: new jobs, new uniforms, new attitudes toward work, and a new spirit. The reason: the arrival of the household professional. She is also called the household technician, home engineer, home assistant, household manager, or home-management specialist.

Household help has virtually disappeared, as everyone knows. One recent reason is that the immigration law was changed in 1965, and young women from England, Ireland, and the Scandinavian countries, who had formerly filled such posts, were barred from entering because Americans needed the jobs. As it turned out, Americans felt household work was not quite good enough.

The image was wrong, to say nothing of the long hours, the low salaries, and the lack of benefits found in other fields. The result was to create almost an entire generation who refused to go into household employment.

Now there is a new approach in Washington, where in 1968 the Government earmarked \$1,500,000 to set up pilot projects to attack the problem. The projects were developed by the National Committee on Household Employment, a nonprofit organization whose goal is to improve the quality and the economic and social status of employees in households and related service occupations.

At the heart of the matter is the question of "image." The pilot projects are designed to establish domestic workers on a professional level, hopefully with a resultant change in image. To accomplish this, there must be education and training. So concluded the analysis made by NCHE, working with the Departments of Labor and of Health, Education and Welfare.

On the basis of these conclusions, seven pilot projects were launched last summer—in Boston; Chicago; New York; Philadelphia; Pittsburgh; Alexandria, Virginia; Manhattan, Kansas.

### Boston homemakers learn to be employers

There is a tendency to think of the problem of household help only at two extremes: the very wealthy person who can afford to employ help but can't find it; and the employee without skills who can handle only household "chores." But in between are many variations: for example, the career woman with a good salary who has elderly parents to support; and, on the employee side, the worker who enjoys a home atmosphere but is reluctant to accept such employment because it seems menial.

The new program has broad social ramifications, one aspect of which was discussed by Jean MacKenzie Pool of the Radcliffe

Institute, which is cooperating with the Boston project by inviting its members to be trained as "employers."

"We have found that as soon as there is any sort of turnover in the household help, a woman must stop whatever she may be doing—such as writing a book or studying to be a doctor—and return to the home until everything is on an even keel again. Seeing this happen at the Institute made it apparent that working outside the home was possible only when women knew their homes and families were responsibly cared for while they were absent. Here was a loss to our society—women wishing to go back to school, hopefully to give of their talents in solving some of the problems of the world, but unable to do so because they could not obtain help in the home. A solution to this problem would affect our entire society. To change attitudes toward housework, to train people to keep house competently, to reward people adequately as in any secure job was a problem in which all women, regardless of financial means or educational background, should interest themselves. All work is interrelated, and in order to leave the home to pursue any specialized interest, you have to be certain that your home and family are cared for by responsible people."

Dr. Pool feels that no matter how experienced a woman may be in other areas—whether a business executive or a professional

person—it does not necessarily follow that she knows how to teach someone to run a house. This is one of the reasons the Radcliffe Institute is cooperating with the Boston pilot project by encouraging its members to volunteer.

The Boston project also has the cooperation and support of the Board of Education and the Massachusetts Employment Service, as well as individual volunteers from the educational community who will attend class to be trained as employers. The program calls for twelve weeks of training for each group of household technicians as well as a training period for employers.

The project is being administered by the Women's Service Club, a 50-year-old organization with long experience in the field of household help.

Mrs. Doris O. Howard, project director, says there is a great demand in the New England area for sleep-in help, as well as domestics, and she is very optimistic about the role the Women's Service Club will play in easing the employment situation.

In Chicago, the pilot project is under the auspices of the YWCA of Metropolitan Chicago. In addition to the training of household technicians, here there are courses for the home-management specialist, covering the technician's field but adding money management, purchasing, and related supervisory studies.

An objective of the Chicago group, which is called Household Employment Project (HEP), is to set standards for working conditions: salaries, vacations, fringe benefits, etc. A handbook for employers is being developed by this group. With regard to "image," Cleo Lasley, director of the project, has arranged to have graduates of Chicago HEP wear an attractive button-insignia and carry a chic hatbox with HEP on the side to add dignity to the concept.

### **Pittsburgh develops "fringe" benefits for top executives**

The Pittsburgh project deals with both individual employers and corporations. Under the supervision of Paul M. Deac of The Ethnic Foundation, a nonprofit organization, the sponsors hope to persuade industrial firms to hire trainees to provide emergency household help as a fringe benefit for their executives. Eventually, it is hoped, the program will continue as a self-financed private enterprise. Stated simply, The Ethnic Foundation will keep

employees on its payroll, deducting social security, health insurance, and other payments, and will bill corporations for service.

The idea of supplying emergency help to executives in their homes, thus cutting down on absenteeism and mental distraction, was brought to America from Japan. Esther Peterson, former Assistant Secretary of Labor, in conversation with the Minister of Labor at a meeting in Tokyo, learned that Japanese businessmen had found this an important fringe benefit.

### **Alexandria's PM package: Pretty Marvelous**

Of particular interest to the millions of apartment dwellers in this country is the Alexandria, Virginia, project, SURGE (Services United for Responsible Gainful Employment), which is under the auspices of the Washington Urban League, in cooperation with the National Council of Negro Women, the National Council of Catholic Women, the National Council of Jewish Women, and United Church Women. They plan to offer a PM package, "PM" standing for "pretty marvelous." Most homemakers will agree it is just that.

Under this plan the apartment dweller requests a "package" which might consist of having someone come in from two to six o'clock on Tuesdays and Thursdays and follow instructions the homemaker has left. For example: "Dear Mrs. Briggs: Just straighten things up today—no heavy cleaning, except for the fireplace. Polish the copper kettles and the silver, if you have time. The marketing list is in the kitchen. Pick up the cleaning before the shop closes at 5:30." When the career woman comes home at 6:15, her evening is off to a pleasant start with this lift at home. The organization bills her for the service, making all tax deductions, which in itself is a service to the homemaker.

This idea is still in the development stage. In the meantime, Ernest Ward, the project director, says that they are concentrating entirely on cleaning and that when Federal support ends, SURGE will become self-sustaining as an employment agency, functioning as a cooperative.

HEART is the well-chosen name of the Philadelphia project, standing for Household Employment Association for Re-Evaluation and Training. In addition to training household technicians and holding seminars for employers this group will seek to

develop insurance coverage for household workers, as well as health and community services such as day-care centers.

Founder-director of HEART is Mrs. Evelyn S. A. Bowen, who has served as a national consultant to VISTA and has made an important contribution to social welfare over a period of 20 years. She feels the household help problem is due to a lack of communication, that the employer has a great deal to learn about human relations and must develop a new appreciation of household skills, an appreciation that can best come about by actually doing the task herself: ironing the shirt, making the bed, and so on. In Philadelphia, there is a waiting list of homemakers who want to attend the seminars and learn how to be an employer.

The New York City project also trains employers and has set up an attractive training center in the heart of Manhattan for the use of its household technicians. Another objective is to develop new related job opportunities.

This program is being watched with unusual interest because it is the one with the most commercial mandate: It is setting out to prove that household work is desirable employment, that the pay can be attractive, and that even after deducting employee benefits, it is possible for an employment agency to make a profit.

### **Tuition payments needed for household workers**

Edward Blackoff, head of Household Management, Inc., the contracting agency in New York working with NCHE, brings to the assignment considerable expertise, having been for almost ten years the director of a chain of agencies specializing in domestic employees. Mr. Blackoff feels that an employment agency operating in the normal business fashion cannot absorb the expense of training, as is being done in the pilot program, and thinks an important adjunct to the program would be to obtain tuition payments for household workers such as those available to nurses and members of other professions.

The National Committee on Household Employment has given some thought to this problem of education. Again, there is the question of status: this time, to give status to household work in the eyes of educators. The U.S. Office of Education is working with NCHE in developing a curriculum which hopefully will find its way into high-school class-

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TO THE  
PRINTING ON  
THE ORIGINAL  
BEING CUT OFF**

**ILLEGIBLE**



rooms. The Office of Education is releasing a guidebook jointly with NCHE, "Guide for Household Service Occupations," for administrators in public-school systems or service organizations.

The pilot project in Manhattan, Kansas, also has an educational thrust. It is being conducted by Kansas State University's Department of Home Economics. Their program is for women over forty-five years of age, who are receiving intensive training in homemaker services. It is hoped that small colleges throughout the Midwest will use it as part of their adult-education program.

### Employer-worker relations set in new framework

Mary Schlick, Project Director of the National Committee on Household Employment, points out that the employer is just as important in this picture as the employee, a fact that may surprise many homemakers who have tended to think of this as a "worker" problem.

"The employer still presents our greatest problem," Mrs. Schlick says. "They simply do not realize their importance. We must make our women employers more businesslike in their relations with household help. They must understand they are legally responsible for social security and other deductions. They may not realize there is a fine, payable with interest, if deductions are not made. And there is a related point: When a worker pays social security and knows why she is paying, she begins to feel she is part of the labor force. She feels more important, and this changes her image of herself.

"Our country has great service industries," continues Mrs. Schlick. "We must learn to distinguish between being a 'servant' and giving 'service.' Everyone understands that for good service you always pay: for a good plumber, for instance, or for an electrician. Somehow, because most women can do some work around a house, they don't regard housework as the skill that it actually is."

On the employee side, Mrs. Schlick would like to change the worker's attitude so that she looks on household work as a job that may well lead to more responsible work with higher pay. "We are very interested in the new careers that we feel will develop from these pilot projects. A person may begin as a household technician and later become a home-management specialist."

If such terms as "household

technician" sound cold to you and seem just one more step in the direction of de-personalizing our lives and putting us into the hands of the computer, consider that not all lies in a name. There was a time in our country when each household had its Hilda or Gretchen. There was much affection, mutual respect, and mutual trust. The world has changed, society has changed, our lives have changed, and in many ways, although our needs remain the same, we have been out of touch.

In the new view, the homemaker is, in effect, saying: "I respect your wish to be a working and contributing member of our society, and I recognize your need of financial stability. You are important to me and my family. I will pay you on a professional scale." In reply, the worker is saying, "I respond to your need because I know that you respect me and my training."

If individuals can achieve mutual respect and trust on this professional basis within the household circle, it may well point the way to greater understanding and appreciation on a larger scene.

**Note to Readers:** If you are interested in these pilot projects and would like to have more information about participation in your area, write to: Mrs. Mary Schlick, Project Director, National Committee on Household Employment, 1346 Connecticut Ave. N.W., Washington, D.C. 20036. ■

#### For information on individual projects:

**Alexandria, Virginia:** SURGE, Washington Urban League Inc., 219 South Alfred St., Alexandria, Va. 22314.

**Boston:** Women's Service Club, 464 Massachusetts Ave., Boston, Mass. 02118.

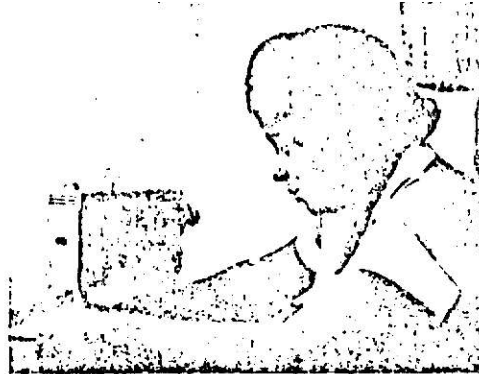
**Chicago:** Household Employment Project, The YWCA of Metropolitan Chicago, 1001 North Dearborn, Chicago, Ill. 60610.

**Manhattan, Kansas:** Department of Family Economics, Kansas State University, Manhattan, Kansas 66502.

**New York City:** Household Management, Inc., 131 E. 23rd St., New York, New York 10010.

**Philadelphia:** HEART, 4131 North Broad St., Philadelphia, Penna. 19140.

**Pittsburgh:** Ethnic Foundation, Inc., 535 Fifth Ave., Pittsburgh, Penna. 15219.



Appendix D

# HOUSEHOLD EMPLOYMENT

by Ethlyn Christensen  
and Mary D. Schlick

**A**S MANY HOUSEWIVES KNOW, the problem of finding, keeping and—yes—even training domestic help can be and often is a frustrating one. Why? Perhaps to really get to the crux of the problem you might try imagining yourself in plain domestic garb, with broom and duster in hand, working long hours for low wages and with few if any of the benefits accorded other workers.

Early in the 1960s the report of the President's Commission on the Status of Women highlighted the fact that household employees continued to share few of the improved standards progressively granted other workers. The fact that working conditions remained in this depressed condition and women were taking jobs outside the home in greater numbers accounted to a large extent for the acute shortage of workers for household jobs.

In 1964 an award for eminent achievement given to Esther Peterson, Assistant Secretary of Labor, from the American Women's Association was accompanied by a grant of money for a project geared to upgrade private household employment. Sensitive to the needs and opportunities in this occupational field, the Women's Bureau of the U.S. Department of Labor under the direction of Mrs. Mary Dublin Keyserling, consulted representatives of voluntary organizations and government agencies with the objective of pointing directions for renewed efforts to improve conditions.

An immediate result of these events was the formation of the National Committee on Household Employment (NCHE), incorporated in 1965 with members from a variety of national voluntary organizations as well as prominent individuals. In accordance with its goals to improve the economic and social status as well as the quality of employment in household and related service occupations,

*Miss Christensen and Mrs. Schlick are chairman and project director of the National Committee on Household Employment.*

## New Careers in an Old Business

*Sewing, cleaning, ironing, plant care and food preparation are skills learned at the HEART training center in Philadelphia. An occupational therapist is showing a trainee some techniques in working with the elderly (above right) and an employee-supervisor talks with another trainee at the center (top left).*



the NCHE, in 1966, contracted with the U.S. Department of Labor to promote pilot projects across the country which would experiment with new approaches to home service.

At NCHE we worked with individuals and community groups in all parts of the country and learned there was a tremendous swell of interest in doing something about household service. Employers wanted to improve standards of employment, and workers wanted to train for better service. During this time we watched and participated in the first of these experimental and demonstration projects, Willmart Services, Inc. in Washington, D.C.

In March 1968 seven more sponsors signed contracts with the Department of Labor and the U.S. Office of Education for the operation of these demonstration projects in household service occupations. At this time the NCHE moved from a developmental role into a new phase of supervising and assisting the projects as they moved toward their goals. Later the NCHE will evaluate them and make recommendations for future action to make the occupation dignified and competitive based on project findings.

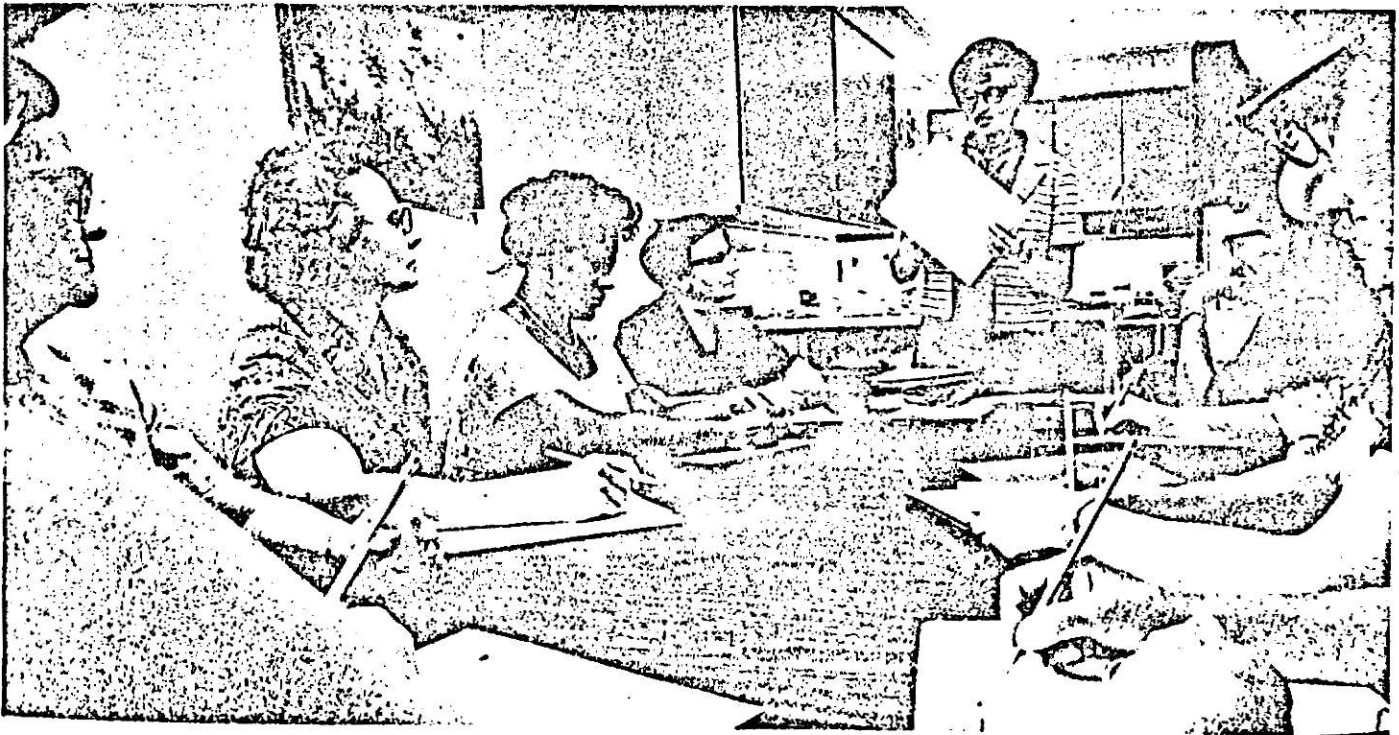
**T**HE PILOT PROJECTS are in Manhattan, Kansas; Chicago; Pittsburgh and Philadelphia; Boston; New York; and Alexandria, Virginia. All are trying to build knowledge

and techniques for restructuring the occupation. Restructuring means changing form. But what can be changed in an occupation as old as household employment? The workers can change as a result of motivation and training. They can provide the quality of service employers will value. The job can be changed as employers gain a new understanding of the workers and the service jobs needed in their homes. The occupation itself can change from a no-future, no security occupation. It is possible to build-in fringe benefits and plans for advancement and retirement for persons in this occupation, just as in any other. Each project is attempting to change the occupation by solving the problems of recruiting, training, counseling and placing household workers.

#### *Homemaker Service Demonstration Project Kansas State University, Manhattan, Kans.*

Women over 45 who are seeking a source of income are being trained for employment with public and private agencies to go into homes and take over the management in times of crisis. The trainees live together in a home management house on the Kansas State campus for three of the program's four weeks. One week is spent in work experience as aides to homemakers in agencies out in the state. Although women are hesitant to come to the uni-

*Buying and caring for fabrics and children's clothes is one of the classes at the Homemaker Service Demonstration Training Program at Kansas State University. The class is being taught by a J.C. Penney home economist at the dining room table in the home management house on the campus.—Photo: Mark Godfrey, Topeka Capitol-Journal*





versity campus for the month training period, once there they are enthusiastic about the group experience and the new learnings in the program.

**Household Employment Project**  
**YWCA of Metropolitan Chicago**

The YWCA is sponsoring this project which is successfully training household management specialists and technicians and arranging for their placement at \$100 to \$120 per week. One feature is the open-ended training period in which trainees may enroll at any time during the first five weeks of the session, and stay on into the next session to pick up any skill development they may have missed. This flexibility has proved to be helpful with adults who cannot always make arrangements to come into a program at one time. Major demonstration approaches are the employer seminars being conducted by YWCA volunteers in the suburbs. This project is approaching restructuring the occupation by creating a climate of employer acceptance of new standards—thus changing the job itself.

**Household Workers for Industry**  
**Ethnic Foundation, Pittsburgh**

The special feature of this project is the approach to industry to place workers as fringe benefits for executives or as emergency homemakers, freeing the employee to work when a crisis at home might otherwise prevent his reporting for work. As in the New York project, graduates may be employed by the sponsoring agency. This reduces the intermittency of jobs, long a problem in household occupations.

**HEART, Philadelphia, Pennsylvania**

Household Employment Association for Re-evaluation and Training is sparked by a human dynamo, Mrs. Uvelia Bowen. This project has had unusual cooperation from state and local agencies. Mrs. Bowen with help of youth groups renovated a house for a training center, obtained supportive health and other services locally, and began an intensive training program aimed at upgrading the person as well as the skills. Home supervisors provide work experience for trainees after attending seminars in supervision and the responsibilities of employers.

**In-Migrant Homemakers' Training Project**  
**Women's Service Club, Boston**

The Women's Service Club has for 50 years operated a residence for young Negro women in South Boston. Two years ago the club initiated a program for in-migrant household employees. Many young women came to Boston from the South brought by agencies promising jobs. New to the city, these young women were lonely. The Women's Service Club In-migrant Program sought them out and opened their doors to them, taking in those who were out of a job or needed a place to stay, and



*Proper cleaning of a Westinghouse frost-free refrigerator-freezer is demonstrated by an assistant project director at the Ethnic Foundation in Pittsburgh. The refrigerator is one of the major pieces of equipment donated by Westinghouse to the Foundation's 16-week job training project, "Household Workers for Industry."*

planning activities for others on their days off. When it became apparent that many of the in-migrant workers came to their new jobs with skills so limited they soon found themselves out of work, the club developed a training program to teach the skills of household care.

**Household Management, Inc., New York**

Theorizing that if a business could impose itself between the worker and the householder many of the inadequacies of working conditions, pay and performance could be eliminated, Mr. Edward Blackoff formed Household Management, Inc. In a colorful center in New York, women are enrolling in ten-week classes to become skilled household technicians. After graduation they may go on the company's payroll where they will work the hours convenient for them and receive fringe benefits as well as wages higher than the prevailing rate in New York.

**SURGE, Washington Urban League**  
**Alexandria, Virginia**

SURGE, an acronym for Service United for Responsible and Gainful Employment, has as its goal the formation of an employee cooperative service enterprise. SURGE job development efforts and training emphases are on team



A home management specialist graduate is presented a certificate of achievement and a hat box for personal belongings on completion of the course at the YWCA Household Employment Project in Chicago.—Chicago Tribune photo

cleaning of apartments as a means of restructuring the job of home maintenance. Breaking maintenance down into manageable components increases the productivity and income for the workers. The service firm is one avenue of improving the wage and hour structure of the occupation, giving it dignity and security. One of the major problems in such a firm is retaining enough workers to be able to make an adequate return. The employee cooperative is one method of attracting and holding workers.

**T**HE NCHE HAS DEVELOPED a *Guide to Care of the Home* which is being published. Training directors and teachers in vocational home economics have complained that there have been no printed materials for use in household training programs in one collection. This book will help fill that void. The committee has also written a *Party Aide Guide* and a *Guide for Project Directors and Administrators* (to help avoid the pitfalls which our projects found) for use with similar household employment projects. For these materials write NCHE, 1346 Conn. Ave. N.W., Suite 325, Washington, D.C. 20036.

**I**N ADDITION to the demonstration projects, the NCHE continues to work with individuals and groups in their efforts to upgrade the occupation. The seminars with em-

ployers conducted by several of our projects have given insight into the techniques of supervision and have helped them discover that workers can be attracted to jobs when pay and other benefits are commensurate with skills acquired in training programs.

Increased recognition of the high degree of skill required for household services and the opportunities for advancement to supervisory or instructional positions within the occupation and to related services such as day care centers for children, nursing homes and schools has enhanced the status of household employment.

To provide the basis for a working agreement between employers and employees, the NCHE has developed a code of standards for private household employment. (See page 17.) When adopted by employers and employees this can be the first step in the development of a mutually satisfactory arrangement governing the rights, duties and responsibilities of both parties and should do much to improve the human and working relationship between employer and employees. In addition, the great concern for upgrading household employment has motivated the committee to give consideration to the kinds of legislation needed for the benefit of both employers and employees.

Programs other than the demonstration projects continue to come to our attention. Many people in many parts of the country are working with the same goals in mind. The NCHE is providing advice and assistance where possible. Until there is a total national effort, little permanent progress will be made toward upgrading household employment.

**W**HAT CAN WE DO as individuals? The NCHE looks to you for several contributions. First we can all be enlightened employers for this restructured occupation. Many organizations or community groups have studied and agreed to abide by the NCHE code of standards. Others have used these as a basis for developing a code for the community. Another area is working with other interested persons to stimulate locally supported programs which can revitalize home service in your community. The NCCW, Alexandria and Arlington deaneries, were instrumental in stirring up community support for the SURGE project. Their members continue to serve on the steering committee with a definite action role in the project operation. A third contribution could be a local study of the kinds of service families need. Many of our traditional ideas about household service must be modified because of the changes in living patterns today. With fewer persons willing or able to take live-in jobs and fewer homes designed to accommodate an extra person, for instance, other means will have to be found for satisfying the needs of families for full-time assistance. The NCHE welcomes your help in upgrading the status of household employment, an occupation whose existence is basic to other occupations for women. □

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## Appendix E



This is the way we clean the rug . . . a new federal program designed to upgrade the position of maid establishes schools to train domestics. Object—better maids and better pay.

**Solving a Household Problem**

# MAID TO ORDER

BY JOHN G. ROGERS

American housewives — are you sizzling in frustration because you can't find women able or willing to work as maids or house cleaners? If you are, rest assured. Uncle Sam is doing something about it. He's spending \$1.5 million in grants to seven agencies to discover ways to encourage women to work as domestics—and be proud of it.

Each of the federally financed agencies—they're predominantly in such big cities as New York, Washington, Boston and Chicago—has its own ideas on how to inject action into the domestic help market. But all have the same basic approach—upgrade the job by training women to be very superior maids worth more money and respect. In short, give the maids prestige.

And if these government-funded pilot projects prove successful, if they revitalize the domestic help situation to the advantage of both employer and employee, it's expected that private entrepreneurs will swiftly embrace the new formula on a coast-to-coast basis.

The problem: though there are an estimated 5 million domestic jobs available, women are not rushing to fill them. And, for a variety of reasons. Many re-

gard the pay as inadequate, the work as demeaning, the employer as unreasonable. Also, some civil rights leaders have urged Negro women to pass up domestic work and take advantage of training programs for other less servant-like types of employment.

"What makes domestic work inferior?" asks Edward Blackoff, of New York, director of Household Management, Inc., first of the agencies to start rolling. And he answers: "Domestic work is inferior because of inferior treatment, inferior pay and inferior benefits. Change those three things and you make the jobs more attractive. We aim to change employer attitudes, and wages and benefits."

Blackoff, who used to import 1500 maids a year from Western Europe but had to stop when a shift in immigration priorities trimmed his supply, has a \$317,000 grant to finance Household Management. His first move was to lease the entire sixth floor of a Manhattan office building and fit it with attractive life-size mock-ups of kitchen, bedroom and living room just as they'd be in a modern apartment. He hired a staff of 12, including several home economics specialists and a counselor. He recruited his

continued





Canapes for the cocktail hour: maid trainees at this New York school—their new prestige title is household technician—stress food preparation from tasty bits to whole meals.



**MAID**

continued

first class of 26 women through advertising or other contacts.

Then, school began. For six hours a day, five days a week, Blackoff's staff works at converting the women into high class maids for whose services New York housewives ultimately will be willing to pay as high as \$120 a week.

"But don't call them maids," Blackoff requests. "Part of the new prestige is a new title—they're now household technicians."

Blackoff's students — they range in age from 18 to 60 and most are Negroes — are divided into two sections of 13 each for intense instruction. Teachers Stefanie Lapanig and Marge Hoffman lecture and demonstrate steadily while the class makes notes — here's how to decorate a canape, to clean a shag rug, to take permanently pressed sheets from a drier.

### Other aspects

Mary Louise Bopp, director of training, reels off more curriculum: "We go to the supermarket and learn how to shop. The telephone people come in and give us a full drill on good telephone manners. The beauty people will be in for sophistication with cosmetics. We'll stress care of kids and the elderly. And all the time we'll emphasize poise and confidence."

Before the ten-week course is half over, the household technicians begin part-time work in homes, each wearing a chic, yellow uniform emblazoned with a daisy. Throughout the course, each student gets subsistence money up to \$70 a week, depending on number of children at home, and other factors. Of the first

class — in an experimental 15 months Blackoff will train four classes — 11 women are married, six single, five widows, three separated and one divorced.

More than a third of the first class were on welfare or other public assistance when they came to Blackoff. But, on completion of the course, each graduate receives a beautiful diploma and goes full time on the payroll of Household Management, starting at \$80 a week plus \$18 in benefits such as hospitalization, paid holidays and vacations. Blackoff then will hire them out to customers at a markup that gives him about a 15 percent profit.

How confident is Blackoff that his pilot project will be successful, will really chart a new course for the future?

"I feel very hopeful," he replies, "and

## Maid Trainees Give Their



Vivian Sewell: "I need a job. I want to get off welfare. The idea of becoming a good maid with good pay appeals to me."

Parade • July 21, 1968

I think with good reason. Placing the graduates will be the least of the problem. I've already got a list of more than 100 customers anxious to hire my people. But after that it'll be up to both sides to produce. The housewife has to show a full measure of respect and fair treatment for the household technician. And the technician has to earn it with performance, pleasantness and perfect attendance."

In Washington where the Urban League is the sponsor and the grant is \$400,000, the details vary. John Jacob, a league director, foresees an employee-owned company of technicians giving a more impersonal service than Blackoff's. This would consist of teams of cleaning experts equipped with the most modern devices and gadgets. They'd swarm into an apartment, quickly clean it from

wall to wall, floor to ceiling, and move on. Their speed of operation would mean they could serve more clients and make more profits.

"Our first target areas," Jacob says, "will be Washington's affluent suburbs such as Arlington, Fairfax and Alexandria where you've got big apartment complexes occupied mostly by government employees. We estimate that any household with minimum income of \$10,000 a year could afford maid service at least once a week. Job opportunities should be unlimited."

## Another angle

In Pittsburgh, it's the Ethnic Foundation that's trying to upgrade the maid, using a \$194,000 grant to train women who are mostly of Polish, Italian and German extraction. Paul Deac, the director, has an angle aimed at large corporations:

"In this day of hot competition for good executives, big companies are always looking for new fringe benefits they can use as bait. If a company had a contract with us, we could supply a great fringe benefit. We could send a maid over to an executive's home full time, periodically or to meet some emergency like illness or kids home alone.

"In the Pittsburgh area there are probably five domestic jobs available for every qualified woman. In addition to all the household skills, we're teaching manners, grooming, improved English, all the things needed to make a woman a valued employee."

Among the other federally financed help-the-maid programs, some stress training for older women and some are tailored for the Southern migrant in the North. Among sponsors are Chicago's YMCA, Women's Service Club of Boston, Philadelphia's Household Employment Association for Re-evaluation and Training, and Kansas State University.

But, wherever the city and whoever the sponsor, the federal initiative is laudable because it's ridiculous that 5 million jobs should go unfilled when we have women who want them and need them—if they're upgraded.

## Views



Luisa Fuentes: "I like this new training course for maids. I kept a house for many years but now I see there's much to learn."



Lee O'Brien: "Our family needs more money and I decided to make it doing what I've always done best—running a house."

HOMEMAKER SERVICE DEMONSTRATION TRAINING PROJECT:  
PROFILE OF INQUIRIES

by

MARY JO HARBOUR

B. S., Kansas State University, 1960

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AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

*Department of Family Economics*

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1970

National publicity had evoked inquiries about the Homemaker Service Demonstration Training Project at Kansas State University. This study was undertaken to identify the characteristics and concerns of those making inquiries about the project, to determine the type of information desired and to estimate the potential involvement of inquirers in homemaker training and service. This profile will be the basis for a guide on establishing comparable programs of homemaker training as well as service.

The seventy-five inquirers were mailed a four-part questionnaire. Forty-six responses were received from schools, agencies, businesses and individuals in twenty-five states. Half of the respondents learned of the program from an article in House Beautiful and one-fourth from the National Committee on Household Employment. Respondents sought information to start training program, service or business, to use as reference material, to use in a current project and to satisfy curiosity.

Respondents wanted practical information on course content, facilities, financing, establishing a training program, recruiting trainees and finding work for graduates. Although the number of questions did not vary greatly with respondent groups, the reasons for wanting information were related to the use made of the information.

There is sufficient interest in homemaker training and service to warrant development of the proposed guide. It is recommended that the guide include specific steps for development of homemaker training and service in a variety of organizations and situations.