

RESPONSIBILITIES OF HOUSEHOLD EMPLOYEES  
FOR YOUNG CHILDREN IN A SELECTED GROUP OF HOMES

by

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B. A., State College of Washington, 1940

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A THESIS

submitted in partial fulfillment of the  
requirements for the degree of

MASTER OF SCIENCE

Department of Child Welfare and Euthenics

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

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## INTRODUCTION

Results of researches have indicated that experiences during the preschool years have a significant influence upon the development of a child's personality. The earliest of these experiences arise through interaction with the family members. The household employee also, because of her intimate relationship with the child, undoubtedly affects its development during the early impressionable years. This influence often has been disregarded. Employers have tended to believe that caring for a young child requires no special aptitude, training or skill.

In the discussion of well managed employer-employee relationships in the home, Watson and Wells (1938) felt that in the homes where workers were treated with consideration and respect, the children learned attitudes of respect for human personality and tolerances for differences in education and economic background. They further indicated that children who learn to look down on workers in the home, to ridicule and reject their weaknesses, to defy their authority and to show no respect for their status, have built into their personalities certain anti-social patterns which will crop out later.

In Watson's (1941) case study of a preschool child was the statement, "Inconsistent guidance received from mother, father, or maid may also result in her tense, sometimes inconsistent actions and emotional instability." Concerning this subject Boettiger (1941) held that a person must have complete

confidence in the integrity of an individual employed to take care of his children if relations are to be satisfactory.

Shootes (1939) found that the three characteristics considered absolutely essential by all employees and all employers were competence in household tasks, personal cleanliness, and the ability to handle children with kindness and forbearance.

In the same study it was found that four of 23 employees would like special training in child care. Two employees desired such training in order to improve their technique and two because they liked best the job of caring for children.

Although training for household employment has been made available for many years by a few technical and privately owned schools, the first broad plan for training household employees was made in 1938 when Works Progress Administration projects were organized. Some of the training programs have included units on the care of children. In the National Youth Administration maids' training courses which offered study related to child care, the students often observed children in nursery schools carried on in connection with the public schools.

The importance of study about household employment was emphasized by Andrews (1942) because over two million workers served over one and a half million families at an expenditure of 699 millions of dollars in 1935-36. He also stated that household employment merits attention because of the dissatisfaction with present conditions and numerous demonstrations that education for worker and for employer can create better conditions.

Because there has been but little research done on the responsibilities of household employees in caring for young children, it seems desirable to (1) ascertain what duties and responsibilities are given household employees in the caring for young children in a selected group of homes, (2) determine the specific methods of guidance given young children by the household employees studied, and (3) note the responses of the children to the household employees.

#### PROCEDURE

The subjects of this study were members of 15 white families in Manhattan, Kansas, who had young children and household employees. Ten of the families had children in the college nursery school, three families had children in play centers and two families planned to enter their children in the college nursery school in September 1942 if possible. Thirteen families employed full-time help, the other two families had college girls who worked part-time. All 15 employees lived in the homes. These families were chosen because they were willing to co-operate in such a study.

The employers and household employees were interviewed separately and were told the nature and purposes of the study. A schedule then was filled out by the investigator. Data were recorded on Form I (see Appendix) during the employer interview and on Form II (see Appendix) when the household employee was questioned. Each family was given a number which was used on the schedules and on the diary record cards.

After each set of interviews was completed, four home visits of approximately two hours were made to every family. These visits were started on November 20, 1941 and were finished by March 15, 1942. Diary records were recorded on Form III (see Appendix) during each visit. At least two of the visits to each family were made when the household employee was in complete charge of managing the children while the parents were away from home. The visits were made at different times of the day in order to observe the household employee caring for the children during two or more different routines, such as during meals, morning or afternoon play, or during evening activities.

It was emphasized to the mother and to the employee that the home conditions should be as nearly normal as possible. The household employee went ahead with her work while the investigator, who was taking diary records, sat in the background where the children could be seen and heard easily. The first few minutes of each visit the children usually desired the attention of the investigator. After she explained that she was doing some writing for school they became accustomed to her presence and went ahead with their activities.

After all of the data were collected, answers to the questions on both sets of schedules were tabulated and summarized. Then the diary records were read, trends were noted, and specific incidents were selected which illustrated the tendencies of the employee-child relationships. The findings from the schedules and diary records were discussed and some interpretation was attempted.

## DATA

The following data were secured on the schedules which were filled out during separate interviews with the 15 mothers and the 15 household employees.

## Background of the Families

Age. The ages of the fathers ranged from 28 to 43 years, with a mean of 37.2 years. The mothers were somewhat younger and varied in age from 27 to 40, the mean being 31.3 years.

Education. All of the parents had completed high school. The fathers, however, attended college for a greater number of years than the mothers. Three fathers attended college for two years and 12 completed four years of college. Six of the 12 who had completed four years of college, or its equivalent in a professional school, did postgraduate work for one, two or three additional years. Four of the six fathers who did graduate work attended professional schools where they studied dentistry, medicine, osteopathy and veterinary medicine, respectively.

One mother completed high school only, one attended business college and one completed three years of nurses' training. Three mothers attended college for one year. One of the three then went to business college. One mother attended college for two years and one went for three years. Seven mothers completed four or more years of college. One of the mothers who attended college four years also completed three years of nursing and one

year of public health training.

Occupation. The fathers were employed in a variety of occupations. Two of them were on the faculty of a state agricultural college; two held government positions; two were Majors in the United States Army, one in the Medical Corps, and one in the Veterinary Corps. The others were as follows: a research economist, an osteopath, a newspaperman, a theater manager, an accountant, an owner and manager of a dry cleaning establishment, a manager and part-owner of an ice cream manufacturing plant, a banker and a dentist. Thirteen of the 15 mothers were full-time housewives and two did part-time bookkeeping.

Income. One-third of the families had yearly incomes between \$2000 and \$3000, and two-thirds had incomes over \$3000 each year.

Size of Family. There was a total of 35 children in the 15 homes; 20 males and 15 females. Only two of the 35 children were adopted, and they included a five-year-old boy and a girl nearly six years of age. One family had only one child. In eight of the homes there were two children; in six, three children. The average number of children was 2.3 per family.



Table 1. Number and age range of the children in the 15 families.

Number of children per family		Age of children	
No. children	No. families	Age range	No. children
3	6	Under 6 mos.	2
2	8	6 - 12 "	2
1	1	12 - 18 "	3
		18 - 24 "	4
		2 - 3 yrs.	4
		3 - 4 "	6
		4 - 5 "	6
		5 - 6 "	3
		6 - 7 "	2
		7 - 8 "	1
		8 - 9 "	1
		9 - 10 "	0
		10 - 11 "	0
		11 - 12 "	0
		Over 12 "	1
Total	15		35

These children ranged in age from under six months to over 12 years. Eleven children were under two years of age; 19 were between two and six years; and five were over six years old. Of the 19 children between two and six, four were two to three years old; six, three to four; six, four to five; three, five to six.

To summarize, the 15 families studied were in general 30 to 40 years old, a well-educated group employed in white-collar and professional occupations which yielded a high yearly income. The small size of family was consistent with these characteristics. That these families were from a high income level was necessitated by the fact that they were the group able to afford household employees. Therefore, the findings of this study apply only to the social strata from which the sample was drawn.

## Practices of the Family Toward Household Employees

Number and Tenure of Household Employees. Since January 1937, the 16 families had employed 72 different girls, including the present helper. One family had never employed a worker in the home before the present one; the other 14 families varied in the number of years that they had workers in the home. Some had hired household employees for only one year, others for two years, while a few had kept girls for three, four or five years. The 14 families who had employed helpers in the home previous to this study, had hired 57 different full-time workers. The families who kept helpers had averaged four different household employees each. The 57 employees worked during this five-year period a total of 386 months, and averaged 6.8 months at each job. The employers rated 32 of the household employees as being excellent or good, and 25 as fair or no good.

Table 2. Employer rating of previous household employees.

Rating by employer	No. previous household employees
Excellent	16
Good	16
Fair	11
No good	<u>14</u>
Total	57

Obtaining Household Employees. Two-thirds of the mothers made contact with some of their employees through private or government employment agencies. Three of the ten mothers who reported that they had used an employment agency, found that the employees obtained in this manner proved to be unsatisfactory. One mother stated, "I'd never use an employment agency; the girls my friends get that way are terrible."

Table 3. Methods of obtaining household employees.

Types of methods listed by employers	No. employers using method
Employment agency	10
Friends	9
Advertisement in newspaper	6
Former employee	3
College recommendation	2
Going to country to seek employee	2

The employers indicated that the most satisfactory method of getting household employees was through friends. Perhaps this was because of the fact that their friends were of the same economic level and that their work standards were similar. Two of the six who reported that they advertised in the newspaper stated that too many girls applied; the other four made no comment. The employers who stated that they obtained their workers through former employees, through the college or by going into the country to seek a helper made no comment about the desirability of using these methods to locate a household employee.

Qualifications. The 21 different qualifications listed by the employers as required of the household employees varied from

personal characteristics, such as clean and neat appearance, good disposition, good health, good morals, quiet manner, dependability, and so forth, to specific skills in doing general housework and taking an interest in children.

Table 4. Qualifications required of household employees.

Qualifications listed on schedules	No. times listed
A. Qualities related to the care of children	
Like children	11
Experience with children	3
Good to children	2
Interested in children	1
Patient with children	1
B. Abilities and skills in household work	
Good cook	3
Good laundress	2
Irons nicely	2
Cleans well	2
C. Personal qualities	
Clean and neat appearance	4
Good disposition	3
Good health	2
Good family and background	2
Good morals	1
Even-tempered	1
Quiet manner	1
Honest	1
Dependable	1
Use good English	1
Young	1
Willing to stay at home	1

The qualification most frequently listed by the employers was a liking for children. Every employer had at least one required qualification which related to the care of children. Each of the 15 employers stated that the household employee's ability to get along with children was the most important requirement.

One-third, or five employers, said that the employee's ability to do general housework was minor or unimportant. Housekeeping skills and personal qualities were listed infrequently by the employers. In hiring an employee the mothers seemed to base their decisions upon the applicant's personal appearance and statement in regard to her liking for children.

Wages. The 13 full-time and two part-time employees received room and board. The weekly wages of the 13 full-time employees ranged from four to eight dollars. Seven employees received over five dollars, two received five dollars, and four received under five dollars. One part-time employee received \$7.50 each month; the other part-time worker received only room and board.

Physical Examination. None of the employers required their present household employees to have a physical examination. However, five employers previously had required certain employees to have an examination. The examinations included tests for venereal diseases and tuberculosis, and an inspection of the employee's chest, teeth and mouth. Five employers stated that they knew the background of the girls employed and "wouldn't think of requiring a physical examination"; three employers would require an examination if they were doubtful about the employee's health; three would require a physical examination if the employee were colored.

Instructions. Eight of the 15 employers gave their household employees detailed written instruction, as well as verbal. The other seven employers gave verbal instructions only.

Authority. Fourteen of the 15 employers stated that they gave their household employees complete authority over the children. Two of these mothers, however, remarked that they never allowed the employee to spank the children. One employer stated, "E. doesn't have the same authority over the children as I... She doesn't have much discipline trouble so that problem never comes up. I never let her spank the girls and when I am home, I'm in complete charge even when E. handles them."

In review, the families averaged four employees each during the past five years, the average tenure being a little less than seven months. An employment agency, recommendation of friends and an advertisement in a newspaper were the most frequently used methods of obtaining household employees. The qualification required by all mothers was an interest in or a liking for children on the part of the prospective employee. None of the present workers was asked to have a physical examination. The majority of employers paid the full-time workers over five dollars each week, supplied detailed written instructions, and gave the helper complete authority over the children.

#### The Mothers' Opinions of Household Employees in Relation to Guiding the Children

Employees' Suggestions. Fourteen mothers thought that the children followed the household employees' suggestions readily. One mother stated that her child sometimes followed the employee's suggestions, but not always.

Punishment. Eleven mothers reported that their household employees punished the children occasionally, and four stated that the employees never punished the children. The types of punishment used were isolating the child from the room, isolating him from the group by having him sit on a chair, spanking him, and depriving the child of something. They were listed by the employers the following number of times: isolating from room, 11; having child sit on chair, four; spanking, four; and depriving the child of something, one (Table 10, page 30).

Difficult Procedures. The parents were asked to check the procedures with which their household employees had difficulty (Table 5). It was observed, however, that the difficulty in most cases was dependent upon the child's behavior rather than upon the household employee's method of handling the children.

As indicated by the mothers, the procedure with which the household employees most frequently had difficulty was the one related to getting the child to put away his equipment. Four employees had considerable difficulty, two had difficulty about half of the time and three had occasional difficulty. This made a total of nine employees who had trouble in getting the child to put away clothing, toys or equipment. Eight employees had difficulty in getting the child to eat; three had considerable difficulty, one had average difficulty, and four had occasional difficulty. Getting and keeping the child interested in a creative activity was difficult for six employees. Half of them had considerable difficulty, two, average difficulty, and one, occasional difficulty. Four employees had trouble in getting the child to

Table 5. Procedures with which household employees had difficulty, as checked by employers. xxx, considerable difficulty; xx, average difficulty; and x, occasional difficulty.

Procedures	Family No.														Total no. employees having difficulty
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
a. Getting the child to eat	x	x		x	x	xxx	xxx	xxx	x	xx		xxx			8
b. Getting the child to go to bed	xx	x		xxx							x				4
c. Getting the child to help himself dress		xx						xxx							2
d. Getting the child to put away equipment	x	x	xxx	x	xx	xx	xxx	xxx	xxx	xx					9
e. Getting and keeping the child interested in a creative activity		xx	xxx	xx		xx	xx	xxx		x					6



go to bed; one, considerable difficulty; one, average difficulty; and two, occasional difficulty. According to the mothers, only two workers had difficulty in getting the child to help himself dress; one had considerable difficulty and one had average difficulty. It is believed that the reason so few employees had trouble in getting a child to help dress himself was that most workers dressed the child completely, regardless of his ability to put on his own clothing. Two mothers stated that their employees had difficulty with none of the procedures. Out of a possible total of 75, the 15 employees were rated as having difficulty 26 times.

Rating of Characteristics. In the opinion of the mothers, the majority of household employees were patient, consistent in handling the children and gave the children the opportunity to make their own choices and decisions (Table 6).

Fourteen of the 15 employees were considered as being patient. One mother thought that her employee was quite impatient. Twelve mothers stated that their employees were consistent; three reported inconsistency. Two-thirds of the 15 employers believed that their household employees gave the children the opportunity to make choices and decisions, whereas one-third said that the children were given no chances to make choices or decisions.

In the opinion of the mothers, the forms of statements or suggestions made by the household employees included negative and positive statements, and suggestions made in question form. Eight employees made negative statements most frequently; five made positive statements; and two used questions. Only one-third of the employees used positive statements, the recommended child guidance

Table 6. Employers' opinions regarding household employee guidance of children.

Employers' opinions	Yes	No	Family No.														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
a. Is your employee patient?			x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
b. Is your employee consistent?			x	x	x		x	x	x	x	x	x	x	x	x	x	1
	Yes	No															
c. Does your employee give your child the opportunity to make choices and decisions?			x	x	x	x		x	x	x	x	x	x	x	x	x	12
	Yes	No															3
	Yes	No	x	x	x	x	x	x	x	x	x	x	x	x	x	x	10
d. Which does your employee say most frequently?			x	x	x	x	x	x	x	x	x	x	x	x	x	x	6
Don't do this																	
Will you do this																	
This is the way			x	x	x	x	x	x	x	x	x	x	x	x	x	x	5

procedure when making suggestions to children.

Opinions Regarding a Child Guidance Course for Household Employees. When asked if they would be interested in having their household employees attend a child guidance course if it were possible, 13 mothers answered "yes." Their statements were as follows: "It's a marvelous idea," "A good idea," "Yes, if the time can be arranged," "Yes, definitely," "Yes, if employee is interested." Two mothers were not interested in having their employees take such a course. One said, "No, definitely not, they can't absorb it...I prefer ones from a large family." The other employer stated, "No, I don't want to put any ideas in their heads...It would be an excellent idea to have it before employment but not during." Eight mothers believed that their household employees would be interested in a course related to the care and development of children, but seven were of the opinion that their helpers would not be interested in such a course.

Comments on Status of Household Employees. The mothers were asked what they felt should be the employee's place in the family. Nine of the 15 employers said that they took their workers right into the family routine and made them "one of the family." Typical comments were, "I've never had a maid...They are always one of the family...I introduce her to my friends," "It depends on how well we like the girl...The children respond to the way you feel toward a household employee," "We don't pay enough to have a real maid, so we can't be as strict as we'd like...We accept her into the family when we're alone, but when we have guests she keeps to herself," "Our girl uses the front door, the family

rooms and eats with us at noon...We take her right into the family," "This one is one of the family, the others haven't been," "We're no better than she is...she's one of the family, that's more fair...makes harmony," "Should treat her respectfully... This girl eats with the family and is one of us, but that depends on the girl," "This girl is part of the family, but knows her place." Six mothers said that their household employees did not enter into the family routine. Three of these six homes had Negro household employees. The comments were, "I don't think a household employee is happy as one of the family...She should have a room of her own," "She's not one of the family," "Shouldn't want one to be one of the family," "A girl takes advantage, I want one who knows her place...I don't want her to be one of the family," "We don't want a household employee to eat with us-- she isn't one of the family...We don't want her in the living room except when she's watching the children," "This one is different because she's colored--She's not one of the family."

In conclusion, the mothers thought that the household employees' suggestions were followed readily, that over two-thirds of the workers punished the children occasionally, and that all but two helpers in the home had some difficulty with certain routines, such as eating, sleeping, dressing and so forth. The mothers indicated that most of the employees were patient and consistent in handling children and that they gave the children the opportunity to make choices and decisions. However, over half of the employees were rated as making negative statements or suggestions. Over four-fifths of the mothers would like to have

their household employees take a child guidance course, but only eight mothers thought that their present girls would be interested in such a course. Three-fifths of the homes took the employees right into the family.

#### Background and Attitudes of the Household Employees

Age. The 15 household employees ranged in age from 16 years to 25 years, the mean age being 21.2 years. Two-thirds of the employees were between 20 and 25 years of age; one-third were between 16 and 20.

Race. All 15 household employees were citizens of the United States. Twelve of the 15 were white, three were Negroes.

Education. All of the household employees had completed grade school and 12 of the 15 graduated from high school. Two of the three employees who did not finish high school attended a secondary school for one year and one attended for two years. A large proportion of the workers interviewed in this study had continued their education beyond high school. Seven of the 12 high school graduates continued to go to school, five attended college from one to three years, one went to business college for one year and one completed a two-months child nursing course. Two of the five girls who had college training were part-time household employees and were attending college at the time of this study. In addition to one year of college, one employee had taken a beauty course for one year and three months.

Size of Family. The size of the families from which the

household employees came varied from two children to 12. Six families had three children, three families had six children, two had seven children, and one family each had two, five, ten and 12 children. The average number of children in the household employees' families was 5.1. Eight employees came from families of two to five children inclusive; five came from families which had six or seven children; and two, from families having ten and 12 children, respectively. Eleven household employees had younger brothers and sisters; four were the youngest in the family.

Residence During Childhood. Twelve of the 15 household employees lived on farms during their childhood; one lived in a rural town of 369 people; and two lived in cities of over 300,000 population.

Previous Employment. Before their present positions the household employees had worked at a total of 55 different jobs. The range was from no positions held to 11 previous jobs. The 14 household employees who had previous positions averaged 3.9 jobs each, one employee was starting to work for the first time. The employees reported that they liked 40 of the 55 positions but did not like ten, and five were too hard.

Table 7. Previous employment, number, length and type of positions.

No. previous jobs		Employment length		Type of work	No.
No. jobs	No. hh. emp.	No. mos.	No. jobs		
0	1	1	2	Household employment	42
1	5	2	5	Beautician	3
2	1	3	13	Boarding house work	2
3	1	4	4	Waitress	1
4	1	5	5	Receptionist	1
5	4	6	4	Clerical	1
6	0	7	8	Librarian	1
7	0	8	2	"Printers' devil"	1
8	0	9	1	Hospital pantry work	1
9	0	10	5	Dancing teacher	1
10	1	12	1	Cleaning and laundry	1
11	1	15	1	at cavern camp	
		18	1		
		24	1		
		30	1		
		36	1		
Totals	15	(382 mos. worked)	55		55

The household employees worked a total of 382 months before their present employment. The range in length of employment was from one month to 36 months, the mean being 6.9 months. The median was 5.7 months per job, and the mode, three months. The comparatively short tenure of the household employees' former positions agreed closely to that of the previous workers for the 15 families studied. The household employees had averaged 6.9 months for each previous job, and the families had kept their former workers for an average of 6.8 months.

Forty-two of the 55 different positions held previously by the employees were household jobs. Other jobs were beauty work, hospital pantry work, work in a boarding house and in a cavern

camp, waitress, receptionist, dancing teacher, clerical work, librarian and "printers' devil." The outstanding characteristic of these jobs was that they required little or no special training.

Present Employment. At the time of this study the 15 household employees had been with the families from two to 18 months, the average number of months being 6.8. Seven employees had worked in the homes studied less than five months, and eight employees six months and over.

In general, the household employees studied were in their early 20's, had come from large farm families, were well-educated, had worked almost seven months each, at approximately four different positions which required no specialized training.

Experience. Two of the 15 household employees had no experience in the care of children when they started their present work. Thirteen employees reported that they received their experience during previous positions, in their own homes, or both. Ten stated that they cared for young children in positions held prior to the present one, one cared for younger brothers and sisters and two cared for the children of previous employers, as well as for their own brothers and sisters (Table 8).

Study Regarding Children. Only three household employees reported that they had studied anything about children (Table 8). They stated that their home economics courses in high school had very little subject matter related to children. One girl had completed a unit on child care, another had studied about children in a Home Living course and one had taken a two-months child nursing course after graduation from high school. Twelve of the





girls reported that they had taken no courses related to the care of children.

Interest in Child Study. Eleven of the 15 household employees stated that they would be interested in studying the care and development of children. Two employees reported that they would not be interested in a child guidance course and two employees seemed to be indifferent toward the study of child care (Table 8). One said, "I might be interested--but I've had quite a bit of experience," and the other answered, "I'd consider taking such a course." The employees who wanted to study about children reported, "A child guidance course would be very valuable," "It would be fun," "I'd be very interested...It would benefit me - never knows too much," "I'd like to do kindergarten work, so I'd be very interested," "I'm interested in learning more about children."

The mothers' opinions of whether or not their household employees would be interested in studying the development and guidance of children disagreed with the employees' statements of their interest. Eight mothers thought that their employees would be interested; whereas 11 employees reported an interest in further study. In the opinions of seven mothers, the girls in their homes would not be interested in studying child behavior, but only two employees stated that they would not be interested and two seemed indifferent. The household employees indicated that they were more interested in a child guidance course than was assumed by the employers.

One of the two household employees not interested in a child guidance course had experience in caring for children at home and in previous employment, and in addition had studied a little about children in high school. The other household employee uninterested in further study, and the two employees who were indifferent had never studied child care, but had gained experience in previous employment. The 11 employees interested in studying child care included two who had studied about children, and nine who had never studied child behavior. The two household employees who had no previous experience caring for children and had never studied about children were interested in a child guidance course.

Twelve household employees checked the specific area of child care about which they desired information (Table 8). Managing the child was checked ten times; the busy child, five times; the healthy child, three times; the child and his playmates, two times, and the happy child, two times. One employee who stated that she was interested in learning more about children checked none of the five areas, saying "None of these appeal to me." The employee who stated, "I'd consider taking such a course," checked all five specific areas. The employee who "might be" interested in a course said she would like to know more about the busy child.

Although most of the household employees had experience in caring for children, they had not studied about child development and guidance. However, over two-thirds of them would be interested in studying the care of children, particularly about the management or discipline of children, rather than the child's

physical, mental or social development.

Interest in Children. All 15 household employees reported that they liked children very much. After saying that they were fond of children, one-third of the employees then qualified their statements by remarking, "Individually, not in masses," "I never have any trouble with them," "If they're not too mean," "When they are good--mind well," "If there aren't too many--I wouldn't want over two in a home where I work."

Work preference. A different type of work was desired by 11 of the 15 household employees. Two of the 11 were attending college to get training for other work. Three employees wanted to teach school and one each wanted to be a sales girl, a child specialist or beautician, a beauty operator, a waitress, a stenographer, a research chemist, a housewife and one had no idea of what she would like to do. One employee reported that she would like other work because "household employment is looked down on." Other comments made were, "I'd change if anything came along... I like music but there's no future in it," "I'd like to get into another kind of work," "I'd like work where there are no children," "I'd like to change--there'd be more money and it would be more interesting--like stenographic work," "I'm getting tired of this." Four employees were satisfied with their present jobs and wanted to continue household employment work.

All of the 15 household employees stated that they were interested in children, but over two-thirds desired a different type of position. Reasons for dissatisfaction with the work might include the low status of household employment, the low wages, the

relative isolation of such a position, or the lack of knowledge about how to handle children.

### Duties of Household Employees

Types of Work. The 13 full-time household employees did the family washing, ironing, general cleaning and kitchen work. Seven did all of the cooking, five assisted with the cooking and one did no cooking. One part-time employee did the general cleaning, kitchen work and part of the cooking. The other part-time helper prepared the evening meal and did kitchen work. All of the 15 employees cared for the children nearly every afternoon and during some mornings and evenings. One employee cared for children under two years of age; six cared for children over two and; eight, for children both under and over two.

Table 9. Employee's responsibility for children during performance of large household tasks.

Task	Family No.															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	hh. emp. checking
Cleaning	x	x			x	x	x	x		x	x	x		x	x	12
Washing					x	x				x				x		4
Ironing						x	x	x		x	x	x		x	x	9
Cooking						x							x			2
No. of different jobs during which hh. emp. cared for children	1	1	0	2	3	3	2	0	2	3	2	2	1	3	2	
Part-time employees																

Thirteen of the 15 household employees reported that they cared for the children while they were performing other household

duties, such as cleaning, washing, ironing and cooking. Two employees said that their employers cared for the children when they did the large household tasks. The number of different large tasks during which the 13 employees had to care for the children ranged from one to three. Three employees had the responsibility of the children when performing only one of the large housekeeping duties; six employees cared for the children during two big tasks; and four employees watched the children while they did three large household tasks. Twelve employees cared for the children as they cleaned, nine as they ironed, four as they washed and two as they cooked. That they might not have the responsibility of the children, three employees rose early to do the washing before the family was up.

Hours. The number of hours worked each week by the 13 full-time household employees ranged from 70 to 88, with a mean of 77.7 hours. The two part-time employees worked 28 and 54 hours each week, respectively.

Time Off. The regular time off given the two part-time employees was one evening a week. Of the 13 full-time employees, 11 were given two afternoons a week off, and two, one afternoon a week. Two employees were permitted one evening a week off; five, two evenings; three, three evenings; and three, four evenings. Ten employees were given from one to ten hours each week during the work days to rest. The other five had no free hours. When the employees were supposed to stay at home in the evenings, they were free after 8:00 p.m. to rest, read or do what they wished about the house.

Periods Alone with Children. All of the household employees frequently were left alone with the children three or four hours in the morning, afternoon or evening. One household employee was alone with her employer's children for six days, and two employees for four days. These three employees frequently were left in charge of the children for two or three days. Seven employees reported that they occasionally cared for the children alone for one day or a week-end and five employees stated that they were never left alone with the children for over four hours.

In summary, the full-time employees averaged 77.7 working hours each week, and were given two afternoons and two evenings off a week. During the week they cleaned, washed, ironed and cooked, and often cared for children at the same time. Usually they were left alone with the children for only three or four hours, but two-thirds of the employees had been left in complete charge of the children for a week-end or longer, when the parents were out of town.

#### Relationships of Household Employees with Children

Suggestions. Fourteen household employees reported that their employers' children usually complied with their suggestions, and one employee stated that the children resented her suggestions. This agreed closely with the employers' opinions on whether or not the children followed suggestions given by the girls in the home. Difficulty because of divided authority when the parents were home, was reported by three employees.

Punishment. The 15 household employees all considered it part of their position to watch, manage and discipline their employers'

children. That they punished the children occasionally was reported by 13 employees; never, by two employees. This disagreed with the employers' statements that 11 employees punished occasionally, and four, never.

Table 10. Comparison of employee-employer opinions regarding frequency and methods of punishment.

How often do you punish your employer's child?		How often does your household employee punish your child?	
	Answer		Answer
Never	2	Never	4
Occasionally	13	Occasionally	11
Methods listed by hh. employees	No. times	Methods listed by employers	No. times
isolating from room	7	isolating from room	11
spanking	6	spanking	4
depriving	2	depriving	1
sitting on chair	2	sitting on chair	4

The methods of punishment listed by employers and employees included isolating from room, spanking, depriving and isolating from the group by setting the child on a chair. Isolating from the room and spanking were listed most frequently. The employees tended to punish the children more often than the employers thought. Isolating from the room was used less often and spanking, more often than was indicated by the parents. The household employees probably were more severe with the children when the employer was away from home.

The household employees indicated that the children readily followed their suggestions, but that they found it necessary to punish the children occasionally. The punishment tended to be slightly more severe than the mothers stated on the schedules.



### Descriptions of Family-Employee Relationships

Four visits of approximately two hours were made to each of the 15 families. As often as possible, these visits were made at different times of the day so that different routines could be observed. At least two visits to each family occurred when the parents were away from home and the employee was in complete charge of the children.

During each visit the conversation and actions of the family and household employee were recorded. Every effort was made to write down all that occurred during the visits. Therefore, the data gathered in the diary records depended upon the investigator's ability to see and record the situations and the accompanying feeling tone. Occasionally it was necessary for the writer to use her own judgment when recording reactions of the children or employees, such as, "The employee said crossly," "Sally sulked as she put her crayons away," "Marie gave the children an angry look." Conversations, specific actions, responses and reactions were recorded as objectively as possible. The following descriptions of the families are based upon the data collected during the 60 home visits.

The Ames Family. The Ames family included the father and mother; John, five years old; and Mary, three and one-half. Sue, the household employee, who was earning her way through college, had been with the family for over a year. Sue cared for the children four afternoons a week, as well as the evenings that the

parents were gone.

Sue encouraged the children to be independent and self-reliant by expecting them to dress and undress themselves; tend to routines, such as washing and toileting alone; and put away their own clothes, toys and equipment.

During the visits, Sue's most frequent suggestions were positive. Mary was cutting paper bandages one afternoon when Sue said, "When you are finished you may put the bandages in the wastebasket." Mary replied, "No." Sue, "When they are dirty we put them in the wastebasket. Do you remember when we take the bandage off your little finger what we do with it? We put it in the wastebasket because it is dirty." Mary put her bandages in the wastebasket when she was finished playing with them. Mary, watching Sue dust in the master bedroom, picked up the articles on her mother's dresser. Sue said, "You point to them, darling--we leave them alone." Sue then began naming the objects on the dresser.

One afternoon before Mary tried on a new dress which her mother was making, Sue said, "I'll get the button box so you can pick out the buttons you want." She got the box and sat down with Mary. They looked at all of the buttons, then Mary chose the ones which she wanted put on her dress. As well as giving the children the opportunity to make decisions, Sue usually let the children choose their own activity. When they had no ideas of what to do to keep occupied, Sue made suggestions. She let them choose what they would like to do. For example, John and Mary were running around the house after their nap. Sue, who was trying to clean the kitchen, said, "We need to play in the den--you may color,

psaint or play with your blocks. What do you want to do?" The children went to the den. John got his box of colors and Mary played with her rubber-block building set.

Occasionally the children were separated from each other when it was necessary. Sue warned them when they were bickering that they needed to play happily together. If they persisted in quarreling or going ahead with the undesirable behavior, she separated them. When John was coloring, Mary marked his paper, so he told her to stop. She continued and he called, "Sue, Mary's coloring on my picture." Sue came to the den, told Mary, "Unless you can stop bothering John, you'll need to play alone," and then returned to her cleaning. Mary looked around the den, picked up a crayon and again marked on John's picture. John cried, "Sue, she's bothering me." Sue returned to the room, took Mary by the hand and said, "All right young lady, you'll need to play in the bedroom." She gave Mary a book and put her into the bedroom alone.

As well as changing their activity when necessary, Sue was able to direct silly talk into interesting conversation. One of Mary's favorite methods of getting attention was silly talk at mealtime. One evening she said, "That's dummy candy...It isn't any good--dummy candy--dummy candy." Sue said to John, "I think that's a new kind of candy we've never heard of before, don't you?" John laughed and then started talking about the stew. Both children ate the rest of their meal without comment about the food.

When it was necessary for Sue to go ahead with other duties, she explained where she was working and what she was doing. The children seemed to feel secure and important around Sue. She was

affectionate toward the children. John said to her, "You hold me." Sue replied, "I'll hug you." She picked him up and kissed him. Then he pretended that he was a baby. She put him down and walked away. John ran after her. Sue smiled at him and said, "You grew up awfully fast." Both laughed. John and Mary enjoyed Sue's pet nicknames of "little girl," "big boy," "sugar."

Sue took time to play with the children and almost every evening read a story to them before they went to bed. When the children asked questions, Sue patiently explained whatever they wished to know. As Sue was dusting, Mary, pointing to the cloth, asked, "What's that?" Sue replied, "Just a cloth." Mary, "Why?" Sue, "To use to polish the furniture--I put the furniture polish on the cloth."

Because the parents stressed manners, Sue often reminded the children to say please and thank-you. She set them a good example in being polite and courteous herself.

When the children did nice handwork Sue commented, "That's nice work." Mary worked for a long time with her rubber bricks and finally completed a wall. She showed it to Sue who smiled and said, "That's very nice, Mary."

Sue seemed to expect the children to comply with her suggestions or requests. Her tone of voice indicated that there was no question about what they were to do.

Sue, 19 years old, had helped to care for five younger brothers and sisters. She seemed to appreciate being accepted as one of the Ames family and thought that she was fortunate to receive \$7.50 a month in addition to board and room for part-time work.

Sue was an attractive girl whose cheerful manner seemed to win the respect of the whole family. She encouraged the children to be independent and self-reliant. Her most frequent suggestions were positive. When it was necessary, Sue re-directed the children's activities or warned them that they would have to play happily together or be separated. She played with both children, talked and joked with them. Her affectionate manner and praise seemed to give the children a feeling of security and importance. As indicated by the diary records, the children responded well to her authority, which agreed with her statement that the children seemed to comply with her suggestions. She seemed to be happy living with the Ames family and stated, "John and Mary are the grandest children I've ever known."

The Black Family. Mr. and Mrs. Black, six-year old Tom and three-year old Fred comprised the Black family. Laura, who had been employed in the Black home for over a year, cared for the children every afternoon and frequently during the evening. The older boy, however, did not return home from school until mid-afternoon which left Laura alone with Fred more often.

Upon the suggestion of the mother, Laura encouraged the boys to be independent by allowing them to make choices of what clothing they would wear and having them dress and undress themselves, giving necessary assistance to Fred. They were responsible for putting away their own toys and clothing. Occasionally Laura assisted Fred more than was necessary.

Laura was interested in both boys but displayed much more affection for Fred. She remarked that the parents were partial

to the elder boy so she tried to favor the younger one. Laura frequently hugged Fred as she helped him dress and he would respond by falling into her lap and laughing. During breakfast Tom was talking as he drank his fruit juice. Laura said: "Quit talking and finish that juice...Look here, your kid brother's all through." She then turned to Fred and said laughingly, "Where did it go?" Fred, "Don't know." Laura, "Did you give it to Buster?" Fred, "No." Laura, smiling at him, asked, "Where did it go then?" Fred replied, "Don't know." Laura tickled him and they both laughed. She then turned to Tom who had finished his juice, saying, "Did you say old Mr. Sun wasn't coming out, Tom?" Tom answered, "Yes." Laura, "Well it's coming out now."

Tom, realizing that Laura favored Fred, resented her authority. If she attempted to keep him from doing something or reprimanded him, he became angry and said, "Laura's a bad girl...she's a thief...she's a liar...she's stubborn." When Tom called her names and would not obey she often threatened to put him in his room, or told him that he couldn't do something which he was planning. One morning during breakfast Tom was playing with his food and was calling Laura a bad girl. She said to him crossly, "Tom, if you can't eat your breakfast nicely, I'll put you in your room...I mean it." He ate part of his breakfast then left the table and she removed his plate. Fred respected Laura's authority and followed her suggestions readily. She often showed her disapproval by clapping her hands, frowning or shaking her head. To get the boys' attention she often said, "Listen," or "I mean it."

Laura's impatience with Tom was evident as contrasted to her patience with Fred. When she wanted the boys to be more quiet or less active she usually said, "Now you settle down or you'll be sorry." Her commands very seldom received any response from the boys.

Laura's most typical statements were negative, such as, "We don't do this," or "Don't, Tom." She made no attempt to re-direct their activity when they were teasing or bickering back and forth. The boys amused themselves and asked her to enter their activities only during story-time in the evening. Tom often corrected her pronunciation as she read to them.

During her childhood Laura, who was 23 years old, had lived on a farm with her parents and two brothers, one older and one younger. She stated that she would like other work where there would be no children for which to care. She also said that she was happier in her present employment than in any previous work. She was taken into the family routine. The Black family paid her over five dollars a week.

Laura was a friendly, pleasant girl but seemed handicapped by exceedingly poor grammar. The parents and Tom corrected her frequently but she made no attempt to improve her speech. She encouraged the boys to be independent but sometimes did more than was necessary for them. She was more patient with and showed more affection toward the younger boy. Tom, the older brother resented this. Her suggestions and statements, which were negative were followed more readily by Fred than by Tom. To get the boys to obey she used threats of isolation or indicated that they would be

deprived of something. During the visits she never directed nor attempted to re-direct the boys' activities.

The Call Family. George, three and one-half, and Ruth, one, together with their parents comprised the Call family. They were cared for during afternoons and evenings by Frances who had been employed by the family for about two months. She completely dressed both children, put away their toys and picked up after them. It was necessary for her to do things for Ruth, but George was capable of dressing himself and being responsible for his toys and equipment.

Frances seemed to enjoy being with the children and said that she loved them both. She showed her affection toward Ruth by hugging, petting and kissing her frequently. Although she seemed as fond of George, she did not express her affection in the same manner, as George was too big a boy, in his estimation, for much petting.

George ignored any reprimands, suggestions or pleas by Frances, so she would either give up, which she did most often, or would have him sit on a chair. Her frequent threats to tell his father if he misbehaved sometimes yielded results. When asking him to change his behavior or to cease an undesirable activity she said, "You shouldn't do that," "I'm ashamed of you," "Don't, George please," "You can't do that," "George" (in a very disgusted tone), "All right, settle down now." Most of her statements were negative. She usually said to Ruth, "No-no." Even though she had little control over George's behavior, she was extremely patient with him, as she was with Ruth. Both children showed



little co-operation with her suggestions but they seemed not to resent them.

As Frances dressed George she talked constantly to him. It seemed as if she were trying to keep him occupied so that he would offer no resistance. Frequently she diverted his attention from teasing his sister by asking him what he had done at school or telling him of something she had seen.

In order to get George to eat, Frances often played games with him. One evening when he wouldn't drink his milk Frances suggested that he take a drink for every town which she named where there was a band, so by the time she had named several cities, the milk was gone.

George, being an extremely active boy, was frequently hurt. When he came to Frances crying for sympathy, she would comfort him saying, "Let me kiss it." If he continued to cry she would say, "A big boy like you crying over a little scratch...A big boy like you don't cry over that."

Frances seldom entered into George's play activities. During the visits she made no suggestions to George about something to do when he was unable to occupy himself busily. She talked and played a lot with Ruth, however. They played patty-cake and peek-a-boo.

Because Frances was pleasant and good-natured, the Calls enjoyed her presence and accepted her as one of the family. She was always neat and well-groomed. Her quiet, cheerful manner with George and Ruth helped to make the exuberant children more calm. Frances never encouraged George to help himself or to be responsi-

ble for picking up his play equipment or clothing.

Frances, 16, was the youngest household employee studied. She left high school after attending one year, and left home to take her job with the Call family. She was paid less than five dollars a week, but Mrs. Call said that she was improving in her work so rapidly that she would soon need to give her a raise. The Calls made Frances one of the family and took her on trips with them.

Frances seemed fond of both children. In order to get George to co-operate with her suggestions, she often threatened to tell his father of his misbehavior. Her suggestions were mostly negative. She never attempted to direct George's interest in a creative activity during the home visits. In contrast to her statement that when she was alone with the children they complied with her suggestions, the records taken indicated that the children just ignored her suggestions and requests. It seemed that Frances talked to George about anything in order to divert his attention or to keep him occupied so that he wouldn't start running around the house, shouting or teasing his sister. She played games with George to get him to do what she wanted.

The Davis Family. The Davis family was made up of Mr. and Mrs. Davis; Sally, three and one-half; and Mildred, 15 months. Emma, who cared for the younger child in the morning and for both children in the afternoon, had been employed by the family for over three months.

Emma completely dressed both children, picked up after them, and often fed them, thereby giving them little opportunity to develop skill or self-reliance. When Mildred threw things out of

her play pen, Emma picked them up, each time putting them back in the pen. She talked very little to the girls and often pretended that she did not hear Sally's questions. One evening Sally asked Emma, "Are you going into the other room?" Emma never replied although Sally repeated the question four times, then gave up.

"Don't do that" was her most frequent statement made to the children. Sally was trying to lift Mildred one afternoon. Emma said, "Don't put her up now." Sally pushed Mildred up to the table as they both laughed. Mildred bumped her head and Sally kissed it. Emma said, "Sally, I'm going to put you to bed if you don't stop lifting Mildred around...Don't lift her up." Sally got out her paints and Emma took Mildred to the play pen.

Emma seemed to tolerate the children only because her position required it. She was much more patient with Mildred than she was with Sally. Emma let Mildred play with her food at mealtime, whereas she kept saying to Sally, who was eating rather slowly, but was tending to her eating, "Hurry up--eat your eggs, hurry now." Later, as Emma was putting Mildred to bed, Sally came into the room and said, "Say, Mildred has one of my airplanes." Emma commented, "Well that doesn't matter." Sally started over to Mildred's bed when Emma said crossly, "Well it isn't in the bed...There it is on the floor." The children were given little freedom around the house when Emma was in complete charge of them. Mildred was put into her play pen and Sally played in the den. They amused themselves; Emma never helped them start an interesting or creative activity during the visits. When Sally asked Emma to read to her,

Emma replied, "Not now." If Sally asked, "Later?" Emma would answer, "Perhaps."

The children respected Emma's authority and usually did what she said, but occasionally Sally would rebel against Emma's strictness. Mrs. Davis said that Emma would never tolerate Sally's "sassiness" and would deprive Sally of something whenever she talked back. This sometimes resulted in emotional behavior which was upsetting to Sally.

Emma, who was 25 years old, had attended business college for one year after graduating from high school. She didn't like secretarial work and was unable to find a job so she went into household employment. She received over five dollars a week at her present job. She reported that her employer talked very little to her about the children. Mrs. Davis restricted Emma's authority over the children and said that she was not accepted as one of the family. She also stated that Emma had too much determination and would not accept suggestions.

Emma seemed disinterested in her employer's children. She did everything for them rather than let them try to help themselves. She made negative statements and was more impatient and strict with the older girl than with the younger. Requiring the children to amuse themselves, Emma allowed them to play only in certain small areas. Her statement that both children minded her well seemed to be verified by the diary records.

Emma was shy and reserved at the time of the home visits, and left the children alone as much as possible. She seemed quite self-conscious and escaped by going to her room and staying there

during most of the visit. Emma seemed dissatisfied with her work. She reported that she would like to do other work but didn't know what kind. Another household employee reported that Emma was looking for a different job.

The Eddy Family. The Eddy family consisted of Mr. and Mrs. Eddy; Bill, age four; Bobby, age two and one-half; and baby sister. Marie, who had been employed in the home for two months, supervised the two boys during the afternoons when the mother was away. At the time of this study the household employee spent very little time in caring for the baby. The mother was gone from the home frequently, and Marie felt that she was kept too busy watching the boys in addition to doing her housekeeping duties.

Marie obviously favored Bobby. She hugged and petted him often, and as she dressed him, would speak in baby talk, saying: "Come on, honey, let's put the clothes on." She often sang "That Little Boy of Mine" while dressing or helping Bobby. However, Marie seemed to like both of the boys. She called both of them "honey," "darling," "honey boy."

One afternoon Bill wanted to play a record. Marie said, "Now listen honey, you're not to play it--I'll play it for you." He went to the radio, pulled out the record player and played his record. Marie said nothing. The children were non-co-operative and rebellious toward Marie's authority. Frequently when she asked them to do something or stop something they said, "no." Bill took a box of crackers from the kitchen. Marie ran after him, saying, "Bill, you can't have them." She took the box away from him. Bill

cried out engrily, "I'm going to bang the darn thing." He then took a box of fudge and hit it on the table. She took it away and said, "You can't have that." Depriving the boys of their equipment was the only way she could prevent them from throwing blocks or paper, once they started. She had very little authority over Bill and often yielded to his demands or wishes. As Marie was picking up some blocks she dropped one on Bill's garage. He threw the block across the room. Marie said, "Bill you mustn't throw it." He threw another. Marie, "You shouldn't do that." He continued to throw blocks and she picked them up. Finally he became interested in something else. Occasionally she could trick him into doing what she wished. One afternoon when she was dressing Bill after his nap, she asked him to get ready so that she could put on his clothes. He promptly climbed on the davenport out of reach, so Marie said, "You can't put them on up there," to which Bill replied, "I can too." Marie, "You're such a little weakling, you can't even wiggle." Bill wiggled off of the davenport and crawled around the living room. Marie said, "I think I could almost be a cowboy 'cause I have to almost rope and tie you down to dress you." They both laughed, then Marie said, "Don't you want your clothes on--my goodness--nice people don't go around without clothes on." She caught him and dressed him.

When asking the children to be less noisy or to stop throwing things, Marie usually pleaded with them, saying, "Don't do that, please." The few times that she used a firm, commanding tone, she said, "I told you boys to stop that--now just tame down," or "Now listen." She frequently said, "Don't do that" in a mild voice, but

never substituted something else for them to do, nor did she make positive suggestions.

During his supper Bill played with his food, so Marie told him to hurry. He replied that he wasn't hungry and that he wanted cake. Marie said, "Finish your dinner then you can." Bill took a bite and wouldn't eat any more, saying, "You take this now!" Marie removed his plate and gave him two desserts.

Marie always dressed the boys completely and picked up their things. They had no responsibility in putting away their clothing, toys or equipment which they were using. During the home visits she never encouraged them to be self-reliant or independent.

The boys were given little help in starting a creative activity. Marie dressed them after their naps, then went ahead with her other duties, while they played wherever and however they wished. When they were too noisy or were in danger of breaking something she told them to stop, but failed to re-direct their activities in order that they could concentrate on something worthwhile.

Marie, 23 years old, had five older brothers and sisters. Her father was a minister of the Free Methodist Church, so the family often moved to small rural communities. She had held 11 previous positions and had not liked over half of them. The Eddys paid her over five dollars a week, which was much more than she had received from her other employers. Marie seemed to resent not being accepted as one of the family.

Marie was pleasant but realized that she had little control over the boys. She said that she didn't expect them to follow

her suggestions because they wouldn't mind their parents. She hesitated to talk over any problems with her employer and was worried because the boys used swear words and told "naughty" stories. However, she had an exceedingly strict viewpoint on what the children should or should not talk about.

She reported that the boys usually complied with her suggestions. However, the diary records showed that the boys resented and were non-co-operative toward her suggestions.

Marie seemed to be fond of both boys but tended to favor the younger one. She made negative suggestions and deprived the children of their equipment if they continued to misuse it. She often pleaded with them to stop doing something, but did not redirect their activity. They depended upon themselves for play ideas. During the visits Marie never read to the boys or played games with them.

Marie seemed to be unhappy in her work. She had many responsibilities and felt that her employer left her alone with the children too often. She also stated, "Mrs. Eddy acts as if she feels very much above me. I don't like it 'cause I don't think she's much older, but it's her home and if she wants it that way it's all right." "She never has time to talk to me," Marie continued. Marie seemed to need someone to whom she could talk and share her interest in sewing and photography.

The Forrest Family. The Forrest family included the parents and their two daughters, Dorothy, three, and Maxine, one and one-half. Sarah, the colored household employee who had helped the



family for over two months, cared for Maxine during the mornings when the mother was away and watched both girls in the afternoon.

The children's ability to help themselves was increased by Sarah's patience in letting them dress and undress themselves, giving them necessary assistance. She often told Dorothy, "You're a big girl now so you can do that." Sarah usually picked up the children's clothing and equipment.

Sarah spent a few minutes nearly every afternoon playing with the children, as they wanted her to sing songs and play games with them. The singing games played most frequently were London Bridge, Around the Mulberry Bush and Going to Titusville. In addition, Sarah usually read to the children every day. During each home visit the children asked Sarah to read to them. She would read one story for Dorothy and then one for Maxine. Frequently she and Maxine looked at picture books and Sarah would ask, "Where's the hoe?", "Where's the rake?" and so forth. If Maxine pointed correctly Sarah would smile and say, "That's right." The children seemed quite dependent upon her for amusement. When she had house-keeping duties to perform, Sarah interested the children in a story book or some absorbing activity, then went ahead with her work.

When putting the children to bed for their naps one noon, Sarah said, "You gonna give me my sugar now?" They kissed her on the cheek as she hugged them. Both girls often went to her and hugged her legs or climbed into her lap, but Dorothy did this more often than Maxine. Sarah's response was to hug or pet the girls, saying, "You precious little girl," "You sweet little girl," or "Bless your little heart." Sarah seemed to enjoy both children

and during the writer's visits gave them equal attention and treated them alike. When Dorothy took something from Maxine, Sarah explained that it was Maxine's and since Maxine was a little girl, Dorothy should leave her toys alone. If Maxine took something from Dorothy, Sarah said, "Now Maxine, she had it first--give it back."

Psychologists recognize that in the process of development, a child goes through a period of showing his independence often by being negative toward suggestions. Dorothy seemed to be going through this period of negativism. Sarah often just ignored her "no's". Dorothy then would comply with the suggestion after she realized that Sarah and Maxine were going to exclude her if she didn't enter into their activity. Sometimes when Dorothy said "no", Sarah replied, "All right then, Sarah won't be able to read to you," Dorothy would usually do what was asked. Both girls eventually complied with Sarah's suggestions which were mostly positive.

The parents and Sarah tried to get Dorothy to stop sucking her thumb by putting medicine or tape on the thumb. Their attempts were unsuccessful. Sarah often said to Dorothy, "You're going to have a real flat thumb and an ugly mouth if you don't stop sucking your thumb." Dorothy would laugh and put her thumb back into her mouth. One afternoon when Dorothy was doing nothing but sucking her thumb, Sarah said, "Can I have a piece of thumb?...What's so good on that thumb?" Dorothy laughed, but left her thumb in her mouth.

The children were asked frequently by the parents and Sarah if they were going to be nice girls. Whenever one of them misbe-

haved the other was told to say, "She's a naughty girl--naughty girl--naughty girl." If Maxine wet her panties or Dorothy spilled some of her food, Sarah would say disapprovingly, "Naughty girl--you're a naughty girl."

Sarah said that she enjoyed her work, but that she was doing it only to be near her husband who was in the Army. They both lived at the Forrest home. Sarah had earned much more money when she was a beauty operator and a dancing teacher, then when employed doing housework. She received over five dollars a week from Mrs. Forrest. During her childhood Sarah had lived in a large city with her parents and older brother and sisters. She was 24, had attended one year of college, and had taken beauty culture for over a year.

Sarah was one of the most cheerful and patient household employees interviewed in this study. Her quick sense of humor seemed to create a happy relationship between her and the family. She encouraged the children to dress themselves, but gave them little responsibility for picking up their clothing and play equipment. She knew many games and songs which she seemed to enjoy playing and singing with the children. The diary records taken during the four home visits indicated that Dorothy and Maxine depended upon her for amusement. When Sarah had other duties to perform, she interested the children in an absorbing activity. Sarah displayed affection for both children and favored neither one. Most of her suggestions were positive and the children usually responded to them. The diary records seemed to verify her statement that the

children complied with her suggestions. If she desired to change their behavior she said, "naughty girl," then tried to re-direct their activity.

The Green Family. The Green family consisted of Mr. and Mrs. Green and their four year old son, Frank. Maude had lived with the family for over two years, and had most of the responsibility of caring for Frank.

Frank's demonstrations of affection received little response, other than the comment, "Why all this muggin?" Maude often teased him to get him to yield to her requests. Maude was peeling potatoes in the kitchen, but had told Frank to stay in the other room. She said, "You play in the living room--now I mean it." She looked over her shoulder at him as he played near the door, laughed and said, "You wouldn't be wantin' to come in the kitchen would you?" He came in part way. Maude said sharply, "But you can't...Now stay out of here...Think you'd like to come in don't you?" Unable to stand anymore, he cried and hit at her. Maude immediately became angry and told him, "You do that anymore and you'll have to go to bed...I don't like you when you act like that...Do you want me to tell daddy so he'll spank you?" Frank cried.

Whenever Frank misbehaved, Maude threatened either to tell his father or to keep him home from the Saturday show which he attended regularly. She usually gave him negative commands when she wasn't teasing him. As she took him to school she said, "Don't cross the street." When mopping the floor one morning, Maude stated, "Don't you dare step on that floor."

To get attention, Frank frequently said "oh heck," to which Maude responded by saying, "Remember we aren't going to say that word anymore...I'll have to tell your mamma and she don't want you saying it...We can't go to the show tomorrow if you say it--just nice boys go to the show and nice boys don't say that word." When he shouted to make her respond to him, Maude said, "I'm not listening--that's silly talk...You stop talking silly or I won't read the funnies to you...Doesn't anyone like you when you act like that."

Making little effort to get him interested in creative play, Maude let Frank entertain himself most of the time during the home visits. He was allowed to do very little. Whenever he used scissors, the scrap papers had to be put in the wastebasket. Maude continually told Frank to keep quiet, and if he wandered aimlessly around the house, she told him to sit on a chair or to stand still. When he asked what he could do, Maude told him to entertain himself or look at a magazine. One morning at the time of a visit Maude said, "Read your magazine and show that lady how big you can be and entertain yourself."

Mauda planned and prepared two of Frank's meals during the four home visits. It is believed that she frequently had this responsibility. A typical menu included French fried potatoes, steak, peas and pineapple upside-down cake. He often chose what he wanted for breakfast. One morning he ate part of a grapefruit, a piece of toast, a doughnut, glass of milk and finished off with popcorn and candy. His mother usually slept during breakfast, Mauda reported, so she let him eat whatever he chose.

When Maude played with Frank, she did the coloring, cutting or pasting while he watched. He usually was told to sit on the davenport and look at a magazine. The only responsibility he was given was in picking up his toys and cleaning up any debris left by him. Maude dressed and undressed him and reminded him that it was toilet time. He was given little encouragement or assistance in developing skills of any kind.

Maude, 24, had left high school after one year. During her childhood she lived on a farm with her parents and six brothers and sisters. Mr. and Mrs. Green, who paid her over five dollars a week, accepted Maude as one of the family. They had brought her with them when they moved from another city.

Although she had a friendly manner with others, Maude spoke sarcastically, teasingly or quite abruptly to Frank. She used poor grammar and seemed bored and discontented with her work. She stated, "I would never work in a family where there were many children, one's enough, two's the limit." Maude showed little affection toward Frank and seemed almost disinterested in him. She threatened to tell his father to spank him or to deprive him of something he desired when he rebelled against her authority. During the visits, Frank usually resisted Maude's suggestions. This contrasted with her statement that he complied with her suggestions most of the time. Maude dominated Frank's activities when he was in the house. She allowed him to play only in a very small space, and restricted his type of activity. She made little effort to interest him in an activity which would absorb his attention. In contrast, she let him eat almost anything he desired. During the

visits, Maude gave Frank no opportunities to help himself, nor did she encourage independence and responsibility in routines, such as washing and toileting. However, she did insist that he pick up his toys. Her teasing manner often resulted in his crying, kicking and hitting at her, which made her angry.

The Hall Family. The Hall family included Warren, five; Dorie, two and one-half; and their parents. Frieda had been employed by the family for over three months. She cared for the children during the afternoons and evenings when the parents were away from home.

Frieda occasionally encouraged the children to dress themselves, but when she was busy with other duties she put on all of their clothes for them. She got Warren out of bed one afternoon and said, "How about you dressing yourself...You can dress yourself can't you?" He replied, "I don't like to." She smiled and said, "You're going to have to someday." Warren, "I don't want to." Frieda, "As long as you can get someone to do it you're going to aren't you?" She then dressed him. Frieda usually put away their toys. However, Warren was responsible for looking after his overclothes. Warren left his coat on the floor, so Frieda asked, "Where do we put our clothes, Warren?" He picked up the coat and put it on the window seat.

Frieda was spontaneously affectionate toward both Warren and Doris. As she got them up from their naps she hugged them, often saying, "Oh you punkin." One afternoon she told Dorie, "Honey, you can get up now." Warren was still asleep when she went into his room, so she awakened him and said, "You're sure a sleepy boy..."

Do you know what time it is?...You slept a long, long time, honey." He laughed and hopped out of bed.

Doris was playing with an ash tray as Frieda walked through the room. Frieda said, "Doris--careful--if you broke that, daddy'd be very mad....That's what Uncle John gave him." Doris replaced the ash tray and began riding her tricycle. Later she opened the front door. Frieda said, "Oh Doris, don't open the door...Don't honey." Doris closed the door. Doris and Warren co-operated with Frieda's suggestions, which were both positive and negative.

When Warren showed Frieda a valentine he had made at school, she exclaimed, "My that's nice, honey." Both children seemed to receive satisfaction from their accomplishments, as Frieda praised whatever they did well. She often asked Doris to spell her name and count to 15. When Doris responded Frieda said, "That's right, honey...You know how to spell (or count) don't you honey?...That's just fine." During the home visits the children were dependent upon their own ideas to keep themselves occupied, as Frieda took no time to play with them or to direct their activities. However, she carefully answered their questions. Warren asked, "Who knows you?" to which Frieda replied, "You know me." He said, "You know your grandparents." Frieda said, "I didn't know my grandparents." "Why not?" Warren asked. She answered, "They weren't living when I was born...Wasn't that terrible?...I missed a lot." Warren said, "Yes." Later, as Frieda washed the windows, Doris asked, "What's that?" Frieda answered, "Windex--see, I put it on the window, then I wipe around like this...It gets the dirt off the windows, honey." She let Doris spray on some of the Windex.



Friede, 20, had an older brother and sister. After graduating from high school, she worked at five different household employment jobs which she liked very much. She left her last position to work for the Halls, who offered to pay her more than her former employers. She received five dollars a week. She seemed to appreciate being accepted as one of the family, but stated that she tried not to take advantage of her employers.

Frieda talked little to the children, but her quiet, pleasant manner seemed to gain their respect and co-operation. They responded well to her suggestions, which were both positive and negative when the writer was visiting them. Only part of the time did she encourage them to help themselves dress. She usually picked up their things. Her praise gave the children satisfaction in their accomplishments and they seemed eager for her approval. She patiently explained whatever questions they had, then went ahead with her work, letting them use their own ideas in amusing themselves. She seemed to be responsible for the children less often than the other household employees, as one of the parents was home most of the time. She reported that she enjoyed her work because her employers were kind and considerate.

The Irwin Family. The three boys, Joe, eight; Jerry, four; and baby Paul, with their parents comprised the Irwin family. Helen, who had been employed by the family for over seven months, cared for the baby throughout the day and for the two older boys during the latter part of the afternoon and occasionally in the evening.

Helen seemed interested only in the baby. "You're such a sweet baby," "Hello now," "You gonna talk" were her most frequent comments to the baby. She chatted and played with him several times a day. When Joe or Jerry asked her to read to them or to do something with them, she usually replied, "I haven't time." The diary records indicated that Helen was cross and abrupt with Joe and Jerry, and that she allowed them little freedom about the house. She sent Jerry outside to play alone or with Joe whenever possible. However, when he amused himself in the house, Helen constantly reminded him to be quiet because of the baby. Her typical command was, "Jerry, now be quiet--sssssssshhh--how do you expect the baby to sleep?" Jerry enjoyed playing with the dog, but when they tumbled around the room, Helen stopped Jerry. One day Jerry called the dog and said, "Why didn't you come when I called you?" Helen remarked crossly, "For the very simple reason she knows not to do it."

Threats of putting them to bed or spanking them were Helen's methods of getting Joe and Jerry to follow her commands. She displayed little patience in handling the boys and when they resisted her authority she said, "All right, you're going right to bed," or "You behave or I'll spank you good." There seemed to be constant friction and bickering between the boys and Helen. However, they usually yielded to her demands because of the threatened punishment.

As they were eating supper one evening, Joe said, "This is all the soup I want." Helen replied, "All right, you've done pretty well." Later she walked over to the table, looked at his bowl and said, "You finish it, you're near the bottom...Eat it up."

Joe sulked as he finished the soup. The boys often did not know what was expected of them, as she was sometimes inconsistent in her commands.

Helen gave the boys stern commands or made negative statements. Her commands were emphasized by "Now listen," "You quiet down now," "Now calm down--hear me," or "I mean it." During the home visits she made no attempt to interest them in a quiet creative activity so that they would cause less disturbance in the house. She said only, "You be quiet now--do you hear me!"

Jerry responded more readily to Helen's suggestions when she asked quietly and politely for his co-operation, and gave him the responsibility for his behavior. As she was hanging up the washing in the basement one afternoon, Jerry rode his tricycle around the clothes lines. Helen said softly, "Please ride carefully, Jerry...Don't get any dirt on the curtains, will you please?" Jerry replied, "Yes, I'll be careful." After that he avoided riding close to the damp clothes. His response to her suggestions that afternoon was the opposite of his behavior another time when she said angrily, "You stay away from those clothes or something's going to happen!...Do you hear me?...Now calm down!" When sternly commanded to keep away from the washing, Jerry deliberately rode his tricycle into the clothes which were hanging on the line.

Jerry and Joe frequently asked Helen where their toys were. She would make no reply. Often ignoring the boys' questions, Helen talked little to them at the time the diary records were taken. She picked up their toys and clothing and usually dressed Jerry. She gave him little opportunity to put on his own clothing, although

he was capable of dressing himself.

Helen, 21, had helped to care for her younger brothers and sisters when she lived on the farm with the family. She had one older brother and four younger brothers and sisters. Since high school graduation she had worked at six different jobs before her present employment. Her present wage, over five dollars a week, was a considerable increase over her previous income. Mrs. Irwin felt that Helen "took advantage." The family did not accept her as one of them.

Helen seemed to be discontented with her position, although she stated that she liked her work. She was affectionate and loving toward the baby, but impatient, irritable and cross toward the older boys. Mrs. Irwin stated that she was too cross and strict with Joe and Jerry. She made negative commands and suggestions which the boys resisted at first but usually complied with eventually. They co-operated with her much more readily when her suggestions were made softly and politely. However, she made most suggestions in a stern, abrupt manner, and threatened them with a spanking if they misbehaved. She gave the children little responsibility in caring for their equipment and seldom encouraged Jerry to dress himself. She insisted that Joe and Jerry be quiet in the house, but suggested no quiet, interesting activities when they were playing noisily. Both boys were dependent on their own ideas to keep occupied.

Helen remarked several times, "I'll be glad when I'm in my own home. It will be so different doing these things for myself. I'm sure anxious to have a home of my own. I don't know whether or not to get married."

The Judd Family. Mr. and Mrs. Judd; Andrew, seven; and the 22 months old twins, Neil and Lois, composed the Judd family. The colored girl, Ethel, who cared for the twins during the day, had been employed by the family for over six months.

The twins liked Ethel's affectionate hugs and played contentedly when she was with them. If she hugged or teased one, the other would run to her, demanding similar attention. They followed her from room to room as she tended to her other duties. When it was impossible for them to be with her, they sobbed until they became absorbed with each other.

When she watched the twins, Ethel usually talked to them and found toys to keep them busy. She gave them magazines, cards and balls with which to play, took them to the window, and helped them to climb on chairs and up onto the doorport. If left alone to amuse themselves, they cried and then found a ball to roll or a magazine to tear.

In trying to encourage the twins to talk, Ethel repeated "Hi," "Pretty," "Ethel," "Andrew," "How does the dog go?" They made little response but enjoyed having her talk and sing to them. As she sang, the twins would wave their hands.

The majority of Ethel's suggestions were positive. However, when she desired to re-direct their activity or to prevent certain behavior, she said, "No-no" and "Don't do that--that isn't nice," or "I'll have to spank your hands." To get their attention she clapped her hands. Lois was getting a magazine from the rack when Ethel clapped her hands and said, "No-no--you heard me...We don't play with those...See there are yours over there." Lois got the

right magazine and gaily tore it to pieces.

Ethel occasionally encouraged the children to help themselves with their dressing routine. They usually took off their shoes and stockings, receiving necessary assistance. However, Ethel fed them herself. At the time of the home visits, they were given no opportunity to learn how to manipulate a spoon or hold a glass. She took them to the toilet every half hour but did not ask them to indicate in any way whether or not they needed to go.

Although Ethel had little responsibility for Andrew, Mrs. Judd reported that they frequently had lengthy arguments about his behavior. He resented her authority and usually would not co-operate with her suggestions. Ethel said during the first visit, "I am anxious to get along better with Andrew but I don't know how to get him to listen to what I say, and mind me...I'm not trying to boss him."

Ethel, who was 22, lived with her parents and nine brothers and sisters on a farm. Only one brother was older, so she had a lot of responsibility in caring for her younger brothers and sisters. After graduating from high school, she took a child nursing course for two months. She seemed to enjoy working for the Judd family who paid her over five dollars a week.

Her cheerful, calm disposition made Ethel a pleasant person to have around. The family seemed to enjoy her gaiety. Ethel seemed to be interested in and satisfied with her work. She said that she would like to work in a nursery school or some place with children. Ethel seemed to enjoy caring for children. She was

affectionate toward the three Judd children. The twins readily followed her suggestions, but Andrew resisted her authority and seemed to resent her management. During the time the diary records were taken, over half of Ethel's suggestions were positive, the rest were negative. To enforce her statements or to keep the children from doing something, Ethel frequently threatened to slap their hands. She encouraged the twins to talk and to take off their shoes and stockings, but gave them little opportunity to help feed themselves, or to be responsible for toilet habits. She was patient with the children and tried to keep them interested in many different play activities.

The King Family. The King family consisted of the parents; Lucile, 12; Peggy, three and one-half; and Al, two. Jean, the household employee, had lived with the family for over three months. She cared for Al during the mornings when the mother was gone and for both Al and Peggy almost every afternoon.

Jean told the children exactly what to do and how to do it. During two of the home visits, Jean gave Peggy and Al each a pencil and a piece of paper. She said, "Draw something now - a house or a flower." When they colored, she often told them what colors to use and where to color, rather than let them use their own imaginations. The mother's method of handling the children conflicted with Jean's, as she allowed them considerable freedom in their play, whereas Jean tended to dominate their actions. The children were given little opportunity to do things for themselves.

One afternoon Peggy was running around in her panties. Jean ran after her, saying, "You have to put on your clothes now, hear

me?...Sit down here and put them on." Peggy refused to let Jean put on shoes, stockings, sweater or overalls. Jean kept saying, "It's time to dress now...Stop running Peggy...It's not nice to run around that way...If you don't put your clothes on you'll get spanked good." Peggy continued to run. She screamed and kicked whenever Jean got close to her. Jean became angry, slapped Peggy, and pulled on the clothing while Peggy cried. When the children ignored her suggestions, Jean became cross and impatient. Peggy responded to Jean's anger and resentment by shouting and hitting at her, which made Jean furiously angry. At dinner time Peggy, refusing to eat, spit out her food. Jean told her firmly, "That's not nice, Peggy, stop it...Stop it now--that's not even funny... Okay, maybe you want to go out to the kitchen now--do you?...I'm gonna slap you good if you don't stop it." Jean took her down and spanked her once. Peggy cried and slapped Jean. Jean spanked Peggy again, saying, "Don't you dare slap me or you'll get spanked good and I mean it." Peggy climbed up to the table and screamed, so Jean went after a strap. She returned to the dining room and told Peggy: "You think I'm not gonna use this but I am...I mean it--it isn't even funny." Peggy ate the rest of her dinner as she sobbed. Jean threatened a spanking in order to get the children to obey her commands.

Jean showed more affection toward Al than toward Peggy. He often climbed into her lap and she would hug him, saying: "Oh, him's so lovin'." Immediately Peggy would go to Jean for a hug. Sometimes Jean hugged her and other times told her she wasn't going to love her.



Most of Jean's suggestions were negative, such as, "Don't do that," "That's not nice," or "Don't - hear me!" When she suggested that Peggy and Al drink their orange juice, she said: "You've gotta have orange juice and cod-liver oil or your teeth will fall out."

Jean, 22, left high school after completing two years. She was married at 16, but said that she was unhappy most of the time. Her husband died after they had been married for two years. She seemed to appreciate being one of the King family. Mr. and Mrs. paid her over five dollars a week.

Jean seemed to be discontented working with children but had nothing else to do. She said that she preferred doing general housework to caring for young children. She gave neither Peggy nor Al the opportunity to dress themselves or to use their own play ideas. Jean was more affectionate toward the youngest child. Although Jean reported in the schedule that the children usually complied with her suggestions, during the visits they ignored or resisted most suggestions. They seemed to rebel against her authority by displaying some form of a temper tantrum. The majority of Jean's suggestions were negative. When the children did not comply with her requests she threatened to spank them.

The Lewis Family. The Lewis family consisted of the parents; Marilyn, four; and Keith, eight months. Jane, the household employee who had lived with the family for over a year, cared for the children during the day when the mother was away from home.

Jane encouraged Marilyn to be independent and self-reliant by having her help herself during dressing and eating routines.

She also gave Marilyn the responsibility of watching Keith. During meal time Marilyn often dawdled, so Jane told her to be finished at a certain time, or when the candles were burned down. Often Jane removed Marilyn's meal if she hadn't finished by the specified time. Jane suggested activities to Marilyn but gave her little assistance. She put Keith in his play-pen most of the time.

Jane seemed to enjoy both children, but she was much more affectionate toward the baby to whom she chatted frequently. She often picked him up and cuddled him in her lap. She seemed to enjoy teasing and joking with Marilyn. Marilyn, conscious of being nice or naughty, often asked Jane if she were being a nice girl. As Jane was ironing in the basement, Marilyn, who was playing with her iron, asked, "Will this bottle fall off, Jane?" Jane answered, "Well it better hadn't or you'll be in the doghouse again...It's my last bottle." Marilyn, "Will I go into the bedroom again?" Jane, "I'm afraid you will." Marilyn said, "Is that naughty?" "It's naughty if it breaks," Jane answered. Marilyn put the sprinkling bottle down on the floor where it would not break. It seemed that Marilyn sought Jane's approval.

In talking to the children, Jane used a quiet, calm voice, even when displeased with their behavior. Marilyn co-operated with Jane's suggestions which were made in question form. When Jane said, "Are you going to eat now?" "Are you going to play nicely now?" or "Would you like to color?" Marilyn usually started eating or playing quietly. If Jane disapproved of Marilyn's or Keith's behavior, she told them that they were naughty or "not nice."

Jane, 22, had lived with her parents and sister on a farm before going to college for three years. Unable to continue her college education, she started to work for Mr. and Mrs. Lewis who paid her under five dollars a week. She has gone on trips with the family and has often taken Marilyn to her home.

The family said that they enjoyed having Jane live with them, and that they included her in the family routines. She seemed to be patient with both children. Although she was more visibly affectionate toward Keith during the home visits made by the investigator, she seemed to be as fond of Marilyn. They chatted and joked with each other. Jane encouraged Marilyn to be independent and self-reliant. She seldom entered into Marilyn's play activities except to suggest a new activity occasionally. Jane's suggestions, which were made most in question form, were complied with readily. This agreed with Jane's statement in the schedule. Jane seemed to enjoy her work and often remarked that she appreciated being one of the family. She said, "The Lewis's are wonderful people."

The Morrow Family. Mr. and Mrs. Morrow; Sammy, four; Ted, two; and Alice, nine months, comprised the Morrow family. Rose, the Negro girl who worked part-time in the home, also attended college. She cared for the children during the latter part of each afternoon.

Rose made few suggestions of activities to keep the boys busy. If they asked for her help, she either ignored the question, told them that she was busy, or said that she didn't know where the desired piece of equipment was. She encouraged Sammy to dress

and undress himself, but usually did everything for Ted.

None of the three children seemed to interest Rose. When they went for their daily afternoon walk, Sammy usually asked, "Which way are we going?" to which Rose replied, "This way, because we went that way yesterday." One afternoon Sammy scribbled on the refrigerator. Rose said, "Stop writing on the icebox please." Sammy continued to write, saying, "I haven't any paper." Rose answered, "Well, don't write on the icebox just 'cause you can't find any paper...We just don't do those things...We don't know where any more paper is, therefore, we can't have any." Sammy cried, "I want paper." Rose replied, "We need to go look for things we want--especially when we don't know where they are." He cried and said, "I can't find any paper." Rose let him cry. Sammy marked on the icebox again. Rose said, "Listen, I asked you kindly not to write on the icebox...You'll have to go down to the basement to play if you can't be good." He then started to tease Ted and they chased each other around the house.

Rose answered the boys' questions impatiently. She realized that Sammy resented her authority, so she was less patient with him than with Ted or Alice. Because Sammy resisted her, she made lengthy explanations of why he was to do certain things. For example, when she told him to put on his overclothes, she explained: "I think you better put on your leggings because you've been sick and not very well...It isn't because I want you to put them on--just 'cause you'd better put them on...It's best for you...You put your leggings on before your galoshes." Sammy looked at her bewilderedly, unable to follow all that had been said. Her

statements usually were positive, such as, "We do this," "You're to play here."

Because of the friction between the boys, Rose often separated them. When Ted played downstairs Sammy wanted to follow. Rose told him, "You stay upstairs...You didn't think about going downstairs until Ted did...You must stay up here...Ted decided to go downstairs, then you decided to go, but you can't." Sammy replied, "I don't like Ted." Rose said, "Oh you don't...Mother likes him...Daddy likes him...Rose likes him so you're all alone." If Sammy teased Ted, Rose put him in the bedroom. Rose told the boys that she wouldn't like them if they didn't mind.

Rose, who was 17, lived with her parents and younger brother and sister in a large city before she attended college. She earned her board and room by working part-time for the Morrow family.

Rose seemed rather indifferent toward the children, and uninterested in her work. However, she stated that she was very well satisfied with her job and thought that her employer was very nice. She encouraged Sammy to be independent, but assisted Ted more than was necessary. She made long, difficult-to-grasp explanations of why the children should do certain things. Her suggestions were mostly positive, perhaps because the mother had encouraged her to use such statements. When the children were unable to play together happily, she separated them. She usually took the boys for a walk each day, but otherwise never entertained or amused them. In the schedule Rose stated that the boys resented her suggestions. This agreed with the actions recorded on the diary records. Rose cared for the children for rather short periods compared to the

other household employees, as she helped in the home only from 3:00 p.m. to 7:00 p.m. each day.

The Neil Family. Included in the Neil family were Mr. and Mrs. Neil and their sons, Phil, six; Dale, four; and Don, 16 months. Julia had been employed by the family for three months. She cared for Don all day and supervised Phil and Dale in the late afternoon.

During Don's play periods, Julia gave him a box of toys and let him use them as he desired. She spent much of her day running after Don, pulling his hands away from the numerous knick-knacks within his reach. Julia made few suggestions to Phil and Dale in regard to their play activities. However, she insisted firmly that the boys change their school clothes and attend to whatever duties they had before playing together. She had little trouble in getting Phil to practice his piano lesson before going outside to play. She usually said, "You're to practice now, Phil," and he would go to the piano. The boys respected her authority and usually complied readily with her suggestions.

Julia fed Don most of the time, but occasionally let him experiment with a spoon. She dressed and undressed him entirely, and took him to the toilet about every 15 minutes. Frequently she said words, such as "Dale," "Phil," "Mamma," "Daddy," "Julia," to encourage him to talk. His usual response was a squeal. The two older boys were responsible for putting on their own clothing and choosing their own activities.

Julia seemed to be fond of the three boys, but hugged and smiled at Don the most frequently. She chatted with all of the

boys, asking Phil and Dale what they had done at school each day. Don responded to Julia's hugs by putting his head in her lap and laughing gaily. When Don did something forbidden, Julia said, "No-no," "You can't," "You mustn't," or "Don't," and sometimes slapped his hands if he persisted. Her suggestions included positive and negative statements, as well as questions. When Dale came home from play school late one afternoon, Julia said, "Want to go upstairs now and change your clothes?" He went up and put on his overalls. When he came back downstairs he asked, "Are you silly?" Julia replied laughingly, "You're the one that's silly... What did you do at school today?" He told her then about a boy who had some new boots.

Julia, 21, lived on a farm with her parents and six brothers and sisters. Only one brother was younger than she. After graduating from high school, she helped at home for two years. She then was employed by a family for seven months before taking her job with the Neils. They paid her under five dollars a week. Julia stated that she felt like "one of the Neil family."

Julia's quiet, pleasant manner when speaking to the children seemed to result in their co-operation and respect. She helped the boys to achieve a harmonious, happy relationship with one another. She seemed to enjoy working with children and stated that she was happy and contented in her job. She supervised the youngest boy's activities rather closely, but let Phil and Dale depend upon their own ideas. She helped Don during eating, dressing and toileting routines and gave him little opportunity to learn how to do things for himself, such as manipulating a spoon

and holding a glass. Perhaps because she looked after Don more than for the other two boys, she was more affectionate toward him. Her suggestions were positive and negative, and sometimes were stated in the form of a question. That the boys complied with her suggestions was indicated by the diary records, as well as by her on the schedule filled out by the writer. Her only comment about her work was, "I would like to work along with my employer more... Where I was before, she worked right along with me and I liked it better."

The Osborne Family. The Osborne family consisted of the parents and their daughters, Joan, five and one-half, and Lucy, two and one-half. Louisa, who had been employed by the family for six months, cared for the girls during the afternoon.

Louise read to the children, but offered no suggestions about other activities. During the home visits she gave Lucy little responsibility for helping herself. Louisa dressed and undressed her completely and often fed her. Joan, however, was independent and quite self-reliant and wanted no help in dressing from Louise. Joan initiated most activities and Lucy followed her lead. Louise picked up the toys, clothing and equipment for both girls. Because Louise was kept busy with many housekeeping duties, she encouraged Joan to be responsible for Lucy. The sisters played together harmoniously most of the time.

One morning Lucy pulled Joan's dolls off of a shelf. Joan shouted, "Quit it--you go play with your own things or I'll kick you." Louisa said disapprovingly, "Joan." Later Lucy took away another one of Joan's dolls. Joan ran after her, took the doll



away and said, "You get away from here." Louise said, "Lucy." Lucy walked over to Louise and said, "Don't spank me." Louise replied, "I'm not goin' to, but you tell Joan you're sorry." Lucy, "No!" Louise, holding Lucy on her lap, said, "You tell Joan you're sorry." Lucy, "No." She tried to get away from Louise, who said, "You can go as soon as you tell Joan you're sorry." Lucy answered, "I tell dolly I sorry." She ran from Louise, picked up a watering can and went to the opposite part of the room. Joan said to Louise, "Why did you let her get away?...She hasn't told me she's sorry." Louise looked at Lucy and asked, "You watering the flowers on the rug?", to which Lucy replied, "Uhuh." Louise then left the room. When Louise read to the children, she had to complete a story for each girl. If she hugged one, the other demanded a kiss. There often was a rivalry between Joan and Lucy for attention, but Louise treated them alike. They seemed to feel secure in her presence. Both girls were easily upset emotionally, so Louise's quiet, calm manner in handling them prevented over-stimulation. She showed disapproval by a frown or a soft, but firm, "Joan" or "Lucy." When they persisted in an undesirable activity she said, "No more foolishness." Her suggestions which were negative, included, "Don't Joan," "You don't color there," "You're not supposed to do that." Frequently she reprimanded the children, but let them continue what they were doing. Joan resisted Louise's authority, but Lucy eventually complied with her suggestions. When the girls disturbed each other, Louise told them to say that they were sorry.

Louise, 19, was one of 12 children. She lived on a farm with her family until she graduated from high school. Her only previous employment before she started working for the Osbornes was a housekeeping job. The Osborne family paid her under five dollars a week. Mrs. Osborna reported that Louise was part of the family.

Louise seemed to enjoy her work. She was fond of both children and showed no partiality. She did little to direct their activities. Louise gave Lucy little opportunity to become independent in dressing and feeding herself. Louise stated that the children complied with her suggestions. However, the diary records indicated that Joan and Lucy both resisted her suggestions, but that Lucy eventually followed them in most cases. Most of the suggestions were negative. Louise often neglected to see that the children complied with them. She often gave in to the children if they resisted her suggestions. The quiet manner in which Louise talked to the children did much to maintain a calm atmosphere. Over-excitement on the part of the children was often prevented because of Louise's calmness when disciplining or reprimanding the children. Louise commented that she tried to do her work to the best of her ability and that she wanted to please her employer. She then stated, "I like to talk things over with my employer."

Guidance and Response of Children Compared with Opinions  
Related to Guidance and Response

As indicated by the diary records, the household employees tended to help the children more than was necessary with routines. They dressed and fed the children, reminded them of toilet-time and picked up after them. The children were given very little responsibility in helping themselves. Six of the 15 employees gave the children no opportunity to become independent and self-reliant; eight employees encouraged the children to help themselves part of the time, but did more than was necessary for them; and only one employee gave the children full responsibility for dressing and feeding themselves and putting away equipment, assisting only when necessary.

Twelve household employees gave the children no suggestions or guidance in regard to play activities. They made no attempt to interest the children in an absorbing, creative activity, nor did they attempt to re-direct the children's activities when their behavior was disturbing to others or was undesirable. Their comments were, "Don't do that," "That's naughty." During the home visits they never played games or sang songs with the children, and only two of the 12 read to the children. It is believed that the ten employees who did not read to the children during the visits very seldom read stories to them, if ever. Three employees who never entered into the children's play activities limited them to certain small areas where they could play. Three employees suggested play activities if the children were unable to amuse

themselves, and saw that the children were busily occupied before they went ahead with household tasks. When necessary, these three employees suggested more desirable games or play if the children were arguing or fighting, were destructive, or were too noisy. In addition, they played games with the children, sang many different songs and read stories to them. Eleven employees talked very little to the children; the other four chatted frequently about the day's activities, how to make various things, and discussed many topics of interest with the children.

There was close agreement between the employers' opinions and the diary records in relation to the forms of suggestions and statements given the children by the household employees. The employers stated that negative suggestions were given by eight employees, positive by five, and questions were used by two. According to the diary records, negative suggestions were used most frequently by eight employees, positive suggestions by three, questions by one. Negative and positive suggestions were used equally often by two employees, and all three forms--negative and positive statements together with questions--were used by one employee. However, the children failed to comply with the suggestions given by the employees as readily during the visits as was indicated by the mothers and workers on the schedules filled out. Fourteen employers and 14 helpers indicated that the children readily followed employee suggestions, whereas one mother and one employee said that the child in the home resisted suggestions. The diary records indicated that the children readily complied with

the suggestions of only seven employees, and that they resisted the suggestions of eight employees. In one home the children usually resisted the girl's suggestions, but eventually complied with them. In two homes where there were two children, one child complied with suggestions and one child resisted them. When the children misbehaved or resisted suggestions, four employees threatened to give a spanking, three said that they would deprive the child of something desired, and two threatened to tell the father. Two employees said "You're naughty" if the children would not do what was asked.

One-third, or five of the household employees were more patient with, and definitely favored the youngest child in the family. Three other employees seemed to be fond of all of the children, but displayed more affection in the form of hugs, pats or kisses toward the youngest family member. Five employees showed equal affection toward all of the children and seemed to have no favorites. Two workers displayed no affection or fondness for any of their employers' children. Although all 15 employees reported on the schedules that they were interested in children, only nine seemed to show a definite interest in, or a liking for their employers' children during the home visits. Two seemed slightly interested in the children. The other four acted quite bored with the children and seemed to tolerate having to care for them only because it was part of their job. Because one-third of the 15 employees who stated that they were interested in children later qualified their statements, and since 11 employees desired

a different type of work, it is believed that the employees were not as interested in the children as they had stated. This opinion is based upon the indications of the diary records and schedules.

Seven of the 15 household employees had a cheerful, pleasant manner in handling the children, five were matter-of-fact and seemingly indifferent--neither cross nor pleasant--and three were extremely impatient, cross and abrupt when managing the children. One of the "cross" employees frequently teased the boy for whom she cared. This often resulted in a temper tantrum which could have been avoided had she guided the child in a different manner. The other two impatient, cross employees displayed anger toward the children who resisted their suggestions.

Only two employees praised the children's accomplishments at the time of the home visits. The other 13 seemed to accept what the children did as a matter of course.

The children in five homes sought attention and affection from the employee. They seemed to feel important and secure when with her. In the other ten homes the children went to the employee only when they needed assistance. There was little affection or interplay evidenced.

Upon the completion of four visits to each home, the employees were rated as to whether or not they were patient, consistent and able to give the children opportunities to make choices and decisions. In the present study judgment was based upon the diary records taken during the home visits. The employees were less patient and consistent and gave fewer choices than was indicated

by the employers (Table 6, page 16). According to the mothers, 14 employees were patient and one was impatient. However, as indicated by the diary records, eight were patient and seven impatient. Twelve were consistent and three, inconsistent, in the employers' opinions; eight were consistent and seven, inconsistent, during the home visits. An employee was considered to be inconsistent if she made a suggestion or gave a command, then reversed her statement. This resulted in confusion for the children. They did not know what was expected of them. Ten employees gave the children the opportunity to make choices and decisions, five did not, according to the schedules. This tendency was reversed in the diary records; five workers let the children make choices and decision, ten did not. Several of the mothers stated that they "guessed" the employee was patient and consistent, so perhaps their evaluations were influenced by their wishes. Because the mothers took the initiative in caring for the children when they were at home, they had little opportunity to see the type of guidance and the employees' relations with their children. The mothers tended to over-rate the guidance given their children by the employees. However, the diary records, taken for such short periods and only four different times, showed trends and tendencies, not certainties.

In general, as indicated by the diary records, the household employees seemed interested in children. They gave them more help with routines than was necessary, directed and re-directed their play activities very little, seldom played, read, sang and talked with them, gave negative suggestions most frequently, and tended slightly to be more affectionate toward the youngest child.

The employees were more pleasant than cross toward the children, but sometimes were neither. They gave little praise, and slightly over half were patient and consistent. They seldom let the children make choices and decisions.

The children depended upon the employees for help with routines and took little responsibility for putting away equipment, but were independent in play activities. They tended to resist suggestions. They occasionally displayed some form of emotional behavior, such as crying, screaming, kicking or hitting.

#### SUMMARY AND CONCLUSIONS

1. The purposes of this study were (1) to ascertain what duties and responsibilities were given household employees in the caring for young children in a selected group of homes, (2) to determine the specific methods of guidance given young children by the household employees studied and (3) to note the responses of the children to the household employees.

2. Fifteen families and their 13 full-time and two part-time household employees were the subjects of this study. A schedule was filled out during an interview with each of the 15 mothers and the 15 employees. In addition, four home visits of approximately two hours were made to each family, at which time diary records were taken. The data collected by means of the schedules and diary records were analyzed, interpreted and summarized.

3. Most of the parents were in the 30 to 40 age group, the mean age of the fathers being 37.2 years, the mothers, 31.3 years.



4. All of the parents had graduated from high school. Twelve fathers had completed four or more years of college and seven mothers were college graduates.

5. The fathers were employed in white-collar and professional occupations. Thirteen mothers were full-time homemakers and two did part-time bookkeeping.

6. Two-thirds of the families had yearly incomes over \$3000 and one-third received between \$2000 and \$3000.

7. The families, small in size, ranged from one to three children, the average being 2.3 children. Of the 35 children in the 15 homes, 20 were males, 15, females. These children ranged in age from under six months to over 12 years; over half were between two and six years old.

8. Since 1937 each family had averaged four different household employees, who stayed approximately 6.8 months at each position.

9. An employment agency was used most often by the mothers in obtaining employees, but recommendation by friends was thought to be the most satisfactory method. Over one-third of the mothers advertised in a newspaper for household employees.

10. A qualification most frequently required of the household employee was a liking for children. Other qualifications listed by the mothers included abilities and skills in doing housework, and personal qualities.

11. All employees were given room and board. Nine of the 13 full-time workers received five dollars a week or over, the other four received less than five dollars. One part-time helper was paid \$7.50 a month and the other received no wage in addition to

room and board.

12. None of the present household employees was required to have a physical examination.

13. Over half of the employers gave detailed written instructions, as well as verbal, to their employees.

14. Fourteen employers gave their helpers complete authority over the children. One mother restricted the employee's authority. However, three mothers stated that they did not allow spanking.

15. According to the mothers, the procedures with which over half of the household employees had difficulty were getting the children to put away equipment and getting them to eat. Less than half of the employees had difficulty in getting the children interested in a creative activity, getting them to go to bed, and getting them to help dress themselves.

16. All but two of the mothers indicated that they would like to have their employees take a child guidance course if one were available. However, only eight thought that their employees would be interested in such a course.

17. Nine families took the household employees right into the home and made them "one of the family." The other six homes did not include the worker in the family routine. Three of the employees in these homes were Negroes.

18. Two-thirds of the household employees were between 20 and 25 years of age, one-third between 16 and 20. The mean age was 21.2 years.

19. All of the 12 white and three colored household employees had completed grade school, and 12 of the 15 workers had graduated

from high school. Seven employees had continued their education beyond high school in college, business college or trade school.

20. The average number of children in the families of the household employees was 5.1, which was considerably larger than the average family in the United States. The families had from two to 12 children. Eleven employees had younger brothers and sisters, four were the youngest in the family.

21. Twelve employees lived on farms during their childhood, one lived in a small rural town, and two lived in cities of over 300,000 population.

22. At the time of this study, the employees had been with their present jobs for an average of 6.6 months. The number of previous positions held by the 15 employees ranged from none to 11 former jobs. They averaged 3.9 jobs each, and stayed with the job for approximately 6.9 months. This agreed closely with the 6.6 months average tenure of the former workers in the homes visited. Three-fourths of the previous jobs held by the 15 employees were household employment positions. Most of the jobs held took little or no specialized training.

23. A different type of work was desired by 11 of the 15 household employees. Four wished to continue household employment work.

24. Before their present jobs, 13 employees had received experience in the care of children during previous positions or in their own homes. Two had no experience.

25. Only three household employees had studied about children in school, 12 had never studied child care.

26. Eleven of the 15 employees stated that they would be interested in studying the care and development of children, four would not. They were more interested in a child guidance course than the mothers believed, as the mothers had indicated that seven employees would not be interested.

27. The household employees were more interested in studying the management and discipline of children than the child's physical, mental, social or emotional development.

28. The 13 full-time household employees did the family washing, ironing, general cleaning, kitchen work and part of the cooking, in addition to caring for the children. Twelve employees cared for the children as they cleaned, nine as they ironed, four as they washed, and two as they cooked.

29. The average number of hours worked weekly by the full-time household employees was 77.7. Most of the employees were given two afternoons and evenings off each week.

30. Over half of the household employees occasionally were left in complete charge of the children for a week-end. All of the employees cared for the children alone for three or four hours several times each week.

31. Thirteen household employees reported that they punished the children occasionally; two, never. The employers stated that 11 workers occasionally punished the children and that four never used punishment. Isolating the child from the room or group, spanking him, or depriving him of something were the types of punishment used most frequently. The employees tended to punish

the children more often than the mothers thought. Isolating the child from the room was used less often and spanking, more often than was indicated by the mothers.

32. The diary records indicated that the household employees tended to help the children more often than was necessary with routines, such as dressing, eating and putting away equipment. The children were given little opportunity to become independent and self-reliant.

33. Twelve employees gave the children no suggestions or guidance in starting a creative, interesting activity, nor did they attempt to re-direct the children's activities when their behavior was undesirable. They seldom played games, read stories or sang songs with the children. However, three employees suggested creative play activities if the children were unable to amuse themselves, and re-directed activities when necessary.

34. The employers' opinions agreed closely with the data collected by the diary records in relation to the forms of employees' statements and suggestions given to the children. Over half of the workers used negative statements most frequently when making suggestions. Questions and positive statements were used least often.

35. At the time the diary records were taken, the children failed to comply as readily with the suggestions given by the employees as was indicated by the mothers and workers on the schedules. In 14 homes both the mother and the employer stated that the children complied readily with suggestions, and in only one home did they state that the child resisted suggestions.

However, the diary records indicated that the children complied with suggestions in seven homes and resisted suggestions in eight. There was no way of checking what influenced the resistance to the employees' suggestions by over half of the children. However, the poor guidance techniques used, and the child's realization that the employee's authority was not as great as his parents' might have had some effect on the child's behavior.

36. One-third of the household employees definitely favored, and over half showed more affection toward the youngest child in the home. One-third of the employees displayed equal affection toward all of the children. Two workers showed no affection or fondness for children.

37. Although all 15 employees reported on the schedules that they were interested in children, only nine seemed to show a definite liking for their employers' children during the visits. Six seemed disinterested and bored with the children.

38. Seven employees had a cheerful, pleasant manner with the children, eight were indifferent, impatient, cross or abrupt with the children at the time of the visits.

39. The children in five homes sought the affection and attention of the household employee. In the other ten homes there was little interaction, such as talking, seeking assistance or showing affection between the children and the employee.

40. During the home visits the employees were less patient and consistent, and gave the children fewer choices than was indicated by the employers. Fourteen employees were rated by the mothers as being patient, and eight were patient at the time of

the visits. Seven seemed impatient to the investigator, whereas only one mother said that her employee was impatient. The mothers said that 12 employees were consistent, and three, inconsistent. Eight employees were rated as being consistent, and seven as being inconsistent. Ten mothers thought that their employees gave the children the opportunity to make choices and decisions, but during the visits only five employees did this.

41. The findings of this study suggest certain implications: Many of the practices of this group of household employees were contrary to accepted methods of child guidance. These practices included assisting the child more than necessary with routines, failing to re-direct activities when necessary, using negative statements rather than positive, talking in cross, abrupt tones, giving the children few opportunities to make choices and decisions, and being impatient and inconsistent with the children. A need for specific training in child guidance for household employees was indicated. If a course in child guidance were planned to meet the needs of the employees, the co-operation of both employees and parents might be obtained, since both showed an interest in the possibility of such a course.

Since the mothers left the children in the care of the household employee so frequently, there is a need that they be more aware of the guidance given their children by the household employee, and of the children's responses. Perhaps they could discuss with the employee their ideas on how to guide the children effectively. The employees indicated that they desired a closer contact with the mother. They said that they would like to discuss

problems as they arise so that there could be agreement between the parents and themselves in handling the children.

Because of the small number of families and employees who participated in this study, the conclusions can show only certain trends and tendencies which apply to the sample chosen. Further study needs to be made in regard to the desires and needs of a larger number of household employees for training in child care. Whether they would be willing to devote time and energy to preparing themselves for household employment, particularly for the care of children, needs to be determined before a course of any type is planned and carried out.

#### ACKNOWLEDGMENT

Appreciation is expressed to Dr. Katharine Roy, Head of the Department of Child Welfare and Euthenics, for her interest and guidance during this study, and to the 15 Manhattan families and their household employees whose co-operation made this study possible.



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## APPENDIX

## FORM I

## SCHEDULE FOR PARENT INTERVIEW

1. Age: Father \_\_\_\_\_ Mother \_\_\_\_\_
2. Occupation: \_\_\_\_\_
3. Citizenship: Father \_\_\_\_\_ Mother \_\_\_\_\_
4. Education: Father \_\_\_\_\_ Mother \_\_\_\_\_
  - Years grade school: \_\_\_\_\_
  - Years high school: \_\_\_\_\_
  - Years college: \_\_\_\_\_
  - Other: \_\_\_\_\_
5. Yearly income:
  - \$1,000 - \$2,000 \_\_\_\_\_
  - \$2,000 - \$3,000 \_\_\_\_\_
  - Over \$3,000 \_\_\_\_\_
6. Children in the family:
  - Number boys \_\_\_\_\_ Ages \_\_\_\_\_
  - Number girls \_\_\_\_\_ Ages \_\_\_\_\_
7. Record of different household employees since children were born:
 

Date of employment		Comments
From	To	
8. How do you select your household employee? \_\_\_\_\_
9. What qualifications do you require of your household employee? \_\_\_\_\_

10. What do you pay your household employee per week? \_\_\_\_\_  
Under \$5.00 \_\_\_\_\_  
\$5.00 \_\_\_\_\_  
Over \$5.00 \_\_\_\_\_
11. Do you require your household employee to have a physical examination? \_\_\_\_\_  
What does it include? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Duties of present household employee: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. How do you give your household employee instructions: \_\_\_\_\_  
Verbal instructions \_\_\_\_\_  
Written instructions \_\_\_\_\_  
No instructions \_\_\_\_\_
14. What authority over your child is your household employee given? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. Does your child readily follow suggestions given him by your household employee? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
16. How frequently does your household employee punish your child?  
Never \_\_\_\_\_  
Occasionally \_\_\_\_\_  
Often \_\_\_\_\_  
Method of punishment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. Check the following procedures with which your household employee has difficulty:

xxx - considerable difficulty

xx - difficulty

x - occasional difficulty

- a. Getting the child to eat
- b. Getting the child to go to bed
- c. Getting the child to help himself dress
- d. Getting the child to put away toys, play equipment or his clothing
- e. Getting and keeping the child interested in a creative activity

Additional difficulties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

18. What do you think about these questions?

- a. Is your household employee patient?
- b. Is your household employee consistent in her methods of handling the child?
- c. Does your household employee give your child the opportunity to make choices and decisions?
- d. Which does your household employee say most frequently?  
 "Don't do this"  
 "Will you do this"  
 "It's time to do this" or "This is the way"

19. Would you be interested in having your household employee attend a child guidance course? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

20. Does your household employee show any inclination toward studying the development and guidance of children? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

21. Comments and suggestions:

Code No. \_\_\_\_\_

## FORM II

## SCHEDULE FOR HOUSEHOLD EMPLOYEE INTERVIEW

1. Age \_\_\_\_\_
2. Citizenship: \_\_\_\_\_
3. Education:  
 Years grade school \_\_\_\_\_  
 Years high school \_\_\_\_\_  
 Years college \_\_\_\_\_  
 Other \_\_\_\_\_
4. List courses you have had or study regarding child care or guidance:  
 Junior High School \_\_\_\_\_  
 Senior High School \_\_\_\_\_  
 High School \_\_\_\_\_  
 College \_\_\_\_\_  
 Other \_\_\_\_\_
5. Personal family history:  
 Number brothers \_\_\_\_\_ Ages \_\_\_\_\_  
 Number sisters \_\_\_\_\_ Ages \_\_\_\_\_  
 Others \_\_\_\_\_ Ages \_\_\_\_\_
6. Where did you live during your childhood? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
7. Record of previous employment:
- | Date of employment |    | Type of employment | Wage | Comments |
|--------------------|----|--------------------|------|----------|
| From               | To |                    |      |          |
|                    |    |                    |      |          |
|                    |    |                    |      |          |
|                    |    |                    |      |          |
|                    |    |                    |      |          |
|                    |    |                    |      |          |
|                    |    |                    |      |          |
|                    |    |                    |      |          |
8. Date of beginning present employment: \_\_\_\_\_

9. Weekly wage:

Under \$5.00 \_\_\_\_\_

\$5.00 \_\_\_\_\_

Over \$5.00 \_\_\_\_\_

10. Experience caring for children before present employment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Do you enjoy children? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Would you prefer another kind of work? If so, why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 13. Duties in present employment:

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
Before							
6:00							
to							
7:00							
to							
8:00							
to							
9:00							
to							
10:00							
to							
11:00							
to							
12:00							
to							
1:00							
to							
2:00							
to							
3:00							
to							
4:00							
to							
5:00							
to							
6:00							
to							
7:00							
to							
8:00							
After							
8:00							

14. How long are the periods during which you are in full charge of your employer's child? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
15. Do you consider it part of your position to:  
 Manage the child: \_\_\_\_\_  
 Discipline the child: \_\_\_\_\_  
 Just watch the child: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
16. Does your employer's child usually comply with or resent your suggestions? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
17. How frequently do you punish your employer's child:  
 Never \_\_\_\_\_  
 Occasionally \_\_\_\_\_  
 Often \_\_\_\_\_  
 Method of punishment \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
18. About which of the following areas of child care would you like more information?  
 a. the happy child  
 b. the busy child  
 c. the healthy child  
 d. the child and his playmates  
 e. managing the child  
 f. others \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
19. Comments and suggestions:

## Form III

DATE:  
TIME:

Code No. \_\_\_\_\_  
Visit No. \_\_\_\_\_