

DETAILED UNITS FOR AN ADULT PROGRAM IN
HOME MANAGEMENT AS IT RELATES TO FAMILY LIFE

by

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INTRODUCTION

Home management which is an important part of homemaking has a definite influence on family life. Good management is necessary if family life is to be satisfying to all members of the family.

The need for an organized program in home management has been apparent to teachers in the field of adult education. Requests by homemakers for information on home management have become increasingly numerous.

New products and equipment that have appeared in the market in recent years have increased the homemaker's need for information as a consumer and custodian of the family's finances.

The increased tempo of modern life has brought with it many opportunities for activities outside of the home with the result that women are desiring more free time.

Science and invention have brought many changes in home life in general. Much of the home production has diminished in both quantity and kind. Family life has been altered in numerous instances with each member pursuing his own interests which are separate and apart from interests of other

members of the family. Thus many of the former ties that bound families closely together have in many cases disappeared almost entirely.

Homemaking today with its numerous and wide variety of responsibilities and activities to be performed requires management. Whether that management is good or poor depends much upon the ability and education of the homemaker in the planning and organizing of home work.

Women today are realizing that they must become proficient enough in home management to weld together the various phases of homemaking to enrich family life and give it substance.

Education in management as it relates to home life should aid the homemaker in her managerial activities and thus increase her opportunities for success in homemaking. Because home management instruction for adults is a comparatively new venture in Home Economics, there has been some confusion in regard to what to offer, how, when and where to offer it.

This study was made to aid teachers of adults in the field of Home Economics or any others engaged in instruction in home management. Important aspects of this study

were: (a) To organize a program of instruction in home management for adult education groups in Home Economics, and (b) to plan teaching guides in the form of detailed units in home management for the teachers of such groups.

REVIEW OF LITERATURE

A review of literature showed that no study of this nature had been reported on home management for adult vocational groups. However, several similar ones have been made in other areas of subject matter, though chiefly for adult extension groups.

Smurthwaite (1931) organized a program in foods and nutrition after the unit problem plan for use in extension teaching and included guide sheets for the local leaders for each problem. She stated that adult home economics programs should be planned to help the homemaker to be a better manager of her resources, to be able to develop an atmosphere of restfulness, orderliness, and sociability in the home and to have more time for leisure. She based her program upon a survey that she made of the farm women's needs, interests and activities in relation to foods and nutrition. The units of her program were: An adequate diet and a good

state of nutrition; Managing the food activities efficiently; and The rural community and its food responsibilities.

A study was made by Lyness (1932) who reorganized the homemaking program in Kansas on the unit problem basis. She made detailed plans for the units, including helps of various types for teachers of adult classes. The units, grouped according to areas of Home Economics follow.

Group I. Child Care

1. The Growing Child and His Happiness.
2. Preparing for the New Baby.
3. Care and Training of the Runabout Child.
4. The School Child and His Development.
5. Ups and Downs of the Teen Age.

Group II. Clothing and Textiles

1. How to Dress Becomingly.
2. Smart Frocks for Home and Street.
3. Suitable Clothes for Children.
4. The Charm of Old Garments Made New.
5. Short Cuts in Home Sewing.
6. How to Get the Most for Money in Clothing.
7. How to Judge Household Fabrics.
8. Selecting and Care of Undergarments.
9. Effective Use of Patterns.

Group III. Health and Home Care of the Sick

1. Maintaining Family Health.
2. The Use of Home Equipment in Caring for the Sick.
3. Health of the Home and Community.
4. First Aid in the Home.

Group IV. Foods and Nutrition

1. Planning the Three Meals a Day.

2. Easy Guest Meals.
3. Food for the Growing Child.
4. Home Suppers for the Business Woman Homemaker.
5. Entertaining Our Friends at Meal Time.
6. Putting the Stretch Into the Food Dollar.

Group V. Home Interests

1. Making Our Homes Attractive.
2. Refinishing the Home Furniture.
3. The Convenient Kitchen.
4. Improving Our Household Equipment.
5. Steps to the Well Managed Home.
6. Getting Your Money's Worth in Buying.
7. Managing the Family Dollar.
8. Home Life and Hospitality.
9. The Family of Today.
10. Beautifying the Home Grounds.

Allen (1936) developed a program in food buying for use in extension groups. She followed the unit-problem plan of organization because it has been found highly desirable in extension teaching. She included guide sheets for the local leaders. The units included: How to be an intelligent buyer of foods; How to buy fruits and vegetables; How to buy meats and fish; How to buy staple foods; and How to buy cheese, fats, and oils. The bases for the units and their detailed plans were a survey of the food buying practices of 224 Kansas farm women who were members of cooperative extension groups and Allen's knowledge and experience derived from extension teaching.

Oberhelman (1938) followed the unit problem method in

planning detailed units in food preservation for use by extension groups. She said that she used this method because it challenged and aroused the interest and directed the thinking of the learner. She had found that this method of organization was one that could easily be adapted to the various needs and interests of the members of the extension groups. The following units were developed in detail: How to preserve fruits; How to preserve vegetables; How to Preserve meats; How to make jellies, preserves and marmalades; and How to make pickles and relishes. Guides in planning her units were the questions on food preservation asked of the departments of Home Economics in Extension and Food Economics and Nutrition at Kansas State College, and of Home Demonstration Agents in Kansas together with the knowledge and experience of Oberhelman in relation to farm womens' problems in food preservation.

METHOD OF PROCEDURE

Studies made of the activities of homemakers in relation to home management were reviewed and from a summarization of their findings a list of the needs of homemakers in regard to home management as it relates to family life was

formulated.

Outlines of units offered in home management in adult homemaking programs in other states were reviewed. On the basis of the needs of homemakers, the suggestions of other programs in home management and the personal experience of the investigator, a program in home management for adults was planned on the unit, problem basis.

Detailed plans, including teaching helps for teachers of adult classes in home management, were made for the units.

The unit plans during their preparation were checked by members of the departments of Household Economics and Education, teachers of adult classes, and supervisors of adult homemaking programs. Most of the plans were tried out by the investigator in adult classes during the year 1939-40.

The unit plans were then revised and again checked by members of the departments of Household Economics and Education, after which they were put into final form.

THE ADULT PROGRAM IN HOME MANAGEMENT AS IT RELATES TO FAMILY LIFE

The Program of Instruction

The unit problem method of organization is used in the

development of this program of instruction because it has been found adaptable in teaching adult groups. It is definite, understandable, interesting and convenient to use. The unit problem method makes use of the association of ideas and experiences of the pupils and facilitates the selection of subject matter and experiences to fit varying needs and interests. This method of organization is especially convenient for a course covering several phases in the area of home management.

Seven units are planned for the programs. The length of the units varies according to the nature of the unit presented. On the average, a unit consists of eight lessons. Each lesson is stated in the form of a problem and directs the thinking to the solving of practical problems of home life. An effort has been made to include material suitable for the varied educational experiences and abilities of the adults who may make up the group.

The relationship between home management and family life has been emphasized. The application of each problem to the individual home and further study of each problem presented, has been encouraged in the teaching methods suggested.

In addition to teaching points for each problem, suggestions have been given for an approach to the lesson, ques-

tions for discussion, illustrative materials that might be used to introduce the lesson or to emphasize points already introduced. Suggested activities for the meetings and activities for the homemakers to do at home have been given.

References have been selected with both teacher and learner in mind. Both technical and elementary material are given in the references whenever possible. The teacher should decide which ones of those listed are adaptable to the particular needs of the members of the group. She is encouraged to recommend sources of information desired by the homemakers in the group.

Visual material such as educational films have frequently been suggested, a description given of each, and where it may be obtained.

Definition of Home Management

"Home Management may be defined as the planning and the guiding or directing of the use of human and material resources for the optimal development of the individual members and the family within the home and in relation to other individuals and groups."

Needs of Homemakers in Home Management

1. Recognition of homemaking as an important vocation.

2. Realization that management is a fundamental part of homemaking.
3. Information that will help them to evaluate, organize, and plan their work efficiently.
4. Information on how to coordinate tasks in order to save time and energy.
5. A knowledge of business procedures as they pertain to homemaking activities.
6. Information that will help in evaluating the needs and desires of the family members in regard to
 - Clothing
 - Foods
 - Gifts
 - Housing
 - Personal expenditures
 - Automobile
 - Savings and investments
 - Health
 - Development
 - Leisure
 - Operating expenses
7. Information on how to secure cooperation of family members in planning the expenditures.
8. A knowledge of economic and social forces as they effect the home.
9. Ability to manage the income so that the family may be adequately provided for at the present and financially secure in the future.
10. Ability to evaluate and establish desirable standards.
 - a. For the performance of tasks involved in housekeeping and homemaking.

- b. For the physical environment of the family.
 - c. For the social life of the family including the use of leisure.
 - d. For the savings of the family.
 - e. For the development and maintenance of positive health.
11. Information that will be a basis for evaluating the relative importance of tasks or activities performed in the home.
 12. Satisfaction from management and performance of home activities.
 13. Adjustment techniques that will enable family members to live in harmony and security in their environment.
 14. Knowledge of desirable family relationships and how to obtain them.
 15. More leisure time in order to develop as individuals and to protect health.
 16. An understanding of the value of cleanliness and orderliness as they contribute to happy family life including:
 - a. The house and its surroundings.
 - b. Household linen and personal clothing.
 - c. Personal grooming and cleanliness.
 17. Knowledge that will enable homemakers to evaluate time, energy, and money in activities and industries in such

a way as to provide for optimal growth and satisfaction of family members.

Guiding Principles

1. The adult Home Economics program should provide instruction in home management as it relates to family life.
2. An understanding and appreciation of the relationship of home management to a wholesome home environment should be emphasized.
3. The home management program should provide for the development of cooperation among the family members in the home and in the community.
4. The home management program should be definite and specific but adjustable to fit the needs of the family and the community.
5. The unit-problem-plan of organization is a desirable one to use in the home management program for adults.
6. Units in home management should be based on the interests and needs of homemakers and their families.
7. Detailed plans of units in home management are much needed to assist teachers of adult Home Economics courses.

Objectives

1. To develop respect, pride and interest in homemaking as

a vocation.

2. To provide a home environment in which all members of the family have opportunity for optimum development and wholesome family relationships.
3. To understand the relation of home management to a wholesome home environment.
4. To maintain a desirable standard of living in the home.
5. To adjust the mode of living in the home to the changing economic and social conditions and to help improve these conditions as they affect the home.
6. To secure and use information as it becomes available in the various phases of homemaking.
7. To evaluate the activities of the family as they relate to the ultimate satisfaction for all its members.
8. To create an interest in developing some ability in the managerial skills of homemaking.
9. To recognize the importance of the aesthetic, spiritual and practical values in homemaking.
10. To be aware of the opportunities and responsibilities to improve home and family life.
11. To solve problems of home and family life in an increasingly satisfactory way.
12. To maintain a balanced program of homemaking activities that will contribute to wholesome family life.

The Units

1. The Family in the Home and Community.
2. The Homemaker as a Manager.
3. Managing the House and Equipment.
4. The Management of the Family's Finances.
5. Shortening the Work Hours.
6. Leisure Time for Personal Development.
7. The Homemaker and Her Paid Helpers.

THE DETAILED UNIT PLANS

UNIT I. THE FAMILY IN THE HOME AND COMMUNITY

Generalizations

1. A well managed home is essential for the security, happiness, and optimal development of the family members.
2. Each aspect of homemaking should be conceived and planned to give opportunity for individual growth and enduring human values.
3. The home needs creative and intelligent leadership, family unity and cooperation.
4. The family's standard of living should be within its resources.
5. The development of desirable character traits in family members increases their enjoyment of home living and makes better citizens.
6. No household practice or skill should be taught without considering its influence on human relationships in the home.
7. A satisfying home helps develop a wholesome point of view toward life.

8. Homemakers who successfully direct the lives of family members are conscious of the separate and often conflicting interests of the group and are able to adjust them in such a way that all are given fair consideration.
9. The community reflects the ideals and standards of its homes and family members.
10. One duty of the home is to furnish the community with citizens who are economically and socially responsible.
11. The home and community determine in large part the interests, ambitions and activities of their members.
12. The family should be aware of and work for desirable improvement in the community.
13. The community should protect its present and future generations.
14. The community should provide desirable recreational facilities.

The Problems

1. How can desirable family relationships be obtained?
2. What changes have taken place in home life?
3. What is the relationship between management and successful home life?
4. How can my home provide for the development of all its members?

5. How may privacy be provided for the family?
6. How does my home aid in developing good citizenship?
7. How can my family help secure desirable improvements in the community?

Problem 1. How Can Desirable Family Relationships
Be Obtained?

Teaching Points.

1. The home should develop a sense of security in each member.
2. Respect for and pride in the achievements of family members encourages wholesome relationships.
3. Respect for another's personality should be developed in the home.
4. Courtesy, kindness, understanding, and consideration for others when exemplified in the home increase the happiness of the family members and their value to society.
5. Family members who face reality are better able to direct themselves and others.
6. The physical, mental, moral, and spiritual development of the family members should be respected.

7. Privacy and property rights of each family member should be respected.
8. Good management should lead to a tranquil atmosphere where opportunity for growth and freedom prevails.
9. Working and playing together in the home offers opportunity for better understanding among family members.

Approach.

Great contrasts are often seen in the relationships of family members in various homes in a community. In some homes there is a peaceful calmness that has a relaxing effect on all who enter the home. There are other homes where discontent and strife seem to stir up the atmosphere until peace and security vanish. Then we find many homes between these two extremes which take on the characteristics of the first home at one time and the second at another time. Desirable relationships require thought and insight into the causes of harmony, security, and individual personality development if the problem of obtaining the right kind of relationships is to be solved.

Questions for Group Discussion.

1. How do the character traits of family members affect the happiness in the home?

2. How may we encourage family members to share their experiences?
3. How can the home develop a sense of security?
4. How does ability to face reality affect the development of personality in the family members?
5. How may the family's attitude toward property rights affect family relationships?
6. How does home management affect family relationships?
7. How can working and playing together in the home contribute to a better understanding of family members?

Illustrative Materials.

Posters or pictures of parents and children enjoying their leisure time together, such as fishing, swimming, or carrying on hobbies that are mutually enjoyable.

Posters showing family members sharing work in a companionship manner.

Educational film dealing with family problems. Human relation series, on Human Relations. Alice Adams, excerpt. (dance sequence). 15 min. No. 177.

Activities for Meetings.

Presentation and discussion of case problems of family relationships and how desirable relationships may be obtained.

Show educational film listed above, or similar one, and follow with discussion of the human relationships involved and how they could have been improved.

Activities for Home.

Read articles on family relationships in popular home magazines, parent education periodicals or in other magazines or books. Plan to report on these briefly at next class meeting.

Talk over with family members some problem in family relationships confronting your family at the present time.

Use some of the suggested methods for developing wholesome family relationships and note their effectiveness or desirability.

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Problems of the family. New York. D. Appleton-Century. 530 p. Ref. p. 457-487. 1936.

Problem 2. What Changes Have Taken
Place in Home Life?

Teaching Points.

1. Science and inventions have caused many family ties to be broken.
2. Family members are also less dependent on each other economically and socially.
3. Families are dependent largely on money income for family support.
4. Much of the home production has been taken from the home.
5. Science and invention have developed many new occupations which take family members away from the home many hours of the day.
6. Commercialized forms of recreation are substituted for recreation in the homes.
7. The interests of the family members are more varied than formerly.
8. Families live in more crowded quarters with less space allowed for recreation, home production, and pure clean air.
9. Privacy and freedom from annoying sounds are more difficult to obtain.

10. Life is more hurried with less time taken for relaxation and reflection.
11. New and improved household equipment make work in the home easier and free time and energy for personal development.
12. The telephone, radio and automobile have brought many educational opportunities to the family.
13. Modern plumbing has raised the family's standard for sanitation and cleanliness.

Approach.

Great contrasts are evident between the homes today and those of a generation ago. It is only since the first World War of 1914-18 that bathtubs, electric lights, automobiles, telephones, radios, moving pictures, and power home equipment have come into general use. Imagine the change in working conditions in a home today as compared with those in Washington's home at Mt. Vernon. In Kansas 60 years ago, there were only a few small towns dotted over the prairies, most of them from 20 to 40 miles apart. Water was carried into the house from a distance and in many of the smaller homes the men slept in a loft over the living room or kitchen. Everyone was busy with the farm work from six year old Johnny

who helped carry in wood and hunt eggs, to Grandpa and Grandma, who helped with the garden and the work about the house.

Questions for Group Discussion.

1. How have science and inventions made living conditions today different from pioneer days?
2. How have new means of communication brought changes in family life?
3. In what ways has modern plumbing brought changes in American homes?
4. What changes has electricity brought to the modern home?
5. How have science and invention affected privacy in the modern home?
6. How do new occupations which have resulted from inventions affect home life?
7. What commercialized recreation does the family enjoy due to science and invention?
8. How does home production affect family life?
9. What ties that formerly bound family members together are less evident today?

Illustrative Materials.

Pictures showing home conditions in pioneer days.

Pictures showing tools used in pioneer days contrasted with modern working equipment.

Pictures or posters showing family members working together.

Pictures showing inventions which have greatly influenced home life.

Movies showing life in colonial or pioneer days as contrasted with modern life, followed by discussion.

Activities for Meetings.

Compare the modern home tools and equipment with those used in the pioneer homes as to cost and efficiency. List equipment used in homes today that is considered essential and compare its cost with equipment that was considered essential in pioneer days.

Activities for Home.

Check your home for influences which bind your family members together and for influences that might cause a disintegration of family ties.

Discuss with family members the goals of family life and ways to reach these goals.

Discuss methods of meeting adequately some of the problems of modern home life.

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Problem 3. How Can Privacy Be Provided For the Family?

Teaching Points.

1. Privacy offers quietness and includes freedom to keep to one's self, one's physical body, thoughts, emotions, and property.
2. Privacy is important for the preservation of mental health.

3. Every family should respect the privacy of other families and their members.
4. Every family should attempt to provide the maximum amount of privacy for each member of the family.
5. Adequate space and arrangement of rooms make provision for privacy easier.
6. Changes in the location or structure of the house in which the family lives may improve the conditions necessary for maintaining privacy in the home.
7. Understanding and a cooperative attitude on the part of the family members are essential for the maintenance of privacy.
8. Careful management may make possible some privacy even in small apartments or homes.

Approach.

The importance of privacy cannot be overestimated. Though it has long been necessary for people to seek privacy it is probably more needed today than ever before. In Biblical times we find Christ leaving his disciples while he went up on the mountain to commune with God and reflect on his problems. Today with noise, walls, streets, radios, and crowds of people in business areas and recreation areas, it is much more important that privacy be provided than it was in the

rural and pastoral life of an earlier day. Essential as privacy is, many people find it difficult to have that which is needed for sound mental health. We should try to find ways of making this privacy possible.

Questions for Group Discussion.

1. What is privacy?
2. Why is privacy important?
3. What do we mean when we say that every family should respect the privacy of other families and their members?
4. How can we provide privacy for our family members?
5. How does the arrangement and size of rooms affect the privacy of the family members?
6. How does storage space affect the privacy of the family members?
7. How does the attitude of the family members affect the privacy of the home?

Illustrative Materials.

Pictures or diagrams showing how privacy is affected by arrangement of rooms and storage space.

Pictures or posters showing inadequate provision for privacy due to crowded homes.

Pictures or diagrams showing how yard space affects privacy.

Activities for Meetings.

Bring to class pictures of equipment used to increase privacy in the home.

List ways privacy can be increased in a home.

Activities for Home.

Check your own house and surroundings for their contribution to privacy.

Try to develop an attitude among the family members which will cause them to respect the privacy of others.

Practice respecting the privacy of others in the community.

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The house. New York. J. B. Lippincott. 622p. Ref. p. 11-31. 1939.

Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century. 420 p. Ref. p. 52, 68, 154, 155, 186, 399, 404, 405. 1939.

Problem 4. What is the Relationship Between Management and Successful Home Life?

Teaching Points.

1. Poor management often brings unhappiness and a feeling of inadequacy; good management results in accomplishment and gives a feeling of mastery.

2. A good home manager recognizes the importance of developing skill in reducing the time and energy in performance of work.
3. A good home management plan provides for periods of rest and recreation as well as work.
4. Good home management is necessary if the many details of the homemaking tasks are to be properly related.
5. Cooperation in the home depends on good management.
6. A good home manager recognizes that the house and other material resources exist for the satisfaction and happiness of the members of the family.
7. Serenity and order are the result of a well managed home.

Approach.

Probably the relationship between management and family life is seldom realized to the extent that it should be. Sometimes we find women who always appear to have their work under control, yet never seem to be hurried or overworked. At other times we see women who always seem to be busy but they feel they are accomplishing nothing of consequence. Others work feverishly for long hours one or two days a week and then are too tired to even keep routine tasks up to standard the remainder of the time.

Each woman was not born adequate or inadequate in hand-

ling her home problems. Each reacted to her work according to her education or lack of education together with the thought, judgment and foresight she possessed.

Questions for Group Discussion.

1. What may be the results of poor management?
2. How are manipulative skills and abilities related to good management?
3. How shall we evaluate work, rest and recreation in the family's plan?
4. How shall we decide the importance of our tasks?
5. How is the cooperation of the family members related to good management?
6. How will the family council aid in the development of cooperation among family members?

Illustrative Materials.

Movie - "You and Your Child". 374. U.S.D.A. Office of Motion Pictures. Washington, D. C. 2 reels. 16 mm. silent and sound. 35 mm. silent or sound. Loan. 1937.

Activities for Meetings.

Show movie, "You and Your Child", and discuss the family life situations exemplified.

Contrast homemaking vs housekeeping attitudes in relation to family relationships.

Activities for Home.

Discuss problems of home management with family members in the family council.

Make a schedule for the day with provision for one-third of the time allotted to rest and recreation; one-third for sleep; and one-third for work. Follow this schedule for a given time. Report results and needed changes.

Make a time and motion study of the care of dishes and note the saving in time and energy.

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Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century. 420 p. Ref. p. 203-262. 1939.

Problem 5. What Responsibility Does My Home Have for the Development of Its Members?

Teaching Points.

1. The home should provide for all members of the family to participate in some of its activities.

2. Problems dealing with the home should be solved by the family members as a group.
3. The home should provide for the spiritual development of its members.
4. The moral training of the family members should find its basis in the home.
5. The home should contribute to the social development of its members.
6. The home is largely responsible for providing and maintaining conditions conducive to good mental and physical health.
7. The home should provide various kinds of work, recreation, and social contacts which will aid in the development of its members.
8. The home and the community have a responsibility for developing desirable citizens by providing a wholesome environment.
9. The home should provide learning situations for the development of special skills and abilities of its members.

Approach.

Comparatively few parents realize the extent to which their children reflect their home life. We are all products of our home. In our ideals, our attitudes, and our ambitions

our homes are reflected. The words spoken in the home to or about other people, and the behavior of the family members toward others make their impressions on the minds of children. Probably even more important than the witting behavior of parents is their unwitting behavior. The home is the basis of our civilization. Parents must assume responsibility for maintaining good home life if the home is to fulfill its purpose.

Questions for Group Discussion.

1. How can we make our home a cooperative enterprise?
2. How can the home provide for the spiritual development of its members?
3. How can the home provide the right moral instruction?
4. How can the home contribute to the social development of its members?
5. What provision should be made for the mental and physical health of the family?
6. What provision should be made in the home for the development of work habits?
7. How can the home help its members develop a desirable philosophy of life?

Illustrative Materials.

Pictures showing living conditions in slum areas.

Pictures or posters showing new type of city planning to provide recreational facilities, safety, and improved health conditions.

Educational film - "Challenge of the Slums". 10 min. 16 mm. silent. rent \$2.00. Garrison Film Distributers Inc. 1600 Broadway, New York. 1936.

Pictures showing parent and child, or two or more children, cooperating in their home activities.

"Gasolene Alley" comic strips and others which show value of home situations in teaching a philosophy of life.

Activities for Meetings.

Bring to class an example of a comic strip or cartoon that shows influence of family life on its members.

Discuss the importance of the home and how it can provide for the development of its members.

Show short film, "Challenge of the Slums", and discuss its merits from the standpoint of desirable family relationships.

A "home movie" made by an amateur may be used if it shows family relationships.

Make a list of some ways the home can contribute to development of its members.

Activities for Home.

Discuss with family members ways to improve your home life.

Check home for adequacy in developing certain desirable character traits.

Read articles in "Parents Magazine", "Child Life", and other magazines dealing with child development and family relationships. Prepare a 3 minute report of one of the articles to give at meeting.

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The family in the present social order. Chapel Hill, North Carolina. The University of North Carolina Press. 241 p. Ref. p. 157-169; 34-68; 1931.

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Housing and the home. New York. D. Appleton-Century. 420 p. Ref. p. 1-22; 73-161; 203-262. 1939.

Problem 6. How Can the Home Develop Good Citizens?

Teaching Points.

1. The home should provide training for community responsibility.
2. A democratic home life gives opportunities for training

in citizenship.

3. The home should give such training in thrift and money management as will lead to economic independence.
4. A sense of responsibility for one's conduct should be developed in each family member.
5. The importance of the influence one exerts on others should be recognized.
6. The responsibility for the social, mental, moral, and spiritual development of members of the home and community should be assumed by the family.
7. The home should help its members to control selfish interests for the good of society.
8. Interest and participation in worth while civic and governmental enterprises should be encouraged by the home.
9. The quality of the conversation in the home colors the thinking of the family members.
10. Children should be given responsibility in the home.
11. Love of one's fellowmen should be developed in the home.

Approach.

Sometimes we think that being a good citizen means giving our lives for our country in the time of an emergency such as war. Citizenship is much broader than this and its responsibilities include more than this sacrifice. Every day

good citizens are needed. Sometimes greater responsibilities rest on citizens during peace time than during war. It is possible war could be eliminated and security established forever if citizens in every country lived by the Golden Rule. Homes have a great responsibility in the development of good citizenship.

Questions for Group Discussion.

1. What responsibilities does the home have in the development of good citizenship?
2. How can we live effectively in a democracy?
3. What training should be given for economic independence?
4. How can responsibility for one's conduct be developed?
5. To what extent are we responsible for others?
6. What is the home's responsibility for the social, mental, moral, and spiritual development of the members of the family and community?
7. How may selfish interests be controlled for the good of society?
8. What civic responsibilities should we all assume?
9. How does conversation in the home affect the development of good citizenship?

Illustrative Materials.

Case situations showing contrast between good and poor citizenship.

List of the evidences of good and poor citizenship as seen in meeting place of the class.

Educational film - "Captains Courageous", excerpt. (Human relations series). 12 min. 16 mm. sound. rent. 136.7. Commission on Human Relations, 45 Rockefeller Plaza, New York.

Educational film - "Black Legion", excerpt. (Human relations series). 29 min. 16 mm. sound. Commission on Human Relations, 45 Rockefeller Plaza, New York.

Activities for Meetings.

Discuss how the home may aid in the development of good citizens.

Show or discuss educational film which may exert a harmful influence on the community and contrast it with a film which may serve to create a desire for improvement in the citizens who see it.

Activities for Home.

Read an article in some magazine or book dealing with citizenship training.

Recall an example of how your family has taught good citizenship.

Plan ways to include citizenship training in your home.

References

Gavian, Ruth Wood, Gray, A. A., Groves, Ernest Rutherford.
Our changing social order. New York. D. C. Heath.
577 p. Ref. p. 3-220. 1934.

Harman, R. V., Tucker, H. R., Wrench, J. E.
American citizenship practice. New York. The University
Publishing Co. 613 p. Ref. p. 1-84. 1934.

Hughes, R. O.
Building citizenship. New York. Allyn & Bacon. 709 p.
1936.

Lindquist, Ruth.
The family in the present social order. Chapel Hill,
North Carolina. University of North Carolina Press.
241 p. Ref. p. 141-156. 1931.

Shultz, Hazel.
Housing and the home. New York. D. Appleton-Century.
240 p. Ref. p. 123-159. 1939.

Wood, Mildred Weigley, Lindquist, Ruth, and Studley, Lucy A.
Managing the home. New York. Houghton-Mifflin. 347 p.
Ref. p. 280-310. 1932.

Problem 7. How Can My Family Help Secure Desirable
Improvements in the Community?

Teaching Points.

1. Every family should assume an active interest in community improvement.

2. The family should protect and preserve community property.
3. The family should take an active interest in projects which make possible good schools, recreational facilities, and opportunities for spiritual development.
4. Families should provide leaders in the community who are honest, courageous, and farsighted.
5. Children can learn to participate in community affairs by working in such organizations as 4-H Clubs, Boy and Girl Scouts, and Junior civic activities.
6. Every family should assume some responsibility for public welfare.

Approach.

"Let John do it", is the attitude of too many of us today when it comes to community responsibilities. Sometimes we find fine people of good character and worthy ambitions who are offenders when it comes to assuming community responsibilities. Often we are content to just sit and watch. One is often reminded of what an elderly colored man said to his club of boys and girls, in an effort to stimulate their interest in community affairs, "Yo aint agoin' no place, yo jest a standin' still". So many of us are willing to stand still, or even worse yet, to look back and long for the "good days" of long ago. How uncomfortable all of us would be if

the good old days actually should return. Children and adults should take an active interest in the community and have a desire for making it a better place in which to live.

Questions for Group Discussion.

1. What educational social and economic assets does your community have?
2. What opportunities for spiritual development does your community offer?
3. How can your community be improved?
4. How can my community increase its educational opportunities for its members?
5. How can children participate in community enterprises?
6. How may the family help protect and preserve community property?
7. What responsibility should our family assume for others?

Illustrative Materials.

Pictures or posters showing ways the unfortunate are cared for through the cooperation of citizens.

Exhibit of pictures of community improvements which have resulted from public spirited citizenship.

Pictures of parks, playgrounds, and other recreational areas for public enjoyment.

Educational film - "Dead End", excerpt. (Childrens' sequence). (Human relations series). 13 min. 16 mm. sound. rent. Apply, Commission on Human Relations, 45 Rockefeller Plaza, New York.

Activities for Meeting.

Show educational film or pictures featuring results of slums, poverty, and destructive recreational forces.

Discuss ways the family may help attain desirable improvements in the community.

Make a survey of community needs and assets, and plan how to accomplish needed improvements.

Activities for Home.

Read articles dealing with social problems as given in newspapers.

Participate in a community improvement activity.

Encourage your children to plant and care for trees and shrubs in the park, along highway, or in a wind break area.

In the family council plan ways to help less fortunate neighbors.

Discuss with family members the improvements which might be made in the community.

References

- Darling, Millard F. and Greenberg, Benjamin D.
Effective citizenship. New York. Prentice-Hall. 448 p.
Ref. p. 310-391. 1936.
- Gavian, Ruth Wood, Gray, A. A. and Groves, Ernest Rutherford.
Our changing social order. New York. D. C. Heath.
577 p. Ref. p. 323-410; 451-541. 1934.
- Harman, R. V., Tucker, H. R. and Wrench, J. E.
American citizenship practice. New York. The University
Publishing Co. 613 p. Ref. p. 493-502. 1934.
- Hughes, R. O.
Building citizenship. New York. Allyn & Bacon. 709 p.
Ref. p. 172-208. 1936.

UNIT II. THE HOMEMAKER AS A MANAGER

Generalizations

1. The home is both a social and a business institution.
2. The personnel of the family influences the management problems.
3. The management of the home requires the formulation of definite policies.
4. The family's standard of living should be within its income.
5. The home manager should evaluate the activities of the home and decide upon the time and importance to be given to each.

6. The amount of home production depends upon the location of the home and on the ages, interests, money income, and managerial abilities of the family members.
7. The economic and social forces affecting the home should be evaluated.
8. Good management provides for the development of human values in the home.
9. Adequate material resources are assets in home management.
10. Family unity and cooperation are fundamentals for a successful home.
11. Ability to organize and to inspire others are essentials in a good home manager.
12. The aim of good management is to stimulate physical, mental, spiritual, and social growth in the family members and to promote happiness and satisfaction.
13. The homemaker who is a good manager strives to make her home successful.
14. A proper balance between work, sleep, and recreation contributes to the success of the home.
15. A knowledge of good business procedures is of value to the homemaker.

Problems

1. How may the home be compared to a commercial enterprise?
2. What shall be the family's policies in managing its home?
3. How do economic and social forces influence the management of our home?
4. What shall be our standard of living?
5. How can home management aid in good family relationships?
6. How can we develop managerial ability?
7. How does the personnel of the home affect the management?
8. How shall we decide what is important in home management?

Problem 1. How is the Home Like a Commercial Enterprise?

Teaching Points.

1. Certain characteristics are common to both a home and a business.
2. Many necessary business transactions are carried on in the home.
3. The homemaker shares the responsibility of budgeting the income, keeping records of expenditures, and balancing income and expenditures.
4. The home, as well as a business concern, has responsibilities pertaining to management of people.

5. The scheduling of work to be done is important in both a home and a business.
6. The success of a home, and the success of a business depend on the cooperation of all members.
7. Management is as essential for the success of the home as it is for the success of business.

Approach.

Homes and commercial enterprises have some characteristics in common in that both have the problem of making limited resources yield the greatest possible results. Many of the same qualities that determine the success of a commercial enterprise determine the success of the home. In addition the home has certain emotional aspects which the business operating for profit does not have. These all contribute to making the management of the home and business different.

Questions for Group Discussion.

1. What characteristics are common to both a home and a business?
2. What business transactions are carried on in a home?
3. What responsibilities in managing the money income does the homemaker share with her family?
4. What personnel management situations are common to both home and business? How do they differ?

5. Why is a schedule of work important to both a home and a business?
6. How does management determine the success of a home and a business?

Illustrative Materials.

Guidance charts found in Home Management by Lewis & Gross. p. 102-105.

Activities for Meetings.

List problems of homemakers that are similar to problems of business executives.

Prepare guidance chart to help homemakers become more efficient in handling personnel situations.

Activities for Home.

Plan in the family council how you can increase your efficiency as a home manager.

Evaluate the business methods used by your family. Improve the methods used if possible.

References

Kyrk, Hazel.
Economic problems of the family. New York. Harper & Brothers. 500 p. Ref. p. 56-75. 1933.

Gilbreth, Lillian M.

The homemaker and her job. New York. D. Appleton-Century. 155 p. 1929.

Home Management Papers.

Seventh international management congress, Washington, D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p. 7-12. 1938.

Problem 2. What Shall Be The Family's Policies
in Managing Its Home?

Teaching Points.

1. Willingness to modify present conduct for future security should characterize family policies.
2. Honesty and fairness in all dealings is a good rule to follow.
3. Conducting the home just within the law is not considered the most socially desirable procedure.
4. The family should consider the advantages of cash and credit and determine which it will use.
5. Prompt payment of obligations is a business and moral asset.
6. The cooperation of all members in the family is essential in good management.

Approach.

Certain basic policies govern every family. Sometimes the reputation of the family depends on the principles which

are adhered to in social, moral and business activities. The importance of the policies or principles which determine the action and attitudes of family members cannot be over-emphasized.

Questions for Group Discussion.

1. What are the basic policies which guide your family?
2. How important is our willingness to modify our present conduct in order to have future security?
3. Why are honesty and fairness considered essential policies?
4. How may the Golden Rule be applied to the home?
5. When shall we use cash or credit in doing business?
6. In what way is promptness an asset?
7. How important is cooperation as a family policy?

Illustrative Materials.

Picture of family council meeting.

Posters that contrast good and bad policies that some families have.

Educational film - "Alice Adams", excerpt. (money sequence). (Human Relation Series). 15 min. 16 mm. sound. Apply Commission on Human Relations, 45 Rockefeller Plaza. New York.

Activities for Meetings.

Show educational film, "Alice Adams", followed by discussion of the policies of the family portrayed.

List basic policies that govern many families.

Activities for Home.

In the family council discuss the policies which govern your family.

Read an article in a book or a magazine which deals with home management and the importance of desirable policies.

References

Galpin, Charles Josiah.

My philosophy of rural life. New York. American Country Life Association, 105 East 22 St. 28 p. 1937.

Gilbreth, Lillian M.

Living with our children. New York. W. W. Norton & Co. 309 p. 1928.

Home Management Papers.

Seventh international management congress, Washington, D. C. Waverly Press. Baltimore, Md. 121 p. Ref. p. 1-6. 1938.

Problem 3. How Do Economic and Social Forces Influence the Management of our Home?

Teaching Points.

1. Schools, churches, recreation, and transportation facilities have a definite influence on the life of the family.

2. The business institutions in the community may influence the occupation of the family, the time family members spend in the home, the social life of the family, and to a certain degree the health of individuals.
3. Economic and social forces influence the opportunities for employment and earning an income.
4. The choice of a vocation may be determined by the economic and social forces acting upon the family members.
5. The standard of living is influenced by the economic and social forces acting upon the family members.
6. The recreation of the family is influenced by the facilities provided by the community, as well as by the economic and social standards of the family.
7. The culture patterns of the family members influence the choices of the family.
8. The family members should develop the ability to adjust to the economic and social forces which are beyond their control.
9. The community should be actively conscious of economic and social forces.

Approach.

Social and economic forces are continually influencing the home and its management. Some of these forces we cannot

control within the home as they are exerted by outside influences. Some social and economic forces can be modified. Each homemaker should recognize the existence of social and economic forces that play upon the lives of the family members and should use her influence to direct them if possible, so that they will benefit rather than injure the family members. Many social and economic forces are beneficial and others are harmful. The attitude of the family members should be such that even the adverse forces may be used beneficially.

Questions for Group Discussion.

1. What are some social and economic forces that influence home management?
2. What economic forces in this community affect your family?
3. How do social and economic forces influence employment?
4. How is the choice of a vocation often the result of social and economic forces?
5. How is the standard of living influenced by social and economic forces?
6. How is the recreation of your family influenced by these forces?
7. What should be the reaction of family members toward social and economic forces beyond their control?

8. What should be the responsibility of the community for directing the social and economic forces?

Illustrative Materials.

Posters or pictures which show the effect of social and economic forces acting on the home, such as abandoned sections of cities where industries have changed, slum districts, churches, business concerns, parks, and other beneficial forces.

Show a picture of a neglected church or community building.

Educational film - "If a Boy Needs a Friend". 15 min. 16 mm. silent. rent \$1.50. Harmon Foundation, Inc. 140 Nassau St. New York City. 1939.

Activities for Meetings:

Show film - "If a Boy Needs a Friend". Discuss any similarities to situations in your community.

Discuss how social and economic forces influence the management of the home, using illustrative material.

List some social and economic forces acting in your community.

Plan improvements for your community.

Activities for Home.

Read articles in magazines and newspapers dealing with social and economic problems.

Discuss social and economic problems of your community with your family members.

Direct as much as possible the social and economic forces affecting your home so that they will enrich the lives of the family members.

References

Baber, Ray E.

Marriage and the family. New York. McGraw-Hill. 656 p.
Ref. p. 385-437. 1939.

Groves, Ernest R.

The American family. Chicago. J. B. Lippincott. 500 p.
Ref. p. 123-164. 1934.

Groves, Ernest R.

Social problems of the family. Chicago. J. B. Lippincott. 314 p. Ref. p. 229-285. 1927.

Home Management Papers.

Seventh international management congress, Washington, D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p. 9-16. 1938.

Kyrk, Hazel.

Economic problems of the family. New York. Harper & Brothers. 500 p. Ref. p. 372-397. 1933.

Renter, Edward Byron and Runner, Jessie Ridgeway.

The family. New York. McGraw-Hill. 615 p. Ref. p. 9-43. 1931.

The Commercialization of the Home Through Industrial Home Work.

U. S. Dept. of Labor. Womens Bureau. Bul. 135. 49 p. 1935.

Young, Kimball.

Source book for sociology. New York. American Book Co. 639 p. Ref. p. 527-627. 1935.

Problem 4. What Shall Be Our Standard of Living?

Teaching Points.

1. The standard of living may be defined as consisting of those goods and services which the family is accustomed to and which it considers so essential that it will make any reasonable sacrifice to obtain them.
2. The education and early training of the parents largely determine the standard of living for their home.
3. The family, kin-folks, neighbors, friends and contemporaries influence the standard maintained.
4. The standard of living should be in keeping with the income of the family.
5. Present wants, desires, and necessities should be carefully evaluated against future desires in setting up of the standard of living.
6. The choices made by the family determine its standard of living.
7. The family's standard of living should be carefully considered by all the members.

8. The standard of living reflects the desires and aspirations of the family members in relation to the money income.

Approach.

A standard of living varies from individual to individual, from time to time, from country to country, from class to class. It reflects the resources, skills and techniques, as well as attitudes and beliefs. Choice of furniture, radios, automobiles, and fresh vegetables, are a part of the American standard of living, as are certain other values including physical health, cleanliness, conforming to and mixing with the crowds. All of these help determine our standard of living.

Questions for Group Discussion.

1. What do we mean by standard of living?
2. How does it differ from plane or scale of living?
3. What are some of the influences which determine our standard of living?
4. How can we keep our standard of living within our income?
5. How does the standard of living reflect our desires and aspirations?
6. Who should determine the standard of living the family is to maintain?

Illustrative Materials.

Posters or pictures showing various standards of living which are influenced by factors other than money income.

Activities for Meetings.

List the factors that influence the standard of living.

Compare standard of living at various income levels.

Activities for Home.

Discuss your standard of living in the next family council.

In some book or magazine read an article that pertains to standards of living and discuss it at your next family council.

If possible, plan a way to raise your standard of living without increasing your money expenditures.

References

Home Management Papers.

Seventh international management congress, Washington, D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p. 27-28. 1938.

Kyrk, Hazel.

Economic problems of the family. New York. Harper & Brothers. 500 p. Ref. p. 205-227; 372-397. 1933.

Zimmerman, Carl C.

Consumption and standards of living. New York. D. Van Nostrand Co. 602 p. 1936.

Problem 5. How Can Home Management Aid in
Good Family Relationships?

Teaching Points.

1. A well managed home provides a certain amount of order, regularity, and security for its members.
2. The well managed home is livable and comfortable at all times.
3. Good management provides a serene, encouraging, and satisfying atmosphere in the home.
4. The well managed home gives opportunity for the personal and social development of its members.
5. The opportunity for all members to help plan and achieve the family goals results in better cooperation.
6. The leadership and administrative ability of the parents help to determine the amount of cooperation secured.
7. Home management gives opportunity for the development of leadership in each member of the family.
8. Definite scheduling of work, rest, and recreation helps to develop a sense of adequacy and security.
9. Planned council meetings serve as a clearing house for the family members.

Approach.

Do you recall with what joy you entered some home where neatness and cleanliness were present and happiness and good cheer were manifested by all the family members? Somehow no matter how busy some homemakers are they seem always to be able to handle unexpected situations with poise and graciousness. Then perhaps at some other time you entered another home where disorder, irregularity and a lack of organization prevailed. There could be little chance in this home for serenity and satisfaction to prevail as no one seemed to know where to find his property or when to expect meals to be served. There was apparently no plan for doing work or for getting recreation.

Good management should contribute to freedom from worry, comfort, and to the security of all the family members. It should give much to the home life of the family.

Questions for Group Discussion.

1. What does a well managed home provide?
2. What are the indications that your home is well managed?
3. Upon what does good management depend?
4. How does a time schedule contribute to a well managed home?
5. What personality traits does good home management foster?

6. How does good management help bring about closer cooperation?
7. How can you substitute the family council for the method where parents make all important decisions?
8. How does the family council function?

Illustrative Materials.

Pictures of family cooperative enterprises that show desirable family relationships.

Pictures or posters which show the value of good management.

Activities for Meetings.

Demonstrate the family council method.

Playlet contrasting good and poor home management - "The Family Dresses Connie". Gunselman, Myrtle and Kellar, Althea. Household Economics Dept., Home Economics Division, Kansas State College, Manhattan. Mimeo.

Compare good and poor home management.

Plan score card to be used in evaluating home management.

Activities for Home.

Introduce the family council as a method for control in your family.

Read a reference on home management in a book or a magazine.

Score yourself for good home management using the score card planned in the meeting.

Discuss managerial problems with family members.

References

Gilbreth, Lillian M.

Living with our children. New York. W. W. Norton & Co. 309 p. 1928.

Home Management Papers.

Seventh international management congress, Washington, D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p. 1-12. 1938.

Wood, Mildred Weighley; Lindquist, Ruth, and Studley, Lucy A. Managing the home. New York. Houghton-Mifflin. 347 p. Ref. p. 280-310. 1932.

Young, Kimball.

Source book for sociology. New York. American Book Co. 639 p. Ref. p. 66. 1935.

Problem 6. How Does the Personnel of the Home Affect Its Management?

Teaching Points.

1. The management of the home depends on the abilities and characteristics of those residing in the home.
2. The age, sex, health, occupation, managerial ability, income, and interests of the family members determines the amount of production in the home.

3. Additional members, such as grandparents, infants, hired help, and boarders, require changes in the management of the home.
4. The time required for the care of small children in the home decreases the amount of time allowed for other home activities.
5. The health of the family members influences the amount of time and energy which can be used in work, in type and amount of recreation, and in the amount of rest required.
6. The skills, techniques, and aptitudes of the family members will influence the management of the home.
7. The ability and judgment of the family members in financial matters influence the management of the home.
8. The interests, hobbies, occupations, and time at home of the various family members affect home management.
9. Family members who are able and willing to assume responsibilities according to their health, age, experience, and time at home make the management of the home easier.

Approach.

Children, grandparents, aunts, and uncles, or brothers, and sisters, may complicate or simplify the problems of home management. According to time studies made, mothers who have infants spend several hours per day in child care and train-

ing. Invalids in the home increase the hours of work. The interests, hobbies, and occupations of the family members all affect the management of the home. Where there are family members skilled in mechanics or manual training, they can make a contribution to home management which is advantageous from the standpoint of economy of time, energy, and money.

Questions for Group Discussion.

1. How may the home adjust to changes in the personnel of the family?
2. How do additional members such as grandparents, hired help, infants, and boarders affect the management of the home?
3. What determines the amount of production in the home?
4. How does the care of children affect the time required for homemaking?
5. How does the health of the family members influence home management?
6. How is the management of the home influenced by the skills, techniques, and aptitudes of family members?
7. How do the ability and judgment of the family members in handling financial matters influence home management?

8. What effect do interests, hobbies, occupations, and time at home have on home management?

9. How can management of the home be made easier?

Illustrative Materials.

Pictures of grandmother's quarters that provide privacy including her equipment which she uses to pursue her own interests and activities.

List of activities required for care and training of a young child.

Activities for Meetings.

List characteristics of family members that would influence management of the home.

Discussion of personnel and its influence on home management.

Activities for Home.

Discuss in the family council the necessary changes to make if some relative comes to spend a few weeks in your home. A year.

Read case studies dealing with home management problems as affected by personnel of the home.

References

- Bigelow, Howard F.
Family finance. Chicago. J. B. Lippincott. 519 p.
Ref. p. 3-51. 1936.
- Gilbreth, Lillian M.
Living with our children. New York. W. W. Norton & Co.
309 p. 1928.
- Home Management Papers.
Seventh international management congress, Washington,
D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p.
8-16. 1938.
- Kyrk, Hazel.
Economic problems of the family. New York. Harper &
Brothers. 500 p. Ref. p. 1-4 1933.

Problem 7. How Shall We Decide What Is Important in Home Management?

Teaching Points.

1. If the home is to be satisfying, it should serve the purposes for which it was established.
2. The home manager should plan, organize, and perform her work so that the major objectives of the family may be realized.
3. The activities which are considered most important will vary with different families.
4. The physical and mental health of the family members is of importance and should always be safeguarded in the decision.

5. An important function of the home is the care and training of children, and adequate provision should be made for them.
6. Details concerned with home management should be viewed in relation to their importance in desirable home living.
7. Family councils are helpful in evaluating the activities in the home.

Approach.

There are so many details in homemaking that sometimes it is difficult to know which ones are really the most important. So many activities crowd in upon the homemaker that unless she is able to put first things first, she is apt to be lost in the maze of things unimportant and the essentials of a successful home will be lost or forgotten. To know what is most important is one of the first duties of the homemaker. Shall the house be kept immaculately clean without a spoonful of dirt in the whole structure or should it be kept reasonably clean so that there will be time for rest. A fatigued homemaker does not make a good companion for her husband and children. It is important that the homemaker should ask herself whether some of the responsibility she assumes should be shared with or by others in the family.

Questions for Group Discussion.

1. How will the objectives of the home influence its management?
2. How are family councils helpful in evaluating activities in the home?
3. How will you determine what activities are most important in the home?
4. Are the same activities of equal importance to all families? Why?
5. How can the home be made satisfying to its members?
6. How important is the care and training of children in the home?
7. How important is the maintenance of physical and mental health by all family members?
8. What emotions should be manifested in the well managed home?

Illustrative Materials.

Posters or pictures illustrating certain important activities in the home showing their influence on home management.

Activities for Meetings.

Playlet - "Mother's Sit-Down Strike". Home Study Service. Kansas State College. Manhattan. Mimeo.

Discuss how to decide which activities are most important.

Activities for Home.

Hold a family council and try to evaluate the plan your family now has for work and recreation.

Read articles in household magazines or books in your local library dealing with important activities in home management.

References

Gilbreth, Lillian M.

The homemaker and her job. New York. D. Appleton. 155 p. 1929.

Home Management Papers.

Seventh international management congress. Washington, D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p. 13-16. 1938.

Problem 8. How Can We Develop
Managerial Ability?

Teaching Points.

1. A desire to be a good manager and a willingness to work toward this end are important.
2. Ability to place first things first is essential in good management.
3. The good manager takes into consideration the working conditions and equipment at her command.
4. The ability to cooperate and to secure cooperation from others are essential characteristics of a good manager.

5. A sense of humor, self-control, imagination, kindness, appreciation, understanding, sincerity, and vision are desirable qualities in a good home manager.
6. By listing the objectives in the management of the home the homemaker can evaluate the tasks more readily.
7. A work schedule planned for a day, a week, and the seasons and followed, assists one in accomplishing the objectives in home management.
8. Knowledge and an evaluation of materials and conditions for work help in planning.
9. Evaluation of the results of home management will assist in developing managerial ability.
10. An interest in learning to do one thing well may lead to an interest in better home management in general.

Approach.

"To become a good manager one should study the needs of the family, consider the resources, make plans, live by the plans, check on the results and perfect the plans."

The ability to manage a home was once thought by many to be the "gift of the gods". We have since learned that if we have normal intelligence we may develop managerial ability. Probably one reason some homemakers give so little attention to home management is because they are working on

their own time. There is no boss checking on their time or the results of their labor. It is easy to become careless and waste time and energy if one does not feel the urge to accomplish a definite amount of work. Again a lack of interest may be due to overwork and fatigue which could be eliminated by good management.

Questions for Group Discussion.

1. How may an interest in doing one thing well be made the basis for improved management in the home?
2. How may listing the objectives of the home aid in planning?
3. What are some of the assets you have for managing your home?
4. What are the personal characteristics of good managers?
5. How does a good manager secure cooperation from others?
6. How does a schedule of activities assist in accomplishing objectives?
7. How does a knowledge and an evaluation of materials help one in planning the work?
8. How can we evaluate the results of home management?

Illustrative Materials.

Chart - "Steps to a Well Managed Home", as given in Wood, Lindquist, & Studley, "Managing the Home", listed in references.

Time schedule planned for the day, the week, and the year.

Activities for Meetings.

List steps to a well managed home.

Discuss how we can develop managerial ability.

Demonstration by the teacher on how to organize homemaking activities to save time and energy.

Activities for Home.

Hold a family council to decide what your family wants most from its home. List these and plan ways of accomplishing them.

Make a schedule of work to be accomplished in one day, one week, and one year.

Read articles on home management.

References

Gilbreth, Lillian M.

The homemaker and her job. New York. D. Appleton. 155p. 1929.

Home Management Papers.

Seventh international management congress, Washington, D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p. 58-60. 1938.

Wood, Mildred Weighley, Lindquist, Ruth, and Studley, Lucy A. Managing the home. New York. Houghton-Mifflin. 347 p. Ref. p. 280-310. 1932.

UNIT 3. MANAGING THE HOUSE AND ITS EQUIPMENT

Generalizations

1. The surroundings of the home are important in their influence on family members.
2. A well planned house contributes to the comfort, convenience and satisfaction of the family members.
3. Well selected equipment saves time, energy, and money.
4. Fundamental equipment should be selected and installed for convenience, durability, and economy of operation.
5. Well arranged work centers save time and labor.
6. Food preparation equipment and cleaning equipment should be durable, efficient, and conveniently located.
7. Adequate storage space saves time and energy and contributes to the attractiveness of the home.
8. Good lighting contributes to the well-being of the family.
9. Cleanliness in the home contributes to the health of the family members.
10. Orderliness and cleanliness in the home contribute to the enjoyment of the family.
11. Efficient methods of work save time and energy in house-keeping.

12. Renovation of the house and its equipment adds to the life and beauty of each.

Problems

1. How does the house influence the management of the home?
2. How do the work centers in the kitchen and laundry affect the management of the home?
3. How do play centers affect the management of the home?
4. How can we make our home more livable?
5. How do wall, floor and work surfaces influence the management of the home?
6. How shall we choose and care for equipment?
7. How shall we manage to have a clean and orderly home?
8. How do the abilities and skill of the family members affect the management of the home?

Problem 1. How Does the House Influence
the Management of the Home?

Teaching Points.

1. The proximity to church, business, school, to arterial highways, recreational facilities, shopping district, and the desirability of the neighborhood as well as sanitary conditions affect the management of the home.

2. The well planned house saves time and energy.
3. A substantially constructed house in good repair makes management easier.
4. The plumbing, heating, and lighting equipment should be well constructed and placed for efficient use.
5. Adequate storage adds to the orderliness, efficiency, and privacy of the home and makes for efficient management.
6. Floor and wall finishes should contribute to ease in the care of the house.
7. The house should contribute to the health and safety of the family members.
8. Money spent for housing should result in maximum satisfaction to the family.

Approach.

There are many things to consider in the selection of a house. Many of the conveniences considered essential today were unheard of a century ago. As the activities carried on in the home have changed there have been changes in the housing needs. Before selecting a house consideration should be given to the family's needs for satisfactory living and efficient home management.

Questions for Group Discussion.

1. What should you consider in the selection of your house?
2. How does the condition of the house affect operating expenses?
3. How does the arrangement of the house influence family life?
4. How shall the storage facilities be evaluated?
5. Is the house safe from a health standpoint?
6. How do the floor and wall finishes affect the management of the house?
7. How shall we judge the house from the standpoint of economy and desirableness as a home?
8. How is home management influenced by the location, size, and condition of the home?

Illustrative Materials.

Slides or diagrams showing houses with efficient arrangements, adequate storage, desirable plumbing, heating and lighting facilities, and desirable quality of materials.

Slides or diagrams showing houses in poor condition with poor arrangements, inadequate storage facilities, and inefficient heat and water systems.

Slides or posters showing houses which are unsafe from a health standpoint.

Slides or posters showing fireproofing, screening of windows, and methods used to prevent accidents in the home.

Samples of flooring and wall finishes.

"What Price Safety". (Crime does not pay series). 2 reels. 16 mm. sound. rent \$10. Teaching Film Custodians. 23 W. 43 St. New York.

Activities for Meetings.

List the points to consider in selecting a house.

Consider charts, slides, and posters regarding arrangement of rooms, and storage facilities in regard to efficiency in use.

Consider the ways to judge the condition of the house. Score according to government rating system.

Give a problem as a class activity and discuss the things to consider in judging the cost of owning and operating a home.

Activities for Home.

In your family council determine how much home ownership costs you. If you are renting how much would it cost you to buy the house you are living in?

List the conveniences in your house.

List the conveniences you would like to add to your house.

How much would these improvements cost?

Consider the location of your home in relation to the activities carried on by your family members.

Examine the plumbing, heating storage, and lighting facilities of your home to determine their adequacy.

Examine the house for fire hazards, accident prevention, and health protection.

References

Agan, Tessie.

The house. Chicago. J. B. Lippincott. 622 p. 1939.

Field, Dorothy J.

The human house. Boston. Houghton-Mifflin Co. 124 p. 1939.

Martens, Rachel, and Lindstrom, Ellen.

Storage in rural homes. Kansas State Col. Bul. 141. 42 p. 1940.

Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century. 420 p. 1939.

Sooy, Louise Pinkey and Woodbridge, Virginia.

Plan your own home. Stanford Univ. California. Stanford Univ. Press. 228 p. 1940.

Problem 2. How Do the Work Centers of the Kitchen and Laundry Affect the Management of the Home?

Teaching Points.

1. The maintenance of the health of the family members should

be considered when planning the location and arrangement of work centers in the kitchen and laundry.

2. The kitchen and laundry should be arranged to save time and energy.
3. The equipment used in performing tasks should be stored near the place where it will be used.
4. In arranging work centers consideration should be given to all of the tasks undertaken in the work center.
5. All furnishings and equipment should be arranged for comfort and efficiency.
6. Proper heights of working surfaces lessen fatigue and increase efficiency.
7. The food preparation area should be near the place where food is to be served.
8. A lavatory should be conveniently located in relation to the kitchen work center.

Approach.

Due to science and invention the function of the kitchen has undergone many changes since colonial times. Food is brought to the kitchen more nearly ready to serve than in former times. This has changed the location of storage facilities and increased the need for refrigeration. Formerly

work and play were combined with kitchen activities; today work and play tend to be separate activities.

Questions for Group Discussion.

1. How does the location and arrangement of the work centers in the kitchen and laundry influence family relationships and home management?
2. How does the arrangement of equipment in the kitchen and laundry affect the time and energy spent in these rooms?
3. How will you determine the best height for your work surfaces?
4. How will adequate storage for cooking utensils, dishes and food contribute to the management of the home?
5. In what way does adequate storage for laundry equipment and soiled linen affect the management of the home?
6. How will adequate storage for outdoor work clothing contribute to the management of the home?
7. Where should the lavatory be located in the farm home?
City home?

Illustrative Materials.

Pictures, diagrams, or model storage facilities for childrens' playthings and outdoor clothing.

Pictures showing desirable locations for play centers.

Pictures or diagrams showing adequate storage facilities for the kitchen.

Pictures or diagrams showing efficient arrangement of work centers.

Pictures and diagrams showing proper and improper heights of working surfaces.

Activities for Meetings.

Group discussion on desirable qualities in housing.

Reports may be given by members of the class on the federal housing bureau and other housing agencies, their functions and operations.

Discussion of pictures, diagrams, or slides which show good housing facilities.

Comparison of good and poor housing facilities in regard to efficient management.

Score a house for its adequacy in regard to a particular family, using the government's F.H.A.A. rating system. Check according to the check list for judging the construction of a house given in, "How to Judge a House". p. 83-85. Report of the Sub-committee of the National Committee on Wood Utilization. U. S. Dept. of Commerce. Wood Utilization. 1931.

Activities for Home.

In your family council decide how you can improve your kitchen and laundry to save time and energy.

References

Agan, Tessie.

The house. Chicago. J. B. Lippincott. 622 p. Ref. p. 138-320; 609-611. 1939.

Field, Dorothy J.

The human house. Boston. Houghton-Mifflin. 125 p. Ref. p. 53-69. 1939.

Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century. 420 p. 1939.

Problem 3. How Do Play Centers Affect the Management of the Home?

Teaching Points.

1. Space for recreation should be provided in the home.
2. Play centers for children should be located outside of the work areas but near enough for adequate supervision.
3. The play centers for the children should not interfere with the privacy and recreation of others in the family.
4. Storage for play equipment and childrens' clothing is necessary in the well managed home.

5. Recreation facilities should make it possible for both indoor and outdoor play.
6. Play centers should not be located near such hazards as open streets, highways, street car and railroad tracks.

Approach.

An anxious mother who must keep one eye on a child during the day to give warning of possible danger cannot expect to be free from worry, and fatigue as long as this condition exists. Many needless steps could be saved if adequate play facilities were available for her child. Too many children have an inadequate play environment for their best physical, social, mental and spiritual development. Many cities are studying this situation and in a number of areas new plans for housing districts are being tried in an effort to improve play areas for children.

Questions for Group Discussion.

1. Why should every home provide some space for recreation?
2. Where should play centers for children be located in relation to work areas?
3. What consideration should be given other members of the family in regard to play areas for children?
4. Where shall we store play equipment and childrens' clothing?

5. What provision should be made for both indoor and outdoor play?
6. What are some physical hazards to be avoided in the location of play areas?

Illustrative Materials.

Diagrams or pictures showing desirable recreation areas both indoors and outdoors.

Pictures showing hazardous recreation areas which endanger the safety of children.

Diagrams or pictures showing adequate storage facilities for children's toys and clothing.

Pictures showing improved housing districts that provide adequate recreational facilities.

Diagrams or pictures showing desirable recreational areas in the home.

Activities for Meetings.

Show educational film, "Now I Am Two". (Judy's Diary series.) 30 min. No. 649. 16 mm. silent. rent \$1.50. 1939. Wisconsin. Conservation Dept., Madison, Wisconsin.

Follow film with discussion of play areas and their importance to family members.

Compare diagrams or pictures of play areas in rural areas, in the city slums, and in new well planned city districts.

Exhibit storage facilities for children's toys and clothing and discuss their merits.

Activities for Home.

Plan, in the family council, ways to improve recreation facilities for your family.

If there are children in your home rearrange work and play centers in your home in order to provide adequate supervision of children while they play. Eliminate as far as possible all hazards that endanger the safety of children in your family and neighborhood.

References

Agan, Tessie.

The house. Chicago. J. B. Lippincott. 622 p. Ref. p. 3-85. 1939.

Field, Dorothy.

The human house. Boston. Houghton-Mifflin. 125 p. 1939.

Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century. 420 p. Ref. p. 337-407. 1939.

Problem 4. How Can We Make Our House
More Livable?

Teaching Points.

1. The house, its equipment, and home grounds should contribute to the development of desirable home life.

2. The changes made should fit the particular needs of the family members.
3. A recreation area of some kind should be provided in every home.
4. Orderly and well planted home grounds free from rubbish and waste add to the sanitation and beauty of the home.
5. The house should provide some privacy for each member of the family.
6. Improvement of the storage facilities will aid in the management and enjoyment of the home.
7. Adequate plumbing and heating facilities and proper ventilation and lighting improve the healthfulness, efficiency, and livableness of the home.
8. The beauty and efficiency of the house is often dependent upon the foresight, imagination, artistic ability, and practicability of its builders.

Approach.

Some houses have been lived in for generations, yet they are today practically the same as when they were built. Sometimes the people who live in them drive the latest model car and have the latest inventions in their business operations, but fail to introduce new improvements in their homes.

Many improvements can be made in houses without spending a large sum of money. Foresight, judgment, knowledge, and ability to plan are important assets if one attempts to make the house more efficient.

Questions for Group Discussion.

1. What should be the basis for the changes made in the house?
2. How can the improvement of the home grounds contribute to the home?
3. How can our house be changed to increase the privacy for the family members?
4. How can we improve the recreational facilities in our home?
5. How will adequate storage improve our homes?
6. How can plumbing, heating, lighting, and proper ventilation facilities contribute to satisfactory home living?
7. Upon what does a satisfactory and efficient house depend?

Illustrative Materials.

Slides, diagrams, or pictures showing attractive house and home grounds.

Slides, diagrams, and pictures showing results of remodeling and a cost statement.

Diagrams, slides or pictures showing how arrangement and storage affect privacy.

Pictures of well arranged and homey living rooms showing reading and recreation centers.

Activities for Meetings.

Discuss slides, diagrams, or pictures showing the changes that can be made to improve the houses illustrated.

Give example of how to improve home grounds.

Discuss the cost of improvements which might be made in a home you know.

Show several ways to attain comfortable recreation and other centers in the living room.

Activities for Home.

Consider needed improvements in your house and estimate the cost.

Read magazine articles on improvements in modern housing.

Read in a magazine or bulletin a discussion on housing needs of families and how they may be met at low cost.

In your next family council discuss improvements you hope to make within the next year. The next five years.

Find out what these improvements will cost.

References

- Agan, Tessie.
The house. Chicago. J. B. Lippincott. 622 p. 1939.
- Shultz, Hazel.
Housing and the home. New York. D. Appleton-Century.
420 p. Ref. p. 1-122. 1939.
- Sooy, Louise Pinkey and Woodbridge, Virginia
Plan your own home. Stanford Univ., California.
Standford Univ. Press. 228 p. 1940.

Problem 5. How Do Wall, Floor, and Work Surfaces
Influence the Management of the Home?

Teaching Points.

1. The choice of finishes for the walls, floors, and work surfaces influences the livableness of the home and the amount of time and energy required in its care.
2. Washable finishes are most suitable for kitchen and bathroom.
3. A soft light, either cool or warm color depending on the exposure of the room, should be reflected from the wall surface so that eye strain is avoided.
4. Work and floor surfaces should be durable, easily cleaned and economical.

5. Floor coverings for kitchen and bathroom should be resilient and easily cleaned.
6. Rugs should be durable, of good design, suitable to the room, and easily cleaned.
7. The choice of finishes for the floor, wall, and work surfaces will depend on the cost, contribution to efficient management, and personal preference.

Approach.

The finish used on the walls, floor and woodwork affects the atmosphere of the home and determines the amount of care needed to keep them attractive and sanitary. Many desirable products are on the market at various prices, but care must be exercised so that those selected are the most desirable for the home in which they are to be used. Many factors should be considered in selecting wall, floor, and work surfaces.

Questions for Group Discussion.

1. What factors should be considered when selecting wall finishes? Wood finishes?
2. How shall we select work surfaces? Floor surfaces?
3. What floor coverings are suitable for living rooms, bedrooms, and sunrooms?

4. How does the selection of wall, floor and work surfaces affect the management of the home?
5. How is health affected by the selection of wall, floor, and work surfaces?

Illustrative Materials.

Samples of floor, wall, and work surfaces in wood.

Samples of composition, cork, and rubber products used for floor, wall, and work surfaces.

Fabric and paper finishes for walls.

Samples of tile finishes and other types of wall, floor, and work surfaces.

Samples of finishes in various colors.

Pictures of finishes used on floors, walls and work surfaces.

Activities for Meetings.

Discussion of types of floor, wall, and work surface finishes.

Comparison of advantages and uses of each kind, type, and finish.

Determine the cost and efficiency of the various finishes.

Discuss care of wall, floor, and work surfaces.

Demonstration given by one of the class members on how to "lay" linoleum on floors and work surfaces.

Demonstration by teacher of wood finishes suitable for floors, walls, and work surfaces.

Exhibit homemade wax, furniture polish, and other homemade preservatives for wood or other finishes.

Analyze a home situation as it pertains to the selection of wall, floor, and work surfaces.

Activities for Home.

In your family council discuss the finishes you have used for walls, woodwork and floors in your home. Decide on changes you might make and how much these changes will cost.

Read articles dealing with the selection and care of wall, work, and floor finishes in popular magazines or in references given by the teacher.

References

Agan, Tessie.

The house. Chicago. J. B. Lippincott. 622 p. Ref. p. 409-426. 1939.

Sooy, Louise Pinkey and Woodbridge, Virginia.

Plan your own home. Stanford Univ., California. Stanford Univ. Press. 282 p. 1940.

Problem 6. How Shall We Choose and Care
for Equipment?

Teaching Points.

1. The investment in durable efficient equipment should contribute to the health and satisfaction of family members and it should be within the income.
2. Stationary equipment should be selected for its efficiency and durability.
3. Portable equipment should be well constructed, of durable materials, efficient, and easy to operate.
4. Small equipment should be selected for efficiency, durability and ease of operation.
5. The house should have safe and adequate wiring with convenient outlets for lighting and household equipment.
6. Well selected equipment lessens fatigue, is an aid to good posture, and saves time and money.
7. Equipment may be kept in good condition if it is cared for according to the instructions of the manufacturer.
8. Proper storage, lubrication of wearing parts, and simple repairs made at home may increase the life and usefulness of home equipment.

Approach.

Well chosen, efficient equipment when kept in good repair should lighten work and increase the satisfaction in homelife. "A poor workman always blames his tools", is an

old saying, but sometimes a good workman may really have poor tools and is therefore justified in complaining. Some people may be able to do creditable work with poor tools but most people can do much better work in less time if they have good working equipment. The care given equipment is as important as its selection. If equipment is carelessly used and improperly cared for it may soon lose its value. Consideration should be given to both the care and selection of equipment.

Questions for Group Discussion.

1. How will efficient equipment affect the family life and management of the home?
2. What should one consider in selecting equipment.
3. How shall we select stationary equipment?
4. What are the characteristics of efficient portable equipment?
5. How can we keep our equipment in good condition?
6. How is the choice and use of equipment related to health?

Illustrative Materials.

Examples of equipment for cleaning, food preparation, food preservation, and laundering.

Each member bring to class one of her favorite articles.

of portable equipment for cleaning, food preparation, food preservation, or laundry.

Activities for Meetings.

Discuss how to choose a special piece of equipment and how to keep it in good condition.

Demonstration on the care of a piece of portable equipment such as a vacuum cleaner.

Demonstration on how to care for a piece of stationary equipment such as bathtubs, etc.

Demonstration on the care of small equipment.

Activities for Home.

Hold a family council to discuss the possibility of replacing and repairing certain equipment in your home. Decide how improved storage space for equipment would contribute to the satisfaction of your family.

References

Agan, Tessie.

The house. Chicago. J. B. Lippincott. 622 p. Ref. p. 427-559. 1939.

Cushman, Ella M. and Weisendanger, Delpha E.

Selection of electrical equipment for the home. Ithaca, New York. Cornell Bul. for Homemakers. Cornell Univ. Ext. Ser. 26 p. 1936.

Problem 7. How Shall We Manage to Have a
Clean and Orderly Home?

Teaching Points.

1. A well kept house furnishes a desirable background for homemaking.
2. A clean orderly house, if managed properly, contributes to desirable family relationships.
3. Efficient methods of work make the care of the house easier.
4. Family cooperation makes housekeeping easier.
5. The plan of work will include the cleaning and care of the house.
6. Since the manager and worker are the same person in most homes, manipulative skill and organization will make management easier.
7. Adequate and well utilized storage should contribute to the ease of keeping the house clean and orderly.
8. Proper selection and care of tools make housework less difficult.

Approach.

That "cleanliness is kin to godliness", we often hear it

said. Many women become so involved in the multiplicity of duties that they find it difficult to keep their houses clean and orderly. Others may not be acquainted with the most efficient methods to use.

Questions for Group Discussion.

1. How does a clean and orderly house contribute to family life?
2. How can we manage in order to keep the house clean and orderly?
3. How is adequate storage related to efficient housekeeping?
4. How may efficient tools contribute to cleanliness and orderliness in the home?
5. How will a work schedule help in maintaining a clean and orderly house?

Illustrative Material.

Pictures, slides and diagrams of adequate storage facilities.

Pictures, slides or diagrams showing how to store cleaning equipment.

Storage facilities such as shoe racks, hat racks, efficient clothes closets, linen and bedding closets, and magazine racks.

Activities for Meetings.

Discuss how we can keep our houses clean and orderly.

Demonstration given by a member of the class on the use and care of cleaning equipment.

Demonstration given by the teacher on home made cleaning agents.

Demonstration given by members of the class on how to clean walls, floors, and ceilings.

Show slides of proper storage of cleaning equipment and supplies as illustrated in "references" given below.

Activities for Home.

In the family council plan how you can improve the methods you use in housekeeping. Decide how a sharing of responsibility will lighten the work.

Plan ways and means of improving your present storage facilities.

Decide how much your family can do themselves and what the cost will be.

References

Agan, Tessie.
The house. New York. J. B. Lippincott. 622 p. Ref.
p. 560-598. 1939.

Moffett, Carol Willis.

House cleaning management and methods. U.S. Dept. Agr. Farmers' Bul. 1834. 22 p. 1940.

Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century. 420 p. Ref. p. 73-161; 203-262. 1939.

Problem 8. How Do the Abilities and Skills
of the Family Members Affect the
Management of the Home?

Teaching Points.

1. Work done in the home should be done efficiently and should result in satisfaction.
2. Increased manipulative skill may add to the enjoyment of work as well as to efficiency.
3. By analyzing each task and finding the best way to do it one may accomplish his goals with less time and energy.
4. The ability and manipulative skill of the family members will determine to a certain extent the amount and type of home production.
5. Good methods of work are the result of careful evaluation of the factors involved.
6. Decisions must be made regarding the amount of work to be done in the home and the amount to be sent out.
7. The health and managerial ability of the homemaker and

family members help to determine the quality and quantity of work done in the home.

8. Good management takes into consideration the abilities of the family members and the methods to be used.

Approach.

"Man works from sun to sun, but woman's work is never done". There was a time when the quantity of home production and lack of labor saving devices made the homemakers working day reach into the night when other members of the family were at rest or play. Today the well managed home has chosen equipment and secured the cooperation of members in performing the work which still remains in the home.

Questions for Group Discussion.

1. How can you develop a good philosophy toward homemaking activities?
2. How may work be done more efficiently in the home?
3. How can you develop efficiency in doing house work?
4. What is the criteria for efficiency in work?
5. How much shall we try to accomplish in one day?
6. How will the abilities and attitudes of the family members affect home management?

Illustrative Materials.

Exhibit of equipment made by family members to reduce time and energy in house work.

Activities for Meetings.

Discussion of how to develop ability and manipulative skills in home activities.

Read excerpts from bulletin, "It's a Family Affair", by Gertrude Humphreys. Good Living Series VI. Lesson No. 7. Extension Service, College of Agriculture, West Virginia, University, Morgantown, W. Va.

Activities for Home.

Plan, organize, and execute a task using efficient methods of work.

Discuss with other family members the best way to save time and energy in homemaking.

Find and read some articles dealing with home management and the development of skills in a woman's magazine or one of the references listed below.

References

Agan, Tessie.
The house. New York. J. B. Lippincott. 622 p. Ref.
p. 1-137. 1939.

Kyrk, Hazel.

Economic problems of the household. New York Harper & Brothers. 500 p. 1933.

Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century. 420 p. Ref. p. 123-161; 204-262. 1939.

UNIT 4. THE MANAGEMENT OF THE FAMILY'S FINANCES

Generalizations

1. In order to manage the money income efficiently, it is necessary to know what, when, where, and how to buy.
2. A record of the money spent may help the family in evaluating the results.
3. Records of family expenditures aid in planning the budget.
4. An expense record should aid in developing desirable habits of expenditure.
5. The success of record keeping depends upon the cooperation of the family and the method of record keeping used.
6. The "family council" is helpful in planning a budget to fit the needs of the individual members of the family.
7. The methods used in paying for goods influences the use of the income.
8. The consumer should know how goods are offered in the market.

9. The consumer should know the desirable characteristics of goods she is purchasing if she is to choose wisely.
10. Opportunities for investment should be weighed carefully before the investment is made.
11. The way the money should be invested depends on the family concerned.

Problems

1. What business procedures should the homemaker know?
2. How shall we plan the use of our income?
3. How shall we evaluate goods on the market?
4. Shall we use cash or credit in our buying?
5. How shall we do our banking business?
6. How shall we keep a record of our family's expenditures?
7. How shall we use the expense record to evaluate our expenditures?
8. What shall be our guides in investing our savings?

Problem 1. What Business Procedures Should
the Homemaker Know?

Teaching Points.

1. The homemaker should know how to evaluate the needs of the family and secure the cooperation of the family in planning the expenditures.

2. The homemaker should know how, when, and where to buy.
3. A knowledge of business procedures and a business-like attitude are of benefit when any business is conducted.
4. The homemaker should know how to establish and use a checking and saving account.
5. The homemaker should know the various types of credit available and develop the ability to evaluate them in terms of her needs.
6. The homemaker will find information on how and where to borrow money a valuable aid.
7. The homemaker will find information regarding the safety and earning power of investments an aid in establishing financial security.
8. The family will find information regarding the suitability of different types of insurance helpful in providing for the future.
9. The making of a will which will leave an estate in the best possible arrangement for the heirs is an important duty to everyone.
10. The money invested in a home is often wasted because of the lack of information about real estate values and the expenses involved.
11. The homemaker should understand how the taxes the family pays are determined.

Approach.

Are you one of those women who leave all the business management of the home to your husband or someone else? Do you know how to manage business transactions concerned with homemaking? These are pertinent questions for homemakers to consider. It may sometimes be necessary for you to handle such business transactions as borrowing money, investing surplus savings, managing an inheritance, or arranging for the disposal of an estate. Both men and women should know certain business procedures if they are to maintain homes which are economically sound.

Questions for Group Discussion.

1. What are the first steps in planning the expenditures of the family income?
2. How will a knowledge of the market in which the homemaker buys aid her in wise buying.
3. What attitude and business procedures should the buyer use?
4. How should the homemaker use a bank account?
5. How can the homemaker use credit wisely?
6. How may the homemaker analyze the merits and demerits of a contemplated investment?

7. How should the family choose its insurance policies?
8. How can you plan your estate to the best advantage for your family when you are gone?

Illustrative Materials.

Posters with samples of federal and state income tax blanks, real and personal property tax schedules.

Mounted check books and monthly bank statements.

Posters listing types of credit agencies, insurance plans, and some kinds of investments.

Activities for Meetings.

Show the film, "Protecting the Consumer", or a similar film, followed by discussion. 16 mm. sound. Rent from Association of School Film Libraries, 9 Rockefeller Plaza, New York City. 1938.

Discuss the business procedures a homemaker should know, using as much illustrative material as necessary.

Activities for Home.

In your family council discuss business procedures which family members should know in buying a home by using credit.

Discussion with your family attorney on how to plan your estate to the best advantage.

Read articles in reference books and popular magazines dealing with the buying of life insurance; making a will.

References

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Hill. 331 p. Ref. p. 8-48. 1937.
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Ref. p. 66-141. 1932.

Problem 2. How Shall We Plan the Use
of Our Income?

Teaching Points.

1. The cooperation of all members of the family is important in planning expenditures.

2. The family council is a desirable method to use in planning expenditures.
3. A budget is a device to make sure that the income will cover the things that the family wants over a period of time.
4. The budget should be definite yet flexible enough to meet necessary and unforeseen expenditures.
5. The budget should be reevaluated each year to meet the changing needs of the family members.
6. The family should evaluate the past expenditures in making the budget for the ensuing year.
7. The inventory of food, clothing, furniture, and equipment is helpful in deciding what the family needs and desires.
8. A net worth statement of the family's finances and a summary of the expenditures for the preceding year are the basis for planning a budget.
9. The family should plan to set aside a portion of the income for future security.

Approach.

How to stretch the dollars to cover the needs and desires of the family members is one of the chief problems facing homemakers. One homemaker said that there was no need for

her to budget her money as she never spent more than was necessary anyway. To plan the expenditure of money is as important as to plan one's work or to plan how to place the pattern on the material before cutting out a dress. The family should plan to make the dollars available cover the articles which the family considers most important. Regardless of the amount of money the wage earner provides there are some essentials that must be secured if the family welfare is to be maintained. These essential items must be listed first in the making of a budget.

Questions for Group Discussion.

1. How may a budget aid the family in living within its income?
2. Why is the cooperation of all members of the family important in planning expenditures?
3. How may the "family council" be used to plan how the income shall be spent?
4. Upon what are budgets based?
5. How may an inventory aid in making a budget?
6. How will a net worth statement of the family's financial status help in making next year's budget?
7. How shall we make a budget for a family?
8. How shall we evaluate the budget?

Illustrative Materials.

Samples of budgets and inventories and net worth statements which have been used by homemakers.

Education film - "Our Children's Money". 15 min. 16 mm. silent. rent \$3.00. Harmon Foundation, 140 Nassau St., New York City.

Activities for Meeting.

Show film, "Our Children's Money."

Discuss how to get the cooperation of the family members in planning the expenditure of the income.

Discuss how to plan the use of the income.

Evaluate samples of budgets and inventories and net worth statements.

Plan a hypothetical family's budget.

Use an expense record to show how it aids in budgeting.

Activities for Home.

Take an inventory of home commodities and supplies.

Secure the cooperation of your family in taking an inventory of the furniture and equipment in your home.

Plan a budget for the family.

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Ref. p. 28-52; 339-418. 1936.
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Ref. p. 106-121. 1938.
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Brothers. 500 p. Ref. p. 330-415. 1933.
- Owen, David F.
Controlling your personal finances. New York. McGraw-
Hill. 331 p. Ref. p. 18-74. 1937.
- Quantity and Cost Budgets for Four Income Levels.
Berkeley, California. Univ. of Calif. Heller Com. for
Research in Social Economics. 107 p. 1940.
- Wood, Mildred Weighley, Lindquist, Ruth, and Studley, Lucy A.
Home management. New York. Houghton-Mifflin. 347 p.
Ref. p. 66-84. 1932.

Problem 3. How Shall We Evaluate Goods in the Market?

Teaching Points.

1. Information concerning the characteristics of goods in the market is essential for wise buying.

2. The consumer should know what she wants before going to the market.
3. The homemaker should know the goods and services offered in the market together with seasonal fluctuations in quality and price.
4. The buyer must be able to recognize quality if she is to buy wisely.
5. Standards and grades are valuable aids in choosing the quality best suited to the use at the lowest price.
6. Price is not a guide in evaluating quality.
7. The consumer should take into consideration the time required for shopping, the energy consumed, and her transportation in evaluating the cost of the goods.
8. Personal shopping is a means of evaluating goods on the market more readily.
9. Knowledge of available buying guides is helpful in evaluating goods on the market.
10. Records kept regarding the quality, use, economy in operation, serviceability, and price are helpful in determining future purchases.
11. Informative labels aid in evaluating the goods offered in the market.
12. Advertising gives some help in choice making.

Approach.

With the present methods of advertising and the multiplicity in variety of goods offered it is little wonder that we have difficulty in evaluating goods on the market. Some advertising is intended to confuse and deceive rather than to enlighten the buyer. One author has compared buying in the market today to the adventures of "Alice in Wonderland". The correct evaluation of goods requires much knowledge and sound judgment. The knowledge required is difficult, if not impossible, to obtain and as a result fair judgment may be exceedingly difficult.

Questions for Group Discussion.

1. What information does the consumer need in order to judge characteristics of goods on the market?
2. Why should the consumer know what she wants before going to market?
3. How can the buyer know what is available on the market?
4. How can the homemaker know if she is making a wise purchase?
5. How can the homemaker evaluate goods in relation to the money available and the price?
6. How will informative labels aid in evaluating goods?

7. How could standards and grades aid in making wise selections?
8. What aid can consumers expect from advertising in choice making?
9. How do records help in determining future purchases?
10. What are some sources of information that may guide you in your buying?

Illustrative Materials.

Educational film - "Protecting the Consumer". No. 389. (March of Time). 5 min. rent. University of Iowa, Dept. of Visual Instruction, Iowa City.

Educational film - "What's in a Dress". No. 687. 15 min. 35 or 16 mm. sound or silent. loan. 1937. Women's Bureau, University of Kansas, Bureau of Visual Instruction, Lawrence, Kansas.

Exhibit posters and pictures showing certain graded products available on the market.

Use samples of buying guides to illustrate the kind of information consumers need.

Provide records of canned food, toweling, and other household articles to show their value in wise buying.

Show samples of good advertising; poor advertising.

Show samples of labels which are informative.

Activities for Meetings.

Discuss how to evaluate goods on the market using illustrative material suggested.

Show film - "Protecting the Consumer", or similar film followed by discussion.

Evaluate labels which class members have collected.

Activities for Home.

Evaluate the advertisements in your local papers and in magazines.

Compare present methods of evaluating goods on the market with those suggested.

Compare amount of information given on the labels of different brands of packaged foods.

Keep records of purchases as an aid to future buying.

References

A Journal of Consumer Economics.

The family dollar. New York. Consumer Credit Institute of America. 24 p. June 1940.

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Family finance. Chicago. J. B. Lippincott. 519 p. Ref. p. 88-137. 1936.

Home Management Papers.

Seventh international management congress, Washington, D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p. 31-35. 1938.

Owens, David F.

Controlling your personal finances. New York. McGraw-Hill. 331 p. Ref. p. 88-137. 1937.

Wood, Mildred Weighley, Lindquist, Ruth, and Studley, Lucy A.
Managing the home. New York. Houghton-Mifflin. 347 p.
Ref. p. 235-279. 1932.

Problem 4. Shall We Use Cash or Credit
in Our Buying?

Teaching Points.

1. Credit for consumers is of three types: open book credit given by retailers; installment credit provided by retailers or finance companies; direct credit in cash as provided by small loan companies, banks and individuals.
2. Credit unions offer a limited amount of cash at low rates of interest to a selected group who are closely associated.
3. Book credit increases retail costs which the consumer pays.
4. Before using installment credit, give consideration to the rate of interest, convenience, and plans of payment.
5. Direct credit may be offered at lower interest rates, may be more convenient to use, and may be less apt to lower prestige.
6. Payment in cash for purchases eliminates interest charges.
7. The policy of the family toward credit, the size of the

income, the period of the family in the life cycle and the objectives of the home, will determine whether it is wiser to use cash or credit.

8. The reliability of the company furnishing the credit should be considered before credit is obtained.

Approach.

Cash vs credit is a subject which has caused many arguments both among family members and among big business concerns. Children soon learn whether the family policy is a cash or credit policy. In some families where charge accounts are used at the neighborhood grocery, it is not long before even the smallest child lisps, "charge it to daddy". However, there are times when credit can be used to advantage, just as there are times when it is a handicap. Families should consider the advantages of cash and credit when the home is established. Easy credit leads many individuals and families to buy beyond their means.

Questions for Group Discussion.

1. How shall the family choose the types of credit to use?
2. What are the advantages and disadvantages of each type of credit?
3. How do credit unions differ from other types of credit?

4. How does credit increase the costs?
5. What should one know about the company offering credit?
6. How will the family decide whether to use cash or credit?
7. How will the type of goods purchased determine the method of paying?
8. How will the period of the family's life cycle determine the wisest method to use in paying?

Illustrative Materials.

Posters showing types and costs of credit.

Posters showing some advantages and disadvantages of credit unions.

Posters showing advantages of cash purchase.

Charts showing rates of interest charged for credit by various agencies.

Activities for Meetings.

Compare types of credit with their advantages and disadvantages, and compare these with use of cash in buying.

Activities for Home.

Investigate the difference in the cost of a refrigerator when cash is paid; when the installment method is used; when borrowing at the bank to pay cash.

Discuss with family members the advantages and disadvantages of cash and credit.

Discuss your family's financial policy in regard to cash and credit uses.

Read articles on the uses of cash and credit and their advantages.

References

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The folly of installment buying. New York. Frederick A. Stokes. 248 p. 1938.

Bigelow, Howard F.

Family finance. Chicago. J. B. Lippincott. 519 p. Ref. p. 419-441. 1936.

Credit for Consumers.

Public affairs pamphlets. No. 5. Washington, D. C. Public Affairs. Com., National Press Bldg. 31 p. 1936.

Foster, LeBaron R.

How easy are easy payments. Newton, Mass. Pollak Foundation for Economic Research. 28 p. 1940.

Hardy, Charles O.

Consumer credit and its uses. New York. Consumer Credit Institute of America. Prentice-Hall. 264 p. 1938.

Jordan, David F.

Managing personal finances. New York. Prentice-Hall. 426 p. Ref. p. 55-114; 187-207. 1936.

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Economic problems of the family. New York. Harper & Brothers. 500 p. Ref. p. 416-433.

Problem 5. How Shall We Do Our
Banking Business?

Teaching Points.

1. Commercial banking is the process of pooling and lending or investing the temporary surplus funds of the members of the community.
2. A checking account is a convenience in handling the individual's and family's finances.
3. Strict business methods should characterize the use of a checking account.
4. A bank account gives the depositor business prestige.
5. Certified checks, treasurer's checks, traveler's checks, and bank drafts may be obtained at the bank and are convenient to use at certain times.
6. The annual financial statement from the bank should guide the people in the choice of a bank.
7. Your monthly financial statement from the bank should be studied carefully to avoid errors.
8. Careful records should be kept by individuals regarding their banking business.
9. Savings banks and savings accounts are of help to individuals in the deposit of small sums for future security.

Approach.

Many women faced with the task of managing the business of the household, or of taking over their husband's business are at a loss to know how to proceed. Their inexperience in banking procedure is a handicap which they must overcome. Every homemaker needs information which will enable her to approach business institutions intelligently.

Questions for Group Discussion.

1. How may commercial banks aid your family in business activities.
2. What are the advantages of a checking account?
3. How will the different types of checks and drafts facilitate the handling of money?
4. What services does the bank render its customers?
5. What will guide you in choosing a bank?
6. How shall you interpret your monthly financial statement from the bank?
7. How may records of banking business be kept by the individual?
8. What is the value of savings banks and savings accounts?

Illustrative Materials.

Checks, certified checks, treasurer's checks, traveler's

checks, and bank drafts.

Bank statements and balance sheets.

Posters showing loans, discounts, and rates of interest charged.

Postal savings bank or account coupons.

Activities for Meetings.

Discuss how to do banking business. Use illustrative material to explain banking procedures.

Fill in blank checks and check stubs, and make adequate records of banking business of some hypothetical person.

Activities for Home.

Practice the use of good banking procedures.

Discuss loans and other banking functions with family members.

Keep accurate records of all bank deposits, checks written, notes or loans and interest payments.

References

Jordan, David F.

Managing personal finances. New York. Prentice-Hall. 426 p. Ref. p. 331-376. 1936.

Shields, H. G., and Wilson, W. Harmon.

Business economic problems. Cincinnati, Ohio. Southwestern Pub. Co. 713.p. 1935.

Shields, H. G., and Wilson, W. Harmon.
Workbook for business economic problems. Cincinnati,
Ohio. Southwestern Pub. Co. 174 p. 1936.

Problem 6. How Shall We Keep a Record of
Our Family's Expenditures?

Teaching Points.

1. Records of family expenditures are valuable for reference.
2. The success of record keeping depends on the cooperation of family members and business methods used by those keeping records.
3. The type of account book chosen should be simple in form so that records may be easily made and summarized.
4. The records should be summarized and evaluated at regular intervals.
5. The method chosen for keeping expense records varies with different families.
6. Children should participate or help in the keeping of records.
7. The business records of the family should include current expenditures, assets and liabilities, money income, and the value of home produced products.

Approach.

To keep records of family expenditures is just as valuable

and necessary as it is to keep records in a large business enterprise. Probably the reason more homemakers do not keep records is because there is no one person delegated to the responsibility. In a large business a trained person is hired as a bookkeeper, but in the home some member of the family must be trained to assume this responsibility. In a business concern each worker cooperates by keeping copies of bills and exchanges of money which are sent to the bookkeeper. In the home the family members must cooperate by keeping bills and records of money exchange or credit so that the bookkeeper may have this information to record. Keeping records is much easier if it is done consistently and becomes a habit. Allowance for time required in record keeping should be deducted from the time required for other duties so that the record keeper is not assuming extra responsibilities by keeping records. Thus it becomes an established part of homemaking.

Questions for Group Discussion.

1. How may records of family expenditures be of value to the family?
2. What should the business records of the family include?
3. Upon what does the success of record keeping depend?

4. What type of account book should be chosen?
5. How may summaries of family expenditures be used to advantage?
6. How can we teach children to keep records?
7. How will the method used in keeping expense records vary with different families?

Illustrative Materials.

Account books of various kinds; some blank and some with entries made.

Summaries of records of expenditures and evaluations.

Activities for Meetings.

Discuss methods of keeping records.

Use illustrative materials to show how records may be kept efficiently.

Activities for Home.

Discuss how record keeping can be used to good advantage in your family.

Keep records of family expenditures for entire year.

References

Home Management Papers.

Seventh international management congress. Washington, D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p. 44-49. 1938.

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Managing personal finances. New York. Prentice-Hall.
426 p. Ref. p. 91-114. 1936.

Kyrk, Hazel.

Economic problems of the family. New York. Harper &
Brothers. 500 p. Ref. p. 398-415. 1933.

Owen, David R.

Controlling your personal finances. New York. McGraw-
Hill. 331 p. Ref. p. 75-88. 1937.

Stewart, Maxwell S.

How we spend our money. Public Affairs pamphlets. 32 p.
No. 18. 1938.

Problem 7. How Shall We Use the Expense Record
to Evaluate Our Expenditures?

Teaching Points.

1. The expense record shows the portion of the income spent for the various items.
2. The expense record aids in evaluating the relationships between various classes of expenditures and between the planned budget and the actual expenditures.
3. A summary of the expense record serves as a basis for next year's budget.
4. Wasteful expenditures can be checked by means of records.
5. References may be made to past expenditures to learn date, place, and price paid for items purchased.
6. Definite knowledge may be had regarding the amount saved or lost.

7. An expense record is of value in making income tax reports.
8. A record may be used as a basis for future buying.

Approach.

Expenditures of income has a vital bearing upon the well being of the family and its members. Thoughtless and careless buying is detrimental to the prosperity of the family, community, and nation.

Family expense records serve as a tool in measuring the last year's income and form a basis for future planning. If your family did not have the goods and services they needed and desired last year, how can more of these be secured next year? A careful examination of last year's expenditures by your family may show where substitutions can be made that will result in greater satisfaction from your income.

Questions for Group Discussion.

1. What does the classified expense record show?
2. How will a classified record of family expenditures aid the family in planning?
3. How can an expense record help reduce wasteful expenditures?
4. Of what value is an expense record in settling disputes?

5. Why is an expense record of value in making income tax reports?
6. How can a record be used as a basis for future buying?

Illustrative Materials.

Expense records which have been summarized and evaluated.
Posters showing uses of expense records.

Activities for Meetings.

Show how the expense record may be used to evaluate expenditures.

Activities for Home.

Keep accounts of family expenditures.
Evaluate expenditures as shown by the records.
Use records for reference in payment of bills, settling disputes, and in making out income tax reports.

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Ref. p. 362-418. 1936.
- Jordan, David F.
Managing personal finances. New York. Prentice-Hall.
426 p. Ref. p. 91-114. 1936.
- Wood, Mildred Weighley, Lindquist, Ruth, and Studley, Lucy A.
Managing the home. New York. Houghton-Mifflin. 347 p.
1932.

Problem 8. What Shall Be Our Guides in Investing Our Savings?

Teaching Points.

1. The three primary attributes of investment are safety, marketability, and taxability.
2. Investments include federal, state, and municipal bonds, common, preferred, and guaranteed stocks; securities, including public utility, industrial organizations, financial institutions, real estate, and railroads.
3. The selection of sound investments requires the exercise of care and prudence.
4. Every investment, stripped of its protective coating of technical phrases, is essentially a bet on the future.
5. The whole business of intelligent investing may be concisely stated in five words - adequate safety with reasonable income.
6. Some legislation is designed to protect the public in the purchase of investments.
7. The investment program suggested as most advisable for the average man comprises these distinct units: adequate life insurance, savings bank reserve fund, home ownership, security investments.

Approach.

How to invest savings is a difficult problem. Investments which were believed sound and secure proved to be unsafe during the recent depression. Probably there is no absolutely safe investment. A study of the types available and the general precautions which investors should observe will be helpful.

Questions for Group Discussion.

1. Why is it important to consider the safety, marketability and taxability of investments?
2. What do investments include?
3. What is involved in making an intelligent investment?
4. What laws does Kansas have to protect the investor in bonds, stocks, securities, and insurance?
5. What is an investment program that may be advisable for the average man?
6. How would you prepare an investment program for a mechanic with a wife and two children, whose income is \$750 a year? \$2400 a year?

Illustrative Materials.

Bonds, common and preferred stocks, securities, life insurance forms, copies of laws designed to protect the investing public, savings bank coupons, building and loan investments.

Activities for Meetings.

Discuss how to invest savings, giving advantages and disadvantages of each type of investment.

Illustrative material may be used to clarify discussions of investments.

Activities for Home.

Discuss investments with family members.

Read articles dealing with investments.

Secure copies of ratings of various companies in regard to their safety as opportunities for investments.

Plan an investment program for your family.

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- Kyrk, Hazel.
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- Owens, David F.
Controlling your personal finances. New York, McGraw-Hill. 331 p. Ref. p. 191-268. 1937.

UNIT 5. SHORTENING THE WORK HOURS

Generalizations

1. There are only 24 hours in each day for work, rest, and recreation.
2. Time and energy must be managed efficiently if one is to get the most out of life.
3. If one is to live abundantly, there must be time for leisure.
4. Careful evaluation of the activities in the home is essential in good management.
5. Careful selection and arrangement of equipment reduces the amount of time and labor required for homemaking tasks.
6. Family cooperation in carrying on activities of the home makes work lighter.
7. A plan of work with its analysis enables the homemaker to evaluate her time, energy, and resources.
8. Good household management in many homes is the result of careful planning.
9. Many short cuts may be used to decrease the time and energy consumed in home activities.
10. The cooperation of the family members is important to formulating a workable plan.

11. Opportunity for individual development should be included in plans for efficient home work.
12. Good posture and suitable working heights reduce the amount of fatigue.
13. Over-fatigue may affect one's health and destroy desirable family relationships.
14. Certain tasks may be "dovetailed" and time and energy will be saved.

Problems

1. How does fatigue influence the health and happiness of the family?
2. How may we prevent over-fatigue?
3. How will maintaining good posture reduce fatigue?
4. How can we save time and energy by careful management?
5. How shall we plan each day for effective living?
6. How can we arrange our working equipment and storage space to save time and energy?
7. How can we simplify house work?
8. How can the family cooperate to lighten the work in the home?

Problem 1. How Does Fatigue Influence the
Health and Happiness of the Family?

Teaching Points.

1. Good health should give one a delight in work and a zest for play.

2. The continually fatigued person may develop poor health.
3. Prolonged fatigue reduces efficiency in work and decreases the desire for recreation.
4. Fatigue may cause one to lose interest in personal development.
5. Family relationships are apt to become strained when the homemaker becomes too tired.
6. Some activities are more fatiguing than others.
7. The amount of fatigue may be influenced by the plan of work, the amount of work, the working conditions, and the use of leisure.

Approach.

"Tempests in teapots", usually occur at bedtime when both mother and child are tired. A mother who is over-fatigued finds it difficult to be cheerful and enthusiastic about things in which the family members are interested. She is more apt to nag and complain, and to be pessimistic if she is unduly tired. Continued fatigue affects the health of the homemaker as well as the happiness of the family. With impaired health efficiency decreases and the situation continues to grow more complex and less conducive to either good health or happiness.

Questions for Group Discussion.

1. What may be the causes of fatigue?
2. How may the homemaker's philosophy influence her attitude toward work and play?
3. How does the state of health affect one's attitude toward work and play?
4. How does fatigue affect one's health?
5. How is efficiency affected by fatigue?
6. What influence does fatigue have on personality development?
7. How does over-fatigue affect family relationships?
8. How may the homemaker reduce fatigue in homemaker activities?

Illustrative Materials.

Playlet or skit showing how fatigue influences the health and happiness of family. "Mother's Sit-Down Strike". Comedy. Extension Service, Kansas State College. Manhattan.

Activities for Meetings.

Discuss the influence of fatigue on the health and happiness of the family.

Playlet or skit showing how fatigue influences the health and happiness of the family.

Short talk by physician regarding the influence of fatigue on health.

Activities for Home.

Discuss with family members the influence of fatigue on the health and happiness of the family.

Read articles on fatigue and its relation to health and happiness.

Have your family seek to find the causes of fatigue in the family members.

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The homemaker and her job. New York. D. Appleton & Co. 155 p. Ref. p. 123-155. 1927.

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Johnson, H. M.

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The health of youth. Philadelphia. P. Blakiston's Son & Co. 535 p. Ref. p. 220-236. 1928.

Problem 2. How May We Prevent Over-Fatigue?

Teaching Points.

1. Individuals should avoid becoming so tired that the state of fatigue is constant.
2. Planning for the things that contribute to health helps prevent fatigue.

3. Good attitudes are necessary to develop efficiency and reduce fatigue.
4. Less energy is required to do work if good posture is maintained.
5. Good equipment and proper working heights are aids in reducing fatigue.
6. Leisure time properly employed increases efficiency and reduces fatigue.
7. Family cooperation improves family relationships, increases efficiency, and lessens worry and fatigue.
8. By effective use of time and energy fatigue may be reduced to the minimum.

Approach.

With the increased tempo of modern life there has been a corresponding increase in fatigue. There are more things to do during recreation hours and an increase in high standards of living in the home. The result has been an increased demand for labor saving devices. In addition, many women are seeking new ways to perform their tasks and are asking for more help in home management.

Questions for Group Discussion.

1. What are the indications of fatigue?
2. How does planning help to prevent over-fatigue?

3. How may one's attitude produce fatigue?
4. How is the amount of fatigue influenced by posture?
5. How do equipment and working heights influence the amount of fatigue?
6. Why should leisure time be planned in relation to kind of work done?
7. How does family cooperation lessen fatigue?
8. How does the wise use of time and energy affect the amount of fatigue?

Illustrative Materials.

Improved equipment to show correct height of table, sink and cupboard shelves.

Sketches and pictures showing influence of equipment and the heights of work surfaces on fatigue.

Sketches showing good and poor postures.

Posters or pictures of leisure activities and their influence on fatigue.

Activities for Meetings.

Discuss how we may prevent over-fatigue.

Demonstrate effect of equipment and heights of work surfaces on fatigue of the worker.

Demonstrate how posture affects the amount of energy required.

Activities for Home.

Take steps toward decreasing fatigue by improving the equipment and heights of work surfaces in your home.

Discuss ways to prevent over-fatigue in family members.

Read articles dealing with health and efficiency in books, newspapers, and magazines.

References

Feagre, Marion Lyon.

Habits of sleep and repose. White House Conference leaflets. Series on Habits III. White House Conference on Child Health and Protection. Interior Building. Washington, D. C. 6 p. 1932.

Gilbreth, Lillian M.

The homemaker and her job. New York. D. Appleton & Co. 155 p. Ref. p. 123-155. 1927.

Gross, Irma H. and Lewis, Mary E.

Home management. New York. F. S. Crofts & Co. 162 p. Ref. p. 8-22. 1938.

Meredith, Florence L.

The health of youth. Philadelphia. P. Blakiston's Son & Co. 535 p. Ref. p. 237-254. 1928.

Problem 3. How Does Maintaining Good Posture Reduce Fatigue?

Teaching Points.

1. Posture reflects the mental and physical state of the individual.

2. Good posture contributes to good health and personal appearance.
3. Poor health may result from bad posture.
4. Poor posture may be improved or good posture maintained by thought, management, certain posture exercises, and wise use of the body.
5. Poor posture is usually acquired as a result of poor nutrition, fatigue, illness, incorrect heights of working surfaces, or faulty habits.
6. The clothing worn may affect the posture of the individual.
7. Improvements should be made in poor working conditions which affect posture.
8. Children should receive such care and training as will maintain good posture or will improve their present posture.

Approach.

Good posture which typifies good health contributes much to personal appearance. The internal organs are crowded out of their proper position when there is incorrect posture. Good carriage is improbable if not impossible when one has bad posture. Bad posture causes muscles to pull at angles which do not contribute to the efficiency of muscular movement. Efficiency decreases as fatigue increases.

Questions for Group Discussion.

1. What does the posture of the individual reflect?
2. Why should one desire to have good posture?
3. How is posture related to health?
4. What causes bad posture?
5. How can posture be improved?

Illustrative Materials.

Posters or sketches showing good and bad posture and their relation to fatigue.

Posters and pictures showing causes of bad posture.

Posters or pictures showing how posture can be improved.

Activities for Meetings.

Discuss how maintaining good posture reduces fatigue, using illustrative material.

Each person present should observe her position and change to one conducive to the development of good posture.

Each person should rise and stand with good posture.

Have the group practice posture improvement exercises.

Activities for Home.

Evaluate heights of working surfaces and equipment for their contribution to good posture.

Practice methods of acquiring or maintaining good posture.

Remove some causes of bad posture in the family members.

References

Gilbreth, Lillian M.

The homemaker and her job. New York. D. Appleton.
155 p. Ref. p. 123-155. 1927.

Gross, Irma H. and Lewis, Mary E.

Home management. New York. F. S. Crofts. 162 p. Ref.
p. 8-22. 1938.

Meredith, Florence L.

The health of youth. Philadelphia. P. Blakiston's Son
& Co. 535 p. Ref. p. 140-219. 1928.

Problem 4. How Can We Save Time and Energy
by Careful Management?

Teaching Points.

1. Time and energy can be saved by careful management and efficient methods.
2. An analysis of the home conditions will aid in decreasing the time and energy used.
3. Changing of work habits may reduce the amount of time and energy consumed.
4. Wise choice and use of equipment will save time and energy.
5. The arrangement and adequacy of storage facilities is important in the saving of time and energy.
6. A workable household schedule is of value to the homemaker in the efficient management of her home.

7. The cooperation of family members helps in planning the best use of time and energy.
8. Sufficient and well spaced rest periods increase efficiency in the use of time and energy.
9. The time and energy saved should be used to increase the happiness and social worth of the individual.

Approach.

Time and energy can be saved through careful planning in relation to home conditions. Efficient work habits decrease the time and energy consumed in labor in the home. Farm homemakers as a group spend more working hours per day than the average city homemaker. Time and energy saved doing the work of the household may enable the homemaker to enjoy constructive leisure activities with the family.

Questions for Group Discussion.

1. How do careful management and efficient methods affect the time and energy required in homemaking?
2. How may an analysis of home conditions decrease the time and energy used?
3. How are work habits related to the time and energy consumed?
4. How may wise choice and use of equipment save time and energy for the homemaker?

5. How does a workable household schedule influence the time and energy required?
6. How is cooperation of family members related to wise use of time and energy?
7. How are rest periods beneficial in saving time and energy?
8. What shall we do with the time and energy saved?

Illustrative Materials.

Household schedules which are workable in certain homes.

Pictures, diagrams, or equipment showing how the arrangement and adequacy of working and storage facilities affects time and energy.

Activities for Meetings.

Use illustrative material to show how we can save time and energy.

Demonstration by the teacher of good and poor work habits.

Demonstration by the teacher showing how the arrangement and adequacy of working and storage equipment affects time and energy.

Playlet - "Wheels vs Heels". A comedy. Home Study Service, Kansas State College. Manhattan. 9 p. Mimeographed.

Activities for Home.

Hold a family council in which your family discusses

ways and means to save time and energy. Carry out the suggestions as far as possible.

Read articles in magazines or books on how to save time and energy in homemaking.

References

Gilbreth, Lillian M.

The homemaker and her job. New York. D. Appleton.
155 p. 1927.

Gross, Irma H. and Lewis, Mary E.

Home management. New York. F. S. Crofts. 162 p. Ref.
p. 23-65. 1938.

Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century.
420 p. Ref. p. 203-262. 1939.

Problem 5. How Shall We Plan Each Day for Effective Living?

Teaching Points.

1. A plan of work helps the homemaker to make the best use of her time and energy.
2. Records of the time consumed in doing the various tasks are helpful in making time schedules.
3. The plan of work and time schedule will vary in every household.
4. The time schedule should include the daily tasks, weekly

- and seasonal jobs, plans for personal care, and leisure activities.
5. Rest periods to alternate with work periods should be planned in the homemaker's schedule.
 6. Interruptions are sure to come in the day's schedule and time should be allowed to care for them.
 7. Family cooperation aids in the making of workable plans.
 8. After the time schedule has been used it should be checked and improved to provide the most possible satisfaction for the family.
 9. Each day should provide some leisure time for all members of the family.

Approach.

How to have time to do the things one considers most important and most desirable is one of the problems facing most homemakers. The ability to organize one's work with sufficient time for leisure and sleep has long been desired. Some women who have planned time schedules have become slaves to them. To make a usable plan for each day requires foresight, judgment, and experience in planning. Certain steps are necessary in order to make a plan which will contribute to effective living.

Questions for Group Discussion.

1. Why should a homemaker plan her day? Her week?
2. How do plans vary with different households?
3. How does one know how much time to allow for various activities?
4. What should the time schedule include?
5. Why should one plan rest periods?
6. How will time for leisure activities increase the satisfactions derived from the home?
7. How can interruptions be taken care of in the schedule?
8. How important is family cooperation in making workable plans?
9. How can one improve his daily plans?

Illustrative Materials.

Time schedules which provide for adequate rest, recreation, and efficient management of work.

Activities for Meetings.

Discuss how we shall plan each day for effective living, using illustrative materials.

Plan a time schedule in class for a hypothetical homemaker.

Activities for Home.

Read articles on how to make plans for home living.

Make daily, weekly, seasonal, and yearly plans.

Obtain family cooperation in making plans.

References

Gross, Irma H. and Lewis, Mary E.
Home management. New York. F. S. Crofts. 162 p. Ref.
p. 66-105. 1938.

Shultz, Hazel E.
Housing and the home. New York. D. Appleton-Century.
420 p. Ref. p. 203-262. 1939.

Problem 6. How Can I Arrange My Working Equipment
and Storage Space to Save Time and Energy?

Teaching Points.

1. "A place for everything and everything in its place", is a good rule to follow.
2. The storage space should be adequate for the size and amount of equipment to be stored.
3. By careful routing, the steps required to do a given piece of work may be reduced.
4. Time and energy may be saved if equipment is near the place where it is to be used.
5. Kitchen equipment should be arranged for proper sequence in doing tasks.
6. All equipment should be of the proper height and arranged to save climbing, stooping, and needless steps.

7. Time and energy can be saved in bedmaking if efficient methods of work are used.
8. Dishes stacked and washed in logical order will save time and labor.
9. Some step-saving kitchen equipment can be made in the home.

Approach.

A change in the arrangement of working equipment may save hours of labor and unnecessary walking in doing the many tasks involved in housekeeping. A critical eye and an analytical mind aid in planning for efficiency. If imagination is lacking and skill in planning work on paper is laborious, then probably the best way to determine the efficiency of the arrangement of working equipment is to try placing it in various positions and then use a pedometer to record the steps taken in doing housework.

Adequate storage is helpful in saving time and energy and in maintaining privacy, good family relationships, and an orderly house. Inadequate storage facilities can almost always be improved if all resources at hand are taken into consideration.

Questions for Group Discussion.

1. How will the location of the storage facilities affect

the amount of time and energy spent in homemaking activities.

2. How shall we place our equipment and route our activities to save time and energy in preparing meals?
3. How does sequence in doing tasks affect the arrangement of equipment?
4. How shall we arrange laundry equipment for efficiency?
5. How can time and energy be saved in bed-making?
6. How shall we stack and wash dishes to save time and energy?
7. What step-saving kitchen equipment can be made in the home?

Illustrative Materials.

Step saving kitchen equipment that can be made at home.

Diagrams, pictures or posters showing efficient arrangement of equipment and storage space.

Display a miniature kitchen arranged to show the importance of grouping equipment to save time and energy.

Activities for Meetings.

Use the miniature kitchen to show good arrangement of equipment and storage space to save time and energy.

The teacher should give one or more of the following demonstrations.

Demonstrate how to make a bed.

Demonstrate how to stack and wash dishes.

Demonstrate efficient ways to arrange kitchen equipment.

Demonstrate arrangement of laundry equipment.

Demonstrate adequate storage.

Activities for Home.

Rearrange working equipment for greater efficiency.

Improve storage in the home.

Use improved methods in doing work.

Read articles in books and magazines.

References

Lindstrom, Ellen and Martens, Rachel.
Storage in rural homes. Circ. 141. Kans. State Col.
42 p. 1940.

Shultz, Hazel.
Housing and the home. New York. D. Appleton-Century.
420 p. Ref. p. 123-161. 1939.

Problem 7. How Can We Simplify House Work?

Teaching Points.

1. Every homemaker should strive to find the best way to do the work of her home.
2. Certain short cuts, or handy hints, are helpful in releasing time and energy for other things.

3. Working by the clock until the task is standardized or until a good way has been found may be helpful under certain conditions.
4. A family bulletin board placed conveniently for all is valuable for leaving messages or posting duties.
5. A household file for financial records, recipes, mimeographed materials, addresses, and other important details is helpful.
6. A home repair kit is useful and saves time and energy.
7. Paper towels and dust cloths, cellophane, and similar items have many uses in the home and are economical in homes where laundry expenses are high for cottons and linens.
8. A list of helpful hints on short cuts that are time, energy, and money savers is good to have in a convenient place.
9. There is a tendency toward simple living in the home to free time, energy, and money for personal development.

Approach.

Ways and means of simplifying home work with free time for rest and leisure are often appreciated by the busy homemaker. Sewing, cooking, laundry, housekeeping, account keeping and other household activities are made simpler through

the use of short cuts or time savers. A list of short cuts is helpful to children who are learning to become future homemakers. The parent who takes time to teach simple and easy ways to do things is usually closer to her child spiritually than one who merely scolds the child for his blundering ways. Just as children appreciate short cuts so do adults. To learn as many time and energy saving methods as possible should be the goal of every homemaker.

Questions for Group Discussion.

1. Why do homemakers wish to simplify housework?
2. What are some of the ways in which work could be simplified in your home?
3. Of what value are short cuts and handy hints?
4. Of what value is a bulletin board?
5. How may a household file assist the homemaker?
6. What is its value and what should a home repair kit include?
7. How can paper towels, dust cloths, cellophane, and other synthetic products contribute to efficient housekeeping?
8. What are some helpful hints that might be listed?

Illustrative Materials.

Home repair kit.

Household filing cabinet.

Small bulletin board.

Paper dust cloths, towels, cellophane, and other helpful synthetic materials.

List of helpful hints on poster.

Activities for Meetings.

The teacher will use illustrative materials and discuss ways to simplify housework.

A demonstration on the use of a household filing cabinet, bulletin board, paper dust cloths, and other helpful materials will be given by the teacher.

Activities for Home.

Make a household filing cabinet, home repair kit, household bulletin board.

List short cuts which can be used and then practice them.

Read articles in books and womens magazines on short cuts to use in your work.

References

Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century. 420 p. 1939.

Wood, Mildred Weighley, Lindquist, Ruth, and Studley, Lucy A. Managing the home. New York. Houghton-Mifflin. 347 p. Ref. p. 38-65. 1932.

Problem 8. How Can the Family Cooperate to
Lighten the Work in the Home?

Teaching Points.

1. The family council in which all of the family members meet and discuss family problems encourages cooperation and a democratic way of living.
2. The family should plan together how the work is to be divided.
3. Homemakers should keep in mind certain points which make cooperation in work and play enjoyable while the children are being trained to take responsibility.
4. The tasks assigned should be suited to the age, mental and physical development, and health of the individual.
5. Family members may cooperate in planning definite time and work schedules for each individual in the home.
6. The individuals contributing work in the home should recognize their contributions to family life.
7. Family members usually consider it a duty and a privilege to participate in the work and play activities of the home.

Approach.

"Many hands lighten work", and this is true in all cooperative family groups. To get family cooperation and participation is one of the aims of good homemaking. We often hear it said that we get out of anything just what we put into it. This is as true in the home as anywhere else. Children often love their home more after they have learned to contribute to its welfare. To rob a child of the opportunity to serve others is to cheat him out of one of life's greatest sources of happiness. It is easier to obtain cooperation if appreciation is given for contributions made by family members.

Questions for Group Discussion.

1. How does the family council help to secure cooperation and lighten the work in the home?
2. How can cooperation in work be made enjoyable?
3. How shall we decide what each person is to do?
4. How shall we plan definite time and work schedules for each individual?
5. What attitude shall we have toward participation in work in the home?
6. How can we provide opportunities for family members to participate in work and play activities in the home?

Illustrative Materials.

Time and work schedules for family members of different ages.

Activities for Meetings.

The teacher will lead a discussion on how family cooperation can lighten the work in the home.

Plan time and work schedules for family members of various ages.

Activities for Home.

Plan time and work schedules for members of the family.

Provide an opportunity to have a family council to discuss certain problems now facing your family such as dividing the work formerly done by a member of the family, who is now away from home. Each member should plan a daily and weekly schedule for himself.

References

- Gross, Irma H. and Lewis, Mary E.
Home management. New York. F. S. Crofts. 162 p. Ref.
p. 90-105; 122-155. 1938.
- Shultz, Hazel.
Housing and the home. New York. D. Appleton-Century.
420 p. Ref. p. 123-161; 203-262. 1939.
- Wood, Mildred Weighley, Lindquist, Ruth, and Studley, Lucy A.
Managing the home. New York. Houghton-Mifflin. 347 p.
Ref. p. 280-340. 1932.

UNIT 6. LEISURE TIME FOR PERSONAL DEVELOPMENT

Generalizations

1. The proper use of leisure time will develop the individual physically, mentally, morally and spiritually.
2. Leisure is essential in a well rounded and complete life.
3. Leisure time should contribute to the development of the individual.
4. If leisure time is to count most in terms of enjoyment, refreshment and ultimate satisfaction, its use must be carefully planned.
5. The welfare of the home, community, and nation is dependent on the wise use of leisure time.
6. Many desirable leisure time activities can be carried on by individuals in the home.
7. Leisure time activities may be grouped into four general types as: doing things; creating things, acquiring things; and learning things.
8. The temperament, health, occupation, and education of the individual determine the type of leisure activities most profitable for him.
9. The kind of leisure time activities which one may enjoy depends to some extent upon the income, location, and education of the family members.

10. One may learn to enjoy certain leisure time activities.
11. The family that has learned to live and work, sing, read, play, plan, and pray together with satisfaction to all is reaching toward the abundant life.
12. Entertaining one's friends and relatives in the home may strengthen the bonds of human relationships.
13. The home and community should provide opportunity for the wise use of leisure time.
14. Extending hospitality in the home may be a profitable means of using leisure time.
15. Leisure time may be used to improve the spiritual life of the family members.

Problems

1. How can we have leisure time?
2. How important is leisure time?
3. How may an individual develop desirable leisure time activities?
4. How can I use my time to improve my status as a citizen?
5. How shall we provide cooperative leisure time activities for family enjoyment?
6. How may entertaining our friends and relatives contribute to wise use of leisure time?

7. How may hospitality be extended?
8. How may the homemaker manage her time and energy in order to be a good hostess?
9. How can our community provide opportunities for the wise use of leisure?

Problem 1. How Can We Have Leisure Time?

Teaching Points.

1. Leisure is a temporary state in which one is free from pressure of circumstances, obligations, or demands imposed by others.
2. A desire for leisure time and a willingness to plan for it are essential.
3. Good home management makes the provision for leisure easier.
4. A good balance between work, rest, and recreation is essential for maintaining physical and mental health.
5. The planning, organization, and performance of tasks determine whether or not there will be leisure time.
6. Cooperation of the family members in doing the work of the home increases the time allowed for leisure.
7. Time and thought should be given to the development of spiritual life.

Approach.

"All work and no play, makes Jack a dull boy", and it also makes a mother who is too weary to enjoy her family, friends, and life in general. Everyone needs leisure time. The demand for increased leisure has brought about legislation designed to shorten the hours of labor in industry. But in the home there is no legislation to protect the homemaker from overwork. Her leisure time must be brought about by her ability to plan, to work efficiently, and to organize her household duties on a time-saving basis. The homemaker who is a good manager is more apt to have sufficient leisure time than the one who is unable to plan and carry out a plan.

Questions for Group Discussion.

1. How may increased leisure for your family members make life more satisfactory?
2. How may leisure time be increased for your family?
3. How will the homemaker's attitude toward her home influence her plan for leisure time?
4. How does good home management influence leisure time?
5. What is the relationship between leisure time and good physical and mental health?
6. How does the cooperation of family members affect leisure time?

Illustrative Materials.

Pictures or posters which show home tennis court, enjoyment of music, picnics, etc.

Playlet showing the busy housewife with insufficient time for leisure. "Mother Goes on a Sit-Down Strike". Home Study Service, Extension Division, Kansas State College, Manhattan, Kansas. Mimeo.

Activities for Meetings.

Playlet showing the busy housewife with insufficient time for leisure.

Discuss how we can have leisure time.

Activities for Home.

In the family council plan work so there is sufficient leisure time for all members of the family.

Secure cooperation of family members in doing work and providing for leisure.

References

- Gross, Irma H. and Lewis, Mary E.
Home management. New York. F. S. Crofts. 162 p. Ref.
p. 23-65; 141-142. 1938.
- Justin, Margaret M. and Rust, Lucile Osborn.
Home living. Chicago. J. B. Lippincott. 605 p. Ref.
p. 240-258. 1935.
- Shultz, Hazel.
Making homes. New York. D. Appleton. 519 p. Ref. p.
394-459. 1931.

Problem 2. How Important is Leisure Time?

Teaching Points.

1. Well chosen leisure will give perspective on routine tasks and make life more enjoyable and worth-while.
2. Leisure is essential for personal development.
3. Leisure time is important for the emotional, mental, and physical health of the individual.
4. Good mental and physical health may be the result of well chosen leisure.
5. The welfare of the individual, the home, and the community is dependent on the wise use of leisure time.
6. An understanding of our environment plus desirable goals will help us to choose leisure activities wisely.
7. The philosophy of the homemaker influences the enjoyment she gets from her work and leisure time.
8. Leisure time is important in the understanding of family relationships.

Approach.

Studies show that many homemakers have too little leisure time. However, there is an increasing number of women who have too much leisure time. This group of women waste much

of their leisure time in useless activity and become unhappy. It is the leisure hours that determine a person's moral, spiritual, and oftentimes his physical development. While one is busy working there is little opportunity to do destructive acts, but when one has eight hours each day of leisure, he has eight hours to spend either uselessly or for the good of mankind.

An old saying, "An idle brain is the devil's workshop", has been a challenge for us all. How to use leisure profitably is the problem facing many persons. The leisure hours after work should be productive ones for us all.

Questions for Group Discussion.

1. How does well chosen leisure contribute to our well being?
2. Why is leisure essential?
3. What should be the result of well chosen leisure?
4. How is the welfare of the individual, the home, and community dependent on the wise use of leisure?
5. How can we choose leisure activities wisely?
6. How may leisure time contribute to a better understanding of family relationships?

Illustrative Materials.

Educational film, "Juvenile Delinquency". 8 min. 16 mm. University of Kansas. Bureau of Visual Instruction. Lawrence.

Newspaper clippings which show wise and unwise use of leisure time.

Activities for Meetings.

Discuss the importance of leisure time, using illustrative materials.

Educational film showing need for constructive leisure time activities.

List and discuss the ways leisure time is used in your community.

Report by a class member on "Commercialization of the Home Through Industrial Home Work". U.S. Dept. Labor, Washington, D. C. 133. Womens Bureau.

Activities for Home.

Participate in community enterprises designed to improve the recreational facilities and their uses.

Plan with your family for one of the following: a picnic, a party, dinner for guests, parlor games, outdoor sports.

References

Dixon, Edith D. and Others.

Your family's leisure time. N. Jersey. Agr. Col. Ext. Bul. 158. 8 p. illus. New Brunswick. 1935.

Elliott, Mabel A. and Merrill, Francis E.
Social disorganization. New York. Harper & Brothers.
827 p. Ref. p. 619-648. 1934.

Home Management Papers.
The seventh international management congress. Washing-
ton, D. C. Baltimore, Md. Waverly Press. 121 p. Ref.
p. 83-87. 1938.

Play for Health.
Program for recreation. Colorado State Col. Bul. 343-A.
48 p. illus. Fort Collins. 1936.

Problem 3. How May Desirable Leisure Time
Activities be Developed?

Teaching Points.

1. A knowledge of leisure time activities and their influence on human behavior will assist one in evaluating leisure activities.
2. An analysis of one's self often is helpful in determining the type of leisure activities which are most beneficial.
3. A willingness to undertake and carry out new leisure activities is fundamental to improved leisure.
4. Leisure time may be spent alone or with others.
5. An introvert should develop leisure time activities which give him social contacts.
6. The too highly extroverted individual who has numerous contacts with others during the working hours should seek relief during a part of his leisure time in worth-while activities alone.

7. An interest in music may be developed by studying music or by learning to listen to music.
8. An interest in and appreciation of literature may be developed by reading.
9. Participation in games and sports is a means of developing interest in outdoor recreation.
10. Interest in hobbies may be developed by observing and evaluating the hobbies which others enjoy and by carrying on a hobby of one's own.

Approach.

Desirable leisure time activities may be developed by anyone who is genuinely interested and has leisure time. A desirable leisure activity for one person may not be desirable for another of a different temperament or engaged in a different type of occupation. A farmer would hardly enjoy a game of golf after plowing or following a harrow all day. The city man who is compelled to limit his activity to one room and a short walk to lunch at noon, needs active exercise in the outdoors. The homemaker who goes on a camping trip and cooks three meals a day without conveniences can hardly be said to have a vacation from the usual work at home with poor equipment, while the city woman with paid helpers may

enjoy roughing it out in the open. One must first decide what leisure activities are most desirable under the circumstances before setting out to develop a particular activity.

Questions for Group Discussion.

1. How shall we evaluate leisure activities?
2. How does a personality analysis help to determine the leisure activities which are most beneficial?
3. Upon what does improved leisure depend?
4. What type of leisure activities should an introvert develop?
5. How should an extrovert spend his leisure time?
6. How can one develop an interest in music and literature?
7. How can an interest in outdoor recreation be developed?
8. What place do hobbies have as leisure time activities?

Illustrative Materials.

Exhibit of hobbies and other desirable leisure time activities enjoyed by individuals.

Activities for Meetings.

Each class member should report on his most enjoyable leisure time activity.

Demonstration or discussion of leisure time activities exhibited.

The teacher should lead a discussion on how desirable leisure time activities may be developed.

Activities for Home.

Discuss desirable leisure time activities with family members.

Discuss hobbies with your family members and encourage each member to develop an interest in some hobby.

References

Book Lists.

Books for pre-school children; Reading for information; Books to read for fun and information; Some books to read for inspiration and pleasure. Montana State Col. Bozeman, Mont. (mimeo.) 1938.

Calkins, Earnest Elmo.

Care and feeding of hobby horses. New York. Leisure League of America. 105 p. 1934.

Griggs, Adele.

Clubbing together for charm. Prac. Home Econ. Vol. XVIII. No. 5. Ref. p. 144. May, 1940.

Justin, Margaret M. and Rust, Lucile Osborn.

Home Living. Chicago. J. B. Lippincott. 605 p. Ref. p. 255-291. 1935.

Marsh, Hattie Marie.

Organizing a personality clinic. Prac. Home Econ. Vol. XVIII. No. 4. Ref. p. 110. April, 1940.

Runnalls, Mary E.

Planning the leisure hours. Nebr. Agr. Col. Ext. Service. Ext. Circ. 1188. 16 p. Sept. 1936.

Shaffer, Elizabeth.

I call them hobby books. The Forecast. Jan. 1939. 48 p.

Problem 4. How Can I Use My Leisure Time
to Improve My Status as a Citizen?

Teaching Points.

1. A good citizen contributes to the welfare of his home and community.
2. During leisure time a good citizen acquires information regarding the activities of his government.
3. The desirable citizen uses his influence for the establishment and maintenance of good government and wholesome community life.
4. The constructive forces of the community are upheld and encouraged and destructive forces are routed where worthy citizenship exists.
5. Participation in governmental activities which improve home and community life is characteristic of good citizenship.
6. The good citizen investigates the qualifications of politicians running for office and votes for honest, conscientious, and intelligent officials.

7. A good citizen attempts to recognize propaganda and is able to think clearly and unemotionally when emergencies arise.
8. A willingness to work for the welfare of the majority is a characteristic of a good citizen.
9. True patriotism may be manifested as much during peace as during war.

Approach.

Good citizenship is influenced by the wise use of leisure time. Too many people in America are content just to work, enjoy recreation and sleep, with no thought or preparation for participation in the maintenance of a functioning democratic government. Participation in community activities should be constructive for the individual and the community. When the majority of the people pay little heed to newspapers which give facts relating to national well being and read only sensational news they are courting disaster. An uninformed citizen is a dangerous citizen. It is the duty of all eligible citizens to exercise the right of franchise.

Questions for Group Discussion.

1. What is the responsibility of a good citizen?
2. How may the use of leisure time aid in developing good citizens?

3. What are the chief characteristics of a good citizen?
4. In what ways should a homemaker participate in governmental affairs?
5. How does a good citizen decide for whom she will vote?
6. How should we react in an emergency?
7. How will true patriotism be manifested?

Illustrative Materials.

Pictures and posters showing how leisure time may be spent to improve citizenship.

Clippings from newspapers showing failure and success of citizenship in communities.

"John Doe, Citizen". 352. 15 min. 16 mm. silent. 1939. Unit. rent. Bailey Film Service, 1651 Cosmo. St. Hollywood, Calif.

Activities for Meetings.

The teacher should lead a discussion on how the choice of leisure activities can aid in developing good citizens.

Show educational film showing desirable and undesirable citizenship.

Activities for Home.

Discuss citizenship responsibilities with family members.

Read local newspapers concerning matters of importance to citizens of the community.

Be a good citizen by assuming the responsibilities required for good citizenship.

Express appreciation for specific contributions rendered to your community by certain citizens. Encourage your family members to participate in the affairs of the government and public institutions as they may contribute to the well being of the majority of citizens.

References

How to Organize and Conduct County Forums.

U. S. Dept. of Agr. U. S. Gov't. Printing Office.
Washington, D. C. 6 p. 1936.

Elliott, Mabel A., Merrill, Francis E., Wright, Dorothy, and Wright, Chas. O.

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Elliott, Mabel A. and Merrill, Francis E.

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Home Management Papers.

The seventh international management congress. Washington, D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p. 83-87. 1938.

Problem 5. How Shall We Provide Cooperative Leisure Time Activities for Family Enjoyment?

Teaching Points.

1. Parents should realize the advantages of group recreation and should make provision for it.
2. Leisure activities should provide for self expression and relaxation.
3. Cooperative leisure time activities exert a unifying influence on family members.
4. The individual who spends some leisure time alone is a better member of the group.
5. Inexpensive games and equipment may be purchased to provide opportunities for group activity.
6. Picnics, tours, hikes, walks, camping and other outdoor recreational activities provide for wholesome fun and comradeship.
7. Parents should cooperate with leaders and others in the community to organize and sustain character training activities and organizations for their children.

Approach.

Many families seem to have lost or else they have never found the art of playing together as a family. They each go their separate ways seeking entertainment and happiness never seeming to realize that some times the greatest joy and happiness is found on one's own doorstep. Many parents complain

that their children are never at home. Just as many children complain because they feel they cannot take their friends to their homes. Each one seems to be pulling in a different direction and none seem secure when together. A "we" feeling should be developed in every home. Parents and children cannot understand each other if they never play together. To obtain family unity and family fun is a worthy aim for all families to strive toward. Love and understanding and family loyalty increase where family members work and play together in a spirit of comradeship.

Questions for Group Discussion.

1. How may play together increase satisfaction from family life?
2. What are the training possibilities of group recreation?
3. What should be the goals of leisure time activities?
4. How may time alone be constructive for the individual and family?
5. What are some inexpensive games and equipment which may be purchased?
6. In what ways may your family provide some inexpensive group activities?
7. How can parents get children to participate in such character training organizations as 4-H Clubs, Camp Fire Girls, Girl Scouts, Boy Scouts, H-Y, Girl Reserve and others?

Illustrative Materials.

Games and other forms of recreation which can be enjoyed cooperatively by the family members.

Articles and insignia of various children's organizations contributing to child development.

Materials necessary for a picnic supper or some other type of cooperative recreation.

Activities for Meetings.

Discuss how to provide cooperative leisure time activities for family enjoyment.

Plan a hike, tour, camping trip, or picnic supper for a class member and her family.

Discuss advantages of various tools and recreational equipment on display in regard to its value in developing cooperative leisure time activities.

Activities for Home.

Plan with your family for some of the cooperative recreation listed in class.

Plan family cooperative recreation.

Encourage children to join and carry on duties connected with children's character training organizations.

Discuss with family members how to achieve enjoyable cooperative leisure time activities.

References

- Barrymore, Ethel.
Self development through the dramatic arts. The Fore-
cast. Nov. 1939.
- Baxter, Laura, Justin, Margaret M., and Rust, Lucile Osborn.
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Ref. p. 407-422. 1940.
- Calkins, Earnest Elmo.
Care and feeding of hobby horses. New York. Leisure
League of America. 105 p. 1934.
- Young, Kimball.
Source book for sociology. New York. American Book Co.
639 p. Ref. p. 202-316. 1935.

Problem 6. How May Entertaining Our Friends and
Relatives Be Wise Use of Leisure Time?

Teaching Points.

1. The family members may each know the friends of the other family members through entertaining in the home.
2. Entertaining in the home offers opportunity for social development and relaxation.
3. Entertaining one's friends in the home may give enjoyment with little expenditure of money.
4. Cooperation of family members is essential for successful entertaining in the home.

5. When children and adolescents entertain in the home parents have the opportunity to assist them in maintaining wholesome recreational activities.
6. Entertaining in the home should be in keeping with the income, accommodations, background, and health of the family members.

Approach.

Personal development is encouraged by the entertainment of others. To entertain others successfully requires thinking about others, planning for the happiness of others, and doing acts of kindness for the benefit of those entertained. All of this is desirable from the standpoint of personality development. The guest is permitted to share the home life and the companionship of a friend and he should gain something from this contact. The entertainment should be in harmony with and in proper relation to other family activities and in keeping with the income. Family members should be encouraged to entertain friends at home.

Questions for Group Discussion.

1. How may entertaining in the home contribute to the satisfaction of the family?
2. What will determine the kind of entertaining your family does?

3. How may entertaining in the home have educational value?
4. Why must there be cooperation of family members if one is to entertain successfully in the home?
5. How may children benefit by entertaining their friends at home?

Illustrative Materials.

Playlet - "It's Nice to Know You". By Margaret Hegstrom. June 1938. Forecast Pub. Co. 140 North 6th St. Philadelphia.

Party invitations, favors, and games.

Inexpensive materials and equipment which may be used in the entertainment of others.

Pictures and posters pertaining to the entertainment of others.

Activities for Meetings.

Discuss how entertaining our friends may be wise use of leisure time, using illustrative material.

Plan an evening's entertainment which requires planning, initiative, and ingenuity on the part of the hostess.

Discuss the relationship between income and leisure activities.

Activities for Home.

Entertain friends using a different method of entertainment than you usually do.

Encourage family members to entertain at home.

Cooperate with family members when they want to entertain at home.

References

Baxter, Laura, Justin, Margaret M. and Rust, Lucile Osborn.
Sharing home life. Chicago. J. B. Lippincott. 597 p.
Ref. p. 341-381. 1940.

Gross, Irma H. and Lewis, Mary E.
Home management. New York. F. S. Crofts. 162 p. Ref.
p. 122-143. 1938.

Wood, Mildred Weighley, Lindquist, Ruth, and Studley, Lucy A.
Managing the home. New York. Houghton-Mifflin. 347 p.
Ref. p. 297-329. 1932.

Veblen, Thorstein.
The theory of the leisure class. New York. Viking Press.
404 p. 1918.

Problem 7. How May Hospitality be Extended?

Teaching Points.

1. Hospitality may be extended by inviting guests into your home.
2. Entertaining guests at meals may be a good way to extend hospitality.

3. Picnics, hikes, clubs, tours, and car riding may serve as inexpensive methods of entertaining.
4. Some extend hospitality through concerts, theater and other public entertainments, followed by refreshments.
5. Through the serving of tea one may extend hospitality to one or a large number of guests.
6. Dances, week-end parties, and receptions are often given for groups of friends.
7. Physical activities such as games of golf, tennis, croquet, badminton, volley ball, archery, shuffleboard, and quoits may serve as ways for extending hospitality.
8. In pioneer days and today in isolated communities hospitality is enjoyed through the sharing of labor.

Approach.

Hospitality may be extended in so many ways that it is difficult to list them all. The cleverness, tastes, money income, and ingenuity of the hostess will determine the best way for her to extend hospitality. Probably there are very few persons who cannot extend hospitality in some form. The tastes of the guest, and the facilities available help to determine the most suitable method to use in extending hospitality. Consideration should be given to all the factors which will influence the hospitality shown.

Questions for Group Discussion.

1. How have social and economic changes brought about new ways of extending hospitality?
2. What are some common ways hospitality is extended in your community?
3. What are some inexpensive methods of entertaining in the home?
4. How may one extend hospitality by entertaining outside his home?
5. How is the serving of tea used in the extension of hospitality?
6. How may you extend hospitality to large groups of friends?
7. How may outdoor games and sports be used as a means of extending hospitality?

Illustrative Materials.

Table set for tea, picnic, or dinner.

Posters and pictures showing ways hospitality may be extended.

Equipment and games which serve as a medium through which hospitality is extended.

Activities for Meetings.

Discuss how hospitality may be extended, using illustrative material.

Demonstration of tea service or meal service by a committee of class members. Serve tea to group.

Demonstration of home games that serve to illustrate how hospitality may be extended by some member of the class.

Activities for Home.

Extend hospitality to others.

Make yearly calendar for entertaining in your home.

Plan with your family to have guests in your home using one or more of the following kinds of entertainment: dinner guests, evening party, birthday party, tea, picnic, "week end" guests.

Use a social etiquette book to learn accepted forms.

References

Baxter, Laura, Justin, Margaret M. and Rust, Lucile Osborn. Sharing home life. Chicago. J. B. Lippincott. 597 p. Ref. p. 341-381. 1940.

Problem 8. How May the Homemaker Manage Her Time and Energy in Order to be a Good Hostess?

Teaching Points.

1. Good management is important when extending hospitality.
2. A schedule of work and recreation assists in the accomplishment of plans.

3. A good hostess is concerned with only important details.
4. An understanding of the tastes and personality traits of the guests enables the hostess to make more effective plans for their entertainment.
5. A successful hostess has her home situation under control so that attention may be given to the guests.
6. The cooperation of the family members makes the managing of the work and entertaining of the guests much simpler.
7. The hostess should so plan her time and energy that she will not be unduly tired when guests arrive.
8. The hostess who is a good manager keeps expenditures for hospitality and entertainment in keeping with the money income.
9. Simplicity in meal preparation and service frees time and energy.

Approach.

Anyone who has ever arrived in a home as a guest, before the hostess was ready to receive her, cannot but remember the embarrassment of both hostess and guest. To be able to so manage that one can devote attention to the guest is undoubtedly the wish of every homemaker. No one wants to be found bedraggled and weary by his guest. How to manage in order to be ready when guests arrive and to be at ease is the aim of every hostess.

Questions for Group Discussion.

1. How may good management help the homemaker to be a good hostess?
2. How may a written plan aid the homemaker in preparing for guests?
3. How may simplicity aid in making entertaining a success?
4. How does an understanding of the tastes and personality traits of her guests enable a hostess to make effective plans for their entertainment.
5. Why should a successful hostess have her home situation under control?
6. How does good management aid the homemaker in controlling the home situation?
7. How will cooperation of family members affect the management of work and recreation?
8. Why should the hostess be rested when guests arrive? How can she accomplish this?
9. Why should expenditures for hospitality and entertainment be in keeping with money income?

Illustrative Materials.

Exhibit of two menus suitable for guest meals in the home, a reception and a tea.

Work schedule for the day when guests are to be entertained at dinner.

Planned recreation schedules for various kinds of entertainment.

Activities for Meetings.

Discuss how the homemaker may manage in order to be a good hostess.

Have a tea, serve buffet supper, or give a party to demonstrate methods of solving management problems.

Activities for Home.

Use good management and plan in detail when extending hospitality.

Discuss problems in extending hospitality with the family members.

Read articles on being a good hostess.

References

Baxter, Laura, Justin, Margaret M. and Rust, Lucile Osborn. Sharing home life. Chicago. J. B. Lippincott. 597 p. Ref. p. 341-381. 1940.

Calvert, Maude Richman and Smith, Leila Bunce. Advanced course in homemaking. Atlanta, Ga. Turner E. Smith & Co. 569 p. Ref. p. 455-514. 1939.

Groves, Ernest R., Skinner, Edna L., and Swenson, Sadie J. The family and its relationships. Chicago. J. B. Lippincott. 321 p. Ref. p. 233-282. 1932.

Talbot, Nora A., Lytle, Florence L., Pearson, Millie V., and Johnson, Anna May.

Practical problems in home life. New York. American Book Co. 515 p. Ref. p. 1-30. 1936.

Problem 9. How Can Our Community Provide Opportunities for the Wise Use of Leisure?

Teaching Points.

1. Suitable recreational facilities are necessary for the development of wholesome character traits.
2. Commercial recreation is provided for profit and may be detrimental unless wisely regulated.
3. Beer parlors, night clubs, cabarets, taxi-dance halls, road houses, dance halls, and burlesque shows may exert a harmful influence on the community.
4. The movies provide both visual and auditory education which may be beneficial or harmful depending upon the content and emphasis expressed or implied in the film.
5. Libraries, concerts, addresses by able and informed speakers, and art collections may contribute to the development of the aesthetic senses.
6. Avocational interest as plays, band concerts, orchestras, choruses and choirs may be stimulated by schools, churches and other community organizations.

7. Provision for physical education and athletics may be made by the community.
8. Activities which use home talent should be encouraged by the community.

Approach.

Spending together for recreation should make play grounds parks, swimming pools, tennis courts, ball grounds, community centers available to all the families in the community. To get communities to realize that the provision for wise use of leisure time is a serious problem is often a difficult task. Parents caution their sons and daughters not to frequent known disorderly and harmful resorts, but they fail oftentimes to unite with other parents facing the same problems in order to provide constructive substitutes. If parents in the community were to meet together and set up social standards for young people or if they unite and work with the group of young people concerned in order to bring about better use of leisure time, some worth-while results might be obtained.

Questions for Group Discussion.

1. How will desirable facilities for recreation provided by the community help solve the "leisure time problems"?

2. What are the characteristics of desirable recreational facilities?
3. Why must children have suitable recreational facilities?
4. How may commercial recreation be detrimental to the community?
5. By what means can the community provide opportunities for a well balanced recreational program?
6. How can activities which use home talent contribute to wise use of leisure time?
7. What are the values and dangers of movies?

Illustrative Materials.

Pictures or posters showing how communities have provided for wise use of leisure time.

Newspaper clippings showing effect of harmful commercial recreation facilities.

Statistics showing relationship of inadequate and adequate recreational facilities to crime and its prevention.

Activities for Meetings.

Short educational film showing problems of inadequate community recreational facilities.

Discuss ways the community can provide opportunities for the wise use of leisure time, using illustrative material.

The teacher should lead a discussion on the needs of the local community for constructive leisure time activities.

Activities for Home.

Discuss wise use of leisure time with family members.

Discuss with friends and others the need for more recreational facilities in your community.

Meet with the parents of your children's friends and determine what hours children must be home, the favorable places for children to be entertained, and other aspects of wise use of leisure time.

Read articles to determine constructive way to combat leisure time problems.

References

Elliott, Mabel A. and Merrill, Francis E.
Social disorganization. New York. Harper & Brothers.
827 p. Ref. p. 619-648. 1934.

Greenbie, Marjorie Barstow.
The arts of leisure. New York. McGraw-Hill. 274 p.
1935.

Home Management Papers.
The seventh international management congress. Washington, D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p. 86-87. 1938.

Lindstrom, David E.

An organization for everyone in the community. Ill. Agr. Col. Ext. Bul. R.S.E.-10. 22 p. Rev. Sept. 1939.

Raping, A. H.

Education through organized community activities. W. Va. Agr. Col. Ext. Circ. 307. 44 p. illus. 1935.

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Source book for sociology. New York. American Book Co. 639 p. Ref. p. 292-315. 1935.

UNIT 7. THE HOMEMAKER AND HER PAID HELPERS

Generalizations

1. Courtesy and cooperation should characterize all the relationships between the homemaker and her paid helpers.
2. The homemaker and paid helper should be loyal to each other in their relationships with other people.
3. The personnel and character of the family help are the bases for planning the time of the paid helper.
4. The paid helper should have a definite understanding with her employer regarding wages paid, hours of work, type of work, and methods of doing the work assigned to her.
5. The homemaker has the right to expect the paid helper to respect the privacy of the home.
6. The homemaker should consider the physical and mental health of her paid help.

7. The homemaker should recognize the importance of regularity in the schedule of the paid helper and also the importance of free time.
8. The homemaker should be willing to pay a wage comparable to the time and energy required and the responsibility she expects the paid help to assume.

Problems

1. What qualifications should the paid helper have?
2. How can the homemaker have desirable relations with her paid help?
3. How shall the homemaker plan and organize the work in her home in preparation for a paid helper?
4. How can the homemaker assist the paid helper to plan and organize her work.
5. What should the contract include?

Problem 1. What qualifications Should
the Paid Helper Have?

Teaching Points.

1. Paid help should be cooperative, considerate, kind, industrious, loyal, and efficient.
2. Skill in doing housework and managerial ability are desirable qualifications of efficient helpers.

3. The paid helper should be as neat and clean in appearance as efficient performance of duties will permit.
4. A paid helper should respect the privacy of the home.
5. A paid helper should have good mental and physical health.
6. Good character is especially important in paid help if there are children in the home.
7. Desirable personality traits include cheerfulness, optimism, good disposition, judgment, good personal habits, cooperativeness, initiative, refinement, ability to plan work, ability to anticipate family's wants, ability to follow directions, and an understanding of the value of money.
8. Paid helpers who can perform and manage general housework efficiently are in demand.

Approach.

Many homemakers find it difficult to get helpers who are satisfactory according to a survey made by the United States Department of Labor. One woman stated that it is almost impossible to get paid help with both desirable personality traits and efficient work habits. There are some people who are very particular whom their children select for companions, yet these same people oftentimes give little thought to the

character traits of the paid help in their homes. In a survey made in one of the southern cities it was found that a large percentage of the paid helpers in the home were suffering from contagious diseases. It is important that some consideration should be given to the characteristics of the paid workers in the home.

Questions for Group Discussion.

1. How will you get information concerning the qualifications of paid helpers?
2. What qualifications do you consider important enough to inquire about before hiring a paid helper?
3. What personality traits do you desire in a paid helper?
4. What health requirements do you require in a paid helper?
5. How essential are managerial and efficiency qualifications in your paid helper?
6. What duties do you expect the paid helper to perform?
7. How do the standards of your family influence the requirements regarding personal appearance?

Illustrative Materials.

Posters showing the desirable personal characteristics such as suitable dress, posture, and health.

Pictures of a desirable room for the maid.

Activities for Meetings.

The teacher should help the class plan a score card for judging the important qualifications of a paid helper.

Practice interviewing paid helpers who apply for positions, using class members as employers and employees.

Home Activities.

Score your paid helper according to the score card planned in class.

Read one of the references given below regarding the qualifications for paid helpers in the home.

References

Duties and Responsibilities of the General Household Employee.
U.S. Dept. Int. Off. of Educ. Voc. Educ. Bul. 194.
32 p. 1938.

Home Management Papers.
Seventh international management congress, Washington,
D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p.
61 (a) to 71. 1938.

Household Employment in Chicago.
U. S. Dept. Agr. Bul. 106. 62 p. 1933.

Shultz, Hazel.
Housing and the home. New York. D. Appleton-Century.
420 p. Ref. p. 308-316; 332-335. 1939.

Problem 2. How Can the Homemaker Have Desirable
Relationships With Her Paid Help?

Teaching Points.

1. Recognition of the privileges and rights of others should characterize the relationships of the homemaker and her paid help.
2. An understanding should exist between the homemaker and her paid help regarding wages, free time, duties, living conditions, and marital status.
3. A schedule of work is an aid in developing desirable relations.
4. The paid helper should understand the homemaker's problems and the homemaker should understand the paid helper's problems. Each should have a charitable attitude toward the other.
5. The ability to see problems objectively rather than subjectively should be developed by both the homemaker and the paid helper.
6. Ability and willingness to adjust to others is essential for desirable relationships.
7. The homemaker should be fair and honest in all her relationships with her paid helpers.

Approach.

Mrs. Blank says she can never find a paid helper who is worth her wages. If she finds one who can work efficiently,

invariably that helper will have a mean disposition, or else she finds one who can neither get the work done or be cheerful in what she does accomplish. She has decided that all paid helpers are hard to get along with or else they are lazy.

Mrs. Pinetree says she never has difficulty with her paid help. She always has generous and congenial workers and usually she finds that she can let them manage the whole house in her absence without any serious mishaps occurring. But she says, she takes time to explain the schedule of work and recreation with her helper so that they both know what to expect of each other.

Surely there must be some reason for the opposite opinions of these two women. Evidently the relationships existing between the paid helpers and their employers must be very different.

Questions for Group Discussion.

1. What recognition should be given to the rights and privileges of the paid helper?
2. What kind of an understanding should exist regarding wages, free time, duties, marital status, and living conditions of the paid helper?
3. How shall the paid helper know what duties she is expected to perform?

4. How does the ability to see another's problems aid in developing desirable relationships?
5. What adjustments must be met by the homemaker and the paid helper?
6. What do we mean when we say we have the ability to see situations objectively rather than subjectively? How does this affect our relations to paid helpers?
7. How does the personality of the homemaker affect the relationships existing between her and her paid helpers?

Illustrative Materials.

Posters showing the effects of desirable and undesirable relationships between the paid helper and homemaker.

A picture of desirable living quarters for the maid.

A chart showing the schedule of work, free time, or time on call.

Activities for Meetings.

List the reasons why there is a shortage of employees in domestic service.

The teacher will lead a discussion on how to develop desirable relationships which should exist between homemakers and paid helpers.

Activities for Home.

Read references given below on how to handle people, how to secure cooperation, and how to develop a desirable personality.

Make a list of the desirable situations which exist between you and your paid help. Plan definite ways to improve your relationships and put plans into practice.

Improve relationships between paid helper and homemaker.

List the qualifications you would want your employer to have if you were a paid helper in some one's home.

References

Duties and Responsibilities of the General Household Employee.

U. S. Dept. Off. of Educ. Voc. Educ. Bul. 194. 32 p. 1938.

Home Management Papers.

The seventh international management congress. Washington, D. C. Baltimore, Md. Waverly Press. 121 p. 1938.

Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century. 420 p. Ref. p. 330-335. 1939.

Shultz, Hazel.

Making homes. New York. D. Appleton-Century. 519 p. Ref. p. 471-497. 1931

Problem 3. How Shall We Organize and Plan the Work in the Home in Preparation for a Paid Helper?

Teaching Points.

1. A list of the tasks to be accomplished in the home, their relative value, and the time required for each should be the basis for planning the work in the home.
2. A schedule of the tasks for which the paid helper is responsible should be planned.
3. The schedule should take into consideration whether or not the paid helper lives in the home.
4. The family members should respect the schedule of the paid helper.
5. Designation of the one person from whom the paid helper is to take orders results in better relationships and more efficient work.
6. An opportunity for some privacy should be possible if the paid helper is to live effectively and work efficiently.
7. The family should have a schedule of the work in the home, entertainment of guests in the home, hours meals are to be served, and any other activities that might influence or interfere with the paid helper's work schedule.

Approach.

In spite of the large number of unemployed there is a scarcity of workers in domestic service. Many of the paid helpers in homes would enjoy their work if the work in the

home was planned and organized efficiently. If family members are irregular in their meal hours, if they fail to cooperate with the paid helper by interrupting her schedule of work, or if they interfere with her hours for recreation, they must pay for their lack of consideration. No one can work efficiently under these conditions. Few can be happy working under such adverse circumstances. If the homemaker wishes to have efficient help in her home, she must organize her family members and the work she expects to have performed.

Questions for Group Discussion.

1. How shall the homemaker organize the work that is to be accomplished in the home?
2. How can the paid helper know what she is expected to do?
3. What shall be the attitude of the family members toward the paid helper's schedule?
4. How will you decide who shall give orders to the paid helper?
5. How shall privacy be provided for the paid helper?
6. How can social activities be planned so that they do not interfere with the paid helper's free time?

Illustrative Materials.

A schedule of the activities of the family that determine the paid helper's work schedule.

Activities for Meetings.

Discussion of the organization and planning of the work in the home in preparation for a paid helper.

Work out a time schedule of the activities of a hypothetical home.

Plan the paid helper's share of the work in this home.

Activities for Home.

Make a schedule of a typical day in your home.

Plan a schedule for family members including meals, time of arising in the morning and other activities which affect the work schedule of the paid helper.

Plan a tentative work schedule for the paid helper in your home.

References

Andrews, Benjamin R.

Economics of the household. New York. Macmillan.
626 p. Ref. p. 490-516. 1935.

Home Management Papers.

Seventh international management congress. Washington,
D. C. Baltimore, Md. Waverly Press. 121 p. Ref. p.
61-71. 1938.

The Servant Problem.

Fortune, March 1938.

Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century.
420 p. Ref. p. 308-330. 1939.

Shultz, Hazel.

Making homes. New York. D. Appleton-Century. 519 p.
Ref. p. 484-496. 1931.

Problem 4. How Can the Homemaker Assist the Paid
Helper to Plan and Organize Her Work?

Teaching Points.

1. The homemaker should help the paid worker to make a schedule of her tasks.
2. The homemaker should give clear and definite instructions regarding the way she wants the work done.
3. Short-cuts in housekeeping may be taught the paid helper in order that she may save time and energy.
4. The paid helper should be taught to dovetail tasks for efficient use of time and energy.
5. The homemaker should help the worker find time in her schedule for adequate rest and recreation.
6. Records of the time required to do certain tasks assist the paid helper in making a workable time schedule.

Approach.

Since no two homemakers have exactly the same ideals, the same problems and the same working conditions in their homes, it is difficult for a paid helper to know just what is expected of her. If a little time and thought is given to the

training of the paid helper, more efficient work and more desirable relations should result. The paid helper who is able to plan and organize her work can do it in less time, with less energy, and with greater satisfaction.

Questions for Group Discussion.

1. How can the homemaker assist the paid helper plan her work?
2. How will the paid helper know how the homemaker wants the work done?
3. What short cuts in housekeeping may be taught the paid helper?
4. How can the paid helper be taught to dovetail her tasks?
5. How can adequate time for rest and recreation be provided?
6. How can the paid helper improve her work schedule?

Illustrative Materials.

Time schedules which have been developed.

Activities for Meetings.

The teacher should lead a discussion on how to plan work schedules for paid helpers.

The teacher should lead a discussion of short-cuts which can be taught to paid helpers.

The teacher should lead a discussion of the need of the paid helper for rest and recreation.

Activities for Home.

Plan a time schedule with your paid helper.

Try to help your paid helper in short-cuts and in dovetailing tasks.

References

Duties and Responsibilities of the General Household Employee.

Voc. Educ. Bul 194. U. S. Dept. of Interior. Off. of Educ. Washington, D. C. 32 p. 1938.

Home Management Papers.

Seventh international management congress. Washington, D. C. Waverly Press. Baltimore, Md. 121 p. Ref. p. 67-71; 75-78; 81-82. 1938.

Shultz, Hazel.

Housing and the home. New York. D. Appleton-Century. 420 p. Ref. p. 308-330. 1939.

Shultz, Hazel.

Making homes. New York. D. Appleton-Century. 519 p. Ref. p. 484-496. 1931.

Problem 5. What Should the Contract Include?

Teaching Points.

1. A contract between the homemaker and her paid helper should include the various factors which affect the relationship between employer and employee.
2. A written understanding regarding the conditions for employment is the best type of contract to have.

3. The hours of work including "working time" and "time on call" should be listed.
4. The type of duties required should be stated in the written contract.
5. The contract should provide a wage in keeping with the skill of the worker, the responsibilities of the job, and the conditions under which work is to be done.
6. Whenever the wages are to be supplemented by gifts and other remunerations the contract should include these provisions.
7. The worker living in the home should have a comfortable room for her own use and convenient access to modern bathroom facilities.
8. Insurance against accidents arising in the course of employment should be carried by the employer.

Approach.

Business-like methods should be applied to the hiring of paid helpers in the home. Many misunderstandings arising after the paid helper is working in the home might have been avoided if a contract had been drawn up by the homemaker and signed by the paid helper. If each party to the contract has a copy for reference, there should be no misunderstanding

the terms of the contract on the part of either one.

Due consideration should be given to the contents of the contract so that the agreement will be fair to both homemaker and her paid helper.

Questions for Group Discussion.

1. What should the contract between paid helpers and the employer include?
2. What provisions should be made for living conditions of the paid helper?
3. Should insurance against accidents be carried by the homemaker?
4. What should determine the wages paid the helper? What wages should the helper receive?
5. How many hours of work should the homemaker expect from the paid helper?
6. What do we mean by "time on call"? What consideration should be given to the paid helper for time on call?

Illustrative Materials.

Contracts of various kinds.

Blank contract forms to be filled out.

Activities for Meetings.

The teacher will lead a panel discussion on contracts

between homemakers and paid helpers.

Have each member present fill in a contract form that applies to a paid helper.

The teacher will lead a panel discussion of "fair wages" and legal working hours for domestic workers in Kansas.

Some member of the class should discuss insurance for paid helpers in the home.

Activities for Home.

Draw up a contract for paid helpers in the home.

Apply as many of the suggestions given in the class to your own situation as possible.

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