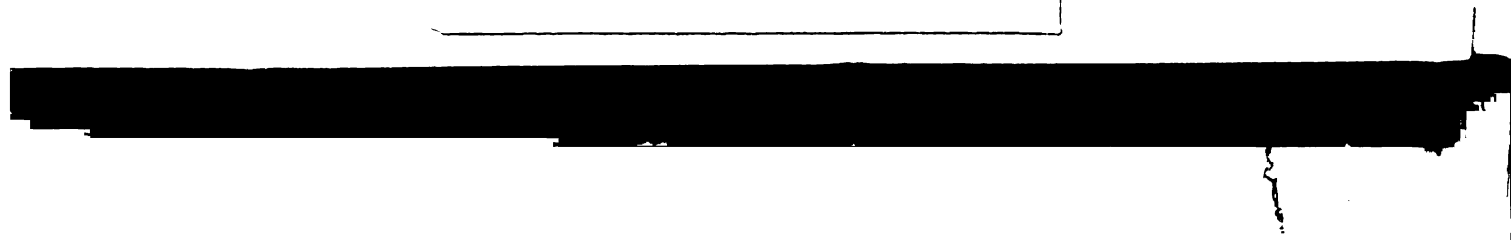
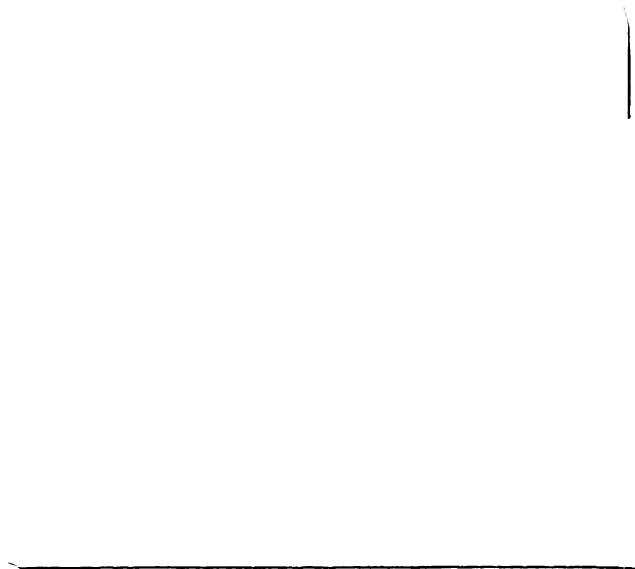


COMPARISON OF THE HOMEMAKING ROLE
CONCEPTIONS OF WORKING AND NON-WORKING
WIFE-MOTHERS IN TWO SOCIAL CLASSES

THESIS FOR THE DEGREE OF M. S.
MICHIGAN STATE UNIVERSITY

NETA SUE MELTON
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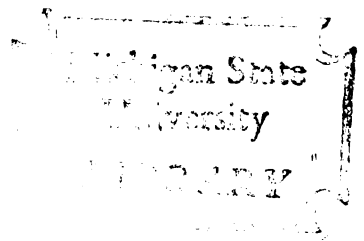
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ABSTRACT



COMPARISON OF THE HOMEMAKING ROLE CONCEPTIONS
OF WORKING AND NON-WORKING WIFE-MOTHERS
IN TWO SOCIAL CLASSES

by Meta Sue Helton

This study attempted to explore the homemaking role conceptions of women. How women conceive of their role as homemakers, whether in terms of jobs to be done or persons in the family, is important relative to the education of women to adapt to the reorganization of the family that is transpiring. Roles determine the managerial skills needed. If women, as homemakers, are the significant family managers, identification of their normative specifications of this role is important in order to bring about more effective utilization of managerial skills. New conceptions of skills may be needed.

The sample consisted of 20 wife-mothers, divided into four groups, to meet definite criteria as to social class and occupational role, which were believed to have an effect upon role conception. The women were of upper and lower social classes, and one-half of each class was employed outside the home. The wife-mothers represented the child-rearing stages of the family life cycle.

The specific objectives formulated for this study were to identify:

1. the women's conceptions of what it means to be a good homemaker.
2. the women's conceptions of home management.
3. the women's likes and dislikes of homemaking activities.

The three instruments used to elicit role conception were a rating scale of homemaking activities, open-ended questions, and a sentence completion test. These instruments were presented through personal interviews.

The findings revealed differences in homemaking role conceptions with regard to social class and within social class groups. The homemaking role conception of the upper class wife-mothers appeared to be person centered. The upper class women's conception of home management appeared to be the same as that expressed in defining a good homemaker. Specific homemaking activities which revealed important social class differences in responses of like or dislike were: (1) house-keeping, within working and non-working groups of both social classes; (2) child care within the lower working and non-working groups; and (3) the lower non-working group expressed a predominance of indifference relative to all homemaking activities.

COMPARISON OF THE HOMEMAKING ROLE CONCEPTIONS
OF WORKING AND NON-WORKING WIFE-MOTHERS
IN TWO SOCIAL CLASSES

By

Neta Sue Melton

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CHAPTER I

INTRODUCTION

The family is the oldest of social institutions;¹ however, it is undergoing a major change. Burgess, Locke, and Thones perceive a reorganization of the family.² A point of focus is the woman's role as homemaker. Miller and Swanson label the change as the professionalization of the homemaker role.³ Foote perceives a new role for women.⁴

One of the assumptions underlying most of the writings in home management is that the woman, in the position of homemaker, is the significant family manager. Implicit in the performance of the functions of the homemaker role are managerial skills.

This study attempted to explore the homemaking role conceptions of women. Insight relative to this purpose

¹Francis E. Merrill, Society and Culture (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955), p. 406.

²Ernest W. Burgess, Harvey J. Locke, and Mary M. Thones, The Family: From Institution to Companionship (New York: American Book Co., 1963), pp. 525-527.

³Daniel R. Miller and Guy E. Swanson, The Changing American Parent (New York: Wiley, 1948), p. 261.

⁴Nelson N. Foote, "New Roles for Men and Women," Journal of Marriage and Family Living, XXIII (November, 1961), pp. 525-529.

should provide knowledge for new directions of home management in meeting the needs of the changing family. If this investigation identifies how women, in fact, conceive of their homemaker role, it may assist in the education of women toward a more effective utilization of managerial skills. Finally, it may provide additional insight for bringing about a change of role. This may be necessary in order for persons to adapt to the reorganization of the family.

Operational Definition of Terms

Homemaker refers to the wife-mother as the significant family manager.

Role conception refers to the normative specifications that a person has of his role.⁵

Role refers to how an individual actually performs in a given position.⁶

Position refers to a particular combination of roles that are generally recognized as belonging

⁵Eugene J. Haas, Role Conception and Group Consensus (Ohio State University Research Monograph 117, 1934), p. 85.

⁶Kingsley Davis, Human Society (New York: The Macmillan Co., 1948), p. 90.

together.⁷

Social class refers to social segments that have developed sub-cultural patterns of behavior, thought, and values, which distinguish them from other groups.⁸

Status refers to the social placement within the larger society.⁹

Purpose of Study

The over-all purpose of this investigation was to ascertain how wife-mothers perceived their homemaking role.

Specific objectives of this study were to identify:

1. the women's conceptions of what it means to be a good homemaker.
2. the women's conceptions of home management.
3. the women's likes and dislikes of homemaking activities.

Assumptions

In this study it was assumed that:

⁷ Eugene J. Haas, "Role, Position and Social Organization: A Conceptual Formulation," Midwest Sociologist, XIX (December 1956), pp. 33-37.

⁸ Merrill, op. cit., p. 301.

⁹ Davis, op. cit., pp. 83-117.

1. The homemaker has a position in the family composed of the roles of wife, mother, housekeeper, and community action agent.
2. The homemaker may add an earner role.
3. The woman is the significant family manager.

Limitations of Study

This study was limited to:

1. The sample of wife-mothers that participated.
2. The instruments and techniques employed.

This study is a replication of selected aspects of the Van Bortel research.¹⁰

¹⁰Dorothy Van Bortel, "Homemaking: Concepts, Practices, and Attitudes in Two Social Class Groups," (Unpublished Ph.D. dissertation, Department of Human Development, University of Chicago, 1954).

CHAPTER II

LITERATURE REVIEWED

Literature was reviewed from the following perspectives: (1) factors affecting the homemaking role conceptions of women; i.e. social class, specialization, and employment; (2) definitions of home management which by implication define homemaking specifications of women in the family; (3) generalized formulations of the homemaking role in the contemporary family.

FACTORS AFFECTING ROLE CONCEPTION

Social Class

Haas pointed out factors which may make a difference in role conception:

Actors in any organization or society may have different conceptions of a particular role because of: (1) social class differences; (2) differences in occupational specializations; (3) regional or sub-cultural differences; (4) different positions which they occupy... The fact that roles are not always enacted in accordance with any one set of ideal standards may be partially explained by the fact that actors may have different normative expectations of themselves and of other actors in particular circumstances, which is to say¹ that they have different role conceptions.

¹Haas, Role Conception and Group Consensus, op. cit., pp. 3-4.

Leonard J. Duhl feels that lower class and middle class patterns of family life are quite different:

The demands upon the mother, the amount of activity, and the interests that are shared by husband and wife differ radically among socio-economic strata of our society.²

Kohn points out the differentiation of husband and wife roles:

In middle class families, mother's and father's roles usually are not sharply differentiated. In working class families, mother's and father's roles are more sharply differentiated, with mother almost always being the more supportive parent. In some working class families, mother specializes in support, father in constraint; in others, perhaps in most, mother raises the children, and father provides the wherewithal.³

The Van Bortel research revealed a traditional and developmental emphasis in home management among women representing upper-middle and upper-lower socio-economic groups. Responses indicated that the upper group placed more emphasis upon family relationships; the lower group of women placed emphasis upon housekeeping ability.⁴

²Leonard J. Duhl, "Individual, Family, and Community," Journal of Home Economics, LXVI (October, 1964), p. 580.

³Helvin T. Kohn, "Social Class and Parent-Child Relationships: An Interpretation," Marriage, Family, and Society, ed. Myron Rodman (New York: Random House, 1965), pp. 242-243.

⁴Van Bortel, op. cit., p. 123.

Specialization

Within our own lifetime the industrialization of many household functions has taken place: such as the preparation of foods, and the making and cleaning of clothes. These and many other activities of the home such as the care of the elderly, the education of pre-school children, and leisure pursuits have been transferred to large industrial establishments or other social organizations.

Laurence Frank noted that:

These were tangible alterations in activities, are less significant than the modifications that occur in the ideas and beliefs and the expectations that men and women bring to marriage and the establishment of a family. If we are to avoid the danger of fixation in this on-going evolution, we must attempt to find some guiding conceptions of housekeeping . . . With the transfer of household functions to industry and social agencies, we have begun to see what the family involves, and to realize how much the pattern of family life has been distorted by the household duties and functions. Then, today we are in a better position than ever before to ask: "What is the function of the family as distinct from the services that have been performed in the home: and how far can we conceive of homemaking in terms of desirable family life, rather than of family life as a product of housekeeping?"⁵

⁵ Laurence K. Frank, "The Philosophy of Home Management," Seventh International Management Congress: Home Management Series, vii (Washington D.C.: National Management Council, 1936), pp. 3-4.

Pearsons pointed out how specialization has affected the homemaking role. He emphasized that as certain functions of the family have been taken over by other specialized units, the family has been given freedom to concentrate on the socialization of the child and the emotional support and affection that is differentiated and not dispersed:

The family is more specialized than before, but not in any general sense less important, because the society is dependent more exclusively on it for the performance of its vital functions.⁶

Employment of Women

Much has been written as to the effects and effects upon family life of the added role, that of jobholder, to women's traditional roles of wife, mother, housekeeper, and community action agent. The National Manpower Council reported:

One-third of all the women in the United States work outside the home. Half of the women who work are over forty years of age. Three out of every five of the 22 million women in the labor force are married. Of all the married women in the United States, three out of ten are now working, and of all the mothers with children of school age, four out of ten are working outside the home. About 2.5 million women whose children are under six are in the labor force.⁷

⁶ Talcott Parsons, Family, Socialization and Interaction Processes (Glencoe, Illinois: Free Press, 1955), pp. 18-19.

⁷ National Manpower Council, Work in the Lives of Women (New York: Columbia University Press, 1959), pp. 18-19.

Homemaking Role Specifications Implicit in Definitions of Home Management

As the family changes, the philosophy of specialists and the content of the information which is disseminated moves in new directions. The following may represent homemaking role specifications by specialists in home management. Richel emphasized that:

Housekeeping, home furnishings, work simplification, and budgeting are not home management. They are tools. Time, energy, and money are only a few of the resources. The broader concept of home management centers attention upon family life as a whole, on the total goals of the family, and the ways in which decision-making and management in the home can help reach these goals. It begins with the broad question: How can all of our resources, available to the family for living - house, home furnishings, and equipment, available time, mental and physical energy, special abilities and skills, community resources and all others - be used so that family members can have the kind of life and living they most prefer?⁸

Paolucci, speaking at the White House Conference on Children and Youth, in 1960, said:

Becoming aware of the value content in family living, recognizing that values can be expressed through the performance of mundane household tasks, and the ability to define these values that underlie the choices and decisions individuals make is the first concern of home management.⁹

⁸ Jeanne T. Richel, "Philosophy of Home Management," Journal of Home Economics, LII, (January, 1960), p. 16.

⁹ Beatrice Paolucci, "Surveying What We Do - Home Management," (Abstract, White House Conference on Children and Youth, March 29, 1960).

Malone and Malone say of home management:

Intelligible and the keynote, with the usual products of housekeeping - waste, well-kept house, clean attractive clothing - as intermediary to the real products sought: happy, healthy people enjoying a full life.¹⁰

Generalized Formulations of Homemaking Role Conceptions

Research in the discipline of home management, by Dyer and Ketchum, pertaining to values has indicated that women verbalized a high priority upon family life.^{11, 12} Van Bortel, in 1954, found that the responses of women's conceptions of a good homemaker, of those participating in the study, fell into four categories: family relationships, personality attributes, managerial ability, and housekeeping ability.¹³

¹⁰ Carl C. Malone and Lucile H. Malone, Decision-Making and Management for Home and Home (Ames, Iowa: Iowa State College Press, 1958), p. 255.

¹¹ Doris Montgomery Dyer, "Students' Wives Values as Reflected in Personal and Family Activities," (Unpublished Masters Thesis, Department of Home Management and Child Development, Michigan State University, 1962).

¹² Frances Nettie Ketchum, "A Study of Homemakers' Values as Reflected in Personal and Family Activities," (Unpublished Masters Thesis, Department of Home Management and Child Development, Michigan State University, 1961).

¹³ Van Bortel, op. cit., p. 30.

In a study by Lopata, she reported that:

When describing the role of homemaker, the interviewees described tasks of maintenance of physical objects and applied standards of judgment which were not people-oriented. The homemaker was not described in terms of personal relations but in terms of the products of her activity.¹⁴

Lopata speculated that this emphasis of their role conception may have accounted for the fact that only 17% of 204 women placed the role of homemaker in first order of importance.

The literature presents evidence that the family is undergoing reorganization. Contemporary conceptions of home management by specialists suggest new managerial skills which are people-oriented. The traditional versus the developmental conception of the homemaking role is to be questioned of women.

¹⁴ Helena Zheniecki Lopata, "The Secondary Features of a Primary Relationship," Rural Organization, XXIV (Summer 1965), p. 113.

CHAPTER III

PROCEDURE

Sample Selection

It was deemed desirable to hold relatively constant as many variables as possible, and to use class groupings similar to those used by Van Bortol so that comparisons might be made. Hence, the sample was comprised of urban, white, presently married wife-mothers representing two social classes, with children in school.

The sample consisted of twenty women, divided as follows:

1. Five lower social class women who had paid employment.
2. Five lower social class women who had no paid employment.
3. Five upper social class women who had paid employment.
4. Five upper social class women who had no paid employment.

School lists were obtained from the Central Administration Office of the Port Huron Public Schools. School census cards, available in two elementary school offices

were reviewed to ascertain the occupation of fathers and mothers, and residential location of the families.

When a family appeared to meet the sample criteria, in occupation and ages of children, an inspection was made of the area and the house in which they lived. The Warner-Mecker-Eols Scale for computing the Index of Status Characteristics was used to obtain an Index of Status Characteristics Rating for each respondent.¹ This scale rated the four status characteristics: dwelling area, house type, occupation of husband, and known source of income.

Eight lower social class respondents who met all the qualifications were attained, from an initial list of forty-two tentative participants, by using the school census cards. Seventeen names were eliminated after inspecting housing and eleven did not qualify for the sample criteria, as they had small children at home. Four names taken from the school census cards were no longer at the address given. One woman was divorced.

At this point it became necessary to use other means for securing participants. The minister of a church in a deteriorating neighborhood, a teacher, and the observance of a home environment were sources for the identification of women who would meet the sample criteria.

¹W. Lloyd Warner, Marjorie Meeker, and Kenneth Eols, Social Class in America (Chicago: Social Research Associates, Inc., 1950), pp. 121-129.

Of the thirteen lower class women who met the qualifications, three refused to participate. Reasons verbalized were: not liking to do that sort of thing, working outside the home which did not allow time for participation, and one woman presented no reason.

Six upper social class respondents, who met all the qualifications, were attained from an initial list of forty tentative participants by using the school census cards. Thirty-one names were eliminated after inspecting housing, and three did not qualify for the sample as they had small children at home. Other means employed for securing participants were the minister of a church with a predominance of the upper social class and an interior designer.

Of twelve upper class women who met the sample criteria, two women who were not employed refused to participate. Reasons verbalized were: not wanting to be bothered and one woman stated that she was too busy because of moving.

The school census cards were found to be limiting because they did not indicate ages of other children in the family. Too much time and effort was expended in futility, to find that the family did not meet the criteria as to ages of their children. Ascertaining status by observance of the area and dwelling of tentative respondents was a process that could be eliminated when women who met the sample criteria could be identified by referral from persons.

Upper class women in this particular sociological area who work appeared to be an exception.

Instrumentation

Three research instruments were used in the following order: (1) a rating scale of homemaking activities; (2) seven open-ended questions; and (3) a sentence completion test. These instruments were used in the Van Bortel Research in 1954.² A complete set of the instruments are included in the Appendix.

Face-to-face interviews, approximately of one hour in length, in the respondents' homes, were the means used for securing information. The interview schedule was divided into four parts: (1) personal data; (2) rating scale of homemaking activities; (3) open-ended questions; and (4) a sentence completion test.

Data pertaining to the persons were used to compute the rating of status characteristics, according to the Warner-Mecker-Eels Rating Scale, and to establish the criteria of the sample, as to working and non-working and ages of their children.

²Van Bortel, op. cit.

The rating scale of homemaking activities which was designed by Van Bortel to elicit attitudes toward homemaking was classified under six headings: food preparation, housekeeping, care of clothing, supervision of children, managerial, miscellaneous, and extra-homemaking activities. This writer made minor changes in the rating scale, among which were classification of homemaking activities under the headings of food preparation, housekeeping, care of clothing, child care, family finances, mental, community, leisure, and miscellaneous.

Seven open-ended interview questions were selected from among those used by Van Bortel. Selection was made upon the basis of the following points of departure from the Van Bortel research, namely the exclusion of (1) directed questioning as to specific managerial practices (2) the objective of ascertaining goals and values that affect home activities, and (3) the use of time as a major objective for questioning. The questions were

1. How would you describe a good homemaker?
2. What does managing a home mean to you?
3. If you had one day to do exactly what you would like to do, how would you spend it?
4. What is your greatest problem in managing a home?
5. What responsibilities do you leave up to your husband?

6. If you work outside the home, what are the satisfactions of combining the roles of homemaker and jobholder? - the dissatisfactions?

7. If you do not work outside the home, why have you chosen not to do so?

The open-ended questions provided an open framework for collecting data relative to the specific objectives of identification of the particular wife-mother's conception of a good homemaker, home management, and her likes and dislikes associated with activities performed in the position of homemaker.

A sentence completion test developed by Van Bortel was used to secure information about the homemaker's conception of her role, and the likes and dislikes associated with homemaking activities.

The original test had a total of one hundred items, divided into two parts composed of fifty items each. The present investigator eliminated one category, composed of fifteen items relative to private definitions of general social values.

The test items used were intended to elicit attitudes of the wife-mothers toward homemaking. Items related to self, other women, and the position of women were believed to be pertinent in ascertaining the extent of which the wife-mother's homemaking role was identified in the perception of self and the perception of other women.

Collection of Data

The initial contact with the tentative participants was made by means of a letter explaining the study. Different letters were written to lower and upper wife-mothers. The women of the upper social class were then contacted by telephone. This form of communication was not always possible with the women of the lower social class, as numbers were unlisted or they had no telephone. In those cases, this group was contacted personally.

At the initial contact, if the wife-mother met the criteria of the study and desired to participate, a time was set for the interview. Data for the study were obtained through personal interviews with each woman, in her home.

The interview was structured around the instruments used in the following order:

1. Personal data were secured.
2. Women responded as to their likes and dislikes of homemaking activities as presented in the rating scale.
3. Open-ended questions were asked.
4. Women responded to the incomplete sentences.

The personal data validated the occupation of the husband in order to compute status, the position of the woman as to working or non-working, and the ages of the children. This information was attained by asking the

interviewees to tell the interviewer something about her family.

The list of housework activities was presented to the interviewee to record the responses. The open-ended questions were asked and responses were recorded by the interviewer. The sentence completion test was given to the women. The idea of the test was explained to the respondent with a sample item and response by the interviewer. In order to insure that the responses were not labored too long the interviewer read the items and recorded the responses. The woman was asked to give an immediate response. If the respondent could not think of a comment, the item was skipped. The test was begun at different points from one interview to another to neutralize the effect of placement of the statement in the test.

The sentence completion test appeared to have no social class boundaries. It was found to be effective in getting at conflicts of individual persons quickly. Participants reacted favorably to this instrument. Van Bortel reported otherwise.

Analysis of Data

Personal data such as ages of children; occupation of husband and wife-mother were analyzed and described.

The sociological information such as dwelling area, house type, occupation of husband, and known source of income was tabulated for each participant, according to the Warner-Mecker-Eels Scale.⁴ Each participant was then classified as to social class according to the Index of Status Characteristics obtained for each respondent.

Data pertaining to likes and dislikes of homemaking activities were categorized in summary form according to social class and working and non-working positions of the women.

The open-ended questions and the sentence completion test were analyzed using the following categories of conceptions of: (1) homemaking; (2) home management; (3) the family; (4) self; (5) others, toward self; (6) own position in the social strata; and (7) the position of women. Likenesses and differences of upper and lower class wife-mothers were summarized and inferences drawn.

Inferences were made from the data collected by the three instruments used in the study as to the homemaking role conceptions of the wife-mothers.

⁴ Warner, Mecker, Eels, op. cit., pp. 121-129.

CHAPTER I/

Description of the Sample

Characteristic differences for upper and lower class women appeared relative to education and occupation (Chart 1).

The occupations of the husbands of the upper class wife-mothers were in professional and business areas. Husbands of the lower class group were in areas of skilled and semi-skilled labor.

Employment of the wife-mothers of the upper social class represented the following: librarian, teacher, journalist, travel service agent, and secretary. The working wife-mothers of the lower social class were employed as: telephone operator, nurse-aide, and factory workers.

The educational level of the wife-mothers of the upper social class ranged from that of high school to college. Two women had a masters degree. The average educational level of this group was college. The range of the wife-mothers of the lower social class was from the sixth grade level to high school. The average educational level of this group was the completion of the eighth grade.

The sample criteria set forth factors of resemblance. All women represented a relatively similar stage of the family

life cycle. It appeared that wife-mothers of both upper and lower social classes, who have children in elementary school, also have children at home or in high school. It appeared that this was the rule, rather than the exception, for this representation of wife-mothers.

The sample criteria pertaining to social class presented a big variance, as ascertained by computation according to the Warner-Mecker-Fels Rating Scale for the Index of Status Characteristics.¹

The ratings of the upper class women ranged from fourteen to twenty-eight. The ratings of the lower class women ranged from sixty-one to eighty-two.² The ratings obtained in the Van Bortel research ranged from eighteen to thirty-eight, and from fifty-one to sixty-eight, respectively.³ The present study, therefore, presented a greater variance between the two social classes as computed in these studies.

¹ Warner, Mecker, Fels, op. cit., pp. 121-129.

² Social class equivalents for I.S.C. Ratings in the Jonesville Study were: upper (12-22); indeterminate (23-24); and upper-middle (25-33). . . lower-lower (67-84); indeterminate (85-86); and upper-lower (54-62). Ibid., p. 127.

³ Van Bortel, op. cit., p. 13.

Chart 1.--Characteristics of Wife-Mothers and Their Families. (N=20)

Characteristics	Upper Group (A-10)	Lower Group (B-10)
Occupation of husbands	Professional and businessmen.	Skilled and semi-skilled laborers.
Occupation of women	Librarian, teacher, journalist, secretary, and travel agent.	Telephone operator, nurse-aide, and factory workers.
Children		
Total number	39	49
Average number	4	5
Average age	11.5	12.6
Education of husbands		
Less than eighth grade	0	2
Eighth grade only	0	1
Less than high school	0	5
High school only	1	2
College or professional	9	0
Beyond 4 years of college	0	0
Education of women		
Less than eighth grade	0	1
Eighth grade only	0	4
Less than high school	0	2
High school only	4	3
College or professional	4	0

CHAPTER V

FINDINGS, SUMMARY, AND IMPLICATIONS

LIKES AND DISLIKES OF HOMEMAKING ACTIVITIES

The rating scale of homemaking activities presented likes and dislikes of the women interviewed. The wife-mothers were presented an inclusive list of homemaking activities classified as: food preparation, housekeeping, care of clothing, child care, family finances, mental, community, leisure, and miscellaneous, (see Appendix, page 58). For each activity the wife-mother was asked to indicate whether she liked, disliked, or neither liked nor disliked performing the activity which represented a function of homemaking.

Homemaking Activities Liked

Responses of likes and dislikes indicated that child care, leisure, and food preparation were the most satisfying activities of both social classes represented in the study; that is, these activities accounted for the greatest number of positive responses in the rating scale of homemaking activities (Table 1). However, the lower-non-working group expressed more indifference toward all homemaking activities.

Table 1.--Number of Expressed Likes and Dislikes of Foremaking Activities.

Activities	Upper Working			Upper Non-Working			Lower Working			Lower Non-Working		
	L	D	I	L	D	I	L	D	I	L	D	I
<u>Food Preparation</u>												
Planning Menu	3	2	0	4	0	1	1	0	4	2	0	3
Writing Market Order	2	2	1	3	0	2	2	0	3	1	0	4
Food Shopping	2	2	1	4	0	1	2	1	2	2	1	2
Storing Food	0	3	2	0	2	3	0	2	3	1	1	3
Preparing Food	5	0	0	4	0	1	4	0	1	2	0	3
Baking	5	0	0	5	0	0	4	0	1	3	0	2
Serving	2	1	2	3	1	1	2	1	2	2	0	3
Dish washing	0	2	3	0	2	3	2	2	1	0	3	2
Disposing of Garbage	0	3	2	1	1	3	0	1	4	0	2	3
Total	19	13	11	24	6	15	17	7	21	13	7	25
<u>Housekeeping</u>												
Caring for equipment	0	2	3	2	0	3	2	2	1	1	1	3
Daily house cleaning	1	1	3	2	0	3	2	2	1	1	0	4
Waxing floors	0	2	3	1	2	2	2	2	1	1	0	4
Weekly cleaning	1	1	3	4	0	1	2	1	2	1	0	4
Seasonal cleaning	1	3	1	1	2	2	1	3	1	1	0	4
Cleaning basement	0	2	3	1	4	0	0	3	2	0	2	3
Cleaning closets	0	1	4	0	2	3	2	1	2	1	0	4
Total	3	13	20	11	10	14	11	14	13	6	3	25

Legend: L = like

D = dislike

I = indifferent

Table 1.--(Con't.)

Activity	Upper Working			Upper Non-Working			Lower Working			Lower Non-Working		
	L	D	I	L	D	I	L	D	I	L	D	I
<u>Clothing</u>												
Assembly for laundry	0	2	3	2	0	3	1	1	3	0	0	5
Washing	1	1	3	3	1	1	5	0	0	2	0	3
Drying	2	0	3	3	1	1	3	0	2	1	0	4
Ironing	0	4	1	2	2	1	0	4	1	0	3	2
Putting away	0	3	2	3	1	1	2	1	2	1	0	4
Upkeep	1	1	3	1	3	1	1	2	2	1	1	3
Mending	1	2	2	1	3	1	3	2	0	1	1	3
Remodeling	1	2	2	1	3	1	2	2	1	2	0	3
Making	5	0	0	3	2	0	1	1	3	2	0	3
Planning to buy	4	0	1	2	0	3	3	0	2	1	0	4
Shopping	3	0	2	0	1	4	4	0	1	1	0	4
Storing seasonal	0	2	3	0	2	3	2	2	1	1	0	4
<u>Total</u>	18	17	25	21	19	20	27	15	18	13	3	42
<u>Family Finances</u>												
Planning	3	1	1	2	1	2	2	1	2	1	0	4
Keeping records	1	1	3	1	2	2	1	3	1	0	1	4
Paying bills	1	1	3	2	1	2	1	3	1	1	2	2
<u>Total</u>	5	3	7	5	4	6	4	7	4	2	3	10
<u>Child Care</u>												
Physical care	3	0	2	4	1	0	4	0	1	2	0	3
Guidance	5	0	0	5	0	0	4	0	1	2	0	3
Recreation	5	0	0	4	0	1	4	0	1	2	0	3
Supervising Activities	5	0	0	4	0	1	4	1	0	1	0	4
Illness	1	1	3	2	1	2	0	0	5	1	2	2
Supervision of pets	1	1	3	3	0	2	3	2	0	1	2	2
Supervision of toys	2	0	3	3	0	2	5	0	0	1	0	4
<u>Total</u>	22	2	11	25	2	6	26	3	8	10	4	21

Table 1--(Con't.)

Activity	Upper Working			Upper Non-Working			Lower Working			Lower Non-Working		
	I	D	I	I	D	I	I	D	I	I	D	I
Mental												
Planning work schedule	2	1	2	2	1	2	0	2	3	0	0	5
Making decisions	3	0	2	2	2	1	1	1	3	0	0	5
Organizing time	1	1	3	4	0	1	2	0	3	0	0	3
Choosing the desirable	3	0	2	2	0	3	2	1	2	0	0	5
Total	9	2	8	10	3	7	5	4	11	0	0	20
Community												
Church	4	0	1	3	0	2	0	0	5	1	0	4
P.T.A.	0	1	4	1	1	3	0	2	3	0	0	5
Child Study	0	0	5	0	0	5	0	0	5	0	0	5
Other	2	0	3	3	0	2	2	0	3	0	0	5
Total	6	1	13	7	1	12	2	2	15	1	0	19
Leisure												
With family	3	0	2	4	0	1	3	1	1	1	0	4
With couples	4	0	1	5	0	0	1	1	3	1	0	4
With neighbors	2	0	3	4	0	1	3	1	1	0	0	5
With husband	3	0	2	4	0	1	3	1	1	2	0	3
With women	3	0	2	2	2	1	3	0	2	1	0	4
Total	15	0	10	19	2	4	13	4	8	5	0	20
Miscellaneous												
Care of sidewalks	2	0	3	1	0	4	1	1	3	0	0	5
Gardening	1	0	4	5	0	0	5	0	0	1	0	4
Painting	1	0	4	4	0	1	2	2	1	2	0	3
Interior Decorating	5	0	0	4	0	1	5	0	0	0	0	5
Maintenance of car	0	0	5	1	2	2	0	3	2	0	0	5
Furniture Assembly	3	0	2	2	2	1	4	0	1	3	0	2
Letter Writing	1	0	4	3	2	0	4	1	0	0	2	3
Chauffeurage	0	1	4	1	4	0	2	2	1	0	1	4

Food preparation activities were expressed as being more liked than disliked in all sample groups but only in relation to certain aspects. Food storage, dishwashing, and disposing of garbage each received no more than two responses of "like". There was a difference between upper and lower class groups in response to the total activities pertaining to food preparation. The upper social class expressed more "likes" in this area (Figure 1).

In a previous study, using the same instrument, Van Bortel concluded that child care was not so well liked as food preparation.¹

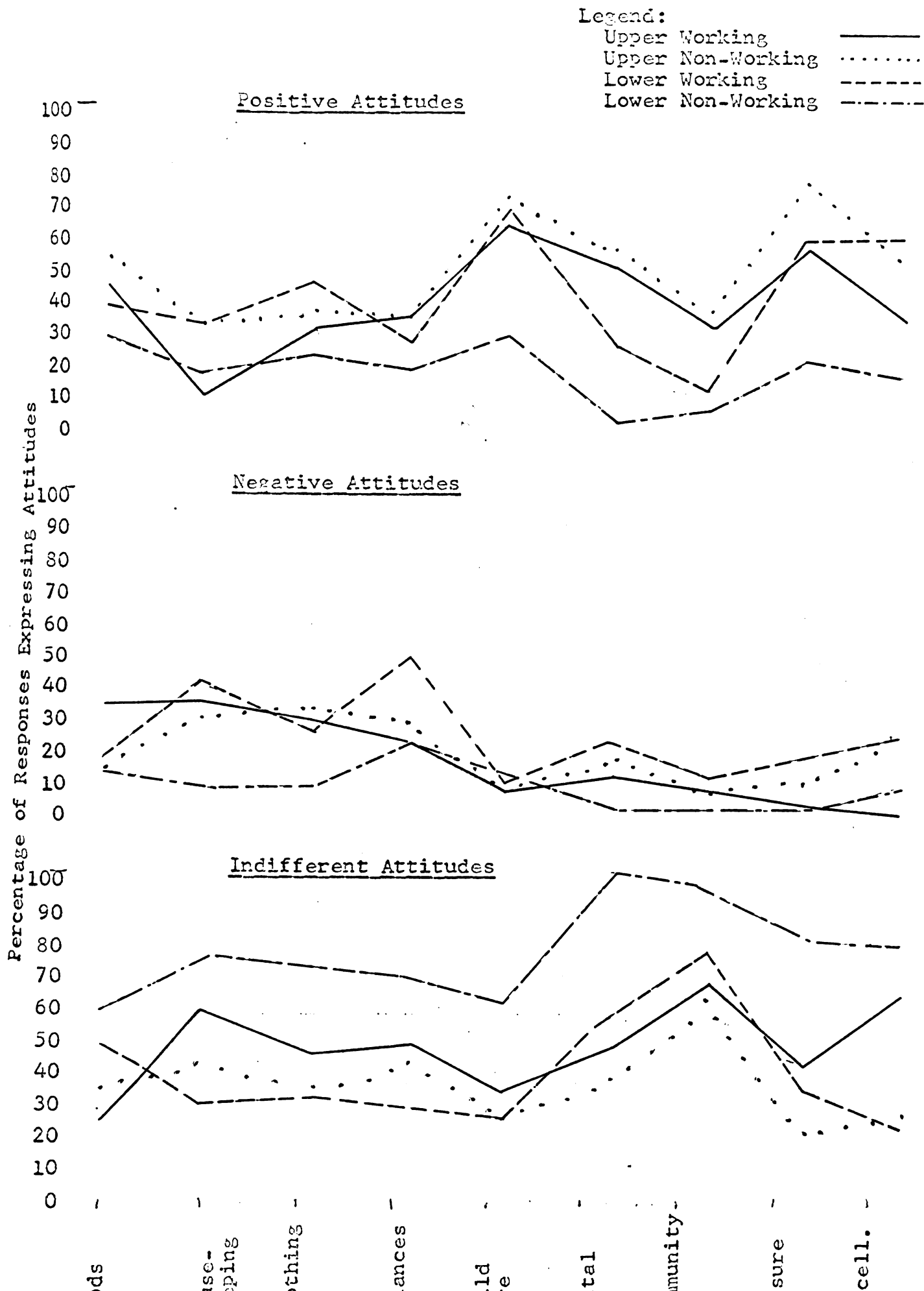
Homemaking Activities Disliked

Ironing was the activity most disliked in all sample groups (Table 1). Working women, regardless of class, tended to dislike rather than like housekeeping activities. In 1929, Wilson reported that Oregon farm homemakers found housecleaning to be the most disliked task.² In 1940, Warren

¹Van Bortel, op. cit., p. 23.

²Maud Wilson, Use of Time by Farm Homemakers (Oregon Agricultural Experiment Station Bulletin 332, 1929).

FIGURE I. ATTITUDES TOWARD HOMEMAKING ACTIVITIES.



reported that New York farm women disliked house-cleaning the most, and dish-washing was the next most disagreeable task.³ Muse reported in 1946, that house-care was the most disliked task of Vermont farm women.⁴

Differences - Social Class and Occupational Role

The greatest difference within class groups pertained to the activity of housekeeping and those activities classified as mental (Figure 1). Responses indicated that women in the upper non-working group liked housekeeping. 31.4 percent of the responses of the upper non-working group expressed a liking of housekeeping; as compared to 8.6 percent of the responses in the upper working group. Similarly, the lower class group of wife-mothers expressed dislikes with regard to housekeeping. Forty percent of the lower working wife-mothers expressed a dislike for housekeeping, as compared to 8.6 percent of the non-working women of the same group.

There were important differences of attitudes toward homemaking activities classified as mental. The lower

³Jean Warren, Use of Time in Relation to Home Management (Cornell University Agricultural Experiment Station Bulletin 734, 1940).

⁴Marionne Muse, Time Expenditures in Homemaking Activities in 132 Vermont Farm Homes (Vermont Agricultural Experiment Station Bulletin 530, 1946).

class wife-mothers expressed a predominance of indifference toward mental activities, especially the non-working group. Mental activities were responded to by unanimous indifference in the lower non-working group. Both upper class groups indicated a predominance of liking mental activities.

Within a class group, there was an important difference in the lower working and non-working groups relative to child care. The lower non-working group expressed a predominance of indifference to all housework activities (Figure 1). Indifference was expressed in the following order, proceeding from greater to lesser: mental, community, leisure, miscellaneous, housekeeping, clothing, family finances, child care, and food preparation.

Community activities in all groups received responses indicating indifference more than like or dislike. There was a social class difference in positive responses. The upper class women indicated more enjoyment of community activities. Van Bortel reported that in almost every measure, the lower group showed less interest in community participation.⁵ The cross of community service involving service organizations may not be participated in by the lower class, which may account for the indifference.

⁵Ibid., p. 134.

In the area of clothing, shopping was most liked by working women in both classes. Clothing construction was most liked by upper-working respondents (Table 1). Activities pertaining to family finances presented particular differences among women of the lower working and non-working groups (Table 1).

The present investigation revealed a different trend relative to class differences toward homemaking activities than that of the Van Bortel research. The findings from the rating scale of homemaking activities of the Van Bortel study were reported to show definite class differences in attitudes toward homemaking activities:

The upper group had a much less positive and more indifferent attitude than did the lower class homemakers.⁶

The present study indicated that the upper group had a more positive attitude toward homemaking activities, and the lower non-working women verbalized indifference toward activities of homemaking.

Conceptions of a Good Homemaker

Responses to the open-ended question, "How would you describe a good homemaker?" indicated that the upper

⁶ibid., p. 156.

class group stressed ability to achieve relationships, whereas the lower group emphasized ability to achieve order of things.

Ideas presented in defining a good homemaker in the upper class group were: (1) love, security, nutrition, and health; (2) one whose children are happy; (3) has a home expressing happiness and well-being; (4) one whose orderly home is incidental to her relationship with her family - tasks are secondary; (5) an enjoyable and happy person; (6) puts husband first, then family; (7) creates a pleasant atmosphere; and (8) puts husband and children ahead of self. These represent expressions emphasizing family relationships.

Responses of the lower class wife-mothers were: (1) interested in family; (2) interested in doing things in the home; (3) keeps house in good shape and plans ahead; (4) gets things done on time; (5) makes a comfortable home; (6) organized - house neat and clean; (7) cares for kids, cooks for them and supervises them; (8) loves her husband and family; and (9) got to be able to plan. One woman asked, "What is a homemaker?" These responses represent expressions emphasizing the achievement of the order of "things".

In response to the incomplete sentence, "A sure sign of a successful homemaker is . . .," women differed

as to concepts emphasized. They were:

Upper Working

a smart one.
one that does everything her
husband decides.
content with what she has and
willing to work for more.
a happy family. (2)

Upper Non-Working

a happy home.
a happy family.
good planning.
organization
gets things done on time.

Lower Working

a happy family. (2)
her attitude
a happy woman. (2)

Lower Non-Working

a well adjusted family.
a happy family. (2)
somebody that is
organized.
they can do everything.

The responses seemed to vary with the technique used. This may be suggestive of several things: The sentence completion instrument required a quick, precise thought and priorities may be emphasized in this way; the interviewer may have read into the responses to the open-ended question, a priority; and the lower class woman may express the priority given to family relationships through tangible symbols expressed in the open-ended questions.

Van Bortel found that the upper group tended to define a good homemaker in terms of family relationships, while the lower group showed more concern for managerial and housekeeping abilities.⁷ She reported:

⁷Ibid., p. 123.

Responses supported the hypothesis that the upper group of homemakers are primarily concerned with family relationships and personality attributes which would foster good family relationships.⁸

When asked to complete the sentence, "In homemaking . . . ," participants responded with ideas which expressed that they considered themselves to be the central figure. Homemaking was not conceived as a mutual or shared responsibility. The majority of the women in all groups expressed positive ideas.

The responses to complete the sentences, "In homemaking . . . ", "Housekeeping is . . . ", and "Cleaning is" elicited like ideas in all cases, suggesting that homemaking and housekeeping were perceived as being synonymous.

Conception of Home Management

Five persons in the upper social class gave responses which perceived managing a home as a way of life and having to do with family relationships. One upper-working respondent thought of managing a home in terms of decision-making. Two persons in the lower non-working group emphasized supervision of children, as did two in the upper non-working group. Both non-working groups perceived home management in concepts

⁸Ibid., p. 124.

relating to money management, maintenance, and housekeeping. There were no important differences as to occupational role or social class of those defining home management in concepts relating to organization and time.

Van Bortel reported that differences between the two groups follow the same pattern in conceptions of home management as in responses of defining a good homemaker.⁹

In discussing problems in managing a home, women expressed concepts such as time, keeping house orderly, scheduling activities, discipline, clothing upkeep, budgeting, organization, decision-making, cleaning, ironing, and child guidance. Responses did not indicate a pattern in any group.

In discussing the responsibilities of their husband, one upper working wife-mother indicated that responsibilities were a partnership. Two non-working women responded that they made all decisions together. Two lower working wife-mothers stated that their husbands did the whole of housework when they were away at work; and they did what their husbands didn't do when they were home and their husbands were at work. One lower working participant emphasized with strong feelings, "He doesn't have any!"

Responses revealed that the upper non-working women left little responsibility to their husband except finances.

⁹*Ibid.*

Other responses did not indicate differences. As a total group they expressed a predominance of differentiation in responsibilities. Responsibilities of husbands mentioned by the women were maintenance, food shopping, supervision of children, payment of bills, yard work, care of the car, religious supervision, and decision-making.

Conception of Self

In response to the incomplete sentence, "I am . . .", of those working, only one upper wife-mother identified her dual role of worker and homemaker. One upper non-working woman identified her role as homemaker. Three upper working women identified themselves in terms of a career. Responses had negative connotations in all groups except upper working, with the exception of one upper non-working respondent who said, "a good homemaker".

In comparing responses of the previous statement to those in completion of the item "People think of me as . . .", there was agreement in the lower groups. The upper group responses indicated that others rate them better than they rate themselves. This may suggest lack of openness with self.¹⁰

¹⁰Carl R. Rogers, On Becoming a Person (Boston, Massachusetts: Houghton-Mifflin Co., 1961), p. 76.

Participants in all groups made self-evaluative and role descriptive statements.¹¹

The incomplete sentence, "My lot in life . . .", elicited four responses in the upper working group which expressed positive evaluation; one, expressed a dual role. Three, in the upper non-working group expressed positive evaluation, one woman expressed a wife role, and one respondent expressed a wife-mother role. Two responses in the lower non-working group expressed positive evaluation, one woman expressed a positive goal, and two expressed negative ideas. Two, in the lower working group, expressed indifference, one woman expressed ambition, and another gave a negative response.

The upper class groups were more positive toward themselves with the exception of one upper non-working woman who expressed, "I have no idea". The lower non-working group appeared to be the most negative. Two lower working wife-mothers expressed negative responses.

Conception of Their Family

In response to, "Father was . . .", the upper class presented positive feelings toward their mothers. Feelings were expressed in terms of personal relationships. Negative

¹¹ Kuhn finds that responses to the question, "Who am I?" can be classified into five categories: social groups and classifications, ideological beliefs, interests, ambitions, and self-evaluations. See Kuhn, op. cit., p. 11.

expressions were made only in the lower social class groups. Negative statements pertained to discipline. When asked, "Father was . . .", responses of all classes were positive. In response to, "My husband . . .", all upper class respondents were positive. The lower social class included two positive responses, others were negative, with the exception of one response which was a statement of fact, as "works afternoond".

No distinctions could be made between groups in responses to, "My children . . .". All comments were positive with one exception in the lower non-working group. The same terminology was used by all groups.

"My family . . .", elicited positive attitudes in all groups. When compared with items - "My husband . . ." and "My children are . . .", it appeared that family is interpreted as children in the lower social class group.

Conception of Position in Social Strata

"My home compared to my mother's . . ." elicited various responses. Upper class non-working responses indicated improvement in position. Upper working women expressed comparisons that may or may not indicate improvement. Lower social class responses did not express better or worse. Responses to this statement indicated that the concept of home seems to be individually interpreted as pertaining to house, tasks, or persons in the family.

When asked, "I would rather . . . ", responses in all social classes were expressive of concern with themselves. One person responded with concern with tasks to be done, as "iron then do dishes".

"My ambition . . .", elicited responses that suggested that the upper social class woman viewed herself in the roles of wife and mother, whereas the lower class woman saw herself primarily as a mother.

In responding to the direct question - "If you had one day to do exactly what you wanted to do, how would you spend it?" one upper working woman mentioned an activity which would take place within the home, "baking". Other responses were activities outside the home, with the exception of one upper non-working wife-mother who responded, "in bed".

When responding to "She took a full-time job because . . . ", three upper working wife-mothers suggested ideas relating to self-fulfilment. Lower working women indicated financial reasons. Two upper non-working women expressed: "they have to work;" one, "she was bored;" and one, "was tired of housework."

In discussing the satisfactions of combining a job and homemaking, satisfactions mentioned among the upper group were: "I feel more accomplished and self-satisfied," "My job allows me to be home when the children are," "I find

more interests"; "I'm a more interesting person"; "I'm not climbing the walls with boredom"; and "I don't get into a major rut." The lower group mentioned the following: "I love to work"; "I would work 16 hours a day if they'd let me"; "My family respects me more"; "My husband and I don't see each other, there's less tension"; "Kids have not had to say 'no' because of money"; "I like to meet people"; "The income looks good"; "I get out with other women and get new ideas"; and "I can give my kids more of the things they need."

In discussing the dissatisfactions of combining the two roles of worker and homemaker, those mentioned among the upper group were: "Can't be as good a homemaker or housekeeper," "I don't have as much time to spend in doing things like baking"; "The neighbors seem to pity me"; "Can't say that I've found any"; "My children have to adjust to mother not being available all the time"; and "I miss out on things." The lower group mentioned: "I'm not able to keep the house up like I'd like to"; "I haven't found any," and "none".

In response to the question, "Why haven't you chosen to work outside the home?", all of the upper class women stated in some way that they had not needed to work and didn't have time. All lower class wife-mothers responded, emphasizing that they didn't work because of the children.

Conception of the Position of Women

When asked, "Compared to men, women . . .", upper working women responded negatively. Three of the five upper non-working women made positive responses. The lower class women who responded had more positive than negative concepts. To the item, "A man wants a woman who . . .", responses of the upper group suggested companionship roles. One response suggested a partnership role. Lower wife-mothers revealed a subordination of the wife to the husband.

GENERAL CONCLUSIONS AND DISCUSSION

There seemed to be differences between the upper and lower class wife-mothers in their conceptions of homemaking. Chart 2 serves as a brief summary of the perceived similarities and differences between the two groups of women. Occupational role outside the home appeared to make a difference in attitudes toward particular homemaking activities and, among the lower group, in attitudes toward homemaking in general. Chart 3 serves as a brief summary of the perceived differences of working and non-working wife-mothers.

Upper Class Wife-Mothers

The upper class wife-mother, represented in the study, expressed an interest in and liking of homemaking.

She expressed a positive attitude toward her family. She perceived a good homemaker in terms of ability to achieve relationships among family members for the attainment of a particular way of life. She preferred homemaking activities having to do with child care, food preparation, and leisure. She disliked ironing, washing dishes, and chauffeuring. She appeared to have a broad concept of home management, defining it in terms of family relationships, a way of life, supervision of children, and decision-making; in addition to the traditional concepts of organization and time, money management, maintenance, and housekeeping skills. She worked outside the home for self-fulfillment or did not work because she didn't need to and didn't have time.

Lower Class Wife-Mothers

The lower class wife-mother, represented in the study, expressed indifference relative to homemaking activities. She expressed a positive attitude toward her children. She perceived a good homemaker in terms of ability to achieve order of things or housekeeping ability. She appeared to give emphasis to tasks in relation to people. She preferred homemaking activities having to do with child care and food preparation. She expressed negative attitudes toward herself. She expressed indifference toward mental activities and community activities. She worked outside the home because of finances or did not work because of children.

Employment Outside the Home

Both groups of working wife-mothers expressed more dislike of housekeeping activities. There appeared to be differences in indifferent attitudes of the lower working and non-working groups. The lower non-working group expressed indifference to all homemaking activities.

Points of comparison	Likenesses	Differences Characteristic of:	
		Upper Group	Lower Group
Definition of a good homemaker		Terms of achieving relationships.	Terms of achieving order of things.
Likes and dislikes of housemaking activities	Preferred: Child care Food preparation Disliked: Ironing Washing dishes Chauffeurage	Greater interest and liking. More positive toward mental activities. More positive toward community activities.	More indifference. Indifferent toward community activities.
Definition of home management	Terms of: organization and time supervision of children money management maintenance housecleaning	Terms of: decision-making way of life family relationships	
Definition of home	Terms of house, tasks and persons in the family.		
Attitude toward family	Positive responses relative to children.	Positive responses relative to husband and to mother.	Negative responses relative to husband and mother.
Attitude toward self	Lower group and upper non-working gave negative responses.	Upper working gave positive responses.	
Attitude of others toward self		Positive responses.	Negative responses.
Attitude toward other women		Negative responses.	Positive responses.

Chart 3. DIFFERENCES BETWEEN WORKING AND NON-WORKING WOMEN OF UPPER AND LOWER SOCIAL CLASSES.

Points of Comparison	Differences Characteristic of:			
	Upper Working	Upper Non-Working	Lower Working	Lower Non-Working
Likes and dislikes of housekeeping activities	Dislike house-keeping.			Dislike housekeeping. General indifference to all housekeeping activities. Make no response to mental activities. More indifferent to child care.
Attitude toward self	Positive	Negative	Negative	Negative
Reasons for working	Self-fulfillment		Finances	
Reasons for not working		Don't need to work. Don't have time.		Because of children.
Position of women in comparison with men	Negative	Positive	Positive	Positive

SUMMARY OF FINDINGS

1. The basic assumption that the woman's position as homemaker is a composite of roles - wife, mother, house-keeper, and community action agent was partially negated. In the lower social class, especially if the woman worked outside the home, she did not perceive a community role.
2. The lower social class women's role concept more often represented a mother role, lacking a wife role conception.
3. There appeared to be a commonality of satisfactions with work expressed in both social classes by women working outside the home.
4. Upper and lower social classes of women differed in conceptions of why women work. Upper class women gave responses expressing self-fulfillment if they worked. If they did not work, responses expressed dislike of house-work and boredom.. Lower class women's expressions were in concepts pertaining to finances.
5. The reasons for women not choosing to work outside the home differed relative to social class. Upper class women more often mentioned lack of time and that they did not need to work. Lower class women more often mentioned that they didn't work because of children.
6. Child care, leisure, and food preparation were for both social classes homemaking activities which were most liked.

7. Women of both social classes, working and non-working, tended to dislike ironing. Women who worked, of both social classes, appeared to dislike housekeeping activities.
8. From the concepts expressed in defining a good homemaker, the upper social class would appear to emphasize relationships of the family. Responses from the sentence completion test, however, did not reveal that this emphasis applied only to the upper class women. Lower class women shared the concept.
9. The terms homemaking and housekeeping were not clearly differentiated by respondents.
10. Lower non-working wife-mothers tended to be indifferent to homemaking activities as expressed on the rating scale.
11. Upper class women were negative in expressed attitudes toward other women, whereas the lower class groups were positive.
12. Working upper class wife-mothers viewed negatively the position of women in comparison with that of men. All other groups responded with positive expressions.
13. The term "homemaker" more often connotated family relationships and "managing a home" more often was conceived of in concepts relating to skills in performing tasks.

IMPLICATIONS

Implications for Education

Has too much emphasis in home management education been placed upon formulas for doing things, the means to the end rather than the end itself? How can managerial ability be improved without ascertaining the woman's conception of homemaking? Has education "middle-classized" all women?

Differences of wife-mothers homemaking role conceptions relative to social class indicate that different prescriptions for the improvement of family life are needed. Managerial skills, if effectively utilized, need to be taught in terms of differences in role conceptions.

The lower non-working wife-mother's homemaking role conceptions would indicate indifference to life. Institutions affecting family life must provide opportunities for these women to participate in order to provide self-motivation. Indifference reflects apathy within the person. This attitude of the significant family manager affects the development and attitudes of all family members, which in turn, may contribute to the disorganization of the family.

Can women be educated toward thinking of behavioral outcomes in the performance of mundane household tasks? Can an activity such as housekeeping provide opportunity for the teaching of values? Is the dislike of housekeeping symbolic

of poor organization and control, making this particular activity result in a conflict situation?

Is the lower class wife-mother's lack of conception of a wife role indicative of hostility because her expectations of her husband's role is not being fulfilled? In the education of girls and women, discussion and study of role expectations and specifications of husband and wife may assist in further attainment of role concensus which would affect the feeling of fulfillment of both husband and wife. This education must begin long before marital choice.

Limitations of the Study

Because of the limitation of the number of women representing each category, the present study provided only clues to the role conceptions of women. It, however, may provide a basis for generating hypotheses. The present study may have assisted in further attainment of indicants for arriving at typologies of homemaking role conceptions.

The rating scale of homemaking activities may be middle-class oriented. This could have been a factor in the expressions of indifference of the lower class groups. The open-ended questions have no class boundaries, thus may be more reliable in testing persons of different social classes. However, concepts of words used must be controlled. The sentence completion test appeared to have no social class boundaries. Specific coding for the instrument needs to be further developed and validated.

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APPENDIX I

Table 2. -- Number and Percent of Expressed Likes and Dislikes of Household Activities as Expressed on the Rating Scale of Household Activities.

ACTIVITY	LINE			
	U		U-L	
	N	%	N	%
Food Preparation (15 responses)	19	42.2	34	53.3
Housekeeping (21 responses)	5	8.6	11	31.4
Clothing (40 responses)	12	33.3	21	35.0
Family Finances (15 responses)	3	33.3	5	33.3
Child Care (22 responses)	22	62.9	35	71.4
Mental Activities (20 responses)	9	45.0	19	55.0
Community (20 responses)	6	30.0	7	35.0
Leisure (25 responses)	13	60.0	19	76.0
Miscellaneous (40 responses)	13	32.5	21	52.5

Legend: U - upper
 L - lower
 W - working
 LW - non-working

Table 2.--(Continued)

DISLIKE				INDIFFERENT			
U1	U-RT	LV	L-SO	U2	U-RT	LV	L-SO
N %	N %	N %	N %	N %	N %	N %	N %
13 32.3	6 13.3	7 15.6	7 15.6	11 24.4	15 33.3	21 46.7	25 55.6
12 24.3	10 24.5	14 40.0	3 8.6	20 57.1	14 40.0	10 25.6	26 74.3
17 28.3	10 31.7	15 23.0	5 8.3	25 41.7	20 33.3	18 30.0	42 79.0
3 20.0	4 26.7	7 46.7	3 20.0	7 46.7	6 40.0	4 26.7	10 66.7
2 5.7	2 5.7	3 8.6	4 11.4	11 31.4	8 22.9	8 22.9	21 60.0
2 10.0	3 15.0	4 20.0	0 0	9 45.0	7 35.0	11 55.0	20 100.0
1 5.0	1 5.0	2 10.0	0 0	13 65.0	12 60.0	16 80.0	19 95.0
0 0	2 8.0	4 15.0	0 0	10 40.0	4 16.0	8 32.0	20 80.0
1 2.5	10 25.0	9 22.5	3 7.5	26 65.0	9 22.5	9 20.0	31 77.5

APPENDIX II

INTERVIEW SCHEDULE

I. PERSONAL DATA

Name _____ No. _____

Address _____ Telephone _____

Date of Interview _____

1. Occupation:

Husband _____

Wife _____

2. House Type (exterior condition)

3. Area Lived In (data on neighborhood)

4. Composition of Family:

Family Members

Relationship	Age	Highest grade completed or grade attending
--------------	-----	--

Husband _____

Wife _____

II. RATING SCALE OF HOUSEHOLD ACTIVITIES

The following is a list of household activities. Please put a + alongside the activity if you like to do it. Put a - alongside the activity if you dislike to do it. Leave the space blank if you neither like nor dislike to do it.

FOOD PREPARATION

- _____ 1. Planning menus
- _____ 2. Writing market orders
- _____ 3. Food shopping
- _____ 4. Storing food
- _____ 5. Preparing food
- _____ 6. Baking
- _____ 7. Serving
- _____ 8. Dish-washing
- _____ 9. Disposing of garbage

HOUSEWORK

- _____ 1. Caring for equipment
- _____ 2. Daily house cleaning
- _____ 3. Waxing floors
- _____ 4. Weekly cleaning
- _____ 5. Seasonal cleaning
- _____ 6. Cleaning basement
- _____ 7. Cleaning closets, etc.

CLOTHING

- _____ 1. Assembling of clothes for laundry
- _____ 2. Washing
- _____ 3. Hanging clothes to dry
- _____ 4. Ironing
- _____ 5. Putting clothes away
- _____ 6. Upkeep and repair
- _____ 7. Mending
- _____ 8. Remodeling
- _____ 9. Making clothes
- _____ 10. Planning of clothes to be purchased
- _____ 11. Shopping for clothes
- _____ 12. Storing seasonal clothing

FAMILY FINANCES

- _____ 1. Planning finances
- _____ 2. Keeping records
- _____ 3. Paying bills

RATING SCALE OF HOMEWORKING ACTIVITIES

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CHILD CARE

- _____ 1. Physical care
- _____ 2. Guidance
- _____ 3. Recreation with children
- _____ 4. Supervising activities
- _____ 5. Illness care
- _____ 6. Supervision of child's care of pets
- _____ 7. Supervision of child's care of toys, books, etc.

MENTAL

- _____ 1. Planning work schedules
- _____ 2. Making decisions
- _____ 3. Organizing time
- _____ 4. Choosing the "desirable"

COMMUNITY

- _____ 1. Church activities
- _____ 2. P.T.A.
- _____ 3. Child study groups
- _____ 4. Other

LEISURE

- _____ 1. Recreation with other families
- _____ 2. Recreation with other couples
- _____ 3. Recreation with neighbors
- _____ 4. Recreation with husband
- _____ 5. Recreation with women

MISCELLANEOUS

- _____ 1. Care of sidewalks
- _____ 2. Gardening
- _____ 3. Painting
- _____ 4. Interior decorating
- _____ 5. Maintenance of car
- _____ 6. Re-arrangement of furniture
- _____ 7. Letter writing
- _____ 8. Chauffeuring

III. OPEN-ENDED INTERVIEW QUESTIONS

1. How would you describe a "good" homemaker?
2. What does "managing a home" mean to you?
3. If you had one day to do exactly what you would like to do, how would you spend it?
4. What is your greatest problem in managing a home?
5. What responsibilities do you leave up to your husband?
6. If you work outside the home, what are the satisfactions of combining the two roles of homemaker and job-holder?

-----dis-satisfactions?
7. If you do not work outside the home, why have you chosen not to do so?

11. INCOMPLETE SENTENCES TEST

Here are a series of incomplete sentences which you are to complete as rapidly as possible with the first thing that comes to your mind. Speed is your aim. Sometimes you will find that a brief phrase will do. A brief phrase is preferable, but if a word is all you can think of, that will be sufficient.

You have only fifteen minutes to complete this part of the test, so you will have to work as rapidly as possible.

1. Mother was _____
2. My husband _____
3. I think my children are _____
4. My family _____
5. In her cooking _____
6. Cooking _____
7. Washing clothes _____
8. Reading _____
9. Planning _____
10. Saving is _____
11. Details are _____
12. Installment buying _____
13. I am tired _____
14. Rest _____
15. Cooking is so monotonous as _____
16. Television is _____
17. The Parent-Teachers Association is _____
18. She took a full time job because _____
19. Compared to men, women _____
20. If I were a man _____

SENTENCE COMPLETION TEST

Page 2

21. People think of me as _____
22. A sure sign of a successful housekeeper is _____
23. I often think of myself as _____
24. My worst fault _____
25. My home, compared to my mother's _____
26. Professional people are _____
27. My ambition _____
28. In dealing with people _____
29. She learned from past experience that _____
30. Very often I _____
31. I take pains to _____
32. She often dreams that she _____
33. It doesn't pay to _____
34. I have always wanted _____
35. She would rather do without _____
36. She couldn't understand what made her _____
37. I certainly admire _____
38. I feel best when _____
39. I enjoy _____
40. When criticised for my behavior _____
41. Sexual love _____
42. I get down in the dumps when _____
43. Discouragement made her _____
44. Uncertainty is _____
45. Interruptions are _____

46. My father _____
47. Child care _____
48. Discipline is _____
49. Housekeeping is _____
50. Washing dishes _____
51. Cleaning house _____
52. Ironing _____
53. Shopping lists _____
54. A budget _____
55. Borrowing _____
56. Charge accounts _____
57. Account keeping _____
58. Nothing is so exhausting as _____
59. My house _____
60. Appliances for the home are _____
61. She spent her free time _____
62. Most women are _____
63. A man wants a woman who _____
64. Most people do not know what I _____
65. Others think my standards are _____
66. I am _____
67. My lot in life _____
68. The best that I can do is _____
69. I feel that most of my acquaintances _____
70. I like to meet people who _____

71. If you want to get ahead in this world, you have to _____
72. At one time _____
73. At present _____
74. She was sure her future was _____
75. If I would only _____
76. If I had my way, I would _____
77. She got into trouble when she _____
78. I would rather _____
79. The best thing for her is _____
80. What keeps me going is _____
81. It is embarrassing _____
82. Nothing is as frustrating as _____
83. Controlling one's feelings _____
84. She was made when _____
85. My greatest fear _____
86. She complains most about _____
87. She was sorry after she _____
88. Indulging oneself is _____

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