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Management in Daily Living



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MANAGEMENT IN DAILY LIVING

By RUTH L. BONDE

ASSOCIATE PROFESSOR OF HOME ECONOMICS
MACALESTER COLLEGE

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To My Father and Mother

Gottfrid Bonde

Caroline Holt Bonde

PREFACE

Effective management in personal and family living has assumed added importance since the beginning of the war. Each day we are faced with new demands upon time and energy. Scarcities of food, clothing, furniture, equipment, housing, labor, and transportation have called for readjustments in our pattern of living. Many families are facing the problems of maintaining group morale under trying conditions. There has been an increase in the number of marriages and in the number of children born. Many young men and women are finding themselves in the role of homemakers without any clearly defined idea of what they want to achieve. They fail to recognize the wide variety of human and material resources available to them, and many do not know how to use these resources to achieve maximum satisfaction in living for themselves and others.

Management in Daily Living is intended to help develop understanding and appreciation of the role of management in the attainment of individual and family goals and to give some guidance in the development of management techniques which will contribute to the attainment of increasing happiness in living. The discussion relates to the changes which have taken place in the American family in the past, the meaning and importance of management in relation to the human and material resources of the home, the significance of family relationships in a democratic home, the methods for using specific resources, and the relationship of home management to the larger community.

It is hoped that college students concerned with education for family living, adult study groups, and homemakers will

find something in this book which will aid them in the all-important task of homemaking.

A great debt of gratitude is due to the many people who have helped to make this book possible. Several authors and publishers have given special permission to use material from their publications. From my undergraduate and graduate students at Iowa State College and The Pennsylvania State College, from teachers and colleagues have come many ideas which, because of complete integration, can no longer be separated and identified. I am especially indebted to Dr. Paulena Nickell, Iowa State College, under whose teaching and guidance management in family living acquired new meaning, and because of whose suggestion and encouragement this book was begun; to Dr. Laura Drummond, The Pennsylvania State College, for her interest and cooperation in making the writing possible, and to Miss Clara Brown, University of Minnesota, who read the manuscript in its various stages of development and who gave invaluable help, guidance, and assurance. To Emaly Anderson, Mary Frances Inman, Marguerite Paulsen, Jean Worwa, and Eva Nelson I am grateful for especially able assistance.

RUTH BONDE

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Management in Daily Living

Chapter 1

THE PLACE OF MANAGEMENT IN EVERYDAY LIVING

Grace is a college student who carries a full-time schedule. When the call came from the college for clerical help to replace the seriously depleted staff of office workers, she took a job which occupies her free hours every day. She maintains a consistently high scholastic average and, in addition, is one of the most popular girls on the campus.

In a midwestern city Mary has a job which keeps her busy from eight o'clock in the morning until four in the afternoon, and yet on two nights a week she teaches a first aid course. She spends Friday evenings in the receiving room of the City hospital and devotes Saturday's free time to the local motor corps' activities. In addition, within a half year she knit many pairs of socks and sweaters for the armed forces. She finds her remaining time adequate for other activities, including recreation and the shared responsibility for the care of a small apartment.

Mrs. Baur, a busy Iowa farmer's wife with two children and a multitude of things to do to keep her home running smoothly, shares the responsibility of the farm and serves on the county nutrition council. She participates in other community projects and contributes magazine articles relating to homemaking.

Then there is Mrs. Ellis, an urban homemaker, who has three young children whom she cannot leave for long periods of time. She therefore agreed to care for three neighborhood children during the day, thus leaving their mothers free to

take full-time jobs away from home. She spends one evening a week doing Red Cross work and, to assure the well-being of the children she has in her home, she attends a weekly class in child care and training. All are happy!

MANAGEMENT, A WAY OF LIFE

These real people are solving management problems in different ways and, besides, are doing what they can to aid the war effort. Accounts of similar situations in every group of people could be multiplied indefinitely throughout the nation. These people see the importance of human values as well as of technical skills and demonstrate what can be done through effective management with the resources available to every one of us.

We are all managers. Each day of our lives we are using human and material resources to achieve the goals which seem important to us. Some are better managers than others. The measure of satisfaction we receive depends upon our ability to use the available resources effectively. Contrary to what poor managers would like to think, people are not born with the ability to manage successfully. It is acquired by having to solve management problems, by weighing the results and consciously trying to improve them. In time, one develops ways of doing things which become practically automatic responses to everyday situations.

For most people, management in everyday living has most meaning in relationship to family life. Here, emphasis is not placed primarily upon particular tasks of housekeeping — dusting, scrubbing, washing, cooking, and sewing — but upon human relationships and values which result from such associations. Unless one lives in utter seclusion, he cannot escape the responsibility for his behavior and its effect upon other people. Each activity, therefore, must be planned in relation to the best possible development of the personality of every family member and the continuing welfare of the larger group. Management in everyday living thus becomes a way of life.



Life can be a happy adventure

Photograph from H. Armstrong Roberts



The colonial home produced many of its needs

LIFE IN COLONIAL TIMES

Life is dynamic. It is constantly changing. How does it happen that we live the way we do? To understand some of the factors which have changed our way of living, we must look back to earlier homes. The retrospective look will help to explain the evolution of certain customs, traditions, and viewpoints of our people today. It will show how our way of life is tied up with a host of conditions over which the individual has little, if any, control. It may lead to a more clear-cut understanding of some things which are really important to us and help us determine the kind of world in which we want to live.

American history shows that the way people live has varied from time to time, and that the rate of change differed noticeably between diverse parts of the country. Traces of various stages are still to be found throughout the nation. For even now, there is no uniformity in our manner of living.

Home Production Important

In colonial times the population was largely agricultural, producing almost everything the family needed. In 1790, there were but six cities in the entire United States with a population of 8,000 or over. In rural areas transportation facilities were limited, making it impossible to depend upon incoming products to supply needs or upon outgoing products to be used in exchange for goods desired. Lines of communication were established along waterways but in some sections of the country, New England for example, navigable rivers were few. Adams says:

> Land travel continued both difficult and costly in all the colonies throughout the whole of the earlier industrial period, and roads were so poor, even a century after New England was settled, that not until 1722 was a team driven for the first time from Connecticut to Rhode Island. . . . This high cost of land carriage, which, added to the ocean freights, had the effect of fostering home manufactures

as against importations from England, also restricted the areas of distribution, and tended to localize industry.[1]

Land was abundant. In some regions it was free for the taking. Raw materials for food, clothing, and shelter were generally available in unlimited quantities.

Home manufacture consequently was a practical and economic necessity. Grain was ground into meal; wool and linen were woven into cloth to be made into clothing; looms, furniture, plows, rakes, and other household and farm implements were made at home with all family members according to age and ability sharing the activity. When the Revolutionary War cut off trade with England, the need for home production increased. Now families in the leading cities who had previously depended upon Europe for supplies had no alternative but to make their own goods. Interestingly enough, the art of spinning, weaving, sewing, and other handiwork acquired considerable prestige among the ladies of the time. Patriotism took a very practical turn.

The relative unimportance of money to these early settlers is indicated by the extract from the diary of a New England farmer who wrote:

> My farm gave me and my whole family a good living on the produce of it and left me, one year with another, one hundred and fifty silver dollars, for I never spent more than ten dollars a year, which was for salt, nails and the like. Nothing to eat, drink or wear was bought, as my farm produced it all.[2]

Pleasure and recreation were found in doing the less arduous tasks. Carding, spinning, weaving were enjoyed by the women in the evening while the men repaired their guns or fashioned a new stool for the kitchen. At times activities such as the husking bee brought together young and old from miles around for work and fun.

[1] James Truslow Adams, *The Founding of New England*, The Atlantic Monthly Press, Boston, 1921, p. 7.

[2] Lawrence K. Frank, "Social Change and the Family," in *The Modern American Family*, *Annals of the American Academy of Political and Social Science*, Vol. 160 (March 1932), p. 95.

Children an Economic Asset

The pattern of living was determined by the parents. Children, in turn, learned from them the skills needed for everyday living as well as general knowledge, attitudes, and a sense of what was important in life. The work of boys and girls differed; the boys learned how to raise food and raw materials necessary to the family; the girls learned to weave, sew, cook, and do many other household tasks. Children were considered an economic asset in these regions where there was much work to do and little labor for hire. Large families were the rule. In general, children were to be seen and not heard. They had no share in formulating plans for the family and were not supposed to question any word of the parents, especially the father's. Church-going was taken very seriously, all family members attending regularly in a group. In addition, all participated in daily family worship, usually under the father's leadership.

Security and Cooperation

The farm gave security and unity of purpose to its people. To be sure, there were dangers of flood or drought or Indian attacks. Still there was always the feeling of security in the knowledge that the land belonged to them. No one could take it away; by using it wisely they would somehow be able to live. All felt the need for cooperating in order to acquire more land and to accumulate at least a minimum of worldly goods adding to their comfort. It was also a matter of prestige to have considerable property to pass on as an inheritance.

With abundant resources available, with skills which through years had produced goods acceptable to the most fastidious taste, and with enterprising leaders, it was not long before mills began to spring up along streams supplying power. With the introduction of power looms production increased considerably, and gradually the market for New England goods expanded from the local community to the

nearest cities and, finally, the southern plantations and the West Indies.

Life in the South

In the South life was different. The ready foreign market for tobacco, rice, and indigo made it possible for the large plantation owners to buy finished goods from Europe. As long as trade was open to them, only a minimum of home industry developed. Instead, energies were expended upon raising crops for the foreign trade and upon production to meet extravagant tastes in food and to provide the luxuries known on the plantations at that time. Slavery, introduced in 1619, gave the South an adequate labor supply for the hard work in the fields and in the household. Family members, therefore, assumed the role of supervisors rather than workers. Since cheap labor was plentiful, they could enjoy recreation and entertainment on a lavish scale. But as families pushed inland, away from the coast and rivers easily accessible to transportation facilities, they too, like the New Englanders, had to rely upon home production for most of their wants.

THE INDUSTRIAL REVOLUTION INFLUENCED LIVING

With the coming of the industrial revolution at the end of the eighteenth and the beginning of the nineteenth centuries, economic conditions of the family and the pattern of living changed. The growth of the transportation system and the expansion of the market brought increasingly greater specialization. One person developed the art of cabinet making, another of shoe making, others did the spinning, weaving, and sewing, not for one family alone, but for all the families of the region. As mechanical inventions improved production began to leave the homes, because the effective and economical use of machines demanded centralization of activity. Factories were built, and workers found full-time employment away from the family. The industrial community was born.

When in 1834 the Frenchman Michael Chevalier visited

Lowell, Massachusetts, a rapidly expanding factory town, he wrote:

> The cotton manufacture alone employs six thousand persons in Lowell; of this number nearly five thousand are young women from seventeen to twenty-four years of age, the daughters of farmers from the different New England states . . .; they are here remote from their families, and under their own control.[3]

Urban Living Reduced Home Production

One by one the home tasks were transferred to some outside organization. The family became more and more dependent upon others to supply its needs of food, clothing, shelter, and other goods which were obtained in exchange for money received as wages or salaries. The economic well-being of the family was to a much greater extent dependent upon forces outside the home than ever before, and there was less interdependence among family members.

Industrialization made inevitable the concentration of large groups of people in towns. In 1880, only 28.6 per cent of the total population lived in urban communities, but by 1940, 56.5 per cent of the population lived in cities of 2,500 or more people.[4]

This shift from rural areas to the cities had a tremendous effect upon the way people lived. It meant the removal of large numbers of people from active participation in the production of foodstuffs and raw materials. It meant abandoning many household activities; spinning, weaving, and canning could be done more economically by large factories; flour could be ground in mills; butter could be made in creameries. Ready-to-wear garments took the place of those made at home or by the itinerant tailor; ready-to-serve foods replaced home cooking for many people. New

[3] Michael Chevalier, *Society, Manners and Politics in the United States*, translated from the third Paris edition, Boston, Weeks, Jordan and Co., 1839, as reported by Willystine Goodsell in "The American Family in the Nineteenth Century," *Annals of the American Academy of Political and Social Science*, Vol. 160 (March 1932), p. 13.

[4] "Schools and the 1940 Census," *National Education Association Research Bulletin*, Vol. 19, No. 5 (Nov. 1941), p. 216.

equipment designed to save time and energy still further reduced the labor required to do tasks. Also, a great many people (by choice or necessity) came to depend upon commercial eating places to provide a large part of their food supply. This is shown by the fact that

The number of restaurant and lunchroom keepers increased by 88 per cent from 1920 to 1930, whereas the urban population increased by 26 per cent and the total population by only 16 per cent.[5]

Today the commercial laundry washes our clothes, and beauty parlor and barber shop cater to both masculine and feminine whims. Hospitals and sanatoriums relieve the family of the care of the sick or incapacitated. Those financially able entertain their guests at club or hotel.

As the war progresses, causing a shortage of manpower for the production of food, clothing, and other goods, more and more attention is given to home production. Families are urged to do their own sewing, to bake the family bread, to plant a garden and to preserve for future use part of the food they raise. This interest in home production may be considered a temporary change, for, in all probability, the American public will quickly revert to its pre-war practice of buying commercially prepared foods as soon as conditions permit. It should be said, however, that there have been persons who for years past have sponsored the idea that improvement in our way of life could be secured by increasing home production. The Borsodis, directors of the School of Living, Suffern, New York, are leaders in this movement.

By learning skills and techniques for making things at home, many families can greatly improve their present standard of living. Programs for training — sponsored by such organizations as Extension Service, public schools, club groups, and commercial companies — are available on every hand for those who are truly interested in improving their own condition.

[5] Margaret Reid, *Food for People*, John Wiley & Sons, Inc., New York, 1943, p. 30.

Money Became More Important

With the shift from a rural to an urban population, emphasis was necessarily placed upon the use of money and the goods it would buy. Each dollar to be spent had a multitude of possible uses. Choices were not difficult for those with large incomes, but the earnings of most workers were greatly limited making it impossible to buy more than the minimum essentials for life. Moreover, there was nothing certain about the regularity of income because of insecurity of tenure of employment, possibility of illness, or changes in economic conditions affecting the individual and the world.

Housing Changed

The kinds of houses people lived in changed. The rural family home far from neighbors, who usually were friends, was being replaced by one separated by but a few feet on either side from people who were strangers and remained aloof. Apartment dwelling further reduced the work required for housekeeping, since, as part of the rent, one paid for many services which had formerly been performed by members of the family. Even for those who did not live in apartments, housekeeping tasks were simplified by the mass production of new equipment and conveniences. It is difficult for those who have always enjoyed modern comforts to realize the time and energy saved by having running water, central heating, electricity for lighting, cooking, ironing, washing, and sweeping, adequate storage space, linoleum, tile, and glass brick which make cleaning and upkeep relatively simple.

Recreation Became More Commercialized

When people moved to the cities, the husking or quilting bee which provided recreation through productive work was replaced by commercialized entertainment. Dancing, however, has always retained its popularity. On the whole,

passive types of amusement became associated with urban living. Young people and adults have taken their positions on the side lines, watching college football games or races, or getting satisfaction from the motion picture. Such organizations as the Boy Scouts, the Y.M.C.A., the church, and the school have tried to provide recreational activities for the training and development of children. Recently a movement to bring recreation back into the home has made some progress. Since the war has limited the use of the automobile and other transportation facilities are overtaxed, making access to motion picture theater, dance hall, and night club difficult, the family has found it necessary to use its own resources for amusement and leisure. Whether interest in shared home recreation will persist with the return of the use of the automobile remains to be seen.

Families Decreased in Size

Accompanying the shift to city living was a decrease in the number of children in the family. The extent of this decrease is shown by the following figures. In the United States there were 55 births per 1,000 white population in 1800. By 1880, this had dropped to 35 and by 1930, to 20. The lowest birth rate was recorded for 1933, when it was but 16.6 per 1,000 population. There has been a slight rise since that time. By 1940, the national birth rate had increased to 17, and in the first months of 1941 it reached 18.5 per 1,000 population.[6]

Recently there has been a noticeable increase in the number of births. In one midwestern state the birth rate increased from 19 per 1,000 in 1940 to 21.1 per 1,000 in 1942, due to wartime marriages and to other conditions attendant upon the war situation. It is expected that as the war progresses, the birth rate will again decline to some extent.

The change in the economic importance of the child was a contributing factor in reducing the birth rate. When

[6] "Schools and the 1940 Census," *National Education Association Research Bulletin*, Vol. 19, No. 5 (Nov. 1941), p. 209.

people lived on farms, children were an economic asset. Each was expected to take his place in the fields or in the house producing materials for family needs or for sale in the city markets. With the establishment of the urban home, children of the lower income group were used for certain types of hand labor under the direction of the mother. Because the father's wages were often extremely low and there was little assurance of continued employment, in order to live all family members were forced to contribute in some way. The income from children's work (often paid on the piecework basis) was usually very low, averaging only a few cents a day. Compulsory education and child labor laws tended to stop such exploitation of children. After a full school day there was little time left for doing any great amount of work. The child could no longer make a substantial contribution to family income, and his period of dependence lengthened as education tended to continue through high school and college.

Woman's Position Was Altered

The industrial revolution transformed the position of women in the community. Under the conditions which prevailed prior to that time, girls were expected to marry at an early age and establish homes. The wives shared responsibilities with their husbands by supplying food and clothing for the family. Their rewards were measured in terms of adequate food, clothing, and shelter, and in satisfaction received from seeing their families well and happy. They knew they must contribute to the work to be done; there was no alternative. They did not mind, for other women of their class worked just as hard, and the matter of prestige concerned them very little. Furthermore, money as a return for work accomplished was no basis for measuring one's contribution or worth, for no one in the group received a wage or salary. Women who married did not have to make a choice between staying home to care for the family or seeking gainful employment outside, as many do today.

Then, industry took the husband out of the home to work away from his family. His wife was left behind in the home — an urban home demanding much less of her time and energies than did the rural household. Here, she was expected to rear children and perform the services necessary for the well-being of the family. Her world tended to become increasingly separated from that of the husband who left for work early in the morning and returned late in the day. When she was financially able, she hired someone to do the routine work of the household, thus giving her more free time for social activities.

Many men's earnings were inadequate to support a wife and several children; consequently, the mother was forced to help in any way possible. Some worked at home making artificial flowers, sewing on buttons, doing beadwork, or any tasks turned over to them by manufacturers. Those who could leave their families took jobs in factories requiring long hours of tedious work under conditions too frequently not conducive to health. Returning home fatigued at the end of a long day to a house which was inadequate for minimum health and decency, all family members found relationships strained and tense. Dispositions were like gunpowder waiting to be ignited. Little thought and effort were given to family development. Children grew up lacking all that a stable, well-managed home might provide.

Education for Women Became Recognized

The gainfully employed woman gradually found her way into activities other than working in the factory, or doing piecework at home, as she obtained greater opportunities for training and education. Not until the early part of the nineteenth century were schools such as the Female Academy in Salem, North Carolina, and the Bradford Academy started. The first normal schools for training teachers opened in Massachusetts in 1839. In 1833, Oberlin College added a department for women, and in 1852 Antioch College became the first coeducational college, which put men and

women on an equal basis. From that time on women's education rapidly improved.[7]

Women Entered Business and Professions

In general, the early training of girls prepared them primarily for teaching or nursing. But by the middle of the nineteenth century a few had taken business positions, and gradually they found their place in such professions as medicine and law. Clara Barton, who was employed as clerk in the Pension Office in 1854, was the first woman to be accepted into government service. Later, you will recall, she organized the American Red Cross. In his book, *One World*, Wendell Willkie reveals the attitude toward the first women who had entered professional work when, in reciting the story of the progress of women in Turkey, he says:

> I could not help thinking of my boyhood days when, only forty years ago, my mother's active practice of the law and interest in public affairs were considered an unusual — almost a peculiar — thing in central Indiana.[8]

The First World War gave impetus to the movement of women into business and professions. They then made a place for themselves which they were not willing to relinquish. When the depression years came cries were heard against women working — especially married women, but with the advent of the Second World War society again accepted the fact that women, married or single, had an important contribution to make. As a result, women today are creating a new role for themselves. They are establishing new patterns for new activities never before attempted by their sex. Though they see their major role as that of homemaker and mother, they recognize the place of other activities in their lives when homemaking is not a full-time job.

[7] Una Sait, *New Horizons for the Family*, The Macmillan Company, New York, 1938, Chapter 14.

[8] Wendell Willkie, *One World*, Simon and Schuster, Inc., New York, 1943, p. 49.

Women Gained Political Status

Along with increased educational opportunities and their entrance into business and professions, women began to take an active interest in civic affairs. However, it was not until 1920 that the right to vote was given to them in this country. Since that time women have occupied many important, appointive and elective, local, state, and federal government positions. Though women in these positions can greatly influence legislation, the major responsibility for bringing about desirable changes rests upon the masses of women who must learn to use their voting privilege intelligently. Intelligent voting requires that every woman keep well informed, and that she acquire a sound basis upon which to make constructive and wise decisions.

Patriarchal Powers of the Husband Waned

With these changes in the position of women, the role of the man in the family group was likewise altered.

For generations, man's status in the household was unassailed. He was considered superior to his wife, and it was her duty never to question but always to submit to his demands. His position is well described in the following:

> Without exception he (the husband) is master over the house, as touching his family, more authoritie than a king in his kingdome. . . . There are certain things in the house, wherewith it were a reproach for the wife without the consent of her husband, to meddle: as to receive strangers, or to marie her daughter. But there are other things, in which the husband *giveth over his right unto the wife:* as to rule and govern her maidens; to see those things that belong unto the kitchen, and to housewiferie and to their household stuffe. . . .[9]

In general, the husband was looked upon as the sole breadwinner of the family, and a wife's employment outside the home was thought to reflect upon the husband's ability

[9] Bernhard J. Stern, *The Family Past and Present*, D. Appleton-Century Co., Inc., New York, 1938, p. 192. Excerpt from Katherine DuPre Lumpkin, *The Family: a Study of Member Roles*, Chapel Hill, 1933, pp. 12–18.

to support his family. If a wife whose husband could support her did work, she was often considered queer or neurotic. There has been an increasing acceptance by men of the fact that, in many situations, it is advisable for a wife to be gainfully employed for at least part time. If her home responsibilities do not require her continuous presence, or if there is real need for an increased income, the family's standard of living can be improved by her contribution.

In the patriarchal regime the child, too, was kept in complete subordination. He was considered the property of the parents and had no right to question their authority. His lot was to obey all the father's commands. However, there was evidence of true affection and of interest in the child's welfare, and severe punishment was at times meted out because it was believed best for the child. Gradually the husband and father lost some of his dictatorial authority. His role of lawgiver and disciplinarian changed, and he began to recognize that participation in the rearing of the children and in the management of the household tended to bring increasing satisfactions to all the family.

Educational Opportunities Were Extended

This shift from a patriarchal to a democratic home was accelerated by the gradual extension of educational opportunities to an increasingly large number of children. Once parents were the only teachers known to a family. If a child belonged to a more prosperous household, a special tutor assumed the responsibility for his learning, or he may have been sent away to school — a privilege inaccessible to a member of a family of low income. But by and by public school education became an integral part of our nation's life, and the required years of school attendance were gradually extended. Today, a child may toddle off to nursery school when less than 2 years old to begin contacts with a formal system of education of which he remains a part until he has finished high school or college. In 1900, the ratio of pupils enrolled in American high schools and academies to

all children 14 to 17 years of age, inclusive, was 10 per cent, but by 1938, it had increased to 67 per cent.[10]

In earlier days children received their vocational training by working with the parent, for it was assumed that a son would carry on the same occupation as his father. If he chose other work, he received training as an apprentice to an expert. The schools gave a general education in the three R's. A high school course primarily prepared for college entrance. As time went on, the fallacy of a program which prepared students for professional careers only became obvious. As a result, greater emphasis has recently been placed upon helping persons to discover their own occupational abilities, interests, and aptitudes. Then they are provided training to fit them for semi-skilled, skilled, or semi-professional work or for a profession.

The responsibility for the religious education of children likewise left the home and was assumed by the Sunday school and the church. Daily worship within the family group is observed in but few homes today, though the custom of saying grace at meals is more common.

At the present time, under the pressure of war conditions that necessitate relieving mothers of the care of their children in order that they may work in industry, educational facilities have been extended even farther. Urban schools have established day-care centers which provide care for the small children of working mothers. Whether or not this pattern will be followed after the war remains to be seen.

Family Provides Affectional Security

Affectional security is recognized as a basic need for both the child and the adult. Bonds of affection come from shared activities, whether in work or play, and interdependence and appreciation develop from cooperation that results in a feeling of satisfaction and security. It is generally agreed that the fundamental strength of human love emotions,

[10] *Statistical Abstract of the United States, 1940*, U. S. Department of Commerce, Bureau of the Census, Washington, D. C., p. 113.

which develop between infancy and mature adulthood, will assure the perpetuation of the existing family group for some time to come.

Through the changing conditions of the past years, the child has always relied upon his family for affectional security. In the smaller community where associations were more intimate, some security was to be achieved within that group. With increased industrialization came greater mobility of population, necessitating a closeness within the family if any degree of emotional security was to be maintained; certainly it was not forthcoming from each new community of relative strangers with whom the child found himself associated. In an apartment house, for example, the term "neighbor" refers only to proximity of living and does not imply friendship to any degree. A person may live for weeks in a city, not knowing anyone with whom he would care to share his problems or his joys.

Adults, as well as children, need someone to whom they can go with their troubles and fears to find sympathetic understanding and wise counsel. The family provides the refuge for child and adult alike, and through mutual love and affection it builds up a feeling of security that cannot be replaced.

A CHALLENGE FOR TODAY

The foregoing discussion is valuable only as it helps us to envisage the part each individual and family group must play as we move to a new basis of family unity. It is evident that in each stage of our development the problems of individual and family management have differed. Through the introduction of new devices, some tasks requiring hard work and much time have been eliminated, but their disappearance does not mean that you who are living today have no management problems. Your problems are different. They arise from life in a very complex world, wherein you are constantly striving to attain certain goals that you have established for yourself in relation to the group of which

you are a part. You alone know what your problems are, for they differ from those of every other person. Securing a "date" for the next big dance, obtaining money for the completion of your next semester in college, arranging a vacation trip, or planning a dinner for your husband's employer may be immediate issues which loom large. They are only a small part of a much bigger problem you have to solve — that of gaining from your experience of living those things you feel important for yourself and society.

The resources at your disposal are unlike anyone else's; therefore, you will solve your problems differently. No pattern can be handed to you which, if followed, will guarantee the achievement of the goals you hold important. Instead, you will have to work out your own solutions, remembering that those things which are important to you will not "just happen." You must so manage, as an individual and as a member of a group, that you ultimately achieve the goals you have formulated.

Many problems can be solved by effective management, which makes possible better use of time and energy, determines satisfactory standards, develops skills and techniques for the wide variety of activities of everyday living, improves the use of money, influences the wise choice of consumer goods and services, and encourages the optimum development of the individual and the family group in relation to the community.

SUMMARY

The changes which have affected the family, altering its way of life and the values it holds important, have been many and varied. In changing from rural to urban patterns of living, the family has become more important as a consuming unit than ever before, though it has retained certain production activities. Dependence upon money income increased markedly. Common tasks to be shared by family members have decreased, tending to make children an economic liability instead of an asset. The economic

services produced at home have become limited with smaller families, reduced living space and technological improvement. The father's employment took him away from home for the day's work, and greatly accelerated the mobility of population.

Married and single women tended to seek gainful employment outside the home. Absence of parents from the home shifted the responsibility for the children more heavily upon the schools and other social agencies, and it decreased the close association of family members. Recreational satisfactions were found outside the home according to individual desires, and much of it was of the passive "sit-and-take-it" type. Democratic procedures in family control displaced to some extent parent domination. The most important functions retained by the family through all the far-reaching changes which have taken place are the biological and the affectional, and these will probably remain.

There is much that the individual and the family can do to better conditions, making it possible for all members to gain greater satisfactions in living. Effective management will play an important part in the achievement of the individual's and the group's desired goals.

QUESTIONS AND PROBLEMS

1. Interview an elderly man and woman who have lived in your community the greater part of their lifetime to find out what changes have taken place in home and family living throughout the period they have lived. Your interview will be more successful if you have formulated specific questions you wish to ask.
2. Make a list of the changes in home and family living which have taken place in the period of your own lifetime.
3. Suggest advantages which might accrue if people were to return to the plan of considerably increased home production. What disadvantages do you see in the plan?
4. Describe any observations you may have made of differences in the rate of progress which has taken place in different sections of your state or nation. How do you account for the differences you have noted?
5. Interview two military men who have returned from assign-

ments in different areas abroad. Find out from them how home and family living differs in those countries from that of your community today.

6. List the management problems you face today that would have been unknown to your grandparents.

SUGGESTED READINGS

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Chapter 2

WHAT IS MANAGEMENT?

The more we want from life and the more we want to give to it, the more wisely we must use the resources available to us. To some extent what we do is a personal matter, but it goes far beyond that when our actions begin to affect those with whom we work or play or live.

Years ago a minister, delivering a Memorial Day address to a group gathered in a rural school, explained in a unique way the responsibility one has to others for his personal choices. He spoke briefly of the rights of the individual to do as he chooses. He began waving his right arm in a broad circle; then his left arm went into action as he asked the boys who always occupied the front row in a school house performance: "Have I a right to do this?" "Yes!" came the reply. He continued waving his arms, gaining momentum as he stepped from the low platform into the group of boys in front. When heads began bobbing to avoid the onslaught, and some children slipped from their seats to the floor for protection, he stopped. He stepped back, and then asked: "But you told me I had a right to swing my arms freely. Why do you now object?" The answer was obvious. He spoke further of the responsibility one has for others in society, using as an illustration Robinson Crusoe and how his choices were constantly affected by the presence of his good man Friday.

Since we live in a dynamic world, we as individuals must always be alert to changes and be ready to meet them by choosing the course which will bring the greatest satisfaction

to all concerned. To achieve the goals desired calls for effective management.

If management is important in individual and group living, then it is necessary to know something about the process of management, the activities involved in it, the resources available to the individual and the family group, and the goals which seem important.

IMPORTANCE OF MANAGEMENT

What is management? For many years the management process has been given serious consideration in business enterprise, for it was recognized that through improved management greater profits would accrue to the organization. Extensive research was done to determine how to accelerate production. Studies were made of such problems as methods for improving tools and equipment, advantages of substituting a machine for a group of workmen, ways of improving skills and techniques by developing rhythms in work, effects of improved lighting and ventilation upon output, and techniques of selecting and directing workers to maintain satisfactory human relationships. By applying the findings, output often increased as much as 50 per cent, and workers were more satisfied.

If management in industry and business is sound practice, then one may also expect increased satisfactions by giving attention to management in daily living. It must be recognized, however, that in day-to-day living it is more difficult to isolate certain factors, study them, improve them, and get a marked return than it is in industry, where any one process is conducted on a large scale. There each worker has a particular task to do, and the management engineer can give his full attention to methods of improvement. With results measured in terms of dollars and cents, the effects of improved methods have tangible meaning. If it is obvious that profits can be increased, there will be willingness to make the necessary changes.

Since the money income of the individual usually comes

from an allowance, or from a wage or salary earned outside the home, it has no relation to the efficiency with which this person prepares a meal, cleans a room, cares for children, spends money, or uses time. Though it may be expected that improved management will result in an increase of real income and ultimate satisfactions, since we have no precise method of measuring either, they do not provide a very satisfactory basis for judging our accomplishments. Unless we know in some way that our efforts have resulted in increased satisfaction, we tend not to exert ourselves to improve our way of doing things.

In a broad sense, however, everyone is a manager. That is, each person makes choices every day he lives. He plans what to do and how to do it. To be sure, his decisions may be wise or unwise. They may be based upon scientific knowledge, past experience, custom, or trial and error. Regardless of the basis for action, the problem of making the choice remains. Some of our daily activities have become so automatic that we never stop to ask ourselves: "Is there a better way to do this task?" On the other hand, our environment is too complex and too constantly changing to make it possible to routinize a great many of our activities.

In discussing management, Reid says:

> Management may well be conceived as the mainspring of the enterprise. It is present wherever deliberation is called for: when a choice must be made between alternative methods or modes of action. It is difficult to imagine an undertaking so simple and automatic in its adjustment and independent of its surroundings and the changes which there occur that no management is needed in order that it fulfil an intended purpose. The act of formulating policies and directing the use of resources, in brief, *the making of decisions is the substance of management.*[1]

GOALS OF MANAGEMENT

Effective management presupposes that goals have been established, and that what we decide to do will tend to

[1] Margaret Reid, *Economics of Household Production*, John Wiley & Sons, Inc., New York, 1934, p. 77.

contribute to the fulfillment of those goals. The goals to be achieved may be good or bad as judged by society. Society does not condone bank robbing, but it does accept raising funds for the purchase of a rug for the church. Management is essential to the accomplishment of both projects. In fact, one frequently wonders if many lessons in expert management might not be learned from some of our more unsocial citizens for whom management is important because their very lives depend upon adequate and complete planning. Unless aims are clearly defined, it is difficult to construct any pattern of action that is at all meaningful or coordinated.

The importance of goals is indicated by Kyrk, who discusses management in terms of the home. She says:

> Management may be defined as the administration of the household resources to promote the aims of the household. The resources are the time, energy, skills and capacities of the members of the household as well as the money income, capital fund and economic goods under its control. It is the aim of management to make these resources yield most of what is desired . . . the function of management is to put into effect the standard of living of the group.[2]

Management for management's sake has very little meaning. It is effective in daily living only if it renders possible the accomplishment of the goals of the individual or family group. Examples of home situations where the management process has become more important than its aim, satisfactory living, are familiar to everyone. This type of home may be found on any economic level, and in either rural or urban communities. It is the kind of house where, upon entering, one hesitates and wonders whether to withdraw, lest something become disarranged or a time schedule be disrupted, for in either case disaster might result. On a higher economic level it may be the home ruled over by Marie "who has been employed by the family for 20 years and simply would

[2] Hazel Kyrk, *Economic Problems of the Family*, Harper & Brothers, New York. 1933, p. 48.

not tolerate any disruptions of daily plans." A bit of observation in this kind of home will usually reveal a dictator making decisions for everyone.

The other extreme, marked by complete lack of management with its accompanying disorder and dissatisfaction, is found all too frequently. Here the very atmosphere is one of futility. No job is ever completed; no day sees any concrete accomplishment. As you enter such a home, you toil toward a chair that is almost completely lost under a heap of coats, hats, mittens, aprons, books. You spend the next 15 minutes listening to a dissertation on what cannot be accomplished in 24 hours a day. It is the home of one who will not make plans. Decisions affecting self or the group are always in a state of change. Nothing is certain until accidentally it is done.

In college, a visit to a half dozen dormitory rooms will usually reveal the presence of girls from homes of both types. A single room, an apartment, a cottage, or a mansion reveals the values held important by those who live there.

Nickell and Dorsey have emphasized the goals of home management in terms of human values:

> Home management is the dynamic force in homemaking, the mental work and power that put the machinery of homemaking into action and keep it going. Home management is the art and science of planning, directing, guiding, and coordinating the use of the human and material resources of the family to secure optimum physical and mental health for each member of the family, optimum development of the individual members of the family, satisfying family life, and wholesome and useful relations with individuals and groups, both within and outside the home. Management is both an art and a science; its goals are in the realm of the psychological, and its processes in the realm of both the psychological and the technological.[3]

Though broad basic goals may be set up for any family and individual, their specific goals differ from those of all others. What is important to one may not be essentially

[3] Paulena Nickell and Jean Muir Dorsey, *Management in Family Living*, John Wiley & Sons, Inc., New York, 1942, p. 28.

important to another. The values are the outgrowth of experience, need, and environment. They may be expressed in long-term or short-term accomplishments. Usually the short-term goals are but an essential part of long-term plans. For example, the purpose of a shopping trip downtown may be to buy a dress, coat, and hat. But there may be, in addition, a desire to buy these as wisely as possible, for only by the careful use of money for immediate needs will it be possible to accumulate enough to pay college expenses.

It must be recognized that goals are not static. As conditions are altered, goals, likewise, must be accordingly adjusted.

ACTIVITIES INVOLVED IN MANAGEMENT

Since it is assumed that goals can be achieved only through effective management, one must consider the activities involved in the process of management.

It was noted above that Nickell and Dorsey consider planning, directing, guiding, and coordinating as the processes of management. All of these four fundamental activities may not be utilized in carrying through any one task, but the conduct of management will involve each at some point. Since this is true, it is well to look at each of the processes carefully.

Planning

Planning is a common everyday experience. We plan to go shopping in the afternoon; we plan to go on a picnic Sunday. We plan for our Christmas vacation. Our clothing and food purchases are planned. A college program leading to a particular vocation is planned, or we plan for security in old age. Some of these projects are successful; others fail. Since that is true, the problem becomes one of analyzing the steps in the planning process, and developing techniques so that success is increasingly assured.

To plan is to project a course of action for the attainment of a definite goal. It assumes that through voluntary control

certain cause and effect relationships will result, and that the outcome will lead to greater satisfaction than if left to chance.

Let us suppose that as fall approached you realized that you should start to plan your wardrobe. Immediately you began to develop a plan. Your goal was definite. You wanted clothing adequate for warmth, suitable to your needs, durable, easily cared for, and attractive, all for a minimum expenditure of money. How did you proceed with the plan?

First, you probably surveyed all your available clothing to see what could be used, and what needed to be discarded or replaced, always keeping in mind your ultimate goal. You found that certain articles were more important than others. A good-looking dress for school seemed more essential than a new evening dress. Since the old black felt hat could be cleaned and retrimmed with a bit of fresh ribbon, a new dress hat could be purchased. By making a purse of wool fabric, more money could be spent for a durable, well-fitting pair of shoes. By this process of weighing the really important and necessary against the less important or unessential, a list was formulated in which the less important became subordinated to the more important needs.

After you had made your final decision regarding needs, it was then necessary to decide upon such details as the kind of fabric desired — wool, rayon, or cotton — the most suitable colors, the type of trimming, and whether the garment was to be purchased ready-made or home-made.

Since time and money were both limited, you had to determine which garments were needed first and decide when the others could be added. Thus, your plan was completed and ready to be put into operation.

Determining the relative importance of the various items is not easy. Only by using imagination and intelligence can one visualize outcomes of alternative choices. Judgment in making these choices comes chiefly through evaluating experiences in terms of results. In growing up, experiences

change from the very simple to the more complex. It is through meeting progressively more difficult situations that the ability to make choices develops. However, if steady improvement is to be made, there must be a conscious evaluation of outcomes.

In the home, planning may involve a simple, short-term process, such as preparing breakfast, or a more complex, long-term problem, such as the use of money income through the life cycle of the family group. Basically the process for planning in each case is the same.

There are four essential steps in making any plan: (1) collecting all information relating to the problem; (2) studying and analyzing the material at hand to see what must be retained, discarded, or replaced; (3) ranking the needs so that the less important is subordinated to the more important; and (4) arranging the steps to be taken in their chronological order. These same four steps are essential in making a plan, regardless of how simple or how complex the situation may be.

Making a plan does not guarantee the successful completion of the proposed activity. There must be action, based upon this plan, if one is going to move forward to accomplishment. Putting the plan into operation demands skill, knowledge of techniques, and control over the performance of the task. The important idea to bear in mind when planning is: *a plan is a means to an end, and not an end in itself.* A plan merely maps out the way to go. Too much attention to the process may obscure the goal one is trying to attain.

The material resources at the disposal of every one of us are limited, but the extent of their limitations vary greatly. Wants and desires must be weighed carefully in order to fulfill those first which will make for the greatest satisfaction in total living. The total of all goods and services considered essential, are the standard of living. In contrast, the scale of living is represented by those goods and services actually used. Prior to the war it was important for the Jones family

to own the latest models of all kinds of kitchen equipment, rugs of the current popular design, or a new car. Much of the family income was spent on conspicuous consumption goods. The Browns insisted upon elaborate meals served in the height of fashion, a spotlessly clean house, and an immaculately groomed yard. Their furniture may not have been of the most recent model, but to them other things were more important. Today one family prefers commercially made food and clothing to home-made products; another accepts simple living without paid help in order to provide a college education for the children; still another family limits its expenditures at home in order to provide for a trip to the shore in summer.

The standard of living is the ever-present force determining our choices. Reid says that a family's standard of living is affected by (1) habit, (2) family, race and community traditions, (3) education, and (4) sales pressure.[4]

It must be emphasized that there is not necessarily any relationship between a *high* standard and an *expensive* standard. That is, the standard of living of the family that lives across the tracks may be far higher than that of the family living on the boulevard, even though the latter group has much more in the way of worldly goods.

Directing

Directing — another activity involved in management — infers contact between two or more persons. In giving directions, one must be very clear as to what is to be done, and then proceed to relay the details to the person performing the task.

In giving directions it is imperative that all statements be made clear and concise, leaving no room for misinterpretation or misunderstanding. If writing them facilitates understanding and confidence, then it is worth the added effort. The directions should be adapted to the understand-

[4] Margaret Reid, *Economics of Household Production*, John Wiley & Sons. Inc., New York, 1934, pp. 120–21.

ing of the one being directed, and to the time and energy which is available for the work. The one directed may have a better concept of possible accomplishment than does the person doing the directing. Therefore, the worker's ideas should be heard and evaluated, and adjustments made accordingly. Be consistent in the directions given and the results expected. Be businesslike but not harsh or dictatorial, remembering that voice and manner of speaking frequently say more than the spoken word. Use "please" and "thank you" generously with an expression of real and convincing appreciation. Usually it is advisable to make suggestions in terms of what to do, rather than what not to do, for should difficulties arise, they are usually aggravated by a negative emphasis.

Directions will be accepted much more willingly if the worker occasionally receives approbation for the work he is doing. If a job is well done, let the worker know it. Always be honest in the commendations made, because most people are fairly successful judges of sincerity and are apt to be resentful of diplomacy.

In any situation there are times when it is necessary to criticize the worker or his performance, but do not do it until you are certain of the facts. A friendly word and a comment on the effectiveness of some contribution the worker has made is a good preliminary to any criticism, for knowing that all is not unsatisfactory helps one to accept criticism and to improve in consequence of it. Always give criticism in private; it is a personal matter and humiliation in front of others who are not concerned is unwise. Also, it is well to remember that nothing can substitute for justice and honesty when dealing with others, whether young or old. A child as well as an adult expects the truth.

Wise direction recognizes the need for developing the worker's interest in the job to be done, his awareness of the importance of the contribution he can make, and gives him a confidence that his efforts will receive recognition.

Tead, condemning the autocratic type of direction, says:

It does not take account of the desires of those commanded; it ignores the relation of willing, sustained action to knowledge and desire; it appeals solely to the fear motive and not at all to the great variety of other more positive and more creative motives; it requires constant supervision because it breeds an attitude which tries to "get away with" whatever it can when the commander is not present.[5]

There need be no conflict between democratic procedures and direction, but the director must always be on guard lest he become a dictator.

Guiding

Guidance in management is closely allied with direction, although the two differ somewhat in the process. Direction is important for the accomplishment of a given specified job, as cleaning the basement or washing dishes. Here the emphasis is placed upon how to do the task. Guidance is primarily concerned with the individual's growth and development through these experiences of cleaning the basement or washing the dishes. Guidance is neither advice-giving, nor direction. It is leadership which enables another to determine his own needs and develop a plan for meeting those needs, bringing satisfaction to himself and the larger group of which he is a part. The concern of guidance according to Jones and Hand is,

> . . . with helping individuals discover their needs, assess their potentialities, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realization.[6]

The child finds himself in a world that is strange and full of problems. As he grows, some of these problems dissolve, but there are always others to take their places, because the child is an explorer. He is curious and forever interested in something new. When he is tiny, others solve many of

[5] Ordway Tead, *Human Nature and Management*, McGraw-Hill Book Company, Inc., New York, 1933, p. 272.

[6] Guy Montrose Whipple, editor, *Guidance in Educational Institutions*, Part I, *Thirty-seventh Yearbook*, National Society for the Study of Education, Bloomington, Ill., Public School Publishing Co., 1938, p. 25.

his major problems for him; they bring him food; they see that he is bathed and comfortable. He asks little more. As he grows, his world expands to include rattles, toys, more people, and novel things. He wants his rattle. Will someone give it to him? When he finds that no one does, he begins to reach, turn, and twist until finally he reaches it. Realizing that through these experiences the baby grows and develops, the intelligent parent places the rattle a bit farther away to encourage the child to grope for it. And so the process continues. The infant grows, matures, and is able to solve more difficult problems as he progresses to adulthood through the wise guidance of those about him.

Recognizing that one learns by solving problems, guidance provides the work and play experience, alone and with others, suited to the capacities of the individual and leading him to the acquisition of desirable habits, attitudes, and skills. Children must have experiences which will help them understand and interpret the physical and social world they inhabit. They need aid in organizing these experiences into generalizations which will facilitate their solving other problems, and determining what things are really important. In every case, one must have opportunity for increased responsibility in directing one's own activities.[7]

If guidance has been effective, it has given the child a feeling of responsibility for his own behavior. He has learned that he cannot shift responsibilities to others. He has been helped to make wise choices, based upon a recognition of the major factors in a situation. He has set goals for himself which are evidenced by his behavior, and he has developed a recognition of his own importance in relation to the rest of his family and his world, knowing that his best success comes by cooperating with others and contributing as best he can to the welfare of the group. Standards have been developed against which he can measure his accomplishments, and through evaluation he can alter his patterns of

[7] Daniel Prescott, *Emotion and the Educative Process*, American Council on Education, Washington, D. C., 1938, p. 195.

behavior where necessary. Wise guidance has helped him to mature.

Strang has suggested seven ways in which guidance may function in personality development:

> . . . (1) by changing the attitude of personnel workers, teachers, parents, other members of the family, or other children toward the child; (2) by changing or rearranging other elements in his environment; (3) by helping him to acquire certain skills and social routines that enable him successfully to take part in a group; (4) by helping him to acquire insight into a situation and to discover for himself better ways of meeting difficulties, or by helping him gain information on the basis of which he can make intelligent choices; (5) by providing play and other forms of outlet that enable him to work through and solve his conflicts for himself; (6) by other special techniques, as for example, psychoanalysis; and (7) by self-guidance through goals.[8]

In a family group both parents should cooperate in guidance. It is their responsibility to provide desirable experiences to meet individual needs, abilities, and capacities, to give encouragement and to help the child to evaluate outcomes in terms of the goals that he and the other members of the family are attempting to attain.

Guidance, then, is the process of creating and utilizing activities for the optimum development of the individual and the group. It opens up opportunities for individual thinking, planning, and working without dominance.

Coordinating

Coordinating the activities, interests, and goals is a big part of the home management responsibility. This process involves knitting all the forces of the home into one harmonious whole, making effective achievement for the individual and the group possible. Such coordination is basic to the development of desirable attitudes of cooperation in all family members and is the dynamic force which unifies all

[8] Guy Montrose Whipple, editor, *Guidance in Educational Institutions*, Part I, *Thirty-seventh Yearbook*, National Society for the Study of Education, Bloomington, Ill., Public School Publishing Co., 1938, pp. 212–13.



Sharing responsibilities can be fun

Photograph from H. Armstrong Roberts



Grandparents like to help if given a chance

Photograph from J. C. Allen and Son

efforts and develops group standards, modes of group thought and action, and group opinion.

In war, an army officer has assigned to him certain personnel and matériel with which he is expected to accomplish a given task. It is his responsibility to interpret to his men the job expected of them and then to unify all the forces at his disposal, so that final victory will result. Given the best possible men and matériel but lacking coordination in direction, success could be achieved only with untold cost of men and supplies. Every store, factory, business enterprise, government agency, and farm requires coordination of all resources if it is to be successful. Though the home may have limited material resources and workers, it too is dependent upon unified effort for its success.

Coordination does not presuppose a dictatorship wherein all people bow to the will of one. Rather, it requires that the coordinator instill in the group the desire to solve problems collectively and then serve as the unifying force, putting into operation the result of the group's thinking. The coordinator will not merely assign responsibilities but will guide the members of the group to assuming the responsibility for the job at hand. In the home these processes may be accomplished, in part, through informal group discussions.

The effectiveness with which a purpose is realized is largely determined by the coordinator's understanding and appreciation of the total problem, his intelligence in regard to the skills, techniques, and processes involved, his knowledge and understanding of his co-workers, and finally his skill in working with them.

Obviously the activities of planning, directing, guiding, and coordinating do not stand as separate processes, but must be dovetailed or integrated into the process known as management. Techniques in the use of each can be improved by evaluating results in relation to methods used and then altering procedures in consequence. But whatever the method employed, it must be remembered that the ultimate

criterion for success is in terms of human satisfactions in living.

RESOURCES OF MANAGEMENT

Management infers the use of resources; therefore, we must know what the resources of the individual and the family are and how they may be utilized.

The resources at your command may be classified as human and material. The latter have the quality of remaining relatively fixed, and will react to a given treatment in a fairly predictable way. For example, cake recipes can be developed which, if followed carefully, will produce acceptable cakes. Human resources, on the other hand, change rapidly and are so variable that no predetermined method of use is always effective. When working with people, one is frequently made aware of this variability.

One mother tells how her infant who had enjoyed his orange juice from a cup over a period of weeks rebelled at drinking his milk that way. When offering orange juice she had been accustomed to saying, "Bruce drinks his orange juice from a cup." When she found milk was not acceptable from a cup, she repeated, "Bruce drinks his milk from a cup" as she offered the milk. Bruce would not drink. Then she said, "Bruce drinks his orange juice from a cup," offering the milk, and to her surprise Bruce drank. Her next problem was to have the child accept the milk without any false pretenses.

Material Resources

We usually think of our resources as being money and time. Although these are very important, they represent only a small part of the means at our command. One reason why we tend to consider time and money to the neglect of other resources may be the fact that both can be measured. We know how much money we have, and we know how much time is available. We can, therefore, determine the cost of an activity in terms of either or both.

Other material resources we use are goods and services consisting of the food we eat: pounds of butter, quarts of milk, pecks of potatoes; the clothes we wear: hats, pairs of shoes, dresses, coats; the equipment we use: washing machine, electric toaster, furniture; the power consumed: electricity, gas; and the services of others: doctors, dentists, and mailmen. Though it is conceivable that these might be measured quantitatively, this would involve most complicated procedures.

Human Resources

Our supply of resources includes more than the material resources mentioned above. In addition, there is the broad and important group of human resources. Nickell and Dorsey include in human resources:

> (1) physical heritage, in terms of native capacities and human energy, (2) social heritage, (3) attitudes, (4) knowledge, and (5) the abilities of members of the family.[9]

Physical Heritage

The physical heritage of every individual differs. Each person born into the world began life as a single cell. This cell resulted from the fusion of two other cells, one from the mother and the other from the father. The determiners of the individual's hereditary traits are present in this original single cell, and remain with him throughout life. Physical makeup depends largely upon this heritage. A person's mental capacity and energies, based upon physical makeup, are also a part of this heritage. Here lie the potentialities and limitations of an individual. The wise manager recognizes these potentialities and limitations and uses them for the attainment of desired goals. If a family includes two individuals of exceedingly different mental abilities, a program of activities should be planned for the best development of each, being careful to avoid a feeling of superiority in one

[9] Paulena Nickell and Jean Muir Dorsey, *Management in Family Living*, John Wiley & Sons, Inc., New York, 1942, p. 29.

case or inferiority in the other. Each of the two will make different contributions to the family enterprise according to his capacity, yet, one may be as important as the other on a different level of accomplishment. Likewise, differences in physical ability should be given consideration. If a child has a physical handicap such as a heart ailment, the contribution he can make in the family may differ greatly from that of a normal child but need not be less important. It is essential that the handicapped member be given a feeling of security through the knowledge that what he can do is of service to the group. Each person should be given an opportunity that is stimulating and challenging.

Social Heritage

The child is born into a social environment dominated for the first few years of his life almost entirely by his family. The family has certain ways of thinking, feeling, and acting which are passed on to the child through the everyday contacts. Just as society has mores — patterns of behavior developed over a period of time but not in the form of written law — which are to a high degree binding to the majority of people, so we, as individuals, have customs, traditions, conventions, or folkways which affect the way we behave. Most of our behavior patterns are acquired through contacts with other members of the family and the social group in which we live. Baber says:

> The child is born a biological organism, but his capacity for learning human traits brings him social status. He *inherits* his original nature, but he *acquires* his human nature, that rather vague aggregate of traits (including language, a sense of beauty, moral standard, etc.) which we consider essentially human. Human nature, therefore, comes from the interaction of the organic and social processes. The biological inheritance appears in a social environment, interaction begins, and human nature is in the making.[10]

[10] Ray E. Baber, *Marriage and the Family*, McGraw-Hill Book Company, Inc., New York, 1939, p. 279.

Gradually, through a conditioning process, we build up many likes, dislikes, fears, and attitudes that may remain with us throughout life, greatly affecting what we do. We choose certain kinds of foods in preference to others because they are familiar to us. For example, shoo-fly pie is almost an institution in itself to the group commonly known as Pennsylvania Dutch, and they find it difficult to understand how anyone's enthusiasm for it could possibly be lukewarm. Some of us will eat liver but never taste brains, although both are edible and considered delicious by many people. We may or may not like to read, listen to music, or study. We may have intense fear of lightning because as children we always ran to the basement with mother during an electric storm. Fears of snakes, crowds of people, the police, strange places, sex, or marriage may develop because of experiences we have had. Our social heritage may determine the way we react to dancing, women smoking, or our manner of settling problems. For example, a college senior, who found adjustment to group living difficult and always resorted to screaming, crying, and hair pulling to settle disagreements, said that she and her family always had settled problems at home this way, so she knew no other method of dealing with them.

We tend not to question the practices of those about us, and unconsciously we accept ways of doing things until they become a part of our own nature. The pattern we learn usually remains with us indefinitely, unless some drastic circumstance causes a change. We probably continued to say "ain't" until some English teacher gave a failing mark in an important test. Since it is difficult to accept any variation from the usual way of doing things, it is obvious that our social heritage can be either an asset or a liability.

Recognizing the importance of social heritage, effective management in the home will: (1) consider the existing fixed patterns, using to the best advantage those acceptable to the family group; (2) lead the group to evaluate its behavior and be ready to discard all customs that hamper progress

and originality; (3) guide the development of new habits to simplify choice-making and to regulate behavior in everyday living. Therefore, great responsibility rests upon the family in providing a social heritage for the next generation which will make for happy, well-adjusted people.

Attitudes

Attitudes of family members are likewise an important resource. An attitude implies a readiness to act or feel in a certain way toward something. A given stimulus will cause a definite response according to the attitude one holds. Attitudes may be organized around any phase of the environment — any object, idea, or person. They may be completely individual. That is, the reaction of one person may be unlike the reaction of another person to the same stimulus. On the other hand, attitudes may be common to members of a family or to any cultural group distinct in itself.[11]

Within a family one may find individually expressed attitudes toward who shall control the purse, the value of spinach in the diet, the monotony of housecleaning, the importance of good music in the home, or the value of gracious, simple hospitality. From these individual expressions may develop attitudes common to the entire family. It is quite frequent, for example, to find one family in which all members feel that it is imperative for the group to have a week together in the mountains; in another, it is much more important to use all available vacation time and money for making the house and yard at home attractive. Finding that there are other individuals in the community who like hiking, photography, music, or dancing might be the basis for the development of most worthwhile recreational programs for the whole community group. Even national or international movements may spring from some of these interests which at first seemed relatively trivial.

The effective manager will take stock of existing attitudes and use them to further the well-being of the group. Much

[11] J. Folsom, *The Family*, John Wiley & Sons, Inc., New York, 1934, p. 49.

intelligence, farsightedness, and understanding are needed for this undertaking. The attitudes a child develops while a member of a family group will be important throughout life. The degree of success in your vocation, in your social relationships outside the home, and in the establishment of your own home will be largely determined by the basic attitudes you formed in early years.

Knowledge

Knowledge makes progress possible. New ideas result from combining the information already known into new patterns. Knowledge forms the working basis for everyday living, and permits the accomplishment of goals. As man has progressed through the ages, vast funds of information have accumulated which he uses to solve his problems. Through intelligence he is able to select pertinent facts, which may be used effectively to make choices, develop new ideas and new techniques. Knowledge, attitudes, and critical intelligence must be developed together, in order that each individual may be prepared to take his part in making the world a better place to live. In a constantly changing world, the person who is able to accept change without frustration, is aware of new knowledge and has an inquiring mind with an appreciation for scientific method, will be able to adjust more easily and therefore live more happily and fully.

As the child grows from infancy, his fund of knowledge likewise grows. Recognition of this change by the homemaker is important. As she and the family move forward, the process by which learning takes place must be kept in mind so that opportunities will be provided to make learning possible. With increased knowledge, the child will be ready to attempt progressively more difficult tasks and to make new and different contributions to the family enterprise. A child may be taught to tell what time it is when the hands of the clock point straight to the ceiling or when the short one points up and the longer one down. Through this expe-

rience he finally learns to name the numbers on the face of the clock, and eventually he can tell time regardless of where the hands may rest. Or he may have been interested in watching his mother's fingers as they picked from the piano keyboard the ditties he enjoyed hearing. He may learn to play simple tunes long before he is able to read music and translate the notes into a melody on the piano. Each newly acquired knowledge has afforded him pleasure in accomplishment and has made it possible to move forward to new understanding. But it should be remembered that facts seem important to one only as they are needed to solve an immediate problem.

Abilities

Ability as a resource implies the power to use certain techniques and skills to perform a given task. Abilities in any family group are usually varied. The young child lacking coordination does not have all the abilities of an older person, and grandmother can no longer do many things she delighted in doing in her earlier years. Even within a given age group it must be recognized that there is great variation in abilities, for no two people, even though reared in the same environment, are going to develop in exactly the same way. Since this is true, the manager must study those with whom she works until she knows the abilities of each one and she must recognize that these abilities may be changing. On the basis of such knowledge, she will do a better job of planning work and play experiences that will progressively develop the abilities of each individual.

When work decisions are made, John may always choose to sweep the floors while sister Mary washes the dishes, not because John is less deft in washing dishes but because he simply dislikes the job. He therefore avoids it, if possible, by dawdling over his sweeping. If John is led to see that dishwashing is necessary in the running of the household, and that he must share in its performance, he will participate along with the others.

Developing new abilities involves solving new problems, since new abilities are learned only as they are needed. Opportunities must be presented whereby one is challenged to increase his power of working with people and materials to the greater satisfaction of all. Many times it is easier for parents to do tasks themselves rather than share them with the child who works slowly and awkwardly because he is learning. Parents need to realize that unless a child has opportunities for experience he will never learn.

After a child develops a given ability, inertia and lack of understanding may be responsible for a repetition of that task until it is no longer challenging and no longer serves an instructive purpose. The first time a child asks if she may wipe dishes and is given a saucer and a few pieces of silver, she enjoys a thrilling adventure. It is a new experience. She can scarcely wait until the following meal time to repeat this enjoyable activity. There is spontaneity in this enthusiasm. She wipes a few more dishes at the next meal. As time goes by she takes increasing responsibility. She is finally permitted to wipe the best glassware, and there are still thrills of accomplishment. But when she has become expert and the whole task is given to her after every meal, there are no more new experiences, and she is likely to become bored or even irritated at having to do the dish washing. How much more satisfactory is the plan which provides rotation of a variety of tasks, so that the child finds in each something new and stimulating.

Parents' abilities, like those of the children, may be lost sight of in the everyday demands of living. Ability to play the piano may be neglected and forgotten, when it could have served to open new interests to the whole family. It might have brought the family together at times when it seemed there were more interesting things to do somewhere else — at the corner drug store, the pool hall, or the movies. Father's ability to work with tools may mean new and more comfortable furniture, which would otherwise not be obtainable because of limited income.

There may be danger that in a family group where one person has unusual talent so much emphasis is placed upon the development of his abilities that those of others, less outstanding, are completely neglected. When Ellen was in high school it became obvious that she should be given opportunities to study music beyond those offered by her little western town. Encouraged by the praise of teachers and friends, it was decided that she should be sent to a college where music training was available even though it meant a financial strain on the family, since there were several children and the father earned only a moderate salary. After four years in college Ellen wanted to go abroad for additional training. This she did, with further financial aid from her parents. In the meantime, after her brothers finished high school they had to work in order to have an extended education. Even though the mother had taken roomers and boarders for added income, there was not enough money to meet the educational expenses of the other children. Finally, when Ellen came home, she married almost at once a young man still in professional training. The money she earned by teaching music did not permit any repayment to her family or any assistance to younger family members.

This situation might bring satisfaction to the family for years to come through living in the reflected glory of the achievements of its only talented member. On the other hand, those who had sacrificed might resent not having had equal opportunities, and unhappy family relationships may arise.

Marriage brings together two persons who establish a home. The purpose of the home and the fulfillment of its purpose depend upon two adults. Each contributes to the union a heritage uniquely his own. True, there may be general similarities of interest which have brought the two together; still at the time of marriage both are going to have to face adjustments. From this union it is hoped that common purposes may grow, with each person maintaining his

or her own personality and individuality, and the interactions of the two making for happy family living. Burgess and Cottrell, speaking of adjustment, say:

> From the standpoint of assimilation, adjustment is to be defined as the integration of the couple in a union in which the two personalities are not merely merged, or submerged, but interact to complement each other for mutual satisfaction and the achievement of common objectives. The emphasis is upon intercommunication, interstimulation, and participation in common activities.[12]

The home which is established provides the environment for supplying the primary needs of food, shelter, and clothing, and for nurturing children. It also provides cultural and aesthetic needs and many of the satisfactions of life. Herein lies the opportunity, for the parents and later for the children, to achieve personality fulfillment. The satisfactions come from two sources, (1) from the outcome of actions of family members, or consumption, and (2) from the activity itself, or production. There is real pleasure in consuming the well-prepared meal of vegetables grown in the home garden, from wearing a new dress or hat, or from showing one's friends the house with its new coat of paint. Likewise, preparing the dinner, caring for the garden, making a new dress, or painting the house may bring great satisfaction. In each case, there is an opportunity for self-expression, and demonstration of creative ability and skill. The home has fulfilled its true function when abilities are expressed and recognized.

GOALS AFFECT CHOICE-MAKING

Do you know what is really important to you? No one can answer this question for you. However, not as a final criterion for judgment but as a guide to evaluation of choice, Kyrk suggests that:

> Wise uses of time and money are those designed to secure in appropriate amount: (1) The goods necessary for optimum health

[12] Ernest W. Burgess and Leonard S. Cottrell, Jr., *Predicting Success or Failure in Marriage*, Prentice-Hall, Inc., New York, 1939, p. 10.

and physical vigor and in the case of children maximum growth (2) Facilities for the formal education and training of children and for the continuing education of adults (3) Means for furthering such specific individual interests as painting, drawing, music, sports, dancing, handicrafts, dramatics, gardening, research, imaginative writing. The individual's interest in one or more of these activities might be either that of the craftsman or the connoisseur, active or passive, creative or appreciative, in other words (4) Means of enhancing beauty of the surroundings, inside and outside the house and in personal appearances (5) Means of securing social intercourse for the sake of friendliness and affection, and for the sake of mental stimulation and experience (6) Means for securing fun or amusement — the satisfaction of the play interest (7) Means of securing new experience, aesthetic or otherwise, in connection with people, places, things and ideas (8) Means of securing rest and relaxation other than the above (9) Means for securing order and harmony in the routine of consumptive activities and for reducing the effort and time cost of non-pleasurable activities incident to consumption (10) Housing and equipment that will provide facilities for the activities and social intercourse that go on in the home and afford opportunity for individual privacy.[13]

What shall be the basis of choice in the realm of food, clothing, shelter, and recreation?

Food

Adequate nutrition for every individual in America and the world is a problem currently attacked on an international basis. Through the newer knowledge of the relation of food to health, we may expect to improve immeasurably the conditions of the present and future generations. Dietary standards have been set up to serve as guides for food requirements of individuals varying in ages and activities, and information has been made available to people throughout the country by way of various organizations. Still we find malnourished in all income groups. The responsibility of providing adequate nutrition, of inculcating in family members an understanding of nutritional needs, and of improving

[13] Hazel Kyrk, *Economic Problems of the Family*, Harper & Brothers, New York, 1933, p. 393.

eating habits rests largely upon the homemaker. In the home, patterns of food consumption are developed which carry through an entire lifetime. In serving three meals a day for a year, a homemaker has over a thousand opportunities for improving family nutrition and building desirable habits. Standards of aesthetic values may be developed through food service; a table set with clean linen and colorful, attractive dishes — no matter how simple — may have a marked influence on tastes, through the realization that cost does not determine aesthetic values. A family gathered about such a table will find it easier to be happy, cheerful, courteous, and appreciative. It may be the scene of interesting conversation, of sharing of experiences, and of appreciation of individual personalities.

Clothing

If clothing served only the physical need, many problems of management would be eliminated. But to a large extent social and psychological factors determine our choice of clothes. The problem involved in clothing management then is to try to satisfy all needs with the least amount of time, energy, and money. Which of the three basic needs — the physical, social, or psychological — is the most important varies with different situations. As a society, we have learned to put a great amount of emphasis upon the style factor. Those in the lowest income class may forego durability for style if they feel they will gain social recognition and self-confidence. Too frequently we are not honest with ourselves in the motive for choosing what we do. Ask the next person you see who owns a fur coat why she purchased it. Undoubtedly she will answer that she needed it to keep warm. If she is honest with herself — and you — she may admit that the real reason for the purchase was psychological, that is, she gets a great deal of personal satisfaction from wearing it because it is attractive, almost everyone else (in her income class) wears a fur coat, and it gives her prestige.

The aesthetic factor may also become secondary to style. Looking back over the fashions of the last few years, one finds surprising examples of clothing worn because it was fashionable rather than beautiful. One needs only to observe a throng of people to realize that clothes were purchased because a particular fashion is in high style. Some of the effects are breath-taking.

The war has made people aware of the kind of clothing appropriate for work, but we still have far to go. Prior to the war, few men dared wear clothes which were comfortable and aesthetically interesting, and even now as a group they accept only such minor changes as width of trouser leg, elimination of trouser cuffs, or perhaps a soft-collared shirt.

Choices between ready-made and home-made clothing will depend largely upon the amount of money available for clothing as against available equipment and skill and time for dressmaking. Distance from shopping centers may necessitate home construction.

The war has put greater emphasis both on home construction and upkeep. Upkeep has had minor attention in the past. Since styles changed rapidly, there was little incentive to make a garment last long. Consequently, great waste resulted.

Shelter

Standards for housing the family are very important. Davies lists 85 primary values of housing, 52 of which were related to the welfare of the individual and the family and 33 to that of the neighborhood and community. Primarily, the house provides protection from the weather — excessive cold, heat, and rain — thus guarding the health of its occupants.[14] It gives privacy and affords a place for rest and recreation. It does more. In speaking of these additional contributions, Agan says:

> The child is dependent upon the home for continuity of security, affections, intimacies, and loyalties by which his richest growth

[14] Joseph Davies, *Fundamentals of Housing Study*, Bureau of Publications, Teachers College, Columbia University, New York, 1938, p. 9.

is consummated. These important values are supplied by family life and cannot be delegated to outside agencies. The mechanism of the house should contribute toward their fulfillment and not toward their frustration. If the house does not provide opportunities for happy family life, then the children seek substitutes for family love.[15]

Whether rented or owned in a rural or urban community, a home must meet the needs of those who live in it and in most cases as economically as possible. Consideration must be given to location in relation to facilities for education, shopping, recreation, protection, and health. Adequate housing for the American people has never been achieved, and now pressures due to the war are making many serious problems worse. Some of these problems will be considered in a later chapter.

Leisure Activities

It takes wise management to obtain maximum satisfactions from the use of leisure time. There is a vast difference between recreation and merely spending time. To re-create means to live anew. Unless there is intelligent planning, the time not consumed by work or rest can easily be dissipated with no appreciable return in satisfactions. Sometimes one flounders in the immediate situation, and gives no thought to long-term values. Intelligent management may make leisure hours a thrilling experience, adding immeasurably to the enjoyment of living.

One should see recreation as a part of the standard of living, giving it due attention and planning a constructive program for active participation of body and mind. Many people think of recreation in terms of commercial recreation: the motion picture, the night club, or the baseball game. These passive forms have their place, but should not supplant those types that permit active participation, such as gardening, swimming, and hiking, which have great potentialities

[15] Tessie Agan, *The House*, J. B. Lippincott Company, New York, 1939, pp. 55–56.

for re-creation. With imagination, the home can provide endless possibilities for the individual's or the family group's amusement.

The American public tends to be faddish in its choice of recreational activities. Doing just what everyone else does may have prestige value of a kind, but it does not allow for individual likes, dislikes, and needs. Proper direction can guide the family group to recognize the fallacy of "following the crowd" in some activity only because it is fashionable.

Radios are available to almost everyone today, and the potentialities to choose radio programs well are limitless. It will cost no more to listen to a worthwhile program than to be subjected to atrocities waiting to be tuned in. Joy in reading may grow from hours spent with mother or father reading aloud nursery rhymes and children's stories. As children grow older, they will learn to read, and their interest will extend to books of all kinds. They will tend to read the books, papers, and magazines lying about the house. Since this is true, care must be used in providing reading material that will entertain and enrich the child's experience.

Well managed leisure time may arouse in someone a creative interest which later becomes a profession or a valued hobby. Working with tools, playing an instrument, painting, sports, or drama, all have potentialities for further development. Through such activities it may be possible to develop family unity, appreciation, and cooperation attainable in no other way.

SUMMARY

Until recently, management in everyday living has received little attention. With a growing interest in industrial management and its increased efficiency, it was recognized that management techniques could be applied to daily living experiences. Management procedures in the home — planning, directing, guiding, and coordinating — are fundamentally the same as those in industry. However, the goals of industry are efficient production for profit,

whereas for the individual, efficient production is subordinated to the goal of happy group living. Skills and techniques are not important in themselves, but only as they contribute to group happiness.

With the complexity of human and material resources, the job of management is difficult for even the most intelligent and skillful person. Therefore, choices must be made carefully, if goals are to be realized. Living satisfactions can be greatly increased if one recognizes that management is important and attempts to improve the ways of doing even the simplest task.

QUESTIONS AND PROBLEMS

1. Describe some project you have recently completed that involved management. Give each step taken. How might you improve your management another time?
2. Every home has both human and material resources to be used for the accomplishment of its goals. Compare the importance of each type of resource and the difficulties involved in planning for the use of each.
3. Describe outstanding attitudes and abilities in the group with whom you are now living, whether family or unrelated persons, which make a great contribution to the happiness of your group.
4. In your immediate group, what are some attitudes which are detrimental to optimum accomplishment? Develop a plan of action for solving the problems involved.
5. How successful are you in working with others? Suppose you were required to work with someone whose habits, standards, ideas, and values were different from yours. What steps would you take to make an adjustment?

SUGGESTED READINGS

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Chapter 3

SHARING FAMILY RESPONSIBILITIES

Homemaking is a cooperative enterprise. Every individual living as a member of a family group has a shared responsibility for seeing that the day-to-day tasks are executed and that the long-term goals are achieved. No one, unless physically or mentally unfit, should expect to be exempt from carrying his share of the group responsibilities.

(1) What are the values to be gained from the sharing of responsibilities? (2) Who shall participate in the family group? (3) What factors determine the contribution of each family member? (4) What is the process by which the division of responsibility is made?

IMPORTANCE OF SHARED RESPONSIBILITIES

The values from shared responsibilities may be thought of in terms of the individual, the family group, and the larger society in which we live. Wise use of family labor may increase the real income of the family. Since the amount of money available to most families is limited, home production may make it possible for them to have goods and services which they could not afford to buy. That is, by making at home the things that individuals are able to make, money will be released for the purchase of goods which do not lend themselves readily to home production, such as electrical equipment, books, and furniture. If the family does not count the cost of its labor, significant savings may result from making things at home. For example, one may be able to buy dress material for less than $2, but if a garment

of like quality were to be purchased ready-made, it might cost more than twice that amount. Consequently, the choice may be between two dresses made at home and one dress bought at the store. If only one dress was needed, and if it were made at home, the remaining money could be used for some other purpose.

Since the war has limited the available goods and services, it is sometimes possible through home production to make some things not otherwise obtainable. As early as the fall of 1942, in certain sections of the country some stores discontinued the service of making slip-covers and draperies. Those that remained in the business often could not promise deliveries in less than three months' time. If one wanted slip-covers, they had to be made at home. The person who is not easily fitted in ready-made clothes has found buying difficult because of limitations in the choice of sizes, quality, color, and design at moderate prices. Repair work of all kinds, whether for electrical equipment, automobile, or plumbing, is difficult to secure. Even essential paint jobs must at times be neglected unless the family members can do the work.

Both materials and labor must be spared whenever possible. Pressures on overburdened producers, distributors, and transportation facilities could be lessened if the home produced more for its own needs. The movement to stimulate victory gardens and home preservation of fruit and vegetables is based upon the assumption that family members do have free time that could be used productively, thus relieving pressures on commercial supplies and services and, at the same time, increasing the total food supply.

There are advantages to be gained where production is adjusted to meet a specified demand. Through home production the family can regulate the quantity produced in relation to needs thus eliminating waste resulting from a lack of coordination between supply and demand and from costly methods of selling, including advertising. Special attention may be given to individual likes and preferences,

resulting in greater satisfaction for all members of the group.

LEARNING THROUGH SHARING

Sharing home activities has definite educational values. The home is the most satisfactory laboratory we have for learning skills and techniques in homemaking. Here each separate activity is seen as a part of the whole enterprise. An awareness of the complexity of the situation and the need for planning and organization may be developed. There are endless opportunities for imagination and creative ability to function in a constructive way. Through a variety of activities children may come to develop special aptitudes and abilities that will determine their lifetime occupations or hobbies.

Attitudes and Interests Develop

Important attitudes may develop from sharing household activities with all members. It is important that all children and adults recognize the principle that every physically or mentally able individual should be economically self-sustaining. This does not mean that one must be employed outside the home, because homemaking activities may be as important economically as those of the worker in business or industry. It does mean, however, that the homemaker, or anyone working within the home, must use time constructively, guarding against the tendency to set housekeeping standards higher than necessary for healthful, happy living simply to keep occupied.

Shared work tends toward shared recreation and leisure. If all do not share in the sum of work, there will be an inequality in the individuals' time available for other activities. Those who have never really had an opportunity to do some of the household tasks may frequently be critical of the time another takes doing them. There may be a willingness to accept somewhat different housekeeping standards if there is a realization that the present standard can be maintained

only at the expense of other and more desired activities. A clear understanding of the need for balance between work and leisure is important.

Increased Understanding Results

Resentments may develop when money is used for additional household equipment or improvements if there is no appreciation of the need for such investment. One who has worked in the house, and has become aware of how even a small investment may save time and energy, is willing to see money used for household equipment rather than for something more personal. Billy, of high school age, might be more interested in building simple shoe racks in the clothes closets if he were the one to pick up a dozen pair of shoes from the closet floor every week before doing the cleaning. Father may appreciate the need for a new washer if given an opportunity to use the old one. Likewise, a day in the garden may convince mother of the importance of good garden tools. Through an increased realization of problems, a better use of all resources is likely to result. All family planning will be increasingly effective with an improved understanding of how the home operates. Such understanding comes principally through participation.

Participation in and understanding of group activities should help to make a person tolerant of other people's ideas and willing to experiment. As a result mother may not object to Mary's desire to try a new cake recipe, even though sugar is scarce, and father's suggestions for a new type of house for after the war may receive more enthusiastic support from the rest of the family. Greater appreciation may be developed for neighbors whose patterns of living may be foreign to us, and methods and ideas will be accepted less frequently out of habit and more often because they make a contribution to everyday living.

It is hoped that along with open-minded questioning an intelligent understanding of those things that cannot be changed will result. Knowing that a situation cannot be

different makes adjustment to it possible without frustration. There are things in everyone's environment that they would like to but cannot have altered. Many girls have looked forward to the time when they would marry and establish their home near friends, only to find themselves in a paltry home near some distant army camp. These young couples find it necessary to accept the situation and make adjustments to this new environment, for little can be done to improve their living arrangements until after the war.

Achieve Personality Fulfillment

Group experience in the home provides opportunities for personality fulfillment. At home a person is given recognition for what he can do. He is important to his group. He has security. With increased understanding of the immediate environment, a greater appreciation of the part the family must play in the larger social group will result. It should be obvious that there are a great many outside forces which determine family policies. Interest will develop in shaping these larger policies. Ways to bring about change will grow from more complete understanding. The twelve-year-old boy who goes to the store with an older sister to buy the family food supply will not be content until he knows why rationing is necessary, or why there is a variation in the ration points required for similar size cans of tomatoes and pineapple. Such understanding will gradually increase as the child's comprehension increases, until he will see the relationship between personal behavior and broader social and economic problems. This interest will expand far beyond the home, the community, or the state to include the entire world.

Some individuals mature without acquiring the ability to see significant problems, because they have never had to think about the problems the family was obliged to face. Someone else did all the thinking for them. If the family responsibilities are shared, then all become sensitive to conditions about them, recognizing that life does not always

flow along smoothly, and that it is therefore important to develop techniques for meeting problems. The value of cooperation acquires meaning.

Besides being able to recognize the need for solving problems, one must also be able to develop ways and means of dealing with the situation. An infant who drops a toy outside his play pen cries until someone picks it up for him. When a ball with which a five-year-old is playing rolls outside the fence, he takes a stick to retrieve it without the help of anyone else. With added experience we tend to develop more effective ways of solving problems. Margaret, a college girl who, incidentally, had an exceptionally high scholastic average, said that one of her biggest problems as a freshman — away from home for the first time — was to decide what dress to wear each day. Her mother had always told her what particular garment to put on. Margaret had never been given the opportunity to make her own decisions. No one who had shared the solution of family problems could have found difficulty in deciding the simple problem of what to wear to classes.

Not only must a person be able to recognize problems and the resources to be used in solving them, but he must know how to use these resources effectively to gain the greatest satisfaction. Through wise guidance in the use of resources he will soon learn to take responsibility and to control what he has, knowing that if materials are wasted someone will be deprived, and hardships may result.

WHO SHALL SHARE ACTIVITIES

In every household there must be a clear realization that the tasks to be performed are the responsibility of all. They must be done because they are necessary to the successful operation of the household. Work should not be considered as a personal contribution imposing on someone, probably the mother, a sense of obligation. Such a request as, "John, please do this for me" puts work on a personal favor basis. A very different attitude is expressed by the parent who

says, "John, each of us has his share of work to do. What arrangements have you made for getting yours finished?" In the latter case, John sees himself as a part of an enterprise. His contribution is important. He will feel a sense of pride in the work well done. There will be times of sharing when emergencies arise. But these emergencies must not occur so frequently as to render the main responsibility secondary. Rights of others must be recognized and respected.

Woman's Part

It is traditional to think of women as carrying the responsibility for the work in the household. We know that the farm homemaker works, on an average, a little less than 9 hours a day, and the homemaker in cities of over 100,000 inhabitants works about 7 hours. This does not include time for eating meals or personal care. These long hours mean that she carries the main burden of the work done in the home. Viewing her record of time, and acknowledging it as a full-time job, one tends to lose sight of the additional services rendered by other family members, which increase the total homemaking time considerably.

Man's Part

Man's role in homemaking activities is frequently underestimated. In a study of time budgets Sorokin and Berger[1] found that physical household activities were performed by men "to a considerable degree." Men in the age group of 30 years or over spent more time on such activities than the younger age group, 17–24 years of age. These household activities included building fires, cleaning house, cleaning rugs, arranging flowers, cooking, laundering clothes, making beds, packing lunch, and preparing meals. The authors found that women spent approximately 25 minutes a day more than men on these tasks.

[1] Pitirim A. Sorokin and Clarence Q. Berger, *Time-Budgets of Human Behavior*, Harvard University Press, Cambridge, Mass., 1939, p. 44.

Personal household activities — including looking after mother, bathing child, caring for children, helping children with studies, and preparing children for bed — were participated in by both sexes. The incidence of the activities was about the same for the two groups but, again, women spent about 25 minutes more on them than did men.[2] Other findings show that both sexes spent approximately the same amount of time in playing and staying with children.[3] Both sexes participated equally in shopping, though women spent about 10 minutes per day longer in this activity.[4]

Of course, the number of the cases studied was small, and it is questionable whether they reflect a typical situation; still they show certain tendencies that need consideration. In planning household responsibilities, the participation of men and boys must be assured. It is important to give boys opportunities to learn the tasks they will continue to perform as adults in their own homes.

Children Can Help

The contribution of children to household tasks may be of inestimable importance. Attitudes toward the amount and the kind of work children may do in the home have been affected by the decrease in family size. In 1940, the population under 20 years of age constituted 34.5 per cent of the total population as compared with 38.8 per cent in 1930. In 1930, there were $11\frac{1}{2}$ million children under 5 years of age, whereas in 1940 there were only $10\frac{1}{2}$ million in that age group.[5] Because of the decrease in number, children gained in importance. Parents became much more child-conscious and in many cases overprotective. With improvement in economic status, parents are apt to express the feeling: "I had to work hard when I was a child. My child is not going to have to work like I did. I am going to see that he gets

[2] Pitirim A. Sorokin and Clarence Q. Berger, *Time-Budgets of Human Behavior*, Harvard University Press, Cambridge, Mass., 1939, p. 48.
[3] *Ibid.*, p. 49.
[4] *Ibid.*, p. 43.
[5] "Schools and the 1940 Census," *National Education Association Research Bulletin*, Vol. 19, No. 5 (Nov. 1941), p. 211.

an education so he will not have to work so hard." A child reared in a home dominated by such philosophy is apt to reach maturity without learning the meaning of responsibility. He has developed no skills or techniques valuable in home living. He takes his place in the adult world without respect for the fact that everyone must work and be self-sustaining whether a day laborer, a white-collared worker, or an executive.

In the pioneer family there was no question as to whether or not the children should assist with the work to be done. The fact that everyone was expected to help was taken for granted. On the farm, much the same situation exists today. There tends to be a division in the type of responsibilities assumed by boys and by girls. The boys work in the fields and do chores around the farm, while the girls' duties usually relate to tasks within the household. On the whole, however, sex considerations are secondary to the job. If there are so many cows that the men and boys cannot adequately take care of the milking, the girls may be called upon to help. If household work demands the assistance of boys, they, in turn, do that. This interchange of work and responsibility tends to develop a strong solidarity and loyalty among all members of the household. With the scarcity of farm labor, women and girls are taking a greater share of farm work than has been customary in the past.

In rural nonfarm areas or in small towns the variety of work to be done around the home is rather more limited. There is the garden to be cared for, lawns to be mowed, walks to be shoveled in the winter, and perhaps wood to be carried, besides the regular housekeeping duties.

Life in the city apartment presents some problems when planning work for the family. There, activities all relate to the household and its upkeep. There are no outside jobs to be done. The distinctions between boys' work and girls' work as such become less marked. Still here, as in other homes, there are floors to be washed or waxed, windows to be cleaned, painting to be done, odds and ends to be repaired,

in addition to the daily tasks of bedmaking, cleaning, food preparation, and dishwashing. Any of these tasks can also be done by boys without injury to manly dignity, and each experience will provide valuable instruction. It is necessary to remember that a task does not need to be difficult to afford worthwhile training.

Although the chief reasons for providing work for children is to give them a feeling of importance and usefulness in relation to family and society and to develop attitudes, habits, and skills which will make for happiness, their contribution will make it possible to reduce the time spent by adults in housework. During the war this is vitally important if the time released from home duties is used intelligently and constructively for other productive activities.

Parents sometimes have such high standards of performance that they deny children experiences because they cannot do the task well enough. It must be remembered that only through experience can children finally attain acceptable adult standards. A college senior admitted never having made her own bed before coming to college. When asked why, Dorothy said, "My mother did not think I could do it well enough. Besides, we had a maid." A social worker in Chicago has suggested that one reason why some young girls are getting into trouble is that no adequate program of war activity has been planned for them. They are too young for gainful employment outside the home, yet they feel that they want to help in the war effort. They need something to do. Here is an untapped source of labor. With guidance and training these young girls could make invaluable contributions to homes, releasing older girls and women for work in industry. Children of all ages, boys or girls, can do much to help themselves and others if given half a chance.

Letters from young women with husbands in army camps where all types of services are severely limited are recommending that girls learn how to do some of the routine tasks before establishing their own homes. One young woman

wrote that after several weeks she had now learned to iron a man's shirt in a little less than *one hour!* Many of those who had maids to do all their work before the war find the work of cook, dishwasher, housecleaner, and laundress time-consuming because they have developed no patterns, no routines, and no skills. Some see their new role as an adventure. They analyze their needs; then they conscientiously go about improving their skills, techniques, and management abilities. Others are most unhappy. They are frustrated because they cannot meet their problems successfully and tend to shift all blame and responsibility to other people. They blame everybody and everything from Hitler down to the store clerk who doesn't wait on them as promptly as they would like. Never once do they think that they might have some responsibility for improving conditions.

With men being sent overseas in great numbers, many young women and young mothers must return to live with their own or their husband's parents. Where this becomes necessary it is essential that there be a complete understanding of all obligations and responsibilities assumed by the added members in relation to the continuing household. It will call for intelligent adjustment on every side. If a pattern for living is once established with each one knowing the part he or she is to play, tensions and hard feelings can be eliminated. If that were done, there would be no call for the defense worker, whose daughter-in-law and baby grandchild came to live with her, to explain: "It was all my fault. I started out by waiting on Jane and she let me do it. Never once did she make her own bed, do the baby's washing, or make the formula. I would come home to find the house a mess, dinner to be prepared, and probably the baby to take care of for the evening." All this is even more difficult for a woman who previously had a maid to do her housework. Such situations are unnecessary and lead only to disruptions in family relationships which may be permanent or may take years of honest effort on the part of all family members to overcome.

Aged Parents Can Do Their Part

Frequently, aged parents of either the husband or the wife are forced to share the home of their children. Their position in the family group is made especially difficult because in most cases they are there due to economic necessity. The aged tend to feel that they are imposing upon the family in every way and that they have no means by which to express themselves or share in the activities of the household. They find themselves considered old-fashioned and unable to accept newer methods of performance. They, to whom their children once turned for the answer to all questions, are now considered incapable of understanding modern problems. Their advice is no longer sought. Feeling left out and slighted, they tend to become irritable, unhappy, and self-assertive. This adds to the problems of all, and makes living together a matter of endurance.

The importance of this problem is emphasized by the fact that the upper age groups are increasing both in actual numbers and in proportion to the total population. The group over 65 years of age increased by nearly $2\frac{1}{2}$ million persons in the 10 years from 1930 to 1940. It is estimated that by 1980 this group may number 22 million as compared with about 9 million in 1940.[6]

The shortage of manpower has forced many of the aged into employment. The telegraph companies, for example, report outstanding success in the use of older people. However, there are those who cannot leave the home for one reason or another. Still, there is much they can do for the family, adjusting their tasks and work time to suit their particular energies and interests. They may serve within the home in a number of ways. They can take over the major responsibility for the work in the home, thus releasing someone for other employment on a full-time basis; or assuming a fair share of the work, they may make it possible for another to be employed gainfully on a part-time basis. They

[6] "Schools and the 1940 Census," *National Education Association Research Bulletin*, Vol. 19, No. 5 (Nov. 1941), p. 212.

may even relieve a number of neighborhood families by assisting in various homes at different times throughout the week.

It may be necessary to give the older people help through special classes in child care, story telling, or housekeeping. Experience has shown that grandparent classes are often the most challenging and enthusiastic in adult teaching programs. Learning the newer methods of folding diapers, bathing a child, telling stories, directing play activities, or using new equipment and tools are interesting exploration for the older folks. The library of one of our large cities reports that many grandparents are using the Parent-Teachers' room, where they read material relating to child psychology and the care and training of children.

Grandfathers and grandmothers alike can do many routine tasks such as vacuuming rugs, sweeping porches, washing dishes. They may become the neighborhood center of attraction because of their story telling abilities. They may help by taking small children to and from school or by staying with them while parents work. Some may be able to tend to the furnaces in the neighborhood or take care of small gardens. Sewing and mending for a family may prove one's worth to a busy household.

Whatever grandparents are chosen to do should be something more than "busy-work," — work which keeps them active but which is not really important — designed to keep them out of the way. If possible, what they do should lead them to realize that they are important, that they have a given sphere in which they may assume full responsibility, and that they are respected for their contribution.

Responsibilities of Nonrelated Members

The status of nonrelated members in a household must be clearly defined, so that no misunderstandings arise as to how costs of maintenance are to be paid and what shall be their contributions to the work of the household. If a stranger joins a family group, he must be willing to share the responsibilities, and certainly must make sure that his

presence in the group is not the source of tension because of impositions on other members. He should not expect to effect a total change in routine for personal convenience, but rather should carefully figure out where his best contribution could be made to the family. He should be willing to make the necessary adjustments. If changes are desirable, they may be brought about gradually through tactful participation in group planning.

Paying Guests Are Important

A new member, the paying guest, has been added to many households especially in industrial areas where the war has brought about tremendous housing shortages. When rooms are rented to someone, that person has certain rights and privileges as well as obligations. The family providing the living accommodations must make certain adjustments; they, too, have obligations to the paying guest. To facilitate satisfactory relationships, the Women's Bureau of the United States Department of Labor in Washington, D. C., has issued a pamphlet with suggestions for the paying guest and the paid hostess. Some of these suggestions for the paying guest follow:

1. Keep your room neat. Keep clothing hung up when not in use. This is a good habit to develop for it not only keeps your room livable and saves endless hours of pressing for you, but makes it possible to have your room kept clean. Keep magazines and papers under control, disposing of those you have read or storing them for future reference. Keep closet floors cleared to facilitate cleaning. Shoes should be kept in clothes closet. Shoe bags can be placed on the doors, or shoe racks can be attached to the base board.
2. Protect furnishings from being ruined by cigarettes, nail polish, and wet articles. Replace or pay for any objects damaged.
3. Use your key. Do not lose it or carry it away with you when you leave permanently.
4. Make definite agreements about laundry privileges before taking a room. Live up to these conditions under which you agreed to come.



A little girl can learn to help

Acme Photo



An efficient worker

Photograph from J. C. Allen and Son

5. Pressing is essential. Know what provisions are made for use of the iron. Be sure it is used properly, and disconnected before leaving it for any purpose whatsoever. It may save untold damage.
6. Arrange time for the use of the bathroom. Leave the bath tub and basin absolutely clean. Hang towels and wash cloth to dry where space is provided. Be sanitary. Use water and other supplies with discretion.
7. In using the telephone, remember there are others who may want to use it. Limit the length of conversation. Pay all toll charges promptly.
8. Use your radio with care so that it is in no way disturbing to others in the household.
9. Save heat by turning off the radiator when the window is open.
10. Make arrangements for entertaining and be reasonable in your request, recognizing the rights of others of the household.
11. Respect the rest time of others. This is especially important in a household where family members work on different shifts.
12 Be sure to register your name and home address with your hostess. If possible, tell someone of the household where you expect to be, should you leave for an extended time. In case of emergency, you may need to be contacted.
13. If conditions are unsatisfactory, talk to the hostess about the situation in a businesslike manner. If no adjustment can be made, find another place to live, being certain that a like problem will not arise.
14. Be businesslike. Pay rent in advance on the date agreed. Assume full responsibility for all just charges.

The following suggestions for the hostess of the paying guest may be helpful :

1. A clean house is of major importance. Be sure that rooms are always clean. Change bed linens weekly and towels twice a week. Provide materials and equipment for cleaning the bath tub.
2. Supply heat and hot water essential for the health and well-being of everyone within the limits of the fuel allotments.
3. Make adequate provision for washing and ironing, being sure everyone understands the conditions relative to the use of washing and ironing facilities, so that there need be no misunderstanding.

4. Provide adequate furniture and furnishings for comfort. Simple, well-designed furniture is most acceptable.
5. Make the living room available for entertaining guests, and make everyone feel welcome and at home.
6. Be businesslike in all transactions. Be sure the guest knows all rates in relation to the services given.
7. Respect your guest's personal rights and personal property. Permit privacy for telephone calls and visitors. Arrange for the prompt receipt of all mail.
8. Be courteous.
9. If a guest disregards agreements made, discuss the problem in a businesslike manner and try to come to some understanding.

Basic to planning for shared experiences in family living is a consideration of the human resources, including capacities, energy, social heritage, knowledge and abilities, time available, and work to be accomplished. Since all of these factors interact to determine individuality, no one of them can be considered to the exclusion of the others.

DIVIDING RESPONSIBILITIES

In general, there are two methods by which tasks may be divided among family members. One is the patriarchal method and the other the democratic method. The process of deciding what tasks are to be done and who is to do them might seem unimportant. However, if people are going to learn how to work together cooperatively, then the patterns for cooperative living will have to be developed in the home.

The Patriarchal Process

The patriarchal family considers the father as the source of all wisdom and all control. He makes all decisions to be followed without questioning by the entire family. He controls the purse, determines all family needs and how they shall be met, directs education as well as work and leisure activities. He may be a kindly person who believes that he is doing all that is possible for the benefit of his family. He may be completely self-sacrificing so that his offspring

shall have all those things he feels are important for them to enjoy. Or he may be the hard, firm dictator whose children and wife stand in awe, blindly following his dictations because of fear and enforced respect. (In an occasional home the matriarchal system prevailed with the mother assuming the role of dictator.) This kind of family management has been passed down through the years, but is gradually being replaced by the democratic process which emphasizes the importance of each individual.

The Democratic Process

If we as a nation accept democracy as a way of life, it becomes increasingly necessary to give all children experiences with democratic procedures in the home, in order that they may take their respective places more effectively as adults. The democratic process in the home recognizes the right of everyone to participate according to their ability in the planning and the decision-making required for the functioning of the group. Children, as well as adults, can assist in planning what work is to be done, who is to do it, how to use family income to get the greatest satisfaction for the group, how to spend vacation time, how to take part in community projects, and how to solve the many other problems a family faces. In fact, in practically all questions every member's voice should be heard. Through shared planning everyone feels responsible for the success of the undertaking. The things we especially enjoy doing fall into place beside those we like less as we recognize that each must be executed by someone. Each individual thus becomes more willing to share all responsibilities and not just those which are fun to do.

It is true that a child's interest in participation will at first be extremely limited as his understanding is likewise limited, but the part he plays will gradually expand with a growing realization that family living is a cooperative experience, entailing both responsibilities and privileges.

The democratic process does not infer lack of control or

planned direction. Rules and regulations, however, mean more when developed by those whom they directly affect. Children and adults, alike, resent controls which hamper their activities if they see no purpose for them. Most rules made by the group, based upon an understanding and appreciation of their needs, are welcomed, and adherence is taken for granted by all members. Uncooperative behavior becomes the concern of all. Consequently, disapproval by the group is frequently a more effective control than discipline by any one person. Adult control may be necessary where the safety of a child is at stake, for it is recognized that the very young cannot have the understanding necessary in some situations. It is important that with increasing maturity, the child's responsibility in decision-making be increased, and that he understand the organization in which he finds himself. He will begin by making very simple choices within a limited area and gradually extend his sphere, until he finally leaves the family group to set up his own home.

As a part of training in democratic living, it is essential that there be developed an understanding of the expert's role in decision-making. In the home the "expert" is usually the parent. There are certain decisions which the parent will be called upon to make without the participation of children. In speaking of the importance of keeping clear the distinction between the realm of the policy-maker and the expert, James S. Plant says:

> This is of the greatest importance to the matter of preparation for the democratic way of life. Matters of policy, if put to vote, should be accepted as voted upon. The vote has little value if the governing body is going to find a way to have only a "correct" vote. In very early childhood we can teach about these two separate spheres within the democratic framework, and their inviolability should be preserved all the way through family life.[7]

How often we like to think that we are giving freedom of choice, while the situation has been so prearranged that in

[7] James S. Plant, "Democracy Turns to the Family," *Journal of Home Economics*, Vol. 34, No. 1 (Jan. 1942), p. 4.

reality no choice is involved. Or at other times we allow a group to make a decision, then so arrange conditions that the final outcome is quite different from the original plan. In either situation, those participating cannot help but experience disappointment and become confused about democratic procedures. Such conditions will lead to distrust and misunderstandings.

Parents sometimes are reluctant to recognize the maturity of their offspring and tend to encourage dependence long past the time when children become able to make many decisions independently. It is vital that parents gradually lessen their direction and guidance and thus provide opportunities for growth. This does not infer that the maturity of children necessarily causes a break in family relationship. Throughout the life of a parent, his role will be to give security through wise understanding. Most parents will find it much easier to relinquish the control of their children if they purposely develop other absorbing interests.

THE FAMILY COUNCIL

The family organization need not be formal, stilted, or boresome. All issues need not be handled at any one time. Discussion may take place around the dinner table, or when the family is gathered together in front of the fire place, around the heating stove in the winter, or on the porch when it is warm. Choose a time when the entire group finds it convenient to be together. In this group there need be no officers. Instead, there will be shared leadership. The most important requirement is the absence of hesitancy on the part of anyone to express his own opinion. When an idea is formulated, it should receive adequate recognition, regardless of whether the adults think it important or not, proceeding on the assumption that it was significant or it would not have been mentioned. The entire experience should be challenging and interesting, leading each member into keener enjoyment through a realization of his own self.

Since decisions are vital in the development of every child,

it is important that situations be so planned that the child will want to make choices of his own. If he finds resulting satisfaction, he will voluntarily continue to make decisions. Care should be taken that in our enthusiasm for helping others develop they are not forced to make recommendations when they have had insufficient experience upon which to base their thinking. Parents need to give guidance so that a feeling of accomplishment will result frequently enough to maintain interest in trying.

The family may consider the problem of what to do on the Fourth of July. If a picnic is proposed, the older members of the group will need to determine whether there is enough gasoline to make the trip to the usual picnic place. Alternative choices may have to be suggested. Children can help decide when to start, what to wear, the play equipment to take, the kind of food and whether it shall be prepared at home or at the picnic, the guests to be invited, or the route to follow. Even a very small child can assist in making some of these simple plans and in carrying them out. With increasing maturity, more difficult decisions can be made involving more complex situations. Gradually the area of choice may be expanded until the individual is capable of making major decisions, recognizing that he must take the responsibility for the choice he makes.

The above example of making choices is related to the use of leisure time. A similar general process is applicable to all realms of choice-making. The wise parent recognizes the needs of each individual and makes consistent progress possible.

In planning suggestions must be accepted with an open mind by all family members. Each individual must feel perfectly free to express his own ideas with assurance that they will be heard and considered and that a fair opportunity for explanation will be given. He must know that his ideas will not be laughed at; but he also must expect and accept negative group verdicts. He will have to respect the group's judgment, knowing that it is based on sound, rational thinking.

Unfortunately a family council sometimes is looked upon as an opportunity to discipline children. No child is going to look forward to the experience if he knows that discussions will be prefaced by a cross-examination of how it happened that the Jones' garage window was broken, or why the front lawn was not mowed by noon Saturday. Discipline, as such, has no place in a family council meeting. It may be hoped that many disciplinary problems will be forestalled by wise guidance and discussion. For example, if plans for work and play are carefully laid, the lawn may not be left unmown.

There are many types of problems which the family can solve by working together. The whole question of planning the household tasks, by whom and when, is a major consideration. Problems relating to family finance, as they affect all members, will need to be clarified. Recreational activities, including vacation plans; choice of books, furniture, music, equipment; plans for special days, Christmas, birthdays, Easter; guests to be entertained and plans for a new home, all may be discussed by the family group in order to clarify problems and develop a course of action.

The family council provides an opportunity for an extension of the parents' knowledge as well as that of their children. It is one way to make relatively certain that the adults' thinking will not become so old-fashioned that they find themselves unable to comprehend the activities and thinking of the younger group. Uninhibited, honest discussion will reveal attitudes which might otherwise go unobserved until serious problems arose.

SUMMARY

Security through a feeling of belonging, tolerance for others, the ability to see and solve problems objectively, and a philosophy which views self as a part of a developing larger society are some of the values that shared family experience may provide. Effective management within a family group is based on democratic principles. Every

member participates in planning, working, and playing. His contribution depends upon his individual resources: physical and social heritage, attitudes, knowledge, abilities, and available time. Through shared experiences the family becomes a unified group, working together for the achievement of common aims, making possible the optimum development of the individual and the family group as it assumes its role in the larger society, a society creating a world consistent with human welfare.

QUESTIONS AND PROBLEMS

1. Jean was beginning her senior year in high school. Her mother went away for a visit, leaving Jean and her fifteen-year-old brother, Bob, to care for the household. Her father left the house each day at eight o'clock in the morning and returned at five-thirty. After the mother had gone, Jean teased until father agreed they could eat their dinners at the corner restaurant. When her mother returned she found that no cleaning had been done for the week, the sink was filled with used dishes, and Jean's room could be described as "a mess." The bed was unmade, movie magazines cluttered the floor, an empty coke bottle stood in the window with the wrapper from a package of potato chips beside it, and clothing draped both chairs. Bob's room was in the same condition, cluttered with the paraphernalia of a young boy.

Analyze the problems involved in this situation. If you were the parents, how would you manage this problem?

2. When her husband died, granny found it necessary to move to another state to live with a married daughter and her family of three boys, 5, 7, and 9 years of age. Within 6 months, tensions had grown within the group until there seemed to be a constant conflict between family members. Give suggestions for making adjustments possible.

3. Many parents have been heard to say: "I don't expect my children to help with any of the work at home when they are going to school. They have enough to do. Besides, I don't want them ever to have to do the things I had to do when I was growing up." What effect may such an attitude have upon the children and the family group?

4. To what extent are the responsibilities of your own group shared by all? How can the situation be improved? Upon what basis should the division of responsibilities be made?

SUGGESTED READINGS

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Chapter 4

TIME MANAGEMENT

Effective time management requires the recognition of the fact that time has value, that it can be controlled, and that to use it advantageously demands techniques and skills.

Managing the use of time has definite advantages little appreciated by the average person. One must realize that there are but 24 hours a day at the disposal of everyone, to be employed as they see best. As each period of time passes — whether a minute, an hour, or a day — it is gone and cannot be retrieved, and the use made of it cannot be altered. Arnold Bennett says:

> You have to live on this twenty-four hours of daily time. Out of it you have to spin health, pleasure, money, content, respect, and the evolution of your immortal soul. Its right use, its most effective use, is a matter of highest urgency and of the most thrilling actuality. All depends on that. Your happiness — the elusive prize that you are clutching for, my friends! — depends on that.[1]

DEMANDS ON TIME HAVE INCREASED

Throughout the country today, people, young and old, must watch the use of their time, for there are endless demands upon everyone capable of doing any kind of constructive work.

The college girl is urged to do her share in the war effort. She may be asked to take a part-time job in office, store, or home, in addition to her college work. Some girls are

[1] Arnold Bennett, *How to Live on Twenty-four Hours a Day*, Doubleday, Doran & Company, Inc., New York, 1941, p. 17.

taking special technical courses for which they do not receive credits, but which prepare them for industrial jobs during vacations or after leaving school. Others try to complete their college courses in less than four years by taking unusually heavy schedules of course work, or by omitting the customary summer vacations. Many are obliged to assist with housework in the dormitory, since it is difficult to get adequate paid help. Some must do their own laundry, instead of sending it out each week. Girls living at home have to assume more responsibilities there.

The business or professional girl finds likewise that demands on her time are exceedingly heavy. Her hours in the office may have been increased. She may attempt to carry a part-time job in addition to her regular employment. She is urged to contribute time to projects of many social agencies. Evening courses, which prepare her for added responsibilities in her job, require many hours weekly for classes and homework. Traveling to and from work by streetcar or bus, and eating in restaurants are time consuming and fatiguing. If she has her own apartment, or if she shares the home of her family or of others, she has the added responsibilities of a homemaker.

Married women have the primary responsibility of maintaining their homes, but some see opportunities for gainful employment outside. Some look at a job away from home as a means to escape from a monotonous, humdrum existence of preparing three meals a day, housecleaning, and the daily round of household duties, which permit little external contact. Others regard it as a challenge to re-employ skills that had been set aside until the children were grown and had left home. Those who see now an opportunity to serve the nation, making war materials, may grasp this opportunity for personal motives, such as earning money to pay for long neglected dental work, clearing the mortgage on the house, or saving for new equipment to be purchased after the war. When we remember that a nation-wide study made in 1935–1936 showed that approximately two-thirds of our

families had incomes of about $1,500 or less, it is not difficult to understand why some of these needs were unsatisfied.

Homemakers who cannot leave home to work outside, but who live in war production areas that have undergone an influx of workers, may add to their regular responsibilities by taking roomers or boarders.

There are always women who can and want to use their time to promote the welfare of their community through volunteer work. The war has magnified the need for such services and opportunities to do volunteer work are more numerous in the Red Cross, the local hospitals, the Y.M.C.A., the Y.W.C.A., the O.P.A., the O.C.D., and many other organizations. The kind of work contributed may differ, and the amount of time given may vary from a few hours a week to a full-time schedule of daily activities.

There has been pressure to plant victory gardens in order to provide food for immediate and future needs. In urban centers the garden may be located far from the residences, thus requiring considerable commuting time. Planting and caring for a garden is time-consuming, and is the kind of job which cannot be postponed at will. Preparing the home-grown vegetables for cooking and canning also demands much of the homemaker's time, especially if they are inexperienced in canning, drying, and preserving foods.

Current restrictions on delivery service and limitations on food supplies oblige the shopper to go to the store, whereas formerly a telephone call sufficed. In many places the family washing must be done at home because commercial laundries are overburdened with work and short of help. The cleaning woman who previously came — one day a week, or daily — is no longer available, for she is now working in a defense plant. The high school student who cared for the children evenings takes her place after school hours beside the cleaning woman, making ammunition at a wage far in excess of what she earned by caring for children. The boy who cut the lawn and did odd jobs around the house has donned his uniform and is now in foreign fields. His younger brother

has more important work to do, for in his free time he works in a business office. Food preparation takes additional time since rationing went into effect. Formerly one could open cans of soup, meat, vegetables, and fruit when making a meal. Now much food must be prepared from its original state. How much quicker it was to open a can of beans than to soak and cook dried beans.

More clothing is made at home if the increased sales of dress fabrics and patterns are any indication of the change in trend. Not only is new clothing home fashioned, but closets, trunks, and attics are searched for discarded garments to be remade for their original owner or for one of the children in the family. The process involves ripping and cleaning before using the material. Garments heretofore thrown away because of a hole are being darned or mended.

Furniture, too, is being rejuvenated with new slip covers made at home, because the construction of the old chair is probably superior to anything that might be bought today and the family cannot afford to discard it. More thought is apt to be given to making the home attractive with a minimum amount of new materials.

Since those not in the armed services are participating in an accelerated industrial program, their hours of work have been often altered to such an extent that familiar patterns of family routine have had to be changed. Arriving from work at seven o'clock in the morning, needing sleep and rest in the midst of an otherwise active household, presents its problems. Such a schedule may make participation in family activities difficult. Responsibilities once assumed by these workers may now have to be allocated to others.

The rural scene is somewhat different. Here, the homemaker finds extra work just outside her back door. With the shortage of manpower on the farms, women have assumed the tasks of milking, operating tractors, driving trucks, planting, cultivating, and assisting with haying or harvesting. In addition, they are responsible for the flock of hens and the family garden. Occasionally they may give some time

for volunteer service in the canning center, the school lunch program, or the Red Cross.

FACTORS AFFECTING THE HOMEMAKER'S TIME

Normally, the homemaker's day is a busy one. As shown in Table 1, in a study of the use of time by a group of 497 rural homemakers in New York State, Warren found that an average of 51.9 hours per week were used in activities directly relating to the home.

TABLE 1. DISTRIBUTION OF THE HOMEMAKER'S TIME DURING THE WEEK*

Activity	*Average Hours Spent on Activity*	*Per Cent of Total Time*
Homemaking	51.9	31
Food preparation	16.4	10
Dishwashing	7.2	4
Care of house	16.3	10
Care of clothing and household linens	7.0	4
Care of individual family members	3.7	2
Other homemaking	1.5	1
Farm Work	6.8	4
Other Work	2.0	1
Personal and Sleeping	74.5	45
Leisure and Miscellaneous Activities	17.5	10
Unaccounted for	15.3	9
Total	168.0	100

* Jean Warren, "Use of Time in Its Relation to Home Management," *Bulletin 734*, Cornell University Agricultural Experiment Station, Ithaca, N. Y., June, 1940, p. 19.

Furthermore, farm work occupied on an average an additional 6.8 hours. With 2 hours added for other work the total homemaking time reached approximately 61 hours a week. Food preparation and care of the house required the major part of this time, each over 16 hours. Almost equal time was spent on dishwashing and care of clothing and household

linens, 7.2 hours being consumed by the former and 7 hours by the latter.

Of the 74.5 hours reported for personal care and sleeping, 61.1 hours per week or an average of 8.9 hours daily were spent in sleep or rest. A total of 13.4 hours a week, therefore, were spent on personal care. Leisure and miscellaneous activities occupied only 10 per cent of the homemaker's week.

Place of Residence

A study made under the auspices of the Bureau of Home Economics, United States Department of Agriculture, com-

TABLE 2. AVERAGE TIME PER WEEK SPENT BY RURAL AND URBAN HOMEMAKERS IN VARIOUS ACTIVITIES*

Activity	*Average Time Spent by*							
	Farm Homemakers		*Other Rural Homemakers*		*Homemakers in Cities under 100,000*		*Homemakers in Cities of 100,000 or More*	
Homemaking	*Hr.*	*Min.*	*Hr.*	*Min.*	*Hr.*	*Min.*	*Hr.*	*Min.*
Purchasing and management	2	10	2	45	4	40	5	29
Care of family	3	55	4	43	10	18	9	29
Preparing meals	15	14	13	54	10	49	9	14
Clearing away meals	7	36	6	45	5	11	4	3
Cleaning and care of house	9	37	9	26	7	38	7	20
Laundering	5	16	5	11	3	18	2	54
Mending	1	34	1	27	1	39	1	24
Sewing	3	59	4	45	2	19	2	38
Other homemaking	2	19	2	35	3	48	4	35
Total for Homemaking Activities	51	40	51	31	49	30	47	9
Farm or Other Work	9	35	4	28	2	4	2	5
Homemaker's Average Working Week	61	15	55	59	51	34	49	14
Average Size of Household (persons)	4.3		4.0		4.1		3.9	

* *Unpublished data*, Bureau of Home Economics, U. S. Department of Agriculture, reprinted by permission from "Management in Family Living" by Nickell and Dorsey, published by John Wiley & Sons, Inc., New York, 1942, p. 58. Averages are based on records of 559 farm homemakers, 249 other rural homemakers, 282 homemakers in cities under 100,000, and 410 homemakers in cities of 100,000 or more inhabitants.

pared the working week of the homemaker on the farm, in the rural nonfarm community, the city of less than 100,000 population, and the city of over 100,000 population.

The results showed that the larger the city in which they lived, the less the amount of time spent on homemaking activities. In fact, the housewife in the largest cities spent about 12 hours a week less in homemaking than did the farmer's wife.

Not only was there a difference in the total amount of time spent in this occupation, but the way women in the various size communities used the time was interestingly varied. As might be expected, the women in the largest city spent considerably more time purchasing, managing the family, and caring for the family. She spent almost twice the time on these interests than did the women on the farm, in spite of the fact that the farm women had bigger families.

If the rural homemaker spends less time on the aforementioned activities, what tasks make her working day excessive? Apparently she employs a great amount of time preparing meals and clearing away afterwards, because she has a large household to cook for and the conveniences for work are few. Housecleaning, care of the house, and laundering also are more time-consuming for her than for the urban woman. On the farm more dirt is brought into the house by the men who work in the field, by the children who play in the yard, and by the produce carried in from the garden. Washing facilities are frequently less convenient on the farm than in the city. Also, with commercial laundry service available to the city dweller, flat work such as sheets, pillowcases, and towels are often sent out.

But work did not consume the total time of the homemaker, as is shown in Table 3.

The time homemakers spent in eating meals and personal care did not vary greatly with the size of the community, but the time spent in leisure activities did. The urban women spent almost $5\frac{1}{2}$ hours of leisure per week as compared to approximately 4 hours for the farm homemaker.

TABLE 3. AVERAGE DISTRIBUTION OF THE 24 HOURS OF THE DAY REPORTED BY HOMEMAKERS, BY TYPE OF COMMUNITY*

Type of Community	*No. of Households*	*Work*	*Sleep and Rest*		*Eating Meals*	*Dressing and Other Personal Care*	*Leisure*	*Activities not Clearly Reported*
			Night	*Day*				
		Hr. Min.	*Hr. Min.*	*Hr. Min.*	*Hr. Min.*	*Hr. Min.*	*Hr. Min.*	*Hr. Min.*
Rural								
Farm	559	8 45	8 28	0 20	1 19	0 50	3 58	0 20
Nonfarm	249	8 00	8 36	0 23	1 17	0 55	4 32	0 17
Urban								
Cities under 100,000	282	7 22	8 22	0 22	1 20	1 09	5 12	0 13
Cities of 100,000 population or over	410	7 02	8 22	0 21	1 22	1 16	5 23	0 14

* *Unpublished data*, Bureau of Home Economics, U. S. Department of Agriculture, reprinted by permission from "Management in Family Living" by Nickell and Dorsey, published by John Wiley & Sons, Inc., New York, 1942, p. 60.

Age of Family Members

Age of family members makes a difference in the time required for homemaking. When there are small children who need considerable care and training, the pattern of time use is different from that in a household with older children who can contribute to the work. There is evidence of frequent conflict between the desire to spend more time on the care and training of the children and the demands of the household. Warren, in her study of how its rural homemakers used their time, found that only about one-third of the homemakers were occupied with the care of family members and this activity occupied but 7 per cent of the average homemaking time. In homes with children, an average of 12 hours a week was used for care of household members. In 36 households more than 18 hours a week were used for the care of other household members. It is

important to note that this study did not include time spent in playing with children. This may be considered as leisure, but is also a valuable part of the training and learning experience of the child.[2]

Warren noted that the amount of time required for the care of family members was much greater in cases where there were younger children in the family than where children were older. The amount of time devoted to care of family members decreased as the age of the youngest member of the family increased.[3]

There is some evidence to show that whether there is one or more than one child of a given age in the family, the total time spent on the care of family members is not greatly altered.

Family Size

Size of family is a factor which affects the time spent in homemaking. Warren found that in households of five or more members, with one or several children, the homemaker spent approximately 5 hours more time weekly in homemaking activities than did the homemaker in households of less than five persons, one or more of whom were children. Naturally, food preparation time was affected by both the size of the household and the presence of children. The amount of time spent in dishwashing and care of the house did not vary greatly with the groups studied. It is probable that others helped with these two tasks. The homemaker's weekly time expenditure for care of clothing and household linens did increase with an increase in the size of the family, and with the presence of children. A little more than $5\frac{1}{2}$ hours of the homemaker's time was devoted to the care of clothing and household linens in families of less than five adult members, contrasted with a requirement of about $8\frac{1}{2}$ hours in families of five or more members with children.

[2] Jean Warren, "Use of Time in Its Relation to Home Management," *Bulletin 734*, Cornell University Agricultural Experiment Station, Ithaca, N. Y., June 1940, p. 49.

[3] *Ibid.*, p. 50

The homemaker's time for sleep and rest was not altered greatly by increased family size and presence of children. The homemaker did not give as much attention to personal care in the larger families as she did in the smaller ones, though the difference was not great.[4]

Help from Others

All the work of the home is not done by the homemaker alone. She may receive help from the children within the family group, from adults such as the grandfather and grandmother who live with the family, or from outside workers. The paid help may be hired on a full-time or part-time basis. A study by the Bureau of Home Economics showed that the group of rural farm and nonfarm homemakers received more than 9 hours of help per week. Compared with this, the urban homemakers of cities under 100,000 received approximately 29 hours of outside help, whereas the homemaker in cities of over 100,000 population used about 34 hours of help from others each week, or approximately 24 hours more than the farm homemaker. All homemakers, regardless of place of residence, used the available help for cleaning and care of the house more than for any other type of service. A large part of the helpers' time was used for preparation of meals and clearing away after meals. The homemaker in the larger cities received more than 5 hours of help in the care of the family and in laundering. It is interesting to note that only to a limited extent were the responsibilities of purchasing, management, mending, and sewing delegated to helpers.[5]

[4] Jean Warren, "Use of Time in Its Relation to Home Management," *Bulletin 734*, Cornell University Agricultural Experiment Station, Ithaca, N. Y., June 1940, Table 67, p. 89.

[5] *Unpublished data*, Bureau of Home Economics, U. S. Department of Agriculture, reprinted from Paulena Nickell and Jean Muir Dorsey, *Management in Family Living*, John Wiley & Sons, Inc., New York, 1942, p. 63. Averages based on records of 559 farm homemakers, 249 other rural homemakers, 282 homemakers in cities under 100,000, and 410 homemakers in cities of 100,000 or more.

DO WE USE TIME WISELY?

These patterns of time expenditure may serve as a basis for evaluating present schedules, and to point out some of the particular problems of homemakers in facing the new program and activities they are going to have to carry.

Today — whether student, career woman, or homemaker — we have a tendency to add many extra responsibilities to an already heavy schedule. There is real need for evaluating the tasks we are now doing in order to determine those to be retained, and those to be discarded for the duration of the war. It is necessary to be equally critical of the added activities. What is discarded, what is retained, and what is added is a matter of choice that should be based upon one's philosophy of life. One should view these activities not only in relation to oneself but also in relation to the family, the immediate community, the nation, and the world. Only the really important things are deserving of consideration at the present time.

There is a tendency to want to do too many different things. Each in itself may be important and may need someone's attention badly, but there is no sense in assuming a new responsibility unless it is well done and adds some gain to progress. Too many activities may divide time into such brief periods that accomplishment becomes impossible and only frustration of the individual results.

It must be remembered that most homemakers already carry a heavy load of essential responsibilities. They must recognize this fact and not attempt to do more. But there are multitudes of women who have basked in semi-idleness for years and who now should feel an obligation to make every hour count for something. For centuries past, we have come to associate work with inferiority. Those with leisure, who obviously did not have to work, became the models for emulation by all others. The house with elaborate furnishings and ample rooms, chosen without thought of time or energy required for their care, servants to do the

work, and meals of exotic foods were thought to be the ultimate achievements in living. Productive utility did not enter the consideration of the daughters and wives in such households. The tasks of management, rearing children, and family care were happily delegated to others. Housework was shunned and delegated to those considered inferior.

Before the outbreak of the war, thousands of women from high-income homes spent untold hours over bridge or gin-rummy, attended movies several times a week or went window-shopping because nothing seemed to stimulate them to constructive activity. Where are these women now? Many are serving in ways they never imagined before the present need arose. They are assisting in hospitals, in child care centers, in army social centers, and even in factories. It took a war to free them from a lethargy of self-satisfaction and make them realize that there is much that everyone can do to make life better. Will the present awakening have sufficient impetus to carry us through and beyond the reconstruction years, so that everyone will see the need for constructive activity? Perhaps the statement of the college boy — who, as he left for the army, was asked his ideas about the future of the home — will be backed up by reality. He said: "When I return I am going to marry. I hope to be able to support my wife, but she is going to have to be the kind of person who also is willing to work. We will have a family, but when her full time is not needed in the home she will have to make some outside contribution. There is too much to be done in this world to cling to the idea that woman's role is solely in the home."

Pearl Buck has recently challenged the American woman to a sound re-evaluation of her place in the world. This challenge should be answered. It is well for everyone to consider present practices and to determine ways and means of controlling time, in order to obtain the greatest satisfaction from living.

WAYS OF CONTROLLING TIME

Since time is limited and should be employed for maximum satisfaction, it is important to review some of the ways by which this may be accomplished. The following suggestions will assist in controlling the use of time:

1. Develop standards of achievement compatible with the available resources, including time.
2. Determine what basic skills and techniques you need; then develop them so that the standard of performance can be maintained in a minimum amount of time.
3. Control the environment which creates additional work and therefore requires more time.
4. Choose tools and equipment that are suited to the job to be done.
5. Utilize as many of the available resources, human and material, as the task permits.
6. Plan a complete program of activities to be accomplished, and use this plan as a guide for performance.

Evaluate Standards

Standards imply evaluation. What should be the basis for determining standards for the home? Who shall determine the standards to be achieved? There are a few areas within the home for which definite standards of measurement have been developed. Score cards are available for judging cake, bread, baking powder biscuits, and certain other items. Some effort has been made to set standards for laundry work, for cleaning a room, for care of the kitchen after meals, and for setting the table. Very definite standards have been established for human nutrition, and they have been rather widely adopted by the American public. These, however, constitute only a small part of the entire homemaking activity.

Every established standard should be sometimes challenged and its contribution to the physical or the psychological well-being of people should be re-examined. Many standards are set up on the basis of health considerations; still, as a

nation, we have only a fair idea of what is needed to maintain health within the home. Consequently, many of our practices designed to protect health are adopted not so much because we, as individuals, feel the need for increased health protection, as because they represent a socially acceptable way of living. Standards for psychological well-being are difficult to define. No method has been devised for determining the dividing line between happiness and unhappiness, because of the great variation in individual desires and needs. Therefore, the only way to judge whether or not a situation is psychologically satisfying is through expressions of happiness and contentment.

Too frequently standards are thought of in terms of being "high" or "low." The highest standards are not always the best. Standards acceptable to one person may be entirely unacceptable to another. Housekeeping standards within a family may vary from time to time, when there is an infant, when there is illness, or when help is needed for outdoor work. Such adaptation of standards to existing situations shows intelligent management.

Standards of food preparation and serving, housecleaning, laundering, caring for children, entertaining, and buying considerably affect time requirements.

The length of time spent on food preparation does not insure adequacy of nutrition or aesthetic appeal. Many homemakers could save a great amount of time if meals were simplified by reducing the variety of foods served each meal. The old Pennsylvania Dutch custom of seven sweets and seven sours served with one dinner, or the New England custom of pie for breakfast have no place in our present day practices. But we tend to think that each meal must include many different kinds of food if we are going to maintain a balanced diet. Nutrition does not suffer if meals are balanced throughout the day or the week. If a large fresh fruit salad is served at noon, there is no reason why there should be salad for dinner when there is an adequate quantity of other foods.

Vegetables are often cooked too long, when they would be more nutritive if cooked only until tender. Cooking time may be reduced by shredding cabbage, grating beets, or dicing such vegetables as carrots, turnips, potatoes, or squash. Or many vegetables may be eaten raw. Everyone serves cabbage slaw, and since the air corps has demonstrated that eating raw carrots improves sight many people have adopted this custom. Not so commonly accepted, though just as good, are thin wedges of young turnips, raw cauliflower separated into its blossoms, green pepper strips, or spinach leaves.

Instead of spending time preparing rich desserts, fresh fruit in season served with crackers and cheese (if the ration points permit) is an interesting and delicious substitute.

Many busy workers prepare the kind of food on Sunday that can be served hot or cold, as it is, or in combination dishes, through the first part of the ensuing week. Leftover roast, stew, meat loaf, beans, or boiled tongue have potentialities for lunches, packed or served at home, or for dinners. Some foods may be partially cooked one night and completed the following evening. A good vegetable soup, stew, or chowder is even better for having stood for a time until all flavors are blended.

For guest or family meals there is great appeal in a succulent omelet, served plain or with mushrooms, green pepper, tomato sauce, or cheese. Since it can be made quickly, and is so temptingly good, every cook should master the simple technique of omelet making.

Simplifying meals likewise simplifies service and reduces time for table setting, serving, dishwashing, and laundering. Having a white damask cloth for dinner every night seems relatively unimportant now with time at a premium. Washing and ironing it, as well as laying it, may seem to take too much time compared with the satisfaction derived from its use. Place mats, which are easy to handle and need less laundering, may be used. In fact, some very handsome mats, made of materials that need only wiping, may be purchased.

How are housecleaning standards related to the use of time? We have seen that standards of cleanliness should be directly related to the health and well-being of the group. Nevertheless, many homemakers maintain standards of cleanliness because of social pressure from the neighbors. This is emphasized by the fact that many homes operate on a double standard. One standard appears in parts of the house frequented by outsiders, while a much lower standard prevails in the more private areas, such as the second floor bedrooms and baths. When discussing the desirability of stacking dishes to be washed later, homemakers usually admit that there are times when this is advisable, but they usually add: "Oh, but what if someone should come and see them!"

Habits of cleanliness may be the result of home training, or may be developed personally. The newly-wed homemaker, if she is not gainfully employed elsewhere, has usually so much time that she tends to overemphasize housekeeping. She may develop habits of cleanliness and orderliness that are difficult to maintain after children come, or when she has less time. This may tend to cause frustrations and tensions within the family. In this case, the goal of happy family living has become secondary to cleanliness and orderliness. Likewise, a girl reared in a dirty and disorderly home may have developed habits, which, after her marriage, were the cause of great unhappiness in her new family group. Cleanliness is essential in a home if people are to enjoy living in it.

Probably many of us confuse cleanliness with orderliness. If an effort is made to keep things "picked up" throughout the house, one thorough cleaning a week will go far in keeping most homes livable. Some homemakers have found that if each family member takes responsibility for the orderliness of his own room, and if some one person — perhaps the mother or father if they stay up later than others — sees that the general living area is orderly before going to bed, housekeeping seldom gets beyond control. There is some-

thing very reassuring about getting up in the morning to face an orderly house rather than a shambles.

Laundering standards demand cleanliness above everything else. Here, no compromise can be admitted. However, with time at a premium, one may adjust standards and accept unironed towels and bed linens, folded as they come from the line. Also, infants', children's, and even adults' clothes may be so planned as to minimize ironing time.

Adequate care does not mean that someone must hover over a child incessantly. He needs protection from harm, but also needs to be alone to develop his own resources and to think without constant interruption. Overprotection and oversolicitude are not only time consuming but a detriment to the child. Many homemakers as well as children might profit by planning for time when the child can be alone and undisturbed.

The value of developing a time schedule for an infant cannot be overemphasized. The young mother who finds that nothing in her household gets done, that she has no time for recreation, and that she is constantly fatigued, has probably not planned a routine for her child or did not abide by her plan. Knowing that a child is to be fed at regular four-hour intervals, that he usually wakes at six o'clock in the morning and should be in bed by six o'clock in the evening makes it possible for a mother to plan her other activities, dovetailing them with the time schedule of her child.

Usually a child adjusts easily to a routine, when given the opportunity by the adult. If parents can tolerate a bit of unhappiness for a short time, they will find that in approximately three days adjustments will have been made.

Standards for entertaining tend to consume much time for food preparation, housecleaning, and planning activities. Perhaps it is in order to re-evaluate the reasons for having guests. If people are entertained for the purpose of impressing them with possessions, techniques, and skills, then perhaps the elaborate preparations are essential. If, however, we

invite guests to share happy experiences, then simplicity and sincerity are more important than display, and no added burden needs to be placed upon any one's time, energy, money, or ration points.

Standards which are high in one sphere of activity may be exceedingly low in another. The level finally attained will be most acceptable and most meaningful to all family members if it is the outgrowth of their combined evaluation, for then it becomes an expression of the family's criterion of importance.

Develop Basic Skills and Techniques

Efficiency in production can be increased in either of two ways: (1) by reducing the amount of time and energy required to maintain a given quality product, or (2) by improving the results from a given expenditure of time and energy. In industry, much time, thought, and money is applied to improve the skills and methods of workers in order to increase production and at the same time maintain high standards of workmanship.

If industry can achieve results, why isn't a similar program inaugurated to help homemakers gain in efficiency? There are a number of reasons. The homemaker performs many tasks. She plans, directs, guides, coordinates, and in some cases is also the only worker within the home. In each role she has a variety of responsibilities, which involve working with both human and material resources. Because a homemaker is an outstanding cook she is not necessarily an expert in child-care. Yet we ask her to do both tasks equally well. Little of her work has been subject to research to determine the best method of performance, for such research is costly and time-consuming. Also, when an activity takes but a short time, it does not seem worthwhile to the worker to seek a new and better method because gains seem negligible. New problems have to be faced constantly, arising from the growing process of children, change of seasons, change in market conditions, government control, and other modifica-

tions in living. Some changes happen so fast that the homemaker does not have time to obtain expert advice. The problem is there and needs immediate solution. She cannot wait for help. Furthermore, the changed situation in all probability requires a change in methods which the homemaker frequently is loath to attempt. In industry, there may be a direct reward for improved output in the form of higher wages or recognition, whereas the homemaker has no such incentive. But the homemaker's reward is more time which may enable her to take a paying job in addition to homemaking, or to participate in some phase of the war effort particularly interesting to her.

Industry has given its workers the following four steps to use in finding a better way for doing a job: "(1) Break down the job. (2) Question every detail. (3) Develop the new method. (4) Apply the new method." [6]

Everyone would do well to apply these same four steps when trying to reduce the time spent on everyday tasks. Few of us recognize the time reducing possibilities of using our left hand for many processes. We tend to overwork our right hand while the left hand rests. Through training, the left hand can function much more efficiently than it now does. Studies made at Purdue University and other schools indicate limitless possibilities. Years ago, an architect — recognized for his unusual rapidity in execution — credited his success to his facility to use both hands, simultaneously, for drawing. If a draftsman could use both hands for his work, most certainly a housewife should be able to use her left hand for simple household activities more than she does now.

By becoming "motion minded" we will realize the many unnecessary motions we make in doing the simplest tasks. Both time and energy will be saved by eliminating all but the most direct, most effective motions.

[6] W. E. Vogler, ed., "Management's Personnel Responsibility for All-out War Effort," *Personnel Bulletin No. 7*, Engineering Extension Department, Purdue University, Lafayette, Indiana, 1942, p. 30.

Control the Environment

How much time is wasted in chatting on the telephone about inconsequential matters? How much time is spent in answering the door bell? How much time is spent in visiting with the next door neighbor who is constantly borrowing something? Her sugar allotment never seems to last the required time. She wonders how you always have a little to spare until she can get her next quota. Her coffee always disappears before yours does. You do plan for time with friends, but being constantly interrupted is disconcerting!

How can interruptions be controlled without being rude? First, you will be wise to plan your buying so that you seldom find it necessary to borrow from your neighbors, then they will tend not to borrow from you. Not having materials available for borrowing may serve as a control. If telephone or back-door conversation occupy too much time, a polite "excuse me" will free you and make others aware of your other responsibilities. They will soon learn when you do have time for social visits, and respect your tenacity in keeping to schedule.

The basic construction of the house affects the amount of time needed in its care. Much attention should be given to the location and the basic construction of the house in which one chooses to live if housekeeping time is to be reduced. A house near an industry which produces smoke and dirt will need much more upkeep than one in a residential district. In one large industrial city noted for smoke and fog, some homemakers have a commercial company come into the house annually to give it a thorough cleaning from top to bottom; rugs and draperies are all sent to the cleaners, walls are repapered, painted, or washed, everything is reconditioned.

The rural homemaker needs to consider the proximity of dusty roads and the direction of prevailing winds in relation to plowed fields which may waft dirt into her home.

Regardless of location, there is always a certain amount of dirt that can be eliminated by improved house construction. Tightly-fitting doors and windows, proper storage space for coal and ashes, and a basement with concrete floor, all tend to reduce dirt within the living area.

We can hope that after the war houses will have humidifying, ventilating, and heating systems that will vastly reduce the amount of dirt seeping into the house. Windows will not need to be opened to let in dust as well as fresh air. There will be no more soot and ashes filtering in throughout the house.

Providing an outer room or a place in the basement area where men coming from the fields and children may wash and hang soiled clothes, providing door mats and walks of cement, stone, or board, reduce the amount of dirt brought into the house. Fewer knick-knacks standing about and simplicity in house furnishings will make cleaning easier. If children are given special shelves (these may be made from simple material such as orange crates) for storing their toys and personal possessions, they will learn how to care for their own things. They will develop habits of responsibility and save much time for the adult. A play pen for indoor or outdoor play will permit a child to be left alone for hours while the mother goes about her work undisturbed.

With a little imagination, equipment in the kitchen, the bathrooms, the cleaning closets, the bedrooms, and the laundry can be arranged much more efficiently. Group the tools that are used together so that unnecessary motions are eliminated. Labels on drawers and shelves will help keep things where they belong without wasting time in hunting for them.

Use Efficient Tools and Equipment

To choose tools wisely requires knowledge of the tasks to be performed. It is advisable to test a piece of equipment, trying it in the situation in which it is to be used. However, since this is not always possible, one should study alternative

choices to see which provides the desired service better. Though a poor substitute for a use-test, inspection will reveal suitability of size, shape, appearance, and, in some cases, construction. Durability and required care may or may not be revealed. A higher price does not mean necessarily that the article is superior to another. Sometimes an inexpensive potato masher may be a better buy than a more costly one, which is larger and heavier.

Much time can be saved with adequate tools and equipment. Simple tools such as sharp kitchen knives (designed for various purposes), smoothly running egg beaters, ice cube trays willing to yield ice cubes without a tussle, accurate measuring spoons and cups, sharp scissors, brooms which sweep clean, a brush to clean radiators, steel wool for scouring pans, are a few of the time savers in a homemaker's life. Add to these a stove that does not need pampering, a refrigerator that really works, a vacuum cleaner that is efficient, and a washer that gets the clothes clean, and you can realize the importance of tools and equipment in the home.

Use Effectively the Tools Available

Are you using the resources of your environment to the fullest extent to save your time and that of others in your household? The American home is famous for its electrical equipment. How efficiently is this equipment used? Too many homemakers do not take time to study the possibilities of the equipment they own to discover its time-saving potentialities. They have ranges with timers and oven controls that are not used. Electric mixers are employed only on special occasions. Pressure cookers seem to hold mysteries not to be solved by the average person, when really they can cut cooking time to a fraction of the usual. Vacuum cleaner attachments may hang idle from one year's end to the next. But a little time spent on understanding the various pieces of equipment would be a wise expenditure in the long run. Naturally, if equipment is stored on a high shelf, or in an out-of-the-way closet or basement, it is not



Time for a shared experience

Photograph from H. Armstrong Roberts



Leisure time is important
Photograph from H. Armstrong Roberts

going to be utilized. Store all equipment so that it can give maximum service.

If meals are served in the dinette or the dining room, silverware, glassware, china, and other things may be carried on a tray from the storage cupboard to the table. In clearing the table, it will save time to pile everything on the tray, take it to the sink for washing, then put things back on the tray ready for storage. Families without hired help may find a tea cart a most desirable convenience at meal time.

Let Others Help

There are many tasks for children which are fun, provide learning experiences, and save time for the homemaker. When one sees children in nursery schools making their own beds, one realizes that this skill carried into the home will mean much to the mother. Of course, a child's standard for bed-making may not be acceptable at first, but with a little guidance and encouragement improvements will result. If each member of the family made his own bed and cared for the general upkeep of his room, much time would be saved for the homemaker. Sweeping of walks and porches, running the vacuum cleaner, washing floors and windows, running errands, preparing occasional meals, and dusting are examples of activities that can be assumed by younger family members. Father may enjoy making a salad, bathing the baby, or planning a unique centerpiece, if given half a chance. Older people also can give valuable assistance. Guests usually are more than willing to share and enjoy activities if hostesses would only permit.

Use Community Resources Effectively

If wisely used community resources available to the family are of inestimable value in releasing time. Since the beginning of the war community day-care centers for children, directed by trained workers, have been established in some communities. Mothers who have taken jobs in war plants may leave their children in these centers, knowing they will

be well cared for in their absence. The food is adequate and wholesome, and the activities are planned for the best development of the child according to his age.

Utility companies and stores have made available the help of experienced home economists to teach new techniques and skill. In rural areas the Extension Service has workers who give valuable assistance in many home and farm problems. In case of illness, various communities employ trained workers who can go into the home and take over the job at hand. These are a few illustrations of the many services available; each locality offers different ones. Do you know the services of your community? Are you using them?

Develop Time and Work Plans

Given that the use of time is all-important in the achievement of goals, we ask: What can one do to improve the use of time? How shall the 24 hours of a day be divided and allocated to the endless number of tasks, interests, and responsibilities one always faces? Is it possible to accomplish all one would like to do? Who is going to do the necessary work in the home? To what extent is the homemaker responsible for the use of time by other family members?

Since time is limited, fleeting, and exacting, it is essential that some plan be made for its use. Through planning, one sees each activity in its chronological and functional relationship to every other activity. It necessitates the careful weighing of values to determine what is most important and pressing, and what is least important and should be eliminated or postponed. Here, again, the less important must be subordinated to the more important.

The Written Plan

The question is frequently asked: Should a plan be written, or may it be simply a mental listing of the things to be done? A written plan has certain advantages which seem to make it worth the preparation time. Listing each activity on paper helps one to see the tasks in their true perspective,

and the importance of one activity in relation to another becomes clearer. A written plan serves as a constant reminder — how easy it is to forget! — without burdening the memory. The psychological effect of knowing that the day's demands can be met has great value to the average worker. It tends to eliminate frustrations and feelings of inadequacy. A written record of activities enables one to evaluate procedures, using the findings for improving techniques the next time. Too much emphasis cannot be placed on the importance of evaluation at frequent intervals, for a critical review of performance is the first step in improvement.

In a situation where there are other family members sharing work, or where there is hired help, a written plan seems essential. Of course, this plan should be developed through the cooperative effort of all family members. In this way, each one can see his contribution in relation to that of others. He will develop a greater appreciation of the total effort needed to run the home. Children will have a feeling of accomplishment by being able to check off their special jobs when finished. The plan will provide an organized pattern so that progressively more interesting, more stimulating activities, calling for greater responsibility, will be assigned in due time to the younger family members. There is a tendency to limit the experience of a child to a few simple tasks and never challenge him with something new, out of sheer oversight.

A written plan will make the constant repetition of directions unnecessary, and will serve as a reminder that things need attention. There is little opportunity for shifting the responsibility for a task when the plan is written; thus each child and each adult will be more apt to assume the responsibility for his own share of work.

When there is paid help in the home, full or part time, a written plan tends to keep a balance between the amount of work required of that person, and the available time. In some households hired help is imposed upon, while in others

the worker does not give service commensurate with the pay received. A schedule of work makes it possible for the employer and the employee to come to a common understanding of what is possible and what is necessary. There is value in having the schedule for the paid help planned against a background of family responsibilities, for it gives all in the group a better understanding of the entire enterprise, and may build up a greater appreciation of what is really involved in operating a home.

After using a written time plan for awhile, the routine may be so well established that a written plan is no longer necessary. However, where children and paid workers are collaborators, it seems advisable to use the written plan permanently.

Developing a Time and Work Plan

The process of developing a time and work plan is not difficult. For those who have had little experience in organization, planning may seem like a waste of time. It is argued frequently that it would be better to use the time required for planning to get other things accomplished. The extent to which this is true depends upon the pressure of time, the ability and experience of the planner, and the resulting effectiveness of the plan.

Before developing a time schedule, there must be a clear understanding of what its aims are. A time and work plan projects: (1) what activities must be accomplished in a given period of time; (2) the sequence of these activities through the day and their distribution over a longer period; (3) the amount of time required for a given task; and (4) who is to assume each responsibility. It is based upon an understanding and appreciation of: (1) the main purpose to be achieved by the individuals and the group collectively, (2) the available human resources; and (3) the available material resources.

What activities need to be accomplished in a given period of time? The daily routine tasks of a household form the

basis for the entire plan. In addition, there are other tasks that are to be done but once or twice a week, such as washing floors or baking bread; there are special and seasonal activities which are performed monthly or once or twice a year, such as washing the windows outside, setting up screens or packing winter clothes for storage. In planning a schedule for a week, the daily and weekly tasks as well as some of the special or seasonal jobs must be integrated into a workable pattern. In developing the daily sequence of events, the time of rising, retiring, and meals form the framework for other activities. The time meals are served depends upon such factors as occupation of family members, their hours of work or school, the distance from work and school, the available transportation facilities, age of family members and their special interests and activities, as for example first aid classes, Red Cross meetings, or scout work.

Start the schedule by setting down the time for each of the three meals on a sheet of paper, leaving space for other activities. The times for meal preparation and dishwashing may be added next, for they are directly related to the time of meal service. It may be decided to wash dishes but once a day, or the breakfast dishes may be stacked to be washed while lunch is prepared. This makes additional time available after breakfast for bathing the baby, doing the laundry, or perhaps taking the children to school. Next, all responsibilities which are definite and require a known amount of time are listed. When all these are included, routine tasks with variable time requirement can be integrated. After the routine tasks are taken care of, all others can be inserted. Activities to be done cooperatively must be allocated to times when all participants are available.

Custom and Habit

Custom and habit frequently dictate the distribution of tasks throughout the week or day. There was a time when custom decreed Monday as wash day, rain or shine. Some of us still cling to that idea. In one small village there was

keen competition to be the first to have the washing on the line each Monday morning, for one's reputation as a housewife depended upon this accomplishment. There may be good reasons for washing on the first day of the week; yet there may be equally good reasons why it would be better to wash on Wednesday or on Thursday evening, for that might be the only time a homemaker can secure help to do the washing or to stay with a young child. There is nothing sacred about Monday as a wash day! Any other day may do as well. The important point is to have a plan based upon sound reasons.

Washing dishes after each meal is customary. If the wife is not employed outside and her responsibilities are light and she has plenty of time, would it not be a good idea to rinse and stack the evening dishes, have some time to spend with her husband, then wash the dinner dishes in the morning with the breakfast dishes? She will probably save total dishwashing time, save on soap and water, and enjoy a happy evening with her husband. Yes, some neighbors might talk about her inefficient housekeeping, but that will not matter much if her family has gained by the plan. Where the mother carries a heavy burden of home responsibilities with young children or an infant to care for, dishwashing in the evening might be done jointly by husband and wife or husband and children. If the children are old enough, they may do the dishes without mother's help.

Fatigue

Fatigue is an important factor to be considered in the distribution of tasks. What are the most tiring physical or mental tasks? Can these be allocated to various days in such a manner as to cause a minimum amount of fatigue at the end of the week? It is helpful to study one's own schedule to determine the high fatigue points of the day and of the week. When they are known, plans may be altered to eliminate them. For the sake of efficiency, it is wise to provide a rest period in the morning and another in

the afternoon of a busy day. A study by Frederick showed that, ". . . high fatigue points in the homemaker's day from 7 A.M. to 7 P.M. were at about 2 o'clock in the afternoon and about 7 o'clock in the evening." [7]

The rest period need not be long; 15 minutes are sufficient. But it must be provided for in the schedule, otherwise it may never be realized because few people see its importance in relation to total accomplishment. Also, planning the rest period is important psychologically, for this eliminates a feeling of cheating when taking time for rest. Fatigue is one of the factors that determine how much activity beyond the care of the family one may well include in a weekly schedule. War work, remunerative or not, is drawing many women from the home. To what extent their participation is effective depends a good deal on whether or not they have enough energy for two jobs, that of homemaking and the one outside.

Sequence of Activities

In schedule planning the sequence of work is important. Time may be saved by doing all the tasks on the second floor, instead of going up and down between the two floors. Two tasks requiring the use of the same tools may be planned to follow each other. An electric mixer may be used for making a cake, but while it is out, salad dressing can also be prepared. The time it takes to put the equipment away and to get it out again is saved. During specific jobs — such as stirring, sweeping, dusting, and kneading — certain rhythms are developed which tend to reduce fatigue and increase production. Since breaking a rhythm and developing another reduces the total accomplishment, it is well to arrange work so that it permits a smoothly flowing process.

Dovetailing jobs makes for the effective use of time. It may be possible to work in the victory garden and at the same time oversee the play activities of the two-year-old

[7] Christine Frederick, "Efficient Housekeeping," *Scientific Management in the Home*, American School of Home Economics, Chicago, 1925, p. 493.

in the yard; or the preparation of lunch or dinner may be combined with washing the breakfast dishes. Family mending may be done while visiting with friends.

In general, it is wise to plan for large periods of time. Scheduling brief periods of 5 or 10 minutes has the psychological effect of arousing a feeling of hurry and frustration, for fear that all cannot be accomplished in the given time. Such detailed planning is not necessary. It is more important to develop an over-all pattern of activity, which will be helpful, than to become a slave to the minutes of each day.

A fairly accurate estimate of time must be used in planning if a schedule is to be practical. If all family members are present, a discussion will usually lead to a fair time estimate, because various members of the group may have had some experience in the particular job under discussion, or in one similar to it. A record kept for a short period of time, say a week, will serve as a guide for more accurate planning. Evaluation of the schedule in operation by all members of the family will usually clarify any doubt about time requirements.

Time for Recreation and Personal Improvement

Planning time for recreational activities is as important as planning time for work. One must consider the whole day and not just the period from breakfast preparation to dishwashing after dinner, too frequently considered the homemaker's day. Arnold Bennett says of the business man:

> . . . he persists in looking upon those hours from ten to six as "the day" to which the ten hours preceding them and the six hours following them are nothing but a prologue and epilogue.[8]

Every person should be given opportunities to spend leisure time with friends, with other family members, with the whole family group, or alone.

Every homemaker should allow time enough for personal

[8] Arnold Bennett, *How to Live on Twenty-Four Hours a Day*, Doubleday, Doran & Company, New York, 1910, p. 31.

grooming. One woman, married for nearly 20 years, insists that it is just as important to have her hair combed and her face made up at breakfast time each day as to be well groomed for a special party. Good grooming does not infer elegance of dress; with the most meager wardrobe one can be clean, neat, and attractive. Mothers frequently do not realize how important a psychological effect it has upon children and husbands to come home and find them dishevelled, wearing soiled clothes, and not showing even a pretense of good grooming. Women who would never appear in public without great attention to all details of dress frequently show a lack of respect for their own family members by carelessness in personal appearance.

Surveys made of factors contributing to the success of women in business, constantly emphasized good grooming. The home can do much to instill in the child habits of personal care which shall be valuable throughout life.

Emergencies Alter Plans

Time-consuming emergencies will arise in every household; consequently, allowance must be made for these. On the farm, it may happen that the men come home too late to do the chores, so the whole family will help in the barns. In the city, a friend may come to town unexpectedly to spend the day with you, so your plans must be altered; someone falls ill; or it rains in the morning when you planned to work in the garden; you thought you had allowed adequate time for dressing the chickens or cleaning the silver, but find it takes longer. These situations are normal. They are no indication of lack of control or planning. However, allowances must be made in the schedule for them. Flexibility or elasticity can be achieved by providing open periods in the schedules with nothing planned specifically for that time. When emergencies arise, these periods in the schedule act as shock absorbers. They make adjustments possible without utter chaos resulting. It is advisable to set aside odd jobs, which can be picked up whenever free time is available.

Certain types of sewing, small repair jobs, or filing of magazine articles are good "pick-up" activities.

WHO WILL DO THE TASKS?

Deciding who is to do a job is a group problem. The decision will be based upon how much time is available and when, and upon the social and physical heritage, attitudes, abilities, and knowledge of each person in the group.

Children

If children are going to share in household tasks, it is important to know what children at different age levels can do. Observing them daily to see how well they carry present responsibilities, then varying the activities according to needs is perhaps the best way to determine their possible contributions. Knowledge of what other children of a given age can do may serve as a guide. Observations reported by Bradbury and Amidon suggest activities for children of various ages:

> Three- and four-year-old children picked up toys while Sister "dusted the living room," "washed hands while Brother combed hair," "put on cap and mittens while Sister put on rubbers."
>
> A five-year-old proudly assumed the responsibility for clearing the table and serving the dessert.
>
> A six-year-old took the responsibility for his own bath, putting away his playthings and dressing himself entirely while the rest of the family were getting ready for a jaunt.
>
> An eight-year-old began the daily task of caring for his own room and making his own bed.
>
> A nine- and a ten-year-old boy kept the lawn mowed during the summer.
>
> A ten-year-old girl assumed the responsibility for preparing breakfast.
>
> A twelve-year-old under the guidance of her older sister, did the family marketing at a neighborhood store.[9]

In every home there are innumerable tasks children enjoy doing, if only the parents will permit them to try.

[9] Dorothy E. Bradbury and Edna P. Amidon, *Learning to Care for Children*, D. Appleton-Century Company, Inc., New York, 1943, p. 54.

Parents

Father, too, will share the responsibility of the home if he has time. He will help with cooking, caring for children, cleaning, and a host of other things not usually thought of as man's work. What is more, he will do the job well. In a home where the burden of work falls heavily on the mother, the father will find many opportunities for relieving her. In one family, which has taken in two English boys to share the home with their own two adolescent sons, and which could not get paid help the father has made a ceremony of preparing Sunday breakfast with the assistance of the boys. During this time the mother gets much needed additional rest and is served breakfast in bed. The boys think the idea is "swell!"

An effective family schedule will include time for:

1. Each person to be alone.
2. Parents to be together.
3. Father to be with sons, individually and collectively.
4. Father to be with daughters, individually and collectively.
5. Mother to be with sons, individually and collectively.
6. Mother to be with daughters, individually and collectively.
7. Each child to be with every other child, individually and collectively.
8. The entire group being together.
9. Individuals and the group being with others outside the immediate family.

Working and playing with others makes for a better understanding and respect between members, gives experience in making adjustments to others, makes shared learning possible, and develops techniques for cooperation. However, even the smallest child needs some time alone. Time for concentration, for individual exploration as one chooses, and for learning how to live with one's self are all important.

EXAMPLES OF TIME PLANS

Developing a time schedule for the family group is one experience the home affords that will help children to become successful members of a democratic society wherein each has privileges and responsibilities. Plans may be developed in informal discussions at the table or around the fireplace in the living room; the time and place are inconsequential. But it is important that there be total family participation, that individual ideas and personalities be respected, and that the final plan be the expression of these ideas brought together into a pattern that all are willing to accept and abide by. This process is more time-consuming, and the plan may have more defects than if it were made by one of the parents. However, it is an important experience that gives all family members a deeper understanding of democratic processes and of the responsibilities they have to the group.

A Family with Children

The following is a schedule for a family group, illustrating how the various activities of all family members may be planned:

SCHEDULE FOR FAMILY HOMEMAKING ACTIVITIES

Family Composition: Mother, Father, Boy 9 Years Old, Girl 10 Years Old

Residence: Detached Urban Home

Time	*Day*	*Activity*	*Who**			
			M.	F.	B.	G.
7 : 00 A.M.		Prepare breakfast	×	×		
7 : 15		Eat breakfast	×	×	×	×
		Make beds, put rooms in order			×	×
		Pack lunches				×
		Wash dishes	×		×	
		Daily cleaning	×			
9 : 00	Monday	Washing	×			
	Tuesday	Ironing	×			
	Wednesday	Special	×			
	Thursday	Clean upstairs thoroughly	×			
	Friday	Clean downstairs thoroughly	×			

* M, Mother; F, Father; B, Boy; G, Girl.

Time	*Day*	*Activity*	*Who*			
			M.	F.	B.	G.
	Saturday	Special baking and cooking	×			×
		Yard work			×	
	Sunday	Church	×	×	×	×
11 : 15 A.M.		Rest and read daily paper	×			
11 : 30		Prepare lunch	×			
		Begin dinner preparation	×			
12 : 00		Lunch	×		×	×
12 : 30 P.M.		Wash dishes			×	×
		Rest and dress for afternoon	×			
2 : 00	Monday	Mend and dampen clothes	×			
	Tuesday	Sewing or special	×			×
	Wednesday	Red Cross work	×			
	Thursday	Plan menu and schedules	×		×	×
		Check accounts	×			
	Friday	Shop for week's groceries and supplies	×		×	
	Saturday	Work in the garden	×	×	×	×
5 : 30		Prepare dinner	×			×
		Set table			×	
6 : 30		Dinner	×	×	×	×
7 : 30		Wash dishes				
	Monday			×	×	
	Tuesday		×			×
	Wednesday				×	×
	Thursday			×		×
	Friday		×		×	
	Saturday		×	×		
	Sunday				×	×
8 : 00	Monday	Family council, reading, recreation	×	×	×	×
	Tuesday	Special meeting		×		
		Letter writing	×			
		Recreation			×	×
	Wednesday	Reading, recreation	×	×	×	×
	Thursday	Special	×			
		Work on hobby		×	×	×
	Friday	Evening with friends	×	×	×	×
	Saturday	Special family recreation	×	×	×	×
	Sunday	Recreation at home	×	×	×	×
9 : 00		Put room in order			×	×
		Get clothes ready for next day			×	×
9 : 30		In bed			×	×
10 : 15		Put house in order	×	×		
10 : 30		In bed	×	×		

Husband and Wife, Both Employed

Today innumerable women are carrying full time jobs besides maintaining the home. When both the husband and wife are working all day, the problem of homemaking must of necessity be shared on an equitable basis. In 1870, Catherine E. Beecher and Harriet Beecher Stowe wrote:

> Few things are in worse taste than for a man needlessly to busy himself in women's work; and yet a man never appears in a more interesting attitude than when, by skill in such matters, he can save a mother or wife from care and suffering.[10]

We have come far in our thinking relative to the place of men in their homes since that time. There is no longer a dividing line between the responsibility of men and women. Since certain tasks must be done, the question becomes one of available time and energy, with each making his contribution.

Developing a schedule for two who are working also begins with a framework of hours for rising, retiring, and meals. Routine tasks must be planned for in the hours before and after work, and on weekends. After the daily routine activities — preparing meals, making beds, putting the apartment in order, and washing dishes — are blocked in, each person assumes a fair share of the responsibility. With daily tasks planned, attention is given to weekly needs such as laundry, pressing, mending, shopping, keeping accounts, and planning the meals and the work of the cleaning woman who comes for half a day weekly. Personal needs, such as beauty parlor appointments and club meetings, must be considered. Time for social activities and recreation should not be neglected.

If Sunday morning is scheduled for sleeping late, only two meals might be planned; to make the day's work as easy as possible these may be extremely simple. Some may choose to have Sunday dinner out. Others may want to entertain Sunday evening supper guests every week.

[10] Catherine E. Beecher and Harriet Beecher Stowe, *The American Woman's Home*, J. B. Ford and Company, New York, 1870, p. 229.

No schedule of any two couples will ever be the same, for plans must be based on necessary routines plus personal desires. The following suggestions are merely proposed as a guide in planning:

SCHEDULE FOR FAMILY HOMEMAKING ACTIVITIES
Family Composition: Husband and Wife
(Both Holding Full-time Office Positions)
Residence: Four-Room Apartment
Paid Assistance: Cleaning Woman for Half Day Weekly;
Household Linens Sent to a Commercial Laundry

			It Must Be Done	*We'll Both Do It*
When		*What*	*H.*	*W**
6 : 45 A.M.		Rise and dress	×	×
		Prepare breakfast	×	
		Set table		×
		Make beds		×
		Eat breakfast	×	×
8 : 00		Leave for work	×	
		Put apartment in order		×
8 : 30		Leave for work		×
9 : 00	Sunday	Rise and dress	×	×
		Prepare breakfast		×
		Set table	×	
		Make beds	×	
		Eat breakfast	×	×
		Wash dishes	×	
		Prepare food for dinner		×
10 : 45		Church	×	×
12 : 30 P.M.	Saturday	Prepare lunch	×	×
		Eat lunch	×	×
		Wash dishes	×	×
1 : 00	Saturday	Rest and relax	×	×
1 : 15	Sunday	Prepare lunch	×	×
		Eat lunch	×	×
2 : 30	Saturday	Work in garden	×	×
	Sunday	Outdoor recreation	×	×
5 : 00	Saturday	Dress for evening	×	×
5 : 15	Friday	Appointment at beauty parlor		×
		Shop for groceries	×	
		Swim at "Y"	×	
5 : 30		Rest		×

* H, Husband; W, Wife.

SCHEDULE FOR FAMILY HOMEMAKING ACTIVITIES — *Continued*

			It Must Be Done	*We'll Both Do It*	
When			*What*	*H.*	*W.*
		Friday	Prepare dinner	×	×
			Eat dinner	×	×
			Wash breakfast and dinner dishes	×	×
		Sunday	Prepare dinner		×
			Set table	×	
6 : 45 P.M.		Friday	Dinner downtown	×	×
			Recreation	×	×
		Sunday	Dinner with guests	×	×
7 : 45		Monday	Attend class and meeting	×	×
		Tuesday	Wash personal laundry		×
			Prepare laundry to be sent	×	
		Wednesday	Iron, press, mend		×
			Store clean linen	×	
			Work on accounts	×	×
		Thursday	Plan		
			(*a*) Menus for week	×	×
			(*b*) Shopping list for week	×	×
			(*c*) Duties for cleaning woman		×
			Special: store winter clothes	×	×
		Saturday	Work on hobby	×	
			Recreation	×	×
		Sunday	Rinse and stack dishes		×
8 : 00		Sunday	Evening with friends	×	×
9 : 00			Unplanned	×	×
10 : 30			Put apartment in order	×	×
			To bed	×	×
		Saturday	Recreation	×	×
11 : 00		Saturday	To bed	×	×

A Career Girl

A time plan for an individual having a routine type of job — whether living at home or away from home — is relatively simple to formulate. Time beyond that required for working, sleeping, and eating is limited. This must be used to meet the demands of health, personal care, recreation, and service to others. The problem is one of weighing values so that one phase of living is not overemphasized to the exclusion of others. The worker's basic philosophy — what she wants from life — will determine what she does with her

time. The following schedule suggests how she might plan a week's activities:

BUSINESS GIRL'S SCHEDULE

Daily Personal Activities
Residence: Family Home

Weekdays	6 : 45 A.M.	Rise and dress
	7 : 15	Assist with breakfast preparation and eat
	7 : 45	Make bed, put room in order
	8 : 00	Leave for work
	12 : 00	Lunch and relaxation
Monday	5 : 15 P.M.	Appointment at beauty parlor or shopping
	6 : 30	Dinner downtown
	7 : 30	Movie with friend
	10 : 45	Home, prepare for bed
	11 : 00	To bed
Tuesday	5 : 30 P.M.	At home, rest and relaxation
	6 : 30	Dinner
	7 : 30	Wash dishes
	8 : 15	Do personal laundry
	9 : 30	Reading and relaxation
	11 : 00	To bed
Wednesday	5 : 30	At home, prepare dinner
	6 : 30	Dinner
	7 : 30	Dress for the evening
	8 : 15	Red Cross class
	10 : 45	At home, prepare for bed
	11 : 00	To bed
Thursday	5 : 30	At home, rest and relaxation
	6 : 30	Dinner
	7 : 30	Wash dishes
	8 : 00	Iron, press clothes and mend
	9 : 30	Write letters, read, relax
	10 : 45	Preparation for bed
	11 : 00	To bed
Friday	5 : 30	At home, assist with dinner preparation
	6 : 15	Dinner
	7 : 00	Assist with dish washing
	7 : 15	Relax and dress
	8 : 15	Family and personal guests
	10 : 45	Preparation for bed
	11 : 00	To bed

BUSINESS GIRL'S SCHEDULE — *Continued*

Saturday	12 : 45 P.M.	Prepare and eat lunch and wash dishes
	1 : 30	Rest
	1 : 45	Dress
	2 : 15	Special recreation out of doors: riding, golfing, swimming, hiking
	6 : 15	Dinner
	7 : 15	Dress, care of nails, etc.
	8 : 30	Date and recreation with other friends
Sunday	9 : 00	Rise and dress
	9 : 45	Breakfast
	10 : 15	Make bed, put room in order
	11 : 00	Church
	1 : 30	Dinner
	2 : 30	Assist with dishes
	3 : 00	Read papers, relax
	4 : 00	Activity outdoors
	7 : 00	Supper and evening with date or other friends
	10 : 45	Preparation for bed
	11 : 00	To bed

A College Student

Students who have learned to make written plans for the use of their time insist that they receive greater satisfactions than formerly when plans were not formulated. The first important step in setting up a student's weekly schedule is to establish a regular time for rising and for going to bed. The hours chosen will depend upon the day's schedule and the amount of sleep needed. Each is an individual matter. One may prefer going to bed at eleven and rising at seven, while another may arrange her schedule to go to bed at two and sleep until ten o'clock. Whatever hour is decided to be the best must be adhered to faithfully until the habit of waking or going to sleep at that time is well established. Meal times and class hours serve as pivotal points around which to plan the day. Meal hours are fixed if one lives in a dormitory or other organized group. After the hours for rising, retiring, meals, and classes have been blocked in, the next item of concern is time for study. After all, going to school is a student's business and studying is part of the job.

Determine the approximate number of hours per week needed for class preparation. Block them in, trying to fit them into daytime hours if possible. Plan for rest periods in the morning and afternoon at high fatigue points. Determine the amount of time you can afford to give to dating, general social activities, and recreation. It will be advisable to indicate the time for each if a variety of activities are planned. Other activities which will need to find a place in the week's schedule are letter writing (an especially time-consuming task if the "best beloved" is in the military service), personal care and grooming, care of clothes, and care of room. The following schedule will show how a week's program may be formulated which allows for recreation and leisure as well as for work and rest:

SCHEDULE FOR A COLLEGE STUDENT

Residence: Dormitory

Time		*Activity*
6 : 45 A.M.		Rise and dress
7 : 15		Breakfast
7 : 30		Make bed, put room in order
8 : 00		Class or study
9 : 00	Sunday	Rise, dress, eat breakfast
11 : 00	Sunday	Church
11 : 50		To room, read mail, prepare for lunch
12 : 15 P.M.		Lunch
12 : 30	Sunday	Dinner
12 : 45		Rest
1 : 10		Class, study and school activities
	Saturday	Rest
	Sunday	Rest
2 : 30	Saturday	Outdoor recreation
3 : 00	Sunday	Outdoor recreation
5 : 00		Rest
5 : 25		Dress for dinner
5 : 50		Dinner
6 : 45	Monday	Sorority meeting
	Tuesday	Red Cross work
	Wednesday	Bowl
	Thursday	"Socialize"
	Friday	Dress for evening, manicure nails, etc.
	Saturday	Dress for evening
	Sunday	Recreation

SCHEDULE FOR A COLLEGE STUDENT — *Continued*

Residence: Dormitory

Time		*Activity*
8 : 00 P.M.	Sunday	Study
	Friday	Date
	Saturday	Recreation
9 : 30	Monday	Do personal laundry
	Tuesday	Iron and press
	Wednesday	Write letters, read
	Thursday	Wash hair
10 : 45		Put room in order and prepare for bed
11 : 10		To bed
12 : 00 P.M.	Friday	To bed
1 : 00 A.M.	Saturday	To bed

GUIDES IN TIME PLANNING

The following steps, or suggestions will serve as a guide in formulating any time and work plan:

1. Routinize as many daily, weekly, and seasonal activities as possible.
2. Keep a balance between work, recreation, and rest.
3. Plan some recreation with active participation: golf, gardening, baseball, tennis, etc.
4. Provide rest periods at points of high fatigue throughout the day's schedule.
5. Alternate heavy work that is fatiguing with that which is not so taxing.
6. Provide for flexibility.
7. Block large periods of time whenever feasible without losing control.
8. Plan a schedule which can be followed.
9. Plan adequately so that time is not wasted.
10. Provide for sharing of responsibilities by all group members, according to their resources and needs.
11. Plan for the most important things first; relegate others to their proper places.

Making a schedule does not guarantee accomplishment. There must be the will to put it into operation. Children can be encouraged to do their part if they help make the

plan and if they receive recognition for jobs well done. This may come in the simple form of a check mark after one's name to show that the job was finished or a pleasant word of praise.

To improve management plans must be re-evaluated from time to time to see why they do or do not work. On the basis of the findings, the schedule can be improved to give greater control and therefore greater satisfaction.

No time schedule should be considered a "big stick," it is just another tool. If it makes a person unhappy because she feels driven, inadequate, or a slave to monotonous work, more than likely something is wrong with the plan. If the individual needs and desires are the basis of the schedule, then it should give freedom through control.

SUMMARY

Time is a resource limited to 24 hours a day. How we use that time depends upon our goals. The war demands more efficient use of time by everyone: student, gainfully employed men and women, homemakers, and children. Since homemaking normally is a full-time job requiring approximately from 47 to 61 hours of the mother's week, all activities need to be carefully evaluated to see which are essential and which can be omitted. Time use may be affected by the standards maintained, the skills and the techniques used, the environment in which one lives, the choice of tools and equipment, the available material and human resources, and the adequacy of planning. A time schedule, as such, will never solve all time management problems, but if used wisely, it is an effective method of control.

QUESTIONS AND PROBLEMS

1. Keep a daily record of your use of time for a week. Study your record, then develop a plan for the next week. At the end of the week, evaluate your plan carefully to determine how successful you were in adhering to the schedule you set up. Develop the next week's schedule on the basis of your evaluation.

2. Sarah, an office worker living at home, insists that she has no time to help the Red Cross, or to do any kind of war work. What may be some of the reasons for her inability to help? How could you assist in solving her problem?

3. Ask a group of ten homemakers to keep a record of their use of time for a week. Study these records to determine how much time is required for various activities, which activities are most time-consuming, and which present the most serious problems of time management. On the basis of your findings, make recommendations for the improvement of time use.

4. Make a plan for entertaining four guests at dinner, allowing an hour for preparation and setting the table without help. Describe the menu, the table setting, and the service of food. Develop a time-plan for food preparation and table setting.

5. Clean a room in the usual manner and record the time spent. Develop a new plan for cleaning the same room and record the actual time required. Compare results in terms of standards and time used.

SUGGESTED READINGS

BENNETT, ARNOLD, *How to Live on Twenty-Four Hours a Day*, New York: Doubleday, Doran & Company, Inc., 1910. An essay, emphasizing the need for balance between work and leisure in order to achieve happiness. Worthwhile reading for everyone.

GROSS, IRMA, and MARY E. LEWIS, *Home Management*, New York: F. S. Crofts & Company, 1938. (See Suggested Readings, Chapter 3.)

LAIRD, DONALD A., *Energy and Sleep*, New York: World Publishing Company, 1941. An interesting presentation of the subject of sleep, based upon six years of experimental study.

NICKELL, PAULENA, and JEAN MUIR DORSEY, *Management in Family Living*, New York: John Wiley & Sons, Inc., 1942. A comprehensive treatment of various phases of home management. Emphasis is placed upon democratic procedures.

SOROKIN, PITIRIM, and CLARENCE Q. BERGER, *Time-budgets of Human Behavior*, Cambridge: Harvard University Press, 1939. Reporting an investigation of how one hundred people, men and women, used their time.

WARREN, JEAN, "Use of Time in Its Relation to Home Management," *Bulletin 734*, Cornell Agricultural Experiment Station, Ithaca, N. Y., 1940. A study based upon the time-use of homemakers in more than 500 farm households.

Chapter 5

ENERGY MANAGEMENT

Let us watch a group of workers leaving a factory at night after a day's work. Notice that the group is composed of people of all ages; some with heads held high seeing life and its work as an adventure, others with a more deliberate tread, and others with heads bowed low as though incapable of trudging home. As we look more closely, we may notice that the alert and eager are not necessarily the younger workers, nor the stooped the eldest of the crowd. There is something other than age which causes the steps to be sprightly or slow.

Since any activity results in some measure of fatigue, which, in turn, reduces the effectiveness of the individual worker, energy must be controlled. Effects of fatigue can be overcome by rest, but the more excessive the fatigue, the more difficult it is to overcome. Because everyone's energy is limited, it is important to eliminate unnecessary fatigue and to plan for adequate periods of rest to promote recovery from fatigue consequent to the daily round of responsibilities.[1]

WAYS OF CONTROLLING ENERGY

There are a number of ways in which energy expenditures can be controlled and fatigue reduced. Not all methods are applicable to every situation; in some cases more than one method of improvement may have to be used simultaneously. A particular problem must be studied carefully

[1] Frank B. Gilbreth, *Fatigue Study*, The Macmillan Company, New York, 1919, Chap. 1.

and plans for improvement developed as a result of the findings. Reduction of energy expenditure on any given job may be reduced through:

1. Developing an improved mental attitude toward the task to be done.
2. Eliminating or combining separate parts and processes.
3. Rearranging details for better sequence.
4. Using more efficient equipment to improve working conditions.
5. Arranging equipment and furniture for greater convenience.
6. Controlling body positions while working at different tasks.
7. Developing rhythms of work.
8. Developing skills and techniques.
9. Spacing work with adequate rest periods.

MENTAL ATTITUDE AND FATIGUE

What relationship is there between mental attitudes and energy cost? Each worker looks to his job for certain satisfactions and for appreciation. These are in the realm of the psychological, and industry has found that in some cases these satisfactions are more important than increased income. Recent findings of the Committee on Work in Industry of the National Research Council have indicated that the mental attitude toward a job is of extreme importance for the health of the worker.

To show the relationship between attitudes and work, Carskadon tells of three workers who came to the industrial physician for help: a factory worker reported chronic stomach and intestinal trouble which the doctor suspected to be stomach ulcers; a woman who worked in a laundry was suffering from high blood pressure and had symptoms of hardening of the arteries; a streetcar motorman feared tuberculosis or gall bladder disease. When all three were examined carefully, it was found that there was nothing organically

wrong and that the root of the trouble lay in the fact that each was unhappy on the job.[2]

If the mental attitude of the industrial worker affects his physical health, we may conclude that the mental attitude of the homemaker affects her physical health also.

Dissatisfaction of the homemaker may relate to any one of the many phases of homemaking or to any combination of factors. Within the home, dissatisfactions may develop from a great variety of situations such as lack of financial security, overcrowding, inability to keep up with the Joneses, feeling that housework or any manual work is degrading, lack of recognition, continuous nature of housekeeping, isolation, and long, irregular hours of confining work.[3]

All are familiar with persons who complain perpetually that "they haven't the pep to do a thing but the doctor cannot find anything wrong." In most cases this person will eventually reveal some deep-seated discontent she has not been able to master. She may be completely unaware of the real cause of her trouble and see no relationship between her attitude toward the family's inability to afford a house like the Browns' and being always tired and exhausted.

In industry, if it is discovered that excessive fatigue is the result of mental attitude, an adjustment may be made rather easily by assigning the worker to a new job or to new duties where he will no longer be exposed to the disturbing factor and where he is apt to find satisfactions. But in the home, when dissatisfactions cause excessive fatigue, the answer is not so simple because the homemaker cannot readily turn her back on her responsibility for homemaking and go off to seek a new job. There are so many emotional ties to the home that running away from one problem might mean only creating others more distressing.

However, taking a full- or part-time job outside the home and hiring someone else to do the most annoying tasks may

[2] T. R. Carskadon, "Workers and Bosses Are Human," *Public Affairs Pamphlet 76*, Public Affairs Committee, Inc., New York, 1943, p. 3.

[3] Jessie Bernard, *American Family Behavior*, Harper & Brothers, New York, 1942, Chap. XXII.

have a good effect. The homemaker can still retain the activities and relationships in the home that bring her satisfactions.

The mental attitude of some persons may be changed by gaining a sense of control over the environment. Improvement in skills and techniques may make possible new accomplishments never before realized. Control may come through the use of a time schedule in which each necessary task has a place and in which time for leisure is allowed. Financial planning may reduce the constant irritations resulting from a lack of security, not knowing whether there is going to be enough money to meet the needs of the next week or year. Frequently, the amount of money available above a minimum for basic needs is not nearly so important as the feeling that one can control and wisely use what one does have. One homemaker has said: "I would not care if the amount of money I received was only a dollar a week if I could know that that one dollar was to be mine without asking, and that I could use it exactly as I pleased."

When the family democratically develops a plan for sharing activities, there is no cause for any feeling of servitude on the part of the homemaker. If everyone takes a part, the process of homemaking becomes a cooperative experience wherein each person has an opportunity for self-expression. The basic idea that everyone who is physically or mentally able — married or single, young or old — must make a real economic contribution will find general acceptance and will help the individuals to adjust psychologically to work in the home.

ELIMINATING PARTS AND PROCESSES

Ways of eliminating or combining parts and processes are limitless. The following suggestions of homemakers indicate some of the methods actually used:

1. Use only as many rooms as are absolutely necessary. The more space in use, the greater the amount of energy required for housekeeping.

2. Store unessential furniture, pictures, and decorative objects that serve only as dust collectors.
3. Market but once a week for staple food supplies.
4. Plan meals and market order together, once a week.
5. Simplify meals by having few dishes requiring separate preparation at each meal. None of the aesthetic appeal need be lost by such simplification.
6. Serve simpler foods. Recipes, like those of French chefs, requiring many separate ingredients and processes are impractical.
7. Plan to use leftovers to decrease meal preparation time.
8. Wash vegetables thoroughly and cook with the skins on instead of peeling.
9. Use a simple form of meal service, which shows originality and interest through the use of colorful placemats and attractive dishes requiring a minimum amount of care.
10. Make all entertainment simple but enjoyable.
11. Plant in the garden only as much as you can use. Surplus planting requires additional care and may be wasteful.
12. Plan to can and preserve only as much as you need. Hundreds of quarts of food on the basement shelves may impress the neighbors, but if they cannot be used they are a tremendous waste of energy and money.
13. Scald dishes with very hot water and allow to drain, eliminating wiping.
14. For clothing of both adults and children, select fabrics and designs which will require a minimum amount of care.
15. Save ironing time by using bath towels, dish towels, underwear, and infants' clothes as they come from the clothesline.
16. Provide adequate hangers and space for hanging clothes so that less pressing is needed.
17. While mending and darning, listen to the radio.

18. Eliminate unnecessary trips downtown by keeping a memoranda of needs and arranging plans so that everything that is necessary is taken care of in one trip.

These suggestions may not seem important, for the energy savings in each case are limited. However, the sum total of these small savings through each day makes an impressive total and changes the driven housewife into the efficient homemaker.

REARRANGING DETAIL

Rearranging details for better sequence of operation involves breaking down the process into steps of procedure, deciding which of these steps are important, and developing from them a new pattern. We tend to form habits of doing routine jobs without critically analyzing the processes used; consequently, we may exert needless energy through unnecessary motions and handling of equipment. An analysis of dishwashing shows that the task consists of scraping, stacking, washing, rinsing, drying, and storing. Providing the facilities and scraping or rinsing the plates when they are taken off the table will eliminate extra handling. Stacking dishes in piles according to kind, to the right (if right-handed) of the sink has them in readiness for washing. If washing supplies and equipment are kept at the sink, no extra steps are needed to bring them from a back hall or other storage place. The following order of washing seems to be the most efficient: glasses, silverware, china, cooking utensils. Sometimes it may be better to wash cooking utensils first to get them out of the way, and then to wash the dishes and silverware with fresh water.

The method of rinsing dishes depends upon the available equipment. They may be rinsed by dipping into a pan of hot water, by using a spray attached to the faucet, by pouring water over them from a tea kettle, or under a stream of water from the faucet. Dishes are rinsed to make them

sanitary, and whatever method is used should be judged primarily by how well it accomplishes this end. But if possible, it is advisable to reduce the amount of energy required in doing it.

Dishes may be dried by using a towel or by letting them drain dry after scalding. Again, it must be remembered that the first concern is sanitation and the second energy required in handling. Draining eliminates much handling of the dishes and is more sanitary than wiping with towels used many times, and hung between uses where they tend to collect dirt. To keep glassware and silverware bright and sparkling, they should be wiped dry with a clean towel after rinsing, but pots and pans, like the chinaware, can drain dry.

Dishes should be stored, if possible, near the left end of the sink, so that they may be placed on the shelves as they are wiped; or they should be stored near the dining room. If the latter place is used, they should be stacked on a tray as they are wiped and carried to the cupboard.

Other activities such as dressing oneself, bathing the baby, doing the family washing, or cleaning a room can be analyzed in a similar way to determine the most efficient process. Each activity should be so coordinated that each step follows logically in time and place. A little conscious effort in analysis will pay dividends in energy saved.

USING EFFICIENT TOOLS

The important effect of equipment in reducing fatigue was shown by Swartz, who studied the amount of energy needed to perform various household tasks. Tasks were classified as light, moderately heavy, and extremely heavy.[4]

Using a vacuum cleaner on a rug is considered light work, using a carpet sweeper, moderately heavy, and sweeping a rug with a broom, extremely heavy work.[5]

[4] V. W. Swartz, "The Human Energy Cost of Certain Household Tasks," *Bulletin 282*, State College of Washington Agricultural Experiment Station, Pullman, Washington, 1933, pp. 10–23.

[5] Paulena Nickell and Jean Muir Dorsey, *Management in Family Living*, John Wiley & Sons, Inc., New York, 1942, p. 72.

Use of electrical equipment — such as washers, ironers, mixers, and floor polishers — may reduce fatigue from housekeeping tasks considerably. Many rural families have found that a power-driven pump supplying water for farm and household purposes is a most important improvement, because of the tremendous amount of work it eliminates.

But all families cannot afford power equipment, even though it does save energy. However, much of the small equipment in everyday use may be utilized for important energy saving. The angle of the dust mop handle, the weight of the iron, the length of the knife handles, and the sharpness of the blades, the construction of the egg beater or the can opener, all affect the energy outlay. It is important to get the best designed equipment obtainable on the market, remembering that the most satisfactory equipment from the standpoint of efficiency is not necessarily the highest priced. Selecting functionally adequate equipment requires time, thought, and knowledge.

Occasionally, tradition hinders a homemaker from having the most efficient tools. When electricity was made available to one rural family and the husband wanted to install an electric range instead of the old cook stove, his wife strenuously objected, for she was not going to have any of those "new-fangled gadgets," which she did not know how to use and could never learn to operate. Another woman has never used an electric mixer given to her as a gift because she "just didn't want to bother with it." Nutritionists have found it very difficult to induce women to use pressure cookers for canning simply because "if the old wash boiler was good enough all these years it is good enough now."

Although it is generally known that poor illumination is often the cause of fatigue, surveys have indicated that the large majority of homes, offices, factories, and schools have inadequate lighting.[6]

Light should be judged on its adequacy expressed in

[6] Miles A. Tinker, "Lighting," *Journal of Consulting Psychology*, Vol. 3–4, 1939, pp. 11–20.

brightness or intensity and distribution or diffusion. Intensity of light is measured in foot-candles which is the amount of light illuminating a surface by a standard candle at a distance of one foot. The device for measuring foot-candles of light, or the brightness in a given place, is the lightmeter, which is usually available at any electric shop on a loan basis. Tinker says that the critical level for reading is between 3 or 4 foot-candles, but recommends a somewhat higher intensity to provide a margin of safety.[7]

Five foot-candles is the suggested minimum for reading. For exacting visual tasks, or for persons with defective eyes, light intensity of 20 to 25 foot-candles should be provided. Unevenness in distribution, a common fault in lighting, produces eyestrain and decreases visual efficiency. To obtain adequate intensity and satisfactory diffusion of light, a combination of general illumination (light from a ceiling fixture) and local lighting (floor or table lamps) is recommended. General illumination need not exceed 3 or 4 foot-candles. A generally accepted ratio between the intensity of general illumination and local lighting is 1 to 10.

Any lamp used should be tall enough to remove the light source from the field of vision while one is engaged in visual work. It is recommended that a table lamp be placed to the side of the worker, thereby preventing eyestrain from looking at the source of light when the eyes are lifted. Direct glare results from lamps which are unshaded or insufficiently shaded, while reflected glare is produced by highly glazed paper, highly polished metallic objects, or glossy surfaces. Both direct and reflected glare increase fatigue and should be avoided.

A widely accepted lamp known as the I.E.S. lamp is obtainable in either floor or table models. Each individual lamp must pass fifty-four tests for electrical, mechanical, and visual safety to meet the specifications of the Illuminating Engineering Society. The table models, bearing the approval tag, have a standard height of 19 inches to the

[7] *Ibid.*, p. 18.

bottom of the shade. The shade, approximately 19 inches in diameter, has a white lining and rests on a diffusing bowl, 8 inches in diameter and some 6 inches deep.

Many inadequate table, floor, and ceiling lamps now in the home could be improved by conversion accessories available in most electric shops, and these shops will give information on how to make the changes. Anyone can learn to reconstruct lamps and thus reduce fatigue.

Daylight may be increased in the home by adjusting shades and draperies to admit the maximum light available, by using very thin curtain materials, by limiting the use of screens when possible, and by keeping the windows clean. It is hoped that in houses built after the war more natural light will be provided.

Since little new equipment is available now, it is essential that what we have be kept in the best possible operating condition so that it can give maximum service for the duration of the war. Oiling hinges, motors, and locks, sharpening knives, rebuilding electric lamps for adequate illumination, and keeping all equipment in repair will pay big dividends in saved energy. A survey of the equipment in the home will reveal many conditions that need immediate attention. If the adjustment or repair cannot be made easily, it will pay to call an expert repair man, familiar with the particular piece of equipment.

ARRANGING EQUIPMENT FOR CONVENIENCE

Arranging equipment, furnishings, and supplies for greater convenience has unlimited possibilities in most homes. Everyone has had the experience of going into another person's house and mentally noting the many alterations that might be made for greater convenience. A daughter who has established her own home and returns to her mother's house to visit may become greatly concerned about the inconveniences she finds there. True, nothing has been changed since she left, but she sees her old home much more critically because she now has a basis for comparison. Also,

we often tend to see the problems of others more clearly than we see our own. It is difficult for most people to detach themselves sufficiently from their own situation to permit a critical, objective analysis. If detachment were possible and if adults were more willing to change habits, much improvement would result.

An analysis of the uses and use requirements of the kitchen will serve to show how improvements may be made in arrangement so that a minimum amount of energy will be required in doing specified tasks.

In the kitchen the common operations are storage, preparation, cooking, serving, and clearing away of food. An efficient arrangement makes possible the carrying out of each operation in a particular place in orderly sequence. Logically, the space for storage is near the back or service door where incoming supplies from the store or the garden are cared for. Refrigerator and cupboard space should be located in this area. The preparation and cooking centers with work surfaces, sink, and range should follow in order. The clearing away process is done in the same area but the serving center should be near the dining-room door.

Stored within the preparation or work area should be staple foods such as flour, sugar, baking powder, and spices; equipment for measuring, mixing, cutting, and sifting; large utensils, pans, baking sheets, mixing bowls, covers; spoons, egg beaters, rolling pin and knives. Storage facilities should be planned to accommodate each piece of equipment within the minimum space and in such a way that it can be removed or replaced without disturbing other things.

Old fashioned kitchen cabinets usually had an elevated flour bin with a sifter attached. Since filling such a high bin presented a problem, many housewives now prefer to store the flour in a metal lined drawer or bin in the lower section of a cupboard. Sugar may also be stored in a metal lined drawer. If the supply of flour and sugar on hand is not too large, one drawer divided in the center may provide storage for both.

Spices should be stored so that the labels on the cans can be read without moving other cans and where they are easily accessible. Some people like to have narrow racks on the inside of the cupboard door while others use a stair-step arrangement set into the cupboard. If space allows, a section of cupboard with shelves no wider than the widest spice box may be built especially for storing spices.

Some homemakers find it convenient to set aside a special drawer for rolling pin, cutters, blender, and pastry cloth. Everything used in the process of baking is then in one place.

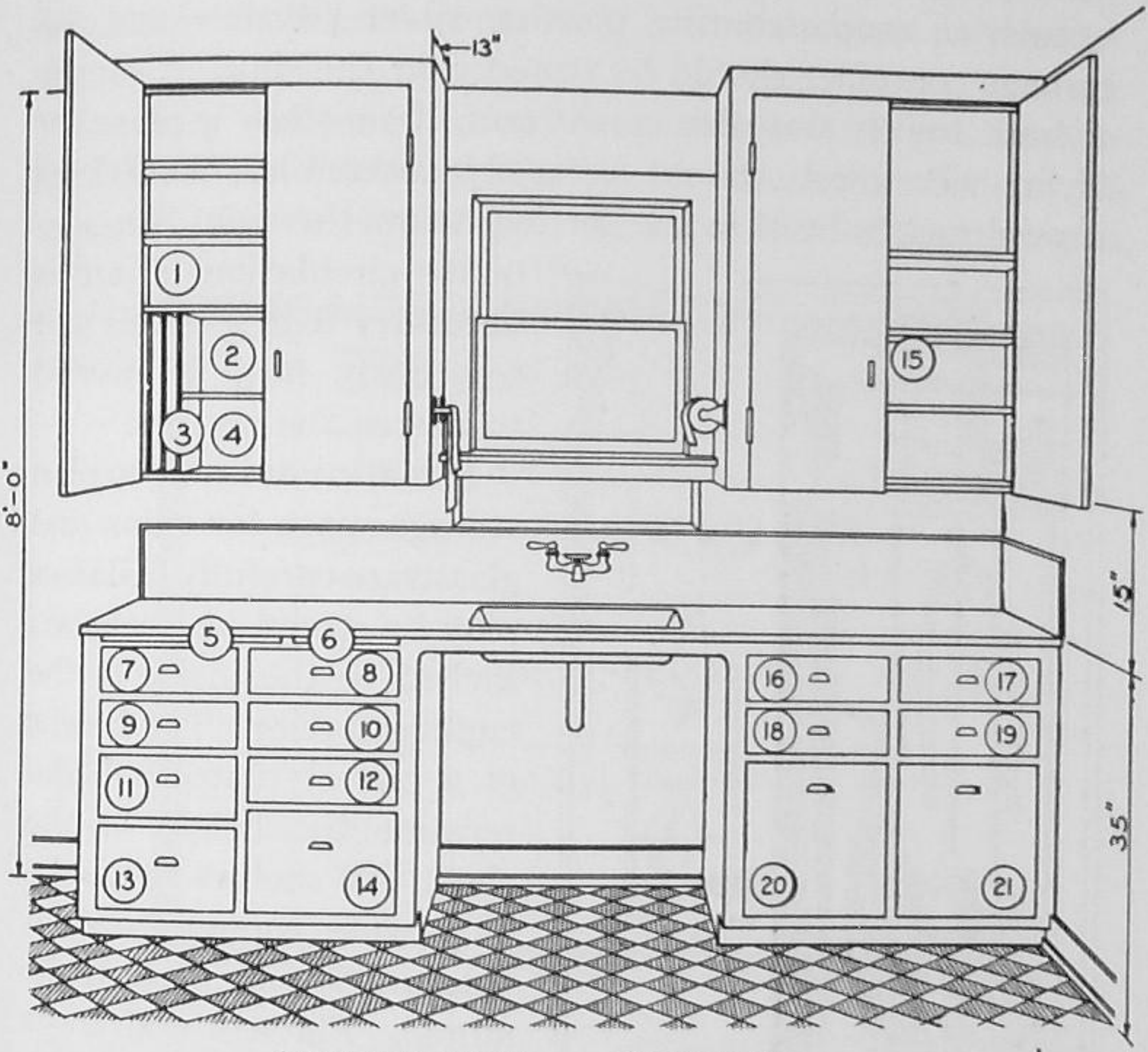
To plan storage adequately it is necessary to determine the equipment to be used, then allot space accordingly. Shelves should be no wider than the widest piece of equipment to be stored. This eliminates the annoyance of having to remove one utensil in order to get at another stored behind. Much space could be saved by making the distance between shelves only high enough to accommodate the articles stored. A shelf for platters would thus be but about 4 inches high, whereas a 4 quart pressure cooker would get a shelf approximately 12 inches high.

Upright divisions in drawers or cupboards facilitate storage of baking sheets, pie or cake pans, cake racks, muffin tins, covers or trays. Divisions can be made with very thin board, requiring a minimum amount of space. Removable divisions are sometimes advantageous to permit rearrangement.

Hanging utensils and frequently used small equipment, such as spoons or egg beater, keeps them handy and, if well chosen and arranged, adds a decorative note to the kitchen. It is not advisable to hang such articles if one lives where the air is polluted with smoke or dust, nor would it be wise to hang things which are used infrequently, for then dust accumulates on them.

Since a good knife is a precious possession, it must be given good care. Keeping knives in a holder on the wall not only makes them accessible but protects the edges from becoming dulled by contacts with other metal objects.

However, a drawer with a special holder for knives serves the same purpose.



1 • GLASSES, SUGAR AND CREAMER
2 • CEREAL AND SAUCE DISHES, CUPS AND SAUCERS
3 • PLATTERS
4 • DISHES AND PLATES
5 • BREAD-CUTTING BOARD
6 • CUTTING BOARD
7 • SILVER
8 • SERVING UTENSILS
9 • MISCELLANEOUS
10 • HAND TOWELS
11 • CAKE
12 • DISH TOWELS
13 • BREAD
14 • COOKIE AND MUFFIN TINS
15 • STAPLES
16 • UTENSILS
17 • RECIPES
18 • UTENSILS
19 • BULK CEREALS (TWO COMPARTMENTS)
20 • FLOUR
21 • SUGAR
22 • ALTERNATE RIGHT-HAND BASE UNIT

Fig. 1. Adequate kitchen storage space is important. (Bureau of Human Nutrition and Home Economics, Washington, D. C.)

Drawers used for the storage of forks, spoons, and spatulas need be no deeper than 3 inches. A shallow cutlery drawer may be inserted into some of the deep drawers found in ordinary cabinets. In the remaining bottom space nut picks, skewers, and special, rarely used cutlery could be stored.

Consideration should be given to the many uses of a sink when planning storage space around it. Dish pans, supplies — such as soap, scouring powder, silver polish — and the garbage container should be stored near the sink. A supply of fresh towels and dish cloths and, if possible, a place for drying wet towels should be easily accessible. Sometimes a towel rack is built in the section below the sink. An adequate circulation of air is necessary to dry towels and frequently heat is needed to hasten the process.

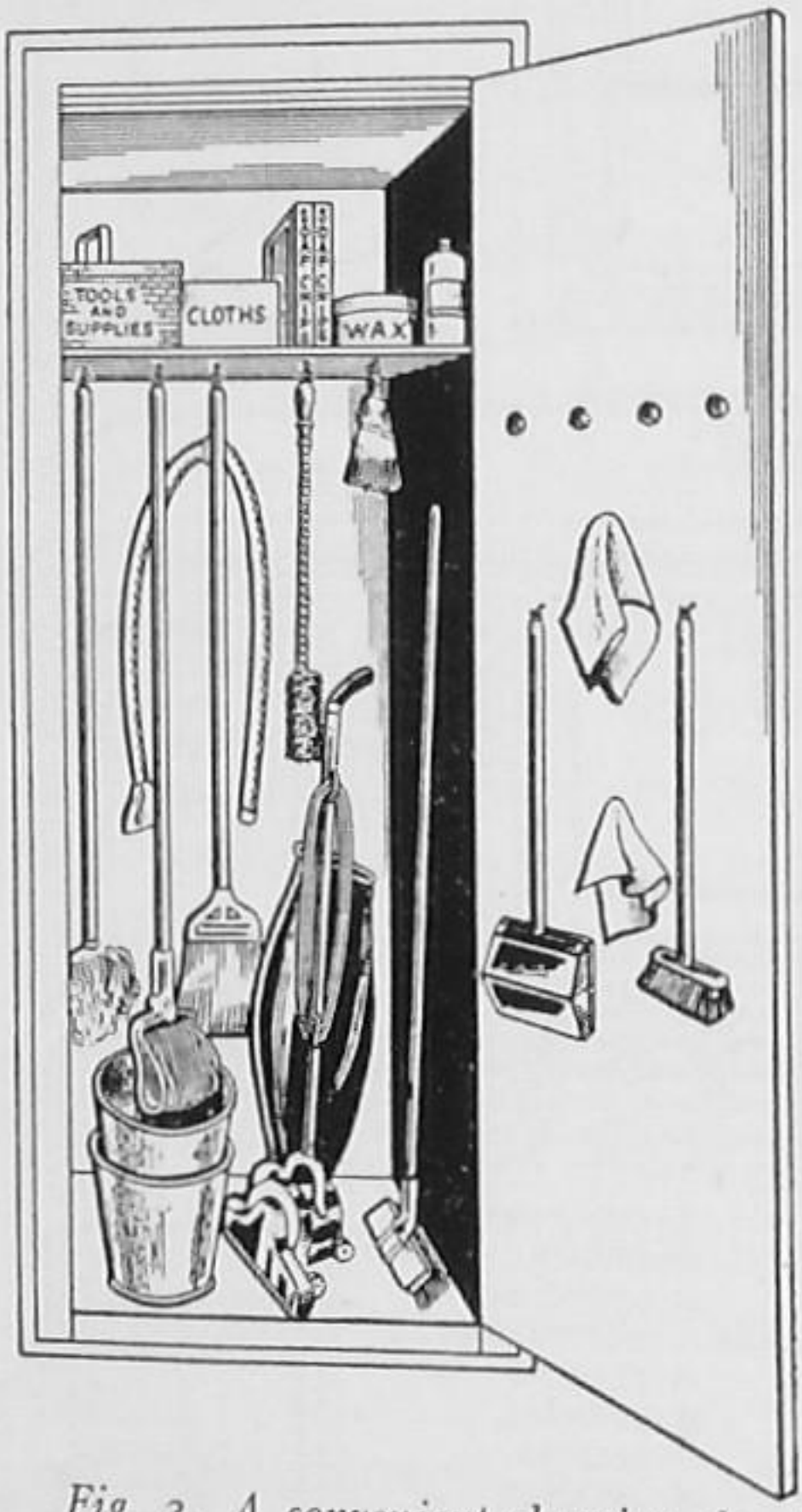


Fig. 2. A convenient cleaning closet facilitates housework. (Bureau of Human Nutrition and Home Economics, Washington, D. C.)

It is also advisable to plan storage space for china and glassware carefully. Glasses may be stored on racks attached to the inside of the cupboard door. The height of a pile of plates will determine the height of the shelf. All shelves should be only wide enough to hold the largest size plate to be stored. Platters and trays may be stored in shallow shelves or in racks with vertical divisions.

Cleaning equipment such as broom, dustpan, vacuum cleaner, dust mop, wall brush, radiator brush, dust cloths, and supplies of wax and furniture polish should be stored in a special cleaning closet. The size of the closet should be determined by the equipment to be stored; the minimum size is 14 inches by 21 inches for the usual storage. If a vacuum cleaner or carpet sweeper occupies most of the floor space, it may be wise to hang the broom and dust mop on the door so they are easily accessible. All brushes, brooms,

and mops should be hung. An empty can may be used for storing the dust cloths. The cleaning closet is frequently located in the kitchen or a back hall where it is convenient for use.

Laundry equipment could be rearranged for greater convenience in many homes. Today, the laundry in urban homes is usually in the basement. In rural homes laundering is

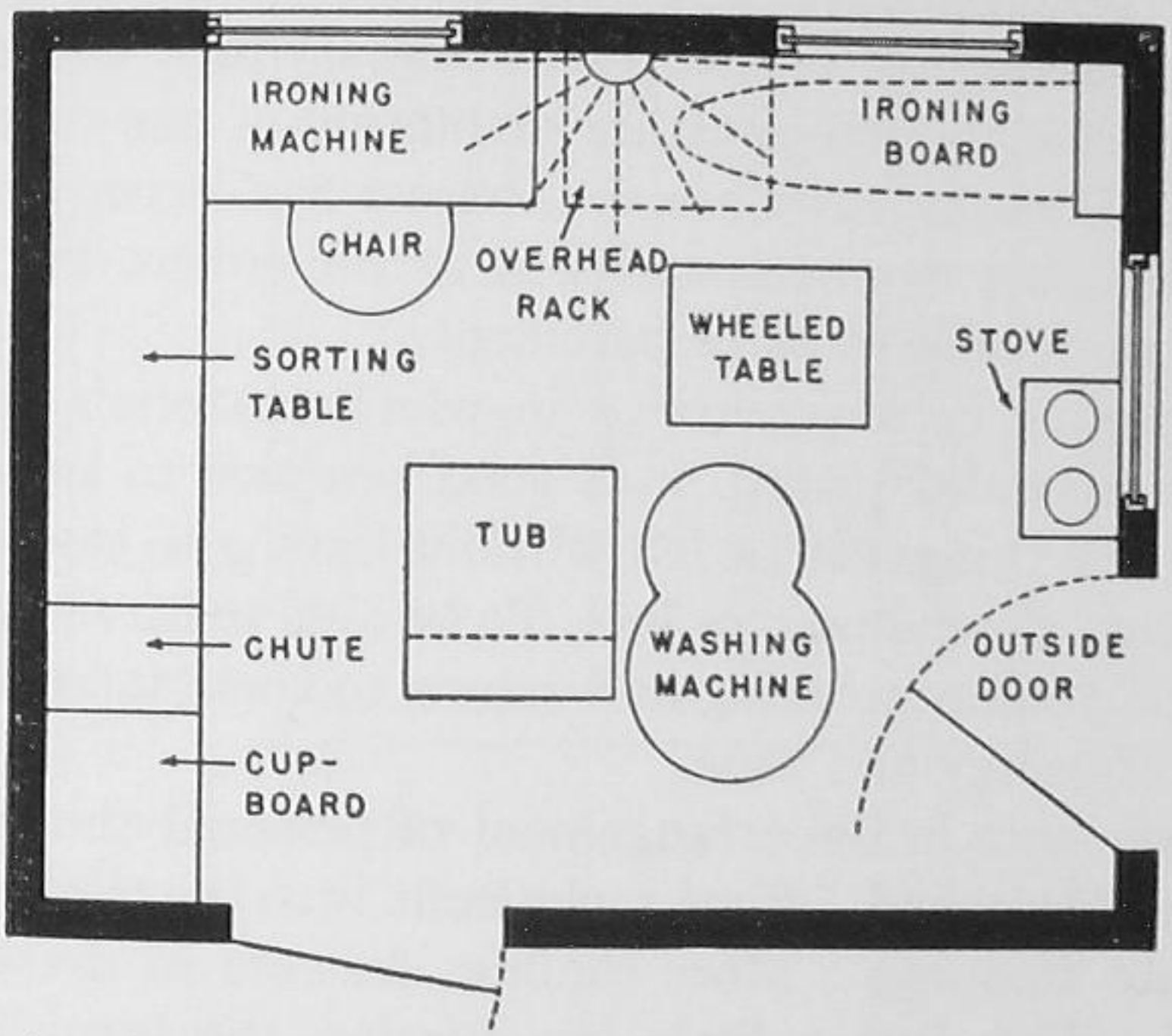


Fig. 3. A well-arranged laundry provides for efficient routing of work. (Bureau of Human Nutrition and Home Economics, Washington, D. C.)

done near the supply of water. This may be in the basement, the kitchen, a service room, a porch, or a detached building. Equipment varies from set tubs with hot and cold soft water and an electric washer to galvanized iron tubs, water from a pump, buckets for drainage, and a wash board.

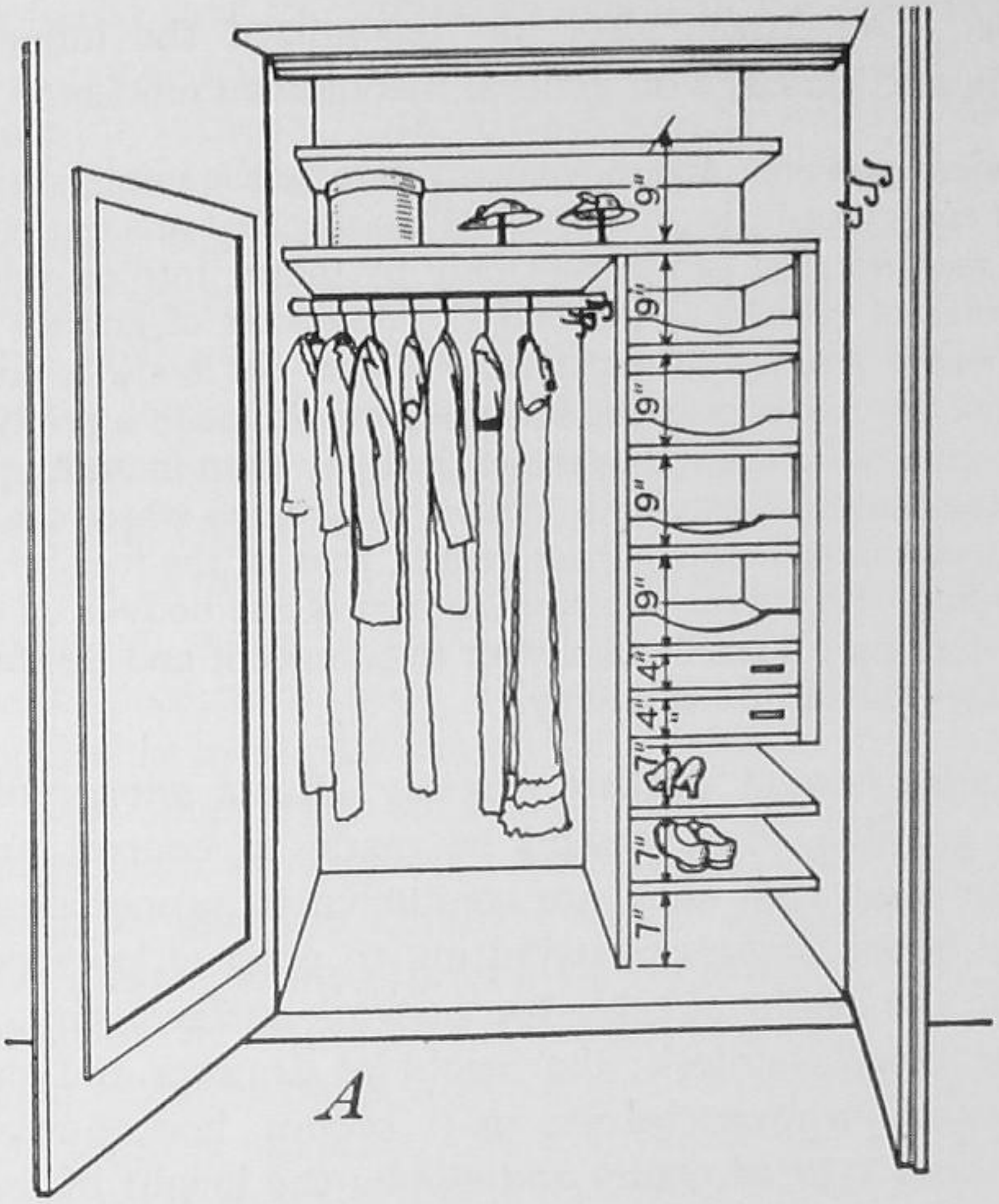
The processes of laundering are sorting, soaking, washing, rinsing, perhaps starching, wringing, hanging to dry, sprinkling, ironing, folding, and putting away. Equipment should be so arranged as to make this sequence of work possible with a minimum number of steps. A table used for sorting soiled clothes will eliminate stooping and getting clothes more dirty on the floor. A tub for rinsing near the wash tub or

mechanical washer and a basket on a laundry cart to hold the clothes will permit a continuous process. The laundry should be located as near the place for hanging as possible. A work table adjacent to the ironing board or ironer will serve for sprinkling and folding as well as for a place for ironed linens. A clothes rack and hangers at hand are convenient for hanging clothes as they are ironed. Many problems of laundry arrangement will be solved after the war with an increase in the use of electric washers which do soaking, washing, rinsing, and moisture extracting in one continuous process. These washers are so compact and occupy so little space that they can be installed as is convenient, in kitchen, bathroom, service room or basement.

For sewing or any activity in which materials are used over an extended period, it is good practice to set aside a place where things can be left without having to worry about orderliness, destruction, or loss. To be able to leave materials on which you are working and return to them later means a saving of energy and time.

Convenience in the arrangement of personal things is frequently overlooked. Shoe racks built into the clothes closet eliminate stooping. More shallow drawers in dressers are needed. With just a little imagination the furnishings of one's room may be rearranged to make them much more convenient. It is advisable to have one's dresser and clothes closet adjacent to each other, and as near to the bathroom door as possible, so that the dressing process may progress with a minimum amount of moving about. Some bedrooms are so arranged that each time one goes to the clothes closet or dresser one must walk around three sides of a bed projecting out into the room, even though there is another wall space where the bed or dresser could be placed.

Adequate storage space for the many things one needs every day may make the difference between frustration and calm, orderly living. Better storage space could be provided in almost any house if the occupants would really concentrate on the job.



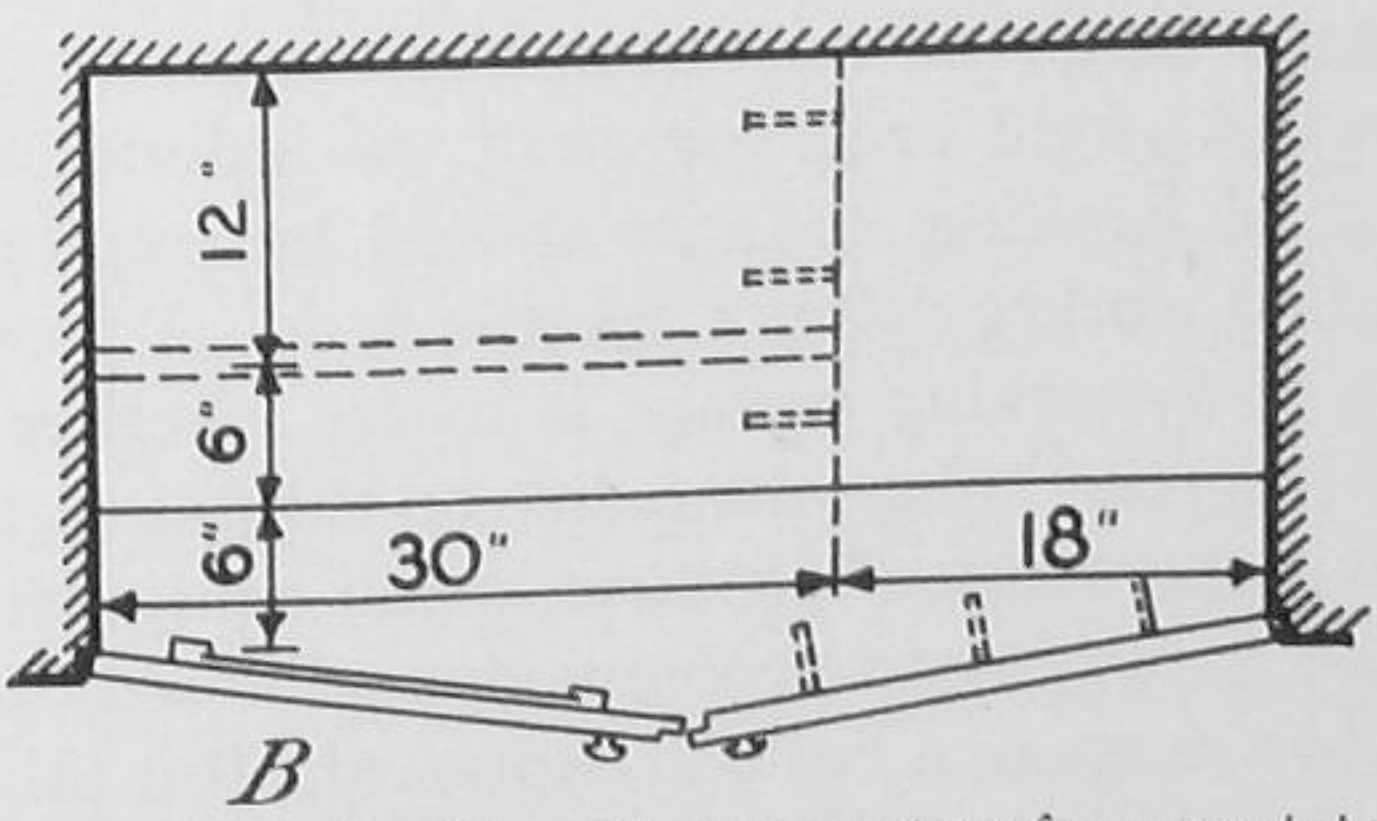


Fig. 4. A clothes closet should provide storage space for many types of articles. (Bureau of Human Nutrition and Home Economics, Washington, D. C.)

CONTROLLING BODY POSITIONS

Industrial studies found that controlling body positions while working is of inestimable importance in reducing

fatigue. The Army, also, has recognized the influence of bearing and carriage on general mechanical efficiency.

Efficient positions and movements involve the minimal expenditure of energy and the production of the smallest amount of strain. These requirements can be met only by taking into consideration the center of gravity of the body. The center of gravity is that point where gravity seems to act. When the body is erect the center of gravity is near the navel region. In such a position less muscle energy is required to move the body than in faulty posture when the center of gravity is shifted to a region where the line of force passes outside of the base center, that is, the feet, when one is standing. Whenever a particular part of the body is off center, some other part must be off center to balance it and this involves a greater expenditure of energy.[8]

Because correct posture directly affects energy output, every possible effort should be made to control working conditions so that they are conducive to proper positions. In the home, factors contributing to good or poor posture include the height of table top or work surface, sink, stove, ironing board, or desk; the height of drawers and shelves, handles of vacuum cleaner, mop, broom, hoe or rake; the height and type of chairs and stools; the height of dressing table and infant's bath tub, and the construction of beds.

The correct height of any equipment must be judged in relation to the height or physique of the individual worker. The height of working surfaces should be comfortable for the individual worker doing a specific task. A good test for the height of a working surface is to see whether one can, when standing erect, place the palms on the flat surface without bending the arms. Of course, some equipment cannot be adjusted in height to accommodate different people, as for example a range or a built-in cupboard. But tables might be made adjustable in height if there were demand for it.

Since houses are constructed for use by many different people, it seems important to determine the generally preferred heights of work surfaces. Wilson, Roberts, and

[8] Cleveland Pendleton Heckman, *Physiological Hygiene*, McGraw-Hill Book Company, Inc., New York, 1938, p. 331.

Thayer found that the preferred height of the ordinary sink was 32½ inches from the floor; the most acceptable height of the mixing table or work surface was 32 inches. Because of the position of the arms in the ironing process, the preferred ironing board height was 32½ inches from the floor.[9] The study showed further that the dining room table does not serve well as a cutting table, for it is usually about 5 inches too low. A recommended height for a cutting table is 35½ inches.

Swartz studied the height of work surfaces in relation to energy costs of certain homemaking tasks. She found that the height of work surfaces greatly affected the energy required to do certain tasks. It took very much more energy to hang clothes from a basket on the floor than from a utility table. Kneading bread on a high table took considerably less energy than working on a low table. It was also found important to have the ironing board at the proper height. In beating there seemed to be little variation in energy cost in relation to the height of work surface.[10]

Certain activities seem to be carried on more easily in one position than in another. Swartz found the energy cost for paring potatoes while sitting on a chair to be considerably less than while standing or while sitting on a stool. The most efficient chair should permit one to sit with feet flat on the floor, with back supported, and without pressure under the bended knee. If one sits on a high chair or stool, it is good to have a foot rest. Adjustable chairs are on the market. It is important to adjust the chair to the proper height when sitting at a desk or sewing.

Where there are children in the family, special attention must be given to chair and table heights to meet their needs, since they are developing habits of posture which will affect

[9] Maud Wilson, Evelyn H. Roberts and Ruth Thayer, "Standards for Working-Surface Heights and Other Space Units of the Dwelling," *Bulletin 345*, State College of Washington Agricultural Experiment Station, Pullman, Washington, 1937, p. 37.

[10] V. W. Swartz, "The Human Energy Cost of Certain Household Tasks," *Bulletin 282*, State College of Washington Agricultural Experiment Station, Pullman, Washington, 1933.

them through life. Also, when selecting equipment for infant's care, such as a dressing table and bathtub, get one with a height that makes for ease in working. The top shelf in any cupboard should not be over 72 or 74 inches from the floor. The bottom shelf should, if possible, be used only for storage of rarely used equipment, since frequent stooping and reaching at low levels is fatiguing.

The height of some equipment can be adjusted quite simply. Work tables can be raised by putting blocks under the legs; so can card tables serving as desks, dining tables, and a variety of other purposes in temporary homes. If tables or chairs are too high, the legs may be sawed off.

DEVELOPING RHYTHMS

Rhythm of movement makes for economy of energy in work; it involves the repetition of broad, circular movements at constant speed without interruptions by starting and stopping. Some people always seem to move in a graceful, rhythmic manner, never hurrying but always accomplishing much, while others move through life jerkily like a mechanical toy and accomplish much less with the same expenditure of effort.

As we see soldiers marching by, we are impressed by the steady rhythm of their movements and frequently comment on how well they have been drilled. What most people do not realize is that the development of rhythm in walking materially reduces fatigue, which is far more important to the soldier than making a spectacular appearance on parade.

Since gasoline has become scarce, shoe manufacturers have tried to help civilians by giving us comfortable shoes with broad heels; we all know that high heels are not conducive to easy, rhythmic walking. Anyone whose work requires much walking will reduce fatigue by learning to walk as soldiers do.

In everyday living, many routine activities can be done with rhythmic action. There is rhythm in reading, writing, mixing a cake, sweeping, typing, ironing, or washing dishes.

There is sheer grace in the motions used in kneading bread. Through conscious effort, these rhythms can be developed to a highly efficient degree in which one movement flows uninterruptedly into the next.

It follows that energy may be more fully utilized if a worker carries one type of work through an extended period until fatigue sets in rather than shifting frequently from one type of work to another. After developing the rhythm of hoeing, the gardener will do well to continue at that job rather than to switch to weeding. Accordingly, in house cleaning do all the dusting, then all the vacuuming. The process of dish washing and wiping is less taxing if one wipes all the glasses, then all the silverware, then all the plates of a given size rather than shifting motions by first wiping one and then another.

Recognizing the importance of rhythm in reducing fatigue, it is wise to plan the day's activities and each individual task so as to utilize basic rhythms. Training children in the process of rhythmic action will be valuable to them throughout life.

IMPROVING SKILLS AND TECHNIQUES

Time spent in improving skills and techniques is a long-term investment. Taking time to learn basic techniques will make it possible to secure better results with less physical and mental energy. Technical mastery gives a psychologically satisfying sense of control, that is, we enjoy doing the things we do well, for they bring satisfaction. Gilbreth, in discussing industrial skill, says:

> Work is not less fatiguing because it demands less skill. It is less fatiguing when it is done with ease and when there is a joy of achievement requiring skill; that is, when it is satisfying. Because of lack of opportunity, one may only perform with ease the work which does not demand much skill. As soon as he learns to perform the skilled work with ease, it causes even less fatigue, other things being equal, than does unskilled work, because it holds the interest, hence the attention, more easily.[11]

[11] Frank B. Gilbreth, *Fatigue Study*, The Macmillan Company, New York, 1919, p. 148.

A vast number of skills and techniques are needed in housekeeping: preparing all kinds of foods in such a way that they will be palatable and attractive as well as nutritious, how to mix tender pie crust, how to fold egg whites into a soufflé mixture, and how to cook spinach to retain maximum nutritive value. Other skills and techniques are needed for sewing — putting zippers into plackets, making bound buttonholes, or setting in sleeves. Housecleaning requires more than muscle. The care of finished surfaces requires skill. Techniques for washing and ironing are important. The young mother is called upon to learn a method for bathing her baby and making his formula. Besides possessing such skills as those just listed, the homemaker must be an expert nurse, secretary, bookkeeper, decorator, and now also a gardener and war worker.

Because of the endless variety of activities involved in homemaking, one should have great respect for those who have developed rhythmic, purposeful actions which make accomplishment successful. Skills and techniques will be discussed further in Chapter 6.

PROVIDING ADEQUATE REST

Interspersing work with adequate rest periods is essential for continued productive efficiency. This truth is known in industry. The Women's Bureau of the United States Department of Labor has set up standards essential to the maintenance of the workers' efficiency. It reports:

> Five to ten minutes' rest at the middle of the work spell increases output by 5 to 10 per cent, according to British authorities after 18 years' investigation. Numerous plants in this country show similar results. The more tiring and monotonous the work, the greater the increase resulting from a rest.[12]

Ten minutes for rest is usually considered adequate in each four-hour work period. However, this may not be adequate

[12] "Women's Effective War Work Requires Time for Meals and Rest," *Special Bulletin No. 5*, U. S. Department of Labor, Washington, D. C., Women's Bureau, May 1942.

if work is heavy and highly exacting. No less than a half hour is recommended for the lunch period. All workers need one day of rest in seven in order that production may be maintained or increased.

In industry where one type of work occupies the worker's full time, it is possible to determine the periods of greatest fatigue and then make plans for recovery. But in the home where the worker has a great variety of tasks to perform, determining the most satisfactory sequence of work and rest is difficult. Recognizing that fatigue reduces production, that the greater the fatigue the longer the recovery time, and that fatigue is cumulative, it becomes the problem of each homemaker to study her own problem in order to determine a satisfactory balance between work and rest. Factors to be considered are health of the worker, working conditions, work to be accomplished, and help and equipment available. In general, a short rest period in the morning and a longer one in the afternoon seem adequate for most homemakers.

During the day and throughout the week it is advisable to alternate heavy with light work in order to reduce fatigue. Since cleaning is considered highly fatiguing, it is advisable to plan to spend only part of the day in cleaning, and to allocate considerable time to considerably less strenuous tasks. Sewing, for example, might provide an opportunity to sit down and relax after a hard morning of housecleaning.

Conditions and facilities for complete rest and relaxation must be made available, if there is to be a maximum recovery. Some rural homemakers like to have a cot in a corner of the usually large kitchen, where they may lie down for a brief period. Others prefer the bedroom for resting, away from the area of activity. A young mother is wise if she plans her rest period to coincide with nap time for her children.

There are those who do not plan rest periods because they feel that they can snatch a few minutes here and there throughout the day, or because they feel that with pressure of work, daytime rest denotes laziness. However, since industry has found that planned pauses definitely increased

efficiency, it may be assumed that the same would be true for the non-industrial workers. Invaluable help can be given to children by teaching them the need and value of rest.

Don't let us forget the person with a tremendous amount of surplus energy and drive. She must be constantly on the move, goes downtown to shop whether or not there is anything to be purchased, flits from one social activity to the next, or starts many things which cannot be finished in the available time. She may inflict her restless urge upon other members of her family, leaving them in a state of utter confusion. She drives on through the work of the day, never finding a good place to stop, and she tries to make everyone else work as long hours as she does at her accelerated rate of speed.

When her husband and children return at the end of the day, she has a multitude of things for them to do, and resents their taking as much as five minutes before helping her do the job she has at hand. She may be cleaning house until midnight, much to the disgust of her family. She continues at this terrific speed until finally she collapses and has to have medical attention. Even while paying hospital and doctor bills she begins to increase the momentum of her living until finally she again collapses, and so the cycle is repeated.

It is important that the homemaker whose home can not provide an adequate opportunity for creative work develop some worthwhile outside interest, remunerative or not, to occupy some hours each day, and to challenge her imagination. It should be a task for which she assumes responsibility over a period of time and not an escape, which serves as a release on the days when she happens not to have a social engagement.

In a family situation, excess energy may be led into the right channels through group planning and by showing that lack of control is selfish because it denies others opportunities for rest, recreation, and creative living, and places unnecessary financial burdens upon the group because of resulting medical costs.

SUMMARY

Pressure of demands on the limited energies of everyone since the beginning of the war has made us aware of the fact that in the past much energy was dissipated on activities that added comparatively little to the realization of ultimate goals. We cannot say that standards are lower, but rather that they have changed. They will continue to change because the dynamic society, of which we are a part, is constantly changing. Under these conditions it is imperative that one maintain an open mind, keep informed, and be able to make choices intelligently in view of the goals to be achieved.

QUESTIONS AND PROBLEMS

1. Select one task, such as dishwashing, and list all the activities necessary in doing the job. Analyze your present procedure to see how you may eliminate unnecessary movements or simplify the process. When you have developed what seems to be the most efficient process, repeat the same procedure each time you wash dishes. Evaluate results in terms of time and energy used and the satisfactions resulting.
2. Study your daily routine jobs to discover how rhythmic movements may be developed. What tasks lend themselves to rhythmic movements?
3. A reminder, used by men in training, to maintain good body posture is to walk with the thumb and finger forming an "o." Try this for one day. Evaluate results.
4. Analyze your own activities to determine which tasks require the greatest energy output. Propose a program for saving energy.
5. Note the time of high fatigue points during your day. Plan for a brief rest period at these times and note the results in terms of output and feeling of fatigue at the end of the day.
6. Contact ten or more of your co-workers and determine the amount of time each spends in resting and sleeping each day. Draw conclusions.
7. Invite an "improvement committee" of friends to your home to help you rearrange your equipment and furnishings for greater efficiency.

SUGGESTED READINGS

BARNES, RALPH M., *Motion and Time Study*, New York: John Wiley & Sons, Inc., 1940. A comprehensive presentation of time and motion studies as they relate to the performance of manual work. Findings of engineers, physiologists, and psychologists are reported.

GILBRETH, F. B., and L. M. GILBRETH, *Fatigue Study*, New York: The Macmillan Company, 1919. Discusses the nature of fatigue and stresses the importance of eliminating fatigue in order to increase production. Written primarily for industry, but principles are applicable in the home.

GROSS, IRMA, and MARY E. LEWIS, *Home Management*, New York: F. S. Crofts & Company, 1938. Planned as a text for college students during their home management residence experience. Contains information relative to the use of time and energy in the home. Valuable to any homemaker.

HEPNER, HARRY WALKER, *Psychology Applied to Life and Work*, New York: Prentice-Hall, Inc., 1941. Written primarily for business and industrial workers. Applies psychology to everyday problems and gives specific methods for improving human relationships. Introduces many authors in the field.

LANE, JANET, *Your Carriage, Madame*, New York: John Wiley & Sons, Inc., 1934. Principles of good posture are discussed in popular, nontechnical form. Information should be valuable to the student and the homemaker in her everyday work.

NICKELL, PAULENA, and JEAN MUIR DORSEY, *Management in Family Living*, New York: John Wiley & Sons, Inc., 1942. Part II of this book deals with the management of time and energy in homemaking.

Chapter 6

HOUSEKEEPING MANAGEMENT

Since homemaking is a tremendously complex undertaking, the housekeeping skills and techniques required for its successful execution are equally involved. The necessary skills of the average industrial worker are usually confined to one area of activity, and the job may involve relatively few processes, constantly repeated. The worker can develop a particular skill to a high degree of efficiency because his entire attention can be devoted to it. But this is not true of homemaking. Here one must work not only with widely varying tools and equipment but also with many different people and ideas.

It is important to appreciate the place of skills and techniques in the homemaking experience, to learn the methods by which they are developed and improved, and finally to examine certain techniques which are important in everyday housekeeping.

THE PLACE OF SKILLS AND TECHNIQUES

In themselves, however, skills and techniques are important only insofar as they contribute to the goals established by the family. The development of a skill to its finest point of achievement is profitless unless it contributes in some way to the well-being of the larger group. You may be acquainted with the counterpart of the man who for years kept minute records of all money spent by his family. He enjoyed seeing column upon column of neat, precise figures as they grew year by year. He could tell accurately the items of expendi-

ture and income of any given period. But he never stopped to analyze his information so as to determine how the use of the income might be improved to his family's advantage. The purpose of improved skill is to reduce the time and energy required to do a task, and thus increase satisfaction and raise the standard of living.

Biscuit making will serve to show how the improvement of skills and techniques may achieve these purposes. One homemaker may have established a standard for what she considers an acceptable product, but her own biscuits do not meet these specifications. By reading the directions carefully, following them exactly, measuring accurately, combining materials deftly, and regulating the oven temperature with precision, she may finally achieve the desired quality of biscuits. She may find in the process that not only are the biscuits better than those made before, but that less time and energy are expended, and little if any material is wasted.

IMPROVING SKILLS AND TECHNIQUES

How can skills be improved? Two problems confront the person in search of this. The first is the development of new patterns of action, and the second is the changing of previously formulated patterns. In either case, intelligence is an important factor, and thinking must be based upon past experience. Bode tells us that:

> Thinking, moreover, involves the gathering of data for the testing of hypotheses, which in turn is related both to the acquisition of information and to the development of skills and techniques in observation, in analysis, and in the organization of material.[1]

The Importance of Goals

If one is to learn, a need for the new knowledge must be felt. Mary, for example, must be given a good reason before she will be interested in learning to make a cake. She may

[1] Boyd Henry Bode, *How We Learn*, D. C. Heath and Company, Boston, 1940, p. 249.

anticipate the pleasure of presenting a cake to her father on his birthday or using it for a party she is planning. Provided the urge is great enough she will attempt to bake the cake. If a family has a supply of fruit, and facilities for freezing are available, its members may learn the technique of preparing food for the freezing locker should the desire for frozen fruit in winter be great enough. Mother may learn to bake bread if she moves to a place where it is not possible to buy commercially made bread except on infrequent visits to town. Jane needs a new formal for a dance, and her budget can provide only for the material. She has done some simple sewing before, but she has never made an evening dress. If she wants to attend the dance badly enough she will try the more difficult task of making a formal.

Speaking of the importance of desire to learn in relation to the speed and efficiency of learning, Prescott says:

> Motivation influences directly the intensity of effort that a child will put forth to learn. It determines the single-mindedness, the unity of attention, that he is able to give the task. It mediates the amount of fatigue or discomfort he is willing to undergo in the process of learning. Motivation has an important relationship to the satisfaction felt upon successful learning, and to the disappointment experienced upon failure.[2]

The fact that someone thinks it advisable for us to learn a particular skill because we might need it some day has very little effect unless we see the need for it. What we learn must serve some immediate purpose to have any real appeal to us.

The initial attention, however, will not assure a job's completion. Tead says:

> There are three stages in the development of attentiveness. The first is the instinctive, exploratory stage; the second is the period of forced attention where one continues to attend because some outside motive operates, such as fear of punishment or hope of reward; the third is the smooth-running stage of sustained and continued attention due to the fact that a genuine interest has

[2] Daniel Prescott, *Emotion and the Educative Process*, American Council on Education, Washington, D. C., 1938, p. 162.

been created. When the third stage is achieved, attention has passed over into *interest.*[3]

In the case cited above, Jane was intensely interested in making her dress. She purchased the material and the pattern, and she cut the garment with great enthusiasm. As she basted and stitched the long seams, her interest waned, and she would have abandoned the project if it had not meant missing the dance. When her dress was completed, it brought her abundant satisfaction (in spite of the fact that the zipper was on the wrong side), because she was able to attend the dance, and, in addition, received much praise for her handiwork. This resulted in Jane's continued interest in sewing, but she vowed she'd never make another placket in the wrong seam. Her workmanship improved, and she became increasingly skillful in designing and making clothes for herself and others.

The importance of goals cannot be overemphasized in the learning process. Adult and child alike must see the purpose for which they are working. It is true that an individual will endure dissatisfactions and failures if there still is hope of eventually achieving that which seems important. However, there must be some satisfaction if interest is to be sustained when efforts bring failure rather than success. The learner must see that she is making progress, even if this is manifested only in discovering the causes of her mistakes.

The immature person may appear to be interested in the immediate problem alone, but wise guidance will utilize this interest to broaden its scope so as to include more important and more distant goals, being careful not to develop the feeling of futility by encouraging the setting up of unattainable goals.

Relating Activities to Goals

Activities will be instructive if planned to relate directly to the achievement of the goals. Then, as the goals are

[3] Ordway Tead, *Human Nature and Management*, McGraw-Hill Book Company, Inc., New York, 1933, p. 62.

attained, new activities will carry one forward to new accomplishments, progressively increasing knowledge and abilities. For example, after mastering the basic techniques of sewing, Jane turned her attention to creating new designs.

Using Past Experience

When a problem arises, one may or may not have an answer. If a similar problem has been encountered before, the chances are that in a short time one will arrive at a satisfactory solution. For example, on the next dress Jane had no problem in placing the zipper properly. Where the answer is not immediately forthcoming, one may consider various alternative possibilities and finally arrive at a tentative solution; or solve the problem by exploration and manipulation. If a first attempt fails, continue to try, modifying each successive trial in the light of the previous experience.

One may combine thinking and manipulation in dealing with any one situation. The experience of a young man in his first encounter with vacuum cleaner attachments illustrates the case. He had to use these attachments, but no one knew how to connect the hose to the cleaner. First he tried to insert the tube in a horizontal manner, but found that this was not right. He examined the equipment critically reasoning how the connection could be made. As the tube was smaller in circumference than the opening it was at once apparent that, in order to close this opening, the tube must be inserted at an angle. This was done and the proper connection resulted.

True learning consists in both having and using at the right time the ability to meet a situation in a relevant and effective way.[4]

A METHOD OF TEACHING SKILLS

Since manpower and materials have been increasingly scarce, and since so many untrained workers have had to be employed, industry has inaugurated an extensive program of job training. The procedures suggested for training may

[4] *Ibid.*, p. 67.

be applied to workers learning almost any type of skilled job. In training children or inexperienced hired help for housekeeping tasks these same methods may be employed.

Here is what you should do every time you instruct a man or correct his work, according to the War Manpower Commission:

STEP I. PREPARE the worker to receive the instruction.

Put him at ease. Remember he can't think straight if you make him embarrassed or scared.

Find out what he already knows about this job. Don't tell him things he already knows. Start in where his knowledge ends.

Get him interested. Relate his job or operation to the final product, so he knows his work is important.

Put him in the right position. Don't have him see the job backwards, or from any other angle than that from which he will work.

STEP II. PRESENT the operation.

Tell him, show him, illustrate, ask.

"Put it over" in small "doses." He (the same as all of us) can't catch but six or eight new ideas at one time and *really understand* them.

Make the "key points" clear. These will make or break the operation — maybe make or break *him*.

Be patient — and go *slowly*. Get accuracy now — speed later.

Repeat the job and the explanation if necessary.

STEP III. TRY OUT his performance.

Have him do the job, but watch him.

Then have him do it again, but have him EXPLAIN to YOU what he is doing and why. All of us find it easy to observe motions and not really understand what we are doing. YOU want him to UNDERSTAND.

Have him explain the key points.

Correct his errors, but don't bawl him out or indicate that he is "thick" or "dumb."

Continue doing all this until YOU know HE knows. He may have to do the job half a dozen times.

STEP IV. FOLLOW-UP.

Put him on his own. He has to "get the feel" of the job by doing it himself.

Tell him to whom he should go if he needs help. Make this definite — yourself or someone *you* designate. The wrong person might give him a "bum steer."

Check him frequently — perhaps every few minutes at the start, to every few hours or few days later on. Be on the lookout for any incorrect or unnecessary moves. Be careful about *your* taking over the job soon, or too often. Don't take it over *at all* if you can point out the helps he needs.
Get him to look for key points as he progresses.
Taper off this extra coaching until he is able to work under normal supervision.

Use this plan. You will find it amazing that such greatly improved results can come from such a simple plan.

Use it, or whatever part of it applies, every time to put over a new operation, check a man's work, or change a work procedure.

IF THE WORKER HASN'T LEARNED, THE INSTRUCTOR HASN'T TAUGHT![5]

Analysis of the foregoing plan for instruction shows that the methods suggested are based upon an understanding of how people learn. Happy relationships are established. The worker is motivated to do the task effectively because he understands it clearly. Recognition is given to the facts that explanation and demonstration are both important in presenting a new process, and that it is advisable to undertake only a few new ideas at one time. Emphasis is placed upon the need for complete understanding of the process by the apprentice, and upon helpful supervision which can be gradually decreased as the worker gains in skill.

A NEED FOR ANALYSIS OF INDIVIDUAL PROBLEMS

One need not always depend upon others to learn new or improved skills and techniques. One can develop a "motion mindedness" and analyze the procedures to determine how they are done or where time and energy are lost through inefficient motions, then try new and more effective ways. Almost everyone could improve their way of performing the most simple everyday tasks, such as brushing teeth, combing hair, making beds, washing dishes, or peeling potatoes if time were taken to analyze the prevailing method.

[5] "Training Within Industry," *Bulletin No. 2–C*, War Manpower Commission, Washington, D. C., 1942, pp. 3–4.

THE VALUE OF HABIT

Habit plays an important part in everyday living, for much of the conduct of people is habitual. Whitehead has said:

> Orderly society is based upon routine, custom and habitual association. These characteristics are the necessary foundation for human initiative and for the effective experience of individual adventure.[6]

Though the activities we repeat day after day seem to be the same, on no two occasions do we actually do anything in exactly the same way, for two situations are never identical. Such things as weather, personal physical condition, or relation to other people constantly alter conditions. As we learn, we establish new goals for ourselves, then try to improve each action so that the goal is achieved as efficiently as possible. Thus we become more proficient. This increased proficiency might appear to be simply a different method of doing the original task, but in reality each successive performance is different from the first because we have progressively eliminated surplus movements.[7]

As one masters an activity, actions become gradually less conscious, leaving the mind free for other problems. This is shown by Mary's experience in cake-making. She had been told that she could save much time and effort without loss of quality by using a new cake-making process. She had always begun by creaming the shortening and adding the sugar, and felt that this was the best way to do it. Under pressure of time, she finally decided to try the newer method. She followed the recipe and directions very carefully. It took her just as long as the old way, but she did have a satisfactory product. However, she saw possibilities of reducing time, and after a few trials she no longer had to pay attention to the recipe and directions and found that

[6] T. N. Whitehead, *Leadership in a Free Society*, Harvard University Press, Cambridge, Mass., 1936, p. vii.

[7] Arthur Gates, Arthur Jersild, T. R. McConnell, and Robert C. Challman, *Educational Psychology*, The Macmillan Company, New York, 1942, Chap. XI.

making a cake took her considerably less time than before. The process had become a routine procedure.

James warns us of the need for being critical of the habits we develop when he says:

> . . . *we must make automatic and habitual as early as possible as many useful actions as we can*, and guard against the growing into ways that are likely to be disadvantageous to us, as we should guard against the plague. The more of the details of our daily life we can hand over to the effortless custom of automatism, the more our higher powers of mind will be set free for their own proper work. There is no more miserable human being than one in whom nothing is habitual but indecision.[8]

We have been saying that there is advantage in developing habits, but there are dangers as well. Habits can seriously hamper the acceptance of new ideas and new methods. Once habit becomes established, we are loath to change, and even if we want to, we find it difficult to break one habit and develop another. There must be a real need or desire to change strong enough to motivate developing new ways.

BASIC HOUSEKEEPING PROBLEMS

The problems involved in housekeeping management are legion. No one can hope to become expert in all the tasks required by the home. However, acquiring certain basic skills, techniques, and knowledge will contribute to more efficient, effective, and satisfying daily living.

The following discussion of food preparation and serving, cleaning, use and care of equipment, and laundering is given with the hope that it will enable the young woman, married or single, confronted with housekeeping responsibilities for the first time, to establish ways of doing tasks that will take a minimum of time and energy, and result in maximum satisfaction. It is hoped that those who have kept house for a longer time may also find some suggestions that will help them to improve their present practices.

[8] William James, *Psychology*, Henry Holt and Company, Inc., New York, 1892, p. 144.

MEAL PLANNING, PREPARATION AND SERVICE

Providing food for the family is not the same as cooking three meals a day. It involves many other problems, such as the nutritional needs of the family members, the amount of time available for food preparation, the budget allowance to purchase food, the possible supplies of home-produced foods, the market conditions, the rationing, and the personal likes and dislikes of family members.

The experience of our fighting men throws the problem of nutrition into bold relief. We now find that it is not enough to serve nutritious food. A soldier who spent seven months on one of the remote Aleutian Islands where the nutritionally adequate diet consisted largely of dehydrated foods prepared with little concern for variety reported that men would eat their meals without saying a word, staring blankly at the wall. "It was deadening," he said.

Nickell and Dorsey describe the goal of food management as:

> . . . the provision of food for the family to ensure physical growth, social and psychological development and well-being, with a reasonable expenditure of available resources, both human and material.[9]

Planning

Provide for the adequate nutrition of every individual, according to need. (See Chapter 8, page 225.)

Plan meals for a week in advance, keeping plans flexible to meet emergencies in time and energy, or the lack of food materials on the market.

Provide for variety in texture, temperature, color, form, and consistency in each meal.

Consider individual likes, dislikes, and idiosyncrasies, but gradually try to train all of the family to accept all edible food.

Make a daily work plan for preparing each day's food. Decide what jobs can be done ahead of time, and which require last-minute preparation. Estimate the time needed for each job.

[9] Paulena Nickell and Jean Muir Dorsey, *Management in Family Living*, John Wiley & Sons, Inc., New York, 1942, p. 360.

Organize the jobs so they can be accomplished in the allotted time.

Stress simplicity in all meals, thus using a minimum of time and energy in preparation.

Control food costs in money and ration points through budgeting and expenditure records.

Give as much time and thought to a lunch carried to school or to work as to one served at home.

Preparation

Dovetail preparation when possible. Combine preparation for two or more meals by making such things as molded salads, desserts, or a meat loaf ahead of time.

Eliminate needless processes. Potatoes can be cooked with their skins on and then peeled. Some vegetables like carrots need only to be scrubbed before cooking.

There is no need for food failures. Use standard recipes which have been tested. They will tell: ingredients, amounts, method of combining ingredients, temperature for cooking, and the number of servings to expect. Before using a recipe the first time, read it carefully to determine the ingredients required and the method used. See that all ingredients are on hand. Only experienced cooks can make substitutions. Follow directions carefully.

Measure all ingredients accurately, using standard measuring cups and spoons. Fill the spoon or cup with the material to be measured, then level it with a spatula. A fraction of a cup of shortening may be measured by the water displacement method. If three-fourths cup of shortening is to be measured, fill the cup one-fourth full of water, then add shortening until the water just reaches the top of the one-cup measure. This will give three-fourths cup of shortening. The water, of course, can be poured off. Sift flour before measuring.

Learn techniques for beating, stirring, and folding and use each as directed.

Wash equipment and utensils as preparations proceed. Reuse equipment when possible.

Cook at the suggested temperature. If the oven has neither a thermostat nor an accurate thermometer, use a portable thermometer to be certain of the temperature. Time the cooking period; check progress occasionally, and always test

a product before taking it from the stove to be certain it is cooked.

Tasting alone tests flavor. (Use a small spoon — not the large spoon used for cooking.)

For efficiency, memorize a few standard recipes most often used. By understanding basic proportions one can be a better judge of recipes and will be able to save time.

Serving

Hot food must be really hot, cold food must be really cold when served to be appetizing. Whether or not food is served at acceptable temperatures depends upon the time of meal preparation in relation to serving time and the facilities for keeping things hot or cold.

Serving food attractively is an art. Whether it is served on individual plates or in serving dishes, attention must be given to shape, size, color, and texture in any arrangement. At no time should plates seem overcrowded or overloaded with food. Choose simple garnishes for color, texture, or flavor accent.

Keep meal service simple but attractive. One large platter may be used for both meat and vegetables. When possible make the salad plate serve for a bread and butter plate, or serve the salad on the dinner plate. Plate service from the kitchen may be practical. Plan desserts which will not deteriorate if allowed to remain on a tea cart or the serving table during the meal. An attractive arrangement of fruit may serve as the centerpiece and also be used for dessert.

The manner of serving a meal can make it an occasion, or merely a physiological satisfaction. Tray service on the porch or in front of the fireplace, picnics in the back yard, or kitchen buffets add variety. If meals are served in the kitchen the surroundings must be orderly, with all cooking dishes washed and put away or neatly stacked. Arrange seating so that each has something interesting to see. Have the room well ventilated.

Table Setting

Setting the table should become routine. There are only a few simple basic rules. For each individual cover, the dinner knife is placed at the right-hand side with the cutting edge toward the plate. All spoons are arranged in order of use to

the right of the knife. The dinner fork with tines up is placed to the left of the plate, with the other forks arranged in order of use to the left. The water glass is placed above the tip of the knife. A bread and butter plate is placed above and slightly to the left of the fork, with the butter knife laid across the side farthest from the edge of the table. The folded napkin is placed at the left of the fork with the open corner at the lower right. If a salad plate is used, it is usually placed conveniently on the left. A salad plate may also serve as a bread and butter plate. Coffee is served at the right, with the handle of the cup in a position convenient for use.

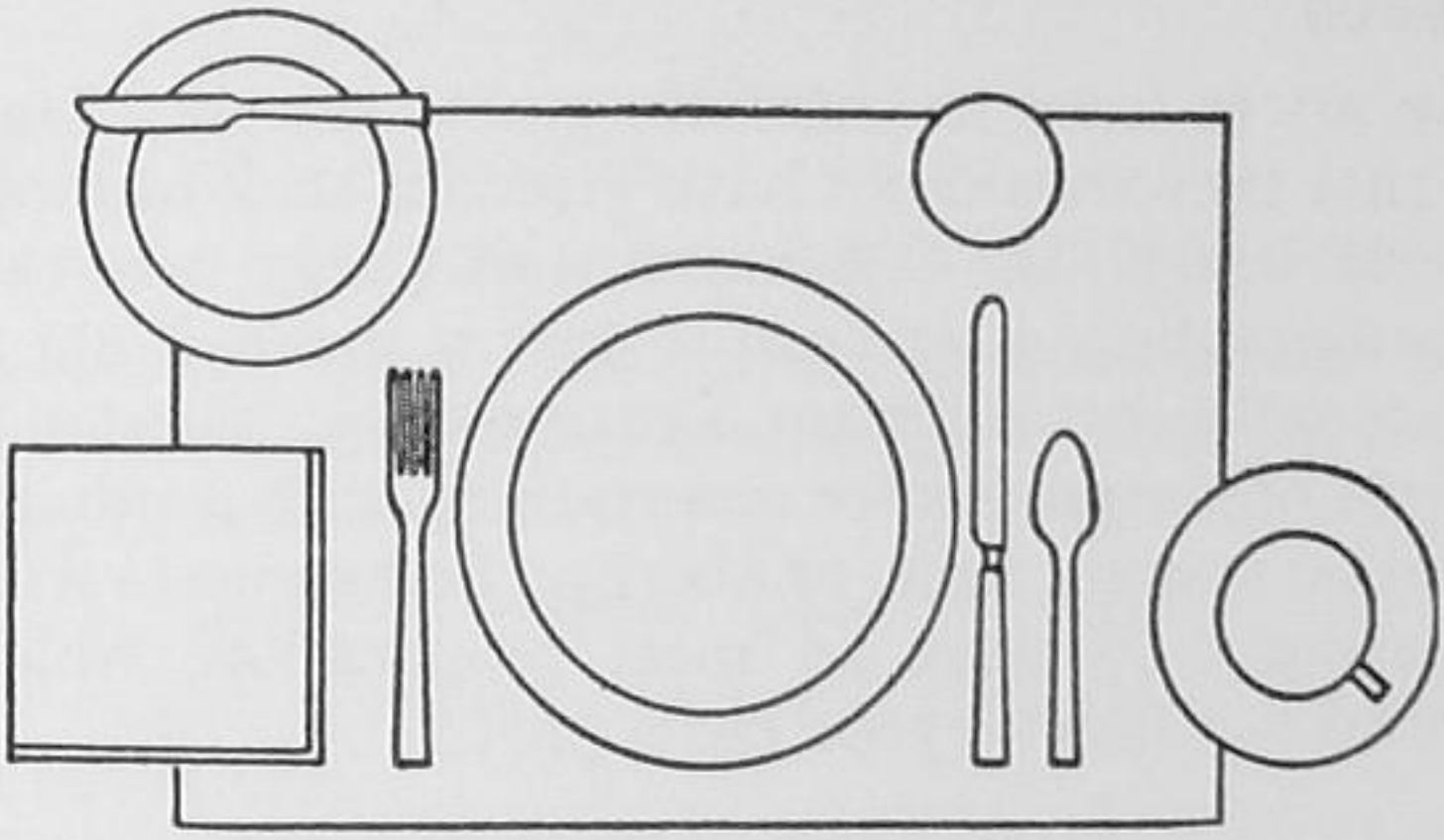


Fig. 5. An individual cover. (Drawn by Marguerite Paulsen.)

The serving dishes are grouped near the person who serves. Usually the host serves the meat and vegetables; the hostess the beverage and dessert.

Serving silver should be placed with the host's cover, with the knife at the right and the fork at the left, with the large spoons next to the spoons of the host.

Other dishes for bread, butter, and jelly should be arranged symmetrically within easy reach of any one at the table.

Salt and pepper shakers may be placed midway between individual covers, or at either end of the table to make for convenient passing.

Linen used should be in harmony with the setting and the kind of meal to be served. Many families now use placemats, rather than damask table cloths to save laundering. These mats range from very informal types of grass matting, cork, or plastic (which need very little care) to those of finest linen. The color and texture selected should harmonize with the china and glassware.

The centerpiece should be in keeping with the rest of the table. It may be a low bowl of flowers or a bit of ivy, coral, fruit, or anything that will add to attractiveness. It need be neither costly nor elaborate.

Silver, china, and glassware should all be harmonious in texture, design, form and color. They should always be spotlessly clean. Since it is difficult to replace broken pieces of china and glass sets, hand-made pottery, Mexican glass, or Chinese bowls with colorful green or yellow linings may be used. They will add charm to your table if well chosen. With a little imagination, unusual and beautiful effects may be achieved.

It is an art to learn to entertain guests simply. Many people feel that they should not have guests if they cannot maintain pre-war standards. One-course meals may take the place of four-course dinners, and can be just as much, if not more, fun. Guests will enjoy buffet suppers or picnics. Sunday breakfasts provide opportunities for entertaining with a minimum drain on ration stamps, time, or energy. Some guests will enjoy an opportunity to assist in meal preparation, which can be planned so that everyone has a part.

USE AND CARE OF EQUIPMENT [10, 11]

Effective management implies wise use and care of all resources at any time, but since the war has limited supplies and made replacements of much of our household equipment impossible, every homemaker must learn how to do a better job of using and caring for that which she now has.

Some specific ways are listed below for extending the life of equipment and obtaining a greater satisfaction from its use.

Ranges

Most of the more recent gas, electric, and kerosene ranges are made of porcelain enamel, while coal ranges are usually made of cast iron, steel, and malleable cast iron. Each requires special care.

[10] *Consumers' Guide*, U. S. Department of Agriculture, Jan. 15, 1942, pp. 4–10.
[11] L. Peet and E. Sater, *Household Equipment*, John Wiley & Sons, Inc., New York, 1940.

Guard against spilling cold water or food on the hot porcelain enamel surface of the stove. It may cause it to crack. Do not wipe the stove until it is cool.

Avoid chipping the porcelain enamel on the stove. Place and remove heavy frying pans and kettles carefully.

Never use a coarse abrasive on porcelain enamel. Scouring powder or fine steel wool may be used for cleaning the oven and broiler. Wash the stove when cool with mild soap and water.

Keep the pans below the burners clean. Usually they are removable and can be washed with soap and water. Be sure they are dry before replacing.

See that the oven is scoured.

Give the range a daily cleaning. It will save time in the long run.

If the oven and broiler compartments are one and the same, remove the broiler pan when baking, rather than subject it to long, intense heat.

Oven doors must fit tightly for even baking. Do not put heavy weights on them which will injure the hinges and force them out of line.

To prevent rust caused by the accumulation of moisture, always leave the oven door open a few minutes after baking, to permit the moisture to escape.

Regulate the amount of heat according to the need. After a food has reached boiling point, reduce heat, just maintaining the cooking temperature.

To clean cast iron gas burners, boil them for a short time in a solution made from 1 tablespoon of washing soda to 3 quarts of water. Wash them with soap and water, rinse with clear water and wipe dry. Put them upside down in a warm oven for a few minutes, until thoroughly dry. Burners which are not cast iron should not be boiled in soda solution. They may be cleaned with soap and water and a fine scouring powder or steel wool.

Food spilled on an electric burner should be allowed to char. Particles can then be brushed off with a soft brush. Be careful not to spill salt, soda, soap, or sugar on the open unit wires. These may cause the wires to burn out. The metal ring around the burner may also be cleaned with fine steel wool or a fine scouring powder.

Use the largest size burner only when necessary.

Never turn on the heat of the deep-well cooker while it is empty. It must never boil dry.

If the electric range does not work properly, check the range circuit fuse. Shut off the current, then check for loose or broken connections. Be sure the automatic time control for the oven is set correctly, and that the oven units are pushed tightly into the outlets in the back.

Call a service man for either gas or electric service only when you cannot correct the trouble yourself.

Wicks of kerosene stoves should be cleaned once a day by removing the chimney, outside collar, and flame-spreader or wick stop, turning the wick level with the wick tube and then wiping the wick with a soft cloth from the center outward. Use scissors only to cut loose threads.

To clean iron and steel parts of a range, guard it from rust, and keep it attractive rub with a soft cloth moistened with light machine oil.

Refrigerator

Of all pieces of kitchen equipment, the refrigerator is used least efficiently. The following suggestions should help to improve the use and lengthen the life of any gas or electric refrigerator:

Wash the outside of the refrigerator with mild soap and water. Do not use an abrasive which will scratch the surface.

Use a stiff brush or vacuum cleaner attachment for cleaning the coils or fins in the motor compartment. It is important that it be kept clean.

If the motor of the refrigerator runs more than one-third of the time under normal temperature and use, it should be checked by the service man.

The rubber gasket around the door should fit tightly to prevent heat from entering.

The motor needs oiling. Follow the manufacturer's directions or ask a service man to do it.

Keep the temperature at the degree necessary for the safe preservation of food. The temperature in the coldest section, immediately under the unit, should be 45 degrees Fahrenheit

or less. The warmest section — through which the air circulates last before passing over the unit — should not be over 50 degrees Fahrenheit. Lower temperatures are not necessary normally and are wasteful.

Plan your meal preparation so that the door is not open longer nor more often than absolutely necessary.

Defrost the refrigerator whenever the ice on the coils becomes more than one-fourth of an inch thick.

Put pans of hot water into the refrigerator in place of the ice cube trays to hasten defrosting.

Be certain the temperature control is reset to normal after a quick-freezing process is completed.

Wipe up all spilled foods immediately. Acid food tends to destroy the surface of porcelain enamel.

Clean the inside of the refrigerator each time it is defrosted. Use warm soda or borax water made by adding 2 tablespoons of either to a quart of water. The freezing unit and ice trays need washing as well as the rest of the interior.

Store in your refrigerator only those foods which really need refrigeration. Many fruits and vegetables keep well for several days outside the refrigerator. Pickles, jam, jelly, molasses, and vegetable shortening need no refrigeration.

Keep milk, milk products, butter, meat, fish, and other protein foods in the coldest part of the refrigerator. This is usually directly below or next to the freezing unit. Use a thermometer to determine refrigerator temperatures. Eggs and small fruit are stored in the next warmest place.

Allow all food to cool to room temperature before storing.

Store food in as small containers as possible. This saves cooling large containers and saves space as well. Do not put wrapped food as it comes from the store into the refrigerator. The wrappings are not clean and, in addition, paper being a good insulator, keeps the cold out. Put meat on a plate and cover it loosely with waxed paper. Cover all foods to avoid loss of moisture.

Allow sufficient space between containers to permit the circulation of air.

Wash or wipe with a damp cloth all fruit before it is stored. (Do not put bananas in the refrigerator.) Wash all vegetables thoroughly, remove part not usable, and store in the hydrator.

Ice refrigerators, like mechanical refrigerators, must be kept clean. Wipe the interior with a cloth wrung from soda or borax solution, wipe again with clear cold water and dry thoroughly. The drain pipe can be kept clean by pouring hot borax or soda solution through it. A long-handled wire brush may be used to remove any deposits that collect.

Cooking Utensils

Pots, pans, and other utensils are precious today and need special care. Utensils usually are made of aluminum, tin, iron, stainless steel, enamelware, glass, or alloy. Each material needs special care if it is to give the best service.

Be certain that no empty pan is put over direct heat.

Never put cold liquid into a hot glass dish. Never place a hot glass dish on a cold or wet surface or it will break. It cannot stand sudden changes in temperature.

Glass and enamelware may be scoured with a fine abrasive and washed with soap and water.

Tinware must be washed in soap and water but never scoured. Scouring removes the tin coating and permits the metal base to rust. Dry thoroughly before storing.

Cast iron can be cleaned with steel wool and washed with strong soap and water. It must be dried thoroughly before storing to prevent rust. If it is to be stored for a long period, rub it thoroughly all over with mineral oil.

Aluminum is damaged by the use of strong alkaline soaps but it may be cleaned with steel wool. Dark discoloration can be removed by boiling in the pot or pan an acid solution such as vinegar and water. This dark discoloration is not harmful.

Stainless steel may be cleaned with fine steel wool, and washed with soap and water. It retains its highly polished surface very well.

Small Electrical Equipment and Pressure Cookers

Small electrical equipment may save time and energy if used correctly. Study the manufacturer's directions to learn how to use your particular piece of equipment and how to care for it. Here are a few general suggestions:

Never let the heating unit of any electrical appliance get wet by immersing it in water or by permitting liquid to run over in cooking.

Electric motors need oiling. Set up a schedule for oiling so that it shall not be forgotten. The frequency of oiling depends upon the amount of use a motor is given. Use only light-weight oil. Follow the manufacturer's directions.

The load an electric mixer can carry is limited. Do not overwork it by expecting it to do the impossible.

Be careful not to leave a spoon in the mixer bowl; it may be caught in the beaters. Use a rubber scraper to remove ingredients from the side of the bowl.

Pressure cookers should be washed and thoroughly dried after using. Clean all the valves and screws with a soft brush. Invert the lid in the top of the cooker when not in use, so that the gauge is protected.

Washing Machine

No specific directions can be given for the operation of mechanical washers, or for the length of time they should run to give most efficient results, because each model is different. Follow the manufacturer's directions for each machine. The following general directions, however, apply to any washer:

Fill the tub only to the water level, which is usually marked either on the outside or the inside of the tub, or on the agitator shaft. Use a hose attached to the faucet to save energy.

Do not overload the washer.

Do not start the motor while either the washer or the wringer is in gear.

When wringing clothes, keep them evenly distributed over the roll.

Remove the agitator after each washing. Clean and dry the agitator and the tub thoroughly.

Release the tension on the wringer rolls after each washing and clean them with a damp cloth or a little kerosene.

For safety, keep the electric cord in good repair.

Oil the washer according to the manufacturer's directions. It is well to keep these tacked to the wall near the washer for convenient reference.

Vacuum Cleaner

There are two general types of vacuum cleaners, the cylinder cleaner and the upright cleaner. The cleaning power of the tank type cleaner depends upon suction alone. Some upright cleaners may be straight suction cleaners, others may have a roll which sweeps and vibrates the rugs; and one type has rolls with bristles and rubber-tipped beater bars. The following suggestions will help in using and caring for any of these types:

To get most effective cleaning, be certain that the cleaner nozzle adheres well to the rug. The nozzle may adjust automatically to the rug. If it does not, set the hand or foot adjustment correctly.

Pick up pins, hairpins, pieces of metal, string, and paper by hand. They may injure the cleaner.

Operate the cleaner slowly. Go over the entire rug systematically. It will take about 20–30 minutes to clean a 9 by 12 foot rug, if it is cleaned but once a week.

Empty the dirt container before it becomes filled. Dirt accumulation decreases the suction by limiting the stream of air passing through.

Brush the inside of the dirt-catcher bag at least every three weeks. Turn it inside out and brush it with a stiff brush. Do not puncture it; do not wash it.

If water is used for a filter, see that the pan is left clean and dry after use.

Lower the brushes as they wear off. Replace them as necessary.

The belt which turns the rotating roll may be taken off the fan shaft when the vacuum cleaner is put away. This will safeguard its elasticity.

Replace the belt when it is very loose or worn.

For safety, replace or repair badly worn cords.

Never step on the cord or run over it with the cleaner, for it may be injured. Wind it loosely around the clips on the cleaner handle for storage.

Follow the manufacturer's directions for oiling.

Store the cleaner in a dry, cool place to prevent rusting and deterioration of rubber.

Keep attachments where they are easily accessible so that they will be used.

Have a service man check your cleaner at least once a year, or twice if it receives hard, constant use.

Carpet Sweepers

Carpet sweepers also deserve special attention. These suggestions will make them work better for a longer time:

Develop a smooth, easy rhythm for running the carpet sweeper. Use a minimum amount of pressure.

Avoid banging the legs of furniture with it.

Empty the dust pans after each use.

Keep the brushes clean. Cut with a scissors the hair and thread which catches in the tufts and around the axle. Do this periodically for thorough cleaning.

Follow the manufacturer's directions for oiling. A sweeper needs oiling about once a month.

Electric Irons

Electric irons may give many years of service with proper care.

Do not let the iron overheat.

Never let it fall, for a fall may injure the smooth outer surface as well as some of the fine wire connections inside.

Remove the plug from the wall outlet first, instead of that from the iron, to avoid pitting the terminal connections in the iron and iron plug.

Do not attach the iron to an electric light socket, for it is not designed to carry the load of an iron. The wires may become dangerously hot while the iron will heat slowly and electricity is wasted.

To clean an iron, apply a very fine abrasive, such as whiting, with a soft, clean cloth. Wipe it with a damp cloth, then dry it thoroughly. Rub it over waxed paper when slightly warm.

Before discarding an old iron, see if a service man can repair it or replace the burned-out coil.

Ironer

In general, mechanical ironers are of two types: roll or pressboard. Either will give a satisfactory product, though they operate differently. Follow these directions for use and care:

Thoroughly heat the shoe before ironing is begun; then warm the roll by rotating it against the shoe for a few minutes.

Do not let the ironer overheat. Check the automatic temperature controls.

Use different parts of the ironer while ironing, in order that the padding may be kept smooth and even, that all heat is utilized, and that the cover does not scorch in places.

Turn buttons and hooks of garments against the roll.

Clean the ironer shoe with a fine abrasive, such as whiting, on a damp cloth, wipe with a clean, damp cloth and dry thoroughly. Rub the shoe with waxed paper while it is slightly warm.

Launder the pad cover at frequent intervals.

Clothing to be ironed should not be too moist, for it lowers the temperature of the shoe unnecessarily, thus requiring more electricity.

Electric Cords

Electric cords are poorly cared for in many homes. A few simple rules, if observed, will give cords a longer life.

Never disconnect cords by pulling on the cord itself. Take hold of the outlet plug and pull it straight out.

Always hang cords so they will not kink or break. It is well to hang them over large, round, wooden pegs, or over two or more metal hooks. If this is not possible, coil them loosely and store on a shelf.

Do not run cords under rugs or where doors will close on them. It will destroy the protective covering.

Cords should never be handled with wet hands. There is danger of fatal accident.

Store cords in a dry, cool place where the rubber covering will not be damaged.

If a cord is permanently connected to an appliance, cool the appliance and then wrap the cord loosely around it for storage.

Use extension cords only when absolutely necessary.

Buy cords which will give the required service. The gold band of the Underwriters Laboratories on a cord indicates that the cord is constructed to give extra service and can stand bending. A red band indicates the next degree of durability; a blue band and a yellow band indicate decreasing degrees of durability.

Learn how to repair broken cords. Do a thorough job for safety.

Hot Water Heater

Hot water supply may be provided through the use of gas, electricity, oil, kerosene, coal, or wood. Regardless of the fuel used, there are certain important safeguards.

Rust or soot on heating surfaces acts as insulation, and if allowed to collect, blocks the transfer of heat from the heating coil or boiler to the water.

Guard against overheating water. It wastes fuel. A temperature of 130 degrees to 140 degrees Fahrenheit is recommended as satisfactory for general household requirements.

Flush the tank whenever the water runs muddy. Sediment and silt may cause the tank to deteriorate.

Do not operate the hot water heater unless it is necessary.

Furnace

With a shortage of fuel it is essential that the heating system be used as efficiently as possible. That is, it should provide a maximum amount of heat in relation to the fuel used. The following suggestions will be helpful:

Regardless of the fuel used — gas oil, or coal — be sure that furnace, flues, and chimney are clean. An annual cleaning is usually sufficient.

Have a service man check your furnace to determine if there are any air leaks in firebox or pipes, if the furnace is operating at maximum efficiency, or if the thermostat is working correctly.

Check the insulation to see that it is in good condition.

Have the furnace vacuum cleaned seasonally to remove all soot, scale, and rust. Heating efficiency may increase as much as 20 per cent by removing $\frac{1}{4}$ inch of scale or soot.

When burning coal, learn to adjust draft doors and dampers so that any of the following desired temperatures can be maintained: 65 degrees when people are active, 70 degrees when they are sitting, and 50 to 60 degrees when they are in bed.

For a hot fire, increase the draft from below by opening the ash pit draft door and closing the check damper. For a slow burning fire, close the ash pit draft door and open the check damper and the fire door damper.

Leave a layer of ashes in the grate of a coal furnace to control the rate of burning. The thicker the layer, the slower the fire will burn. The thickness of the bed will be from 2 to 6 inches, depending upon the desired rate of burning.

When firing the coal furnace, always leave some glowing coals on top with the fresh coal, so that the gases will be ignited and there will be more heat.

Keep the ash pit cleaned out. Allowing it to become filled decreases the flow of air and prevents even cooling of the grate.

HOUSE CLEANING [12, 13, 14]

An effective manager should develop a year-round schedule for cleaning in which daily, weekly, monthly, semi-annual, and annual tasks are integrated into a smoothly flowing program that does not include heavy peak loads such as were common when the big annual housecleaning was considered essential. She should learn all the necessary skills and techniques so that the work will be done effectively by herself, by the members of her family, or by the paid help whom she directs.

Since there are many different kinds of surfaces to be cleaned, separate consideration must be given to each type of surface.

[12] Tessie Agan, *The House*, J. B. Lippincott Company, New York, 1939, pp. 560–75.

[13] Carol Willis Moffett, "House Cleaning Management and Methods," *Farmers Bulletin 1834*, U. S. Department of Agriculture, Jan. 1940.

[14] *Consumers' Guide*, U. S. Department of Agriculture, Nov. 15, 1941, pp. 12–14, and March 1943, pp. 12–14.

Wall Paper

Dust with a soft material such as a special wall mop, a clean, untreated dust mop, or a broom covered with a cap of soft washable material. Commercial wall paper cleaners are available for more complete cleaning. Even though wall paper is advertised as washable, proceed with great care if soap and water are used. Test its washability on a small area. Use only mild soap and a minimum of water and do not rub.

Rough Plastered Walls

Remove dust with a stiff wall brush.

Painted, Smooth Plastered Walls, and Painted Woodwork

Dust with a soft brush as for wall paper. Wash with mild soap and water from the bottom up to prevent streaking. Rinse with clean water. Good sponges are more effective than cloths for this process. For very dirty walls, $\frac{1}{2}$ tablespoon of trisodium phosphate, 2 tablespoons of washing soda, or 1 tablespoon of borax may be added to a gallon of water. Commercial cleaners are on the market, which will remove dirt and leave a wax-like surface.

Waxing the woodwork at frequent intervals will save much time. Wax leaves a hard, dry surface to which dust and dirt will not adhere readily, and which can be dusted or wiped off very satisfactorily. A coat of colorless, water-resistant varnish applied to kitchen window sills will also save cleaning time.

Varnished or Waxed Floors

Dust floors with a mop having a flexible shaft handle, with a soft, washable head of a shape that permits cleaning in corners. Launder the mop head weekly. Wash floors occasionally with suds of mild soap and tepid water. Wash a small area at a time, remove soap suds immediately with a cloth wrung from clean tepid water. Dry the surface with a dry, soft cloth. When dry, the surface may be waxed. Depending upon the amount of traffic, floors should be waxed every 2 to 6 months.

Linoleum

Keep linoleum waxed. Water may separate the top from the burlap back, so use it sparingly. Wipe up spilled water immediately. Do not varnish or use oil on linoleum.

Windows and Other Glass

Wash windows with clean warm water. Exceedingly dirty or oily glass may be cleaned by adding diluted ammonia to the water; four tablespoonfuls to a gallon is sufficient. In cold weather ammonia or vinegar may be added to the water to prevent freezing. If ammonia solution is spilled on the woodwork, wipe it up at once with a cloth wrung from clear water. Commercial cleaners sprayed on the glass are easy to use and effective. Chamois is better than cloth for washing and wiping. If cloths are used, be certain they are soft, absorbent, and lintless. Paper can be used effectively for wiping slightly soiled glass.

Wooden Furniture

Dust with a soft cloth. A good dust cloth is made from two yards of cheese cloth doubled and stitched around the edges and from corner to corner. Put this into a tightly covered jar with a little oil or kerosene and allow to stand overnight. In the morning rinse in clean warm water and dry before using. No additional oil needs to be added to the cloth. Several cloths can be treated at one time. Dust cloths should be laundered weekly, and occasionally given the treatment described above.

Table tops or other furniture which is badly soiled should be washed with mild soap and tepid water, rinsed immediately with clean water and dried thoroughly. Furniture may be waxed to protect the surface. Do not let the wax dry completely before polishing.

Upholstered Furniture

Clean upholstered furniture thoroughly with a brush or vacuum cleaner. Be sure dust and moth eggs or larvae are completely removed from all folds and creases. For an occasional shampoo, use thick dry suds made from a mild soap cooked into thin jelly. Apply the suds to a small area with a medium stiff, bristled brush, then wipe off immediately with a soft cloth wrung from clear, tepid water. Dry as rapidly as possible. Before starting to clean a fabric in this manner, test a small part under the cushion or on the back to be sure the color does not run.

Rugs

A broom or carpet sweeper removes only surface dirt and litter. An efficient vacuum cleaner will draw the particles of dirt from the pile where they tend to cut the yarn fibers. In the ordinary household, cleaning with a vacuum cleaner once a week is sufficient if surface dirt is removed more frequently. Seasonal vacuuming of the rug on both sides will give added wear to it. Rugs may be shampooed in the same way as upholstered furniture.

Textiles

Well-chosen draperies and curtains need a minimum amount of cleaning. A firm, smooth fabric tends to shed dust and can be freshened by shaking, brushing with a soft brush, or cleaning with a vacuum attachment. A good pressing may restore crispness. Wash glass curtains in warm water and mild soap. Dry on a curtain stretcher and then press. If you don't have a curtain stretcher, hang the curtain at the window while still damp with a rod in the top and a rod in the bottom hem and allow it to dry. If the curtain needs stretching, put weights on the lower rod. Press before rehanging.

Mattresses

Mattresses need occasional dusting with a stiff-bristled brush, or a vacuum attachment. Turn the mattress weekly for added comfort and additional service.

Bed Springs

Bed springs collect amazing quantities of dust. Dust occasionally with a soft cloth. A clean dish mop helps to get at deep coils, or the vacuum attachment may be used. Springs may be washed with warm water and soap, rinsed with clean water, and wiped perfectly dry to prevent rusting.

General Procedure for House Cleaning a Room

Assemble equipment for cleaning.

Empty ash trays and waste baskets.

Remove and clean pillows, bric-a-brac, and other small pieces.

Dust the walls.

Shake and dust the curtains or use the vacuum attachment on them.

Brush or vacuum upholstered furniture.

Dust window shades or venetian blinds.

Dust around windows.

Dust pictures.

Dust furniture and lamps.

Dust baseboards and woodwork.

Dust the floor around the rug.

Vacuum the rug.

Replace furniture, pillows, bric-a-brac.

Be sure all shades are adjusted.

(If a broom is used for sweeping, it must be used before any dusting is done and upholstered furniture must be covered.)

Silver

Silver may be made bright by polishing with silver polish or by electrolysis. The former method gives a greater luster, while the latter method is more economical of time and energy. In the electrolytic method there is practically no loss of silver, whereas through the use of abrasives small amounts of silver may be lost. The electrolytic method cannot be used where part of the design is produced through oxidation — for the dark lines will be destroyed — or for pieces with hollow handles attached with cement. Materials needed for the electrolytic method are an aluminum pan (or an aluminum sheet to put into the bottom of an enamel pan) and hot water to which has been added 1 teaspoon of salt and 1 teaspoon of baking soda for each quart. When this solution is boiling, drop in the silver. Boil only a few seconds or until bright. Wash with soap and water, then rinse in hot, clean water and polish with a soft cloth. If a silver polish is used, select one which does not scratch. Apply it with a soft cloth, wash with soap and water, rinse with hot clean water, and dry with a soft cloth.

Chromium

Wipe chromium with a damp cloth or wash with soap and water. Chromium bathroom fixtures can be cleaned quickly by wiping with soft paper.

Nickel and Stainless Steel

Wash these metals with soap and water. Polish with a soft cloth.

Copper and Brass

Salt on a piece of lemon, or with vinegar, will remove tarnish on copper and brass. Commercial polish or whiting may be used.

Pewter

Scour pewter with a whiting paste, then wash, rinse, and dry. A silver polish is also satisfactory.

Aluminum

Steel wool or feldspar polish will keep aluminum clean. Never use strong alkaline soaps and scouring powders which destroy it chemically.

Enamel Surfaces

Wash enamel surfaces with soap and water. When food is stuck to the pan, soak in water, or boil in a weak solution of soda, but do not scour with abrasives because they scratch the enamel. Rub dry with a soft cloth.

BED MAKING

Spread mattress pad smoothly over mattress.

Place bottom sheet with center lengthwise fold in the middle of the bed, and the wide hem at the top, right side up.

Tuck about 12 inches of the sheet under the head of the mattress. Miter the corners and tuck securely under the mattress. To make a mitered corner (*a*) grasp the side edge of the sheet about 18 inches from the tucked in end; (*b*) make a triangle by lifting the sheet up straight from the bed; (*c*) tuck the base of the triangle under the mattress; (*d*) drop the upper corner of the triangle, keeping the underneath section taut and smooth, and tuck securely under the mattress.

Place the top sheet with the wrong side up, the center lengthwise fold in the middle of the bed, and the wide hem at the top. Allow about 6 inches to turn back over the blanket.

Place blankets 10 inches from the head of the bed, and fold the top sheet down over them.

Tuck in blankets and sheet securely at the foot, using a half mitered corner on each side. Let the top half of the triangle of the mitered corner hang loose.

Put the pillow into the pillow case. If the case is too large, pleat along the side so the corner fits the pillow.

Place the spread centered lengthwise in the middle of the bed. The bottom of the spread should hang freely between the foot of the bed and the mattress. Turn the spread back about 18 inches from the top of the bed. Place the lower edge of the pillows about an inch over the fold. Bring the spread over the pillows and gently tuck it down at the back.

LAUNDERING

Today in many urban areas laundry and dry cleaning service is decidedly limited; therefore, individuals must assume greater responsibility for keeping their own clothing and linens clean. Since proper care extends the life of all fabrics, it is especially important now when material and manpower for their manufacture are scarce that every effort be made to conserve all wearing apparel and linen supplies. Clean clothes safeguard health and are psychologically important. Most everyone has experienced the "lift" when putting on a fresh, well-ironed garment. Some soldiers today dream of the ultimate luxury of having two clean, well-ironed sheets to sleep in.

Knowledge of the following will reduce time and energy in laundering and caring for clothing.

General Procedure for Washing [15]

Be sure all pieces are carefully mended before washing.

Assemble all necessary equipment and supplies: soap, starch, basket, and clothespins.

Sort white cotton clothes into three groups: (*a*) table linen, (*b*) bed linen and towels, (*c*) body clothes, such as underwear and shirts.

[15] Edith Carse and Helen Jeffryes, "Laundry Equipment and Methods," *Circular 49*, University of Nebraska College of Agriculture, April 1934.

Sort colored clothes, separating the slightly soiled from those badly soiled.

Sort and separate all silk, rayon, or wool articles.

Remove all stains.

Soak clothes in clear cold water 10 to 15 minutes to remove surface dust, to dissolve protein material in collars and cuffs and to prevent certain stains from becoming set.

Prepare the machine for washing. Fill it with very hot water to an inch of the water line. Add water softener if necessary. Add soap, either in granules or chip form to make 2 inches of suds. If bar soap is used, it should be dissolved in water before adding it to the machine. It is well to measure the amount of soap to prevent waste.

Add the clothes. Do not overload. The washing time depends upon the washing machine, but usually 8 to 10 minutes are sufficient.

Rinse the clothes in a large amount of moderately warm water, then in a large amount of cool water. If washing infants' clothes, rinse them three times.

Bluing may be added to the last water, but it is not essential. Use it sparingly.

Straighten the clothes as they go into the wringer. Turn buttons and buckles in.

Some clothes are starched to get a smooth surface. Most satisfactory results are achieved by following the directions on the starch box.

Use the same procedure to wash colored clothes. Be sure the water is only moderately warm (115–118°) and that no strong soap is used.

Silk, Rayon, and Wool

Silks, rayons, and woolens should be washed with mild soap in lukewarm water. Make suds, then work the water through the fabric by squeezing. Never rub. Rinse thoroughly until the rinse water is perfectly clear. Squeeze the water out; do not wring. Roll in a towel to remove excess moisture, then hang to dry.

To dry knitted garments, such as sweaters, spread on a large piece of paper or muslin on which the original size and shape of the garment was traced. Gently pull the garment into shape.

Iron rayon and silk fabrics with a moderately warm iron.

For pressing wool, use a steam iron if possible. If a steam iron is not available, use an ordinary iron with two pressing cloths, one wool and one cotton. Cover the wool with the dry woolen press cloth, then with the dampened cotton press cloth. Press with a warm iron, right side up if desired.

Blankets

To wash wool blankets in a machine, use softened warm water (95–100°) and a mild soap. Allow the machine to run only three minutes; rinse in warm water two or three times. To dry hang lengthwise over a clean clothesline in the shade. Reverse the positions of the blanket on the line several times. Do not use clothespins. From time to time squeeze out the excess water that has collected on the edges. When dry, brush the blanket against the nap with a clean, soft brush.

To protect blankets from moths, wrap immediately in heavy paper or put into a box and seal completely. A small amount of naphthalene or paradichlorobenzene flakes will give added protection.

SUMMARY

The knowledge of methods and manual skills are important in the performance of homemaking tasks because they help to save time, energy, and material. They make work easier and more enjoyable, and give a sense of control over the environment. A real desire for knowledge, mostly an expression of an immediate need is essential to learning any skill. Adequate motivation cannot be overemphasized in teaching or self-education of any age group. By developing habits and routines for many daily tasks one is freed from constant attention to detail and can use time and energy for other creative activities.

QUESTIONS AND PROBLEMS

1. Mary has done very little to assist with housekeeping responsibilities while she has been attending school. She is marrying an army man next month, and since it is almost impossible to hire help she will have to do all her own housekeeping. In what ways could you help her to solve her problems effectively?

2. Critically analyze some activity which has become habitual to determine whether or not a more efficient method can be devised.

3. What housekeeping techniques have you altered because of lack of materials or equipment or pressure on time and energy resulting from war conditions?

4. Take time to inspect the major piece of equipment you use weekly. Give it all the care and upkeep it needs. Keep a list of what you do. Describe the results.

SUGGESTED READINGS

AGAN, TESSIE, *The House*, New York: J. B. Lippincott Company, 1939. Valuable to every homemaker and student of family living. Brings together a wealth of material on house planning, equipment, and techniques of housekeeping.

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BALDERSTON, L. RAY, *Housewifery*, Philadelphia: J. B. Lippincott and Company, 1936, revised edition. Problems of practical housekeeping fully discussed. May serve as a reference for any homemaker or a student.

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Department of Agriculture, 1940. Practical suggestions for housecleaning. Pamphlet form.

O'Brien, Ruth, and Helen S. Holbrook, "Methods and Equipment for Home Laundering," *Farmers Bulletin 1497*, Washington, D. C.: U. S. Department of Agriculture, revised edition, 1937. Tells briefly how to set up laundry equipment, and describes the process of laundering clothes. Brief pamphlet.

Peet, Louise, J., and Lenore E. Sater, *Household Equipment*, New York: John Wiley & Sons, revised edition, 1940. Describes construction and care of household equipment and appliances. Helpful in making equipment last longer and give better service.

Chapter 7

FINANCE MANAGEMENT

When President Roosevelt said that "War costs money," no one doubted him. Some have not realized, however, the full implication of his message on the state of the Union, delivered January 6, 1942. In it he explained further:

> This means taxes and bonds, and bonds and taxes. It means cutting luxuries and nonessentials. In a word, it means an all-out war by individual effort and family effort in a united country.

While it is obvious that individual and family effort are essential in winning the war, few of us have considered carefully the ways in which our energies may be used most effectively.

The matter of family finance is one phase that requires attention. How can the family use its money to the greatest advantage in the present emergency and in the post-war period? To what extent is planning helpful? What records are advisable? Who shall decide the use of family funds? To what extent can buying techniques be improved? Is it wise to buy on the installment plan, as has been customary in peace times? Is it justifiable for a family to borrow money during the war period? Where can one borrow money? What are present regulations controlling credit? How will these regulations affect our living? If saving is possible, how shall savings be invested? These are some of the questions families today are facing and for which they must seek answers.

GOALS ARE IMPORTANT

The first step in any family finance plan is a recognition of what is really important to the members of that family. What are the basic needs of the group? What are the additional wants they hope to satisfy? The primary goals might generally be expressed in terms of minimum needs: adequate nutrition, clothing, housing, and health. But these are not sufficient. American families desire recreation, education, travel, and participation in the social life of the community — things that give a rich and varied pattern to living. Your particular family may look forward to owning its own home, to sending the children to college, to taking an extended trip, or to having a vacation at the seashore. How essential are your personal wants in relation to those of your family? This we must ask ourselves over and over again, for in a changing world our own design for living must be dynamic, never hindering us from moving forward to new satisfactions.

More than ever now that we are at war we recognize that our former goals will have to be altered for the "duration." Some of the forthcoming changes are obvious. We will have to spend less for living and at the same time maintain health and well-being. Debts should, if possible, be paid and a "pay as you go" policy inaugurated. Long-term plans for the use of matured government bonds may take the place of immediate projects.

STAGES IN FAMILY LIFE CYCLE INFLUENCE FINANCIAL PLANS

To plan adequately for the use of money, it is necessary to understand that a family passes through definite stages during its life cycle and that the monetary demands differ in each of these phases. Unfortunately, income is not always commensurate with needs. Normally, a young man in his first position has few responsibilities beyond maintaining himself from his current salary. He may, perhaps, have some debts incurred for education, or he may have to share in the support of his parents. Generally, however,

he adjusts his living standards to his income without much trouble.

Marriage brings together a young man and a young woman, who may have been earning their living. The first year or eighteen months is an adjustment period in which the chief interest is probably the home and a comfortable existence. If children are wanted, it becomes necessary to look forward and make provisions for the needs of a larger group. They begin to accumulate a fund to meet these demands as they arise. When children are in grade school their immediate needs consist mainly of proper food, clothing, shelter, and recreation. These basic demands and the costs of education increase as the children advance from grade school to high school and to college. Unless a student, through part-time work, is able to pay some of his own expenses, the drain on family funds for college education may be very severe.

Table 4 shows the effect of the number and the age of children upon family spending. It will be noted that at the income level of $750 the net annual deficit ranged from $5 to $150. At the $1,250 level of income only three groups had a surplus: families with one child under 2 years, families with two children both under 5 years, and families without children in which the wife was 60 years of age or older. When incomes reached $1,750, a surplus was noted in all groups, though it amounted only to $10 in families with one child, 16 to 29 years of age. The next larger surplus, $40, was reported by families having most children.

When parents are finally relieved of supporting their children, they frequently find their savings seriously depleted. Old age and possible retirement from active employment loom ahead. Therefore, they should plan during the earlier years of married life for the accumulation of a fund to take care of these years of retirement, or to supplement any expected retirement income.

It is important that families face the future realistically to determine the relationship between expected income and

TABLE 4. RELATION OF INCOME TO AVERAGE ANNUAL NET SURPLUS OR DEFICIT FOR FAMILIES OF VARYING COMPOSITIONS*

Family Composition	*Average Net Surplus or Deficit of Families at the Income Point†*		
	$750	*$1,250*	*$1,750*
Families without Children			
Wife under 30 years	− 75	− 10	100
Families with One Child			
Child under 2 years	− 50	25	100
Child, 16–29 years	− 150	− 90	10
Families with Two Children			
Both children under 5 years . . .	− 100	15	150
Older child, 16–29 years			
Younger child, 12–15 years . . .	− 130	− 50	50
Families with Three or Four Children			
All under 16 years	− 50	− 30	40
Families without Children			
Wife 60 years or older	− 5	125	260

* "Family Spending and Saving as Related to Age of Wife and Age and Number of Children," *Miscellaneous Publications No. 489*, U. S. Department of Agriculture, Washington, D. C., May 1942, p. 7.

† Data for this Table relate to Middle-Atlantic and North Central small city, village, and farm units in 1935–36. Income points are derived by interpolation, and are based on Table 11, pp. 53–59 of the same source.

demands for expenditure throughout the years ahead. Such foresight will help to stake out the short-term and the long-term goals. Choices must be made on the basis of these plans, using the income in whatever way seems best for all. No set pattern can be given to be followed slavishly, since each family has the right to determine what it wants from life, and no theoretical plan can fit its needs. Percentages may show how families of different income groups have spent their money, but they are no guide in spendings for a particular family in its quest for maximum satisfaction. They simply show how money has been used in the past by members of other families.

PLANNING FOR THE USE OF MONEY INCOME

How can present day families have some assurance that their goals will be realized? These can be achieved only through the effort of all family members working together and following a plan based upon their needs and desires. As in all family living, group cooperation is imperative for real success. A plan developed by one individual who expects the group to accept his commands tends to promote resentment or misunderstanding, because the others are unable to interpret or do not want to accept some of the decisions. As human beings we need to know the reasons for doing things.

When a home is established, the husband and wife should plan together the use of money to achieve the values which are important to both. As children come into the family and develop an understanding of financial matters, they must be included in the making of plans, each having a voice in formulating decisions. Parents sometimes don't want children to help in financial planning, for fear that matters pertaining to "the state of the exchequer" will be broadcast to all the neighbors. Of course, children should share only in that part of planning which concerns them, but application of the same principles on an increasing scale should prepare them for a judicious treatment of all the facts when they are older — by which time they will have learned discretion.

Estimating Income

Before developing a financial plan the total income must be estimated. This will include income from all sources such as salaries, wages, interest, rent, dividends, or commissions. If both husband and wife are working, there may be a question of how to handle the wife's earnings. This may be considered as a part of the total income and allocated accordingly, or it may be set aside as a lump sum for a particular future use such as the purchase of a house or furnishings, or for the education of children. If the husband feels that

he should support his family, the latter plan may be more acceptable. It is important that the decision on the use of the wife's income be agreeable to all concerned.

Estimate Expenditures and Savings

In planning expenditures, it will be necessary to itemize all anticipated expenditures, with the estimated amounts based on past records or experiences, or upon a thorough study of local conditions. Items of relatively fixed cost should be listed first. These will include rent or taxes on the home, utilities, fuel, interest due, insurance premiums, income taxes, annual dues, donations, and debt payments. A list of necessary expenditures of variable nature for such items as food, clothing, furniture, recreation, and health should then be made, together with a list of other desired items, things you would like to have if income permits, for example, a new refrigerator, a new set of golf clubs, or that mink coat you have seen advertised. A definite amount should be set aside as a reserve fund.

Making the Plan

With the figures of anticipated income and estimated expenditures before you, compare the two. No doubt, income will not cover estimated expenditures. Recheck the list to see which expenditure items can be eliminated, or if any estimated amount seems unduly large. This process requires a careful weighing of values to assure having those things that are really important.

A young couple, recently married, will not find it practical to make a detailed plan immediately. They will be wise to outline first a preliminary pattern of living, keep records for a period of weeks, and then on the basis of this information make their plan.

When an acceptable and workable plan has been agreed upon, transfer the final figures to a permanent record for future reference. All this work will be of little value unless you keep records of current expenditures which, by com-

parison, will make an evaluation of the original plan possible and provide a basis for future planning.

RECORD KEEPING

Today the keeping of income and expenditure records is more important than ever, since it serves as a basis for calculating income tax. The information needed for the income tax statement should be kept in mind when choosing the form of the record, for it may greatly simplify computations when taxes are filed. Account books of various types may be obtained at five-and-ten-cent stores, banks, or book stores. However, you may wish to construct your own form on a simple notebook or ruled paper, so that you can insert specific headings. The amount of detail to be recorded and the particular headings will depend upon your own wishes. It is wise to keep the form relatively simple to avoid complications keeping it up to date. The forms below and on page 188 may serve as guides in developing your own plans. If the form on page 188 is used, it is assumed that a daily record of expenditures is kept so that monthly totals can be calculated.

Headings for a daily record could be the same as for the monthly record. You may use a single, double, or multiple sheet with each item listed separately, a bound or looseleaf

YEARLY INCOME PLAN

19—

Estimated Income:	*January*	*February* *	*December*	*Total*
Salary, Wages, Commissions				
Farm or Other Business . .				
Interest Receivable				
Dividends				
Rent Receivable				
Gifts				
Other Income				
TOTAL				

* The broken line indicates that months are omitted.

YEARLY PLAN AND RECORD OF EXPENDITURES AND SAVINGS

19—

Item	*Annual Estimated Allowance*	*Expenditures and Savings*			
		January	*February* *	*December*	*Total*
Rent or interest on mortgage					
Taxes on home					
Insurance on home					
Repairs and improvements					
Total Housing					
Food purchased					
Meals out					
Total Food					
Fuel					
Water					
Ice					
Electricity and gas					
Telephone					
Fire insurance					
Household supplies					
Laundry					
Paid service					
Total Operating					
Furnishings and equipment					
Clothing: husband					
wife					
children					
Total Clothing					
Health					
Charities					
Gifts to friends					
Dues					
Education					
Books, papers, etc.					
Recreation					
Total Development					
Personal: husband					
wife					
children					
Total Personal					

* The broken lines indicate that months are omitted.

YEARLY PLAN AND RECORD — *Continued*

Item	*Annual Estimated Allowance*	*Expenditures and Savings*			
		January	*February*	*December*	*Total*
Automobile					
Train and carfare					
Total Transportation					
Income Tax					
Other Tax					
Life Insurance					
Payment of Debts					
Savings Account					
U. S. Bonds					
Other Investments					
Emergency Fund					
TOTAL					

notebook ruled according to your needs, an envelope system which provides a separate envelope for holding cash and statements for each budget item, a large envelope for all bills, slips, and notations with the outside ruled for the daily record, or a card file with a separate card for each item of expenditure. The form chosen is a matter of individual preference.

The problem of keeping records will be simplified if one member of the family serves as bookkeeper for a given period. He or she will want to plan a definite time for this task, and will find it convenient to have a special place where all necessary records and materials are kept. Having to search for the account book, for the day's bills, or for a pencil may mean that the job of record keeping will become too troublesome and all accounts will be discarded. A desk in the living room, or a kitchen table with drawer space for the paraphernalia may serve as a business center.

The financial plan must be kept fairly flexible so that adjustments can be made with a minimum of difficulty if unforeseen emergencies arise, such as an operation resulting in large doctor and hospital bills, or a loss in income because

of illness, or poor crops due to unfavorable weather. For such purposes it is well to provide an operating surplus or emergency fund, which will at least partially cover unexpected demands. If at the end of the year, this fund is unused, it can be added to savings or used to purchase something desired by the family.

THE NEED FOR EVALUATING USE OF INCOME

Try to improve your money management by evaluating past plans and past spending. The account book reveals how much is actually spent for the various items, it brings needless wastes to light, and shows when planning was inadequate. Such evaluation will tend to keep the family members conscious of their collective goals, and will teach them to think of money in terms of ultimate values. It is advisable that a beginner evaluate accounts every month, so that adjustments can be made as needed; but the family with a fairly well established and satisfactory plan, may find a complete evaluation sufficient once every year or six months.

HOW OTHERS USE THEIR INCOME

While each family should develop its own tailor-made plan for spending, there may be value in studying the average expenditures of other groups. These averages can be helpful in evaluating the plan you have formulated; you may see how your values differ from those of others. Table 5 presents the percentages of money income used for major categories of expenditures by American families and single individuals in the first quarter of 1942.

It will be noted that as income increases there is a marked reduction in the percentage of the total income spent on food, and a smaller decrease in the proportion spent for housing, including fuel, light, and refrigeration. The percentage spent for household operation varies little with income. Such items as clothing, transportation, and medical care take a somewhat smaller share in the higher income group than in the lower groups.

TABLE 5. RELATION OF INCOME TO EXPENDITURE FOR DIFFERENT BUDGET ITEMS FOR ALL AMERICAN FAMILIES AND SINGLE CONSUMERS, 1942*

(Preliminary National Estimates Including both Rural and Urban Consumers)

Average Yearly Net Income	*Percentage of Money Income Used for*							
	Total Family Living	*Food*	*Housing†*	*Household Operation*	*Clothing and Personal Care*	*Transportation*	*Medical Care*	*Other Items ‡*
$0 to $500	158.2	62.6	26.9	6.0	19.4	13.4	13.4	16.5
$500 to $1,000	107.1	41.5	21.3	4.4	12.5	8.8	6.6	12.0
$1,000 to $1,500	93.5	33.5	19.3	3.9	11.5	8.4	5.2	11.7
$1,500 to $2,000	88.0	30.9	17.8	3.7	11.8	7.8	5.1	10.9
$2,000 to $3,000	82.5	27.8	15.9	3.6	12.2	7.4	4.8	10.8
$3,000 to $5,000	77.3	24.4	13.0	3.5	11.9	8.0	4.5	12.0
$5,000 and over	40.6	10.4	7.1	4.0	6.8	4.0	1.9	6.4

* Adapted from Table 8A, "Spending and Saving of the Nation's Families in Wartime," *Bulletin No. 723*, U. S. Department of Labor, Washington, D. C., Oct. 1942, p. 21. Figures relate to families of two or more persons and single individuals. The annual rate for 1942 was based on the first quarter of that year. Total expenditures for the first two income groups exceed income received.

† Includes fuel, light, and refrigeration.

‡ Includes furnishings, equipment, recreation, tobacco, reading, formal education, and miscellaneous expenses.

THE PERSONAL ALLOWANCE

Every financial plan should make provisions for personal expenditures of each family member. This fund must be considered as belonging to an individual to do with as he pleases. The husband's allowance will probably be large enough to cover costs of cigarettes, golf, or flowers for his wife. The wife's fund will permit her to visit the beauty parlor, take an extra trip to the city, or buy a new gadget for the kitchen. The amount allocated to the personal fund of each person will depend upon many factors: total income in relation to other needs, the value placed on freedom of choice, and the spending habits of each one.

The child's personal allowance will vary with his needs. It may well start with as little as a few pennies a week as

soon as he can recognize a penny and know its purpose. At that age his needs and desires will be limited, but as his understanding of values develops his allowance should be increased proportionately. It should be liberal enough to permit real experience in planning and choice-making. At first it may be given weekly, then bi-weekly, and then monthly as the child becomes a better manager. By the time he is fourteen or fifteen, the youngster who has had such management experiences should be capable of handling most of his personal buying problems. The parent may continue to give guidance, but he should never dictate how the money is to be used, for that deprives the child of choosing for himself. The child may not always be the best buyer, but as he finds out that he has to live with what he purchases, his buying practices will improve.

To be really educational, an allowance should be given at a regular time, should be fixed in amount, and should in no way be related to either "good" or "bad" behavior. A child must learn that money is a medium of exchange. For each dollar one receives goods and services; and money once spent cannot be used again. Choices, therefore, are important. When children are given money and told to put it into the bank, they tend to build up false notions of the functions of money and of saving. Saving becomes a virtue, when really they should be learning that one saves for future spending. The value of saving can be learned by the child on a weekly allowance of 10 cents if he wants a new train which costs a quarter.

Money which a child earns — and he must have opportunities for earning if he is going to understand the value of money in terms of time and effort — must be his to use as he sees best. However, when considering plans for the use of the total family income, he will have to take account of his earnings in relation to his needs and the needs of the family group.

THE NEED FOR SAVING

Since Pearl Harbor we have been continually bombarded with urgent requests to save. Practically every radio program emphasizes the importance of buying war bonds. Newspapers, magazines, and billboards flash forth the admonition, "Buy Bonds." At first every man and woman was asked to invest 10 per cent of his earnings in government bonds, but by now that request has been increased.

To Finance the War

The reason for the urgency of the program is easily understood. War costs money. The War Department's annual budget of many billions of dollars indicates in some measure the scope of the need. No one can estimate what the total cost will be before the war is ended. To finance this program, money must come from the people through taxation and loans.

To Prevent Inflation

Waging a war requires not only money but also supplies. Manpower and materials are being diverted to the production of war supplies, leaving a scarcity of consumer goods on the market. But, because of the great reduction in unemployment and the increased wages, people as a whole have more money to spend than ever before. With added purchasing power, people compete for the limited supply of available consumer goods, thus pushing prices upward, sometimes to unwarranted high levels. Recognizing the dangers of this situation, the government has attempted to prevent skyrocketing of prices through rationing, price ceilings, and rent controls; yet by September, 1943, according to the Bureau of Labor Statistics the cost of living for large-city workers was 123.9 per cent of the average for 1935–39, and there are evidences that the upward trend has not ceased.

One way to fight inflation is to keep people from spending more than is necessary to meet their basic needs. Taxation,

purchase of war bonds, and forced or voluntary savings are possible ways of draining off money otherwise available for spending.

Spending in the Post-War Period

War costs must be met and inflation prevented; but there is another reason for urging the public to save. Looking forward to the post-war period, we recognize that one of the greatest problems will be the shifting of a large army of workers — perhaps as many as 30,000,000 people — from wartime pursuits to peace-time production. The situation will be eased somewhat by an increased demand for consumer goods. Money saved now can be used effectively when the war is over to buy the goods people cannot obtain at present, and to maintain production and employment after the war.

HOW MUCH DO PEOPLE SAVE?

The amount people save varies greatly with the size of the income. Average annual savings of American families and individuals by income classes is shown in Table 6.

Saving in the War Period

Savings for all but the poorest families rose greatly in the first quarter of 1942, compared with 1941. In the group whose incomes were from $1,500 to $2,000, savings were more than 50 per cent greater than the previous year, and in the next higher income class savings increased by more than 100 per cent.

Saving in Normal Times

In war time people are greatly encouraged to save all they possibly can. To what extent do people save in normal times? Few have enough money to buy anything they want. Saving, therefore, involves the difficult choice between satisfying immediate wants or providing for future important needs. The low income family must accumulate small amounts from each pay check to meet the costs of such



Learning how to buy

Photograph from J. C. Allen and Son



Security for the future
Photograph from H. Armstrong Roberts

items as furniture, rugs, ranges, or refrigerators, since they cost more than the surplus left from any one pay check after current bills for basic necessities are met. Funds must be set aside to meet emergencies or large anticipated expenditures for a home, education, or retirement. It is better to save for some specific purpose that has real meaning to the whole group than to save just because the old adages praised saving as a virtue. Such a specific goal will promote better understanding within the family by making it easier to forego present desires.

TABLE 6. AVERAGE ANNUAL NET SAVING OR DEFICIT AMONG THE NATION'S FAMILIES FOR 1935–36, 1941 AND 1942*

(Preliminary National Estimates Including Both Rural and Urban Consumers)

Average Yearly Net Income	*Net Saving or Deficit*		
	1935–36	*1941*	*1942*
$0 to $500	− $115	− $87	− $172
$500 to $1,000	− 37	− 20	− 64
$1,000 to $1,500	32	55	52
$1,500 to $2,000	112	116	180
$2,000 to $3,000	289	166	336
$3,000 to $5,000	724	489	644
$5,000 and over	4,420	3,724	7,936
Median family†	− 9	87	128

* Adapted from Table 4 in "Spending and Saving of the Nation's Families in Wartime," *Bulletin No. 723*, U. S. Department of Labor, Washington, D. C., 1942, p. 7. Figures relate to families of two or more persons and single individuals. The annual rate for 1942 was based on the first quarter of that year.

† These averages represent the expenditures of the median family with that income below which fall the incomes of half of the families and single consumers.

Most families with a regular income find it helpful to save a stipulated amount monthly, while those with irregular incomes must plan on a seasonal or yearly basis. Unless savings are planned for in relation to other needs, either of two situations may result. There will be nothing saved, or saving becomes such an obsession that other family needs are neglected. Paying off the mortgage on the farm, for

example, may become so important that leisure and recreation have no part in the family schedule.

There is no fixed rule ordaining how much of one's income should be saved. It is an individual matter determined in consideration of all circumstances. It was shown in Table 6 that only after reaching the income class of $1,000 to $1,500 was a net savings reported. The lower incomes do not provide for even the minimum essentials, let alone permit saving. In June, 1942, the W.P.A. maintenance budget was priced by the U.S. Bureau of Labor Statistics in 33 cities. It was found that the total cost ranged from $1,406 to $1,705 a year, showing that families with incomes of less than this amount could not be expected to meet their essential needs.

WHERE TO PUT SAVED FUNDS

However, since there are families who can save, it is important to know how savings may be placed and the relative advantages and disadvantages of each plan.

For the majority of families the most important investments are life insurance and annuities, property, durable goods, and securities.

Life Insurance

Life insurance provides for the payment of a stipulated sum of money by a business enterprise, the insurance company, at the time of the insured's death or at some future date, if he is then living. For this, the policyholder pays to the insurance company a contracted sum in annual, semi-annual, or quarterly payments. An insurance policy, therefore, is purchased because one may not live long enough to accumulate the money required to pay outstanding obligations or to accumulate an estate for one's dependents.

An annuity provides that the insurance company pay to the owner of the contract a stipulated sum of money in equal installments over a period of time. This is usually the remaining lifetime of the annuitant after his retirement

from active work. For this, payments are made to the insurance company as for life insurance. Contrary to life insurance, an annuity is purchased because one expects to outlive one's earning period and the annuity assures some income throughout the later years of life.

Before buying insurance, the family's needs for protection should be analyzed carefully in relation to the types of policies available, and the annual and the long-term costs of insurance in relation to expected income. It is advisable to obtain information on the insurance company selling the insurance, on the alternative choices by which protection can be secured, and on the effect of changing price levels on accumulated funds.

There are four general groups of life insurance: straight life, limited payment life, endowment, and term.

Under a straight life policy, the insurance company agrees to pay a contracted sum of money to the beneficiary in the event of the policyholder's death. The policyholder must pay a fixed sum annually as long as he lives. The amount of the yearly premium depends upon the age at which the policy is purchased, and remains the same throughout the lifetime.

Limited payment life insurance requires that the policyholder pay premiums for a limited time only, usually 20 or 30 years. However, the policyholder is insured for life, and the full amount of the policy will be paid to the beneficiary upon the death of the insured. Since the period of payment is presumably shorter than for straight life insurance, the annual payments are larger.

In addition to life insurance, an endowment policy provides for systematic saving. The policyholder pays a determined premium for a specified length of time, perhaps 15, 20, or 25 years. During this period of time, in event of death, he is protected to the extent of the face value of the policy. At the end of the specified period a lump sum is paid to him, and his insurance ends. This sum may be left with the company to purchase additional insurance or

to be paid to the insured in regular payments. The premium for an endowment policy is higher than for either a straight or limited payment policy.

Term insurance is probably less known than are other types of insurance, in spite of the fact that it may meet certain needs adequately. Term insurance provides protection for a stated period of time, perhaps 5 or 10 years, and terminates at the end of the given period. However, provisions may be made to renew the policy for additional terms without renewed medical examination. Term insurance can usually be converted into other types of policies. The rate remains the same within any one term. Since, however, the premium for this type of insurance is calculated on the assumption that the policy holder may die during the term, it increases from one term to the next with increase in age. This type of insurance should be considered by the person who needs extensive protection for a limited time.

Before determining the type or amount of life insurance to be purchased, the family's needs must be analyzed carefully to determine whether protection or a plan for systematic saving is desired. If savings are the goal, it should be considered whether a savings plan could not be better achieved in some other way.

The amount of insurance carried may vary throughout a person's lifetime as his needs change. There is no use in paying high annual premiums for unessential protection.

It is very worthwhile to spend time on investigating rates and the stability of various insurance companies if one is to get the most for one's money. When planning for the future, it is also important to recognize the effect of periods of rising or falling prices upon fixed incomes. When prices are rapidly rising, families with fixed incomes experience a loss, since the dollar will purchase progressively less. In periods of falling price levels, the reverse situation is true. During such periods, however, there lurk the hazards of unemployment, bankruptcy, and other conditions which may make it difficult to meet the obligations of insurance premiums.

These possibilities must never be lost sight of when buying life insurance and annuities.

Real Estate and Personal Property

For many years, home ownership has been highly favored by the American public. Social prestige and a place in the community were largely determined by how much property a family owned. Ownership may give a person great satisfaction and a feeling of security, for he knows that he will not be asked to move, and that his rent will not be increased. He can make improvements to increase the value of his property. Within limits he can have the kind of home he wants, and the payments on it may mean worthwhile savings.

There is, however, also a negative side to home ownership. It may cost less to rent a home than to own it, if all costs are included. Responsibilities for upkeep rest with the owner, not the renter. Property values may be unstable, causing loss in investment. Other types of investment may yield more. One is freer to move from city to city in search of employment if not held back by property. The family who rents can adjust quickly to changes in financial conditions. The size of a family changes with the arrival of children, their growing up, and their leaving home. Therefore, housing should be adjustable to meet the situation.

Some families may gradually build up an inventory of durable goods, such as furniture, silver, china, and rugs. In doing this, one must be very certain of choices, for the goods must be acceptable over a long period of time and should, if possible, entail a minimum of upkeep.

Securities

The family that wants to invest savings in securities, such as stocks and bonds, has many opportunities. All investments, however, are not equally sound, and must be judged with the greatest care. For most small investors it is important to know that the funds will be available without fail when needed. The element of risk must be limited. Closely

related to the safety of an investment is its rate of return. Usually, the greater the degree of safety, the lower the rate of interest yield. There may be situations where possibility of higher returns warrants a greater degree of risk. If, however, an investment involving great risk is made, such risk must be recognized, and all concerned must be economically and psychologically willing to accept a possible loss. Otherwise, speculation with family funds may cause untold friction.

The marketability, that is, the ease with which a security can be converted into cash, is an important aspect of the investment program. Plans do not always take into account the emergencies which may arise, demanding immediate withdrawal of part or all of the capital fund. Also, the amount of time available for managing investments needs to be considered. The average individual or family has only limited experience and time for the management of investments. In most cases the job of earning a living is of primary importance, and caring for investments becomes secondary. Therefore, caution should be exercised that a limited investment program does not demand too much of one's time.

Too many investment programs are unplanned and may result in lack of integration or balance which finally leads to disaster. Farm families, in particular, tend to develop undiversified programs. Their investments are often exclusively in land, or in enterprises dependent upon the productivity of the land, such as creameries, grain elevators, or frozen-food lockers. If investments are made in different types of securities, a crop failure will not result in financial disaster. Diversification is important for all investors.

Banks

Because everyone is familiar with the local bank, it is usually the first place to which people take their saved funds. Though it pays a relatively low rate of interest, it is easily accessible and frequently gives personal service relating to the use of money. Deposits in most banks of this country are protected by the Federal Deposit Insurance Corporation

which protects the individual depositor's account up to $5,000 should the bank become insolvent.

Postal Savings Accounts

Postal savings accounts can be opened at any post office. Postal savings stamps may be purchased for 10 cents and pasted on a card. When ten have been accumulated, they may be exchanged for a $1 certificate and deposited in the account. Certificates range in value from $1 to $500, and pay 2 per cent interest. The chief objections to the use of postal savings are that one is not permitted to have more than one postal savings account at a given time, and is limited to a total investment of $2,500 plus the accumulated interest. Since interest accumulations are not computed automatically as in a bank, interest must be withdrawn and redeposited if the capital fund is to grow. Joint accounts are not allowed; therefore, only the person who opened the account may make deposits or withdrawals. In the event of death, this fund is not available for use until after the full term of administration of the estate.

Government Bonds

Government war bonds were issued in the hope that the public would voluntarily support the government in the war effort by making available all monies not needed for immediate purchases. Moreover, money put into bonds is not used for the purchase of scarce consumer goods and therefore will not cause prices to soar upward. The government guarantees the bonds and the payment of interest. In order that the majority of Americans might share in the program, Series E bonds were made available at as low as $18.75. Furthermore defense savings stamps can be purchased for 10 cents, 25 cents, 50 cents, $1.00 and $5.00. When stamps have been accumulated to the value of $18.75, they can be exchanged for a minimum bond. The purchaser of an $18.75 bond will receive $25.00 in 10 years' time. This gives him a profit of $6.25, or the equivalent of 2.9 per cent

interest if held until maturity. Series E bonds range in purchase price from $18.75 to $750, but the maturity value of bonds of this series purchased by an individual in any calendar year may not exceed $50,000. The nearest Federal Reserve Bank or the United States Treasury will hold these bonds at no extra charge, so bond holders do not have to run the risk of loss by keeping them at home or spend the money for renting a safety box. Owners may turn in their bonds anytime after 60 days from the date of issue and receive interest at the rate indicated on the face of the bond.

Two other series of government war bonds are available. Series F bonds — which carry interest at the rate of 2.53 per cent, and which mature in 12 years — were planned for large estates and big organizations' investments. They are available in denominations of $100, $500, $1,000, $5,000 and $10,000 (maturity values). Series G bonds which meet the demands for current income are available in the same denominations as Series F bonds. Interest is paid semiannually at the rate of 2.5 per cent, and the bonds mature at the end of 12 years. In any one calendar year one's purchases of either F or G Series bonds, or both series combined, are limited to $50,000 (purchase price).

CREDIT

There are many families who find it necessary to borrow money. The Consumer Purchases Study of 1935–36 reported that in all income groups below $1,250 there was not enough money to cover current expenditures. In the income group having less than $500 the average deficit was $162. As incomes increased, the average deficit decreased. Even families whose incomes were $1,000 to $1,250 spent on the average 3 per cent more than their annual incomes. These figures assume significance by the fact that in that year more than half of the families of this country had annual incomes of less than $1,250. Today many of these families do not have adequate savings to meet emergencies such as hospital and doctor bills, repairs on the house, moving from

one defense job to another, added outlays for specialized training, or income taxes. These families will have to borrow money to meet their obligations.

SOURCES OF CREDIT

What sources of credit are available, and at what cost?

The wise consumer shops around to see where he can obtain the best terms. In general, he will find it more advantageous to borrow on collateral, which may be stocks, bonds, life insurance policies, or other property. Those who have no collateral must secure endorsement or co-maker notes. That is, the borrower must find someone who will assume responsibility for payment should he default. For this type loan, one must pay higher interest rates. In some cases a borrower may be granted a loan on his personal signature, but such loans are usually small, and the interest rate is high.

In *Public Affairs Pamphlet No. 5*, "Credit for Consumers," LeBaron R. Foster presents the following data to show comparative rates on consumer credit:

TABLE 7. COMMON INTEREST RATES ON CONSUMER CREDIT CHARGED BY LENDING AGENCIES*

Lending Agency	*Rate Commonly Charged*	*Range of Rates Charged*
Savings Bank Accounts	...	3–6
Buildings and Loan Association Shares	6	6–12
Insurance Policies	5	3–6
Credit Unions	12	6–18
Personal Loan Departments of Banks	12	7–23
Remedial Loan Associations (Pledges)	...	9–36
Remedial Loan Associations (Chattel Mortgages and Co-maker Notes)	...	15–30
Industrial Banks	17	12–34
Pawnshops	36	24–120
Personal Finance Companies	36	30–42
Installment Sellers and Finance Companies	...	0–500
Illegal Lenders	240	72–1200

* Adapted from LeBaron R. Foster, "Credit for Consumers," *Public Affairs Pamphlet No. 5*, Public Affairs Committee, Inc., New York, 1938, p. 21.

Life Insurance Companies

When need for borrowing arises, you may first investigate the possibility of using your life insurance policy as a basis for your loan. Usually an insurance company will make loans upon a few days' notice. The amount that may be borrowed will depend upon the loan value of the policy. The rate of interest is relatively low, usually about 6 per cent. In effect, you are borrowing your own money. In the event of your death or the maturity of the policy, the amount paid your beneficiary (or yourself) will be reduced by the amount of the loan. Consequently, if you desire the full protection of your policy, it is essential that you make every effort at repayment.

Industrial Banks

Loans are available through industrial banks, of which the Morris Plan banks are examples. They require the payment of interest and investigation fee at the time the loan is made. As a result the borrower does not have the use of the full amount of the loan over the entire term. For example, if you wanted a loan of $100, and the fees and costs were $9, payable when the agreement was made, you would then have the use of only $91. Repayment is usually in installments, or in regular deposits to a special savings account set up for this purpose; consequently, you do have the use of the full amount of the loan only for a short time. Both of these points should be considered when calculating the cost of the loan. When all charges and fees are included, instead of the advertised rate of 6 per cent the loan may cost 15 to 20 per cent.

Commercial Banks

Personal loan departments of commercial banks handle loans in a manner similar to the industrial banks. Their rates are frequently 10 to 12 per cent.

Personal Finance Companies

If your need does not exceed $300, you may be able to arrange a loan with a personal finance company operating within state laws designed to protect you from loan sharks. In general, security is a promise to pay, but it may take the form of a chattel mortgage or wage assignment. Legal rates usually range from $2\frac{1}{2}$ to $3\frac{1}{2}$ per cent per month, which is 30 to 42 per cent a year. These rates may seem high; however, no other fees are permitted, the charge is not discounted, and the monthly interest is charged only on the unpaid balance. Legal supervision assures the borrower a fair treatment.

Credit Unions

The credit union is an entirely different type of lending organization. It is a voluntary association, developed on a cooperative basis, to promote savings among its members and provide a source of credit for them. This organization may operate under either a federal or state charter. The capital of the organization is obtained from shares subscribed by members. Shares may be in denominations as low as $5. In most states the interest rate charged for loans may not exceed 1 per cent per month on unpaid balances. Often the actual charge is less than the fixed maximum. There are no extra fees or additional charge. For loans up to $50 the borrower's signature is usually considered adequate security. Larger loans may require cosigners or collateral.

Building and Loan Associations

A building and loan association serves both as a saving and a lending organization for building purposes. Shares in the association are sold to the investing public. People wishing to build may borrow from this fund on the terms of the association; the usual rate ranges from 6 to 12 per cent.

National Farm Loan Associations and Production Credit Associations

The National Farm Loan Association and the Production Credit Association make loans to farm families. Both are local organizations of farmers under the supervision of the Farm Credit Administration. National farm loan associations endorse members' notes so that they may get loans from the federal land banks, whose funds are obtained by sales of land-bank notes to those who wish to invest their money. Production credit associations obtain their funds by rediscounting notes of their farmer borrowers with the federal intermediate credit banks whose funds, in turn, are obtained by selling short-term bonds to investors.

Pawnbrokers

The pawnbroker accepts jewelry, clothing, instruments, or almost any article as a pledge of repayment for a loan of from 50 to 75 per cent of the estimated "quick sale" value of the article. A limited time is set in which the borrower may redeem his possession by paying the principal and interest on the loan. The interest rate is supposed to be about 3 per cent a month, but may run very much higher. In fact, some rates exceed 100 per cent annually.

Unlicensed Lenders

The borrower must always be alert to avoid unlicensed lenders who aim to collect usurious interest rates and who make the conditions of repayment so difficult that finally the amount of interest paid may exceed the amount of the loan. They take particular advantage of those without established credit and with limited collateral. The borrower usually has no lawful recourse when he finds himself involved with an unlicensed lender.

Before obtaining a loan, consider all these various lending agencies to see which can best meet your needs at the least cost to you. Know the duration of the loan and the plan for repayment. Read all contracts carefully; never sign

an agreement until all amounts have been indicated and you are certain that you understand and are able to meet all the specified conditions.

OPEN-BOOK AND INSTALLMENT CREDIT

Almost everyone has used credit at some time. Credit was used when you made a purchase at the store and said: "Charge it." Open-book credit is in reality 30-day credit. This service involves a cost of which most users are unaware. Unlike in a bank or other lending agency, no specified rate for the use of that credit is indicated. The cost of open-book credit is included in the selling price of the goods. Therefore, anyone buying from a store that offers credit pays for this privilege whether or not he has a charge account there. Users of charge accounts should recognize that they are paying credit costs and decide whether the expenditure is worth their while.

Installment credit ranks second to open-book credit in volume of consumer credit. Installment buying provides the purchaser with the use of the purchased goods while he is paying for it in regular amounts over a period of time. However, it does not give the purchaser the title to the goods until all payments have been completed. Like other forms of credit it, too, involves costs. Since costs for installment credit are usually included in the purchase price, the rate of interest paid for the use of that credit is not apparent. It can be calculated if the difference between the cash price and the installment price is known. Frequently the rate is far in excess of the amount for which a cash loan could be secured.

When to Use Installment Credit

Before any installment purchase is made, the buyer should be sure that he really needs the goods, and that it is not advisable to delay the purchase until cash has been accumulated. If he decided to buy the goods on the installment plan, he should get the answers to the following questions:

1. What is the rate of interest charged?
2. Could cash be borrowed for less and the goods bought outright?
3. Will future income be large enough and regular enough to meet the required payments?
4. Are the goods durable in nature so that they will not be worn out before payments are completed?
5. Is the cost of installment purchases in proportion with other essential expenditures?
6. Are the terms of the contract understood?
7. What will happen if payments are not met regularly?

Present Regulations

The Board of Governors of the Federal Reserve System, recognizing the dangers of a liberal use of credit during the war period, when the amount of available consumer goods is limited and the demand for these goods is heavy, has taken steps to restrict consumer credit. A number of regulations have been established as a means of control.

Bills for retail purchases must be cleared by the second calendar month after they were made, giving a period of 40 to 70 days in which to make payment. If in that time the customer has not cleared his account, he is not privileged to buy on credit any listed article until the old bills are paid. One who is in arrears in his payments has two alternatives: to pay the bill in full, or to convert the outstanding debt into a special 6 months installment account.

Single payment loans of $1,500 or less are limited to 90 days, and if such a loan applies to a listed article costing more than $15.00, a down-payment is required. If the loan is not paid in 90 days it must be converted into an installment account. Minimum installment payments are fixed at $1.25 per week and general installment credit has been limited to 12 months.

In addition, revolving accounts — familiar to many as the plan in which two-thirds of the outstanding amount was credited on a continuous basis — have been barred. Thus

the creditor is forced to clear his account on considerably more rigid terms.

These regulations may now appear harsh to some who later, in a period of widespread unemployment, reduced incomes and straitened finances, may be grateful that there was an external control to limit the severity of the almost inevitable post-war depression.

The family, burdened with past debts, which finds itself with increased income, might well consider decreasing that indebtedness for the sake of greater security in the post-war period. Also, payment of debts has the same restraining effect on inflation as buying government bonds. That is, it prevents the consumer from using his money in competitive bidding for scarce goods on the market.

BUYING PROBLEMS

No phase of money management is more important than week-to-week buying. It is one thing to plan specified amounts to be used for each category of the budget; it is quite another thing to get the maximum satisfaction from the money spent. No doubt, each of us can recall some expenditure that could have been improved by a little honest effort at intelligent planning. Perhaps you did not know what you really wanted, you were persuaded by high pressure salesmanship, advertising, or purchases made by someone else — "keeping up with the Joneses." The last-moment rush to use the shoe ration stamp clearly indicated the absence of intelligent buying.

To serve as the purchasing agent for any household is not an easy task. Think of the number of different items that came into your home last year! Can any one person be an expert in choosing such a variety of goods? With the continuation of the war, purchasing has grown increasingly difficult. New types of goods have entered the market at such a rapid rate that even experts find it difficult to keep abreast of the offerings. Frequently, goods of inferior quality are made to look like other goods which consumers have long

accepted and know to be satisfactory. A multitude of brands of the same product make comparison impossible. Advertising is at times misleading, and rarely informative. High pressure salesmanship is still active. In some cases inexperienced clerks, of which there are many, are so eager to sell that they make excessive claims for their goods. Customers have little accurate information upon which to base decisions, and habit may prevent the acceptance of new and improved goods. There is real need to improve these conditions.

Since our dollar today buys less goods than it bought at the beginning of the war, it must be spent more carefully if our standard of living is to be maintained near the previous level.

What to Buy

Planning for the better use of money begins when a shopping list is made out. The practice of listing the items to be purchased restrains impulsive buying, saves time and energy in shopping, enables one to estimate the expenditure in advance in relation to available funds, and assures better evaluation of all needs. No item should be put on the list without asking: "do we really need this?" We may be surprised how limited our real needs are. If a desired item is scarce or is needed for the war effort, try to find a substitute. A washable cotton dress may be a better choice than a rayon dress needing dry cleaning, since dry cleaning service facilities are overtaxed. Home grown tomatoes, an excellent source of vitamin C, may be substituted for oranges which are shipped from another section of the country.

If the shopping list includes notations on color, size, and quantity, there will probably be more satisfaction and less merchandise returned. However, with the completion of a shopping list, the job is only begun.

Where to Buy

Where shall one buy? Since time as well as gasoline and tires are limited, most of the buying will, of necessity, be

done at the nearest shopping center. Food and household supplies may be available close to home, but for the purchase of clothing and furniture one may have to go to an urban center, or may have to order it by mail. Travel limitations may mean that there is little or no choice of stores to patronize, but if it is possible take time to compare prices and quality in the various stores. This is relatively simple for standard brands. Make a list of the products you are interested in, then record the selling price of a specific amount in each of several stores. For merchandise with variable quality, such as fresh fruits and vegetables, this process is more difficult, since these comparisons must be based on subjective judgments of quality. Study the services offered by a given store, recognizing that all services — such as charge accounts, deliveries, and special packaging — tend to increase the cost of the items sold there. Use these services only if they are essential to you. Consumers must cooperate with stores which have found it necessary to reduce services for the duration of the war. Patronize stores that abide by government regulations set up to protect the buyer. If there is a cooperative store in your community, its patronage may make for worthwhile savings on a year's purchases.

When to Buy

When shall one do the buying? Each family has to schedule the time for buying in relation to other weekly activities. When feasible, it is well to reduce marketing trips for staple foods and supplies to one or two a week. The capacity and type of storage facilities in relation to the quantities needed will determine how often one must go to the store. If at first a daily trip seemed necessary, try planning for two trips a week, and then finally for only one. It will require better planning and foresight but will save time.

Avoid rush hours. Usually the early hours of the morning are the best for shopping. There will be no waiting and as clerks are less busy one can have better service, and help in making selections. Study the local market and find out

when supplies come in, and shop at that time in order to get the best quality goods.

Rationing has altered the buying pattern of many households. It was considered good practice to buy canned food and staples in large quantities if storage facilities permitted. This is no longer possible. Instead, one may buy only what one is entitled to for a limited number of ration coupons. It is not advisable to wait until the last day to use a particular ration stamp. Clerks are then so busy that service is apt to be inefficient, waiting in line may be required, and the stock may be so depleted that satisfactory merchandise cannot be obtained.

BUYING TECHNIQUES

The homemaker must assume some responsibility for the improvement of selling practices to make them more effective than at present. Unless the buyers insist on improvements, there can be little hope for any progress.

Use all information available. Read labels carefully. If you do not know what they mean, ask the clerk. If the clerk is uninformed, make a note of your questions and go to the nearest war information center, teacher, extension worker, or librarian for help. Learn grade and descriptive terms so that you can use them intelligently.

Keep informed on ration points required for different items. Substitutions of low-ration-point foods can frequently be made for those of high-ration-point value without any loss of nutritive values.

Know the items on which ceiling prices have been fixed. See that prices do not exceed legal ceilings. Only through the insistence of buyers will prices be kept in line.

Always know the price of the goods before you buy. If the price is not posted, ask. Do not hesitate to reject a product if its price is more than you can pay. There is no prestige in overpaying.

Buy that which best fits your need. Canned vegetables and fruits are available in different qualities at varying

prices. Buy the quality that is most suitable for your purpose. If you need a dress for housework, then buy one which is durable, easily laundered, and well styled for house wear; do not buy one of nonwashable material, doubtful durability, and inappropriate style.

Wear is an important factor. Carefully analyze all factors which contribute to the durability of any item, whether a garment, a piece of kitchen equipment, or furniture. Know and insist upon the qualities that make for satisfactory wear. Know the size you want, and choose carefully to avoid the necessity of returning goods. If fit is important, try on the garment before taking it home. If colors are to be matched, take a sample to the store to save time and money. Do not buy unless you are certain the item meets your need.

Eliminate waste; buy in bulk rather than in fancy packaging whenever feasible. Do not buy wearing apparel and housefurnishings with fancy trimmings if these increase the cost but do not contribute to the usefulness and attractiveness of the product. Buy only quantities which can be effectively used.

Buy goods which are most plentiful on the market, and which can be obtained for the least expenditure of time and labor. Use locally grown fruits and vegetables whenever possible. If fresh water fish are more readily available than salt water fish, learn to prepare it to the liking of your family.

Watch the scales when buying. With food so valuable in terms of both money and points, one cannot afford to accept short weight. This may be due to unadjusted scales, or to the inclusion of paper packaging.

It is always a good policy to check the itemized list of purchases to be sure that everything paid for has been received. Correct all errors promptly. When buying with cash, count the change received, before putting it in your purse. Take advantage of all discounts for cash buying, or for prompt payment within set time limits.

Establish friendly relations with those from whom you buy

regularly. If you have any complaints discuss them objectively with the manager.

Post in a convenient place in your home a list showing the ration point value of all items and the expiration dates of all ration coupons. It may be necessary to keep an account of the available ration points and those used, so they can be better distributed over the allotted period of time.

SUMMARY

Managing personal and family finances will always present problems. Since both money and goods are scarce, choices must be carefully made in order to assure maximum satisfactions. These satisfactions vary with individuals according to their subjective values. But generally, greater satisfactions result from planned rather than from haphazard use of resources. Planning has special importance for families because the members should have an intelligent appreciation of the problems involved in money management. Reid has said:

> The concentration of attention on money income has blinded many people to the possible ways of increasing real income through services rendered by family members and by greater attention to choice making and buying. Time and effort spent on these may bring much greater returns than efforts to increase earnings. Furthermore, a proper perspective on human values may lead to a shift in emphasis from more production to wiser use.[1]

Certain devices for the control of family resources, such as planning for spending and keeping accounts, may be helpful if they are seen as means to the end of more effective use of money and not as ends in themselves. Plans, no matter how complete, are valuable only when applied. The effective use of money requires knowledge, imagination, initiative, and courage if lasting values are to accrue to the individual, the family, and society.

[1] Moses Jung, ed., *Modern Marriage*, F. S. Crofts and Company, New York, 1940, p. 138.

QUESTIONS AND PROBLEMS

1. Question several of your acquaintances and determine the extent to which they make short- and long-term plans for the use of money and whether or not these plans are written, the types of records they keep, and the advantages or disadvantages which they see in their present plan. Report your findings.

2. A young woman student came for advice. Her husband, a first lieutenant, was stationed in England and sent his monthly pay check home to her. From this income she was expected to pay her own college expenses and those of her husband's sister. (Her husband had agreed to provide for his sister's college education at the time he accepted money for his college expenses from an older brother.) The date for income tax payment was approaching and she did not have money enough to pay her obligation. What help would you give this young woman?

3. Make a plan to show anticipated income and anticipated expenditures for the next year. Set up the forms of the financial records that you think are important.

4. What plans for the control of the use of money income have been inaugurated by the families of those interviewed in Question 1? Evaluate the various devices reported.

5. Ten-year-old Bill remembered that this was the day he was to receive his weekly 40 cent allowance, but he forgot that he was responsible for mowing the lawn, so when the boys invited him to play ball, he joined the group on the vacant lot. While playing, the ball he threw inadvertently went through the neighbor's garage window. By evening the incident had been reported to Bill's father. What would you do if you were Bill's father?

6. To what extent should everyone be expected to purchase government war bonds?

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Chapter 8

MANAGEMENT OF THE HOME IN RELATION TO COMMUNITY SERVICE

The individual and family often overlook their obligations and responsibilities to the larger social group of which they are a part. Too frequently the value resulting from participation in the affairs of the community are not appreciated. Everyone needs to understand the problems of the larger group, face the issues squarely, and cooperate in planning the ways and means of improvement. The progress of any community is directly related to the degree of interest its citizens betray in building a better place in which to live.

We cannot concern ourselves with personal affairs alone. Community services have assumed added importance with the new problems we are facing because of the war. Present practices must be evaluated in terms of changed needs. The best we have should be retained, poor practices discarded, and new patterns established to take their places.

The community furnishes endless services to its members. As cities have grown, these services have expanded. In the urban community, it is not feasible for each household to provide its own water or sewerage system, to guarantee its own protection, or to light its own street. Rural families may supply some of these services for themselves, but they look to the larger group for such things as improved highways, health controls, and education. Community provision for such services makes them available to a greater number of people at lower cost, for it eliminates duplication of effort, conserves materials, and reduces waste.

SOME EFFECTS OF THE WAR ON COMMUNITIES

The war has already put additional responsibilities upon communities. Shipbuilding, munitions manufacturing, airplane production, or military training centers are frequently located in or near small communities. They have put a tremendous pressure on all facilities in the area. Housing is inadequate; facilities for recreation, health, and education cannot begin to meet the demands placed upon them. In some areas there have been food shortages because the existing stores could not handle the increased demands.

There are many demands for service in interpreting new governmental orders on food and other supplies to maintain nutrition standards and morale in the face of an ever-changing economy. Schools have had to face losses in the teaching staff; some schools have had to close because the vacancies could not be filled. Parents leaving the home for military service or work, combined with other factors, is resulting in increased juvenile delinquency. These are emergencies that require attention today.

How are all these problems to be met? What interest has the family in solving the problems?

There are always some people who see no need for certain existing community services. Under the guise of war economies, there is a tendency to pare to a minimum services that a community may have achieved through years of effort. True, some services may be unessential, but before they are eliminated the people of the community must be sure that new and greater problems will not result from the curtailments. Some community problems can be effectively dealt with only by trained personnel; therefore, every effort must be made to retain qualified workers if the job is worth doing. Though volunteers are doing good work in general, they cannot be as effective as a person who is specially trained. In some cases, volunteers, working under the direction of a trained worker, produce worthwhile results. If a program of volunteer service meets the need, the community

members are under obligation to give that service their full cooperation.

A program should be adapted to the needs of the particular community. Since the beginning of the war all units of society — the family, the school, the state, and the nation — have tended to increase their activities without evaluating the total program to see where economies in effort could be made. It must be recognized that the pyramiding demands will eventually result in collapse. Each part of the community program must be scrutinized and retained or discarded on the basis of its contribution to the total war effort.

Of particular concern to the family are programs relating to health, nutrition, child care, recreation, housing, and education.

HEALTH

Maintenance of health is especially important during the war because illness is costly in terms of total production, and the limited number of civilian doctors, nurses — as well as limited medical supplies — cannot effectively meet the normal needs.

The cost of illness in terms of decreased production is evident from the fact that approximately 400 million working days are lost annually because of ill health. It is impossible to estimate the economic loss due to the reduced efficiency of those who go to work when they are suffering from minor ailments.

The army had to reject approximately 40 per cent of the first million draftees because they were physically unfit for service. This, in itself, is evidence of the need for improving the health of the American people.

The armed forces have taken a large number of doctors. Nurses have gone to serve in hospitals in all parts of the world. Medical supplies are short because certain materials are no longer obtainable from enemy controlled areas, the production of some drugs has decreased, and military forces have requisitioned great quantities of others. Facing these

facts squarely, the civilians must do everything in their power to maintain good health.

Health emergencies may arise. During the First World War an influenza epidemic took a tremendous toll. This must not happen again. It need not do so if the community is alert to its responsibilities, and insists on necessary protection by its governmental agencies. What provision for adequate medical care has your community made, recognizing the limitations of the supply of doctors, nurses, hospitals, and medical supplies?

A unique plan — operating in Moore County, North Carolina — was started by a local doctor who, after a bus accident in which thirty people were injured and needed treatment, recognized the need for community organization to cope with such catastrophes. Arrangements were made with local hotels for the use of two rooms, one for the storage of supplies, the other for an emergency operating room. Citizens with station wagons or trucks offered to put them into service as ambulances when called upon. Local doctors, nurses, and nurses' aides were assigned to the various centers where, in an emergency, they could be ready to care for all needing attention.[1]

This is just one example of how a community can organize available resources to provide effective protection. Other communities may solve their problems in different but equally effective ways.

It is hoped there is at least one person in every household who has successfully passed a standard Red Cross course in first aid. Courses in the home care of the sick also provide important training which should be valuable if hospital service is not available. Each home should be provided with a first-aid kit containing sufficient supplies to meet simple emergencies.

[1] Charlotte Muret, "Hotels into Hospitals," *Harper's Magazine*, Vol. 185, No. 1107 (Aug. 1942), pp. 245–246.

NUTRITION

Never before in history has the nutritional aspect of health attracted so much attention. A well fed military and civilian population has been recognized as the first line of defense for the nation. Many people of the United States are suffering from malnutrition, a fact that seems strange in a country with such resources as we possess. It is estimated that about one-third of all American citizens are underfed or improperly nourished, and that nutritional deficiencies were responsible for about a third of the rejections among the first million draftees. In the majority of cases, this was due to the fact that limited incomes did not permit the purchase of adequate food; there simply was not enough money to buy the amount and kind of food needed. But the malnourished are not only from the lowest income group. Families who can buy almost everything they want still may be poorly fed. Satisfactory nutrition depends upon a willingness to consume the foods recognized as essential and upon a knowledge of food needs, methods of food preparation in order to retain the maximum nutritional value.

National Food Needs

Since our nation has been at war, there have been increasing demands upon the available food supply of this country. Table 8 shows a United States Army ration for May–October, 1941, compared with consumption per adult male at moderate work in cities of the East North-Central region during 1934–1935. It is evident that the men and women in the army are consuming more food than most of them did previous to induction.

Civilian demands for food increase as people work harder and longer hours. In order to prosecute the war successfully, quantities of food have been sent overseas to foreign countries. Results of the United Nations food conference held in Hot Springs in May and June, 1943, indicate the necessity for continued shipment to foreign lands far into the postwar

TABLE 8. A UNITED STATES ARMY RATION, 1941, COMPARED WITH THE FOOD CONSUMPTION PER ADULT MALE, 1934–35*

Protective Foods Consumed Weekly	*U. S. Army Diet, May to October, 1941*	*Consumption per Adult Male at Moderate Work, in Cities in the East North-Central Region*
Meat, Poultry, Fish, lb. .	5.92†	2.77†
Eggs	10.62	5.77
Butter, lb.	.85	.35
Milk Equivalent, qt. . .	3.54	3.48
Vegetables, Leafy, Green, or Yellow, lb.	2.94	1.37
Tomatoes, Citrus fruits, lb.	2.60	1.58

* Margaret Reid, *Food Strategy*, The Iowa State College Press, Ames, Iowa, 1943, p. 9. These data are taken from U. S. Department of Agriculture, *Circular 507*, 1939. The families included are typical of employed workers in the wage-earning and low-salaried clerical groups. The majority of the families reported spending $2.50–$3.12 or less per week per member of the family. Thus the consumption reported here probably does not understate that of the majority of the families. The East North-Central region was selected because the diets were fairly good in contrast with those of other regions. In measuring the nutrients per male, allowance has been made for difference in age, sex, and activity of the family members. The consumption of foods is on a per capita basis. For some foods, such as meat, the average undoubtedly understates a man's consumption. On the other hand the average probably overstates his consumption of milk.

† Includes bacon and other fat meat.

period. Because of these increased demands for foods by the army and by foreign countries, those on the home front find their pattern of food consumption rapidly changing. Variety as well as quantity are definitely limited. However, there is and probably will be an adequate food supply for the civilian population. In Table 9, Reid shows a comparison of the daily per capita nutrients in the anticipated food supply for 1943 with the quantities recommended for optimum health by the National Research Council.

The consumption reported here is based on raw foods. A large proportion of some nutrients, notably ascorbic acid and thiamine, is commonly lost in cooking — just how much is not actually known. Even with this loss, the potential level of nutritional health for 1943 is as great as it was for 1935–1939.[2]

[2] Margaret Reid, *Food Strategy*, The Iowa State College Press, Ames, Iowa, 1943, p. 19.

TABLE 9. DAILY PER CAPITA NUTRIENTS IN THE ANTICIPATED FOOD SUPPLY FOR 1943 COMPARED WITH QUANTITIES RECOGNIZED FOR OPTIMUM HEALTH BY THE NATIONAL RESEARCH COUNCIL*

Nutrient	*Units*	*National Research Council Standard* †	*Anticipated Daily per Capita Consumption of 1943*
Food Energy	Calories	2,800.0	2,951.0
Protein	Grams	66.0	84.1
Calcium	Grams	0.9	0.8
Iron	Milligrams	12.0	13.3
Vitamin A	International Units	4,700.0	4,710.0
Riboflavin	Milligrams	2.3	1.8
Thiamine	Milligrams	1.6	1.7
Ascorbic Acid	Milligrams	70.0	94.0

* Margaret Reid, *Food Strategy*, The Iowa State College Press, Ames, Iowa, 1943. p. 18.

† Some of these estimates include a considerable margin of safety.

To assure a more equitable distribution of the available food supply, rationing was inaugurated. Without such a plan, those having money and time to shop would get the most and the best. Bidding for limited quantities tends to raise prices so that many foods cannot be purchased by the lower income groups. In addition to equalizing distribution, rationing saves shopping time and eliminates waste in both production and consumption.

Individual Food Needs

It is recognized that habits of food consumption become firmly fixed and are difficult to change. When foods to which people are accustomed are no longer available, substitutions must be made that will provide the same basic nutrients. Some people may find adjustment difficult unless they have a clear understanding of the reasons. Methods of preparation may need to be changed, new skills learned, and standards altered so that maximum food values are retained in food consumed and so a minimum of waste results.

There is enough food produced in the United States for the fighting forces, and for the civilian population of this country, provided it is wisely used. The Federal Government suggests the following list which may serve as a guide in meeting the daily food requirements for energy, for growth and repair of tissue, and for protection and regulation of the body functions. Eat some from each group every day. *Try to include these foods in your daily meals:*

Milk and milk products:

Three-fourths to one quart for every growing child. One pint or more for every other family member.

Tomatoes, oranges, grapefruit, raw cabbage, or salad greens:

One or more servings.

Green and yellow vegetables, some raw and some cooked:

One or more servings.

Other vegetables and fruit, raw, dried, cooked, frozen, or canned:

Two or more servings.

Eggs:

One, if possible, or a minimum of three a week.

Lean meat, poultry, fish, or occasionally, dried beans, peas, or nuts:

One or more servings.

Bread and cereals, natural whole-grain, enriched, or restored:

Two or more servings.

Butter or fortified margarine (vitamin A added):

One or more servings.

The School Lunch

Throughout the country communities have recognized the potentialities of supplementing or providing lunches for school children as a means of improving health, since the lunches children carried to school were frequently quite unsatisfactory. Although the idea of providing a hot lunch for school children is not new, many of the school lunch programs were developed as a part of the W.P.A. relief employment program. The Surplus Marketing Administration aided in promoting school lunches by making free food available to needy children. In Minnesota from January 1941

to May 1942, 70,000 children were served daily in nearly 800 schools. Fifty-one per cent of all meals served were complete meals, not supplements to lunches provided by the child. Including the cost of the food furnished by the sponsors, and by the Food Distribution Administration and the cost of all labor, the total outlay per meal averaged 10 cents.[3]

This is the story in but one state. Similar results are reported from all sections of the country. Records show vast improvement in the nutritional status of children in schools making provisions for lunches. With the liquidation of the W.P.A. and the reduction of federal aid, responsibility for the continuation or the collapse of this program rests upon the community. In one community, unwilling to dispense with the school lunch program, the mothers agreed to give as many days' service per term for preparing the noonday meal at school as they had children enrolled. These are farsighted people who recognize the importance of the school lunch in the program for improved nutritional health and are willing to help continue and expand the present program.

Industrial Feeding

Another phase of the nutritional program is the improved feeding of industrial workers. Since there is a direct relationship between food consumption and work produced, industry has taken an interest in providing adequate meals for every worker. Workers' home-packed lunches are not always a nutritionally sufficient part of the total day's food intake. Men eating in plant restaurants may buy quantities of filling food with little nutritional value, while for the same cost they could be getting a much more adequate meal. To correct these conditions, extensive programs of industrial feeding have been developed which attempt to educate workers to select food for a well-balanced diet and make

[3] Bena Johnson, "School Lunches Carry On in Minnesota," *Journal of Home Economics*, Vol. 35, No. 5 (May 1943), p. 278.



Government inspected meat is clearly labeled

Food Distribution Administration, U. S. Dept. of Agriculture



Mothers serve school lunches

U.S.D.A. Photograph by Knell

nutritious food available. In some plants complete meals, often known as victory specials, are offered at a minimum cost to the workers, thus making sure that they get at least one adequate, well-balanced meal a day. Other plants, lacking facilities for so extensive a program, have for sale a more limited choice of food, probably soup, milk, sandwiches, and fruit. In many places milk has taken the place of cokes as the rest period refreshment. In some industrial centers the utility companies have sponsored the improved feeding of workers. Special classes for wives of workers have been conducted in planning and preparation of adequate meals and lunches. The radio and the press have contributed time and space to further nutrition programs. New Kensington, Pennsylvania, where a large aluminum plant is located, has developed a community nutrition program in which schools, women's organizations, business groups, and industry have cooperated. Regardless of who sponsors such programs, the ultimate results in terms of better fed workers will depend upon the cooperative understanding on the part of both men and women homemakers.

Supplying Pure Food

If health is to be protected, there must be some assurance that the food purchased for human consumption is relatively pure. The Pure Food and Drugs Act of 1906 was the first effort to keep harmful food off the market through federal legislation. The Federal Food, Drug and Cosmetics Act of 1938 gave added protection to consumers. Under this act no adulterated food (containing poisonous and deleterious substances) may be shipped in interstate commerce. Food produced and sold within the state must be protected by state or local regulations. Some states and local communities have developed more or less efficacious protective laws. Nevertheless, adequate sanitary inspection is lacking in many communities.

In black market operations, little attention is given to sanitary handling and refrigeration of meats. Black market

operators are not concerned whether an animal is diseased or not. They operate secretly, often doing the slaughtering on a deserted road or in a vacant building and are by the nature of things out of reach of any public health officer. The extent of black market operation is indicated in the Consumers' Guide for April, 1943, which reports that out of a total sale of 413 head of cattle on a given day in the Cleveland stock yards, 101 were sold to black market operators. These animals were probably taken out of Cleveland, illegally slaughtered, and sold to city buyers at exorbitant prices.

As a protective measure against the black market, the Federal Government requires that all meat locally slaughtered, and not under federal inspection, must bear the license number of the slaughterer. Meat federally inspected and passed as wholesome food will bear a round, purple stamp showing the number of the packing plant which maintains federal inspection. Such a stamp gives assurance that the animal was healthy, free from disease, and slaughtered under sanitary conditions.

Government grades for beef are U. S. Choice (or AA), U. S. Good (or A), U. S. Commercial (or B), and Utility (or C). The top quality sold in most stores is U. S. Good, since only a limited quantity of choice beef is available to anyone.

Federal grading of all meat, except pork, is required whenever possible. The slaughterer who cannot avail himself of federal service may use the letter grade designation. Veal and lamb are graded similarly to beef. Pork is not graded, because it is of more uniform quality. Mutton is marked "S" for both "Choice" and "Good"; "M" for "Commercial," and "R" for "Utility."

When buying meat, the homemaker should check all markings carefully in order to protect her family's health, and obtain the most value for money spent.

Fluid milk may be the source of epidemics of typhoid, scarlet fever, and other serious infections. Milk regulation

is a state or municipal problem. Raw or unpasteurized milk should be used only if one is satisfied that the cows producing the milk are healthy and that conditions of handling milk permit no contamination. Pasteurization is the one answer to the need for a safe supply of fluid milk. Local regulations should require and enforce pasteurization of all milk sold.

Further protection of health is partially achieved through informative labeling required by the Federal Pure Food, Drug, and Cosmetics Act. Patent medicines and foods must show on the label the presence of certain dangerous or habit-forming substances.

With limited help available, restaurants and other public eating places may tend to lower sanitary standards as well as standards for food preparation. Every local community should have an inspection program to control the conditions under which food is prepared and to examine the health of those who handle foods. Much still remains to be done in educating commercial cooks so to prepare food that the nutritive value is not lost in the cooking process. With people eating more meals away from home, improvement in restaurant cooking is exceedingly important.

The community is responsible for maintaining standards of food production and distribution which are conducive to the good health of the inhabitants. The individual should take care to maintain his health through consumption of nourishing foods, remembering that the most costly foods are not necessarily the most nutritious. Food may be scarcer than formerly, but there is enough of it for all if wisely used and not wasted.

CHILD CARE

The war is forcing everyone to face seriously and realistically the problem of what is happening to families and children and what the post-war period holds for them. Care of children of working mothers is one of the most urgent phases of the problem, the solution of which rests upon the entire community.

The Need

As the war progresses, increasing numbers of women will take positions outside the home in business and industry. In April, 1943, Secretary Perkins estimated that approximately 15,000,000 women were gainfully employed.[4] It was estimated that about 4,000,000 were in war employment at that time, and that the number would increase to 6,000,000 by the end of 1943. What percentage of these women are mothers of small children cannot be computed. But we do know that in some communities the supply of workers is so depleted that many women with small children have taken jobs.

The War Manpower Commission has issued the following statements in regard to employment of women:

1. Women, without children under 14 years of age, be actively recruited for employment and training, but that this principle shall not be construed to mean that women who are responsible for the care of young children and who desire work are to be deprived of an opportunity for training or employment.
2. Special efforts to secure the employment of women with young children be deferred until all other sources of local labor supply have been exhausted, in order that established family life will not be unnecessarily disrupted.
3. Adequate facilities be provided for the care of the children of working mothers, which facilities should be developed as approved community projects and not placed under the auspices of individual employers or employer groups.[5]

Women are entering industry notwithstanding their home responsibilities. It was estimated that by the end of 1943 between two and three million children of working mothers will need day-time care. An estimated three-fourths may be taken care of by sisters, grandmothers, relatives, friends, and neighbors. The remaining one-fourth will need the attention of some community agency. Of this group about one-third are children of pre-school age and two-thirds of

[4] Frances Perkins, "Women's Work in Wartime," *Monthly Labor Review*, Vol. 56, No. 4 (April 1943), p. 661.

[5] "Policy of War Manpower Commission on Woman Workers," *Monthly Labor Review*, Vol. 35, No. 4 (April 1943), p. 669.

school age. The problems of the two age groups are very different.

Standards for Care

In accordance with the standards established by the U. S. Children's Bureau a child care program should include:

1. Nursery schools, centers, etc. (conveniently located but not in plants) for children of pre-school age.
2. Playgrounds, leisure-time program, and supervision during after-school time for children of school age.
3. Other arrangements, such as day care in foster homes, housekeeper service, day and vacation camps.
4. Individual counseling service to mothers.[6]

Child care centers and nursery schools must be educationally sound, otherwise the results may be very costly in terms of future citizenship. Only able, well-trained teachers who understand the social, emotional, physical, and intellectual growth of children should be asked to assume leadership in these programs.

Children of school age must be cared for after school hours. It is not enough to provide recreational facilities. There must be leadership, direction, and supervision. Boys and girls must be given a feeling of security and of worth. Part-time employment may answer the need in some cases, if the program is well controlled in terms of place of employment, type of work done, hours of work, and working conditions.

A survey by the National Probation Association showed that in 128 designated areas, large and small, throughout the country 80,390 delinquent children were handled in 1941; whereas, 88,073 were handled in 1942, a total increase of 9.5 per cent. There are indications that delinquency will augment as the war progresses, unless every effort is exercised to control it.

[6] Mary Robinson, "Recreation and Housing for Women War Workers," *Bulletin No. 190*, U. S. Department of Labor, Women's Bureau, Washington, D. C., 1942, p. 9.

Providing Adequate Care

There is no one best way to solve the problems of child care. Each community has different problems and different resources. Some communities may begin by calling together representatives of all local groups interested in children, such as schools, churches, department of public welfare, defense council, social agencies, and other active community groups. This body will then survey the needs and the resources, and, on the basis of their findings, make plans. Developing a program is not a simple task. It will take even more time and ingenuity to realize the goals.

Limited financial aid is available from Federal sources for the development of community child care programs. Under the Lanham Act, $300,000,000 were allocated to aid housing in war areas. Of this, $315,000 were set aside for child care facilities sponsored by local school departments. Grants in aid through the Children's Bureau provide some funds for help to dependent children. The largest fund, $400,000, was made available by the President from his emergency war fund to the office of Defense Health and Welfare Service for the purpose of promoting and coordinating programs for the care of children of working mothers. Applications for funds may be made by the State Department of Education to the United States Office of Education or by the State Department of Welfare to the Children's Bureau, Washington, D. C.

Although Federal funds are available, the initiative for getting the program started must come from the community. The farsighted community will make plans which will project into the post-war period, since there is great likelihood that the need will not stop automatically on the day of the Armistice. All alert citizens must organize to prevent cuts in local funds and personnel for the existing social services. It is disturbing to think that some communities should consider such services as juvenile crime prevention bureaus so unimportant today as to warrant diminished support. A

community program of adequate child care — for all age groups — must be promoted by the people of the community; they are responsible for its failure or its success.

RECREATION

The inadequacy of recreational facilities in many industrial areas presents an acute problem needing immediate attention. It is not a problem that can be pushed aside for future consideration. The effects of insufficient facilities are immediate and costly in terms of morale, efficiency, and health of the workers. General public welfare is also at stake. Sound recreational programs and adequate facilities are inescapable community responsibilities.

Paul V. McNutt, Coordinator of Health, Welfare and Related Defense Activities, has said:

> The leisure time problems of our millions of defense workers are at least as urgent as those of the men in military service. Many of those coming into defense communities are young and away from home for the first time. Many of them are girls and women. Many of the older men have families with children. All of them are in equal need of wholesome, interesting recreation.

Recreational Needs in Communities

The problems of recreation vary greatly with different areas. Large cities normally provide a wide variety of activities ranging from the most to the least desirable. With pressure of increased population, all facilities, regardless of quality, are frequently inadequate to meet the demands. The facilities of smaller cities and towns are often insufficient, and are usually lacking in variety. Hundreds of industrial plants have been developed in sparsely settled areas, where thousands of workers have been brought in, only to find unsatisfactory living arrangements. Military camps and forts have seen the growth of many service industries in their vicinity. These have attracted large numbers of workers, mostly women. With no program for satisfactory, wholesome recreation for these people, limitless problems for both military and civilian leaders result.

It must be recognized that the new population of these war production centers is made up of all kinds of people. They have come from rural communities as well as the largest cities. Some are engaged in factory production which is monotonous, tiresome, difficult, and dangerous. Many are highly skilled workers. There are both college graduates and others who had little formal education. Some have traveled extensively ; others are experiencing their first adventure away from home. Salaries vary from low to high, but regardless of the specific amount, the worker probably earns more than he has ever earned before. For some it is their first paying job. To add to the problem, all ages, from grandparents to infants, are represented in this shifting group.

Serious problems result from three-shift production. Business and recreational facilities have not been able to meet needs 24 hours a day. Workers coming off the four to twelve o'clock shift find few restaurants, movies, or dance halls open. They have no opportunity to use library facilities. Other types of recreation to which they may have been accustomed such as golf, baseball, hiking, or swimming are no longer possible for them.

Limitations on tires and gasoline make it necessary that recreational facilities be situated within easy reach of everyone. People can no longer use their cars to take them quickly to the country or downtown to the theater. They must depend upon public conveyances that are frequently crowded or do not provide direct access to the desired destination. In some cities buses do not run after midnight. Time also becomes a factor. Two hours of travel may not leave much opportunity for recreational activities.

Providing Recreation

In facing the problem of providing an adequate recreational program, the community has four main responsibilities: (1) To recognize that the problem needs to be solved on a community basis, not as a problem of recreation for industrial workers, or for military men, or for children, but

as recreation for the entire community. (2) To develop an effective plan to meet the needs of the entire community. (3) To solicit the help of existing social agencies and individuals directly concerned with the operation of the program when plans are made. (4) To accept the responsibility for the conduct of the program after it has been set in operation.

Today there are many organizations, both national and local, interested in the problem of recreation. When setting up a recreational program it saves time and energy to work through an existing organization rather than to establish a new one for the particular purpose, since these organizations frequently have trained personnel and have experience in utilizing the community resources. On the national level, some of the agencies interested in recreational programs are the Women's Bureau, the U. S. Department of Labor, the Federal Security Agency, the Office of Civilian Defense, the Young Women's Christian Association, the Young Men's Christian Association, the National Catholic Community Service, the Jewish Welfare Board, and the Salvation Army. U.S.O. agencies operate on the local level with schools, churches, social agencies, men's clubs, women's clubs, and industry cooperating. In some communities a council composed of representatives of all existing organizations has proved of help in coordinating activities.

A war worker of Buffalo, New York, has written her own story of the problems of swing shift workers, and the way their problems were solved.[7]

She explained that it was possible to find recreation in the afternoon hours, but this meant that the workers started the job fatigued, unable to work effectively. Plans for recreation after work were made, but it was found that there was little opportunity for any type of recreational activity in the early morning hours. The Y.W.C.A., Y.M.C.A., and U.S.O. were doing their utmost, but it was not enough. A group of workers planned a meeting with the Buffalo War

[7] Eleanore M. Zaengle, "Recreation After 1:00 A.M.," *Recreation*, Vol. 37, No. 1 (April 1943), p. 20.

Council. A theater manager was invited to join the group to discuss possibilities of making motion pictures available to the swing shift. He agreed to alter the regular schedule so that on Wednesdays the theater would open at eleven o'clock in the morning and remain open until five o'clock Thursday morning. The next guest invited to the council meeting was the manager of a roller-skating rink. He found it difficult to believe that a group who had worked through the night would be interested in roller-skating, but agreed to keep the rink open each Tuesday morning from one until four o'clock. His business has prospered.

This group of war workers, calling themselves the Second Shift Recreational Council, was instrumental in providing facilities for bowling, and for dancing in a local ballroom, one night a week. Their final achievement was to provide church services at 2.15 A.M. Sunday. The service was interdenominational and made a real contribution to the lives of these workers. The initiative came from the workers themselves, but the community stood ready to help them solve a pressing problem.

Recreational Leadership

To be effective, any recreational project requires planning for facilities, programs, and leadership. The community has many resources which can be used to better advantage. A play group may be developed with both children and adults participating in the planning and execution of the project. Play equipment may be simple, inexpensive, and made from nonpriority materials. Schools not used through the summer months or over weekends might serve adults and children alike, for various recreational activities. Many rural areas have town halls which are used only a few times throughout the year for town board meetings. These could be opened for public forums, dancing, or general recreation.

Every community has men and women who have had specialized training in recreational leadership, or who have

a special interest in this type of work. These should be given the opportunity to serve. Talent of various types is abundant in any community group. Community singing provides means of expression for many who would be afraid to sing alone. It is interesting to observe how the individual's courage increases when he performs in a group. One able leader may begin an evening with group singing of familiar songs, then stimulate the group to compose their own melodies, and may end with the most timid person in the group singing a solo.

Another volunteer worker may convert his basement into a workshop where anyone may come to work with wood, clay, paint, scrap metal, or paper. Many an old barn has served as a play house where children or adults presented puppet shows, circuses, or plays.

One mid-western city which had weekly municipal concerts had to discontinue this practice, but substituted an evening of recreation in each community park. The evening's entertainment started with various sports events for all age groups and ended with a local talent program and community sing.

Since trained personnel is no longer available in sufficient numbers for the operation of recreation centers, volunteer help must be called upon to serve. This help will be valuable only if the workers recognize the importance of recreation and its role in stabilizing a community. Those who volunteer their services must accept the full responsibility of the assigned office, and be held accountable for the results of the project.

Each type of community should develop its own program. The important thing is that a program be started, that it grow through efficient guidance, and that it meet the specific needs of the participating group.

HOUSING

Housing is another serious problem facing the communities.

It is now a matter of general agreement that even before the depression commenced over 10,000,000 families in America, or more than 40,000,000 people, were subjected to housing conditions that did not adequately protect their health and safety.[8]

This statement by the Senate Committee on Education and Labor — made after three years of hearings to determine whether the United States Housing Act of 1937 was necessary — indicates that housing was a major concern to the country even before the outbreak of the Second World War. Since that time, development of war industries in many areas has made housing a most acute problem.

Problems Resulting from the War

It is true that with induction of men into the army many dwellings have been vacated. These vacant homes, however, are not necessarily where the needs are greatest. Industry has developed in certain key locations and often workers had to be brought in from other sections. An effort was made to provide for their needs, but the rate of expansion and lack of foresight have frequently made this impossible. In a Virginia town, dormitories constructed to provide for 1,000 war workers were occupied by only 55, while in Charleston, South Carolina, the building of destroyers was seriously hampered because of the housing shortage.

Solving the Problem

The housing problem can be relieved in three ways: (1) by the maximum use of existing available accommodations, (2) by construction of temporary accommodations, and (3) by construction of more permanent structures. It has been expected that existing structures would meet the need for about one-half of the total demand. The Homes Use Service of the National Housing Administration was established to promote the maximum use of existing dwelling space and to stimulate the conversion of existing structures

[8] John H. Haefner, "Housing America," *Bulletin No. 14*, National Council for Social Studies, Washington, D. C., 1940, p. 28.

to provide additional living space. In war production areas the Home Registration Office or the War Housing Center provides for registration of available rooms, apartments, or houses which then may be rented by war workers. Conversion projects can be undertaken with private or government funds. Government funds will be allocated only to those projects which provide additional living units quickly with a minimum use of critical materials. These projects also must be located close to war plants. Private individuals undertaking conversion projects may obtain an insured mortgage loan if Federal Housing Administration standards are met.[9]

Most of the new public housing is temporary in nature, consisting of dormitories, war-departments, and temporary shelters, while private enterprise has contributed permanent housing of the family unit type.

The cost of both temporary and permanent housing — in terms of war materials and manpower — should make everyone feel responsible for putting unused rooms at the disposal of war workers. If the occupation of the bread-winner does not demand residence in a given place, families may find it to their advantage to move into non-defense areas. This would release housing where it is most needed.

Some communities are facing the housing problem and solving it in a satisfactory manner. Others look upon war workers as intruders and are uncooperative. Mobile, Alabama, made a start towards meeting its problem through the combined efforts of the Chamber of Commerce, the local newspapers, the radio stations, and the Junior League. All but two out of a total of 275 members of the Junior League took war workers into their homes.[10] Other communities may work through different organizations. It is important that a plan of action be developed and that the community educate its citizens to recognize that they must assume the

[9] Coleman Woodbury, "How War Housing Is Programmed," *Journal of Home Economics*, Vol. 35, No. 4 (April 1943), pp. 217–19.

[10] Reported in "Housing for War," *Fortune*, Vol. 26, No. 4 (Oct. 1942), p. 93.

responsibility for solving one of the most pressing problems of the present time.

But one must also look into the future. In the post-war period great adjustments will have to be made. By then we must have developed standards for housing to guide both urban and rural communities.

> Good housing is shelter, with its equipment, furnishings, and environment, which promotes the realization of life values held by its occupants, and which contributes to the stability and progress of that society to which those occupants belong.[11]

If we accept Davies' definition as a goal, many problems arise. How can the minimum standard for housing be determined? Who can afford these minimum standards? How can decent housing be assured to everyone? How will technological development alter the kinds of houses built? What changes in tax policies are desirable? To what extent shall the community control the kinds of houses built? How shall new housing be financed? What new housing legislation is necessary? These are only a few of the questions which will have to be answered within the next few years. Whether the answers will be satisfactory will depend largely on how farsighted the citizens of a community are.

EDUCATION

School problems are community problems. The education of thirty million children should deeply concern the public. The supply of teachers has been drastically cut, necessitating the closing of many schools and the issuing of emergency teaching certificates to persons not sufficiently prepared to take over the task of educating our future citizens. In 1942–43, 35,000 emergency certificates were issued by the states. This is approximately ten times the usual number.[12] It is estimated that more than 100,000 of the 250,000 teachers

[11] Joseph Davies, *Fundamentals of Housing Study*, Bureau of Publications, Teachers College, Columbia University, New York, 1938, p. 14.

[12] Willard E. Givens, "Time for Uncle Sam to Aid Teachers," *The School Executive*, Vol. 62, No. 9 (May 1943), p. 17.

to be hired in the summer of 1943 will have qualifications that do not measure up to standards.

The Need for Well Qualified Teachers

The Research Division of the National Education Association has indicated that in 1942–43, 39,000 teachers joined the armed forces, and 37,000 as compared with a previous yearly average of 11,000 entered war industry or private employment, and that 35,000 as compared with 21,000 left teaching because of marriage.[13]

It was estimated that by the fall of 1943, the teacher deficit would reach 75,000. About one out of five male teachers left his job between the attack on Pearl Harbor and midsummer of 1943. Women are being attracted to other positions for a variety of reasons. Service in the Waves, Wac, Spars, Red Cross, and in other military or nonmilitary groups directly related to the war seems more glamorous, more adventurous, or more patriotic than teaching. Some teachers find it difficult to see that they are fulfilling a patriotic duty by remaining in the classroom when industry demands more workers. However, the most important reason for the tremendous turnover is salary. The cost of living by midsummer of 1943 had risen approximately 22 per cent, while teachers' salaries had risen only 7 per cent. The minimum salary for any full-time, professional Federal employee is $2,000.00 per annum. The charwoman is paid $1,200.00 a year by the Federal Government. Nearly eight from every 100 teachers in the country are being paid less than $600.00 annually. In Mississippi and Arkansas half or more of all teachers receive less than $600.00 for a year's service! Maine and Kansas pay one teacher in every six less than $600.00 a year.[14]

Adjustments in School Programs

Because of reduced teaching staffs, many adjustments must be made. Classes often have been increased in size

[13] *Ibid.*, p. 17. [14] *Ibid.*, p. 17.

to the point where little personal contact is possible between teacher and students. With large classes the lecture method of teaching may replace student participation. The teacher does not have the time to determine individual problems and needs to base her teaching on, with the result that the children's gains are greatly limited. Special services which have become an important part of education are being reduced. Kindergartens, special classes for the mentally retarded, reading clinics, and psychiatric clinics have frequently been closed. In many places school lunch services have been discontinued and specialized vocational training has been reduced, as have various phases of both the health and the guidance programs. How far should these changes be permitted to go? Recognizing the need for adjustment, we should ask: Are these changes the ones least likely to affect the child's well-being? Are all these reductions in service warranted by the war-emergency? These are problems to be answered immediately. There are other questions the answers to which cannot be given so quickly. What services must be reinstated after the war? How effective is the present method of teaching? What are the real aims of public school education? Are our schools teaching knowledge, skills, and attitudes which will prepare citizens for more effective participation in a democratic world?

The kind of instruction a child gets will affect his entire life. Highly trained, skilled teachers represent one of the best investments a community can make in its future. Prime Minister Churchill in a message to Parliament made the following statement concerning education in the post-war world:

> The future of the world is left to highly educated races who alone can handle the scientific apparatus necessary for preeminence in peace or survival in war. I hope our education will become broader and more liberal. . . . Facilities for advanced education must be evened out and multiplied. Nobody who can take advantage of higher education should be denied this chance. You cannot conduct a modern community except with an adequate supply of

persons upon whose education, whether humanitarian, technical, or scientific, much time and money has been spent.[15]

SUMMARY

Management of the home must be viewed in its relationship to the larger community, since the achievement of satisfying individual and family living depends greatly on outside forces. Every individual must assume some responsibility for the community's projects, if he is willing to accept, directly or indirectly, the benefits of group enterprise.

During the war it is necessary to take stock of the existing services to determine how they can be maintained or improved. Of special concern to all homemakers at this time are community problems relating to health, child care, recreation, housing, and education. Programs for local service should be developed through community initiative. No two local patterns will be the same, for each will depend upon the specific needs of the community in relation to its resources. All programs must look forward to the post-war period because the end of the war will not mark the end of community responsibility for the well-being of the citizens.

QUESTIONS AND PROBLEMS

1. The Browns were given a special invitation to attend a local meeting on problems resulting from the expansion of war industries in their town of a hundred thousand. They refused, saying that they were able to take care of themselves if others would leave them alone, and, furthermore, their children were all grown and had left home so they had nothing to be concerned about. Had you been the one issuing the invitation, what would you have done?

2. Evaluate the food you have consumed during the last two days in terms of nutritional adequacy.

3. Make a list of the special wartime services familiar to you, which your community is offering. Check those which you have used. Ask your librarian to help you complete your list and find out all you can about each new service.

4. What can you do in your own home to relieve or prevent extra pressure on the heavily taxed medical and hospital services?

[15] *Education for Victory*, U. S. Office of Education, Federal Security Agency, Washington, D. C., Vol. 1, No. 28 (April 15, 1943), p. 1.

5. Clip from the daily paper articles giving evidence of unsolved community problems. Indicate what you can do to assist in solving these problems.

6. Show the relationship between effective home management and concern for community problems.

SUGGESTED READINGS

AMIDON, BEULAH, "Who Can Afford Health?" *Public Affairs Pamphlet 27*, New York: Public Affairs Committee, Inc., 1939. Present findings of the National Health Survey in popular style. Discusses the health status of the nation and suggests ways and means of improvement.

ARONOVICI, CAROL, *Housing the Masses*, New York: John Wiley & Sons, Inc., 1939. Explains some of the basic factors that have affected the progress of the movement for improved housing in the United States.

BINGHAM, FLORENCE C., *Community Life in a Democracy*, Chicago: National Congress of Parents and Teachers, 1942. Addressed to the average citizen. Stresses the importance of the contribution which coordinated community activities can make to improve the welfare of citizens.

BUTLER, GEORGE D., *Introduction to Community Recreation*, New York: McGraw-Hill Book Company, Inc., 1940. A comprehensive volume interpreting community recreation, its significance, functions, objectives, program content, methods of operation, and relationships. Emphasis is placed upon recreation in towns and cities.

COLCORD, JOANNA C., *Your Community: Its Provision for Health, Education, Safety and Welfare*, New York: Russell Sage Foundation, second edition, 1941. A pertinent handbook for those interested in community improvement programs.

DALLAS, HELEN, "How to Win on the Home Front," *Public Affairs Pamphlet 72*, New York: Public Affairs Committee, Inc., 1942. Suggests ways which every homemaker can use to maintain the family's scale of living during wartime. Brief, popular presentation.

Democracy Means All of Us, Washington, D. C.: Federal Security Agency, Office of Defense Health and Welfare Service, 1942 Tells how communities can organize to meet local community needs. Special suggestions for nutrition programs.

DIEUAIDE, FRANCIS R., *Civilian Health in Wartime*, Cambridge Harvard University Press, 1942. A broad, general discussion

of the varied aspects of the nation's health, with emphasis on the need for maintaining good health during the war period.

OGG, ELIZABETH, and HAROLD SANDBANK, "Homes to Live In," *Public Affairs Pamphlet 66*, New York: Public Affairs Committee, Inc., 1942. Practical suggestions of how to make the home more livable, with a minimum expenditure of money and materials. Brief, popular style.

REID, MARGARET G., "Food Strategy," *Pamphlet No. 1*, Wartime Farm and Food Policy Series, Iowa State College Press, Ames, Iowa, 1943. A pertinent, brief presentation of the food problem facing the United States in wartime, the adequacy of food supplies, and the proposed action for improving the situation.

ROSE, MARY SWARTZ, *Feeding the Family*, New York: The Macmillan Company, fourth edition, 1940. A comprehensive treatment of the problem of supplying adequate nutrition to all family members. College level.

ROUNTREE, JENNIE, "This Problem of Food," *Public Affairs Pamphlet 33*, New York: Public Affairs Committee, Inc., 1942. Discusses the nutritional status of the American people and gives specific aid in the selection of foods to meet daily requirements. Brief, popular style.

SHERMAN, H. C., and C S. LANFORD, *Introduction to Foods and Nutrition*, New York: The Macmillan Company, 1943. An authoritative presentation of material planned for an introductory college course in foods and nutrition. Valuable for the homemaker.

Small Town Manual for Community Action, Washington, D. C.: U. S. Department of Commerce, Bureau of Foreign and Domestic Commerce, 1942. A summary of ways in which the community can organize to develop effective programs of activities and solve local problems. Brief. Good pictures.

WILLIAMS, JESSE F., *Healthful Living*, New York: The Macmillan Company, third edition, 1941. A basic physiology text relating subject matter to the individual's living experience. College level.

WOOD, EDITH ELMER, *Introduction to Housing Facts and Principles*, Washington, D. C.: Federal Works Agency, U. S. Housing Authority, 1940. Presents basic facts and principles anyone concerned with the status of housing in America must know.

APPENDIX

HOW DO YOU RATE AS A HOME MANAGER?

Use the following score sheet to determine how you rate as a home manager, then plan a program for improvement based on your scores.

Directions: A number of practices common to everyday living are described below on two levels: low and high. The low level represents the least effective practice or situation. The numbers from 1 to 5, across the page, represent the degrees of achievement in these practices; 1 represents the lowest level and 5 the highest level.

Read each statement carefully. In the column at the right place the numerical value which most nearly indicates your present degree of achievement in the respective activity.

Example: The low level of the first item is described as: One person decides most problems for the family, or they let things happen come what may. If this describes the way in which decisions are made in your family, place 1 in the right-hand column. If, however, about half of the problems of family concern are decided cooperatively, the score is 3. If most problems are solved cooperatively, the score is 5.

	1	2	3	4	5	Score
1	One person decides most problems for the family, or they let things happen come what may.				Problems that concern all family members are solved cooperatively.	
2	The family is crowded into inadequate space. All rooms are shared with others.				All individual family members have opportunity for privacy.	

	1	2	3	4	5	Score
3	Recreation and leisure are not indulged in because there is so much work to do, or every person plans his own good time independently, seldom if ever sharing experiences with the group.				Plans for group recreation and leisure are made cooperatively.	
4	Guests are entertained outside the home, or no one is entertained.				Guests of family members as well as of the whole family are often entertained in the home.	
5	Children are either the center of interest or are ignored.				Children take their places in the family group on a par with other members.	
6	Family members usually go away from home for their recreation.				The home provides space, equipment, and time for recreation and hobbies for all of the family group.	
7	Mother makes the time schedule for the family, or work is done without one.				All family members cooperate in making a time schedule.	
8	The time when routine tasks are done is never the same.				A definite time is set each day for doing routine tasks.	
9	Hard tasks and easy tasks are done as they happen along, without any plan.				Hard work is alternated with less tiring work.	
10	Mother does the work in the household. Occasionally the girls help.				All family members cooperate in household work.	

	1	2	3	4	5	Score
11	Rest periods are taken whenever the worker gets a notion, or there is so much work that no time remains for rest.				Rest periods are planned to break long stretches of work.	
12	What is accomplished in a given time is a matter of chance.				A time plan serves as a guide to accomplish really important tasks.	
13	If any time happens to be left over after work, it is spent on recreation; or a disproportionate amount of time is spent in social activities, work being neglected.				A fair amount of time is allowed for recreation as well as for work.	
14	Frequently the day's work is started with a worn-out feeling due to lack of rest or sleep.				Enough rest and sleep are provided to recover from daily fatigue.	
15	Often hair, nails, and clothing are not clean or neat.				Hair, nails, and clothing are usually clean and neat, giving a well groomed appearance.	
16	There is frequent complaining about people and situations.				The family is usually happy and cheerful.	
17	Directions are confusing or are given harshly, with little patience, or as commands.				Directions are clear and concise, given courteously and pleasantly.	
18	Daily activities are taken care of haphazardly.				A schedule for daily activities is planned a week or more in advance.	
19	Major tasks are done awkwardly.				Major tasks are done skillfully.	

	1	2	3	4	5	Score
20	Work is done slowly or inefficiently, or with much dawdling.			Work is done with dispatch.		
21	Many projects are started which are never completed.			Most jobs are carried to completion, even though difficulties are encountered.		
22	Much light woodwork, or highly-polished, elaborate furniture used, is a constant source of irritation because of the upkeep required.			Interior finishes and furniture are chosen with regard for the time, energy and money available for their care.		
23	The house is ornately furnished in poor taste, or inadequately and uninterestingly furnished.			The house is furnished attractively, in good taste, and with originality. Furnishings may be inexpensive or costly.		
24	Habitual poor posture is causing round shoulders, protruding abdomen, or constant weariness.			Good posture is maintained while walking, working, and resting.		
25	Equipment is frequently not in working order, due to neglect.			Equipment is kept clean and in repair.		
26	Tools and equipment are outmoded, inefficient, or inadequate.			Tools and equipment are well chosen for the work to be done.		
27	Arrangement of equipment and furnishings necessitates much backtracking and waste of energy.			Equipment and furnishings are arranged so that one part of a task flows naturally into the next.		
28	Most equipment is either too high or too low for comfort in working.			Working heights of equipment are adjusted so worker does not get tired from reaching or stooping.		

	1	2	3	4	5	Score
29	Storage facilities are inadequate, poorly arranged, or not easily accessible.				Adequate, convenient storage space is provided for individual and family needs.	
30	Money is saved only when some happens to be left over at the end of a pay period; or so much is saved that current basic family needs are not provided.				There is a regular plan for saving money.	
31	A mental shopping list is relied upon when buying.				An adequate written shopping list is made before going to the store.	
32	Labels, if used at all in buying, serve only to recognize a brand.				Labels are carefully read and the information given is used as a guide in purchasing.	
33	Bills are paid whenever someone happens to get around to paying them.				Bills are paid promptly and systematically.	
34	There are no records of income and expenditures, or they are disorganized, inaccurate, or incomplete.				Complete and accurate records of income and expenditures are kept.	
35	The total cost, rather than the rate of interest charged, determines whether or not a purchase is made on the installment plan; or the rate of interest on installment purchases is never determined.				The rate of interest on installment purchases is determined before a contract is made.	
36	The family lives from payday to payday, meeting demands as they come and if they can.				Adequate plans are made for the use of money income over a fairly long period.	

	1	2	3	4	5	Score
37	One member of the family plans for the use of money income, or they simply "muddle through."			All family members share in planning the use of money income, according to their ability to understand.		
38	Money is given each family member whenever the one who holds the purse strings chooses.			Each family member has a personal allowance, though it may be small.		
39	Food served is cluttered, messy, unattractive, or uninteresting.			Food is served attractively with regard for color, form, texture, and quantity.		
40	Meals are frequently late, or served at irregular hours.			Meals are served on time and with dispatch.		
41	Much food is wasted because of poor preparation, misjudgment of quantity, inadequate storage, or poor planning.			A minimum amount of food is wasted.		
42	Meals are planned one at a time.			Meals for several days are planned as a unit, approximately a week in advance.		
43	Meals are monotonous and uninteresting.			Meals provide variety in texture, form, color, flavor, and temperature.		
44	Meals are planned on the basis of what the family likes to eat, without regard for nutritional needs.			Up-to-date knowledge of nutrition is used in planning meals.		
45	Table linen is wrinkled, hems ripple, or edges are uneven.			Table linens are smoothly ironed and carefully folded.		

	1	2	3	4	5	Score
46	Clothes have streaks of dirt on collars and cuffs. Linens are frequently stained.				Clothes and household linens are washed clean.	
47	No time is given to community improvement.				Active part is taken in one or more important organizations or projects.	
48	The responsibility for voting is left to others.				All family members of voting age vote in local, state, and national elections.	
49	No daily newspaper is read consistently for its current news. The radio serves only for entertainment.				Current newspapers and magazines, as well as the radio, are used to keep informed on local and world events.	

WHERE TO OBTAIN HELPFUL INFORMATION

With quantities of free, or low-cost materials available dealing with all phases of the homemaking problem, no one needs to want for information. Usually a penny postcard directed to the proper source will bring information which is accurate and dependable. It is important to become familiar with the available sources, so that one knows where to go for help. Following are some of the government agencies and other sources from which materials may be ordered:

Federal Agencies and Services

A. Department of Agriculture, Washington, D. C.

1. Agricultural Marketing Service.

   Questions relative to quality, price, grades and supplies in fruits, vegetables, rice, meats, and dairy and poultry products may be referred to this service.

2. Bureau of Animal Industry.

Any problems involving meat grading may be directed to this office.

3. Bureau of Human Nutrition and Home Economics.

Based on a broad program of research, this Bureau is able to give information of inestimable value to all homemakers. Results of research are made available in both technical and popular bulletins relating to food, clothing, housing, household equipment, and other consumers' goods.

4. Consumers' Counsel Division.

This Division through its publications attempts to interpret the farm program and help the homemaker improve her ability to purchase and use agricultural products. One of the most valuable contributions of this Division is its publication, Consumers' Guide, which is available through the Superintendent of Documents, Washington, D. C., at 50 cents a year.

5. Extension Service.

Recent developments in home economics are interpreted in information made available especially to rural people through publications and county home demonstration agents.

6. Office of Information.

General information relating to the Department is cleared through this Office.

B. Department of Commerce.

1. National Bureau of Standards.

This Bureau encourages manufacturers to identify their commodities with quality labels. Information relative to accomplishment is made available to organized groups who desire assistance in improving their purchasing methods.

C. Independent Offices.

1. Federal Security Agency.

a. Food and Drug Administration.

Enforcement of the Federal Food, Drug, and Cosmetic Act of 1938, the Tea Act, Naval Stores Act, Insecticide Act, Caustic Poison Act, Import Milk

Act, and Filled Milk Act rest with this Administration. It deals with all questions of quality of foods, drugs, or cosmetics in interstate commerce.

b. Public Health Service.

Any information relative to the protection and improvement of the public health is available through this Service.

c. Office of Education.

As the name implies, this office is concerned with all problems of education.

d. Federal Trade Commission.

All questions or complaints pertaining to false advertising of foods, drugs, devices, or commodities may be referred to this Commission which has, under the Wheeler-Lea Amendment to the Federal Trade Commission Act, the responsibility of preventing unfair and deceptive acts or practices.

2. Office of Price Administration.

This Office is responsible for price and rationing regulations. Through the consumer division general information regarding various phases of rationing and price control is available. A great many free pamphlets are distributed from this Office.

3. Office of War Information.

Through its official publications this Office reports the activities of government war agencies.

D. Department of Labor.

1. Children's Bureau.

Many publications, technical and popular, relating to the care, training, and well-being of children are issued by this Bureau. It will give help to anyone endeavoring to improve the status of children.

2. Bureau of Labor Statistics.

Price information on food, clothing, furniture, house furnishings, rent, electricity, gas, and coal is available from this Bureau. Its publication is the *Monthly Labor Review.*

3. Women's Bureau.

This Bureau is currently concerned with the problems of the employed woman. Attention is given to the rural

and urban worker, her health, working and living conditions, training and income.

Most material from the Federal Agencies is free, or low cost. Any free publication may be obtained by writing directly to the agency which issues it.

Publications which are not free may be secured from the Superintendent of Documents, Washington, D. C. Remittance should always be made by postal money order, express order, coupons, or check. Stamps are not acceptable, and currency may be sent at the sender's risk.

It is wise to have one's name put on the mailing list for the free material issued by various agencies, if one finds the publications generally valuable to her. It is wasteful, however, to accept publications which are seldom or never used.

Local Sources of Information

The local sources of information vary with communities. Someone in the local public library or school will be able to tell you the agencies which do exist, and can direct you to someone from whom you can secure the information needed. In most rural communities there is a trained home economist or agriculturalist of the Agricultural Extension Service who will be of inestimable help. Various departments of the state universities will answer your special problems or direct you to other available sources of information.

Professional Agencies and Organizations

Professional agencies and organizations which serve the interests of their members frequently provide information which is timely and valuable. Some of these organizations are: the American Medical Association, the American Home Economics Association, the American Dental Association, the Parent-Teachers Association, the American Association of University Women, and the National League of Women Voters.

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