

LEARNING TO SHARE HOME RESPONSIBILITIES  
IN A SELECTED GROUP OF FAMILIES

By

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LEARNING TO SHARE HOME RESPONSIBILITIES  
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## PREFACE

At the present time considerable effort is being made among homemaking teachers to center their teaching problems and subject matter of concern to families and their members. Inasmuch as problems of relationships are common in families it is recognized that a special effort is needed to educate students and parents co-operatively so that there will be a greater carry-over into the homes.

The purpose of this study was to help homemakers find ways of stimulating family members to share in the responsibilities of housekeeping.

In this study an effort was made to analyze to what degree members shared in the responsibilities and acquiring some understandings believed to be of value in bringing about a change.

The study shows how teacher, students and parents can work together to improve relationships within the family.

I am sincerely grateful to Doctor Elsa B. Bate, Professor in Home Economics Education, Oklahoma Agricultural and Mechanical College, for her sincere kindness, patience and understanding which she displayed at all times and for her helpful suggestions in carrying out this study. Appreciation is likewise due Doctor Millie V. Pearson for suggestions made for the improvement of the material assembled in this study.

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homemaking girls, homemakers of the adult class, and the principal of the Rosenwald School who made this study possible.

Special appreciation is expressed to my husband, Victor B. Phillips, for without his co-operation, patience, and constant encouragement the completion of this study would not have been possible.

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## CHAPTER I

### INTRODUCTION

Today we are threatened as never before with a vast change in our way of life. Home and family life are much disorganized. If there is to be a change for the better in our way of life, education must bring it about. It is then the duty of teachers to emphasize the need for improvement and to encourage families in their efforts. If homes and home life are to be improved teachers must stress a sound educational program, one that is usable in our society.

Today there is an increased interest in adult education in all progressive countries of the world. Evidences are seen in the efforts of public schools and colleges to initiate educational programs for adults. At no time in history have there been so many adults attending schools as are now enrolled, either as regular or special students.

A greater knowledge of human beings, their backgrounds, their interests, and their variabilities, will be needed if the adult education of the future is as effective as it can be. Subjects and methods of study must be adapted to individual needs, and interests. An understanding of these is as essential to the teacher as is a knowledge of the subject matter he endeavors to impart.

Adult education programs can be helpful at many points in making the course of social life smoother. They can assist young adults in learning the social skills that are necessary to get along in the world. They can teach facts and develop attitudes and skills that make for happy family living and constructive participation in community affairs.

Education for personal, family, and community living has been recognized as a pertinent need in the world of today. The task of educating for personal, home, and family living is much the same as it has been in the past, but now it is believed that it must be done better.

The responsibility for better home living can, and should, be shared by all educators but home economists are frequently expected to lead in this effort, and are in a strategic position to do so.

Every aspect of living should be analyzed to develop in every citizen the fullest possible, and the most effective, participation in a democratic society if we are to win the struggle for democracy.

The family is known to be the cradle of democratic living. In the family, appreciation of and loyalty to democratic ideals may be nurtured or destroyed. Not only are individual families alone responsible for the cultivation of democracy in society, but families, collectively, in their reciprocal relationships, are a most powerful force in molding the concept of democracy by which individuals conduct their lives.

The power of the family to cultivate democratic ideals and practices in its members carries with it the responsibility for families to become conscious of what qualities and practices in family living are democratic and to foster those and increase them.

In a society in which economic conditions and cultural patterns are rapidly changing every day and hour, new and unpredictable situations arise. The family that fosters the spirit of adventure, that encourages each member to face problems and solve them with careful consideration for future consequences, not only to themselves but to others, that teaches its members to work and plan together harmoniously is doing much toward making democracy work.

Education, as a continuous process by which individuals from birth to death reconstruct their personalities, should seek to promote increasing democracy and consciousness of democracy in individuals at all levels of maturity and in every area of living. If this is true, then education of adults in the area of home and family living should seek to promote increasing democracy in that area.

People have always continued to learn through their adult years and long past whatever formal education they have had. As Monroe points out:

. . . . Although adult education as a conscious sophisticated movement or as an activity of leaders is relatively modern, all peoples at all times, from primitive to modern have had folkways, customs, mores, and institutions which served to pass on their culture to adults as well as to children and youth.<sup>1</sup>

The term adult education is relatively new. However, adult education has existed in some form throughout history. Early man had to learn many things by the trial-and-error method, contemporary man does also. This, of course, may be a disadvantage at times because of the inefficiency of the method. It is also advantageous, at times to learn vicariously through the experiences of others.

The chief purpose of adult education is to help individuals find ways of solving their everyday problems. Spafford says:

The purpose of adult homemaking education is to assist men and women to carry out more easily the activities and responsibilities of the important job of homemaking; to make provision for the individual to develop homemaking skills and interests through actual practice, demonstration, and group discussion; to promote keen enjoyment of the home, happiness in the family and understanding between youth and adults, to enable homemakers to cooperate with the school and to make homes a social force in the community.<sup>2</sup>

<sup>1</sup>Walter S. Monroe, Encyclopedia of Educational Research, 1950, p. 22.

<sup>2</sup>Ivot Spafford, A Functioning Program of Home Economics, John Wiley and Sons Inc., (New York), p 312.

The earliest education begins in the home. The success of this early training depends on the ability of the adult members of the family to guide efficiently the younger members. The home, as a basic institution for learning, cannot be over emphasized. The chief purpose of education in the home is to help the individual develop a desirable pattern of growth.

One big objective of an adult education program is to help adults find ways to solve the many problems by which they are confronted each day. In helping adults to improve their home life, a foundation is being laid for better schools, communities and a better nation. Some objectives as stated by Williamson are:

. . .to help adults identify and find ways to solve satisfactorily those everyday problems of personal and home living which are related to homemaking; to stimulate adults to keep up with developing funds of information in those fields which will help them to meet their home problems intelligently; to help adults find satisfying outlets for self-expression, through activities related to home life; to encourage adults to develop a deeper and richer appreciation of the spiritual as well as physical and social satisfaction.<sup>3</sup>

Adult education thrives best in communities where it is needed and wanted. There is a need for adult education in the fields of homemaking, community life and the ever-changing economic problem. As stated by Hatcher: "If adults are to be efficient parents and cooperative citizens, they must also learn to meet new and varied conditions both in the home and in the community in which they live."<sup>4</sup>

For adults this means keeping up with the various developments in home and family life, and in community life. Population, location, and economic conditions have their effects on the need for adult education.

<sup>3</sup>Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School, pp. 367-368.

<sup>4</sup>Hazel M. Hatcher and Mildred E. Andrews, The Teaching of Homemaking, (Mass. 1945), p. 339.

Hewitt says that,

Population composition and trends are obviously productive of both quantitative and qualitative needs . . . . Sociological and economic changes as well as modification of the concept of the purpose of adult education, make the problem of determining specific needs a continuous one.<sup>5</sup>

In our every day observations we know that our world is becoming a more difficult place in which to live, and that there is a need for more educated adults to take on the responsibilities of society. More and more we are realizing the need for a greater interest in adult education. Alvin Johnson puts it this way, "Adult education was important when America was young. It becomes more important every year, as life and learning become more complicated."<sup>6</sup>

There is a trend toward community organization with the purpose of making the community a better place in which to live. In order to help the adults in any community, it is necessary to understand the needs of the community. A survey of the prevailing conditions will show what phase of adult education should be emphasized. Home visits will reveal the needs of the homemakers and in what areas homemaking education should be stressed.

As revealed by a survey from the community on which this study was based, the phase of adult education most needed was parent education.

The program content planned for parents was designed to help them understand the nature and needs of children as they develop, to interpret principles of education; and guidance to assist them in building up a background of values, of information, and of shared experiences which

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<sup>5</sup>Dorothy Hewitt and K. F. Mathers, Adult Education, (New York, 1940), p. 25.

<sup>6</sup>Alvin Johnson, The Clock of History, (New York, 1946), p. 226.

will give them security and satisfaction. Parent education is reported by Lombard as:

. . . that area of adult education which is primarily concerned with education of family life and parenthood. It aims to give parents and others who deal with children, such as teachers, social workers, librarians, and nurses, increased insight into the fundamental principles underlying child development and satisfying family relationships and the relationships of the individual and the family in regard to social and economic forces.<sup>7</sup>

Therefore, parent education is a means by which many of the problems facing family life are brought into conscious consideration. Traditions are evaluated in the light of present day living and new techniques and methods of adjustments are evolved.

Good defines parent education as: "A phase of adult education dealing with child care and the improvement of the family."<sup>8</sup>

Parent education is an effective way of helping parents to keep up-to-date and to evolve standards to work toward. It should provide also a means whereby like-minded families can stand together, as far as possible with the cooperation of the children involved, in the common support of important standards and ideals.

In pioneer days in the United States parents carried on their social life within the home. They taught their children the skills that were necessary to maintain life in the family under the primitive conditions that existed. Social changes began to take place which were not understood by the parents. It was in the midst of these changes that parents began to seek outside help in obtaining a better understanding of their

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<sup>7</sup>E. C. Lombard, Supervision of Parent Education as a Function of State Department of Education (U. S. Office of Education, Bulletin, 1940.6 Monograph 13:1-25).

<sup>8</sup>Carter V. Good, Dictionary of Education. McGraw-Hill Book Company, Inc. (New York and London, 1945), p. 268.

problems. A few mothers came together and clubs were organized to discuss problems. At first so little research had been done in the field of child growth and development, and in methods of instructing parents, that these groups were handicapped. It was logical then for them to turn to public, social, and educational agencies for aid.

One of the first agencies to give public recognition to the problem of parents was the Federal Government which created in 1912 the Children's Bureau in the Department of Labor, to investigate all matters pertaining to the welfare of children and child life among all classes of people.

The first organized family life education was solely for parents. Along in the 1890's groups of parents, most of them mothers, began to seek advice about bringing up their children. In New York, a handful of young mothers turned to Felix Adler, founder of the Ethical Cultural Society. Out of the experience of this group grew the Child Study Association of America which has made a major contribution to the understanding of family life.

Parent education in the early 1930's put most of its emphasis on a typical family relationship, the parent-child relationship, treating others as incidental. By 1940 the center of interest in parent education had shifted from the parent-child relationship to a study of the whole constellation of family relationships.

Parents as persons have need for personal and social development. Schools can provide opportunities in these respects. No other group is likely to have a great a concern for, and as great an interest in, the education of children and youth as parents and prospective parents. The work of education cannot be maximally effective until there is close cooperation between the parents and the school in planning educational

experiences and in making a fairly unified environment in which children and youth can grow up.

Modern schools emphasize that parents should be a part of all work that deals with children. This practice is based on the knowledge that the child has his first and deepest experiences in family life, and derives his security, through knowing that his parents and other adults are united in their concern for his welfare.

Because parents have much to give teachers who come in contact with their children, they might well be included in making and carrying out plans affecting the child. When parents and teachers are partners homes and schools provide learning experiences that are continuous, unified and rich in meaning. Parents need to become active participants in school programs if they are to grasp the significance of the school.

The purpose of parent education is to meet the need of the parents and help them to help themselves. It is felt that anything which enriches the life of parents is parent education.

Fewer parents continue to hold the opinion that the school has its job to do, the home its job, and each can work in isolation from the other. Parents are more on the move, not only to learn what modern practices are in education, but to avail themselves of opportunities to study children through a parent education program.

Perhaps the greatest single advance in family life education has been in the development of methods for surveying family and community needs and for determining family status in a community or general pattern.<sup>9</sup>

To live successfully in the modern family requires understanding and

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<sup>9</sup>Elizabeth S. Carmichael, "Trends in Family Life Education," Journal of Home Economics, Vol. XXXIX (September, 1947), pp. 399-400.

intelligent effort. The last few decades have seen noteworthy attempts to develop more effective preparations for family life. It is true that some problems are left untouched, that there is too little careful planning and integration, that the educational program, sometimes sketchy, is inadequate but there is a significant movement toward curriculum improvement.

Parents need clear and definite understandings of what their main jobs as parents are, the kind of goals which are important in bringing up children and a knowledge of where and how family living ties into the rest of life.

Democracy in family life recognizes the place of even the littlest ones in helping make decisions and taking what responsibility they can for themselves and the welfare of the family. Parents today are learning to talk things out with their children. They are learning to listen to what children have to say and to make satisfying explanations and answers to their questions as well as to give consideration to their opinions regarding family problems. They are sharing with their children the privileges and the responsibilities of living together in a family. They are learning that a division of power in the family strengthens and stabilizes family life. They are finding that living with their children is more challenging and fruitful than living for them.

In a democratic family, members voluntarily share according to their ability in making plans and carrying responsibilities for procedures required to achieve the goals cooperatively chosen by the family. However, this kind of family is not alone in the tasks and responsibilities that each member must share, these activities might be shared in the most autocratic of family regimes. In the democratic family ideas and privileges

are shared as well. Sharing in the common tasks, the common interest, and the commonly accepted goals of family life prepares individuals for sharing in the common good of the larger society outside the home.

In a truly democratic family one may expect to find activities such as:

- Family members participating willingly in various home tasks which they are able to perform.

- Family members sharing in planning for home duties to be performed.

- All family members enjoying the use of family earnings according to needs jointly determined.

- All family members sharing frequently in the recreational activities.

- Children willingly accepting increasing responsibility, according to their maturity.

- Parents and children, as they are able, planning together for family projects and goals to achieve.

All family members encouraged to develop their talents and abilities to the extent that contributions are made to the welfare of both themselves and others.

Even in a democratic society tasks are delegated to those with special abilities. Cooperation does not imply equal ability but rather equal opportunity to use freely whatever ability each possesses in achieving the interests of the whole group.

Although family members voluntarily share according to their ability in the work of the family, it is not alone in the tasks and responsibilities that each member must share, but they also must share in keeping

the family happy. Dewey has written:

The keynote of democracy as a way of life may be expressed it seems to me, as the necessity for the participation of every mature human being in formation of the values that regulate the living of men together: which is necessary from the standpoint of both the general social welfare and the full development of human beings as individuals.<sup>10</sup>

The family relationships which seem "best" in this nation are those in which the democratic way of life is practiced. The democratic family is defined as one in which there are opportunities for:

- Group planning in family council.
- The sharing of family responsibilities.
- Meeting the needs of each family member.
- Enjoying freedom of action.
- Finding personal satisfaction in group living.
- Recognizing and appreciating the special abilities of individual family members.
- Solving mutual problems through democratic procedures.<sup>11</sup>

Men and women both have jobs to do at home and out of the home.

Home management may be the major responsibility of the woman. Earning a living may be the major responsibility of the man. Both are accountable for the happiness of family members. Both share the obligation of parenthood. Neither has the right nor the privilege of shirking individual or joint tasks that are part of their married partnership.

Not every family divides its jobs the same way. Although many women are full-time mothers and homemakers, and their husbands are full-time wage earners, many couples share both homemaking and wage earning.

Sharing in making a home often makes it more of a home. When effort is put into something, it usually means more to the individual. When

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<sup>10</sup>John Dewey, Intelligence in the Modern World, The Modern Library (New York, New York, 1939), p. 400.

<sup>11</sup>Federal Security Agency, Boys and Girls Study Homemaking and Family Living, Vocational Division Bul. No. 245, Home Economics Education Series No. 27, Office of Education, U. S. Government Printing Office, Washington, 25, D. C.

one understands what it takes to make a home run smoothly, he enjoys its smooth running. Homemaking is rapidly becoming a man-woman proposition. No longer is it called "women's work."

The mother is usually called the homemaker. In fact, she is sometimes considered the only homemaker. But no house is a home unless each person who lives in it helps to make it so.

Mother may be the home manager. But management is never enough to make an organization or a home run smoothly. Cooperation and sharing combined with skilled management make efficient and pleasant living.

Efficiency in home living means that personal relationships are pleasant. Housekeeping routines are skillfully managed with each person sharing in the work. Comfort and lack of friction are evident. Ease and relaxation seem always to be present. Family members are not running over one another in the rush and confusion precipitated by bad planning.

Home should be where the hat and heart are. Family members are always glad to be at home in a house that is also a home. Home is an emotional climate. Home is the sum total of how people live together more than all the rest of its elements combined. Home is a place one can call his own, where he feels he belongs. Home reflects the spirit of friendliness and good will. Housekeeping is an important part of the spirit that makes a home. The end product of effective housekeeping is comfortable living. Comfortable living affords time for leisure. Leisure for the home manager comes from thoughtfulness and help given by family members.

An exhausted mother is neither a good companion nor a sympathetic friend. Time for herself to do as she pleases helps to relieve mental or physical fatigue. Leisure for the homemaker in most homes is in

direct proportion to the amount of family help she receives. Management is largely her responsibility. Drudgery is not. Housekeeping, like homemaking should be shared by the family if good relationships are maintained.

#### Limitation of the Study

The study was limited to the girls enrolled in high school at the Rosenwald School and the adults of the vocational homemaking class in the community. This group included 22 homemakers and 25 high school girls.

The study was concerned with home life in the area served by the Rosenwald school district. Although no homemaker was eliminated, an effort was made to enroll homemakers in the adult class who also had girls enrolled in the homemaking classes. This effort was made so that there could be a comparison of the mother and daughter attitudes toward such a unit. Whenever possible other members of the families involved were contacted concerning their ideas of sharing home responsibilities.

## CHAPTER II

### PURPOSE

In the Rosenwald school district many of the mothers and fathers work outside the home, and the brothers and sisters of school age are in school, leaving no one to care for the home. Because of this condition either many of the home tasks are left undone or the mother is overworked. Therefore the purpose of this study is to help homemakers find ways of stimulating members of the family to share in the responsibilities of keeping the home. To do this two special units in "Sharing Home Responsibilities" were planned and taught, one to adult homemakers and one to high school girls. The overall desired outcome of this unit was that each family concerned work out a way of sharing the responsibilities entailed in the keeping of his own home in such a way that each member contributed in accordance with his age, size, ability, and available time, and in such a way that he enjoyed the responsibilities assumed.

In order to achieve this desired outcome it was believed that it would be helpful to develop within the learners certain attitudes, beliefs, and practices. More specifically, that each family member:

1. Realizes the advantages of each taking part in the home responsibilities in accordance to his age, size and ability.
2. Appreciates the values in the home which are concerned with family members and with the many activities possible if the routines of housekeeping are cared for properly.
3. Has an understanding of each other's abilities and viewpoints and that each has some special ability.

4. Feels that he is needed and wanted.
5. Feels that there are definite responsibilities which he can assume and enjoy which will contribute to the happiness of the group.
6. Accepts the fact that someone (usually the parents) must assume the major responsibilities for what goes on in the family.
7. Realizes that society holds parents accountable for what happens in their respective homes.
8. Realizes many home activities can be enjoyed if they are planned and carried out at an appropriate time; and if modern methods are used in performing tasks.
9. Realizes the need for efficiency in the use of time.
10. Has a greater understanding of and tolerance of individual differences.
11. Has the ability to plan for one's own personal needs within the setting of the home without claiming more money, space, equipment or attention that is one's due.
12. Recognizes the individual's responsibility for maintaining satisfaction in family living.
13. Makes a contribution toward making the home safe, livable, and attractive.
14. Realizes that satisfaction may be derived from doing a job well.
15. Has acquired a wholesome attitude toward assuming home responsibilities.
16. Is able to plan with other family members for shared experiences that will promote family unity.
17. Is able to analyze a task and to evolve ways of doing it efficiently.

The study of how home responsibilities are now shared, and how the sharing could be increased, was undertaken because personal observations and experiences in teaching homemaking in the Rosenwald district and in making home visits indicated that home responsibilities were not shared by the entire family but usually were done by the mother alone. This study grew out of a desire to help homemakers get family members to help in the keeping of homes so that they would not be overworked and that there would be more time for the family to be together. It was believed that if all family members learned to share in the responsibilities of the home the general conditions of the home would be improved.

## CHAPTER III

### PROCEDURE

In order to achieve the purposes as planned for the study the following steps were undertaken:

1. A survey of literature was made to help formulate a philosophy concerning the sharing of home responsibilities.
2. A survey was made of 22 families in the Rosenwald school district to determine responsibilities now shared by the family members. Check lists were prepared and used for this survey, one for the day-school students and a similar one for the adults. These check lists were filled out at the beginning and again at the end of the unit to determine accomplishments of the unit. (See Appendix A)
3. The survey was made with 22 adults and 25 girls. The 25 girls were enrolled in high school homemaking classes. Eleven of the adults were mothers of 15 of the girls enrolled in the units. The other nine adults involved were mothers of boys or of grade school students.
4. As a result of the survey a unit was planned on "Sharing of Home Responsibilities" in which the following was incorporated:
  - Advantages of the cooperative sharing of responsibilities.
  - Ways in which family members of varying ages, strengths and abilities can assume responsibilities.
  - Plans for scheduling home responsibilities.
  - Encouragement to make, or select, and carry out a plan in

each home.

- Evaluation of what each family does.

4. The unit planned was based on needs, ideas and suggestions from both the adults and students. The principles involved in both units were the same, although a different method of presentation was used.
5. The unit was taught as part of the regular day-school class and also to the adults enrolled in evening vocational home-making classes.
6. A diary was kept of the results of class activities and statements made concerning the things taught.
7. A check list was made at the completion of the unit to evaluate improvements in the sharing of home responsibilities.

#### Review of Literature

A survey was made of the available literature of articles dealing specifically with the "sharing of home responsibilities." Although the literature in the field of homemaking is voluminous, only a relatively few references pertinent to this study were found. They included Courses of Study, books, bulletins and theses.

Twenty courses of studies were examined and it was found that "the sharing of home responsibilities" was included in such units as:

Getting along with the family.

Management of the home.

Living with yourself and others.

Being a well rounded person.

Management for family living.

Sharing in the management of the home.

Efficiency in homemaking.

Some of the goals or outcomes set up for these units were:

1. To develop a wholesome attitude toward assuming home responsibilities.<sup>1</sup>

2. Understanding the influence of family cooperation on the lives of the family members.<sup>2</sup>

Understanding my share in the management of the house.<sup>3</sup>

3. To develop pupil appreciation of their responsibilities as family members in terms of what they might do to contribute to happier living in their own homes.<sup>4</sup>

4. Enjoying cleanliness and order in the home.

appreciating the advantages which result when everyone shares in the care of the home.

Willing to do one's share in the home.

Being responsible for one's job in the home.

Developing a habit of making systematic plans for doing necessary duties of the home.<sup>5</sup>

5. An interest in the understanding of the homemakers' responsibilities.

A realization of the girl's share in these responsibilities.

<sup>1</sup>A Guide to the Teaching of Homemaking in North Carolina Schools. State Superintendent of Public Instruction, (Raleigh, North Carolina, 1949), pp. 96.

<sup>2</sup>Planning Guide. Homemaking Education, The University of the State of New York, (Albany, New York, 1950), pp. 62.

<sup>3</sup>Ibid.

<sup>4</sup>"Maine Course of Study," Science of Daily Living. (1949), p. 16.

<sup>5</sup>Home Economics Education in the Junior High School. (1948), State Board of Education, Denver, Colorado, pp. 62, 64.

Some ability and some judgment in solving problems which the girl encounters in the home and school.<sup>6</sup>

6. To find answers to the following questions:

- How important is it to our family happiness that each member assumes his fair share of work and responsibility of the home?

- How may we share the work in the home to bring about a happier family life?

How does my appreciation of my mother's duties help me in accepting responsibilities in the home?<sup>7</sup>

7. A realization of the importance of having all family members share in the management of the home.

A knowledge of the satisfaction that can be derived from doing a task well.

Some skill in performing everyday homemaking tasks.<sup>8</sup>

In this study it was hoped the students could be led to actually participate to an increased extent in the sharing of home responsibilities in addition to attaining the objectives listed above.

#### Books

Talbot, Pearson, et al., have dedicated one chapter of their book to "Working in Family Groups." They discuss home responsibilities, and

<sup>6</sup>Homemaking Education for Secondary Schools, State Dept. of Education and State Board of Vocational Education, State of Oregon (1937), pp. 91.

<sup>7</sup>Missouri at Work on the Public School Curriculum, Secondary School Series, Bulletin 7A, Home Economics Education Department (1948), pp. 70.

<sup>8</sup>A Guide for Instruction in Home Economics, Curriculum Bulletin No. 12, State of Minnesota, Department of Education (St. Paul, 1951), pp. 156.

the contributions which children, parents, and others can make; and state that "home is a co-operative concern where its members share in assuming responsibilities, and where each person's contribution is as necessary as that of any other member."<sup>9</sup>

Lyle has made a rather extensive study of the kinds of activities that are shared by the family members of the rural area as compared with the activities shared by family members of town areas. It was found that in the majority of the families that had children, the children were co-operating in the daily tasks. This did not seem to be so much a matter of choice, as it was a matter of being expected to co-operate. The children in town did not share the tasks to a very great extent. The men in about one-third of the families shared in the housework and in the care of the children.<sup>10</sup>

Baxter has devoted several sections of her recent book to "sharing."<sup>11</sup> In one unit on "Sharing in the Care of the House," such questions as, "What are acceptable standards for the care of our house?", "What is our responsibility in caring for the house?", and "How shall we help with special cleaning jobs?" are asked.<sup>11</sup>

Coe set up as an over-all purpose to develop democratic leadership through assuming increasing responsibilities and through working with others toward co-operatively planned goals. She states that:

The teacher should in every way possible make the work in the department conducive to solving problems that help students exclude former prejudices about home tasks. Any work which is forced upon the individual either at home or school creates tension, and a feeling of dissatisfaction causing frustration. If the instructor helps the student to see

<sup>9</sup>Nora Talbot, Millie V. Pearson, et al. Homemaking for Boys and Girls, American Book Co., (New York, 1935), pp. 8-17.

<sup>10</sup>Mary S. Lyle, Adult Education for Democracy in Family Life, Iowa State College Press, (Ames, Iowa, 1944), pp. 63-70.

<sup>11</sup>Laura Baxter, Sharing in Family Living, J. B. Lippincott Company (Chicago, 1951), pp. 347-354.

the necessity of the task, and to recognize its importance, also to realize the satisfaction to be gained from its completion, and the possibility of learning offered, progress will have been made in the direction of good citizenship.<sup>12</sup>

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<sup>12</sup>Emma E. Coe, Routine Maintenance Activities as Learning Experience in Homemaking Education, (Masters Thesis, 1950) Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.

CHAPTER IV  
RESULTS OF SURVEY

The results of the survey, made to determine to what degree all members of the family shared in the housekeeping tasks, is reported in Table I. The questionnaire was filled out by 25 girls and 22 homemakers. Other family members concerned, but who did not fill out the survey form, were 15 fathers, 27 boys and 15 girls. All were members of the 22 families of which the survey was made.

TABLE I  
Summary of the Distribution of Home Responsibilities  
Shared at Beginning of the Study

Responsibilities Shared	Number Reporting				Percent Reporting			
	G	B	F	M	G	B	F	M
Buy Groceries	5	0	7	18	20	0	48	81
Prepare Breakfast	14	0	0	16	56	0	0	71
Prepare Lunch	17	0	0	21	68	0	0	95
Prepare Dinner	15	2	0	20	60	10	0	90
Wash Dishes	20	4	0	17	80	20	0	77
Help with Laundry	19	5	0	20	76	25	0	90
Care for Clothing	20	0	0	21	80	0	0	95
Make Beds	20	1	0	22	80	5	0	100
Clean Own Room	20	1	0	22	80	5	0	100
Help Clean House Other than Own Room	20	1	0	22	80	5	0	100

Symbols: G - Girls  
B - Boys  
F - Fathers  
M - Mothers

The results of the questionnaire were analyzed with the view to answering the following questions:

1. How are the tasks of housekeeping divided among family members?
2. Are the girls being trained to be homemakers?
3. Do the men and boys take a part in keeping the house?

Information given in Table I indicates that the mothers were carrying the major responsibilities of keeping the house. The percentage of girls helping with these responsibilities varied from 20 percent who assisted with the marketing for groceries to 80 percent who cared for their clothing, made beds, and helped with the cleaning.

The fathers helped in only one capacity, that of marketing, which 48 percent engaged in. The responsibility most frequently shared by the boys was helping with the laundry. However the extent to which they helped with the work, in general, was slight.

Some of the reasons given by the girls for not sharing more in the household tasks were that there was little time to work in the morning before going to school and in the evening after returning home. The men and boys felt that the housework should be done by the women, therefore, made little or no effort to assist even in the heavier tasks. The younger children, girls and boys, were willing to take part in the work but indicated that their mothers did not want to be bothered.

When the students were asked why they did not share in the homemaking responsibilities to a greater extent than they did the following answers were received:

1. "I never have a chance to do the jobs that I like best."
2. "I don't mind working but I always have to work when I want to do something else."
3. "Sometimes I am scolded when I feel that I have done a good job."

4. "My mother decides on the work that will be done and tells us when to start and the time that we are expected to finish."
5. "I don't mind working to clean the house but the other children will not help keep it clean."
6. "I don't mind working but there is such a little time before and after school and I have to do my home work."
7. "My mother doesn't care whether we help with the work or not because she will be at home all day."
8. "I never know what I am expected to do until it is time to be done and sometimes other plans have been made."
9. "I am asked to do the same job all the time and the other children have easier jobs."

Other similar statements made indicated that there was a lack of cooperation and understanding in the family.

It was suggested to the girls that maybe a unit could be planned on "Sharing of Home Responsibilities" and that it could be presented to the mothers in their evening class. This idea was accepted by both the girls and the mothers. These units were planned and presented to both groups during the school year 1953-54. (See Chapter V).

A second survey was made at the conclusion of the work to determine the extent of change in the practices of the girls and the adults as a consequence of the principles taught. (See Table II, page 26)

The amount of increase in the sharing of home responsibilities was noted and recorded. The mother's share decreased because of the increase of help from other members of the family. The girls showed a big increase in the buying of groceries and helping with the laundry. The men began to share in the laundry, washing dishes and in general cleaning and showed an increase in assisting with the buying of groceries. The boys began to help with all of the responsibilities, the major help being in laundry and general cleaning.

**TABLE II**  
**Summary of the Distribution of Home Responsibilities**  
**Shared at the End of the Unit**

Responsibilities Shared	Number Reporting				Percent Reporting			
	G	B	F	M	G	B	F	M
Buy Groceries	20	5	10	18	80	25	70	81
Prepare Breakfast	18	5	0	12	72	25	0	54
Prepare Lunch	17	4	0	18	68	20	0	81
Prepare Dinner	18	4	0	20	72	20	0	90
Wash Dishes	25	12	5	10	100	60	35	45
Help with Laundry	25	10	10	20	100	50	70	90
Care for Clothing	20	7	0	21	80	35	0	100
Make Beds	25	7	0	18	100	35	0	81
Clean Own Room	25	10	0	22	100	50	0	100
Help Clean House Other than Own Room	25	10	5	22	100	50	35	100

Symbols: G - Girls  
 B - Boys  
 F - Fathers  
 M - Mothers

Table III, page 27, shows the percentage gain by the family member with a slight decrease by the mothers.

TABLE III

## Percentage Change of Responsibilities Shared by Family Members

Responsibility Shared	Percent of Family Members Sharing the Home Responsibilities Before Unit was Taught				Percent of Family Members Sharing the Home Responsibilities After Unit was Taught				Percent Gain and Loss			
	G	B	F	M	G	B	F	M	G	B	F	M
	Buy Groceries	20	0	48	81	80	25	70	81	300	00	46
Prepare Breakfast	56	0	0	71	72	25	0	54	28	00	0	-24
Prepare Lunch	68	0	0	95	68	20	0	81	0	00	0	-15
Prepare Dinner	60	10	0	90	72	20	0	90	20	100	0	0
Wash Dishes	80	20	0	77	100	60	35	45	66	200	00	-42
Help with Laundry	76	25	0	90	100	50	70	90	25	100	00	0
Care for Clothing	80	0	0	95	80	35	0	100	5	5	0	15
Make Beds	80	5	0	100	100	35	0	81	25	600	0	19
Clean Own Room	80	5	0	100	100	50	0	100	25	900	0	0
Clean House Other Than Own Room	80	5	0	100	100	50	0	100	25	900	00	0

Symbols: G - Girls  
 B - Boys  
 F - Fathers  
 M - Mothers

The reasons for an increase in the sharing of home responsibilities were given as:

1. "In our home we plan what duties are to be done and who will do them. This is done weekly, therefore, other plans are not made to conflict with our home duties."
2. "Jobs such as washing the dishes or cleaning the windows are done by two or more members of the family."
3. "The small children are expected to help as much as they can, they have to put up their toys and keep paper off the floor."
4. "We change jobs each week so that no one will have to do the same job all the time."
5. "Mother does not expect me to do the job as well as she can do it."
6. "If I help with the dishes and other jobs, mother will have more time to help me with my homework."
7. "I can work better when there is someone in the room with me, even if just to keep me company."

In analyzing the questions asked at the beginning of the chapter, "How are the tasks of housekeeping divided among family members?" it can be concluded that all family members were not taking a fair share of the home responsibilities, that generally the mothers were responsible for the house. Because the girls were not sharing in all of the responsibilities they were missing some of the necessary training of keeping the house. The men and boys did not take part in the home responsibilities because they were not expected to do so. It can also be concluded that all family members will take a part in the home responsibilities when there is an understanding of the duties to be done, a way of getting them done, and the results gained by sharing.

## CHAPTER V

### THE LEARNING PROGRAM

Members in almost every family have a part in the care of the home. Too often the mother has not used the home experiences of her children as an opportunity for education, both in methods of work and in attitudes toward work. Girls have frequently married with a definite dislike for dishwashing and other phases of housework which they have been required to do to the point of boredom; and without having been given opportunities to help in making plans, or to share in the more interesting phases of the care of the house. Boys often think it is "sissy" to help with the housekeeping duties and sometimes go into marriage with the idea that it is a woman's job to care for the house.

The learning program reported in this study was planned with the hope that all family members would come to share in the responsibilities of caring for their homes. In constructing it an overview was written describing the situation which stimulated the unit; desired outcomes were set up, and some basic understandings were phrased and accepted as being fundamental to such a program. Six lessons were then planned for the high school students and four for the homemakers. This unit including the lesson plans is reported below.

#### Unit of Work

##### Overview

As a result of a survey made in the community it was realized that the mothers were carrying 87 percent of the housekeeping duties and

assisting in some of the outside chores. This meant that the mothers were often overworked or that the homes were not properly cared for.

A review of the results of the survey was discussed with the students and adults and it was decided that a unit on "Sharing of Home Responsibilities" was needed; one version for the adults and one for the students.

### Desired Outcomes

The overall desired outcome of the unit was that each family concerned work out a way of sharing the responsibilities entailed in keeping his own home in such a way that each member contributed in accordance with his age, size, ability, and available time, and in such a way that he enjoyed the responsibilities assumed.

In order to achieve this overall outcome it is believed that it will be helpful to develop within the learners certain attitudes, beliefs, and practices. More specifically, that each family member:

1. Realizes the advantages of each taking part in the home responsibilities in accordance to his age, size and ability.
2. Appreciates the values in the home which are concerned with family members and with the many activities possible if the routines of housekeeping are cared for properly.
3. Has an understanding of each other's abilities and viewpoints and that each has some special ability.
4. Feels that he is needed and wanted.
5. Feels that there are definite responsibilities which he can assume and enjoy which will contribute to the happiness of the group.
6. Accepts the fact that someone (usually the parents) must assume

the major responsibilities for what goes on in the family.

7. Realizes that society holds parents accountable for what happens in their respective homes.
8. Realizes that many home activities can be enjoyed if they are planned and carried out at an appropriate time; and if modern methods are used in performing tasks.
9. Realizes the need for efficiency in the use of time.
10. Has a great understanding of and tolerance of individual differences.
11. Has the ability to plan for one's own personal needs within the setting of the home without claiming more money, space, equipment or attention than is one's due.
12. Recognizes the individual's responsibility for maintaining in family living.
13. Makes a contribution toward making the home safe, livable, and attractive.
14. Realizes that satisfaction can be derived from doing a job well.
15. Has acquired a wholesome attitude toward assuming home responsibilities.
16. Is able to develop plans with other family members for shared experiences that will promote family unity.
17. Is able to analyze a task and evolve ways of doing it efficient-

### Basic Understandings

1. When the children help with the work in the home
  - the work of the mother is lightened
  - there is more time for the family to enjoy together
  - there will be an interest in and an understanding of the homemakers' responsibilities
  - there will be more time to plan for special occasions.

2. When the children understand and appreciate the values in the home
  - there will be more cooperation in performing home responsibilities
  - there will be a desire to make one's own home life the best possible.
3. When there is an understanding of each other's ability and viewpoint
  - there will be a desire to help each other develop to the fullest capacity
  - better use will be made of special abilities
  - there will be more co-operation in the family.
4. When a child feels that he is needed and wanted
  - there will be a better relationship of family members
  - the child will do all that he can to make his responsibilities successful
  - the child will be happy because he feels that what he does is appreciated and of some value to the family members.
5. When there is definite responsibilities for each family member
  - there will be less nagging for the mother to do
  - the children will take pride in seeing that their job is well done
  - there will be a desire to discover ways in which work can be done more easily
  - children will learn to accept the responsibility for his own mistake and not to blame others.
6. When the children accept the fact that someone is responsible for what they do
  - there will be a feeling of security
  - the children will seek counseling in the family when there is a need for it.
7. When the children realize that society holds parents accountable for what happens in their respective homes it is likely that they will
  - respect the position of the head of the family
  - work to make their home respectable in their community.
  - have a greater appreciation for their parents responsibilities.
8. When there is a schedule for family members to go by for sharing home responsibilities, and good housekeeping techniques are used
  - there will be no conflict of work and play
  - work will become a pleasure instead of a drudgery
  - there will be a realization that home activities can be shared by all family members.

## Lesson Plans

Based on the desired outcomes and the basic understandings lessons were planned for high school students and adults. Six lessons were planned for the students and four lessons for the adults. Each lesson plan includes a statement of the objective to be attained; a statement of the problem for which a solution is sought; a possible way of approaching the problem; methods to be used; the main teaching point, or points; key questions to stimulate thinking and discussion; a summary of the points to be made; assignments to be made; and the references and films to be used.

### Lesson Plans - for Students

#### Lesson I

Objective To help students realize the advantages of sharing home responsibilities.

Problem A recent survey made in the community revealed that responsibilities of the home are carried by the mother and the girls of the family. In many cases the work was improperly done or the mother was overworked because of other responsibilities such as working outside the home. The problem is to get each member to realize that there are certain duties which they can perform to lighten the work of the mother.

Approach You girls will remember that some time ago you filled out a questionnaire about the things you do to help at home. We asked you to do this so that we could better understand how you divide up the jobs to be done in your homes. We found that most of the work is being done by your mothers. The survey showed that girls

helped some but that your fathers and brothers apparently do not do so very much. Do you think this is a fair picture of your homes?

As a result of this survey, we have decided to have a short unit on the "Sharing of Home Responsibilities." Now we all realize that none of us are very likely to want to do anything unless we can see the advantages of doing it. Therefore, I have brought a film for us to see which I believe will help us to realize ways in which the sharing of work in our homes can help us to enjoy some pleasures which we could not enjoy if we did not all help.

As you watch this picture keep the following questions in mind:

1. What pleasure was made possible because the children helped with the work?
2. What jobs did the nine year old boy do in the picture?
3. What jobs did the 14 year old girl do to help?

Method 1. Show motion picture "Your Family," which depicts some of the pleasures a family can enjoy when they all share in the work, which would not have been possible had it been necessary for the mother to assume all of the responsibilities.

2. Discuss the points made in the film relative to sharing home responsibilities.

3. Discuss needs of the family which the home should provide and the responsibilities of each member of the family for contributing to the realizations of these needs.

### Teaching Points

1. Unless each person does his share in carrying out the respon-

sibilities of the home, some member will be overworked or the work will be undone.

2. Learning to share in the home will develop a desire to share in adult life.

### Key Questions

1. Whose job is homemaking? The mother's or the family's?
2. How do you feel that these responsibilities should be shared?
3. In the film, what job did the 9 year old do?
4. What jobs could children of other ages do?
5. What jobs did the 14 year old girl do?
6. What other jobs could girls of this age do?

### Summary

Review film. Remind class that each job in accordance with age and ability. A review of the advantages of sharing in home responsibilities was given.

### Assignment

1. Fill out assignment sheet and bring to next class. (See appendix B).
2. Make a plan for your out-of-school time.

### References

- Baxter, Laura, Margaret Justin, and Lucile O. Rust. Sharing Family Living. Philadelphia: J. B. Lippincott Co., 1951.
- Justin, Margaret and Lucile O. Rust. Today's Home Living. Philadelphia: J. B. Lippincott Co., 1953.
- McDermott, Irene E. and Florence W. Nicholas. Homemaking for Teen-agers. Illinois: Chas. A. Bennett Co., 1951.

## Lesson II

Objective To develop a better attitude among family members toward each other in the sharing of home responsibilities in accordance to age, size, interest and ability and to help students realize that each person is different and that the responsibilities in the home will vary in accordance with these differences.

Problem How can a better attitude toward the sharing of home responsibilities be developed among family members and how can family members be helped to understand that just as each family is different so are the members within these families different?

Approach I am sure you girls realize that from our previous discussion that the happiness of the family is dependent on the willingness of each family member to share responsibilities, that these responsibilities increase with age. We also understand that responsibilities are assigned or selected in accordance with ability and in many cases interest. If we take into consideration the interest and ability of the family members when responsibilities are being assigned the jobs will be done more cheerfully.

Method. Discussion (Give case studies as basis for discussion)

1. The Brown's family consists of the mother and father, Mary age 16. Bettye age 14, John age 6, Tom age 12 and Margaret age 8. They live on a farm about eight miles from town in an eight room house. There is also an invalid grandmother in the home. All of the house work must be done by the family members. The modern conveniences include an electric washing machine, an electric iron, a gas range, and an electric refrigerator. There is no running water but a well is near the house.

What do you consider each person's share in the house work?

Suppose the mother worked outside the home from 8:00 A. M. until 4:00 P. M., what revisions would need to be made in the work schedule of the home?

2. Mr. and Mrs. Snow have four children, Tom, John, Jane and Pat, ages 18, 16, 13, and 10 respectively. Their budget allows three hundred dollars for their vacation. The boys would like to go to camp, Jane wants to go to a girls camp and Pat wants to stay at home and play with her friends. An aunt has invited the girls to spend the summer with her on the farm. The mother and father want to make the children happy.

What do you think would be a wise decision for this family? Are the children being considerate of the family as a whole or are they thinking only of self? Have the personality and interest of each family member been considered? How would a family council help solve this family's problem?

### Teaching Points

1. What the child's share is in the home will vary with the age of the child and the age and number of members in the family. By helping with smaller tasks the child will learn to do more difficult tasks as he grows older and will know that he is expected to help in sharing the homework.
2. In order to live a desirable life, you must have an individual personality of your own. In some things you should be unlike other individuals. You must be able to make some decisions. Whenever your decisions will be detrimental to the welfare of the family, you should expect to change them in the interest of the majority of the family.

### Key Questions

1. Do you feel that the work in your home is equally distributed?
2. What does the size and age of the family members have to do with the distribution of responsibilities?
3. What is the family council and how can the family council help solve problems of the family?

### Summary

Each family member should take a part in the sharing of the home responsibilities. If the very young child is trained to help, such as putting away his toys, he will be more willing and ready to help as he grows older.

Each family member should be made to feel that what he does is important to the welfare of the family.

Some of the attributes of a good family member are that she:

1. assumes her responsibilities cheerfully;
2. does not have to be driven or coaxed to do her share of the work;
3. does her task without complaining;
4. has respect for the rights of others;
5. has respect for her family.

### Assignment

Make a plan for your out-of-school time including your home responsibilities.

List name and ages of your family members and the responsibilities shared by each. Save this to compare with plans to be made at end of unit.

### References

Crow, Alice, and Lester D. Crow. Learning to Live With Others.

Boston: D. C. Heath, 1944.

Kinyon, Kate P., and Levi T. Hopkins. Junior Home Problems. Sanborn, 1938.

Pierce, Wellington G. Youth Comes of Age. New York: McGraw-Hill, 1948.

### Lesson III

Objective To plan a schedule with the students for the sharing of the housekeeping responsibilities in the homemaking department that will be usable, in parts, in the homes of each student.

Problem How can we get each girl to assume some responsibility in keeping the department orderly?

Situation The home economics department is divided into a kitchen, bedroom, arts and craft room and a dining room. These rooms could very well represent some of the rooms of the girls' homes. We must plan a housekeeping routine that will give each girl an equal opportunity to share in the housekeeping duties of the department and make these tasks so enticing that the girls will do them willingly and will want to do an equally good job on a similar responsibility at home.

Approach The home economics department is your home while you are at school. We would like for each of you to take part in sharing the responsibilities of keeping the department orderly at all times. We might plan a schedule too for our particular situation. In planning the schedule we should consider ourselves as a family. The main difference is that most of you girls are the same age or near the same age. As a family we are working to make our home happy and comfortable. Today we have decided to work on a plan

for sharing the responsibilities of the department. Each girl will be able to take part in making the plans, and deciding what her responsibilities will be.

Method The class was divided into small groups of about 3 members each to discuss the jobs necessary to keep the department in order and when and how these jobs were to be done. It was understood that these jobs were to be rotated during the year. Suggestions for the rotations of the jobs were discussed by the small groups and brought to the entire class for final consideration.

The discussion included ways to make the homemaking department a desirable place in which to live and work. Standards for keeping the department clean and orderly, and how to run the department as one big family.

To guide the girls in this planning several schedules of how this could be done were made available. Jobs that seemed important but were omitted were added to the list by the teacher but with the approval of the group.

Teaching Points Planning together places the responsibilities of what happens on the whole group. Planning together will make each girl feel that she has some part in the decisions of what goes on in the department. In the group discussions the small groups enable the timid girls to get a say in what is going on.

Encourage each class member to take part by the use of the small groups. Some will express their opinions more readily in small groups than in the class as a whole.

Key Questions

1. In what ways is the homemaking department like the home?

2. Do you feel that you are more satisfied in your assignment of responsibilities since you have had a part in making the decision.
3. Do you feel that if you could discuss the sharing of home responsibilities with the family that each family member would take a more cheerful attitude toward housekeeping duties.
4. How can this type of planning be carried over into the homes?

### Summary

Good relationships are more likely to come about when plans are made for joint sharing which takes into consideration the needs and rights of each person. People are more willing to share and co-operate when they can see both personal and group benefits from sharing.

### Assignment

Using the plan we have made in class as a guide, work out a plan that could be used in your home. Check with the family members for their opinion.

### References

- Goodrich, Lawrence B. Living With Others. American Book Co., 1939.
- Kinyon, Katie P. Junior Home Problems. Sanborn, 1938.
- Problem Solving. The Citizenship Education Study, Wayne University Press, Detroit, Michigan, 1953.

### Lesson IV

Objective To make certain tasks in the home enjoyable to the whole family by the use of labor saving devices and a systematic way of getting the job done.

### Problem

How can home tasks be made interesting through the efficient use of time and equipment?

Approach There are some tasks that we do not mind doing while there are others that we have to be continually asked to do or we leave for other members of the family. From our previous discussions we have found that each person must do his share to make the home run smoothly. This of course means the tasks that are branded undesirable. Let us make a list of these tasks and try to determine some of the causes of their dislikes.

Since dish-washing is at the top of the list, let us consider ways that dish-washing can be streamlined. In the film "Your Family," each member carried his own dishes to the cabinet. This saved the one washing dishes many steps. This, of course, is only one way of clearing the table and getting ready to wash the dishes. We would like to demonstrate other methods.

Method Demonstration -- Organized and unorganized methods of washing dishes.

1. One group will wash dishes in an unorganized, haphazard fashion, washing one dish at a time and putting it away, then going to the next. There is no thought of saving steps and time is of little importance. The group argues throughout the demonstration.
2. Another group uses this system: Put all waste in one handy container and stack like pieces together, large ones first, then smaller ones. Carry these to the sink on a tray and place them near the pan of hot suds. Place a pan of clear, hot rinse water on the opposite side, place a clean tray near to put the dried dishes on. Members of this group know what they are expected to do. There is no fuss.

Observation to be made: Note the time and steps saved by the latter group.

### Discussion

1. How does an organized method aid in the better use of time?
2. Which method would be more enjoyable?
3. Why was there less friction in the second group?

### Teaching Points

1. Good planning gives more time for recreation and aids in efficient housekeeping.
2. Work simplification will relieve family members to do other work so that there will be more time for personal improvement and family recreation.
3. The entire family should be considered when labor saving devices are purchased.
4. Good working equipment is essential to securing some leisure time, comfort, and efficiency.

### Key Questions

1. What are some labor saving devices?
2. What are some factors to be considered when buying labor saving devices?
3. Who makes the final decision as to the equipment to be used in the home?

### Summary

It should be kept in mind that the work is done for the benefit of persons in the group and to enrich their daily lives. Many jobs will be more enjoyable if done in groups. Working together gives time for intimate conversation.

### Assignment (Home Project)

1. Analyze some tasks that you do at home.
2. How do you do it now?
3. How can you improve on the job?
4. Plan a schedule of reorganization of the job.

### References

Justin, Margaret, and Lucile Osborn Rust. Today's Home Living. Philadelphia: J. B. Lippincott Co., 1953.

McDermott and Nicholas. Homemaking for Teen-agers. Illinois: Chas. A. Bennett Co., 1951.

### Lesson V

Objective To help students understand why parents are responsible for what happens in their respective homes.

Problem How can we explain that someone needs to be responsible for what happens in the home and that this responsibility is usually placed on the parents?

Approach It is recognized that there are certain decisions that can be made only by parents, due to their maturity and experience, but children may be more willing to accept these decisions if they can understand the reasons certain things happen. We have been speaking of the family council, this can be a time when children feel free to talk with parents about their problems. When children have a part in thinking through problems with adults and in making decisions regarding solutions to these problems, there is a more whole-hearted co-operation because they recognize that there are reasons for the decisions made.

Method Show motion picture, "You and Your Family," which discusses how young people and their parents should feel and act toward one another in the everyday business of living together. The picture presents problems of young people and their parents. It suggests common-sense solutions to everyday problems in order to have a happy family.

Discuss points made in the film relative to the need of a mature person to help make decisions.

Teaching Points Being a family member has certain definite privileges and rights. It also entails certain responsibilities. To enjoy these privileges each family member must assume some responsibility.

The father and mother have the responsibilities for the security and health of the family. The necessary funds to provide for the family's need are commonly provided by the father.

The mother is responsible for preparing the food and providing comfort as needed by the family, with the help of all the family members.

The mother and father are responsible for providing a home that is happy and secure. They are responsible for building wholesome attitudes toward work in the children so that they will be prepared for life as they grow into adulthood.

### Key Questions

1. Suggest reasons why parents judgement should be better than the judgement of younger members of the family.
2. Why should we respect the advice of our parents concerning problems of the home instead of outsiders?
3. What are some of the parents' duties toward the family?
4. What are some of the children's duties toward the family?

Summary

Because of the maturity of your parents, many of their ideas and suggestions are respected. A good understanding among family members offers an opportunity to develop and enrich abilities to solve problems related to democratic family living. The wishes of your family should be respected, and in most instances followed. Their broader experience makes them better judges than you.

Assignment

1. Make a list of instances where you did not respect authority and relate the results.
2. Check newspapers and magazine articles showing evidences of children's attitude toward authority.

References

Moore and Leahy. You and Your Family. D. C. Heath and Co., 1948.  
 Price, Hazel Huston. Living With the Family. D. C. Heath and Co., 1942.

Lesson VI

Objective To develop an appreciation for better use of leisure time.

Problem How can we help the family members to realize that through the efficient use of time and energy there will be more available time for the family to play together.

Situation Too frequently families are more concerned with the operation of the home and the work to be done than they are with the enjoyment to be had in each other's company. We realize that in this community there is very little recreation to be enjoyed outside the home. It is then necessary that we plan with our families to get the necessary work done in the home and still leave time

for recreation with our families and friends. Many forms of recreation can be provided in the homes. Recreation binds the family together with pleasant memories of good times. Recreation does not always mean play. Many jobs in homemaking can be made pleasurable in the way they are approached and carried out.

Method Discussion. What are some of the activities that we can help the family enjoy without added expense to the family.

1. Observe family members birthdays.
2. Celebrate holidays.
3. Choose the type of friends that the family can enjoy.

Review motion picture "Your Family," which depicts some of the pleasures a family can enjoy when they all share in the work, which would not have been possible had it been necessary for the mother to assume all of the responsibilities.

Teaching Points The amount of money a family has to spend for recreation should not be a major hindrance in opportunities for families to play together.

Each member has a contribution to make to mutual happiness of the family. Each member should learn to share interests in work and play.

Key Questions

1. What are some of the recreational activities that the family can enjoy together?
2. What are some of the activities in the community that families can attend and enjoy together?
3. Should the mother and father give up all their recreational activities so that there can be more money for the children to

have fun?

### Summary

Family members who learn to play together will find that it is more enjoyable to work together. Leisure can be incorporated into some of the household tasks, such as listening to a favorite radio program while cleaning the living room or group singing while washing windows.

### Assignment

1. Plan with all the family members some type of activity that the family can take part in for recreational purposes. Try to carry out this activity.
2. Plan activities that can be carried out while a disliked task is being done.

### References

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- Van Duzer. The Girl's Daily Life. Philadelphia: J. B. Lippincott Co., 1951.
- Crow and Crow. Learning to Live With Others. Boston: D. C. Heath, 1944.

## Lesson Plans for Adults

### Lesson I

Objective To help adults realize the advantages of getting all the family members to take part in the sharing of home responsibilities and realize that each family member is different and that the responsibilities in the home will vary in accordance with the differences.

Problem What are some of the advantages of all family members sharing in the responsibilities in the home?

What jobs are expected of different family members.

Situation Most of you filled out a survey not long ago which revealed that the responsibilities of housekeeping are carried on by the mothers with some help from the older girls. There seem to be no appreciable amount of help from the fathers or boys in your family. As a result of this survey the students and I have decided to have a short unit on the "sharing of home responsibilities," and I have wondered whether it might not be a good idea for you and I to have some discussion along the same line.

The students began this unit on the sharing of home responsibilities this week. With your help we hope to make this a "family affair." Today in our class we saw a motion picture entitled "Your Family." The students liked it so well that they asked me to show it to you this afternoon. As you watch this family in action would you please keep in mind some of the points that you would like for us to discuss this afternoon or in a future meeting.

Method Show motion picture "Your Family," which depicts the pleasures a family can enjoy when they all share in the work, which would not have been possible had it been necessary for the mother to assume all of the responsibilities.

Discussion questions after the film.

1. Does this family in any way represent the activities carried on by different members of your family?
2. How could this family improve its methods of sharing the responsibilities in the home?

3. In what ways could your family use the methods mentioned here?

### Teaching Points

1. It is the responsibility of each family member to do his share in making the home happy.
2. It is less likely that any one member of the family will be overworked when each person does his share in carrying out the responsibilities of the home.
3. When young children learn to assume responsibilities early they are more likely to become responsible adults.
4. When all of the members of the family share the work there will be more time for fun together.

### Key Questions

1. What are some of the things you have been able to enjoy because everyone has been willing to help?
2. What are some of the things your family could enjoy if everyone helped more?
3. Do you feel that the job of homemaking is the mother's or the family's?
4. How do you feel that these responsibilities should be shared?

### Summary

Happy family relations are dependent upon a willingness on the part of each member to share responsibilities for getting necessary work done. Such sharing means that the mother is less likely to be overworked and it means that families can have more time for fun together and it also means that growing children have practice in becoming responsible adults.

Such sharing usually does not just "happen," it usually comes

about when somebody (usually the mother) takes steps to see that it happens, and so today I would like for each of you to think for a short time about what the situation is in your family and about what could be done to improve it.

### Assignment

How do members of your family help carry the responsibilities of the home? (Distribute assignment sheets and give individual help in filling them out). Appendix C.

### References

Baxter, Laura, Margaret Justin, and Lucile O. Rust. Sharing in Family Living. Philadelphia: J. B. Lippincott Co., 1951.

Justin, Margaret and Lucile O. Rust. Today's Home Living. Philadelphia: J. B. Lippincott Co., 1953.

### Lesson II

Objective To help parents understand what the situations are in the homes of their group in relation to sharing home responsibilities.

Problem What methods can be used to encourage family members to assume a fair share of home responsibilities?

Approach The assignment sheets showed that most of the work is being done by the mother. It also shows that the children are willing to help, especially the younger children. This means that the mother needs time in her schedule to train the younger children so that they will be prepared to take on more difficult tasks as they grow older. We must realize that sometimes the children do not willfully refuse to do certain tasks because they do not want to but rather because they do not know how, or they do not feel the need for performing the tasks.

Method Discussion of results of assignment sheets. Other similar problem not included on assignment sheets may be discussed.

Teaching Points (What assignment sheets revealed, presented by the teacher)

1. The general picture which the assignments sheet showed was that all children are willing to work at an early age but this desire is lost as the children grow older because of the lack of partnership for thier parents. Several mothers indicated that the children were more willing to work when the mother or an older person worked with them. We must then be concerned with ways to work with our children rather than making assignments that mean the children will be required to work alone. An example of this suggestion would be that, while the girl is washing dishes the father could help dry and put away the dishes or do some repair work in the kitchen, and at the same time have time to talk with his daughter about the day's happenings at school.
2. Some family members do not share in the work because the mother would rather do the work than be bothered with members who are less experienced than she is.
3. Children are often expected to do a "perfect job" and would rather leave it undone than be scolded for half doing the work.

Key Questions

1. Do you feel that the work in your home is equally distributed?
2. Do you think that this is a good situation?
3. What are some suggestions of how the situation in your home could be improved?

Summary

Family members can be expected to share in the responsibilities of housekeeping when they are given tasks appropriate to their age and maturity. Children like to have something expected of them. Give small children a chance to work at small tasks, and let the task grow with the child.

Children like to work along with the parents. The example set by parents is more impressive than all the talk you can give the child. It is important for the parents to be aware of their attitude toward work, the children are always watching.

Assignment

Think about your own home situation and try to reason out why your family in some cases does not help with the work, and also why in some cases it does. We would like to discuss these reasons later and also see if the group can offer help in making the situation better.

References Magazines

The Family Circle, Ladies Home Journal, Woman's Home Companion.  
Other available magazines in the homes.

Baxter, Laura, Margaret Justin, and Lucile O. Rust. Sharing in Family Living. Philadelphia: J. B. Lippincott Co., 1951.

Justin, Margaret and Lucile O. Rust. Today's Home Living. Philadelphia: J. B. Lippincott Co., 1953.

Lesson III

Objective To develop better attitudes among family members toward each other in the sharing of home responsibilities in accordance to age, size and ability and to help parents to realize that each family

member is different, and to understand factors which influence people's willingness to co-operate.

### Problem

1. What are some of the practices in the home that promote a willingness to share work and responsibility?
2. What are some of the reasons why family members don't share willingly?

Approach and Situation We agreed the last time we met that the happiness of the family is dependent on the willingness of each family member to share the responsibilities of making the home happy and comfortable. Happiness of the home is not obtained by a clean house alone. We must consider how it was cleaned and how it is to be enjoyed afterwards and who will keep it that way. It is the responsibility of the parents to help the child understand that he has a definite place in the family and that from a very early age he can help make the family happy by cheerfully performing the small tasks assigned to him. It is important for us as adults to realize that a small task to us may not seem so small to the child. It is also important that the child feels that he is needed and wanted and that the business of housekeeping could not go on without his help.

Method Discussion: (Relate case study used for the day class).

The Brown's family consists of the mother and father, Mary age 16, Bettye age 14, John age 18, Tom age 8, and Margaret age 6. They live on a farm about eight miles from school in an eight room house. There is also an invalid grandmother in the home. All of the house work must be done by the family members. The laundry is done in a nearby town at a help-your-self laundry because there is

no running water in the house, however there is a well nearby.

The father works on the farm and the mother helps with the farm work in addition to doing the housework.

What do you consider each person's share in the housework?

Is this case similar to your own home or would you like to tell of your home or maybe someone that you know?

Let's thing now about the Brown family. What are some of the factors which would promote a co-operative attitude on the part of the children?

### Teaching Points

1. Reasons why family members do not help in the home.
  - Sometimes family members do not see the need for helping.
  - Sometimes the men folk in the family feel that helping is beneath them.
  - Sometimes they have not been taught to help.
  - Often the mother would rather do it herself than bother to teach the children.
  - In some families the children's help is not needed.
  - Sometimes parents have expected children to do so much that they rebel.
2. Reasons why family members do help.
  - The children were permitted to help when they showed an interest in helping.
  - The children were permitted to help decide what they were to do.
  - Children are praised for what they do.
  - The work schedule is planned far enough ahead so that the

children can plan their activities arounds it.

- Children feel that their assigned job is fair.
- There is reasonably good equipment with which to work.
- The jobs are varied from time to time.

### Summary

We have discussed many reasons why family members may help and many why they do not, now let's stop and list the ones we believe we need to consider most seriously and try to put them into practice.

### Assignment

Select and write down two practices to eliminate and two to promote. Work on these before the next lesson and let us know about the results.

### References

Baxter, Laura, Margaret Justin, and Lucile O. Rust. Sharing in Family Living. Philadelphia: J. B. Lippincott Co., 1951.

Justin, Margaret and Lucile O. Rust. Today's Home Living. Philadelphia: J. B. Lippincott Co., 1953.

### Lesson IV

Objective To help parents realize that a happier family life can be had if children understand that society holds the parents responsible for what happens in their respective families and if parents accept and play the role of leader and guide rather than "boss."

Problem What role should the parents play in the guidance of children?

Approach It is recognized that there are certain decisions that can be made only by parents due to their maturity and experience, but children may be more willing to accept these decisions if parents

share with them the reasons which have influenced their decisions. Children feel free to talk with parents about their problems when they know they will have a friendly, understanding response from them. The child will feel that he is an important part of the family if he is asked to take part in some of the discussions leading to decisions made for the welfare of the family. If children feel that they will be scolded for something they have done, they will not discuss freely what has happened during the day. Many children turn to people outside the home for help because of fear of being punished by their parents.

In the film that we have to show for today you will see how some young people and their parents feel toward one another.

Method Show motion picture, "You and Your Family," which discusses how young people and their parents should feel and act toward one another in the everyday business of living together. The picture presents problems of young people and their parents. It suggests common sense solutions to everyday problems in order to have a happy family.

1. Discuss points made in the film relative to the need of mature person to help make decisions.
2. Is this the pattern of many families today?

Teaching Points

1. Being a family member has certain definite responsibilities and privileges. To enjoy these privileges each family member must assume some responsibility.
2. The father and mother are responsible for guiding the children toward adulthood. The children are responsible for respecting

the suggestions of their parents.

3. The father and mother have the responsibilities for the security and health of the family. The necessary funds to provide for the family's need are commonly provided by the father. The mother is responsible for preparing food and providing comfort as needed by the family, with the help of all the family members.
4. Parents are children's first teachers and their job is to educate; to encourage children to do their best; and to help them to see causes for, and effects of, their behavior.
5. Training is a part of education, therefore parents are expected to show children how to do things and set a good example.

#### Key Questions

1. What are some of the children's duties toward the family?
2. How can parents win the respect of their children through childhood and when they are young adults in their own home?
3. How can we win the confidence of our children so that they will come to us with their problems instead of seeking the aid of outsiders?

#### Summary

Children should be helped to understand at an early age that the parents are their best friends and that in any situation they should seek advice from parents in preference to outsiders. This confidence should never be lost. In planning jobs or recreation to be done at home, children should be allowed to take part in making the decisions so that they will not feel imposed upon.

### Assignment

As this is the last lesson please feel free to write down any suggestion that you may think about while at home and feel free to come in for conferences.

If any of the suggestions and discussions have appealed to you, try it in your own situation and let us know about results.

### References

Duvall, Evelyn Millis. Family Living. New York: Macmillan Co., 1952.

Moore, Berniece Milburn and Dorothy M. Leahey. You and Your Family. Boston: D. C. Heath and Co., 1948.

These lesson plans were actually taught during the year 1953-1954.

It will be noted that there is little difference in the content presented to the two groups. Variations occurring are found

1. in the number of lessons offered and
2. the way in which topics were introduced rather than in basic content and principles involved,
3. in the manner in which questions were worded.

## CHAPTER VI

### EVALUATION

As a result of the unit taught in homemaking classes many changes took place in the homes and many of the family members assumed a wide variety of responsibilities that they had never assumed before.

Parents became aware that children were capable and willing to participate in the responsibility of assuming household tasks when they understood why, when and how such tasks were to be performed.

Parents and students expressed their liking for the co-operatively planned unit. The women enrolled requested that the men be included in any future units offered. This was not possible at the time because of farm activities but it is expected that a similar unit will be presented later when the men are not farming.

The observations of the teacher in the classroom indicate a definite gain in the growth of pupils' willingness to share in the responsibilities of keeping the homemaking department.

Through this brief experiment it was found that students are not only capable, but that they desire and appreciate the opportunity for co-operative participation in planning and carrying out their share of home activities. It is evidence that there is a definite increase in interest, initiative, co-operativeness, self-direction, and understanding when students assume tasks at home and school.

This experiment promoted a more tolerant understanding of people in all age groups, and of the attitudes of family members. It also

brought about a feeling of co-operativeness in the classroom and created respect for tasks of the homemaking department and the home.

It was evidenced that a co-operatively planned, flexible adult homemaking program can be developed to correlate day-school and adult learning experiences. Many worthwhile experiences can be correlated so as to be of value to the day-school and adult classes.

It may be concluded that the teaching of this type of subject matter can bring about a reasonably equitable sharing of the responsibilities of the home among family members.

## CHAPTER VII

### RECOMMENDATIONS

This study was based upon the philosophy that successful home living necessitates intelligent co-operation of family members; that good relationships are more likely to come about when plans are made for joint sharing which take into consideration the needs and rights of each other; that children are more willing to share when they see the need to do so; and that education must prepare individuals to live as effective democratic citizens if democracy is to survive and progress. In order to do this, education must be directed toward meeting the needs of individuals, families, and communities. In an effective educational homemaking program a good class in adult education can do much to further co-operation between home and school and between parents and children.

The preceding unit was planned as one way of presenting a problem to both the students and adults. Because of the varying needs, interests, abilities, skills, and localities, this can only be used as a suggestive way of presenting the unit. It is therefore recommended that:

1. Plans be made carefully for learning experiences for the day-school students which correlates with the members of the adult classes in order to promote greater application of principles learned.
2. Students and adults be encouraged to take part in planning the units to be taught. Participation in making plans tends to increase interest and give the students and adults a greater

feeling of responsibility in the class.

3. Individual and group needs be considered along with the resources available for meeting these needs.
4. Simple practical guidance be provided for pupils in all areas of homemaking curriculum in order that pupils will become interested in assuming more responsibilities in their homes.
5. There be a correlation between the units taught to parents and those taught to day-school students.
6. More time be spent by the parents in helping the child realize that he is a part of the family and that he has certain obligations in the sharing of household tasks even at a very early age.
7. More time be spent by parents and teachers in letting children know why the sharing of home responsibilities is an important part of growing into maturity.
8. That units relative to the sharing of home responsibilities go beyond the understanding of principles and the development of attitudes: i.e. that the learners be led to apply the principles taught.

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"You and Your Family" (Association Films, 347 Madison Avenue, New York).

"Appreciating our Parents" (Coronet Instructional Films, 65 East South Waters Street, Chicago 1, Illinois).

APPENDIX A

SURVEY OF HOME RESPONSIBILITIES

1. Does the father work outside the home?                      Yes.                      No.  
     Part time?                      Full time?
2. Does the mother work outside the home?                      Yes.                      No.  
     Part time?                      Full time?
3. In the spaces under the names check the jobs done by each family member. Place names of brothers or sisters in blank spaces.

Father	Mother							RESPONSIBILITY
								Marketing Groceries
								Prepare Breakfast
								Prepare Lunch
								Prepare Dinner
								Wash Dishes
								Help with Laundry
								Care for Clothing
								Make Beds
								Clean Own Room
								Help Clean Rest of House

List other responsibilities in blank spaces

Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Number in Family \_\_\_\_\_

APPENDIX B  
ASSIGNMENT SHEET

Assignment I (Students)

What do the members of your family do to help carry the responsibilities in the home?

Name

Age

Responsibilities

What do you do to help carry the responsibilities in the home?

What more could you do to help carry the responsibilities in the home?

What do you do to encourage your brothers and sisters to help at home?

What more could you do to encourage your brothers and sisters to help at home?

APPENDIX C  
ASSIGNMENT SHEET

Assignment I (Adults)

What do the members of your family do to help carry the responsibilities in the home?

Name

Age

Responsibilities

What do you do to encourage your husband and children to help with the work at home?

What more could each one do to divide the work more fairly?

What more could you do?

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