



An evaluation of the homemaker service course in the major cities of western Montana
by Mary Elizabeth McCurdy Barth

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE in Home Economics
Montana State University
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Abstract:

The purpose of this study was to determine the effectiveness of the Homemaker Service course in the major cities of Western Montana. These would include Great Falls, Helena, Bozeman, Butte, Kalispell and Missoula. The existing courses were evaluated. Evaluation depended on: (1) the extent of the program offerings in these cities; (2) the need of the program or requests for assistance and (3) the effectiveness of the program by the attitudes of the employers who hired the visiting home-makers and the interest of the trained graduates in working as visiting homemakers.

In order to evaluate the program the following people were interviewed: (1) the School Administrators and Directors of Adult Education Programs in Great Falls, Helena, Butte, Kalispell and Bozeman; (2) the Director of the Montana State Employment Service Office for each of the six cities for the period from January 1, 1967 through September 30, 1967; and (3) the women who had taken the course. In addition to the interviews, the job opportunities were investigated in the classified section, Jobs Of Interest, Female, in The Missoulian and The Bozeman Daily Chronicle.

It was found that the Homemaker Service courses as offered were not - adequately filling a serious need in the six major cities of Western Montana. It was also found that the Homemaker Service course had effectively trained women who are interested in working in the homes in time of stress and crisis; however, many graduates did not understand the purpose of the course and took the training for their own benefit. The employers were very satisfied with the work of the visiting homemakers.

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MARY ELIZABETH BARTH

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A special word of thanks is due my husband and children for the patience with which they endured many inconveniences.

Notwithstanding the substantial contributions made by others, any errors or omissions in this study are the responsibility of the author alone.

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ABSTRACT

The purpose of this study was to determine the effectiveness of the Homemaker Service course in the major cities of Western Montana. These would include Great Falls, Helena, Bozeman, Butte, Kalispell and Missoula. The existing courses were evaluated. Evaluation depended on: (1) the extent of the program offerings in these cities; (2) the need of the program or requests for assistance and (3) the effectiveness of the program by the attitudes of the employers who hired the visiting homemakers and the interest of the trained graduates in working as visiting homemakers.

In order to evaluate the program the following people were interviewed: (1) the School Administrators and Directors of Adult Education Programs in Great Falls, Helena, Butte, Kalispell and Bozeman; (2) the Director of the Montana State Employment Service Office for each of the six cities for the period from January 1, 1967 through September 30, 1967; and (3) the women who had taken the course. In addition to the interviews, the job opportunities were investigated in the classified section, Jobs Of Interest, Female, in The Missoulian and The Bozeman Daily Chronicle.

It was found that the Homemaker Service courses as offered were not adequately filling a serious need in the six major cities of Western Montana. It was also found that the Homemaker Service course had effectively trained women who are interested in working in the homes in time of stress and crisis; however, many graduates did not understand the purpose of the course and took the training for their own benefit. The employers were very satisfied with the work of the visiting homemakers.

CHAPTER I

INTRODUCTION

Society has given to the family some of the greatest responsibilities. From its conception on the day of the wedding to its dissolution at the death of its members, it must meet and solve many problems. There are times when an event occurs that causes extreme hardship to the family group. Some families are so structured that they can cope with these situations. For others, it is necessary to seek outside help.

"The service stemmed from children's needs," says Katherine B. Oettinger, Chief, Children's Bureau, Welfare Administration. "Homemaker Service builds stronger families by offering this threefold aid: (1) it holds the family together, (2) it keeps children in their own home and (3) it helps parents give their children more loving, understanding effective care. These objectives began in the 1900's for families with small children. Later in the 1920's and 1930's the homemaker service was viewed as an alternative to foster family or institutional care--a way of keeping the children in their own home during the mother's temporary absence. Gradually, agencies recognized that this service had more to offer. There was potential for supporting and strengthening family living and for helping parents to make a better life for their children."¹

The children in the individual family are often isolated from the grandparents and close relatives, causing them to look to their parents for more security than when the extended family was part of that unit. Therefore, an outside organization such as the Homemaker Service has the public responsibility to help the family in time of need.

¹Oettinger, Katherine B., "Homemaker Service--How It Helps Children," Children's Bureau, U. S. Department of Health, Education and Welfare, Welfare Administration, p. 18, 1966.

The purpose of the Homemaker Service is the maintenance of household routine and the preservation or creation of wholesome family living in times of stress and crisis. Examples of such situations may be when a mother brings a new baby home from the hospital, the presence of an aging parent to care for in the home, or the illness of the mother of small children.

PURPOSE OF THE STUDY

In Montana no Homemaker Services existed until April, 1966. At that time an exploratory program was initiated in Missoula. The main concern of this study was threefold: to determine the need for the program, the extent of the program, and the present effectiveness of the program.

The extent of the program was determined by the Homemaker Service courses offered in the major cities of Montana. These were defined as having populations of over 15,000 and included Great Falls, Helena, Butte, Bozeman, Kalispell, and Missoula.

The need for the program was determined by studying the job opportunities in the cities through the Montana State Employment Service Offices and the Classified sections, Jobs of Interest, Female, in the daily newspapers of Missoula and Bozeman.

The effectiveness of the program was determined by evaluating the attitudes of the employers and the interest of the trained graduates in working as visiting homemakers.

JUSTIFICATION OF THE STUDY

The Homemaker Service course at Missoula has been in operation for three full terms. While literature indicated a need for such services, the program was new and it had not yet been determined whether or not material in the course met requirements of the working situations. In addition, if a need for this service were established in other major cities in Western Montana, they would have the benefit of the experiences at Missoula. For these reasons an evaluation of the Missoula program was deemed appropriate at this time.

CHAPTER II

REVIEW OF LITERATURE

Those who are concerned with helping families during stress and crisis have used the services of Public Health and Social Welfare Agencies. One of these, the Homemaker Service Program is unique because it stressed flexibility and coordination of the services.

"Flexibility, reported Morlock, at the 1964 National Conference On Homemaker Services, is the willingness of some services to adapt duration and hours of service to need in spite of the difficulties in relation to staff and finances involved. Adjustments are made in homemaker's pay, staff schedules and homemaker selection to provide a 24-hour service for some families. Flexibility at the time of intake was also stressed to make need the chief factor in acceptance. One administrator states: 'if the home is good enough for a child, it is good enough for our homemakers.' The coordination of services is essential--when the Homemaker Service uncovers other problems: a child neglected or abused; an aged person needing medical attention; a family threatened with disintegration because of marital discord; referral to the appropriate profession or agency is necessary for the welfare of the family."²

HISTORICAL DEVELOPMENT:

The first "Homemaker Service" was formed in New York in 1903.

It was described by Morlock as follows:

"In that year, the Family Service Bureaus of the Association for Improvement of the Conditions of the Poor hired four women to serve the needy as 'visiting homemakers.' Emphasis

²Morlock, Maud, "The Broadened Horizons Of Homemaker Services," Children, 11:154, July-August, 1964.

was put on good housekeeping, helping renovate homes, washing, cleaning, preparing meals, and caring for children."³

An organized program of Homemaker Service under the auspices of the Jewish Welfare Society of Philadelphia began in 1923. Mr. Morris Kind, president of the organization recognized the need for a staff of "motherly" women to act as housekeepers in homes where the mothers were temporarily incapacitated in order to avoid the placement of children in institutions or foster homes. The agency employed two women to act as substitute mothers in such times of stress as illness and childbirth. These women were described as "practical Jewish housewives." Each was a mother by proxy, and it was her duty to care for the children, plan and prepare meals, do the marketing, and keep the house in order. This work was carefully supervised by a home economist.

About a year later the Jewish Home Finding Society in Chicago started their housekeeping services. Mr. Jacob Kepecs, the initiator of this service, placed substitute mothers in the homes. These women were expected to learn on the job, and many of them became permanently employed in the households.

During the depression, the Works Project Administration (WPA) provided funds and employment for needy women who were hired as housekeeping aides. By 1933 this program developed into a Civil Works Administration project in Chicago. It gave employment to women whose

³Morlock, Maud, Homemaker Services: History and Bibliography, U. S. Department of Health, Education and Welfare, Children's Bureau, 1-15, 1964.

housekeeping duties were to supervise children and manage households. Training classes were held each week. Subjects such as nutrition, buying of food, and child care were discussed. The WPA was more concerned with providing employment for the needy, however, than with the care of the people who received these services. Nevertheless, a pretraining course was initiated under the guidance of a public health nurse, a home economist, and a social worker. A supervisor, usually a home economist or nurse, watched the progress of the trainee's work and helped her improve methods of work. Following the passage of the Social Security Act of 1935, Federal grant-in-aid funds became available to the States for the development of services in public welfare agencies. With these funds the State public welfare agencies had the opportunity to develop home-maker services. Then in 1938, more emphasis was centered on serving the chronically ill. It was called the Housekeeping Service For The Chronic Patients and by late 1941, 38,000 housekeeping aides were serving families in 45 states and the District of Columbia. Most of these ended in 1942 when the WPA was terminated. These projects were geared to a sponsoring agency, but often lacked sufficient backing by the communities to continue the programs.

CONFERENCES:

The first national conference on supervised housekeeper service was called in 1937 by the Children's Bureau at the request of the Welfare Council of New York City. The name was changed several times until

it became in 1962 the National Council For Homemaker Services. It provided leadership to the homemaker service movement.

In 1955, the Child League of America formulated Standards for Homemaker Service for Children. These standards represented goals for the improvement of homemaker services for children. In 1956, a world conference on Homemaker Service was held in Oxford, England.⁴ Three years later a national conference on Homemaker Services was held in Chicago to stimulate the development of homemaker services throughout the United States. At this conference it was recommended that the people who need services should be given priority: the chronically ill, the aged, and those whose children need care. The services should be available to all regardless of the income or geographical location of the family. Public agencies should maintain this service to meet all types of problems, and fees should be in accordance with the family's ability to pay.

The National Council for Homemaker Services in 1962, under the direction of Mrs. Betty Anderson,⁵ states its primary objectives as (1) to rally lay and professional leadership with the aim of stimulating the extension of services throughout the country and (2) to promote improvement in quality of these services.

⁴Grossman, Carol Z., "When Illness Strikes--Homemaker Service," Today's Health, 36: 24-25, Feb. 1958.

⁵Blackburn, Clark, "Substitute Mothers," PTA Magazine, 59:28-30, June, 1965.

At the National Conference of 1964 in Washington, D. C. many speakers emphasized the important role of the home economist in the program. Secretary Anthony C. Celebrezze, United States Department, Health, Education and Welfare, noted, "The Homemaker Services operated by health and welfare agencies fulfill a growing need in family and community life." Morlock⁶ listed the many agencies which sponsor homemaker services: public health and welfare agencies, independent or cooperative; voluntary family and children's agencies; hospitals and independent boards. One service was begun by an individual in her own home. The services operate under a wide range of professions, with different emphasis on scope, focus, and flexibility. Some are health oriented, others social problem oriented and still others focused on the culturally poor. It was suggested at this conference that agencies work together to give total care to the family. Such an agency would be the Family Service Agency in a community. Out of this conference the "ideal homemaker" was defined. She has the following qualities: acceptance of people; skills in home management; reliability; adaptability; flexibility; warmth; kindness and maturity. She benefits from the experience on each case and gives much stability to each family. In some cases men are being hired as homemakers to care for chronically ill elderly men. Colorado has begun to incorporate the homemakers into the Civil Service. This will help

⁶Morlock, Maud, "The Broadened Horizons of Homemaker Services," Children, 11:152, July-August, 1964.

both the homemaker and the employer arrive at better working conditions. Most of the representatives of the conference agreed that the homemaker service should be sponsored by a community agency in each city with supervisors and regular salaries for the visiting homemakers.

A directory⁷ was prepared for the 1964 conference which lists 303 agencies administering homemaker programs in 44 states, the District of Columbia and Puerto Rico. These agencies employed over 3,000 homemakers and cared for more than 9,500 families in October, 1963. This represents approximately a 50 per cent increase over 1961 in the number of homemakers employed. The 303 homemaker agencies are located in 204 cities and towns.

DEFINITIONS AND STANDARDS:

The National Council for Homemaker Services has defined the services as follows:

Homemaker Service is a community service sponsored by a public or voluntary health or welfare agency that employs personnel to furnish home help services to families with children, to convalescent, aged, acutely or chronically ill and disabled persons, or to all of these.

Its primary function is the maintenance of household routine and the preservation or creation of wholesome family living in times of stress. Because homemaker service should be offered on the basis of social diagnosis and often medical diagnosis as well, trained professional persons should evaluate the type of service needed and the length of time it should be given.

⁷ Morlock, Maud, Homemaker Services: History and Bibliography, U. S. Department of Health, Education and Welfare, Children's Bureau, 1-15, 1964.

The definition of the homemaker accepted by the conference was as follows:

A homemaker is a mature, specially trained woman with skills in homemaking who is employed by a public or voluntary health or welfare agency to help maintain and preserve family life that is threatened with disruption by illness, death, ignorance, social maladjustment or other problems. A pleasant personality, physical and mental well being, experience, and training enable her to assume full or partial responsibility for child or adult care, for household management and for maintaining a wholesome atmosphere in the home. She does these things under the general supervision of a social worker, nurse, or other appropriate professional person connected with the sponsoring agency.

Homemakers are being used to assist in improving the quality of living for depressed families, such as migrant farm families, migrants in large cities, families living under slum conditions, and protecting the children and the aged from neglect. The Homemaker Service, once viewed as a short term, emergency service for holding families together in time of illness or death, today is used in a wide variety of situations, some preventive, some educational and some therapeutic.

To enforce standards, the United States Congress passed legislation to promote programs of Vocational Home Economics. The Vocational Education Act of 1963 has the following provisions:

The rules and regulations of the Vocational Education Act of 1963 provided for programs in home economics which were directed toward gainful employment and instruction that would qualify individuals to engage in occupations involving knowledge and skills in home economics subject matter areas. The Homemaker Service course is sponsored and partly financed in some areas by the Vocational Education Act.

SUCCESS OF THE HOMEMAKER SERVICE PROGRAMS:

Many noted home economists are involved in this area of vocational home economics. Preston⁸ believes that the needs of our people should be met in the changing society. "If the home economist works with homemakers, she has the opportunity to bring to bear all the imagination and versatility she possesses to fulfill the requirements of the job." As Mrs. Lyndon B. Johnson said in her address at the 1965 American Home Economics Association meeting in Detroit, "You have much to share Don't hold back. Don't be shy. Step forward in every way you can to speak clearly, to offer leadership"

Let us accept this directive and seek out the opportunity to fulfill it. Schnell⁹ of the Bureau of Homemaking Education in California goes on to say that the need for training in this area of home economics should be met through the help of advisory committees, surveys, and studies. Van Horn¹⁰ of Manpower Utilization Office, Manpower Development and Training Program, U. S. Office of Education, reported that curriculum guides have been set up for nine service occupations including the homemaker service. She said that wage earning programs in a community must be determined by evidence of job opportunities. Job surveys can be made

⁸Preston, Natalie, "Home Economists Have Much to Contribute to Homemaker Service Programs." Journal of Home Economics, 57:2, Feb. 1965, 103-105.

⁹Schnell, Dorothy, "Home Economics Defined For Vocational Education." California Education, 9:23-25, May, 1965.

¹⁰Van Horn, Ruth, "Home Economics Education For Wage Earners," American Vocational Journal, 39:23-24, April, 1964.

by the Employment Service Office and the home economics staff working with a local advisory committee.

The members of the National Council of Homemaker's Service set the standards of the Homemaker Service course in a community and helped promote improvement in the quality of homemaker services. In some Eastern cities, home economists supervise the work of the visiting homemakers who are helping in the home. They give suggestions and generally make the visiting homemaker more comfortable in her new job.

Sherman¹¹ reported that patients in six mental and tuberculosis hospitals in Louisville, Kentucky were learning to be efficient homemakers because the homemaking training courses were given in the institutions. The patients received instruction in cooking, sewing, nutrition, and meal planning as well as in good grooming. Upon release from the hospitals, some patients supplement the family income by doing alterations or making gift items. Others were enrolled in practical nursing courses and all of them were better equipped to cope with the problems of daily living. A program which started out to be a part-time volunteer program in one tuberculosis hospital has grown to a full-time program with six staff members teaching and working with the patients.

A Visiting Homemaker's Course was evaluated by King¹², Associate Professor, Child Development and Family Life, Iowa State University. In this study teachers in home economics were trained to teach the

¹¹Sherman, Helen, "Homemaking In Hospitals," Journal of Home Economics, 58:394, May, 1966.

¹²King, Charlyce, "Visiting Homemaker Services: Oklahoma Project," American Vocational Journal, 40:27-28, April, 1965.

classes in a curriculum prescribed by the Family Life Institute of the University of Oklahoma. In a class of 100 women, the age of the group ranged from 19 to 61 years. Thirty-three were high school graduates, 11 had taken college courses and more than 50 had less than a high school education. A follow-up study found many women employed by families, nursing homes, and many were using their training in the care of the ill and aged in their own homes. This study showed that many communities have a need for women trained as visiting homemakers. The teachers worked closely with the Employment Service Offices and helped both the individuals and the community.

Winston and Wolff¹³ were very impressed with the success of homemaker services developed through the Public Welfare Agency in North Carolina. A supervisor was appointed to coordinate the program which was financed by the Division of Child Welfare and the Division of Public Assistance. It proved to be economical for the state since many family members were rehabilitated through the agency.

In New Jersey a training program for the Homemaker Service was established at Rutgers University extension division.¹⁴ Three trainees received 22 hours of instruction and were presented with certificates. A Family Service Agency places the homemakers in homes. The trainee is a woman usually over 35 years of age; has brought up a family of her

¹³Winston, Ellen, and Wolff, Myrtle, "Integration Of Service In A Public Welfare Program," Social Casework, 43:406, June, 1962.

¹⁴Grossman, Carol, "When Illness Strikes--Homemaker Service," Today's Health, 36:24, Feb. 1958.

own; has attained a high degree of domestic skill; and has developed a deepened interest in other people.

While there is much progress in the field, there are still many unanswered questions. At the 1964 National Conference, Mrs. Margaret Hickey, associate editor of the Ladies Home Journal asked these questions: "Why don't we have more homemaker services? Have we given sufficiently high priority to the fact that homemaker services as we know them are essential to all the other community services that make it possible for our community-wide family to keep going? Let's use tax dollars for the most essential human enterprise we have in this country, and that is the enterprise of the American home."¹⁵

THE PROGRAM IN MISSOULA, MONTANA

Organization

The Homemaker Service Program was organized in the spring of 1966 in Missoula. An Advisory Council patterned the program after the National Council For Homemaker Services. It was organized by a Citizen's Committee consisting of a senior citizen, a registered nurse, the County Extension Agent, a home economist, the Director of the Adult Education Program and a University home economics associate professor on the advisory board. After establishing a need by a survey of job opportunities, especially of the chronically ill, the board devised a curriculum. There was no charge for the class and the number of students was limited to 20.

¹⁵Morlock, Maud, "The Broadened Horizons Of Homemaker Services," Children, 11:156, July-August, 1964.

The Adult Education Office at Sentinel High School sponsored it with endorsement from the Neighborhood Aides and the Montana State Employment Service Office. The advisory board of the Homemaker Service Council enlarged the group of members to include these representatives: the Director of Missoula-Mineral County Human Resources Development; representatives from the Welfare Office; Health Department; Mental Hygiene Clinic, University of Montana; the Voluntary Placement Director; and many home economists interested in the program. The classes, progress of the program, and any suggestions for improvement in the curriculum were discussed. Emphasis was on meeting the needs of the community.

Training Course

The first class was 30 hours long and had 15 students enrolled. Ten women graduated in April 1966. All of the graduates recommended that the classes be enlarged in area and more specific in training. Of the ten graduates, one was unavailable for an interview; six were employed in the area of visiting homemakers and three did not find employment. All of them said that their husbands did not want them to work in this field.

The second program was expanded to 50 hours and consisted of the curriculum found in Table I. Specialists in each of these areas assisted in teaching the classes. A home economist coordinated the entire program as well as teaching some orientation and nutrition classes. At the end of the 50 hours of training, she reviewed the curriculum with the trainees and they were asked to evaluate the course content and their

TABLE I
CURRICULUM OF THE HOMEMAKER SERVICE COURSE

COURSE	HOURS
Orientation	3
Nutrition	5
Meal Planning, Preparation, Serving Meals	9
Child Care and Psychology	6
Home Nursing & Understanding the Elderly	15
Handling Emergencies in the Home	6
Basic Cleaning, Laundry & Management	<u>6</u>
	50

preparedness to go into the homes as visiting homemakers. There were ten women enrolled in the second class, of which six graduated in November 1966. Of the six, one was a professional welfare worker and returned to her job, one was not available for an interview; two worked as visiting homemakers and two were not employed. One graduate was on welfare and the other said her husband did not want her to work at all.

The third class started in February 1967 and had 14 enrolled. Eleven graduated from the course. Of the 11 graduates, six worked as visiting homemakers or related areas; one was unavailable for an interview and four did not work. All of the unemployed said that they took the course for their own benefit and misunderstood the purpose of the course.

The graduates who did secure employment in the areas were able to earn wages ranging from \$1.25 to \$1.75 per hour.¹⁶ One graduate was able to set her own wage for part-time work above the minimum wage of \$1.40 per hour, while three homemakers worked below the minimum wage for full-time employment, charging what the employer could afford.

Operation of the Homemaker Service Course

According to the Director of the Adult Education Program at Sentinel High School, the Missoula program is supported by the Barden Act. The federal government reimburses fifty percent of the cost to the Missoula County Adult Education Program. The total cost for the 50 hours of course offerings was \$350. Of this amount the major portion was teachers' salaries, administrative costs and supplies. This course is held in the Vocational-Technical Center and will be transferred to the Missoula Technical Center when it is completed.

Placement of Graduates

While the graduates are encouraged to apply for employment through Montana State Employment Service Office in Missoula, a Homemaker Service council member also serves as a voluntary placement director. When prospective employers call, she explains the duties which the employer can expect the homemaker to perform when she comes into the home. The employer and the homemaker agree on the period of stay and the wages expected on the case. A recommendation was made by the Homemaker

¹⁶Hiett, Jean, County Extension Agent for Missoula County.

Service Council President asking the placement director to keep records of the location of employees and have the employers fill out the form in Appendix E. At this date, that information is not available and records are not being kept.

CHAPTER III

PROCEDURES OF THE STUDY

This study was conducted in an effort to evaluate the need, extent, and effectiveness of the Homemaker Service Course in the major cities of Western Montana. It was hoped that suggestions for improvements in the program would result.

SELECTION OF THE SAMPLE

Because of the vast size of the state only Western Montana was considered. The boundary line was made by dividing the northern border of Montana in half and drawing a perpendicular line at 111° longitude. This is the mountainous area of the state and includes six cities, Great Falls, Helena, Butte, Bozeman, Kalispell, and Missoula. It was believed that Homemaker Service Programs would be found in these more metropolitan areas, whereas the smaller Montana cities would not. Figure 1 shows the boundary line and the major cities.

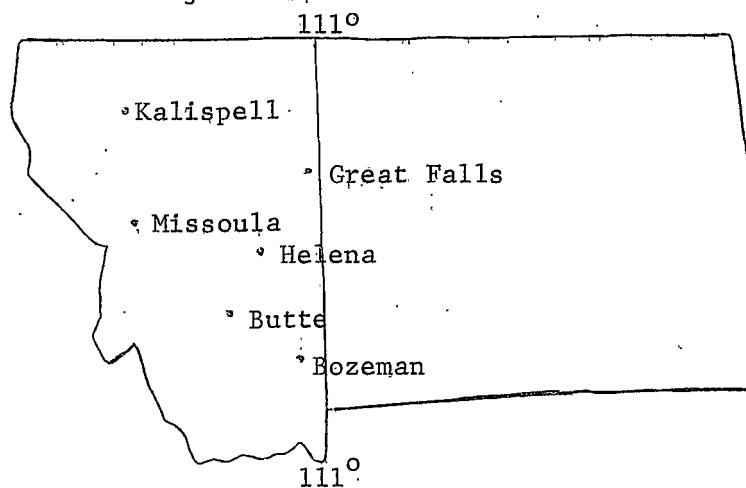


Figure 1. Location of major cities in the Western Montana study. For the delineation of the north-south boundary showing counties, see Appendix A.

METHODOLOGY

Homemaker Service Programs

Extent.--To determine where and how frequently Homemaker Service Courses were included in the Adult Education Programs of Western Montana, an inquiry was sent to School Administrators and Directors of Adult Education Programs in five cities included in the sample, Great Falls, Butte, Helena, Bozeman, and Kalispell. A sample of this letter appears in Appendix B.

Need.--To determine the need for Homemaker Services two types of investigation were made. An inquiry was sent to the Montana State Employment Service Offices asking for listings in areas of Homemaker Services for the year beginning January 1, 1967 and ending September 30, 1967 in the six cities of Western Montana. The investigation was simplified by receiving all listings in the six cities from the Director of the Montana State Employment Service Office in Helena for that period. A sample of the letter to the Director and the reply is found in Appendix C.

A study was made of the job opportunities listed in the Classified Advertising section, Jobs of Interest, Female in the two newspapers, The Missoulian and The Bozeman Daily Chronicle for the same period. Homemaker Services were defined as caring for the family in the home, performing household tasks, and caring for children or the elderly.

Effectiveness.--To determine the effectiveness of the Homemaker Service Program, the two programs in existence were studied, the three Missoula courses and the one Bozeman course. The Missoula program began in April, 1966 and the program in Bozeman began in April, 1967.

The questionnaire interview method was used to evaluate the attitudes of the graduates and employers because information relating to personal history, family life, opinions, and attitudes are more accurate and easily obtained.¹⁷ By using a questionnaire the interview had the advantage of being structured, and thereby greater uniformity results.

The list of Missoula respondents was supplied by the director and coordinator of the Homemaker Service Training Course. Of the 27 graduates, only 24 were interviewed. Two had moved from the Missoula area and one woman from Arlee, Montana could not be located. Of the six graduates of the Bozeman course, four were interviewed and two had moved from the area. The questionnaire appears in Appendix D.

Data on the attitudes of the employers who hired visiting homemakers was collected by using a questionnaire in a personal interview. The sample was found by asking the graduates the names of their employers. Nine employers were interviewed. The questionnaire appears in Appendix E.

The routine of the interview was as follows:

1. The graduate was contacted by telephone, the purpose of the study explained, and an appointment requested.

¹⁷Good, Carter, Essentials Of Educational Research, Meredith Publishing Company, 229-230, 1966.

2. At the appointed time, the respondent was visited in her home, rapport was achieved, and she was interviewed, following the questionnaire in Appendix D. This required approximately 30 minutes when the graduates were interviewed and 15 minutes when the employers were questioned. The same method of interviewing was used for the employers of the graduates. The effectiveness of the visiting homemakers was evaluated by the training received, the desire to help families in crisis, and the attitudes of the employers toward the visiting homemakers.

CHAPTER IV

RESULTS

Sample

Adult Education Administration

All of the cities in the sample had an Adult Education Program. Only two or 33.3 percent had a Homemaker Service Training Program. These were located in Bozeman and Missoula. The population of Bozeman is 16,000 or the fifth largest city in Western Montana and Missoula whose population is 50,000 is the second largest city in the sample.

Homemaker Service Graduates

There have been 27 women graduated from the Homemaker Service Training Program in Missoula. Of these, 24 were interviewed, one could not be located, and two had moved from the area. The Bozeman program graduated six women in one class, and two had moved from the area; only four were interviewed.

Age.--The 24 participants of the Missoula study ranged in age from 20 to 75 years. Four of the graduates or 16.6 percent were in the 20-30 age group; three or 12.5 percent were in the 31-40 age group; the largest group was eight or 33.5 percent of the women from 51-60. Five or 20.8 percent were from 61-75 years. The median age was 49 years.

The Bozeman study had one graduate 16 years of age; two from 31-40 years of age; and one graduate in the 51-60 age group. The combined graduates had five in the 31-40 age group and nine in the 51-60 age group. See Table II.

TABLE II
AGE OF THE GRADUATES

AGE	NUMBER OF GRADUATES		TOTAL	PERCENTAGE	
	MISSOULA	BOZEMAN		MISSOULA	BOZEMAN
16-19	0	1	1	0.0	25.0
20-30	4	0	4	16.6	00.0
31-40	3	2	5	12.5	50.0
41-50	4	0	4	16.6	00.0
51-60	8	1	9	33.5	25.0
61-75	<u>5</u>	<u>0</u>	<u>5</u>	<u>20.8</u>	<u>00.0</u>
Total	<u>24</u>	<u>4</u>	<u>28</u>	<u>100.0</u>	<u>100.0</u>

Education.--All of the 24 participants in the Missoula study had completed the eighth grade. Five or 21 percent did not finish high school, while 11 or 46 percent completed high school. Seven or 29 percent had work beyond high school, and one had completed college. Of these that had training beyond high school, one had nurse's training of three years; and one was a licensed practical nurse. Of the remainder, three or 12.5 percent had from two quarters to two years of college. One attended two years of teachers college, and the college graduate had a teaching certificate in addition to a B.A. Degree. In the Bozeman study, one had completed the eighth grade, one was in high school as a junior, one completed high school, and one had one year of nurse's training beyond high school. See Table III.

TABLE III
EDUCATIONAL BACKGROUND OF THE GRADUATES

GRADE COMPLETED	NUMBER OF GRADUATES		TOTAL	PERCENTAGE	
	MISSOULA	BOZEMAN		MISSOULA	BOZEMAN
9-10	5	1	6	20.9	25.0
11-12	11	2	13	45.9	50.0
13-15	7	1	8	29.1	25.0
16+ 2	<u>1</u>	<u>0</u>	<u>1</u>	<u>4.1</u>	<u>00.0</u>
Total	24	4	28	100.0	100.0

Marital Status.--Of the participants in the Missoula study, 18 of the 24 or 75 percent were married, and six or 25 percent were widowed or divorced. Of those that were married, only eight or 33.3 percent worked outside the home prior to taking the course, while four or 66.6 percent of the unmarried women worked outside of the home. The age of the children did not have an effect on the women working outside the home. Six children of three working mothers ranged in age from one and one-half years to 16 years.

In the Bozeman study one graduate of the four was not married, and three or 75 percent were married and lived with their husbands.

Occupations of the Husbands.--All but one of the husbands of the participants were classified as non-professional workers. The one exception was a high school teacher. The skilled workers were superintendents of industry, the railroad, licensed practical nursing trainees,

university students, and Montana civil service workers. The semi-skilled were manual workers on the railroad, and the unskilled workers were custodians. One of the husbands in the Bozeman study was retired, and two workers were in skilled occupations. See Table IV.

TABLE IV
OCCUPATIONS OF THE HUSBANDS OF GRADUATES

OCCUPATIONS	NUMBER OF GRADUATES		TOTAL	PERCENTAGE	
	MISSOULA	BOZEMAN		MISSOULA	BOZEMAN
Professional	1	0	1	5.6	00.0
Skilled	6	2	8	33.3	66.7
Semi-skilled	9	0	9	50.0	00.0
Unskilled	2	0	2	11.1	00.0
Retired	0	1	1	00.0	33.3
Total	18	3	21	100.0	100.0

Employment.---Ten of the graduates of the Missoula study did not work before they took the Homemaker Service training course. Of those that did work outside the home, one was a professional welfare worker, another was a skilled worker doing practical nursing, and two had other skilled jobs. Seven or 29.1 percent of the participants were classified as semi-skilled working as babysitters and salesclerks. Three or 12.5 percent of the workers were unskilled doing cleaning type jobs. In the Bozeman study the high school student did not work, two were semi-skilled workers, and one was an unskilled worker. See Table V.

TABLE V

HOW GRADUATES WERE EMPLOYED BEFORE HOMEMAKER SERVICE TRAINING

EMPLOYMENT BEFORE TAKING THE COURSE	NUMBER OF GRADUATES		PERCENTAGE	
	MISSOULA	BOZEMAN	MISSOULA	BOZEMAN
Not Working Outside the Home	10	1	41.6	25.0
Professional	1	0	4.3	00.0
Skilled	3	0	12.5	00.0
Semi-skilled	7	2	29.1	50.0
Unskilled	3	1	12.5	25.0
Total	24	4	100.0	100.0

Children.--Twelve of the graduates of the Missoula study had children at home. Six or 25 percent of the graduates had children under 12, while six or 25 percent had children over 12 years. Twelve or 50 percent of the graduates had no children at home. The total number of children at home were from one to five or 2.2 children per family. There were children of all ages at home. There were 1.2 if the children were over 12 and 1.0 if they were under 12 years. The age of the participant seemed to make a definite difference in the number of children at home; those that were between 30 and 40 had the largest number at home, totaling 12, while those between 51 and 65 had none.

In the Bozeman study only two graduates had children; one had children over 12 years, and one had children over and under 12 years; one graduate had no children at home. See Table VI.

TABLE VI
NUMBER OF GRADUATES AND THE AGE OF THE CHILDREN AT HOME

NUMBER OF GRADUATES MISSOULA	GRADUATES BOZEMAN	AGE OF THE GRADUATES	AGE UNDER 12 YEARS		AGE OVER 12 YEARS		PERCENTAGE	
			MSLA	BOZ	MSLA	BOZ	MSLA	BOZ
6	1	30-40	12	1	0	0	25.0	33.4
6	1	41-50	0	0	12	1	25.0	33.3
<u>12</u>	<u>1</u>	51-65	0	0	0	0	<u>50.0</u>	<u>33.3</u>
24	3						100.0	100.0

Homemaker Service Training Program

Number

Two of the cities in Western Montana had Homemaker Service Training Programs, Bozeman and Missoula. A total of 33 women had graduated, six from the Bozeman course and 27 from the course in Missoula. The program in Missoula had been offered three times while it had been offered only once in Bozeman. The class size in Missoula ranged from six to eleven with a class average of nine students.

At the time of the study, 17 women were registered in class number four in Missoula while class number two was organized in Bozeman in April, 1968. See Table VII.

TABLE VII
PROGRAMS AND GRADUATES IN THE MAJOR CITIES OF WESTERN MONTANA

CITY	NUMBER OF PROGRAMS	NUMBER OF GRADUATES	NUMBER IN PROCESS OR PLANNED
Bozeman	1	6	1
Butte	0	0	0
Great Falls	0	0	0
Helena	0	0	0
Kalispell	0	0	1
Missoula	<u>3</u>	<u>27</u>	<u>1</u>
Total	4	33	3

Cost

Two methods were used to cover the cost of the program. At Missoula financing was through federal funds allocated by the Barden Act. At Bozeman the cost was paid by charging a fee of \$10 for each participant in addition to funds from the Barden Act.

The total cost at Missoula was about \$350 for the 50 hour program. This was used to pay the resource teachers' salaries of approximately \$5 per hour, supplies, and administrative costs. At Bozeman the total cost was \$150 for the 30 hour course. Teachers' salaries were about the same as were the administrative costs and supplies.

Effectiveness.--Only the program in Missoula was evaluated for effectiveness. This program has been organized for two years and given

four times. At Bozeman the course had only been taught once and had six graduates of which only four were available for interviews.

Schedules.--The Missoula schedule called for one three-hour class a week for 17 weeks. The first class was two hours of orientation, making a total of 50 hours. This had been changed from a three-hour class which met twice a week for five weeks or a total of 30 hours.

In the Bozeman program the class met once a week for three hours, making a total of 30 hours in ten weeks.

Suggestions for Change.--The participants in the Missoula program had many suggestions for change. It can be observed from Table VIII that many changes were made after the first session of 30 hours of curriculum. This was because of the mutual desire of students and teachers for more training in these areas. Of the 24 graduates, 16 wanted more training in four areas of the curriculum. They were as follows: Diets and Nutrition; Child Care; Home Nursing and Care of the Elderly; and Laundry, Cleaning, and Management. In the Bozeman study, only two graduates wanted more training in Care of the Elderly. All or four of the graduates said that the 30-hour course did not give enough specific information.

TABLE VIII

CHANGES IN THE HOMEMAKER SERVICE COURSE AFTER THE FIRST SESSION

CHANGES IN CURRICULUM	HOURS	NUMBER OF GRADUATES DESIRING MORE TRAINING		TOTAL	PERCENTAGE	
		MISSOULA	BOZEMAN		MSLA	BOZ
Diets and Nutrition	5-14	6	0	6	37.5	00.0
Child Care	6- 6	7	0	7	43.8	00.0
Home Nursing & Care of the Elderly	9-15	2	2	4	12.5	100.0
Laundry, Cleaning & Management	6- 6	1	0	1	6.2	00.0
Other	4- 9	0	0	0	0.0	00.0
Total	30-50	16	2	18	100.0	100.0

Diet and Nutrition training was increased after the first Missoula course from five to 14 hours; six or 37.5 percent of the graduates were especially interested in learning how to avoid extravagant food preparation and emphasis was on planning low-income meals. Those who still had children at home requested additional information on Child Care which was believed inadequate by seven or 43.8 percent of the graduates. This area, however, remained the same with six hours of class time allotted to the training. More emphasis was desired on diets, caring for the sick patient, nursing procedures for handling emergencies and first aid procedures. Of those that had raised their own children, additional emphasis was requested for understanding the elderly, interesting them in appropriate hobbies and forms of recreation, and fulfilling their needs for

association with young people. Laundry Management was stressed as being important in caring for the elderly by one or 6.2 percent of the graduates. The curriculum increase from four to nine hours consisted of orientation, evaluation, and discussion which the respondents believed to be a valuable part of the course.

In general, however, the graduates from both Missoula and Bozeman believed that the course was beneficial, they had learned new techniques and enforced knowledge previously gained.

Teacher Effectiveness.--The participants in the Homemaker Service Training Course in Missoula reported that the classes had a friendly atmosphere. There seemed to be good rapport between the teachers and the class members. The teachers were most cooperative and willing to answer any questions at school, in class, and out on the case. The members enjoyed comparing notes and discussing problems. One graduate reported that the relaxed atmosphere for learning gave her the confidence and the desire to do more studying in this area.

Methods used by the teachers in class included having the trainees share their experiences in caring for different types of families and discuss various problems which came up on the case. All of the graduates were impressed that the tone and quality of the voice of the visiting homemaker could be helpful in handling small children. A tape recorder was used to listen to the trainee's voice and evaluate it in terms of sounding pleasant and approachable to the child.

All of the Missoula graduates were enthusiastic about the help given by the teachers on a case. They were given the names and telephone numbers of the teachers and urged to call them whenever a problem came up. Having these resource people available appeared to give a visiting homemaker more confidence in going into a strange home and caring for a family. The home economist did not supervise the visiting homemaker on the case because of the scarcity of home economists in Missoula or in any of our cities. In the Eastern states where the Homemaker Service Program began, it was part of the training to go into the home after the homemaker had been on the job a day or two and discuss any problems with her. The visiting homemakers, however, did call on these resource people. Eight or 33.3 percent of the graduates called the teachers about the following subjects: diets, medicine for a child, child care, nutrition, home nursing, and counseling of the family members.

Student Satisfaction.--All of the graduates in Missoula who worked as homemakers agreed that the course offerings were helpful in caring for a strange family. Others who did no case work thought they could do so if they had the opportunity because of the excellent preparation.

Another indication that respondents valued the course was their willingness to recommend the training course to friends. This was especially true if they believed the course would fill a personal need or help provide opportunity for employment.

Employment.--The ability to obtain a position after training is one sign of effectiveness of the program. Graduates were encouraged to seek employment as soon as the course was completed. They were aided by the State Employment Service Office and a Voluntary Placement Director. Only two of the 27, however, secured a first job from the Employment Service Office. The placement director functioned only after the second group graduated and assisted nine women to find employment. The others learned of employment from friends or advertisements in the newspaper.

In the Bozeman Program, the homemakers were encouraged to apply at the State Employment Service Office under the title, "Health Homemaker Aide." Two of the graduates said that they did not find employment from that source. One did not work at all in the area of Homemaker Service and the other said she found employment through the University.

After graduation nine or 37.5 percent of the Missoula graduates did not work. This might have been because the majority of the women took the course without employment as their goal after graduating. They wished to increase their skills for personal benefit. Of the nine who took jobs related to the course of study, only six or 25 percent of the graduates replied that they were available as visiting homemakers. The other three skilled workers did babysitting, practical nursing, and caring for the elderly. Others took jobs unrelated to the course of study. These semi-skilled workers were unit controller, cook for a sorority, janitor for a school, and stock worker for a wholesale drug

company. The change in occupational status before the participants took the Homemaker Service Course and after they took the course is shown on Table IX.

TABLE IX
HOW THE GRADUATES WERE EMPLOYED
BEFORE AND AFTER THE HOMEMAKER SERVICE COURSE

EMPLOYMENT	BEFORE		PERCENTAGE		AFTER		PERCENTAGE	
	MSLA	BOZ	MSLA	BOZ	MSLA	BOZ	MSLA	BOZ
Not Working Out- side the Home	10	1	41.6	25.0	9	2	37.5	50.0
Professional	1	0	4.2	0.0	1	0	4.2	0.0
Skilled	3	0	12.5	0.0	9	0	37.5	0.0
Semi-skilled	7	2	29.2	50.0	5	2	20.8	50.0
Unskilled	3	1	12.5	25.0	0	0	00.0	00.0
Total	24	4	100.0	100.0	24	4	100.0	100.0

In Missoula only one more participant worked outside the home after taking the course, but the skilled workers increased by six or 25 percent. The semi-skilled worker decreased by two or 8.3 percent, and the unskilled worker was eliminated from the group. The professional graduate in welfare work continued in the position held prior to the course of study and believed the course improved her competence on the job because of its relation to course content. The six skilled workers said that they will have more pleasant work and earn a larger wage because of the training in the Homemaker Service Course.

In Bozeman, two did not work after taking the course, and two worked as skilled workers. One of the young graduates could not find work, age being the limiting factor and the other did not want to work because the babysitting jobs were below standard wage and nothing else was available. The two skilled workers enjoyed working in the homes as visiting homemakers, one caring for a child, and the other caring for a young family while the mother was incapacitated.

Of the nine women who took the course for self improvement in Missoula, seven or 29.2 percent reported that their husbands did not want them to work at this type of employment, while two or 8.3 percent of them stated that their husbands did not want them to work at all. These women did not realize they were expected to work in the home of families in need. Two of the participants said that they would not have taken the course if they had known they were expected to work as a visiting homemaker.

Of the six or 25 percent of the women who worked as visiting homemakers, only two were working on cases the way the program was intended to function. The others were working part of the time and were interested in the work, but did not want to live in the homes. The two homemakers lived in the homes for no longer than a month or until the family crisis was over. One homemaker was caring for an elderly person on a full-time basis, and was not available for case work. One divorced respondent reported that the employment was very challenging, but she

needed to have more regular hours. If there were a few days between cases she would lose income during that period.

Wages.--The wages paid for services are an overt measure of employee satisfaction. By federal law minimum wage is \$1.40 per hour. Salaries, however, varied greatly. Rates ranged from babysitting full-time at 46¢ per hour to home visits to the elderly at \$2.35 per hour or an average of \$1.40 per hour for a homemaker for an eight-hour day. If it were no longer than an eight-hour day for about a week, the salary was usually less per hour. If it was a live-in case, salary was paid at a different rate upon which both the employer and the visiting homemaker agreed as being satisfactory. The homemakers were interested in a decent wage, but they were more interested in helping the family in time of crisis. While some employers were able to pay the minimum wage of \$1.40 per hour, it was difficult for others. The length of time of employment was the most important factor in the salary arrangement and depended on the type of case. Many of the jobs were caring for elderly people and required that the homemaker stay with them until she was relieved on the case. If the patient lived in the home of a son or daughter, the homemaker would not live in, but if she had complete care of the patient, she would live in and charge a weekly rate instead of an hourly rate. In most arrangements the homemaker was paid a lump sum when the emergency was over. The average stay was a week or 10 days for which she was paid about \$100 per week or \$1.40 per hour for a 10-hour day.

Need

Evidence of the need for a training program such as the Homemaker Service can be indicated by the job opportunities available. Openings listed by the Montana State Employment Service Office requiring the services of a visiting homemaker for the period from January 1, 1967 through September 30, 1967 in Western Montana totaled 796. Of these, 161 or 20.2 percent were in Missoula, and 187 or 23.5 percent were in Bozeman. It is interesting that the greatest number of requests were in Great Falls, a city with no training program while the city with the most extensive program ranked third. It is also significant that the city with the greatest population ranked first and offered no program. See Table X.

TABLE X

JOB OPPORTUNITIES IN SIX MONTANA STATE EMPLOYMENT SERVICE OFFICES

CITY	POPULATION	NUMBER	PERCENTAGE
Great Falls	65,000	188	23.6
Bozeman	16,000	187	23.5
Missoula	50,000	161	20.2
Helena	20,230	118	14.8
Kalispell	15,151	98	12.3
Butte	28,000	44	5.6
Total		796	100.0

Another place that information is available concerning employment is the Classified Advertising Section of the newspaper. Listings can be found under Jobs Of Interest, Female. During that same period listings in the Missoula and Bozeman newspapers were surveyed. A total of 253 jobs were available for a homemaker trainee in Missoula and 36 jobs were available in Bozeman. Housekeeping jobs usually required that the homemaker live in the home, while babysitting jobs were caring for children during the day, but not living in the home. Caring for the elderly might be listed under either category. See Table XI.

TABLE XI

JOB OPPORTUNITIES IN THE CLASSIFIED SECTION, JOBS OF INTEREST, FEMALE IN
THE MISSOULIAN AND THE BOZEMAN DAILY CHRONICLE

TYPES	MISSOULA		BOZEMAN	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Housekeeping	130	51.4	12	33.3
Babysitting	<u>123</u>	<u>48.6</u>	<u>24</u>	<u>66.7</u>
Total	253	100.0	36	100.0

A total of 414 job opportunities were available to the visiting homemaker. Only 38.8 percent of the listings were found at the Employment Service Office while 61.2 percent were found in the classified section of the Missoula newspaper. Of the prospective employers, 92 more persons used the classified section than went to the Employment Office to locate employees.

In Bozeman the opposite seemed to be true; of the 223 listings, only 16.2 percent were found in the classified section of the newspaper, while 83.8 percent were found through the Employment Office. It appears that the State Employment Service Office serves the community better in Bozeman than in Missoula. It may be, however, that listings in the newspaper in Bozeman were not extensive or well read.

None of the employers interviewed in Missoula used the Montana State Employment Service to locate an employee. Leads came from the Voluntary Placement Director, a friend, newspaper advertisements, and the YWCA organization in that order. See Table XII.

TABLE XII

METHOD USED BY EMPLOYERS TO CONTACT THE VISITING HOMEMAKER IN MISSOULA

MEDIA	NUMBER OF EMPLOYERS
Voluntary Placement Director	5
A Friend	2
Newspaper Advertisement	1
YWCA Organization	$\frac{1}{9}$
Total	9

Employers

Nine families were interviewed in Missoula. There were only two employers in the Bozeman study, and they were unavailable for interviews. The family size ranged from one to four members with an average of two persons per family. In 66.7 percent of the cases an adult son or daughter

was responsible for the parent's care and used the services of a visiting homemaker. The employers whose occupation was classified as professional needed these services for care of a new baby or that of elderly parents. The skilled worker seeking Homemaker Service trained persons needed baby-sitting services. See Table XIII.

TABLE XIII

SIZE OF FAMILIES CARED FOR BY THE VISITING HOMEMAKER IN MISSOULA

EMPLOYER STATUS	NUMBER OF FAMILIES	NUMBER OF PERSONS IN HOUSEHOLDS	PERCENTAGE
Retired Persons	6	9	47.4
Professional	2	7	36.8
Skilled	<u>1</u>	<u>3</u>	<u>15.8</u>
Total	9	19	100.0

Employer Satisfaction.--In Missoula the nine employers interviewed agreed that the work of the visiting homemaker was satisfactory. It was their opinion that she was cheerful, energetic, clean, well-organized, and kind to children. She understood the duties assigned by the employer. She performed light housekeeping chores, cleaning, laundry, care of the children or the elderly.

The employers also agreed that the visiting homemaker gave stability to the home. One who had a small child and a new baby stated that she needed help to maintain the household routine and to care for

her small child; it was the visiting homemaker who filled that need. Those who had to leave elderly parents alone appreciated the homemaker because they were assured that the responsibility for their physical care would be assumed.

The employers as a group did not think the visiting homemaker needed to be supervised in the home. They believed she was capable of managing alone.

Five of the employers or 55.5 percent replied that it was convenient to hire a trained homemaker because the Voluntary Placement Director for the group recommended the graduates of the course. The employers were impressed with the 50 hours of study they had in this area. One employer reported that the homemaker seemed to be sensitive to the needs of his family. All of the employers said that they would recommend the work of the visiting homemaker to their friends. Four or 44.5 percent said she was effective in performing her duties and seemed to handle the problems of the family members with professional skill.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The Homemaker Service Program is a community service that trains visiting homemakers to help families with children, the aged, and the chronically ill. Its primary function is the maintenance of household routine and the preservation of wholesome family living in times of stress. It is difficult to go into the home and care for the family without an understanding of their needs. Someone must be trained for this type of work because of the problems in maintaining and preserving family life which are threatened with disruption by illness, death, ignorance, or social maladjustment.

The concern of this study is to determine:

- A) the extent of the course offerings in the six major cities of Western Montana.
- B) the need for the program in terms of job opportunities from employers requesting Homemaker Service assistance.
- C) the effectiveness of the Homemaker Service Training Program in Missoula, Montana and the attitudes of the employers who had the visiting homemakers in their homes.

The boundary line of Western Montana was made by dividing the northern border in half and drawing a perpendicular line at 111° longitude. The cities making up the sample were Great Falls, Helena, Bozeman, Kalispell, Butte, and Missoula.

Six school Administrators and Directors of Adult Education Programs were questioned about course offerings in Homemaker Service Programs in the six major cities. Two programs were offered. One in Missoula and the other in Bozeman.

The need for the program was determined by investigating the job opportunities in the six cities from the Montana State Employment Service Office and the classified section, Jobs Of Interest, Female in The Missoulian and The Bozeman Daily Chronicle for the period from January 1, 1967 through September 30, 1967. There were a total of 414 jobs from the two sources in Missoula and 223 jobs in Bozeman. In Missoula, 61 percent more people used the newspaper advertising, while in Bozeman only 16 percent used that source.

Population does not seem to be a factor. Great Falls had a population of 65,000 as compared with a population of 50,000 in Missoula. The difference in percentage of listings for job opportunities was only 3.4 percent for that period.

It appears that the Homemaker Service programs were started at the University of Montana in Missoula and Montana State University at Bozeman because of the promotion of Vocational Home Economics. The Homemaker Service training is one area in this field.

The effectiveness of the program in Missoula was determined by using a questionnaire for the personal interview of 24 graduates. In Bozeman only four of the six graduates were available for interviews. The nine employers who hired visiting homemakers in Missoula were

interviewed. They seemed satisfied with the work of the visiting homemakers and believed they gave stability to their homes in time of crisis.

The employment of the homemaker was changed by increasing the skilled jobs from three or 12.5 percent to nine or 37.5 percent after taking the course. A skilled job raises the worker's standard both in income and desirability of the work.

CONCLUSIONS

From the results in the study it was found that there is a need for the services of a homemaker trainee. This was indicated by the number of requests registered at the Montana State Employment Service Office as well as those listed in the Classified section of the Missoula newspaper and the Bozeman newspaper under Jobs Of Interest, Female. The hypothesis, therefore, that the Homemaker Service courses as offered are not adequately filling a serious need in six major cities of Western Montana was proven true.

Many trainees did not understand the purpose of the course and took the training for their own benefit. Furthermore, their husbands did not want them to work at this type of employment. Although only six graduates worked as full-time visiting homemakers, many worked in areas related to the course of study. The effectiveness of the program was shown by the interest of the visiting homemaker in caring for the families in time of crisis. All of the employers were satisfied with their performance on the job. They believed that the homemaker was kind and understanding in her care of the family members and genuinely

concerned with the care of the elderly. This concern and excellent training was appreciated by the employer. The hypothesis, therefore, that the Homemaker Service course as offered has effectively trained women who are interested in working in homes in time of stress and crisis was proven true.

RECOMMENDATIONS

For Improvement Of The Study

It would have been beneficial to interview the graduates of the Homemaker Service Training course soon after the completion of their curriculum for a better evaluation of their work.

A review of the literature of Homemaker Services in other countries, especially in Sweden, would have made an interesting comparison.

For Improvement Of The Homemaker Service Programs

Job opportunities could be analyzed and categorized in three areas: care of the elderly, child care, and housekeeping. The trainee could specialize in a certain area and be more confident of her area when taking a case. The needs of the community would be met by supplying the trained homemaker for that job.

It would have been helpful to work more closely with the voluntary placement director to determine the qualifications desired by the employers when they are hiring a visiting homemaker. Changes could be recommended to the director of the program.

The actual duties of the visiting homemakers should be reviewed, trainees who do not want employment should be discouraged, and an appeal should be made to the women who have grown families. The difficulty of managing two homes should be emphasized.

The goals of the program and real job opportunities should be stressed. The program should be evaluated after completion of the curriculum for effectiveness of the participants' ability to serve in the home in time of crisis. Workable or appropriate solutions to certain situations and problems in the homes should be analyzed. A discussion of these situations and visits to several homes in which homemakers are employed would be helpful.

For Improvement Of The Curriculum

The purpose of the course at the first session of the Homemaker Service course should be defined. The trainee should be informed of the role expected of her, the duties, and the responsibilities involved in working as a visiting homemaker.

The importance of the husband agreeing to have her employed in this area should be stressed. If two homes are involved, there must be cooperation in management.

The directors and the advisory council should be consulted about the curriculum changes. The graduates wanted more information and class time spent in the areas of Child Care and Psychology. Only six hours are allocated to this area. Additional information should be integrated. Also new short cuts should be included to make the duties easier. Basic

principles of time and energy management can be taught along with the application of work simplification in all areas--meal preparation, laundry, child care and home nursing. If the homemaker learns new methods and techniques, her work will become easier, more enjoyable, and challenging.

For A Homemaker Service Agency

The reapplication for a federal grant by the Homemaker Service Council to organize a Homemaker Service Agency in Missoula, Montana should be made. It could be supported by the United Givers of Missoula County and federal funds to pay monthly salaries for at least eight full-time visiting homemakers.

The relocation of the voluntary placement director from a private home to an office downtown is desirable. The employers could apply personally for the visiting homemaker instead of only by telephone. Funds could be made available by the service organizations or the United Givers of Missoula County. It would not solve the problems as would a community agency, but it would make the service available to more homemakers and to more employers.

For Improvement In Employer-Employee Relationships

The importance of the homemaker's role in helping the family in an emergency should be emphasized.

The stigma attached to going into the home of a strange family and performing routine household chores and caring for family members should be eliminated.

The attitude of the homemaker's husband about employment should be evaluated and the importance of this type of work in the community should be stressed.

The need for communication of expectations must be firmly established. The employer should be instructed about the duties the homemaker is to perform, as well as those duties the homemaker is not expected to perform. The length of employment and the nature of the family crisis should be described before she takes the case. Agreement on salary before employment begins will also improve the understanding between employer and employee.

For Community Participation In Homemaker Services

The trained graduates should be encouraged to join the Homemaker Service Council for two reasons: (1) to keep informed of the problems and functions of the program; (2) to perform voluntary services in caring for the elderly and the less fortunate people in the community. They should contribute a great deal to the community in an advisory capacity with their excellent training since the graduates are about 49 years of age; with no children at home and with husbands who do not want them to be employed full-time.

For Improved Community Communication

Communication could be stressed between the Directors of the Adult Education Program and the home economists in the cities without Homemaker Service training courses. The home economists should be encouraged to investigate the city newspapers to establish the need for

the program. The home economists should set up an Advisory Council of influential members of the community to plan a Homemaker Service program. Financial help can be made through the Vocational Education Act of 1963. Both the community and the employees in these cities would benefit from a Homemaker Service program.

Suggestions For Further Research.

Research on the advisability of the Homemaker Service program joining the proposed Community Action Agency sponsored by the Missoula-Mineral Human Resources, Inc. in Missoula is advisable. This research should be done after the reapplication for a federal grant for a Homemaker Service Agency is made. The program is part of Vocational Home Economics and may not be eligible for funds if it goes into a separate federal agency. The need for an agency to handle the employment and salaries of the homemakers is essential if the goal of the group is to improve the welfare of all members of the community.

Research on a procedure for organizing the Homemaker Service employment groups in much the same way labor unions organize other occupations would insure safe working conditions and adequate salaries. Some of the stigma attached to this occupation could be removed by specifying duties on the job. Good employer-employee relationships could be had by working through such an agency.

APPENDICES

APPENDIX A

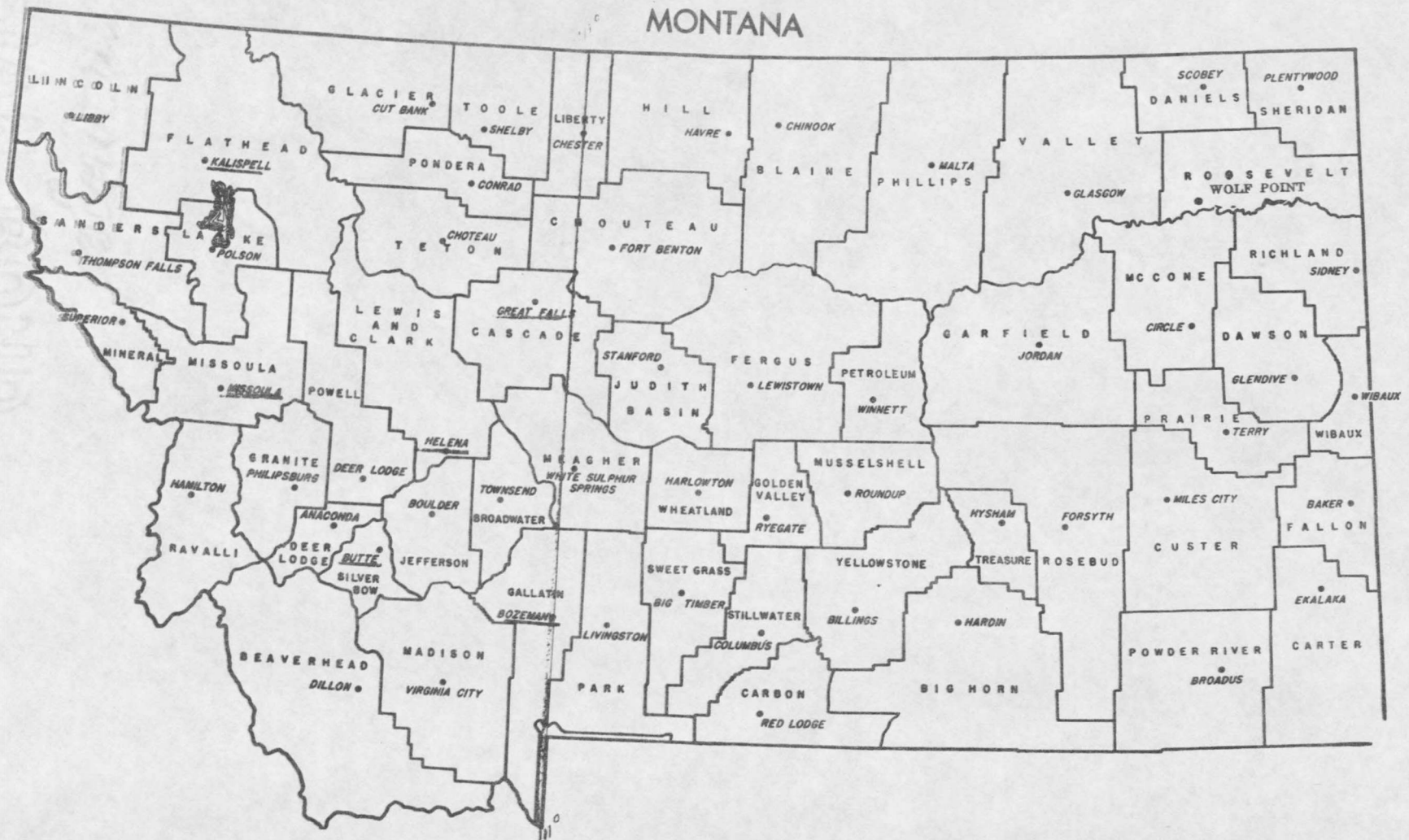


Figure 2. Delineation of the North-South Boundary Showing Counties

APPENDIX B

2904 Highland Drive
Missoula, Montana 59801

October 3, 1967

Mr. James Carey
Administration Building
Great Falls School System
Great Falls, Montana

Dear Mr. Carey:

As part of the research for a master's thesis in Home Economics,
"An Evaluation Of The Homemaker's Service Courses In The Major Cities
Of Western Montana," I would like your answers to the following questions:
Do you offer a Homemaker's Service Course in the Adult Education Program?

Yes _____ No _____

If yes, how long have you offered this course in Vocational Home
Economics? _____

Thank you for your information.

Sincerely yours,

Mrs. Mary E. Barth

APPENDIX C

2904 Highland Drive
Missoula, Montana 59801

October 1, 1967

Mr. Jess C. Fletcher
Director, Montana State Employment Service
U. C. C. Building
P.O. Box 1728
Helena, Montana 59601

Dear Mr. Fletcher:

As part of the research for a master's thesis in Home Economics, "An Evaluation Of The Homemaker's Service Course In The Major Cities Of Western Montana," I would like to gather data on job opportunities listed in the State Employment Offices in Butte, Helena, Great Falls, Bozeman, and Missoula for the period from January 1, 1967 through September 30, 1967.

Mr. Polutnik at the Missoula State Employment Service Office suggested that I ask your permission to get the listings of the number of openings received for Homemaker Service type jobs such as housekeepers, babysitters, and companions for the elderly. This information would help determine the need for the Homemaker's Service training in these cities in Montana.

I would appreciate your giving permission to the offices in Butte, Helena, Great Falls, Bozeman, and Missoula for the total number of offerings listed for that period from January 1, 1967 to September 30, 1967.

Thank you for your cooperation.

Sincerely yours,

Mrs. Mary E. Barth

Montana State Employment Service

DIVISION OF
UNEMPLOYMENT
COMPENSATION
COMMISSION



AFFILIATED WITH
UNITED STATES
EMPLOYMENT SERVICE

U. C. C. Building
Helena, Montana

October 23, 1967

Mrs. Mary E. Barth
2904 Highland Drive
Missoula, Montana 59801

Dear Mrs. Barth:

Thank you for your recent letter.

We have taken the liberty of getting the information you desired as we believe we could probably get it easier and faster than you could. This is one reason for the delay in answering your letter. Another reason was that you wanted to include September's figures and, at the time you wrote your letter, the September figures were not yet available to us.

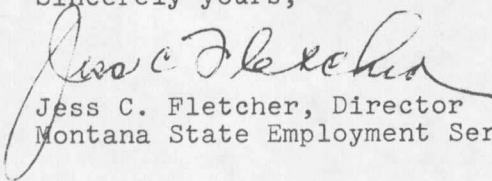
The job openings about which you were inquiring would be classified as listings for "Private Households". This includes the specific jobs you mentioned but it also includes persons hired for such jobs as raking lawns or shoveling snow. We eliminated these jobs and we also eliminated a few others in which the duration of the job was for a very short time. Your letter also mentioned the "Major Cities" of western Montana, so we have added the city of Kalispell which was not in your original letter.

Permanent openings received in Homemaker Service type jobs, by local office, for the period January 1, 1967 through September 30, 1967 are:

Bozeman	187	Helena	118
Butte	44	Kalispell	98
Great Falls	188	Missoula	161

We are sorry we could not get this information to you sooner, but we do hope it will be of use to you.

Sincerely yours,


Jess C. Fletcher, Director
Montana State Employment Service

APPENDIX D

QUESTIONNAIRE FOR WOMEN WHO HAVE TAKEN THE HOMEMAKER'S SERVICE COURSE

Page 1.

1. Name _____
Address _____
(A) Age _____ (B) Highest grade in school completed _____
(C) Age of children _____ (D) Marital Status _____
(E) Husband's occupation _____
2. Did you complete the Homemaker's Service Course? _____
3. If not, why? _____
4. Would you recommend the course to your friends? _____
5. Did you think the teachers presented the subject matter well? _____

6. Did you like going to class three hours twice a week? _____
7. What suggestions do you have for changing the course? _____

8. What kind of work did you do before you took the course? _____

9. Why did you take the course? _____

10. Did you seek work at the State Employment Office after graduation?

(b) Other employment offices? _____
11. Where did you find your first job? _____

QUESTIONNAIRE FOR WOMEN WHO HAVE TAKEN THE HOMEMAKER'S SERVICE COURSE

Page 2.

12. What was the name and address of your first employer? _____

Second? _____

Others? _____

13. What was your beginning salary or hourly wage? _____

14. Did you find the course offerings helpful in caring for a strange family? _____

15. Would you like more emphasis on one area in the training? _____

16. What area of the course? _____

17. Do you feel the certificate helps you in: (a) getting jobs which are more interesting? _____

(b) better working conditions? _____

(c) better pay? _____

18. Did you find the home economics teachers helpful at school and on the jobs? _____

19. Do you feel you can call on a home economist to help you when you are on a case? _____

QUESTIONNAIRE FOR WOMEN WHO HAVE TAKEN THE HOMEMAKER'S SERVICE COURSE

Page 3.

20. Did anyone supervise your work on a case? _____

21. Are you available for full time work? _____

22. Were there problems or topics not covered in the course that you
feel would have been helpful to you? _____

Comments: _____

APPENDIX E

QUESTIONNAIRE FOR EMPLOYERS WHO HIRED THE VISITING HOMEMAKERS

1. How many people did your Visiting Homemaker care for in your home?
Ages? _____
 2. Were you satisfied with her work? _____

 3. Was she competent to do the work? _____; cheerful _____;
energetic _____; well organized _____; clean _____;
kind to the children _____
 4. Do you think she was well trained to care for the family? _____

 5. Did she give stability to the home during this time? _____

 6. Would you prefer to hire an employee who had the Homemaker's Service
Training Course? _____
 7. Do you think persons from the Home Economics department should
supervise the Visiting Homemaker's work in your home? _____

 8. Would you recommend this Visiting Homemaker to your friends when
they need help? _____
 9. Was the salary or wages you paid agreeable to both of you? _____

 10. Did you contact the Visiting Homemaker through the Employment Agency
or through another agency? _____
- Comments: _____

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NAME AND ADDRESS	
6-24-69	<i>Handwritten notes</i>
JUL 31 1969	<i>Handwritten notes</i>
MAR 8 1970	<i>Handwritten notes</i>
JUL 2 1970	<i>Handwritten notes</i>
MAR 1	<i>Handwritten notes</i>

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