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## AN ANALYSIS OF A PROPOSED HOME ECONOMICS ACTIVITIES AND INTERESTS

 INVENTORY WITH IMPLICATIONS FOR FURTHER RBTINEMBNT```
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THESIS AND ABSTRACT APPROVED:


AOMOVLGDCRETH

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## CHAPTMR I

## TNPRODUCTION

Today, as in no other previous era democratic practices are needed in order that people may live abundantly and have a self-satisfying life. Many countries do not understand the meaning of democracy and only in a fev is there a concentrated effort to apply the ideals involved. No nation can claim a true democracy. On the whole, we in the United States of America, because of the ideals upon which our nation was founded, have more opportunities to participate in democratic living than any other country in the world. Democracy as our leaders view it, is not a mere form of government but a way of life which is acquired and maintained through intelligent participation, cooperative action, and deliberate education.

Anerican people as a whole believe in the optimum development of human personality. This belief seems to be the basis for all forms of organization, whether local or national. Yet, man is a greedy and selfish being who tends to verbalize about his beliefs rather than to put them into action, thereby jeopardizing the very ideals for which he stands. This prevents his accomplishing the goals desired and leads him to doubt his ability as a leader. Democracy, however requires faith in the intelligence of man to solve his own problems, and to make whatever adjustments are necessary to meet the needs of a rapidly changing social order.

In modern society, special educational preparation is becoming more and. more necessary for securing and holding jobs which provide adequate salaries
and make for good standards of living. Not too long ago a college education was possible for only the upper economic levels of society and the intelligentsia; however, today any student with average ability who wishes, may attend college or university. In fact, many colleges help students secure additional training by providing work experiences which enable them to meet their school expenses. Never before in the history of the world have so many students been enrolled in colleges. Never before have so many young people had the opportunity to be exchange students to other countries in the hope that through this means nations could learn to appreciate each other and try to unify their thinking. Never before has the exchange of teachers with other nations been as important as now, this so that Anerican educators may convey the meaning of democracy to others outside the borders of our own country. Dr. Hutchison expresses the purpose of exchanging teachers clearly when he says:

It can demonstrate the merits of our American Democratic way of life to other people; it can help strengthen international friendliness and understanding. ${ }^{1}$

Having teachers from other countries come to America also will help us to understand wherein their habits, needs, and actions differ from ours. This is one unique way of bringing the people of different nations more closely together, making for a united world.

Teachers in high schools and universities, in fact, in all schools have the biggest responsibility ever placed upon them. Now, when the entire world is involved in a conflict due to basic beliefs, all persons responsible for directing the learning experiences of youth must be concerned about the kinds of values they are helping create. It is these values

[^0]created by youth, which when put into action as adults, determine the kind of social order in which we live. To meet this responsibility schools must have the finest type of teachers available. The teachers selected must understand the values and ways of democracy; they must be physically fit; must be adaptable; must have a broad educational background with a thorough understanding not only of their major subject matter interest but of related areas; and must be socially sensitive to the needs and interests of others, as well as appreciative of the aesthetic values in life. Teachers are needed who not only have these innate qualities but who can help students and others create those values which are basic for the good life. Such teachers strengthen the homes of the nation and indirectly influence those in other lands. Home economics teachers, because of the type of subject matter dealt with and the kinds of learning experiences provided students, are closer to the people than teachers in many other areas. They, because their purpose is the improvement of home and family life, have a unique opportunity for helping individuals build those personal values essential to democratic living. One educator calls attention to the type of workers desired in home economics by the following statement:

> The home economics worker who measures up to the demands of such a program must be a growing worker, alert to opportunities for personal and professional development. She must modify her point of view, her ideas of value and her standards of achievement as new experiences come to her and as social conditions call for new solutions to life situations.

Another well known educator in her discussion of the educational responsibility of the home economics teacher said:

As we teach potential homemakers and world citizens we have a great opportunity, a great responsibility, not only to provide technical skills in homemaking or in professional home economics but also to develop women--women who will be citizens as well as homemakers or
${ }^{2}$ Ibid., 356.
professional women. Too frequently, in our zeal to train skills we lose sight of the personal development of the girl. ${ }^{3}$

Home economics in our educational system is a relatively new but very fundamental subject. It was developed primarily as a medium for improving the status of people and the homes of the nation. The importance of home economics is emphasized by an analysis of society, which places the home and the school among the most important agencies serving humanity. Training in the field of home economics offers an opportunity to enter a number of vocations and professions. Because of the very nature of the content and because of the breadth of training provided, as well as because of what it has been able to accomplish, home economics has won recognition in the field of education. Dr. Hutchison calls attention to home economics in the statement:

Home economics has won respect and prestige for itself in a relatively short span of years because it has made material contributions to improving home and family living, to knowledge of food, shelter and clothing, and to the application and spread of that knowledge throughout the land. 4

Home economics is now recognized as a worthy profession by home economists as well as by many others. It is the only area which trains for both a. career and for homemaking at the same time. Much of the satisfaction that a. career brings is dependent on the kind of home life that one leads. Since this is true, both men and women should take home economics. Homemaking is a job for all who participate - men, women, and children; each must do his share in the fulfillment of his responsibility in making for better home living. One educator explains this responsibility in the following

[^1]
## manner:

Home economies is a part of total education, of education for living in the fullest sense of the word. I do not speak here of women's education; I an speaking of educetion of men and women, for I would remind you that one person does not make a home. Two people make a home; it is a joint effort and a joint responsibility. Jducation for homemaling mast be part of the education of men as well as of momen. ${ }^{5}$

Success in homemaicing as in all other professions or careers depends to a great extent upon the kind and amount of training individuals have.

Fanilies, in our own state and nation, are living in a changing world; where because of our high standard of living, it is iuperative that both men and women work, This brings certain changes in the social and economic structure of our society which make for continual adjustments and readjustments within the fanily. The extent of these adjustments depends upon the knowledge, attitudes, skills, and emotional patterns of the individuals within the home.

Individuals develop their basic habits, attitudes, and beliefs. In the early years of their life. If we expect them to develop to the fullest extent, we must have leaders who have been trained as homemakers and who understand the values of good home and family ilfe in a democracy. We, as a nation are made up of individuels; if we are to give and receive the most ilfe has to offer, we must learn how to participate in coranunity life. It then becomes the individual's responsibility to study, to understand, to be concerned about, and to work with the people about him. Throughout the world there is a definite need for more and nore individuals to help improve personal and social relationships. This mast be done before world peace is

[^2]possible.
In many fields of learning little or nothing has been done to find out what students leapn through everyday contact with othor huxan beings. Home economics euphasizes relationshfps as well as certain homeneking skills. Because of the very breadth of the work covered home economics needs more than any other area to find out what the previous home and community experiences of individuel students heve been. One educator in calling attention to this responstbility said:

> Brexything we do to sharpen the science and to highlight the art of homemalding, at no matter what educational level, serves the world comurity in at least three ways. In the first place the home is the unit of society; awything that strengthens this unit, making it a constant source of well-being and of inspiration to its individual members, strengthens society. In the second place, the home provides the origin and. the background for growing children, the future citizens of the world. In the third place, anything that increases the efficiency of the homemelcer frees her to participete in the sctivities of the wider comunity-makes her a better citizen. ${ }^{6}$

Where a subject matter field is as broad as home economics, it is most important that the learning experiences provided by the school do not repeat earlier activities, but that they bring new information and new applicstions of the principle involved. This cannot be done unless both the teacher and the student are aware of the extemt and value of previous learning experiences. Teachers as a whole are well aware of this fact but as yet fow have developed satisfactory ways of deternining where their students are whon they come to then.

Home oconomists should not oniy find out the extent and value of the previous learning experiences of students, but they are alao obligated to recrult others and to help them understand the possibilities and.

[^3]opportunities provided.
Students select and stay in thase areas of learning which present interesting possibilities for the future, which provide setisfactory learning experiences from the time they enter and which enable them to use Imnediately the information learned. It is this aatisfaction which is grined through fmediate achlevement as vell as the understanding of future possibilities that gives students the feeling of security needed. If this feeling of satisfaction is missing, students $12 k e l y$ will not remain in the Ifeld but will change to other more promising areas of study. Another edueator put it this way:

> The career of homemalcing is a vital and attractive one. Surely it is our duty to strengthen the position of the Anericen home in the minds of adolescent girls by setting up interesting and challenging problems in home economics instruction. At the secondary, as well as at the college level, home economics teaching must be made intellectually stimulating and challenging if it is to comand the respect and interest of able students.

To be heppy in a learning situation students must undergo no wasted time; every minute of the experience must be meaningful. Learaing experiences cannot be meaningful if uninteresting and if the information gained is not usable immediately. Neither can they be meaningful if they are a repetition of earlier experiences. Learning goes faster and better if one is interestod in what he is doing. Through the provision of meaningrul learnIng experiences more and more students will take home economios as a career.

Too irequently people select a career without adequate analysis and find later that the vocation selected was a poos cholee. Only when sound judgenent is used in the selection of a career and a careflul study is made of one's abilities and interests will that career be one in which the

[^4]individual is happy. The school has a responalbility for helping students select those careers best suited for them. It is largely through the influence of teachers that boys and. girls formulate the standerds they follow in making vocational choices. Teachers today face a big problem in helping students secure the information, skills, abllities, and undergtandings needed for making satisfactory decisions in the selection of their iffe work.

Believing that teachers have a definite responsibility for learning as much about their students as possible, the writer became interested in an activities and interests inventory being developed by a sub-committee of the American Vocational Association. This Inventory was one of several evaluation instruments designed to locate students' needs, abilities, interests and attitudes toward the field of home economics. mose now being developed deal with:

1. voeational goals and values students hold which point towara eareers in home economics.
2. gatisfactions and disgatisfactions students believe are to be gained through studying home economics.
3. opinions students have concerning home economies and the persons who influenced theis opinions.
4. Information and misinformation students have regarding home econories.
5. activities and interests students heve in the various areas of home economice which might be indicative of their success in the profession.

These instruments are a part of a mach larger study initiated by the home economics Research Comittee of the American Vocational Association in 1943. This comittee hoped to develop instruments which would IInd out not only the actual frctors affecting the supply of home economics teachers but also would find what cemsed students to select or fail to select home economIes as an area of preparation. Whey also hoped that sone of the instruments
planned would be useful in locating and recruiting capable youth.
This study is an attempt to analyze one of the rough instruments, proposed by one sub-comittee of the original research group. ${ }^{8}$ It is an inventory of the experiences and interests of students in various activities indicative of the specialized professions in home economics. The purpose of the inventory (although not a finished product) is to help high school or college staff members and others determine students' interests and experiences in those activities which seem, according to professional home economists, to be suggestive of careers in home economics. No effort is made in this study to determine the effectiveness of this evaluation and/or guidance instrument but simply to assist in one stage of its development.

The writer, interested in the development of guidance instruments, has used this means of helping the American Vocational Association sub-comittee secure and interpret initial data regarding the instrument proposed so that it could be statistically analyzed and developed further. As in the development of all evaluation instruments, there are certain specific things one can learn in carrying out any stage of their development. Through participating in this project the writer hoped to increase her knowledge regarding the way standardized evaluation instruments were developed as well as her understanding of the experiences and interests college students have in the various areas of home economics. Too often teachers use standardized evaluation instruments without appreciating the amount of effort, tine and money which has gone into their development. Fach instrument perfected means the carrying out of many detailed statistical processes and involves the combined.

[^5]efforts of a number of people. In fact, many educators have taken jears to complete what now may seem quite simple instruments. Not until individuals make a detailed study of the processes involved, can they fully appreciate their inportance. Should nothing be gained from this study other than the appreciation of such instruments, and their use, the time and effort involved will be well used.

## CHAPTMR II

## THE STUDY OF A PROPOSED WVALUATION INSTRUIOMM

On the basis of the beliefs presented earlier the writer undertook to secure the opinions of certain professional and business women and the reactions of college students to the various statements included in the rough draft of an Activities and Interests Inventory proposed by a sub-comittee of the American Vocational Association. This was done in an effort to assist this comititee with the further refinement of the instrument.

The inventory was made up of 225 statements regarding activities and experiences which home economists think are basic for the various professions in home economics, plus one area dealing with teaching in general. These activities, although referring to the more or less routine work of professional home economists, are still such that many of them likely are experienced by youth interested in this field. No reference is made to specific careers, but the inventory is so planned and worded that each major subject matter interest in home economics is represented by 25 statements. These statements are so arranged that the area referred to is difficult to identify. This arrangement was a deliberate effort to disguise subject matter areas and was accomplished through the use of the Pisher and Yates Table of Random Sampling Numbers, ${ }^{9}$ thus tending to make each item stand on its owm. Although the instrument is arranged in this manner, all tabulation of results shown in this stuay are

[^6]grouped according to subject matter and professional areas so that the reader may more easily make interpretations. The areas included are: Child Care and Development; Olothing and Textiles; Family and Social Relations; Peaily Toonomics and Management; Foods and Nutrition; Health and Safety; Housing, Home Furnishing, Tcuipment, and Interior Decoration; Teaching in General, and Teaching Home Zconomics, Since the American Vocational Association group was interested originally in recruiting home economics teachers, 25 items are included which have to do with teaching in general. This was done to emphasize teaching as a profession and may not be included in the completed instrument. American Vocational Association comittee members proposing this instrument worded and reworded the statements included many tinies securing the adVice and criticisms of their friends in the various professionel home economics groups. Since there was no record of the way in which these professional home economists had reacted to the instrument, the writer attempted to secure the opinion of other professional and business women, home economists and non-home economists. Wighteen persons were asked to read the instrument and to check it indicating those items which pointed up their various occupations, marking out those activities which seem to be so universally done that they should be eliminated. These women represented a number of businesses and professions, being employed as:

Home Zconomists Wursery School Supervisor Home Demonstration Agent Research Worker (Thoods) Fublic Health Nurse Radio Journalist and Program Director Home Economics Journalist Home Service Director Dietitian

Non-home Iconomists
Nurse
Secretary
Receptionist
Beauty Operator
Photographer
Gift Shop Manager
Artist
Dress Shop Manager
Doctor, General Practitioner Assistant Manager, Dry Cleaning Mstabli shment Homemaker

The activitian these 18 man considered descriptive or ingortant to the work they were doing are found in Teblen 1 and 2 , pegee 14-27. Fere one can see the professions represented and bhe iten numbere considered frporthe for each. By corparing itara nubars with the inventory, ${ }^{10}$ the agectific activity referred to can bo determined. 㱜urther study of these tables will show that eight of the businass and profesionel wan contacted were home econorists. While ten were non-home economists. A comprison of the itons checked will reveal that no one activity was considered by all pergons as indiaative of their work, neither mas any checrod in that zanare by all those in either croup. Hovever, some items stand out as being rore or less univeredly done in thest they were checked as fargortent by the dajority of the growe 是or incuance, seven of the eight home economiste checked the following items:

## Iter munbers Inventory Stetenent s

| 23. | Unite informetionel sricles for the sohool or commaty antrooper. |
| :---: | :---: |
| 34. | Read articles givine now informbion regarding nutrition. |
| 36. | Furchase food for family meals on a fired amount of money. |
| 3\%. | Wead stories to find out howdifferent people live. |
| 57. | Assist in climineting heelth hegraris through a commnity clean-up cempalen. |
| 90. | Assist with the teaching of nutrition priaciples to grade school childrex. |

An analysia of the six itoxs checked as important in the rork of the geven howe economists shows the they ell refer to activities which people in tis ares fiore or less the for granted as their reaponsiblity recerdless of their specielleation. Whis is glso true of those iters which wera checked by as many as six of the eight howe eonomista contacted. These wera:

Itea sumbers Inventory Stetements
15. Select and mence household accessorios such as pictured. small furnishings, and other decorative objects.

10 sub-coraittee of the American Vocational Association, loc. cit.
 AS BDORTDD BY THM BUSIKESS AKD

PROHESSIOMAL FOREN


TABLIE 1－－Continued

| Inventory Iten | Artist | Beauty Onerator | Doctor | Dress Shop Menager | Glift Shop Maneser | Home－ maker | Murse | Photocrapher | Recep－ tionist | $\begin{aligned} & \text { Becre- } \\ & \text { tary } \\ & \hline \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 31 | X |  |  |  |  |  |  |  |  |  |
| 32 | X |  |  |  | $X$ | X |  |  |  | X |
| 33 |  |  |  |  |  |  |  |  |  | X |
| － 34 |  |  |  |  |  | X |  | X |  | X |
| 35 | K |  |  |  |  |  |  |  |  |  |
| 36 | I |  |  |  |  | X |  |  |  | X |
| 37 |  |  |  |  |  | X |  |  |  | X |
| 38 |  |  |  |  |  |  |  |  |  |  |
| 39 |  |  |  | X | \％ |  |  |  |  | X |
| 40 |  |  |  |  |  |  |  |  |  | X |
| 41 | X |  |  | X | $x$ | \％ |  |  | X | X |
| 42 | Z |  |  |  | X |  |  |  |  | K |
| 43 | X |  |  |  |  | X |  |  |  | X |
| 44 | 石 |  |  |  |  | $X$ |  |  | $\chi$ | X |
| 45 | X |  |  |  |  | ＊ |  |  |  |  |
| 46 | X |  |  |  |  |  | X |  |  |  |
| 47 | W |  |  |  |  | X |  |  |  |  |
| 48 | X |  |  |  |  | X |  | X |  | X |
| 49 | X | 区 |  | K | x | X |  | K |  | X |
| 50 |  |  |  |  |  |  |  |  |  |  |
| 51 | X |  |  |  |  | X |  |  |  | X |
| 52 |  |  |  |  | \％ | x |  |  |  |  |
| 53 | \％ |  |  |  |  |  |  |  |  |  |
| 54 |  |  |  |  |  |  |  |  |  | X |
| 55 | X |  |  |  |  |  |  |  |  |  |
| 56 |  |  |  |  |  | X | \％ |  |  | 菨 |
| 57 |  |  |  |  |  | A | $\overline{\mathrm{X}}$ |  | X | X |
| 58 | \％ |  |  |  |  | X |  |  |  | X |
| 59 |  |  |  | － |  | X |  | 空 |  | $X$ |
| 60 |  |  |  |  |  |  |  |  |  |  |
| 61 | X |  |  |  |  |  |  |  |  | X |
| 62 |  |  |  |  | K |  |  |  |  | X |

TABLE 1--Gontinued


TABLE 1--Continued


TABLE 1－Gontinued

| Inventory Item | Aritist | Beauty Operstor | Doctor | Dress Shon bancter | Gift Shop vanager | Eome－ moker | Muree | Photogrenher | Recep－ tionist | $\begin{aligned} & \text { Secre- } \\ & \text { tary } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 129 | $X$ |  |  |  |  | 莀 |  |  |  | X |
| 130 |  |  |  |  |  |  |  |  |  |  |
| 131 | $X$ |  |  | X | X |  |  |  |  |  |
| 138 |  |  |  |  |  | 艾 |  | $x$ |  |  |
| 133 |  |  |  |  |  |  |  |  |  |  |
| 134 |  |  |  |  |  | $\pm$ |  |  |  | X |
| 135 | X |  |  |  |  |  |  |  |  | \％ |
| 136 | X |  |  | X |  | X |  |  | \％ | X |
| 137 | X |  |  |  |  |  |  |  |  | X |
| 138 | X |  |  |  |  |  |  |  |  | X |
| 139 | K |  |  |  |  | X |  |  | X | $\pi$ |
| 140 | $\mathbb{X}$ |  |  |  |  |  |  |  |  |  |
| 141 |  |  |  |  |  |  |  |  |  |  |
| 142 | X |  |  |  |  | X |  |  |  | X |
| 143 | X |  |  |  |  |  |  |  |  |  |
| 144 | 8 |  |  |  |  |  | d |  | \％ |  |
| 145 | $x$ |  |  | X |  | \＃ |  | X |  | X |
| 146 |  |  |  |  |  |  |  |  |  |  |
| 147 | 基 |  |  |  |  |  |  |  |  |  |
| 148 |  |  |  |  |  |  |  |  |  |  |
| 149 | K |  |  |  |  |  |  |  |  |  |
| 150 | X |  |  | X |  | X |  |  |  | X |
| 151 | \％ |  |  |  |  |  |  |  |  | X |
| 152 |  |  |  |  |  |  | X |  |  |  |
| 153 | X |  |  |  | X | X |  |  |  |  |
| 154 |  |  |  |  |  | ＊ |  |  |  | $X$ |
| 155 |  |  |  |  |  |  | X |  |  |  |
| 156 |  |  |  |  |  |  |  | \％ |  |  |
| 157 |  |  |  |  |  | X |  |  |  | X |
| 158 | $\pi$ |  |  |  |  | \％ |  | K |  |  |
| 159 | X |  |  |  |  |  |  |  |  |  |
| 160 |  |  |  |  |  |  |  |  |  |  |
| 161 | W |  |  |  |  |  |  |  |  |  |

14sid 1－monsinued

| Inventory I恄品 | Artist | 3esuty oreretor | Doctor | Dress shoo Hancer | Gift Sho Manese | 敬造e－ noter | Hurse | ghotorasgher | Rocer tionist | $\begin{aligned} & \text { Secre- } \\ & \operatorname{tary} \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 162 |  |  |  |  |  | \％ |  | R |  | X |
| 165 | $\pi$ |  |  |  |  |  |  |  |  |  |
| 164 |  |  |  |  |  |  |  | 3 |  |  |
| 165 | 8 |  |  |  |  |  |  |  |  | T |
| 186 |  |  |  |  |  |  |  |  |  | $x$ |
| 167 | \％ |  |  | X | 等 | 8 |  | X |  | \％ |
| 168 | 5 |  |  |  |  |  |  |  |  | X |
| 169 | K |  |  |  | \％ |  |  |  |  |  |
| 170 | 茹 |  |  |  |  | \％ |  |  |  | X |
| 171 | K |  |  |  |  | 楽 |  |  |  | $x$ |
| 178 |  |  |  |  |  |  |  |  |  |  |
| 173 | S |  |  |  |  | 河 |  |  |  | X |
| 174 |  |  |  |  |  |  |  | X |  | 够 |
| 175 | X |  |  |  |  | IT |  |  |  | I |
| 176 |  |  |  |  |  |  |  |  |  |  |
| 177 | 8 | 8 |  |  |  |  |  | 3 |  | d |
| 178 |  |  |  | S |  |  |  |  |  | K |
| 179 | 8 |  |  |  |  | 3 | Z |  | \％ |  |
| 180 | X |  |  |  |  |  |  |  |  | $\pi$ |
| 181 | \％ |  |  |  |  |  |  |  |  | K |
| 188 |  |  |  |  |  |  |  |  |  | K |
| 183 | K |  |  |  | $\pi$ |  | $x$ | 3 |  | X |
| 184 | X |  |  |  |  |  |  |  |  | ＊ |
| 185 | 5 |  |  |  |  | 筬 | 戒 |  |  |  |
| 186 |  |  |  |  |  | 建 |  |  |  | 苃 |
| 287 | I |  |  |  |  | \％ |  |  |  | \％ |
| 133 | 8 |  |  |  |  |  | ． |  |  |  |
| 189 | \％ |  |  |  |  | 8 |  |  |  |  |
| 190 | I |  |  |  |  |  |  |  |  | $\pi$ |
| 191 |  |  |  |  |  |  |  |  |  |  |
| 192 | K |  |  |  | 8 |  |  |  |  | X |
| 193 |  |  |  |  |  |  |  |  |  |  |
| 194 |  |  |  |  |  |  |  |  |  | X |

TABLE 1－Gontinued

| Inventorg $\qquad$ | Artist | Beauty Operetor | Dector | Dress Shop Menagez | Gift Shop Meneger | Home－ maker | Hurge | Photorgener | Recep－ tionist | Secre－ <br> tary |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 195 |  |  |  |  |  |  |  |  |  |  |
| 196 |  |  |  |  |  |  |  | X |  |  |
| 197 | X |  |  |  |  | I |  |  |  | X |
| 198 |  |  |  |  |  |  |  | X |  | \％ |
| 199 | X |  |  | X |  |  |  |  |  |  |
| 200 |  |  |  |  |  |  |  |  |  | \％ |
| 201 | X |  |  |  |  | X |  | 4 |  | X |
| 202 |  |  |  |  |  |  |  |  |  |  |
| 203 |  |  |  | X |  | 最 |  |  |  | $x$ |
| 204 | I |  |  |  |  | X |  |  |  | T |
| 205 | X |  |  |  |  | X |  | X |  | J |
| 206 | \％ |  |  |  |  | X |  |  |  | \％ |
| 207 |  |  |  |  |  |  |  |  |  |  |
| 203 | I |  |  |  |  | $x$ |  |  |  | X |
| 209 |  |  |  |  |  | T |  |  |  |  |
| 210 |  |  |  |  |  |  |  | K |  |  |
| 211 | \％ |  |  |  |  | \％ |  |  |  | X |
| 212 | X |  |  |  |  |  |  |  |  | \％ |
| 213 |  |  |  |  |  | \％ |  | 荧 |  |  |
| 214 |  | X |  |  | \％ | 8 |  |  |  | X |
| 215 | X | K |  |  |  | X |  |  |  |  |
| 216 | 易 |  |  |  |  | d |  |  |  | स |
| 317 |  |  |  |  |  |  |  |  |  |  |
| 218 |  |  |  |  |  | X |  | 茹 |  | X |
| 219 |  |  |  |  |  |  |  |  |  |  |
| 280 | X |  |  |  |  | \％ |  |  |  | $\pi$ |
| 221 |  |  |  | 星 |  |  |  |  |  |  |
| 232 | X |  |  |  |  |  |  | X |  | X |
| 235 | 4 |  |  | ． |  | X |  |  |  | 㽞 |
| 224 |  |  |  | － |  | $x$ |  |  |  | \％ |
| 285 |  |  |  |  |  | X |  |  |  | R |
|  |  |  |  |  |  |  |  |  |  |  |


AS SHON BY BIGB HONT EOOROMCS
SPGELALTSTS

| Inventoxy Item | Letitasa | Hone 30 no． －Asent | $\begin{gathered} \text { Wome Tconomics } \\ \text { Joumelist } \\ \hline \end{gathered}$ | Fone Service Director | hursery School Suoprvisor | $\begin{gathered} \text { Public Health } \\ \text { Murse } \\ \hline \end{gathered}$ | 2adio Journalist | Research Worter |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | \％ |  |  | 兄 |  |  |  |
| 2 | \％ | X | $\pm$ |  |  |  |  |  |
| 3 | \％ |  |  | P |  |  |  | S |
| 4 |  | dis |  |  |  |  |  |  |
| 5 |  | T |  |  | 駺 |  |  |  |
| 6 |  | J |  |  |  |  |  |  |
| 7 |  | 等 |  |  |  | \％ |  |  |
| 8 |  | \％ |  |  |  |  |  |  |
| 9 | 18 | \％ |  | X |  | 8 |  | 蕗 |
| 10 | \％ | 4． 8 |  | 8 |  | 8 |  | X |
| 51 |  | X |  |  |  |  |  |  |
| 28 |  | 匈 |  | ＊ | \％ |  | n |  |
| 13 | X | 3 |  |  |  | $x$ |  | ＊ |
| 14 | I | \％ |  |  | \％ | d | X |  |
| 15 | R | $\mathbb{R}$ |  | 8 | 8 | \％ | 8 |  |
| 16 | \％ | \＄ |  | \％ | X | \％ | 3 |  |
| 17 | S | 紘 |  |  |  |  | X |  |
| 13 | X | K |  |  | X | 8 |  |  |
| 19 |  | T |  |  | 8 | 发 |  |  |
| 20 | $x$ | 2 |  | S | 罢 | 4 |  |  |
| 21 | x | 3 |  |  | 8 |  |  |  |
| 23 | x | 4 | 7 | 3 | d | 药 | 葠 |  |
| 28 | S | $x$ |  |  | tis |  |  |  |
| 家 | \％ | 蓈 | X | $\chi$ |  | X | 2 | \％ |
| 25 | I |  |  |  |  |  | X |  |
| 26 | 3 | $X$ |  | T | 2 | \％ | $\pm$ |  |
| 27 |  | X |  | $x$ |  |  | K |  |
| 20 | S | T | R | \％ |  |  |  | \％ |
| 38 | N | $x$ |  |  |  |  | \％ | ． |
| 59 |  | X |  |  | X | $\pi$ |  |  |

TABLI 2－Continued

| $\begin{gathered} \text { Inventory } \\ \text { Item } \end{gathered}$ | Dietittan | Home Demo． Asent | Home Eeonomics Joumalist | Home service Director | Zursery School Supervisor | $\begin{gathered} \text { Fublic Heath } \\ \text { Hurse } \end{gathered}$ | Radio <br> Joumalist | Remearon Sorker |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 32 | X | \％ |  | x |  |  | X | X |
| 32 |  | x |  |  |  | X |  |  |
| 33 | X | T | X | A |  |  |  |  |
| 34 |  |  |  |  |  |  |  |  |
| 35 | X | $x$ |  | X | $\pi$ | X |  | X |
| 36 | X | X | X | \％ | $x$ |  |  | $x$ |
| 57 | X | \％ | X | \％ | $x$ | X | X |  |
| 38 |  | $\underset{\sim}{4}$ |  |  | X |  |  |  |
| 89 |  | X |  |  |  |  |  |  |
| 40 |  | 苗 |  |  | $x$ | X |  |  |
| 知 |  | X |  | X | I |  | K |  |
| 42 | $x$ | \％ |  |  | \％ | \％ | $x$ |  |
| 83 | X | $\chi$ |  | \％ |  | X |  |  |
| 44 | \％ | K |  | \％ | $x$ | R |  |  |
| 46 | H | $\pi$ |  | X | x | \％ |  | X |
| 46 | \％ | ＊ |  |  |  | \％ | X |  |
| 47 | X | $\pm$ |  |  | X |  | I |  |
| 48 | X | \％ |  | 8 |  | X |  |  |
| 49 | X |  | X | 菏 | X |  | H |  |
| 50 | \％ | $\pi$ |  |  |  |  |  |  |
| 61 | X | \％ |  | $\pi$ | X | X |  |  |
| 52 | X | X | X |  | X |  | X |  |
| 53 | X |  |  |  |  |  |  |  |
| 54 | H | 7 |  |  |  |  | x |  |
| 55 | X | 8 |  |  |  |  |  |  |
| E5 | \％ | H |  |  |  | x | x |  |
| 87 | x | \％ | $x$ | \％ | \％ | X | x |  |
| 58 | \％ | X |  |  |  |  |  |  |
| 50 | X | 8 | x |  | X | X | \％ |  |
| 60 | K | H |  |  | ＊ |  | X |  |
| 61 | X | X |  | $x$ |  |  |  | ＊ |
| 62 | X | X |  |  |  |  | I |  |

TABLE 2－Gontinued

| Inventory Item | Dietitian | $\begin{gathered} \text { Tome Demo. } \\ \text { Agent } \end{gathered}$ | Home Reonomies Joumalist | Home Service Director | Nursery School Supervisor | Public Health Murse | Redio Journalist | Desearch Worker |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 63 | 世 | X | X | X |  |  | I |  |
| 64 | X | 堂 |  | X | x | X |  |  |
| 65 |  | $\pi$ |  |  | x | K | x |  |
| 66 | \％ | $x$ |  | X |  |  |  | $x$ |
| 67 |  | \％ |  |  |  |  |  |  |
| 68 | x | \％ |  | K | x |  | II | X |
| 69 | X | \％ |  | x |  |  | \％ | X |
| 70 | $\underline{x}$ |  |  | H | x | I |  |  |
| 71 | X | x |  |  |  | \％ |  |  |
| 72 | X | X | $\mathbb{Z}$ | \％ | \％ |  | \％ |  |
| 73 | 盛 | 落 |  |  |  | x |  |  |
| 74 | \％ | 2 |  | X | \％ |  |  |  |
| 75 | 㫛 | X |  |  |  | X |  |  |
| 76 | 8 | $\pi$ |  |  |  | X | x |  |
| 77 |  | X |  |  |  |  | X |  |
| 78 | X | $x$ |  |  | X | X | X |  |
| 79 | X | K |  | X |  |  | $\bar{X}$ |  |
| 80 | 8 |  |  |  |  |  |  |  |
| 81 | 8 | X |  |  |  |  |  |  |
| 82 |  | \％ |  |  |  |  |  |  |
| 83 | \％ | $x$ |  | x |  |  |  |  |
| 84 | \％ | \％ |  |  | x | x |  |  |
| 85 | 㐋 | X |  |  | X | x | x |  |
| 86 |  | \％ | K | ， | X |  | X |  |
| 87 |  | \％ |  |  |  | \％ |  |  |
| 88 |  | \％ |  |  |  |  |  |  |
| 89 | X | X | X | $\pi$ |  |  | X | X |
| 90 | X | $\pi$ |  | X | x | X | 界 |  |
| 91 | X | I | X | \％ |  |  | \％ | ＊ |
| 93 | X | 苃 |  |  | \％ | \％ | \％ |  |
| 93 | X |  |  | $\pi$ |  |  |  |  |
| 94 95 | H | X | X | 基 |  | X | ＊ |  |


| Inventory | Dietitian | Home Demo. Agent | Home Eoonomics Journalist | Home Service Director | Nursery School Supervisor | Public Health Jurse | $\begin{array}{\|c\|} \hline \text { Radio } \\ \text { Journalist } \\ \hline \end{array}$ | Research Worker |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 96 |  | X | X | X |  |  | X |  |
| 97 | X | X |  | X |  | X | x |  |
| 98 | X | X |  |  |  |  | X |  |
| 99 | X | X |  |  | x | X |  |  |
| 100 |  |  |  |  | X |  | X |  |
| 101 |  | X |  |  |  |  | X |  |
| 102 |  | X |  |  | X |  |  |  |
| 103 104 | X | X | X | X |  | X | X | X |
| 105 |  |  |  | $x$ |  | $x$ |  | X |
| 106 |  | X |  |  |  |  | X |  |
| 107 | X | X |  | X |  | X |  |  |
| 108 | X | X |  |  |  |  |  |  |
| 109 | X | X |  |  | x | X |  |  |
| 110 | X | X |  | X |  |  | X | $X$ |
| 111 | X |  |  | x | X |  | X |  |
| 112 | X | X |  | X | X |  | X |  |
| 113 | X | X |  | X |  |  | X |  |
| 114 | X | X |  | X | X |  | $x$ |  |
| 116 | X | X |  |  |  |  | X |  |
| 117 | X | X |  | X | X | X | X |  |
| 118 |  | X |  |  | X |  | X |  |
| 119 120 | X | X | X | X |  | X |  |  |
| 121 |  | X |  | $x$ |  |  | $x$ |  |
| 122 |  | X |  |  | $x$ |  | $x$ |  |
| 123 | $x$ | X |  |  | X | x | x |  |
| 124 |  | $\pm$ |  |  |  |  | X |  |
| 125 | X | X |  | X |  | X | x |  |
| 126 | X |  |  | X |  |  |  |  |
| 127 | X | X |  |  | X | X | X |  |

TALLE $2-$ Continued

| Inventory Item | Dietitign | Eome Demo． Agent | Rome Economics Joumalist | Home Service Director | itursery School Supervisor | Public Fealth篇urse | $\begin{gathered} \text { Rodio } \\ \text { Journelist } \end{gathered}$ | $\begin{gathered} \text { Besearch } \\ \text { Morker } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 128 | X | K |  | X |  |  | X |  |
| 129 | N | 是 |  | T |  |  | X | X |
| 130 |  | $\pi$ |  |  | $X$ | $x$ |  |  |
| 131 |  | \％ |  |  |  |  | X |  |
| 138 |  | \％ |  |  | \％ |  | 3 |  |
| 133 |  | ＊ |  |  |  |  |  |  |
| 134 | 哭 | X |  |  |  |  |  |  |
| 135 |  | $\pi$ |  |  |  |  |  |  |
| 136 |  | X |  |  |  |  | X |  |
| 137 |  |  |  |  |  | X |  |  |
| 138 | X | T |  | X |  | K | \％ | X |
| 139 | X | Y |  | $X$ | H | \％ | X |  |
| 140 | X | \％ |  | $X$ |  |  | X | I |
| 141 | X | L |  |  |  |  | X |  |
| 143 | $X$ |  |  | X |  |  |  |  |
| 133 |  | \％ |  |  |  |  |  |  |
| 144 |  | E |  |  |  | \％ |  |  |
| 145 | X | $X$ |  | X |  |  | 发 |  |
| 146 | X | 5 |  |  | 5 | X | X |  |
| 147 |  | X |  |  |  |  | X |  |
| 143 | 4 | 8 |  |  |  | X |  |  |
| 149 |  | ${ }^{4}$ |  |  |  |  | X |  |
| 150 |  | X |  |  | N |  | X |  |
| 151 | X | $x$ | X | ＊ |  |  | X |  |
| 152 | X | X |  |  | X | X | X |  |
| 15.3 | $\underset{\sim}{4}$ | 畋 | X |  |  | \％ | X |  |
| 154 |  | X | X |  | K |  | J |  |
| 155 | $\pi$ | x |  |  | T | \％ |  |  |
| 156 | K | \％ |  |  | E | X | \％ |  |
| 157 | X | \％ |  |  | K |  | X |  |
| 158 |  | \％ |  |  | \％ |  | X |  |
| 169 | X | X |  |  |  |  |  |  |
| 160 | X | $X$ |  |  |  |  |  |  |

TanL 2－gontanued

| inventory Titem | 24etititm | 糸ame Demo． Aeant | Rome Beonomics Joumalist | fome service $\qquad$ Hrector | fursery school supervisor | Fublic Health －Huree $\qquad$ | $\begin{gathered} \text { Padio } \\ \text { Doumalist } \end{gathered}$ | Mesearch borker |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 161 |  | \％ |  |  |  |  | X |  |
| 16. | \％ | \％ |  | \％ |  |  | x |  |
| 138 |  |  |  |  |  |  |  |  |
| 164 | $\Sigma$ | $\pm$ | \％ |  |  |  |  |  |
| 165 | X |  |  |  |  |  |  |  |
| 156 | 7 | \％ |  | 䈠 |  | 8 |  |  |
| 167 | 8 | \％ |  | \％ | 碞 |  | x |  |
| 168 | \％ | $x$ |  | 3 | X |  | 8 |  |
| 169 |  | X |  |  |  |  |  |  |
| 270 | X | \％ |  | 3 |  |  |  | ＊ |
| 178 | $y$ | \％ | X | \％ |  |  |  |  |
| 176 | T | \％ |  |  |  |  |  |  |
| 173 | \％ | \％ |  | x |  |  |  | \％ |
| 174 175 | \％ |  |  | X | X |  |  |  |
| 176 | K | \％ | $x$ |  |  |  | 区 |  |
| 177 | 怱 | 8 |  | X |  | ＊ | x |  |
| 178 | X | x |  | X | x |  |  |  |
| 179 |  |  |  |  |  |  |  |  |
| 180 | \％ | 学 |  |  |  |  | X |  |
| 181 |  | \％ |  |  |  |  | ＊ |  |
| 182 | \％ | 8 | H |  |  | ＊ | X |  |
| 183 | $\pm$ | $x$ |  |  | X |  | ＊ |  |
| 184 | 4 | 㵄 |  |  |  |  | X | \％ |
| 185 186 | $\stackrel{\text { \％}}{\text { \％}}$ | 笑 |  | $\underline{4}$ |  | X | X |  |
| 187 | x | 8 |  | \％ |  |  | X |  |
| 188 | 8 | \％ |  | \％ |  |  | X | \％ |
| 189 | 学 | ＊ |  | 8 |  | \％ |  |  |
| 190 | X | \％ |  |  |  |  |  |  |
| 191 | 罗 | $\%$ |  |  | X |  | $x$ |  |
| 193 | \％ | \％ |  |  |  |  | X |  |
| 193 |  | $x$ |  |  | X |  | \％ |  |

TABLE z-Continuct

| $\begin{gathered} \text { Inventory } \\ \text { It } \mathrm{m} \end{gathered}$ | Dietition | Home Denc. Agent | Home Economics Journalist | Hone Service Director | Mursery School supervisor | Public Eealth Murse | Radio Journalist | Research Worker |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 194 | X | \% |  | X |  |  |  |  |
| 195 | X | X | . |  |  |  | X |  |
| 196 |  | X |  |  |  |  |  |  |
| $19 \%$ | X | X |  | X |  | X | X |  |
| 198 | $X$ | X |  | X | X |  |  |  |
| 199 |  | H |  |  |  |  | X |  |
| 200 |  | $x$ |  | X |  |  |  |  |
| 201 |  | X |  |  |  |  |  |  |
| 202 |  | $\pm$ |  |  | X | $X$ |  |  |
| 203 |  |  |  |  |  |  |  |  |
| 204 | $x$ |  |  | $x$ |  |  |  |  |
| 205 |  | X |  | X | X | x |  |  |
| 206 | \% | \% |  | X |  |  | X | x |
| 207 |  | I |  |  |  | X |  |  |
| 208 | X | X |  | X |  |  | X |  |
| 209 | X | X |  |  |  | X |  |  |
| 210 | I | X |  |  | X |  | X |  |
| 211 | X | X |  |  |  | X | X |  |
| 212 | ${ }^{*}$ | X |  | X |  |  |  |  |
| 213 |  | X |  |  | X |  | X |  |
| 214 | X | X |  | X |  |  | K |  |
| 215 | \% | X |  |  |  | \% | $\pi$ |  |
| 216 | X | X |  | \% |  | X | X |  |
| 217 | X | X |  |  | R |  | \% |  |
| 218 | $x$ | x |  |  |  |  |  |  |
| 219 |  | \% |  |  |  |  |  |  |
| 220 |  | X |  |  |  |  |  |  |
| 221 |  | x |  |  |  |  | \% |  |
| 2e2 |  | $x$ |  |  |  | \% |  |  |
| 223 | X | $\chi$ | . | X |  |  | \% | X |
| 224 |  | X |  |  |  | \% |  |  |
| 225 | H | X | X | \% | x |  | $x$ |  |

Item Tumbers

## Inventory statenents

16. Survey needs of a fsuily, school or comanthy group in some phese of homemaking.
17. Mractice habita which help ne maintein buoyant health.
18. Care for and regulate houschold equapment guch es sewing Mechines, stoves, vacuun sweepers, or refrigeretorg.
19. Meip iriends overcone food dislikes.
20. Read magezines and bootrs dealing with cinild developheat.
21. Ery out and eveluate new products.
22. Bead nagazines on housing, home furnishinse and equipnent.
23. : Show others how to cook.
24. Veke posters showing hor to choose adequate school lunches.
25. Assist vith health improvement programs such as cametgns for better nutrition or cleaner sumoundings.
26. Use tine and enexgy saving equipment such se pressure cookers, vacum cleaners, or meshing maciunes.
27. Try out new corbinetions of foods, meking ay own recipes.
28. Participate in commity wotivities for better living such es nutrition survey, improved housing. sanitation.
29. Trite end give an educationel radio or ssacably prograa.

When one of the chiet objectives of all arees of home economics is thet of improving pergonai, home and sanly lite, it seems logion thet home economists mould check all stetements reacrine to such sotivitien.

Activities considered as unvexselly done by the non-hone economists wexe Iever in mumer and sonemhet difexent from those reported by home economists. Only foar statements were checked in thet mouner by ss many as seven of the ten persons in this group. Theae mere:

Ttem Numbers Inventory Staternents
12. Be friends with adults as well as uth menbers of my omn age group.
26. Frectice heoits which help me meintein owoymat heath.
49. Telk to interestine people snd visit with new soquatntances.
111. peet and talk with people.

Only one activity, the fixst Insted, wes chected by zs reny as elght of the ten persons contacted. The gtatement, "Pratice hebits thich help me maintain buyrant health, " mas checked as being wivergally done by both houe econowists end non-hove econonists. Should the checking of students show similar results, this statemont should be in the list of those which gre to be olithinted.

While home economists checked statements heving to do with improvement of personel, hone and femily life, non-home econonists checked es universolly done those meferring to neeting and getting along mith others. Probably this difference was due to the requiremants of the businesses and profestons represented.

Sone thens seam to he highly discrininating ta that they were chacked as descriptive of the wris aone by ony one of whe croup of business and professional people contacted. Activition checked by only one of the eleht home economiste reporting included such things es:

Itear irumbers. Inventory Statements.
4. Wiake and care for curteins or dreporios.
11. Shot friends how to make their clothes.
39. Plon and mele clothing accessories to accent my costure.

E3. Be responsible for the vork of the class during ny teachers absence.
67. Pretend that the shall children cared for are my omn.
80. Melp other students whth their lessons.
32. Design garments for uyself.
0. Save money for speciol purposes.
121. Design exmente for others.
135. prepare hectographed, dittoed, or mineograghed moteriala for ray class or hone roon.
155. Whake and use charts to measure personal progress in howeralines activities.
137. Clean and care for one or more rooms in the house regularly.
145. Lielp others locste reforences for eless mork.
165. Lexuder and care for wy own clothing.
169. Show others how to do handwork such as mitting.
196. Reed gtories where the chief charecters are children.
201. Contribute to the fanily resources through my own labor.
219. Alter a comaercial pattorn to fit way owneds.
200. plen how I shall use my tine.

A11 were homembers in sone Tashion but evidently did not oonsider thece particular iteas as contriouting to their profession. By referrace to Table o pages 2l-27, one will see thet the home economics professions represented by these eight persons had nothing to do with olothing and textiles. 难is gey acoount for the fact that the items referring to this area of home oconomice received so fev checks. Attention is called to the fact that five of the
above items checked by oniy one person had to do with class room actipities in spite of the fect that some of these persons reve college teachers.

Where were also quite a few ftems which recelved only one check by the non-inome economists. On comparing these iteras with the professions these women represented it will be noted that they have little or no significance to the kind of work done. However, if more people conld heve been contacted, thus reaching all buatnesses and professions in which women are ongaged, this list might heve been shortened. The ectivities checiced by only one non-home econonist were:

Item mumbers

## Inventory stepements

| 4. | c and care for curtains or draperies. |
| :---: | :---: |
| 11. | Show friends how to make their olothes. |
| 100. | liake clothes for waself. |
| 106. | Jlake clothes for others. |
| 161. | Wake new articlee irom old garments or textiles. |
| 163. | Felp friends $\mathrm{m}_{\text {ith }}$ cleaning their clothes. |
| 221. | Eelp others select their-clothing. |
| 5. | Teach a Sunday School clag3. |
| 16. | Survey needs of a family, school or conmunty group in some phase of homenakine. |
| 23. | Participate in planning goals for class mork. |
| 40. | Help teack Sunday school class for small ohildren. |
| 53. | Se responsible for the nork of the clage during my teachers absence. |
| 55. | Participate in selecting class activities to meet goals planned. |
| 63. | Frite a skit dranatizing hommaking activities or practices. |
| 79. | Give demonstrations to shov the apolication of homemaking prinelples. |
| 80. | Felp other students with theis lessons. |
| 143. | Kelp others locate references for class work. |
| 147. | Demonstrete new ways of usime old materials or equipment. |
| 172. | Assist in the teeping of class or school reports. |
| 182. | Help plen and initiate comunity olde youth orgenization such es iteen Tomn. |
| 8. | Assist in a furniture or household supply store. |
| 17. | select article or furniture and equipment for home or school. |
| 31. | Sry out new pieces of houschold equipment. |
| 35. | Care tor and regulate household equipment such ss seming machines, stoves, vecumn sweopers, or reftiectotors. |
| 149. | Pepair and renovate old pieces of kurnture. |
| 15. | Eelp friends mith room errangenents. |
| 164. | Repair electric cords and connections. |

Itor Murbers

## Inventory statement ：

SA．Setre amil ohildien to tom，to gchool to church or to the pexk．
G5．Select toys ma pley eouipment for sumil childen．

253．Cere 5or smely chilemen ao that I cen help then ram good mabits．
155．Erepare the day formule for a baby．
156．Thake toys at plag oguipaent tor small children．
186．$\quad$ Read storien where the chict chereters are chilurex．
210．Nake ixtends with suall children．
110．Work ss eseles percon in Tood ghops of groeery gtorem．
115．De the namegr or hend wettrese when ry eroup sexpe bancueta．
140．Wely prepere and sorve iood to lerge groups of peoplo．
194．plan and prepaxe apecial moals such os birthdey dinnore．
 haserds in the commity．
200．$\quad$ ．


Gaxciul exemination of this listins of activitiga shoms bhat the cixst geven checked by oniy one non－home eonomists deel Tith chothing and testiles；the next 1 多保er to the teaching profession；the next seven deal with housing， home furnianines，equipment，and interior decoration；the next elght uith chila care and develooment；four with toods mat nutrition；one with ioalth eza
 2ctivitios checked as luportent by only one person in the zromere rasely inu dioctive of the businesaes and profescions these nom－home economists ragaze in， thun pointinc the necessiby for wider representation since five of the di stebencuts checked by only one non－home oconomist were also thoge medred as indicetive of bhe mork done by at least one home aconomet，there aposaxg to be wome doubt thet they are discriminating items Mopecialy doen this geen


```
Item Numers Inventory Statements
    4. Veke and care fos martainat ox dreper主多.
    11. Show frimends hom to malce their clothes.
    90. Help other gtudents with thair lessons.
    143. Welp others loezte refexenceg for class work.
```

Itex Musbera Inventory Steteaents
196. Reat stories atiere the chef charmcterg are chldren.

 do and are not activitics which axe done by gults outsiae of college clasrooks. rhis is further eviance that these two itoms ahould be deleted.

If the business and professional women conbacted were fray representtive of all occupatione and profersions fn which women are eagaced, then the items whic neither home sconomists nor non-howe economits chected as having bearing upon the mork they do would be highy significant. Fonever, fince only 10 persons were contacted, these representing oniy a fea occupations, the stateants not ohecked can only be reported and compartsons rade between the two grous. Gimere were itve activities which were not checked by any of the Roae acomountug Rhere were:

Item Jumers Inventory Stateants
SA. Btudy chiluren to understend why they ems dixerently.
105. Eelp do the Sanily leundry.
163. Help diriends with cleaning their elothing.
179. Wake a comfortable bed for a sick pernon.
803. Shop for my own clothine.

It will be koted thet all five sctivities sre frequently one by people other than howe cononiste. This ragy be the reason thet the aight howe economista Sailed to check then.

Whe thems whioh mere not checked by the ben nom-home economista are gutte different ia neture. hey gere:

Trea waibers Eaventory statenents

```
2. Fork as an essistent in an architects office.
38. Collect gemes or play equipaent for e recreational loas
    liorary.
50. Direct the home work of gmaller brothers and sistere.
60. Direct the games and play activities of a group my own ase.
```

Ther Mumbers

| 67 | ad that the small children cared for are wig own |
| :---: | :---: |
| 90. | hssist with the teeching of mutrition principleg to grede school children. |
| 103. | Trite ad receive letters fron persons in other countries. |
| 114. | Berve as m ofricer in a chool groun or youth orgenisation. |
| 121. | Design cerments for others. |
| 130. | Telp young ahildren learn to dress themselves. |
| 133. | pregere hectocrophed, dituod, or mimeorcohed saterials Por ay clese or hone roon. |
| 141. | Be mamber of the student council. |
| 146. | Elp supervise small childrea durine their theal hours. |
| 143. | Prepare posters to erphasize princtples brought out in class work. |
| 160. | Help wy teacher grade class work and averace students grades. |
| 176. | Write nens sxticles emphasizing homenarine prastices. |
| 192. | Assist in supervisiag a maner omp or playground for chilIren. |
| 193. | Be responsible for the play activities of children. |
| 195. | Work as a weitress in a hotel dining rom, \& tes roon, ox a restaramt. |
| 202. | Dress a young beby or small child. |
| 207. | 30 a baby sitter. |
| 217. | Help chlloren plan and give perties at howe. |
| 219. | Niter a commactal pattern to fit my omn needs. |

和ne of thesce activities had some relation to the care of children. Several others referred to apecitic professions and occuptions other then thoge sollowed by this group of women. It secus lowicgl to expect thet business and professional women who had no chilaren of their oma, end who were not engeged In occupations serving the needs of children, would not consider such activithes important ia carrying on their work. This mound elso be trae of suok atatements as: "Work as an astighant in an architects offiee and from as a weitress in a hotei dining room, tea roon, or restaurant. \% Wone of the Individuals checking this inventory tere encased in these activities.

In studying the chected mantory returned by the 16 busineas and mofessional women contacted consideration was given also to those items which this grow thought vere so universally done that they shand be eligineted. These,
accoralag to the majoxity of the group, were:
Iten Mumbers Inventory Statements
5. Texch \& Gundy shool clens.
27. Show yeorle how to do things I know how to do.
53. Be resporsible for the wort of the class during my teachers ebsence.
70. Dress so that I an probected rron weether conditions, such ss extreme cold, hot sun, rein and suaden chenges.
127. Observe shall children to lemrin whet they are like.
142. Glean and polish silvanvere.
160. Hely my teacher grade clasa wonk sud average studenta 5racies.
172. Assist in the reeping of class or school records. 207. De Bemb sitter.
220. Flan how I ghell use my tine.

Granination of these thens shous thet five of thet refersed to the mrofession of teading, and oniy one mede any reierence to the field of home oconomics as such. The others wexe stetements of motivities which the matority or women do Whether they are home econonigus on not. Gertwinly ix the resulte of the checkne done by students also shom thege to be non-aiscrininating stabements, they shoula be elfminted. In adation to these ten iteas, questions mere
 ments mere:

2tom wumbers

## Inventory Statealants

40. Felp 6each Sunday School clsss for small children.
41. Help other students with their lossons.

17s. Lave a fev close friends.
4A. Carmy ny share of responsibility in the remily sxoup.
49. Talk to interesting people and vistt mith new acguaintances.
143. Welp others locate references for class work.
148. Prepare posters to erahasiz painciples breught out in class worlc.

goum of the tuens hed to do mith the Eenexal getivities of the texching profession, Since they do not refer to bomenaming or to professions in the fiele of hone econonieg, probaby they should be elimineted entimely. cerm tanly this should be done if the checking of the studente also proves ther to
be non-discriminating iteas. Tho of the inema quentioned expressed opposing ideas; one refersed to the desire for hevine many friends and acquantances, the other to the destre for having a fem close friends. Since it would be possible tox individuels to desire both a fer close priends and mays friends cad acquantances, it is doubtful whether et ther of these statementa do what the comalttee expected. Dnly throng detoiled amiysis of individual ease studies cond one deteraine the real value of such shatements.

The statoant, "Garry where of responsibility in the fanily," was also questioned, probebly becuse of its indediniteness. It does not define the zeaning of Hay share." Another somemet siminar statenent reads: "Share in
 be comined to read: "מhme in plaming and carryine on the work of the home." One person reconended that 4 tems 100 and 106 be combined. One statexent had to do with rektne clothes for others, the othor with making clothes Por self. If the two statenents are combined into oxe, it litely would read, "Pake clothes for self endor others." Thether the combined statenent is used or the two independent statements retained depends upon the need for shortening the instrument. In the main, interest in making clothes for oneself would extend to interest in making clothes for otherg, but not necessarily so. If the erghasis is meant to be upon garnent construction, probsbly the cowbined statement mould be auficient, but if the emphesis is upon the person for whon clothing is meds, then both stetements should bo reteined.

It mas hoped that the criticisma and mugestong made by these 18 specielists would help in locetine and detemining non-discriminating statenente. However, the opinions of sfew specialists likely should not be the finel deteraning xactor. For thet reaton it was decided that freshan students (both home sconsaists ad non-hoae economists) woula be asked to check the instrunent
as a part of the regular evaluation program of orianowa Agriculture and Meckenical gollege. This study has to do with the reoctions of 178 hase economics students located through teachers and formal classeg. Since the majority of these students completed their checking thin 60 mimate period, it is quite possible that the deletion of the fev repetitious statenents and thoss desling with the grofession of teaching mona shorten the instrument sufficientiy. Shia instrument, the reader will remenber, was mode up of 225 statem ments regarding besic interesty and activities in the various home economies professions. ${ }^{11}$ Students were asked to cheok the anstrument twice: fixst, to indicete theif preferences regarding those activities they lise to do or whted to do; those they were indifferent toward; and those they dislised os thought they dislised to do. the second tine students checked this instrument they were asked to fadicate the ertent of their experience, marking each iten as to whether or not they had had littule or no expertence or auch experience.

In preparing and using the inventory and in interpreting the results of the students' siecking, it was asmaed that statements of setivitios in the major subject matter areas in the fiela of hone economics would be indicabite of the activities of profescional persons who depended upon these areas for their prepmation. These groupings listed in alphabetical order are:

1. Onild Gere and Development
2. Glothing and Textiles
3. Tainity and Social Relstions
4. Manily Moonomics and magement
5. Voons and Mratrition
6. Fealth and sexety

11 Sub-connittee of the harican Vocetional Association, 3oc. cit.
7. Housing, Home furnishings, yquipaent and Interior becoration.
6. Seaching in General.
9. Teaching Rome Reonomics.

The results of the checking of students will be presented in tabuiar form, showing their reactions to each statement in the areas nemed.

Whe first area presented is that of child Care and Development. Teble 3. page 38 , shovs how 178 home economics freshmen answered the questions asked regarding the activities listed for this area. Spoce does not pernit the typine of the exact statenent checked but a comparison of the itea number with that on the inventory ${ }^{12}$ will shov the reader what activity wes considerod. Warther developaent of this instrument would necessitate a careful checking of the reactions of strudents to each and every item, but slince titie is short, this study atterpts only woint out wide contrasts. Those items liked by the largest numers, those nost disliked, those whick seem to be lesst done and those in which the majority of students heve amperience will be discussed. According to the percentage of students cheoking, those iten liked by the largent numar are those disliked by the fewest; the reverse also being trae.

In the matn, those activitiee checked as Hilike to do ox "rant to do by a majority are also those in which the students reported thot they kad hed moh experience. Throuchout the resuits of the inventory there seens to be close correlation betwen the attitude students have towerd an activity aud the manat of experience they nod hed in doing this particular thing.

Statisticians stuaying factors determining any particuiay situation consider unifornity ill any one drection among po percent or more of the group as evidence that the iter is a discriminating one. Sinilarly itoms mich are

12
Ibia.




| $\begin{aligned} & \text { Inventory } \\ & \text { Itear } \\ & \text { Number } \end{aligned}$ | Percentase of students checking |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Attitudes Tovara |  |  | gxuerience |  |  |
|  | Tike to do | Indifferent Sownad | $\begin{gathered} \text { D1slikes } \\ \text { to do } \end{gathered}$ | $\begin{aligned} & \text { Iittle } \\ & \text { or no } \\ & \hline \end{aligned}$ | Some | gach |
| 210 | 81.7 | 16.1 | 1.5 | 8.1 | 49.5 | 51.4 |
| 208 | 81.3 | 13.6 | 5.1 | 19.8 | 47.2 | 85.0 |
| 127 | 80.3 | 12. $\frac{1}{4}$ | 7.3 | 22.0 | \$2.5 | 26.5 |
| 250 | 79.3 | 35.7 | 4.5 | 32.7 | 47.3 | 20.0 |
| 7 | 72.7 | 14.0 | 7.3 | 57.8 | 30.0 | 12.2 |
| 27 | 79.7 | 16.1 | 5.8 | 39.4 | 45.7 | 14.9 |
| $15^{2}$ | 76.7 | 14.7 | 9.6 | 29.5 | 89.2 | 21.3 |
| 84 | 74.2 | 17.4 | 8.4 | 42.7 | 97.6 | 10.7 |
| 5 | $7 \% .6$ | 16.3 | 10.1 | 19.9 | 40.3 | 31.3 |
| \% | 7 m .1 | 2 c . ${ }^{\text {\% }}$ | 8.8 | \%2.2 | 50.6 | 18.9 |
| 24 | 71.2 | 20.9 | 7.9 | 35.9 | 52.8 | 38.9 |
| 123 | 69.2 | \% 0.8 | 10.1 | 17.8 | 66.7 | \% 5 |
| 50 | 97.3 | 36.1 | 6.7 | 8.8 | 56.0 | 15.3 |
| 212 | 04.9 | 85.9 | 2.8 | 25.0 | 50.9 | 24.1 |
| 4 | 64.0 | 82.5 | 18.5 | 45.6 | 30.0 | 84.4 |
| 146 | 63.6 | \% ${ }^{3}$ | 14.4.4 | 50.6 | 60.9 | 19.3 |
| D\% | 62.7 | 23.4 | 4.9 | 84.6 | \% 8.0 | 40. 6 |
| 124 | 61.0 | 27.0 | 13.0 | 58.0 | 38.0 | 8.0 |
| 1 23 | 59.2 | 39.1 | 12.7 | 57.3 | 5 S .5 | 18.3 |
| 285 | \%e. 9 | 34.0 | 17.1 | 52.7 | 32.6 | 14.7 |
| 186 | 57.6 | 29.4 | 13.6 | 44.5 | 45.7 | 9.3 |
| 67 | 55.0 | 28.9 | 16.1 | 41.6 | 49.4 | 18.0 |
| 193 | $5 \mathrm{s.2}$ | 83.7 | 22.4 | 55.4 | 46.0 | 18.5 |
| 103 | 39.4 | 38.5 | 22.3 | 35.8 | 50.6 | 23.6 |
| 196 | 36.0 | 40.4 | 23.6 | 89.4 | 50.3 | 19.8 |

snswered in $2 l l$ of the ways provided by an equal or near eçul number of persons would be considered as non-discrimanting. All selections of discriminetinc or non-discriminating statments were mede on the basis of observation only. Since no statistical comparisons were made, the listing mey or nay not be ecouzate. Wowever, they will serve their puxpose, for at this stage of develonent one is concerned only with loceting those themb which need fuxther study. Since this invemtory actually was set up in such a wey that the statenents included hed to be checked in one of three trays each time it was read, it was necessary to conmare the percentage of students checking each item. For example, if 70 percent or more of the studeats checked an item as "Like to do" or "want to do," the low percent checking the other coluans would show that this iten was highly biscrinineting in this direction for this paxicular growp of people. However, if approxinately $331 / 3$ percent of the studenta cinecked an到娟 in each of the three colums showing attitude toward or experience, then it mas not discrimineting. Since time permitted gtudy of ony a few of the 225 itens, it was decided that a comprison would be made of the live most discriminating and the five least discriminating in each part of the inventory.

## ghild Oare and Develoment

The first area of the inventory peported is that of Child gare and Development. (3ec Teble 3, page 38.) she 25 statements of activition in thit area heve to do with such things as: playing with children, helping children with everyday activities, caring for children, and tudying cbout ciniluren. sen of the 25 itere in this area were checked as "like to do" or "ment to do" by 70 percent or more of the 178 home economics freshmen at Oklanomagricultural and fachanical College. No item was checked as adislite to dol or "do not vent to ao" by as many 2525 percent of the sroup contacted. Considering a checking
 It was fomd that the five sont diserianating vere:

Item Thubers Inventory Statoments
220. Male friende with small children.
202. Dress a young baby or samill child.
137. Olesa and care for one or more roons in the nowe pegulerly.
130. Melp young children leam to dress themselves.
7. Asaist in the preparation for the arrival of a new bebe such as selecting or matine clothine or e bessinet.

When tobulations of the result of the checking of students mere exarined for those itemg winch were checked in all three meys in this haif of the inventory by an minost equal number of students. it mes found thet the five which could be classirted as lesst discriminacing, accordiag to studants' interesta, Were:
then Numbers
Buventory Statmants
132. Reed Ilserabuxe prephred for children.
196. Read stories where the chie? characters are ohildren.
67. Pretend that the gall childrex ceredfor are my om.
195. Be responsible for the play activities of children.
155. Prepare the day

The reader will remember thet the wecond hals of the intentory astred that students reread all stetenents of activities and thet theg gean chect them in one of three payg indieating the anount of experiense they had had. They were asted to report wather or not they hed had litthe op no orgerience, sone experience or much expericnce in dotne the activitiez listed. Than the rebults on this pert of the inventory were compared, it wow found tinet the rane an
 in any maner, by as may 2370 percent of the group. This geme to inducote that the atitude toward these ofivitses is more discrinimating thas the datcunt of experience stutents have had. Goweven, the five not discriminating
itens indicating the degree of axperience students had hod were:
Item mubers Inventory Statements
124. Fake clothing for swall children.
7. Ascist in the preperation for the arrival of a then boby such as selecting or making clothing of e bassinet.
59. head magazines mat books dealing vith child develoment.
122. Attend children's prograns.
155. Prepare the day's fomula for beby.

By refering to a able 3 , pege 38 , the reader will see that these ive items were not 211 checked in the maxe way by the 178 home economies students. In fact, the iten checked by the largest percent of students was one in finch 58.0 percent of the group hed hed 1ttilo or no expertence; the second was one ig thich 57.8 percent hed hed little or no experience; the third, one in which 56.0 percent hed hed some experience; the fourth, one in whioh 5 . 5 percent hed had some experience; ad the fifth, one in which 53.7 percent had had littie or no experience. Hone of the five nost diseriansting itess in the pesults of this part of the inventoxy were those wich the majority of the students hea checked ss heviag hed ruch experience in doing.

Since it is impossible to know what atudants aleant when they checked the statenents of activities as having had little or no, sore or much experience, likely the guestions asked in this helf of the instrument should be mede nore explicit. Oniy one item mas cheoked by anything like an equal number of students, certainly it could be listed as a non-discriainating activity. This was "Be a baby sitter." Results show that 24.6 percent of these 178 freshmen hoae economics girls bed had no experience in bedy sitting; 35.0 percent bad hat some experience; while 40.4 percent had hed much experience. On all other iteas students' answers showed a tider range of difference in the three ways of checking, however, the five least discrinineting itens, according to their
experiences. were:
Item Mumbers
Inventory Shetementa
207. Be a boby sitter.
40. Lelp teach Sunduy School class for smell cinduren.
 hajits.

146. Relp supervise smell chilaren during their med hours.

Further oomprisons vere mede of the tost end lenst diqerimineting items es a sesult of tha students' chacking ooth perts of the area of the inventory. Assist in the prepergtion for the arrivel of a men baty such as belecting or mekns clothing or bassinetr proved to be the most diacrimineting in ettitude townd, aldo one of the most discrinineting in the reporting of emperiences. On the other hond, stuants ohecked the item, Help young children

 consiaered. Tevertheless, on most of the activitice linted in this dea studente' answers showed thet theg like to do or ment to do those thinge they had hed arperience in gna they did not mont to do or mere indifierent tomard those actultiee in wheh they hed hed lithle or no experience.

## Olothing and Textiles

The second areo presexter deaj with activition in clothine ond tertiles. (See pable 4, pese $4 \pi_{0}$ ) phe 25 tobenents which nede up that maca recer to such thing ws designing and constructing clothes, care of clothing, grooming, mending, ond testine of textiles. Twelve of the 25 items vere checked by 70 percent or wore of the 178 students as "Itke to do" or "wat to do." Mo one iten pes checkea as "Like to do" by lass than 40 percent of tha groug. No itea Was checked as "disitke to do" by as meny as 25 percent of the group; howevar, there were eight items which were checked ss "indifferent tomard by 25 percent

 gCononics freseraly

| Inventory Item Number | Farcentage of Students Checking |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Attituades Toward |  |  | Sroerience |  |  |
|  | Like to do | Indifferent Towerd | $\begin{aligned} & \text { Dislikes } \\ & \text { to do } \end{aligned}$ | $\begin{aligned} & \text { Little } \\ & \text { or no } \\ & \hline \end{aligned}$ | pome | Fach |
| 98 | 97.2 | 2.8 | 0.0 | 4.6 | 24.1 | 71.3 |
| 208 | 96.6 | 2.3 | 2.1 | 5.8 | 16.8 | 77.4 |
| 136 | 96.1 | 3.4 | 0.5 | 6.7 | 24.2 | 69.1 |
| 41 | 92.2 | 5.6 | 2.3 | 10.1 | 44.4 | 45.6 |
| 199 | 87.4 | 10.5 | 2.3 | 6.7 | 31.5 | 61.8 |
| 100 | 87.1 | 4.2 | 0.2 | 18.6 | 28.2 | 53.2 |
| 150 | 84.4 | 12.8 | 8.8 | 12.0 | 47.9 | 40.1 |
| 96 | 81.5 | 15.7 | 2.8 | 20.4 | 48.9 | 50.7 |
| 39 | 77.7 | 17.0 | 5.3 | 22.0 | 39.5 | 38.5 |
| 165 | 76.1 | 17.1 | 6.8 | 9.0 | 27.1 | 63.9 |
| 82 | 74.6 | 26.4 | 9.0 | 34.0 | 39.5 | 36.5 |
| 221 | 70.1 | 19.6 | 10.3 | 17.7 | 56.0 | 26.3 |
| 1 | 68.0 | 19.7 | 12.3 | 54.5 | 36.1 | 9.4 |
| 32 | 66.7 | 22.0 | 11.3 | 22.9 | 48.0 | 28.1 |
| 131 | 63.5 | 21.3 | 15.2 | 77.1 | 11.7 | 11.2 |
| 219 | 60.1 | 27.2 | 12.7 | 27.2 | 41.6 | 31.2 |
| 161 | 60.0 | 20.0 | 20.0 | 33.1 | 41.6 | 22.3 |
| 101 | 53.4 | 28.1 | 13.5 | 27.0 | 47.2 | 25.8 |
| 85 | 55.3 | 30.7 | 14.0 | 18.6 | 46.4 | 35.0 |
| 105 | 52.8 | 33.7 | 13.5 | 11.3 | 41.8 | 46.9 |
| 121 | 51.7 | 24.4 | 23.9 | 63.3 | 36.0 | 10.7 |
| 211 | 50.6 | 33.5 | 15.9 | 23.8 | 58.9 | 23.3 |
| 106 | 48.0 | 27.4 | 24.6 | 44.1 | 43.0 | 12.9 |
| 25 | 45.2 | 35.0 | 19.8 | 43.0 | 45.3 | 11.7 |
| 7. | 40.9 | 35.4 | 23.7 | 21.4 | 55.5 | 23.1 |

or are students. 解ethes or not this high percentege of the gtudente liking to do or manting to do nes becmase tiaese students were in home economion is not maom.

The ifve most highy diseriminotue iters, when considering the abitudes of the stuants checting the fingt part of the invontory dealing with clothing and textilea were:

| Iters \%uabers | Inventory Statorents |
| :---: | :---: |
| 98. | Oonsider my ficure and atature when selecting elothes. |
| 203. | Shop for my own clothing. |
| 136. | Consider my personal coloring when selacting germents or dress materials. |
| 41. | Zeve in my pardrobe simple beste germenta which can be wom wexy waya. |
| $19 \%$. | Select sccessories for myself and others. |

Bach of these five iteas rafer in some maner to the maintenance of geod perm sonal apperance. Therefore, it is not surprising that giris in large mabers would check these, regardess of whether they mere studyine hone economies or not. Wevertheless, they are activitics rhich are important in the fraiaine of elothing specielists. The fact thet no items raterring to taziles apront as discrimineting ones in the checking may mean that much race ottention fan given to clothing and grooning then to textiles in high gehool and collese fromeran clasaca. Lifely the inventory should be pointed more to careers in the rield of textilos.

The fifeas which were checked in wawer to the first part of the invantory by a wore nearly oqual nuber os gitudents were:

71. Ment hougehola lineng or articles of clowhas.
106. Nake clothes $80 r^{\text {others. }}$
121. Desien gerneats for others.
25. Feat affereat teatiles for color fastmess, shrintege, or curability.


interest than do those which were highly discriminating in thet they represent designing, care of textiles, clothing construction, textile testing and mending and are not likely to be done frequently by persons not engaged in some home economics career. Two of the items which seen to be the least discriminating are things which many homemakers do, such as ifemove spots from materiels and mend clothes."

When students checked the second part of this area of the inventory, that showing experience, it was found that three of the items were checked by as many as 70 percent or more of the students. However, the range in the percent of students checking any item was from 4.6 to 77. 4. The five most highly discriminating items, when considering the experience of students in activities in the area of clothing and textiles in the order of discrimination, were:

| Item IVmbers | Inventory statements |
| :--- | :--- |
| 203. | Shop for my own clothing. |
| 131. | Work as ales person in a clothing or textiles store. |
| 98. | Consider my figure and stature when selecting clothes. |
| 136. | Consider my personal coloring when selecting garments or |
| 121. | dress moterials. |
|  | Design garments for others. |

The reader will see by referring to Table 4, page 43 , thet these five items were not all checked in the same way by the 173 students. In fact, the items checked by the lergest percent of students were: first, one in which ry. A percent of the group hed had much experience; the second wes one in which 77.1 percent had hed little or no experience; the third, one in which 7l. 3 percent had had much experience; the fourth, one in which 69.1 percent hed hed much experience; and the fifth, one in which 63.3 percent had had little or no experience. The checking of three of the items shoved that these students had had much experience and two that they hed had little or no experience in doing. It will be noted that the three activities in which straents had had much experience are those that require personel attention. Any person interested

In clothing, especielly those treined in clothing selection, would congider these thinge in purchasing clothes. The other two items on wich atudents report that they hed hed littie or no experience are things in thich one roald not expect them to have hed much experience. These are: work os seles person in elothing or textile store and Design germents for others.

Considering the amount of oxperience students had when they checkec the clothing ond textile section of the inventory, the following itams trere anong the least aiscriminating:

Item Wurbers Inventory Sitabements

| 88. | Tesim gexrents for myself. |
| :---: | :---: |
| 39. | Flan and make clothing accessories to zocent my costumes. |
| 219. | Alter a comerciel pattarn to fit my own needs. |
| 161. | Wake new arbicles from old gements ox bextiles. |
| 96. | Attend or psiticipate in fashion shows. |

A staky of the earider ligting of digcrimineting itens in regard to the ettitude of students shous thet three of the sctivities were omong the most aiseriminating in the reporting of acoeriences. They were: Monsider wy igure and steture when selecting elothes," Consider my personal coloring when selectine gaments or dress material, and ghop for my own clothing." one iteun, Design gerwents for others, wes one of the least digcriminating items accorang to the attitudes of stadents; hodever, it apesred as the fifth rost discriminating and the first least discriminctins item when experience vas considered. In spite of this seming contrediction, there seems to be a cloge correlation betreen the attitude students heve toward and their experience in most of the activities Listed.

## Tanily conomics and Home Mangsement

Whaily weonozics and Home Fenggement, the third area of the inventory, also includes 2 t stetements of activities dealing with such things as: buying wisely, managing time and money, and making budgets. Nine of the 25 items
were checked as "like to do" or "want to do" by 70 percent or more of the 178 home economics students. (See Teble 5 , page 48.) then study was made of the number of students showing diglike toward these activities, results show that five stateaents were checked by 20 percent or more of the students. Only one iteir was checked as "disliked" by as many as 57 percent of those reporting. The five highly discriminating items of activity, according to students' ettitudes, were:

Iten Wublers Inventory Statements
51. Shop for quality when selecting food, clothing, or hougehold furnishings.
181. Fay for things when I buy thea.
22. - Buy earefully, seldon returning purcheses made.
205. Be saving with the things 1 use.
80. Save money for speciel purposes.

After careful examination of the above highly discriminating item in the reporting of attitudes toward this area of the inventory, the writer found that two of the statenents al so show that students hed hed much experience in doing. Further examination of the answers of students showed that the fite least discriminating items of activity included were:

Iten iwabers Inventory stetements
300. Assist in making a plan for food production progran for a family.
171. Compare odvertisaments in the netropapers to locate special food sales.
36. Purchase food for fazily meals on 8 fixed amount of money. 134. Share in planning the family budget.
35. Make a food preservation budget for e fanily for a your.

Wen tebulations of the results of checking this area of the inventory the second time were studied, it was found thet the five most discriminating iteas, according to amount of experience, were:

## Itsm Wuabers

Inventory Statenents
33.. Make a food preservation budget for a family for a gear. 181. Fay for thingg when I buy them.
 IN FAMILY RCOMOMICS AND MANAGZMGIT SEOWH BX 176 HONE ECOROMICS FRTSHHIM

| Inventory施而 Gumbex | Feroentare of stuadents cheoking |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Attitudes Towart |  |  | - Droerience |  |  |
|  | $\begin{gathered} \text { Lika to } \\ d \theta \\ \hline \end{gathered}$ | Indinferent sowatd | $\begin{aligned} & \text { Dislikes } \\ & \text { to do } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Little } \\ & \text { ox to } \end{aligned}$ | Some | Hach |
| 131 | 93.1 | 6.3 | 0.6 | 7.3 | 26.4 | 66.3 |
| 51 | 90.6 | 8.3 | 1.1 | 12.0 | 35.5 | 52. 6 |
| 222 | 89.8 | 5.7 | 4.5 | 9.9 | 30.8 | 59.3 |
| 205 | 87.3 | 12.1 | 0.6 | 5.8 | 45.4 | 48.8 |
| 88 | 82.8 | 15.5 | 1.7 | 9.4 | 38.8 | 51.8 |
| 13 | 31.4 | 15.2 | 3.4 | 29.6 | 48.6 | 21.3 |
| 20 | 80.8 | 12.4 | 6.8 | 8.4 | 83.8 | 59.8 |
| 201 | 73.1 | 22.3 | 4.6 | 30.7 | 40.3 | 29.0 |
| 42 | 72.4 | 25.6 | 4.0 | 26.8 | 49.8 | 23.6 |
| 18 | 69.5 | 24.9 | 5.6 | 16.7 | 37.8 | 45.5 |
| 220 | 68.8 | 20.8 | 10.4 | 16.7 | 60.9 | 2 6 . 4 |
| 109 | 68.5 | 28.1 | 3.4 | 24.8 | 53.7 | 22.0 |
| 151 | 68.0 | 25.1 | 6.9 | 30.3 | 54.5 | 15.2 |
| 216 | 66.5 | 26.7 | 6.3 | 25.0 | 57.0 | 18.0 |
| 287 | 63.4 | 21.2 | 15.4 | 22.5 | 58.4 | 10.1 |
| 97 | 63.2 | 25.8 | 11.0 | 22.5 | 56.2 | 21.3 |
| 43 | 60.0 | 29.4 | 10.6 | 19.8 | 54.4 | 35.3 |
| 197 | 59.4 | 89.3 | 11.4 | 26.6 | 52.5 | 20.9 |
| 68 | 59.3 | 52.2 | 8.5 | 29.7 | 54.9 | 12. 4 |
| 21 | 56.9 | 30.9 | 12.3 | 6.1 | 80.8 | 43.1 |
| 134 | 80.0 | 31.3 | 20.7 | 48.3 | 38.6 | 13.1 |
| 36 | 44.4 | 32.6 | 23.0 | 53.1 | 29.6 | 17.3 |
| 171 | 44.0 | 32.0 | 24.0 | 42.1 | 44.0 | 13.6 |
| 200 | 36.4 | 36.4 | 27.2 | 48.6 | 35.8 | 15.6 |
| 53 | 12.4 | 30.8 | 57.3 | 82.7 | 21.2 | 6.1 |

Itea mumbers Inventory Statoment*

> 220. Plan how I gholl use my time.
> 222. Buy carefally, soldon returning purchases nede.
> 187. Dlan the steps I vill use before aterting morir such as houseliold tasks, construction of a geraent or preparing a meal.

Studying these Eive highy discriminesing iteas one will find thet the first item was checked by 82.7 percent of the 178 studenta as hed had "1ittle or
 the third one, as hed had "some expertence" by 61.9 percent; the sourth, ss had had "much experience" by 59.3 percent; and the fifth one, bey 54.4 percent as had hed "some experience." Students reported that they had had "much experiencel in the activities listed in two of the five iteng. Ghese were "Pay for thing when I buy thea, and "Buy corefully, seldon retarnine purchesen mode. It is not surprising thet on these two items students reported "auch experience," becuse such activities are done by cereful buyers, not only bowe conomists but also non-home econowiste.

The experiences of studento as recorded in the second part of this grea of the inventory were stualed to deternine those ibens showne least discriainction. These were:

Iten Mubers

## Inventory stetements

201. Gontribute to the inmily resources through ay own laoor. 42. Relp select and purchase houschold linens and textiles. 18. Buy some pieces of home oguipment thet is worth the roney and is efricient.
202. Use household equipnent in as many megs ss possible.
203. Try out differeat ways of doing homemaking tasks to find which one seves the and energy.

Anelyzing the listing on the nost discrininsting iteng in regard to the attitude of students show that tro of the itens were also anong the rost discrimiaming ther compasing the oxperiences of students. "pay tox things when I buy then, and "Buy carofully, seldom returning purchases made." kide a
food preservation budget for a feaily for a year, "proved to be the least discriminating item in attitude tomara, but it was one of the most discrininoting in the listing of experiences. This gog mean thet these students have not ind very much experience in making e long the budeet. Throughout the Inventory students who hed not had mon experience in an activity shoned very little interest toward it, the reverae tonding to be true sor thoge mo bed had auch exporience.

## Senily and Social pelations

Another bee of the inventory. that of Femily and Social Belatons, vas studied to find the stitudes end experiences reported by the 178 howe economics freshen. (ace feble 6, pase 51.) the 25 stetenente which compose this area refer to relationships within tho panily and whth others. Seventen fteas yere checkea ss "1tke to do" or "yant to do" by 70 perceat or more of the total number of student reporting. Only one astivity mes checked as "dislite to do" by as many as 3 2/8 percent of the group. Iten mumer 13 , "Be fricnds with adulte os well as with nembers of may ace group, wos the only one not checked by any student as "dislite to do" or "aid not rent to do." Mleven of the 25 gtaterents were ckecked as "dislike to do by as many as five percent of the total nuaber of students. Attituden towrd activities reported bes students seem to prove the followine iteas as haghy discriminatimet

Itea muabers
Inventory statoments
198. Weve frieads amone boys as well ss anone the glris my own age group.
167. Have many friends end scqueintonces.
12. Se sriends with tults as well as with sembers of ay om age eroup.
174. Wave a fev close friends.
49. Sall to interestine people and visit uith nem acquaintences.

 HONG SCOHOMOS HRESHREM

| Inventory <br> Iten: <br> nunber | Percentage of students oheoking |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Attitudes Foward |  |  | gxperience |  |  |
|  | Like to do | Indifferent Poward | $\begin{aligned} & \text { Dis I ikes } \\ & \text { to do } \end{aligned}$ | Little or no | Some | Much |
| 198 | 96.6 | 1.1 | 2.3 | 6.1 | 83.7 | 72.2 |
| 187 | 95.5 | 5.9 | 0.6 | 6.2 | 18.5 | 75.3 |
| 12 | 93.9 | 6.1 | 0.0 | 6.5 | 23.4 | 70.1 |
| 174 | 88.0 | 7.4 | 4.6 | 9.6 | 220 | 65.0 |
| 45 | 87.1 | 10.1 | 2.4 | 9.4 | 37.6 | 5 5.0 |
| 218 | 86.9 | 10.2 | 5.9 | 5.8 | 39.5 | 55.7 |
| 44 | 86.7 | 10.5 | 2.3 | 9.6 | 30.5 | E0.9 |
| 145 | 85.6 | 10.0 | 4.4 | 7.4 | 34.8 | 52. 8 |
| 111 | 65.0 | 12.8 | 2.3 | 8.0 | 23.4 | 59.5 |
| 158 | 78.3 | 17.5 | 0.0 | 18.7 | 52.6 | 38.7 |
| 108 | 77.8 | 18.3 | 3.9 | 20.2 | 59.0 | 29.0 |
| 89 | 76.5 | 20.1 | 3.4 | 13.5 | 5 5.4 | 33.1 |
| 186 | 78.1 | 16.5 | 7.4 | 0.6 | 2 Sc 1 | 46.3 |
| 76 | 71.8 | 19.9 | 8.3 | 28.3 | 58.3 | SE.4 |
| 218 | 71.4 | 22.3 | 6.3 | 23.6 | 53.6 | 23.6 |
| 06 | 71.4 | 21.9 | 6.7 | 19.2 | 57.1 | .3) 7 |
| 58 | 71.3 | 23.6 | 5.1 | 14.0 | 40.9 | 39.1 |
| 37 | 65.2 | 88.7 | 6.2 | 20.9 | 54.9 | 23.2 |
| 58 | 62.1 | 32.1 | 6.6 | 32.8 | 48.7 | 20.5 |
| 108 | 60.7 | 28.1 | 11.2 | 52.0 | 32.4 | 15.6 |
| 64 | 51.4 | 28.4 | 10.2 | 42.7 | 47.8 | 0.5 |
| 0 | 27.4 | $-39.8$ | 13.5 | 41.8 | 40.9 | 15.3 |
| 139 | 36.4 | 46.5 | 17.1 | 55.2 | 355.0 | 9.3 |
| 154 | 34.5 | . 33.3 | 32.2 | 66.1 | 28.7 | 10.2 |
| 33 | 23.9 | 48.9 | 27.3 | 83.5 | 10.0 | 6.5 |

After shudyinc Teble 6 , pege 52, tho resula found show that the five items which hed an olnost equal number of stuaents checkine in all three woys axd
 cerned, wore:

Item Nubers Inventory Statements
154. Participete in giving a dialogue or play emosizing feaily relations.
30. Collect ganes or play equipment for a fecreational lom librexy.
139. Participate in comunity sctivitiss sor better livine auch as nutrition survey, fmproved housing, sanitation.
30. Flan recremtonal activities for my fmily to do as a group.
64. Participete in erown which try to improve social conditions.

The second pert of the instranent was reread by the students and checked showing how nuch experience each hand hea in the activitles listed. An malYsis made of the results point up the five nost discrinnating items on this pert of the inventory as:

Item Maxbers Inventory Statenents

| 38. | Collect ganes or play equipment for a recreational loan 12trary. |
| :---: | :---: |
| 167. | Tave many friends and acquaintances. |
| 193. | Heve totends asons boys es well as anong the girlis my om ase. |
| 12. | Be fland with adulta as wall as with nembers of fry om ase gromp. |
| 154. | Faxticipate in givint a dialogu ox play emphasizing faniy relistiong. |

Wree of the ebove stetemonts of activitues refer to having anny friends; therefore it is not surprining that girls in laxge numbers wowl cheok these, regandess of whether thery are studyas hone oconomes or not. Gextanig swoh sotivities are important in develoning stitudes for cereers in feaily and social relations.

Wecraninetion of the second pert of the inventory for iters ricich
studeats checked in all thres way in alnost equal mumers, according to the anomb of experience they bat had, locates the leest discriminetint items as:

Then Iunbers Inventory statemento
55. Ghare in plaming the ustribution of work arme pany members.
216. Be a mebor af a troup that is intereated in my welfare.
70. Observe the diferent rethods adults use bo control chilaren and youths.
106. Atbend novies shoming how various samilies live.
93. Work with others to do things wo have previously planeed.

Results fron the chacling of the inventory shor that three of the wost discriminating iteas, according to the attitude studente hed tomard tiver, vere Wrove friends anong bogs as mell as anong the girls my om age, "teve

 When tine mant of expertence ves considered. Tro itens, fyartictpete in giving a dialogu of pley mphasteing fandy relations" and "Collect geaen or pley equipient $20 x$ a recreational loan Inbrary, were anong the least diserimineting in interest tovara but were ohected os highly discriminating according to experiences students had hed in such activities. This further consimas the statement that students like to do or want to do those things in Which thoy have had sone or muel erperience.

Moods end Mutrition
Boods and Mutrition, the fizth area included in the inventorg, deelt wth activities such as: planing, proparine, and cexine for foods, reacareh mork, and the honding o roods. (Seo Table 7, pege 5it.) four items were checled oy 70 percent or shore of the gtudents gs "1ise to do" or "Fent to do." while 17 itoms were marted in this menner by 50 percent or acre of the group.
 IT FOODS AND NUMRITION SHOWN BY 178 HONL

ECONOMICS FRESEMEM

| Inventory Item Nuaber | Percentege of stadents Checking |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Attitudes Poward |  |  | Experienoe |  |  |
|  | $\begin{gathered} \text { Like to } \\ \text { do } \\ \hline \end{gathered}$ | Indifferent Foward | $\begin{aligned} & \text { Dislikes } \\ & \text { to do } \end{aligned}$ | $\begin{aligned} & \text { Inttie } \\ & \text { or no } \end{aligned}$ | Sobe | \%ach |
| 126 | 79.8 | 12.9 | 7.9 | 18.7 | 55,7 | 25.6 |
| 74 | 76.8 | 17.7 | 5.5 | 18.2 | 40.3 | 4.5 |
| 188 | 76.0 | 16.0 | 8.0 | 23.2 | 48.0 | 28.6 |
| 223 | 74.7 | 13.8 | 11.5 | 26.0 | 50.3 | 28.7 |
| 194 | 68.5 | 18.7 | 12.4. | 35.5 | 48.0 | 18.5 |
| 173 | 68.0 | 20.0 | 12.0 | 18.9 | 41.7 | 39.4 |
| 175 | 87.8 | 20.1 | 12.7 | 24.4 | 29.6 | 86.0 |
| 138 | 63.1 | 25.1 | 11.8 | 31.6 | 42.5 | 25.9 |
| 9 | 62.0 | 34.6 | 13.4 | 21.2 | 49.4 | 38.4 |
| 206 | 60.6 | 23.4 | 16.0 | 20.8 | 47.7 | 24.1 |
| 66 | 58.7 | 24.6 | 18.7 | 30.7 | 55.8 | 35.5 |
| 189 | 57.4 | 86.1 | 16.5 | 36.0 | 46.0 | 18.0 |
| 184 | 57.1 | 36.3 | 16.6 | 30.8 | 40.6 | 88.6 |
| 83 | 55.9 | 25.1 | 19.0 | 36.7 | 4.3 .9 | 19.5 |
| 129 | 52.8 | \%2. 0 | 15.2 | 30.5 | 53.7 | 15.3 |
| 120 | 52.2 | 23.6 | 24.2 | 34.9 | 57.6 | 17.5 |
| 204 | 52.0 | 26.6 | 19.4 | 20.7 | 46.5 | $3{ }^{3} .8$ |
| 61 | 45.4 | 27.3 | 27.3 | 48.6 | 35.4 | 16.0 |
| 110 | 37.5 | 93.4 | 34.1 | 81.0 | 8.4 | 10.6 |
| 140 | 37.4 | 30.2 | 32.4 | 37.3 | 40.7 | 22.0 |
| 170 | 36.8 | 35.6 | 28.2 | 28.7 | 49.4 | 21.9 |
| 3 | 35.0 | 35.6 | 29.4 | 16.7 | 52.2 | 31.1 |
| 24 | 34.5 | 33.9 | 31.6 | 31.2 | 53.1 | 25.6 |
| 104 | 31.8 | 38.6 | 29.6 | 44.1 | 48.1 | 7.8 |
| 195 | 16.4 | 23.2 | 60.4 | 79.9 | 9.5 | 10.6 |

Wone oconomists froquently are heard to say thet all thet students pant to do 18 to study foods. Mhe answers rasde by these students tend to disprove this Idea, Zor ferver iteas wero checked in the ares of toods and mutrition as "11Le to do" or "want to do" ag as rasky as 70 percent of the students then had teen checked on any area of the inventory atudied thus far. The most highly discriminating thens, when considering the attitude or the students, सere:

Item fuabers

## Inventory Statements

126. Flan and arrange teble decoratione foz spectal fodily or school occesions.
pa. Propse and serve refweshats whex friends eall unexpectedly.
127. Txpertinent in trying out now recipes.
128. Prepare foods in order to conserve their nubritiva value and wake them tosty.
129. Flan and prepere special neals such as birthday dinners.

Students' attitudes fownrd activities in the inventory agein vere studled to determine those itens showng least diseriminstion. These, the the order of discrimination, were:

Iten ruabers

## Inventory statements

24. Read artieles giving now iniomation rogardine nutrition. 140. Help prepare and serve food to large group of people. 110. Vork as a sales person in food ghops of erocery stores. 3. Aseist with the preparation and packing of lunches for myself or others.
25. Check the food esten daily asetust wy besic mutritional needs.

An analysis of that pert of the nventory shoning experiences revected the host diacriminating items of activitio es:

Item wurabers
Inventory Statement:
110. Vort as a sales person in food shops or grocery stores. 195. Fork as attress in a hotel dining roon, tea room or a restanrant.
120. Read articles in newspapers and magazines on foods.
126. Tlan and arrange table decorebions for special fanily or school occesions.

Iten whand
Inventory Statement
129. Observe special food exhibits or demonstrations.

The checking of this part of the inventory shows that a large percent of the 176 students hed had iittie or no experience in the first two of these itens. (82.0 percent and 78.9 percent, respectively) while those referred to in the last three itens were reported as having hed some experionce.

Items which semed to be the least discriminating, as far as experience is concemed, vere:

Iter \%umbers Inventory statements

| 68 | Prepare and serve neals for a family for at least one veek. |
| :---: | :---: |
| 184. | Preserve food for future use by such methods as canning or freezing. |
| 15 | Try out new combinationg of foods, moking my om reapes. |
| 206. | Try out nety recipes for using left over foods. |
| 176. | Assist with prepering and gerving one or more fomily acals resulerly. |

Further comperison of the nost and least discriminating items as shom by the checking of these 178 home eonomica freshaea on both perts of the inventory shovs thet the item wich proved to be wost discriminating in attitude toward was also one of the yost discriminating items in the reporting of experiences. STlan and arrange teble decorations for special fanily or sehool occastons ${ }^{\# \prime}$ is the seventh inventory item to appear in the aost diseriminating lists for both parts of the instrument. Several times an itea whioh seemed to be nost discrimineting on one cheching was lemst diseriminating on the other. according to students' checking. Whry as a saleaperson in food shope or grocery stores." was the least aiseriminating item when congidering the attitude of studente, however, it was one of the most discriminating in regard to mount of experience. Nany college freshmen heve not hed opportunity to wris in food shops or erocery stores, however, these activities provide training for cereers in this ares.

## Health and Safety

Foalth and Safoty, another area Inciuded in the Inventory, hed 20 stateraents of setivities dealinc with personel health, acoldent prevention, and safety prectices. (See Trible 8 , page 50.) Tour of there itchs were checked as "Ilta to de" or "wat to do" by 70 percent or nore of the studenta. Maen
 as 7o percent of the growp, one mould expect large numbers of stuante to re-
 fact, olx of the iters were reportod as "dislited by tore than 25 percent of the group, however, there were ten items which lesa then ten percent of the groud checked as "dialted to do. ${ }^{\text {a }}$ one of these maz checked as "asliked by only one and one-teath percent, and another by ons and seven-tenths percent. The itens of mativity mhich semed to be most diseriminstine wawe:

Item Tunbers Inventory Stateaents
94. Develoo eating habits which aili ingrove ray personn mpearance.
70. Dress so thet I an protected from veetzier conditions, such as extreme cold, hot sun, rain and sudden changes.
177. Practice habite whici will inprove my posture.
26. Fractice habits which help me waintain boyant health.
48. Store howe equipuent and supplies in a mamer which prevent secidents.
 ant health. Hoverer, the tabulation results are not surprising becmuse these gere hone econofles students and likely had been teught the baste principles uncerlyinc these setivitien.

Results from the first checking of the inventory shost the five Least diacriminating items, os fer ag statude is concerned, were:

Item Muabers Inventory statoments
75. Demonstrate methods of controlling bleediag in cases of injury.

TABLE 8. ATPITUDES TOTARD MD ERPREIENOES IN ACRIVITISS In GDALTH AMD SHEDY SHOW BY 178 HONE 300NOMIOS PRTSHEBN

| Inventory Item <br> Tunber | Percentage of students cheoking |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Attituaes Toward |  |  | Experlence |  |  |
|  | $\begin{gathered} \text { Iike to } \\ \text { do } \end{gathered}$ | Indifferent Roward | $\begin{gathered} \text { Dislikes } \\ \text { to do } \end{gathered}$ | Ititle or no | Some | Mruch |
| 94 | 92.2 | 6.7 | 1.1 | 6.2 | 49.4 | 44.4 |
| 70 | 89.0 | 8.7 | 2.3 | 6.8 | 26.3 | 67.4 |
| 177 | 83.9 | 14.4 | 1.7 | 7.4 | 60.2 | \%3. 4 |
| 26 | 78.0 | 19.8 | 2.8 | 6.8 | 50.8 | 42.4 |
| 48 | 68.9 | 24.4 | 6.7 | 27.2 | 55.0 | 17.8 |
| 190 | 63.9 | 22.6 | 8.5 | 39.3 | 40.7 | 21.5 |
| 46 | 66.1 | 26.8 | 7.2 | 48.1 | 38.5 | 18.6 |
| 166 | 63.8 | 23.2 | 13.0 | 21.0 | 48.9 | 30.1 |
| 56 | 56.9 | 50.9 | 12.8 | 6.1 | 50.8 | 43.1 |
| 57 | 56.5 | 62.8 | 10.7 | 56.7 | 34.z | 9.0 |
| 87 | 58.0 | 32.2 | 15.8 | 53.1 | 35.7 | 11.8 |
| 10 | 51.1 | 33.2 | 15.7 | 42. 7 | 47.8 | 9.5 |
| 179 | 50.8 | 32.8 | 16.4 | 50.8 | 36.3 | 12.9 |
| 14 | 46.3 | 88.8 | 24.9 | 33.5 | 50.8 | 15.7 |
| 73 | 46.0 | 36.0 | 18.0 | 40.9 | 43.1 | 18.0 |
| 123 | 45.5 | 31.7 | 22.8 | 81.1 | 18.3 | 5.7 |
| 65 | 44.6 | 35.6 | 19.8 | 59.2 | 33.1 | 7.7 |
| 144 | 44.4 | 36.5 | 19.1 | 30.3 | 54.3 | 15.4 |
| 209 | 39.3 | 39.8 | 30.9 | 73.1 | 1.8 .3 | 8.6 |
| 119 | 36.3 | $3{ }^{3}$ | 29.1 | 59.7 | 27.8 | 12.5 |
| 224 | 24.5 | 38.5 | 27.0 | 68.4 | 83.0 | 8.6 |
| 7 F | 83.0 | 35.6 | 28.4 | 68.8 | 22.5 | 9.3 |
| 92 | 32.3 | 45.8 | 22.6 | 69.5 | 94.4 | 6.1 |
| 76 | 30.8 | 41.3 | 27.9 | 70.0 | 22.2 | 7.8 |
| 81 | 25.8 | 44.A | 29.8 | 84.4 | 10.6 | 5.0 |

119. Ghanges linena and mate a bed for a bed-fast person. 224. Demonstrete the giving of artirictol respiretion.
120. Give redicine to a petient and keep chart for the doctor. 76. Hetre survey of accident hazerds in the hont.

However, reference to pable $B$, page 58, ghows thet studeats had hed very 1ittio or tho experience in these five activities. The second part of the inventory, the reader will remomber, was checked by the students as thed had 1ittle or no, " some." or "much experience" in these activities. The resulte of the checking shom the following itens mere most discriminating.

Iten Iumbers Inventory Statenents

| 81. | Assist fire inspector in loceting and eliminatins fire hazerds in the comanity. |
| :---: | :---: |
| 123. | Help conduct achool health clinic, such an preschool phasion exeminations for small children. |
| 209. | cive medicine to a patient and keep a chart for the doctor. |
| 76. | Hake a survey of cecident hazaris in the home. |
| 92. | Assiat with health improvenent progrems suoh es campalgns for better mutrition of cleener surroundings. |

A comparison of the percent of atudents checking these five wost disoriminating itazs shows that all mere aotivities in which the 178 home economica Ireshren hed hed little or no experience.

The least discriminating items, secording to amount of experience students had had, were:

Iter Mumbers

## Inventory Statements

166. Disinfect and bandege simple infuries Ror whelf or others. 190. Use household and gaxden tools in ways which pretent accidents.
167. Arrenge and clean the room for a sick person.

1A. Tlan and follove dally schedule including the for work, play, reat and sleep.
144. Care for persons with minor iliness.

Wone of the items apeering as most discriminating on tho first checking nede by students are repeeted on the socond checking. This is tho first area In which at least one of the nost discriminating iters, as to attitude towerd,

 fudes mere considered were mong the inems showing rogt diserimination when experimeen were comered. These vere: "Give medicine to a patient and recp a chart for the doctor" and "Hake a survey of accident hazerds in the home." Whe seader will note thet the Sirst of these too itens wes reported as "dallked" by the largest mumber of gtudents (30.9) and that the gecond isem pas anilsed by 27.9 percent of the groux. Ghere were also itean on which 73.2 percent axd 70.0 percent of the atudents reported that they wad bed litile or a axperionce.

## Rousing, Jurnishinge, Dquipment ene Intertor Decoration

 mant, asd interior decortion in the nert discussed. Eves though thoro are a number of arrers in each of these fioldy, thay waro combine on this inventory beasse of their close reletionohio. A gtudy of the pesults on thas partheutar area show thet 21 of the 25 ltens were checked as "Ilse to do" or
 Mo cetivity wes checked as "disilke to do" by more than 45 percent, hovever,
 Sterements wick seen to be the most diacrimineting, as ser as attitude toward them is concermed, were:

Iten musbera

## Inventory Stetoments

103. Rearrance furmishings in roon to improve its apearenoe and convenience.
104. Jise the ma energy seming equipnent such ag pressure cookers, vacuan deaners, or meshine nachiaes.
105. Axrange flowers or small articles to make roga more attractive.
106. Sry out ner pieces of houschold equipment.




| Inventory Item quaber | Percentege of Students Ohecking |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Attitudes Towara |  |  | zxperienco |  |  |
|  | $\begin{gathered} \text { Like to } \\ \text { do } \\ \hline \end{gathered}$ | Indifferent Howard | $\begin{gathered} \text { Dislikes } \\ \text { to do } \\ \hline \end{gathered}$ | Eittlo or no | Some | fuch |
| 183 | 92.6 | 6.3 | 2.1 | 8.5 | 50.3 | 41.2 |
| 117 | 89.9 | 3.9 | 6.2 | 19.2 | 44.6 | 30.2 |
| 115 | 83.1 | 13.5 | 3.4 | 12.7 | 56.9 | 30.4 |
| 31 | 79.6 | 16.4 | A.0 | 23.0 | 62.6 | 15.4 |
| 15 | 78.0 | 16.4 | 5.6 | 20.3 | 49.2 | 30.5 |
| 137 | 78.0 | 16.9 | 5.2 | 11.2 | 29.8 | 89.0 |
| 153 | 76.1 | 19.3 | 8.6 | 45.5 | 42.7 | 11.8 |
| 132 | 74.4 | 29.3 | 6.3 | 27.4 | 51.9 | 20.7 |
| 123 | 72.5 | 19.6 | 7.9 | 23.7 | 43.0 | 28.3 |
| 76 | 70.8 | 23.6 | 5.6 | 18.4 | 52.8 | 27.8 |
| 398 | 70.3 | 23.9 | 8.8 | 12.6 | 62.6 | 2.7 |
| 168 | 68.2 | 32.7 | 6.1 | $4{ }^{4} \mathbf{5} 5$ | 40.8 | 16.7 |
| 17 | 63.3 | 24.9 | 11.8 | 44.1 | 43.6 | 12.3 |
| 77 | 57.9 | 24.7 | 17.4 | 46.1 | 42.8 | 11.1 |
| 149 | 53.6 | 33.0 | 23.4 | 48.6 | 42.9 | 8.5 |
| 107 | 51.4 | 82. 4 | 16.3 | 32.5 | 55.6 | 12.9 |
| 29 | 50.8 | 25.7 | 23.5 | 47.5 | 43.5 | 10.0 |
| 3.42 | 48.9 | 39.3 | 21.3 | 80.0 | 55.0 | 25.0 |
| 8 | 48.0 | 33.5 | 18.5 | 34.73 | 6.3 | 9.0 |
| 6 | 46.6 | \% ${ }^{3} 5$ | 29.6 | 70.0 | 24.0 | 8.0 |
| 35 | 4 A .3 | 30.1 | 25.6 | 34.7 | 51.6 | 13.7 |
| 276 | 33.2 | 29.1 | 57.7 | 57.4 | 32.3 | 11.8 |
| 4 | 36.7 | 35.0 | 28.3 | 39.3 | 49.4 | 12.4. |
| 164 | 30.1 | 27.9 | 42.0 | 53.8 | 29.9 | 11.3 |
| 2 | 27.8 | 36.4 | 35.8 | 90.8 | 1.1 | 8.1 |

## Itex Muabers



| 110. | To sefunishing zut peinting of malls, yloozs, oz moobrork. |
| :---: | :---: |
| 15. | select and arrane honehold ecossorion such es pletures. mall furnimuines, and other decorative objects. |
| 198. |  |
| 117. | Whe tive and eaergy seving gquipaent such as pressure cook erg, vacum clownere, or poshing medhaes. |
| 148 | alean sud wollah silvermere. |


 Wes reportce as moty discrinnobing, acoudins to botis otudentel abtitudes



 Interosth moudents mad tonert these getivathes; bat they mera gang the legat

 diserimpentiag iteng when intereet wes considered, but eceording to studentg meports of axperiencer on the second port of the inventory thit ithen wos
 16en ta this poxt of the invertory.

## Taechng in General


 in tho ghortege of teechers. Do iten was chected as "Iile to dg or "want to


[^7]
 200NOMTCS 2 MSH 4 H

| Inventiory现族 Momber | Percentare of stadents checking |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Attitudes Towara |  |  | Sporience |  |  |
|  | $\begin{gathered} \text { Like to } \\ \text { de } \\ \hline \end{gathered}$ | Indifferent Toverat | $\begin{gathered} \text { Dislikes } \\ \text { to do } \\ \hline \end{gathered}$ | xittie or no | 3050 | Buch |
| 87 | 67.8 | 26.6 | 5.6 | 10.7 | 57.9 | 38.4 |
| 191 | 57.1 | 24.4 | 8.5 | 65.8 | 35.7 | 8.9 |
| 24.4 | 64.0 | 24.6 | 12.0 | 20.6 | 40.5 | 38.9 |
| 148 | 90.1 | 30.9 | 9.0 | 51. ${ }^{\text {9 }}$ | 29. ${ }^{\text {8 }}$ | 83.5 |
| 102 | 60.0 | 29.7 | 10.3 | \%2.9 | 4.4.7 | 32.4 |
| 180 | 53.7 | \$0. | 15.4 | 18.8 | 59.7 | 2 c 2 1 |
| 5 | 53.4 | 27.0 | 10.6 | $4 \% .0$ | 30.4 | 23.6 |
| 60 | 48.6 | 54.5 | 16.9 | 24.0 | 55. ${ }^{3}$ | 20.7 |
| 80 | 43.3 | \%3.2 | 18.5 | 12.5 | 63.1 | 23. 4 |
| $25^{7}$ | 42.0 | ES. ${ }^{\text {E }}$ | 25.6 | 39.9 | 26.6 | 15.5 |
| 11.6 | 38.8 | 99.3 | 21.9 | 38.8 | A. 1 | 27.1 |
| 85 | 36.3 | 46.9 | 10.8 | 33.6 | 57.0 | 9.4 |
| 353 | 36.8 | 52.5 | 22.3 | 25.7 | 22.3 | 22.0 |
| 123 | 35.8 | 60.7 | 83.5 | 47.4 | 85.6 | 17.0 |
| 168 | 54. 1 | 34.1 | 32. ${ }^{2}$ | 26.7 | 50.8 | \%a, |
| \% | 32.6 | 48.4 | 23.0 | 25.8 | 57.0 | 16.8 |
| 172 | 32.4 | 4.7 | 28. 9 | 40.3 | 22. ${ }^{3}$ | 17.1 |
| 47 | 28.1 | 47.0 | 34.9 | 39.2 | 54.7. | 6.1 |
| 146 | 27.1 |  | 38.4 | 66.3 | 25.1 | 8.6 |
| 56 | 25.6 | 39.2 | 35.8 | $5 \pm .2$ | 24.6 | 11.2 |
| 52 | 23.6 | 88, 3 | 30.2 | 68.5 | 235.3 | 2.03 |
| 128 | 28.5 | 85.4 | 48.6 | S5.6 | 37.8 | 16.4 |
| a | 22.1 | 27.8 | 50.6 | 51.1 | 29.8. | 16.1 |
| 234 | 21.8 | 25.3 | 52.9 | 29.6 | 51.3 | 12.2 |
| 225 | 16.2 | 28.3 | 55.5 | 82.3 | 9.3 | 8.5 |

Seven items were cheared as alise to do or font to dot by 50 percent or more. Wo zter wes checked as dislike to do by more then 56 gereent of the groug. Itege on the inventory which geemed to be motitacrimineting when considerint studsnts attitudes were:

Item muabers
Inventory Stetements

| 37. | Shour peorle how to de thinge I lnow bow to do. |
| :---: | :---: |
| 191. | assist in bupervising àmmer asip or whayround for children. |
| 12S. | Serve as an officar in a school grow or youth organien tion. |
| 141. | Se a member of tre student council. |
| 132. | Help plan man initicte 2 conmmity onde youth organimetion such as Teen Poom. |

Itens wheh proved to be least diserininating according to studentiv interest were:

Item 5 Hoberg

## Inventory stabenenta

16e. Take pert in group or ponel discussions.
12t. Frepare hectographed, ittood, or mineographed meteritels for my clexse or hone roon.
148. Frepare posters to enphenize principles brought out in elass tork.
S3. Be responsible for the woxk of the cless during my teachers absenoe.
EA. Fely axrlain the job of tesching to others.
ill tan af the alsoriminatiag foma on thit part of the inventory conaemed with attitude has to do mith spacitic tocening precticeg involved in the preperation for or the carring out of the mork of teacher. Students ghowed by the maner in wich they cheeked fins pert of the inventoxy bhat they moud like to do or vented to do these things. hopeter. bhey are aceivities thet woet commities fail to provide for youth. opportwitieg guch es
 neting itera were thrse that depended sargely won the sotivities of e teacher. These five itens are maxely activities which many teachere have to bo as a part of their reguler work. Mogt studeats heve not hed en opportunity to do
these thing, therefore, upon examination of the second part of the inventory one finds that they reported little experience.

The most discriminating itecs found when compring students experiences vere:

Itein Wuabers

## Inventory Staterants

225. Frite and give an educational redio or assembly program.
226. Hely explain the job of teaching to others.
i4s. Erepare posters to emphesize principles brought out in clase work.
227. Assist in superviatne a sumer comp or playground for chilaren.
228. Selp other students with their lessons.

All these items were checked by students thod had littla or no experience, except iteni number 80 which reads, "Rely other students with their lessons. It was checked by these students ss had hed some experience. "

In congaring the nurbers of students indiceting they hed hed littla or no, sone or much experience, it was found that the following items were least diseriannating.

It eq zuaber:3
Inventory statement
1i4. Serve as officer in a school group or youth organisation.
182. Helg plan and initiate comanity wide youth orgenisstion such as Teen Town.
216. Be reaponsible for directing the work of a connittee.
5. Feach a Sunday school cless.
162. ${ }^{2}$ alse pert in group or panel discussions.

Reference to the earlier listing of most discrininating items in regerd to the attiture of students shows that two of the above least discritinating itens were elso on that list. "Serve es an officer in school grow or youth orgenization" and "qulp plan and initiate a community wise gouth organimetion
 were tabulated. Rowever, when the two grows of least discriminating tows are compered, no one item is repeated. Thoze least discriminating then the checking of sttitudes to considered, are entirely different from those whoh
are least discriminating when comparing experiences.

## Teaching Home Economics

The ninth and last area included in the inventory also has 25 statements which pertain to activities one would do as a teacher of home economics. Three of these activities were checked as "like to do" or "want to do" by 70 percent or more of the group. (See Table 11, page 68.) Only one item was checked as "dislike to do" by as many as 50 percent of the students. The statement for which least dislike was shown was inventory item number 159, "Help friends with room arrangement." This statement was checked as "dislike to dol by five and one-tenth percent of the students. Those items which were most discriminating as regards attitudes, listed in order, are:

Item Numbers

## Inventory Statements

159. Help friends with room arrangement.
160. Help friends improve their grooming habits.
161. Assume full respongibility for running the hoine for a short
162. $\quad$ period.
3ind out why people have poor complexions and try to help
163. Shew others how to cook.
ntudying sable 11, page 68, it will be seen that the five items which had an alroost equal number of students answering all three ways in that part of the inventory dealing with attitudes were:
```
Item Numbers
Inventory Stat ements
    90. Assist with the teaching of nutrition principles to grade school ohildren.
185. Show others how to plan meals which include the seven basic
    food groups.
163. Help friends with cleaning their clothing.
    91. Nake posters showing how to choose adequate school lunches.
113. Be the manager or head waitress when my group serve ban-
    quets.
```

On checking the second part of the inventory, tabulations of the results show that in each of the above least discriminating activities students also

TABLS 11. ATRISUDES TOWARD AND EXPMRTMVCES IIT AOTIVITESS IN THAGHENG HOMS BCONOMICS SHOWI BY 178 HOME ECOMOMLCS TRESHMAN

| Inventozy <br> Item <br> Number | Percentage of Students Checking |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Attitudes Toward |  |  | Brperience |  |  |
|  | $\begin{aligned} & \text { Like to } \\ & \text { do } \end{aligned}$ | Indifferent Ioward | $\begin{aligned} & \text { Dislikes } \\ & \text { to do } \end{aligned}$ | Little or no | Some | Nuah |
| 159 | 79.0 | 15.9 | 5.1 | 10.8 | 64.8 | 24.4 |
| 19 | 72.9 | 20.9 | 6.2 | 22.8 | 58.9 | 18.3 |
| 180 | 72.5 | 15.7 | 11.8 | 21.3 | 42.5 | 36.2 |
| 215 | 54.9 | 32.4 | 13.7 | 50.3 | 36.6 | 13.1 |
| 89 | 53.3 | 31.1 | 15.6 | 41.7 | 43.3 | 1.5 .0 |
| 50 | 52.0 | 37.3 | 10.7 | 45.6 | 36.3 | 18.1 |
| 69 | 49.3 | 36.7 | 18.0 | 53.1 | 34.6 | 12.3 |
| 11 | 45.4 | 30.7 | 23.9 | 44.7 | 39.1 | 16.2 |
| 169 | 45.1 | 30.3 | 24.6 | 51.7 | 31.3 | 17.0 |
| 45 | 44.2 | 39.8 | 16.0 | 50.0 | 38.5 | 11.5 |
| 147 | 43.8 | 39.9 | 16.3 | 60.8 | 29.0 | 10.2 |
| 125 | 40.4 | 43.3 | 16.3 | 57.9 | 34.7 | 7.4 |
| 128 | 37.9 | 47.5 | 14.6 | 57.3 | 35.4 | 7.3 |
| 185 | 36.6 | 33.1 | 30.3 | 59.9 | 34.5 | 5.6 |
| 62 | 34.1 | 43.6 | 22.3 | 65.0 | 25.0 | 10.0 |
| 163 | 32.3 | 40.7 | 27.1 | 46.3 | 48.0 | 9.7 |
| 16 | 30.7 | 41.5 | 27.5 | 70.3 | 20.8 | 8.9 |
| 90 | 30.5 | 33.3 | 36.2 | 83.8 | 11.2 | 5.0 |
| 91 | 28.6 | 37.1 | 34.3 | 72.3 | 20.0 | 6.7 |
| 113 | 27.2 | 33.9 | 38.9 | 65.0 | 26.5 | 8.5 |
| 79 | 26.7 | 45.5 | 27.8 | 68.3 | 25.7 | 10.0 |
| 135 | 23.6 | 51.1 | 25.3 | 68.7 | 23.5 | 7.8 |
| 63 | 13.6 | 32.3 | 52.1 | 80.0 | 14.4 | 5.6 |
| 176 | 13.5 | 36.5 | 50.0 | 76.7 | 14.8 | 8.5 |
| 28 | 13.1 | 49.4 | 37.5 | 68.8 | 24.0 | 6.2 |

bed had little or no experience.
The mest discriminatiag item e. cheoved by students on the second pert of the inventory, that ghoulng expericaces, wepe:

|  | Inventory Statements |
| :---: | :---: |
| 50. | Assist with the teaching of nutrition principles to grale school chilimen. |
| $5{ }^{5}$ |  tiees. |
| 170. | frite news articles gaphesizing horemaking practices. |
| 91. | noke posters showing how to choose adecuate school lunches. |
| 16. | survey heeds of a fanly, school or commaty grow in gome phase of homewaking. |

Ty referring to Table 2l, pege 6a, the reader will see thet these five items were 011 ratriced in the sone quy, "1ittle or no experience." In fect, the most aiscriminating item (item 90). checked on this part of the inventory by the largest percent of students, wes one in wich 83.8 percent had hod little or no experience, wile the fifth wost discrimingting iter (item 16) was one In which 64.3 percent also had hed little or no experience. All of these highly discriminating item are definitely taching ectivities whoh are enm couraged in federaly reimburged home economics programs. Since the checking of this inventory does not show whit high schools these freshan home economics students attended, nony of them likely had hed littlo experience in these particules activities.

Items least discrimineting, when consiedering the mount of axperience students had had of this pert of the invontory uere:

Iten Mumbers

## Inventory Statements

180. Assume full responsibility for ronning the hone for a gort period.
181. Direct home urik of smaller brothers and sisters.
182. Show friends hote to akse their clothes.
183. Help friends inprove their grooming hebits.
184. Find out why poople have poor complexions and try to hely them.

There wos ony one item on wheh wore than 25 pareent of the stuvents checkirg
the inventory wported that they had hed much experience. This is the ouly arse in the inventory where so fev items were seportec by student an having man much experience. All other arens in the inventory had several items
 There wore severat instanaes there the ansuers of students on the two perts of the inventory were contredictory. Three of these, "telp friends ingrove their gromina hobits, "Assuat full rosponsibility for manine the home for a bhart period." and "Sind out why poope haye poor omplasions and try to hely them, were segorted an mat discrimnating wen attitume vere checkel, and least diacriminatine wen the anourt of experience vas reportec. "Assist quth the teching of autwition princigles to grode sohool ohildren and "woke posters chouing how to choose raxecutio school lunches" are it ons ecalne vith attitudes of students 11 sted ss lewst eiscriminating end the wost discrimiating, whe experience wa considered.

## GHAPPTRR III

## CONCLUSIONS AND RECOMNMDATIONS

A total of 90 items were selected as most discriminating and 90 as least discriminating according to the way in wich students checked the activities listed. The reader will remember that half of these had to do with the attitudes of students toward these activities and half with their past experiences. When the kinds of activities found to be most disoriminating and least diseriminating are compared, there seems to be no decided difference in the types of things included. However, there is a larger variety of activities in those that were found to be least discriminating. Ividently there is need for a more careful analysis of the results on the checking of all itams in the inventory before conclusions can be reached or recommendations can be made for inprovement.

It may be significant that 11 of the most discriminating items in that part of the inventory showing the ettitudes of students were also found to be anong the most discriminating items when their experiences were considered. These items were:

Item Numbers

## Inventory Stateraents

7. Assist in the proparation for the arrival of a new baby such as selecting or making clothing or a bassinet.
8. Consider my figure and stature when selecting clothes.
9. Shop for my own clothing.
10. Consider my personal coloring when selecting garments or dress materials.
11. Pay for things when I buy them.
12. Buy carefully, seldom retuming purchases made.
13. Have friends among boys as well as among the girls my own age.

Item Numbers
Inventory stotements
12. Be friends with adults as well as with members of my own
167. Gge group.
31. $\quad$ Try out new pieces of household equigment.
126.

The activities referred to in these statenents are decidedly personal in nem ture. They are things which good howemakers usuelly like to do and night not be diseriminating for a group of non-home economies studente.

There is little repetition between the two lists of Ieast discriminating items. In fact, only one statement agpeared as least discriminatine in both parts of the inventory. This item was:

Itcan Iumber Inventory statenent
162. Take part in grow or penel discussiong.

Throughout the checring of the inventory the most discrimineting itewe, according to students' attitudes, tended to be those in which they hed had experience; while those items which were least discriminating, tended to be thase which tudents checked as "heving had little or no experience," never as "having had much experience:"

This thesis attempts to compere small groups of inventory items but at no time does it ettempt to show the results found on the entire instrunent. Srying to keep in mind the 180 items selected is very difficult. For that reason. tables were prepared showing the sumarized statements, the results of their be inf cheoked, and their grouping according to the professtonal arees in howe economics, (sce fables 12 and 10 , paces 74-78.) On comparing these sumarised statements one will soe that no attempt was made to include eech of the 290 inveatory items selected for stady, but rather to indicate the type of activity these items referred to. It is hoped that such tebulations will help the reader visualize these discriminating and non-discriminating statements as a
whole. Table 12 shows the kinds of activities, which were referred to in the inventory itams, which were selected as most discriminating. These, it will be remerabered, were the ten from each ares checked by the highest percent of students in any one direction. Table 13 presents a summary of the 90 statements selected as least discriminating. Thsse have been repeatedly referred to as the ten items in each of the professional areas included which were checked by an almost equal number of students.

It will be remembered thet the business and professional women checked the inventory indicating those activities which pointed up their various occupations and marking out those items which seemed to them to be so universally done that they should be eliminated. There were items which these women did not check; also items which were checked by only one of the specialists. These latter were considered as most discriminating, while the items which the majority of the women in each group checked or which were checked by both home economists and business women were listed as least discriminating.

When the checkings made by the business and professional women were compared with those made by the home economics students, certain similarities and contradictions were found. Statements of activities which were found to be least discriminating, questioned or suggested as needing to be eliminated by the two groups of persons checking, included the following:

Item Irumbers Inventory Stat ements

| 5. | Teach |
| :---: | :---: |
| 53. | Be responsible for the work of the class during my teachers absence. |
| 142. | Clean and polish silverware. |
| 307. | Be a baby sitter. |
| 40. | Help teach Sunday School class for small children. |
| 148. | Prepare posters to emphasize principles brought out in class work. |
| 36. | Purchase food for family meals on a fixed amount of money. |




| Aree | In Recre to attitudes | In Eegerd to Bxperionceg |
| :---: | :---: | :---: |
| Child Oexe and Develomaent | Move friends. <br> Welp children. <br> Cere for children. | dreke clothes for children. Attend progrens. <br> Read artioles about children. Brepare formla for b baby. Assist in the preperation for $e$ new baby. |
| Clothing and Textiles | Maintain good personal pppecrance. | daintan good perconal Experance. Design germents cor others. Hort ss asies person ig a Ciothing store. |
| EOnily Economics and Home Hane fement | Buy cercefully. <br> Seve. <br> Pay for thinge when bought. shop for guality. | Plan and use tiae sarefully. <br> Buy ceirefully. <br> Hoke food preservetion oudgets. sey for things then beught. |
| Weaily and Social Relations | ```Like peovie not only okn age group but saults as meld. Like nev acquaintexces.``` | Have many fricyno. <br> participate in fanily relation dialogues or plyys. <br> Collect recrectional peterial for \& loan library. |
| Frood and mutrition | Plan, prepart and experiment with foods. | Work in hendlizg foods. <br> Bead articles on food. <br> Plan and arrase toble for apecial occesiong. <br> Observe food exhibits. |

## TABLIT 12-Continued

| Area | In Regerd to sttitudes | In Regard to gxperiences |
| :---: | :---: | :---: |
| Heeith snd Safety | 䭘aintain buoyant hesith. | Assist in helping clean wo community. <br> Cive medicine to a patient and keers a chert for $a$ ooctor. <br> wake sarvey of accident hesards in the home. |
| Housing, Frmishings, Fuppment, and Haterior Decoretion | Rearrange furniskings in roon. <br> Use time sut energy sevirs equipment. <br> Try out new pieces of household equipment. <br> Arrange flowers and household secessories. | Work es assigtent in architects office. <br> Wake, use and care for household equipaent. <br> Assist in a fumiture supply store. |
| Teschting in Generat | Show people how to do things. Assist in supervising a sumer carap or playground. <br> Serve es officer in school or youth organization. <br> Be 2 member of student council. Welp plen and initiate a community wide youth organimation. | Urite and give an educetionsl radio or asserably progran. <br> Exele extelan the job of teaching to others. <br> Prepare posters for olass work Essist in supervising e sumer came or playsround for chileren. Eely other students with their lessons. |
| Geaching Home peonomics | 豇ely friends with homemaking tasks. Assume full responsibility for raming the home. | Assist with teaching nutrition to grade school children. <br> Wite news articles or skits. Wowe posters tsaching honematring princioles. <br> Survey needs of $a$ fonily, school or community. |

## 

 BNWMRS OF 178 HORE RCOWOMICS FRESHMBM| Ares | In Kegerd to Attitudes | In Riegard to Experiences |
| :---: | :---: | :---: |
| Child Gere end Development | geak children's literature. <br> Take responsibility for ohildren. <br> Fretend thet smell children cered <br> for sre orn. <br> Pepare doy's formala for ababy. | Wely and care for small chatdren. <br> Ba ce baby sitter. <br> Hely toch 管uady school class for g2all chicaren. |
| Clothing and Textiass | Wese clothos for others. Design germents for others. Eegt textiles. Semo ve spots. hend 020thing. |  zla and weke clothing cocessoriea. Altar $a$ oomercial pattern. Tenowate clothiag. Berticipete it fishion shows. |
| zemoing geonomics and Home Manaement | Assist with fanily food buacet. Tonpere advertisments for roodg. Eurchese food Eer satily meds. Thate funily food preeerration budget. | Contributa to femily resources through okn labor. <br> Belp select and purciase household linens. <br> Suy and we househole equipant. <br> Sry out different ways of coing homenarine tessen |
| Tasily mad Socizl Relatyous | ```Rarticipata in Eiving dinlogues or plays carhesiaineg Iamily rekstions. CoNect geves ox wles equipment. participste in comunity activities. Flan recreational setuvities for Tanily.``` | Share ix plenning aistrivution of wric exang family nemberg. <br> Observe different racthods dally Hese to control vouth. <br> Attend novies shoving hou fenilies live. <br> Worl with others to 0 thing: previously minmed. |


| Ares | In Degard to Atbltudes | In Regard to gnperiencos |
| :---: | :---: | :---: |
| Foods and Wutrition | Read erticles rsgerding nutrition. Help prepare and serve lerge groups. Worle as gales persen in food shop. Prepare and peck lunches. Chect food eaten ggotrst basic seven. | Prepare sud serve meals one week. preserve food for family. <br> Wry out new recipes. <br> Assist with prepering and serving fumily meaks regularly. |
| Fealth and Safety | Demonstrate control of bleeding. Demonstrate artificial respiration. Give medicine gnd keep chart for doctor. <br> Survey gecioent haserdg in the home. Hake bed for the sick. | Disinfect and bendese simole injuries. <br> Tse equipment in ways to prevent感cidents. <br> Axrenge and clean roon for sick persen. <br> Plan end follow a daily gonedule. Care for persons with minor illnesces. |
| Housing, Fumishings. <br> Bruipment, and Interior Decorrtion | Whe and care for eurbaing or arcperies. <br> Work es asmistant in erchitect's office. <br> hopeir, care for and regulate houschola equipment. | Wefinish and paint walls, floors or woodvoris. <br> Select and arronge hoaschold accessories. <br> Study furniture aisplays. <br> Tse time and energy savins equipment. Clean and potish silver. |
| Teachlng in Generat | Take part an group discussions. Prepare hectographed, dittoed, nend miseosrephed materiels for classes. Be regoonsible for the work of the clsse during teachsr's ebsencs. Welp explein the job of teaching to others. <br> Prepare posters for claseeg. | Serve as officer in a school group. Felr plan and inttiate a comunity vice organigetion. <br> Be responsible for eirecting wox of a conmitbee. <br> Teach a Sunday school clase. Take part in group dizcussions. |

TABLT 13 - Continued

| Area | In Eegard to Attitudes | In Regard to Mayeriences |
| :---: | :---: | :---: |
| Teaching Eome Thenomios | Assigt with teaching nutrition to chilaren. <br> Show others how to plan meals. Help friends clean their clothes. Be manager when serving a banquet. | Assume full responsibility for running the house. <br> Direct home work of small brothers and sigters. <br> Show friends how to make clothes. <br> Eelp friends improve grooming habits. <br> Try to help people with poor complexions. |

Item 㧱umbers
Inventory Statoments
 the business and professional women contacted. This similarity in the checking of the two grouns is shown in the following list of statements:

```
Itam Wumbers Inventory G%atements
137. Olean and care for one or more rooss in the house recularly.
155. Prepare the day's formula for a beby.
    88. Suve money for geacial purposes.
290. Sian how I shall use my time.
194. Slan snd prepsre special acels such ss birthday dinnerg.
110. Work as a seles person in food shops or groceny stores.
    81. fggigt fire ingpector in locating and elizinating fire
        Meqereds in the community.
    31. Iry out nev pieces of houschold gouiptient.
    8. fsgist in t farniture or household supply store.
182. Folp plan ond initiete e community wide youth orgeniaation
        such &s Teen Mown.
    80. Help other students with their lessons.
159. Felw friends with roon arrangement.
    G%. wite skit drematiaine honemaking activities or practices.
    16. Survey needs of a fraily, school or community groum in some
        phase of homemaking.
121. Design graments for others.
```

On studying the items checked by the business and professional bomen there are a nuber of activities which seen to be so universally done that they should be eliminated. However, when students angwers were exanned. it Hes founc that their checring shotod some of the discriminating. The itema which vere cheoked in thig contradictory yanner
incluaded:

Item fumbers
Inventory stakements

| 49 | Folk to interesting people and visit with neveagusintrnceg. |
| :---: | :---: |
| 12***** | Be friends with adults as vell es with members of my soge group. |
| 117 | Tge tine and energy saving equipent such as pressure coorgm sxs, vacuus cleaners, or rashing rachines. |
| 92. | Asgist with heelth improverient progremo such as carroaigne for better nutrition or cleaner surroundings. |
| 93. | Wate postere showine bot to chooso sdeauate school luncheas |
| 89. | Shaty otherg hoty to cook. |
| 59. | seed megoeines and books dealing with child development. |
| 26. | Prectice habits which help ne maintein buoyant hoelth. |
| 80. | Assist mith the techine of nutrition principles to greas school chileten. |
| 25. | Solact and arrange household accessories such as pietures, mall fumishings, and other decorative objects. |
| 4 | Whe and care for curtains or aroperies. |
| 5 | Tesch a Sunday School class. |
| 11. | Show itiends hot to 县eke their clothes. |
| 39. | Plen ond meke clothing sccessorise to accent my costumes. |
| 53. | Be respongible for the wort of the clogs during my teachera bosence. |
| 67. | Pretend that the gakll chilaron carad for are my orn. |
| 82. | Design germent for myself. |
| 121. | Design germents for others. |
| 235. | preparg hectogrophed, dittod, or mimeotronded meteriais for ray cless or home room. |
| 800. | AGaist in maling n pian for sood prokuction progrez for e scmily. |
| 229. | Stter a commexcist pettern to fit my om needs. |
| 118. | Be the mancer or head witress when grouz serye bamquets. |
| 140. | Heln prepere end serve food to lsrge croupd of peoole |
| 110. | Work as a ealeg person in food shope or grocery stores. |
| 90\%. | Contribute to the femily resources through ny own lebor. |
| 106. | Meke clothes for others. |
| 183. | Help friends with cleoning their clothine. |
| 40. | Feln teech sumex school olass for shali children. |
| 182. | Felo plon sad initiate commuity side youth oreanieation such 92 gen Town. |
| 35. | Care for and regulate househole deuiposnt such ss sewing wachines, stoves, vecuma sucepers or refriderators. |
| 16s | Repair electrio cords and connections. |
| 152. | care for med children so that I cen help them form good nabits. |
| 206. | Weat stories there the chief ohsracters are childxen. |
| 155. | Preone the day f formula fox a beby. |
| 263. | Wake nets erticles from ald germent or textiles. |


 by the studentg. These itman may or may not be significant.

Since this inventory is to be token by stadente and used by bechase in locating thair ettitudes, intereats and exgeriences, a more conprehenaive study of their answers should be mede. There is some doubt as to the velue of the checking these 18 business and professionsy worten did; oertainiy the inventory should be chacked by representatives fron all the occupations wom ongege in mich ere dependent upon hone economics training.

The recomendstions made ate largely those the writer atacovered wen adninistering the Inventory to freshmen stwente. These are:

1. The instructions should be made more explicit.
2. The inventory should be shortened for students to conolete it in a GO minute period.

The data for this study is not socific enough to make definite recomandetions, however, it is gaite evicent thet a statisticel snelysig of the results of the checking of all items ract be pade before further work can be
 should be recogaised cs such. Its value lies in the infomation geined by the writer in carrying on this stidy; rather than in thet farmighed the dmerican Focstionas sasociation sub-oomittoe. Fhe motorial pasced on to the sub-comathee mill serve only as one of the first stepe in reviewing and rem fining a compincated evaluation instrument.

## ADPGTIE

## Lerrat sma

Dear

We are trying to devalop an Inventory wich will point up Students interest end activities in verious professions which Hone moonomists ensege in.

Te have made an effort to make atatements regarding things students are likely to heve done. We feal that zny statement checked as having had much experience in by sixty or more percent of the students would not be sufficiently discrimineting to be included, while one which is checked by ten or leas Tercent would be highly discriminating. To pabe sure that we have guffieient statements which point toward the various subjeot mattar areas and eareers in Hone Eonomies, we need your help.

Would you please read and check on the left hand morgin those statemont which you think woula noint wore interest in such poaitiong za yours.

Will you also indicte by orossing out any stotements which you fel gre so wivertally done thet they ghould be aliminated.

Plesse return the copy as soon es possible.

```
Yours very trualy,
```


## APPWIDXX II



Zecer

We are trying to develop an inventory which will point up students interests sud acivities in various professions which home economists engage in.

We have made an effort to make statements regerding thingrs gtuatent are likely to have done. we will need your help to rake sure that we have sufficient ststements which point to ward these careers.

Would you plesse read and aheck on the left hond margin those stetements which you think woula point toward interest in such positions as yours.

Vill you also indicate by crossins out any of those statements which you feel people do so wiveraelly that they should be elininated.

Please return the eopy as soon as possible.

Tours very truly.

## ARETMDIX 111



## IMSREUCTIOTS ROR SEUDEMS

Gin inventory is mede of m inst of statements referring to the kinds of ectivities which many boye and giria (young men and wonen) have in the area of सone $\mathrm{Zconosics}$.

It is not a teat of mility nor of information. The score made hes no bearing ugon your class rating but will be used to obtinin a record of your prefferences snd axperiences.

This inventory is so plamed thet it must be cheched tuice.
 atititude taverd this activity on the score sheet provided. Astr yourself the followimg grestiong ent mati out the concespondigg columa on your ataner shees.

Bragle: After reading stetement number one --
Max ont colum 1.
if foulike to do thes or think you yould inke to do it;
nert out colum 2 ,
if you do not cere whether or not you do this activity;
Elarit out column 3.
if you do not lire to do this or think you would not like to do it.
Then you heve completed reading wat reording your attitude toward con of


写筑s time cerefully read each statument indiceta on your score sheet the mount of your erperience with each activity.

Geris out colwan s. if you have had little or no experience with this activity;
Mark out coluan 5. if you have hed some experience with this activity;
warl out columan if you have had considereblo experience with this activity.

When you have completed your checkine of oll statements retum your payer, your score sheet, your instruction sheet, and your pencil to the instructor in charge.

## APEMDX III-Continued

## 

1. Do handerafts such as blook printing, gtenoiling, dyeing, textile painting, and weaving.
2. Work as an assistant in an erchitects office.
G. Assist with the preparation and pacling of lunches for myself or others.
A. Rake and care for curtaing ox draperies.
3. Teach a sundsy school class.
4. Vale slipcovers for mholstered fumiture.
5. Assist in the preperation for the arrivel of $n$ now baby such os selecting or making clothing or a bessinet.
6. Assist in \& furniture or household supply stora.
7. Prepare freguently eater foeds in mony ways.
8. prepare special foods for mombers of the fomily who are 112.
9. Shos fritends how to make their clothes.
10. Be friendy with ainlts as well ss with members of my own age group.

1A. Plan and follow deay sckedule including timo for work, play, rest and sleep.
11. Select and arrace howshole scecsories such ss patures, small turashings, sind other decorative objects.
12. Suryey needs of a frmily, school or comunity group in some phase of homenatiag.
13. Select articles of furniture and equipment for home or school.
14. Cooperete with fexily nembers in organizing the work of the howe to avoid employing outside help.
15. Felp friend improve their grooming habits.
16. Nake a shopping list before I leãve nome.

ع1. Üse thinge which are in good condition even though they are not the latest style.

## AppHidIK IIT--Continued

23. Write informetional anticleg for the school or comunity nevapeper.
24. Perticipate in plonning goals for class warit
25. Beed wricles giving nev informetion resaring nutrition.
26. Test different textiles for color fastness, ghrinkage, or durability.
27. Prectice hobits which help maintsin buoyent heaith.
28. Show people how to do thinge I knot hos to do.
29. Wete and uge smole score cards to judge products made at nome or at school.
30. Do simple carpentry work such es, put partitions in cabinets draers. meke ghelves for cloaets ox make a uresing table.
31. Plon recreationel activities for wy fonily to do as a group.
32. Fry out tes pieces of household equitoment.

33. Wake sfood preservation budet for a fowily for a year.

3A. Study children to understond why they act difierently.
35. Care Tor and regulate household eguiphent such as seming nochines, stovas, vacum sueepers; or refriederors.
36. Purchase food for fandy meals on fitred anown of money.
37. Read atories to find out how different people Iive.
39. Dolieet granes or play equipment for a recentional loan library.
39. Flen mak make clothing accessories to sceent my costunes.

A0. Tolp teach Gunday school cless for gmall chilaren.
41. Eva in my wardrobe siaple besic germents which cen be forn meny ways.
43. Nelp select and purchege howsehold Inens and textiles.
43. Nake and carry out a pan for usine my alowence.
44. Oaxyy my share of responsibility in the family group.
45. Eely friends overcome food dislikes.

## APPRDIX III--Continued

46. Weke those who are 111 more comforteble by mexing such things as bed regts, soecial cushions, or light shades.
47. De responsible for geauring new information and illustrative materials for my class.
48. Store hone aquipment sud supplies in a amaner wich prevent acciacnts.
49. Salk to interegting people ond visit mith netr ecquantences.
50. Direct the home work of smeller brothers and sistera.

B1. shop for guelity when selecting food, alothing, or houschole fumathings.
52. Xelp explain the job of teaching to others.
53. Be responsible for the work of the cless during my teaohers absenoe.
54. Thke small children to town, to school, to charch, or to the perk.
55. Participate in selecting elass activities to meet goels planect.
56. Rake special things for the entertainment of the siok such co seray books, puzeles, or games.
57. Assist in eliminating health hazards through a commity olean mpanpaign.
58. Share in plamning the aistribution of work amone family nembers.
59. 施 mesezines and books dealing with child devolopnent.
60. Direct the gaes and play notivities of a groug my om age.
61. Plan menus for a family for one week.
62. Essigt with the preparation of axhibits to show homemakineprinciple
63. Writes skit areotiging homemeking actuities or practicea:
64. Barticipate in gromps wheh try to dmprove social candithons.
65. Salect toys ane play oauipment for gmall children.
66. Exepare and serve meala for 2 fomily for at lest one feek.
67. Pretend that the granl ohildren cared for are ny own.
68. Try out and evaluate nev products.
69. Jemonstrete the use of new products to others.

## APPIMTIX III--Continued

70. Dress so that I am protected from weather conditions, such as extreme cold, hot sun, rain and sudden changes.
71. Mend household linens or articles of clothing.
72. Read magazines on housing, home furnishings, and equipment.
73. Arrange and clean the room for a sick person.
74. Prepare and serve refreshments when friends call unexpectedly.
75. Demonstrate methods of controlling bleeding in cases of injury.
76. Nake a survey of accident hazards in the home.
77. Nake household accessories such as, wall hangings, pictures, or cushions.
78. Observe the different methods adults use to control children and youths.
79. Give demonstrations to show the application of homemaking principles.
80. Help other students with their lessons.
81. Assist fire inspector in locating and eliminating fire hazards in the comnunity.
82. Design garments for myself.
83. Assist in producing foods for the family such as vegetables, meats, or fruits.
84. Be responsible for feeding a baby part of the time.
85. Plan and equip a home or school first aid cabinet.
86. Read stories, articles, and books about family life.
87. Take the temperature, pulse, and respiration of an ill person.
88. Save money for special purposes.
89. Show others how to cook.
90. Assist with the teaching of nutrition principles to grade school children.
91. Nake posters showing how to choose adequate school lunches.
92. Assist with health improvement programs such as campaigns for better nutrition or cleaner surroundings.

## AEPEDDLS ILI-Continued

9马. Work with other* to do thinge qe heve previously plamed.
94. Develop eating habits which will improve my personal epperance.
95. Leunder and cere for hougehold linens.
96. fttend or participete in feshion ghows.
97. Read and compere the labels on such things as conned foodg clothing or household furnishinge.
98. Donsievem ingure and stature when setecting clothes.
99. Fictch the changes in relationghips wich occur pg people share axperiences.
100. Wake clothes for nyself.
101. Sollow e planed eqothing budget when selecting nem germents.
20. play grom with mall ohilaren.
103. $\quad$ rite ams receive letterg qrot persons in other countries.

104, check the food eaton daily tegangt my besic nutritional needr.
105. Fely do the fanily laundry.
106. Meke clothen for others.
107. Sry out and compare different household cleangers guch an soapg, furniture, polishes, or silver creang.
108. Attend novies showing how verious failies IIve
109. Wse household eguipment in as mony ways es possible.
110. Foris se seles person in food shops or grocery stores.
111. Meet and talk with people.

11\%. Lead e group or penel digcussions.
113. Ze the mentger or head waitress when my group serve bonguet wo

11A. Serve as an officer in achool group or youth orgenigation.
115. Arrange flovers or saml articles to mak a rom nore gtractive.
116. De remponsible for dixecting the work of $a$ comittee.
117. Use time and energy saving equipment such as pressure cookers, vacuum cleaners, or washing mechines.

## APDKIX III-Continued

116. Wo refinishing and painting of valls, floors, or wookwork.
117. Changes linens and mate a bed for bed-fost paraon.
118. Read articles in newspopers and magetines on foods.
119. Design germents for othera.
120. Attend childrens' prosrams.
121. Exip conduct a school health clinic, such as preschool physical examinetions for siall children.

12
125. Shot others bow to use personal and howehole equipment in many wass.
126. Flan and arrange tople decorations for special fanily or school ocesions.
127. Obacrve shall children to learn what they are like.
123. Skov others hor to recognige quality in houschold matoriais and equipment.
129. Dbaerve special food exhibits or demonstrations.
130. Help young children learn to dress thenselves.

152. Nem Iiterature propered for children.
133. qrepare bectographed dithogd, or mimeogranhed meterials for ay class or bowe room.
183. Share in planing tha fanily bugget.
135. Bike and use charts to measure persont progress in nowemazing activities.
156. Consider my personal coloring then selecting garments or areas waterizis.
137. Cleen and care for one or more rooms in the house regularly.
139. Try out new combinations of foods, making ry own recipes.
139. Participate in commity activitios for better living such as autrition survey, itrproved housing, senitation,
140. Kelp prepare and serve food to large group of people.

## Apw wite III－Gontinued

14．Be b metrox of the stuient cownel．

148，Glamand polish sinvemere．

Lns．Gare sor percons with minox illness．

1s6．help supervige masi chidren during thelr meal hourg．
147．Deronstrote naw why of using old mbterial or equipment．
148．Pepare posters to emphaime principles brought out in eless rork．
149．Zepair and renovate old pleces of furniture．
150．Arrange storge space so that my clothes ere kept in good condition dien not in use．

151．管elporganize and arrange working space and egutprent to make homenaling安玉sty assier．

15e．Care for small childyen so that $I$ can helf then romy good hobits．
153．Wisit nee or old houses to observe living possibilitiea for a fentity suoh os room grrangenent convensences．

155．Frepare the dayis fomma for a baby．
166．Geke toys or piay equtment for madil dildren．
157．Serve as a youth reoresentetive in planning a comunity project．
150．Dbeqve others do the thing they enjoy daing．
159．药elp ficends tith roon arrengenent．

161．Make new articles from old asments or tertiles．
162．Dise part in group or penel disousions．

16s．Wepeir electric cords and connections．

## APPRDLX ITM-Gontinued

165. Launder and cars for ny own clothing
166. Diginfect and bendose simple injuries for myelf or others.
167. Bave many friends and acqueintances.
168. Analyso and compre houge plans.
169. Show otherg how to do handworis such as cnitting.
170. Sake care of and store food lof over from family wenis.
171. Compsre advertigements in the nerspagers to locate mpecial food geles.
172. Absist in the keoping of oless or sunool records.
173. Shop for food for my fandy.
174. Have efeu close friends.
175. Agsist with preparing and aerving 1 or more family meals regilerly.
176. Urite news articles exphasiminz homemakine prectices.
177. practice habite which will igicrove my posture.
178. Dake simale plumbing repairs suoh as clening sink drsin, replacing faucet or faucet wsher.
179. Hake a comfort oble bed for aick person.
180. Assume full responsibility for rwang the home for short periot.
181. Pay for things when I buy then.
182. Helo plisu and initiote a conmunity vide youth orgenisetion such sa meen Sown.
 ence.
183. Prescrve food for future use by such methods ms caning of freezing.
184. Shov others how to plan meale wich include the seven basic foot groupa
185. Wake part in physieal sports and somes.
186. Plen the steps $I$ will use before starting work such as household tssky, construction of g garmont or preparinga neal.
187. Axpertment in trying out nev racipes.

APEMDIR III-Gontinued
139. Fisit food makets to learn what food are availeble.
190. Use household and garden tools in ways which prevent aceidents.
191. Assist in supervising a summer exp or pleyeround for children.
192. Study fumiture displays in mogazines or stores.
193. De responsible for the play activities of ohildren.
104. Plan and prepare speetel menls such as birthdoy dinners.
195. Wrik as a mitress in a hotel dining room, tea room, or a restaurant.
196. gead storiga where the chier characters are children.
297. Wry out different way of doing homemang tasks to find wich one seves time and energy.
198. Have fixiends among boys as well as among the girls my own age.
199. Select accessories for myelf and others.
200. Assist in making a plan for a food production progran for a fomily.
201. Contribute to the fanily resourees through my ow labor.
202. Tress a younci baby or small child.

2os. Shap for ay own clothing.
204. 3e responsible for buying the family groceries.
205. De eaving with the things I use.
206. Try out new recives for using laft over foods.
so7. Te a beby sitter.
900. Tise and care for homemaing equipnent so that it gives best service.
209. Give medicine to potient and keen a chart for the doctor.
210. Whate friends with swall children.
211. Qeave spota ad stains fron olothing or household linens.
212. Gntertain ay friends fraquently in my hoac.
213. Tell stories to children.

## ATPM DIX IIT-Continued

214. Trepare and give tairs before a grouv.
215. rind ent why people heve poor complaxions and try to halp them.
216. Fisn and organize houschold tesirs to seve time and effort; auch as, dishwoshing, bednoking, or cleaning.
217. Help children plan and give purties at home.

21\%. Be a member of groum that is interested in my welfare.
219. Siter a commerciel getbem to fit my om needs.
220. Plan how I shall use my time.
221. Selp others select their clothing.

22, Buy cetefuliy, seldom returning purcheses mede.
223. Trepsre roods in order to conserve their nutritive volue and hake thex testy.
224. Yeunontrate the giving of srtificial respitetion.
225. Frite and give an educational xedio or ssembly progran.



Child Care and Development

## Inventory

## Item

Numbers

213 2. Gell stories to children.
302 2. Dress a young baby or samil child.
7 3. Assist in the preparetion for the arrival of a nev beby such es selecting or naking clothing or a bassinet.

155 4. Srepare the dey's formals for a bey.
34 5. Be responsible for feeding a bery part of the time.
15A 6. Mare clothing for mall children.

## Inventory gtatementa

7. Select toys axd play equipment for mall ofildren.
8. 热心ly teach Sunday school class for small children.
9. Felp chileren plan and give parties at hote.
10. Be responsible for the play activities of chirsren.
11. Observe suall children to leam what they are lise.
12. Help young children to aress thenselves.
13. Derefor small children so that is cen help them form good hebits.

1s. Relp supervise mall children during their meal hourn
25. Head magerines and books dealing with Child Develogaent.
16. Make toys or play equimment for smell children.
17. De a bay sitter.
18. Flay games with smell children.

APPRTDIX IT-Continued

Inventory
Item
Numbers
196 19 Read stories where the chief charaotere are chilaren.
54. 20. Teke smell children to tow, to school, to church, or to the perto

67 21. pretend thet the axali children cared ror gre my ow.
34 23. Study children to undergtand why they act diffexently.

132 SG. Head Iitorature prepared $\mathfrak{H o r}$ children.
123 26. Attend chilarens prograns.
210
25. Meke friends qith smal oniluren.

Clothing snd Textiles
Inventory
It ora
Munbers
100

106

165

105
203
95
161
33

1

96
212
210
26. Meke clothes for myself.
27. Meke clothes for others.
28. Weunder snd care for my own clothing.
ge. Eelp do the famly Laundry.
30. Shop for ny own clothing.
31. Loundor and core for household linens.
32. Make new articles from old garments or textiles.
3. Do hendwoxk such as knitting, crocheting, tatting, or embroidery.
34. Do handcrafts such es block printing, stenciling. dyesne. textile painting enc weaving.
35. At tend or participate in fashion shows.
26. Remove gpots $2 n d$ stains from clothing or houshold inneng.
37. Alter a comercial pattern to fit my own needs.

APPTMTI: I - Continued
Inventory

Iten
Mumbers

42

101

## Inventory

Itena
Tumbera
212
12

## Inventory turberents

30. Feve in my berdrobe aimple basie germent a winch on bo worm meny ways.
31. Follot a planaed ciothing budget when selecting naw germents.
32. Arrones storsgo gpece so thet my dothes are kept in good condition when not in uac.
33. Consider way pergne coionine when seluctag garaents or dress weterials.

4e. Consider my figure sud stature whea selecinge clothes.
48. Dosign germents for myself.
44. Plan and mare clothing accessories to scoent yny costuatem.
45. Desisn garments for others.
46. Sejeet accessories for maelw and others.

Ar. Test different toutilos for eolor festneas, shrinkege, or durebility.

AB. Melo others select their clothing.
49. Mend houschold linens or articles of clothing.
50. Work as sales person in a elothine or textiles store.

Santly gat Social Ralationg

## Inventory gituenents

52. Nitertair my friende frequentiy in my hone.
53. Be friende rith adults ag vell as with madoerg of my om age srouz.
54. Meve fricude who have diffexent kinds or interesto.
55. Goserve others do the things they enjoy doing.
56. Dian recreationsl cetivities for gy family to do es a group.

## Apemaix IT-Continued

Inventory
Item
Muabers
55. Shers in planning the distribution of worl anong femily menbers.
57. 2eak gtortes to find out hot ditferent people live.

58, Participese in cownity sctivities for better iiving such as: nutrition survegs, improved housing, sanitation.
59. Bave friends anone boys as well ws awong the girla my own we.

6Q. Farticipote in givine a dialogue or play emphasising family nelations.
62. Gollect gemes or phay equipment for a recreationsl loan 110rary.

Q8. Neet and talk with people.
63. Have \% fev close friends.
64. Take part in physical sports and gemeg.
65. Carry ny share of responaibility in the femily group.
66. Heve mony friends and acquaintances.
67. Obocrve the different methods afulta use to control children and youth.
©8. Wetch the changes in relationahips minch oceur as people chare expertences.
69. Be m member of a grog that is interested in ny telfare.
70. Read stories, srticles, and books about femily life.
71. Attend movies showing how various fomilies live.
72. Write and receive letters from persons in other ountries.

7z. prave to interestimg people and visit fith new sequantances.
7s. Farticigete in fromet what try to improve social conaitions.
75. Work with others to do things ve heve previously planned.

## APEMNDIX IV--Continued

Pamily Doonomics and Home Management

Inventory
Item
苟unbers
216 76. Plan and organize household tasks to save time and effort; guch as, dishwashing, bedmaking, or cleaning.
\%7. Mate and cerry out a plan for using my allonance.
78. Elan how I ghald use ny time.
79. Buy some piece of home equipment that is worth the money and is efficient.
80. Ee saving with the things I use.
81. Dlan the steps I will use before starting work such as household tesks, construction of agarment or preparing a meal.

Q2. Make shopping list before I leeve home.
83. Pay for thingg when I buy then.
84. Use things which are in good condition even though they ore not the latest style.
85. Buy carefully, seldom returning purcheses mede.
86. Cooperate with fomily nembers in organizing the work of the hore to avoid employing outside helo.
87. Help select and purchase household linens and textiles.
88. Share in planning the family budeet.
89. Contribute to the family resources through my am labor.
90. Try out and eveluate neviproducts.
91. Purchase food for fanily meals on a fixed amount of money.
92. Use household equipment in as many ways as possible.
93. Try out different ways of doing homenazing tasks to find which one goves time and energy.

51 9A. Shop for quality when selecting food, clothing, or household furnishinge.
95. Resd and compare the labels on such things as canned foods, clothing, or household furnishinge.

ABPMDIX M--Continned

Inventory
Item
Muaber
251 ge. Help orgenize and arrange wriking topees and equipmant to make horemaking tesks ossior.
97. Make food presexvetion budget for a fandy for y yem.
95. Assiat in moring phan for food production progron fox 2 femily.

1/7

89
100. Save money for special purposes.

Boods 2nd Mutrition
304
180

74 108. prepare and serve refreshonts when friends call unerpectady.

9 112. Prepare frequently eaten foods in many ways.
101. Check the food eaten deily ageinst ray basic nutritionaz reedg.
102. Observe speciel food erhibits on demonstretions.

30\%. Resd articles in newspapers anc magezines on foods.
10A. Asaist in producing foods for the family such as vegetzodes, neata. or fruita.
105. Plan menus for a family for ons week.
106. Shop for food for my fomily.
107. Frepare and serve meels for a famly for at leagt one weel.
109. Mxperiment in trying out aet recipeg.
110. Preserve food far future use by suoh mothods as caming or freezing.
111. Plan and prensre specisl meals guch as birthday dinmers.
113. Visit food maricets to leam whet foods are evailable.
114. Me regponsibly for buying the family groceries.

## APTMDXI IV-Continued

Invertory

## Iten

蛙umers
$12 \%$

140
175

206
370

24

138
11
223

## Inventory gitutenents

215. Elen and arrange toble decoretions for special family or achool accastous.
216. Work as a mitrest in a hotel dining room, tee room, or e reatanrent.
217. Relo prepare and senve tood to legre groves of people.
218. Acsigt with prepering and serving ar nore tagily meals regalarly.
219. Try out new rectpes for usine left over foods.
220. Fake cere of and store food left over from fraly meals.
221. Read articles giving nev informetion regerding nutrition.

13G. Try out 254 combinationg of foods, waleing $\quad$ my own roeioes.
12\%. Work es seles parson in food ghops or grocery ghoxes.
124. Drepore foods in order to conserve their nutritive value snd make them tasty.

5 125. Assist with the preperation and packing of lunches for myself or athers.

Weath and Safety

## Inventory

## Itera

Mundexs
46 126. Heke thoge who are 111 nore confortsble by making such things as bed reste, specigl cushiong, or light shodeg.

32 I27. Assist fire tropector in logating and elimineting fire haserds in the community.

76 Whe Wake a survey of geciacnt hazards in the home.
57 129. Assist in GIimineting health hazeris through a communty cisen up caxpaign.

Q5 130. Slan and gqip a nome or school first aid cebiaet.

## ASWWaIT IT-Gontinued

## Inventory

Item
Mumbers

366 33. Disinfect and bandage simple injuries for myself or others.
209 2.32. Give medicine to patient and kees a chart fot the dector.
40 133. Store home enuipant and supplies in maner which prevent sccidents.

87 13A. Make the bemperature, palae and respiration of an id pexaon.
75 135. Demonstrete methods of controlling bleeding in cases of injury.

334 256. Demonstrate the giving of artificiel respiration.

26 15\%. Practice habits which help me mantain buyent meath.
70 138. Dress so that I m proteoted from weather conditions. anch as extreme cold, hot sun, rain and suden chenges.

56 139. hake special thines for the entertamment of the gion such as scrap boaks puadiee, or gemes.

179 140. Noke conforteble bed for sick pargon.
7 14 14 drronge and clean the roon for a gick person.

94 142. Develop ating habit thich will improve my permonal gpoarance.
 better nutrition or cieaner surroundings.

12 144. Felp conduct achook health clinic, such as preschool physical exaninations for mall chilaren.

119 124. Gheneges linens and make a bed for bed-fast person.
 rest, $\operatorname{cind}$ sleeg.
147. Fracuice bebitg whion tini improve mg posture.

144 148. Care for persons with minor illness.
10 149. Frepare special foods for members of the family who wre ill.

190 150. Use househola and arcien tools in wems wich prevent mectexta.

Housing, Home Tumishings, Hquinment, and Interior Decoration

## Inventory

Iter
muxbers
105 151. jearrange fumishings in \% room to improve its apperance and convenience.

115 152. Arrange flowers or snall articles to make a room more athractive.

137 155. Clean and care for ghe or mare rooms in the house reguerly.
208 154. Use snd care for homemang equipnent so thet it gives best service.

77 255. Make housohold accessories such es, vall hamgings, picturez, or cushions.

104 256. Fepair electric cords and connections.
2 257. Do ample cargenter werk such as, put partitions in cabinet drewers, make shelve for closets or nake a dressine tanle.

110 158. Do refinishing she painting of walis, floovs or woowori.
192 159. Study furniture displays in magezines or stores.
6 160. Fhake slipeovers for unholstered furniture.
140 161. Bepair and renovate old pieces of fumiture.
4. 162. Hake and care for curtaing of dreperies.
17. 163. Select articles of furniture and ecuipment for hoae or schnol.

142 164. Clean and polish silverwere.
153 165. Visit new or old houses to observe living possibilities for fagily such as roon arrangenent, convenionces.

31 166. Iry out new pieces of household equipment.
2 167. Work as an cossistant in an architects office.
117 163. Use time and anergy soving equipment such as preanure cookers. vacuam cleaners, or washing machines.

6 169. Lasist in a farniture or household suphy store.

APPTMDX IV-Continued

Inventory Iters
warbers
107. 170. Try out and compre different household cleangers such as sozps, fumiture polishes, or silver creans.

35 27. Care for and remulate household enuipment such as sewing machines, stoves, vecuur sweepers, or refrigeratore.

178 172. hake simple plunbing repairs such as cleanine a sink drain, replacing a foxcet or faucet wesher.

168 173. Anelyze and compare bouse plans.
72 17a. Feed thagesines on housing hone furnighings, and equpment.
15 275. Select and arrenge household accessories such ss pletures, sinall fumbeninge, and other decorative objects.

Teaching in General
Inventory
Iten
yumbers
114. 176. Serve ag officer in school group or youth organistion.
so 1r7. Help other stwdents with their lessons.
214 178. Frepare and give talke before z growp.
225 179. Urite and give an educetiomal rado or assembly progran.
27 180. Show people how to do things I know how to do.
5 181. Teach Sunday School class.
191 182. Assist in supervising a sumar comm or plaground for children.
141 185. De a member of the student council.
116. 1e4. Be responsible for girectine the work of comattee,

157 185. Serve as y youth representative in planning a community prom ject.
186. Write infomational articles for the school or commonity newspaper.

## ApgTDEX IT-Continued

Inventory Iten
Tuabers
1\% 187. Gestat in the gecpiag of elews or school mecorat.

11 129. Jead a mouy or penel discussion.
5. 290. Be regonsible for the work of the closs during ay temeher absence.

80 191. Direct the games and galey activitige of s srown om pege.
Ge Ieq. Fely explan the job of teschine bo others.
160 293. welp ay teccher wade clasa work and averege atudents prodes.
135 124. Frepare hectogrephed, dittoed, or mimeosraphed materizis for my dases or home root.

47 195. Be responsible for securint new infomation and illustrative waterisls for my clsss.

248 196. Help otherg locste references for eless work.
148 197. Prepare posters to emphasise principles brought at in class work.
198. Helr plan and initiste commanty wde youth organization such as Tean Town.
199. Participete in planing soals for ciass work.
200. Ferticipste in selecting class activities to meet goala paconed.

## Maching Home Econonics

## Inventory

Etera
Wuabers
7U 20. Give demonstrations to show the aphication of homeaming princtples.

89 20, Show others how to cook.
62 S03. Assist with the preperetion of exhibits to show howemexine principies.

## Aperatx

Invontoxy
Ited Tumbers

12

W0. Show friende bow to meke their ciothes.
20s. Show otherg hov to plen meals thich include the geven besie food groupz.

Sog. Assist with the teaching of nutrition princinigs to grade school chileren.
907. Wake postera showing hov to chooge geanete school 1unsheg.
508. Find out why people have poor complexions and try to boty then.


3q1. Leke and use aimpe score cards to jude products ande at home or at ghool.
22. Bssume fult reamonsibility for ruming the howe for sunt period.
21. Direct the home work of sualer brothers and siatere.

215. Siov otbers now to do handwoxi such an mittine.
 actlvitiea.
217. Survey needs of a faxily, school or conmunity groug in soae phase of homematriac.
ala. 閣ela friends inprove their grooming hobits.
319. Nelp friencs with oleaning their alothing.
290. Jelw friends overcora food dialkes.

3ege Show others hos to use personal and howsehold ceviphent in many vaye

2g3. Show otherg how to recognime guality in houschold getsoiale and equipuent.

## APPIMDIX IV--Continued

## Inventory

Item
Numbers
69 224. Demonstrate the use of new products to others.
147 225. Demonstrate new ways of using old materials or equipment.

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