

AN ANALYSIS OF A PROPOSED HOME ECONOMICS ACTIVITIES
AND INTERESTS INVENTORY WITH IMPLICATIONS
FOR FURTHER REFINEMENT

By

RAY JEAN NORRIS STREETMAN

II

Bachelor of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1947

Submitted to the Faculty of the Graduate School of
the Oklahoma Agricultural and Mechanical College
in Partial Fulfillment of the Requirements

for the Degree of

MASTER OF SCIENCE

1950

AN ANALYSIS OF A PROPOSED HOME ECONOMICS ACTIVITIES AND INTERESTS
INVENTORY WITH IMPLICATIONS FOR FURTHER REFINEMENT

RAY JEAN NORRIS STREETMAN

MASTER OF SCIENCE

1950

THESIS AND ABSTRACT APPROVED:

Millie Pearson

Thesis Adviser

Ruth Taylor

Faculty Representative

D. C. W. Zook

Dean of the Graduate School

256599

ACKNOWLEDGMENT

The writer wishes to express her appreciation and gratitude to Dr. Millie V. Pearson, Head of the Department of Home Economics Education, Oklahoma Agricultural and Mechanical College, for her constructive criticisms, suggestions, and assistance, and to Harry K. Brobst, Assistant Professor of Psychology, for his helpful guidance. Appreciation is also expressed to the Sub-committee of the American Vocational Association Research; to the women who so willingly gave their time; to the Freshmen Advisers who offered their classes; to the students in the class studied; and to all persons who contributed directly or indirectly to this study.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
Chapter	
I. INTRODUCTION	1
II. THE STUDY OF A PROPOSED EVALUATION INSTRUMENT . .	11
Child Care and Development	
Clothing and Textiles	
Family Economics and Management	
Family and Social Relations	
Foods and Nutrition	
Health and Safety	
Housing, Home Furnishings, Equipment and Interior Decoration	
Teaching in General	
Teaching Home Economics	
III. CONCLUSIONS AND RECOMMENDATIONS	71
APPENDIX	82
BIBLIOGRAPHY	108

LIST OF TABLES

Table		Page
1.	Activities Indicative of Present Occupations as Reported by Ten Business and Professional Women	14
2.	Activities Indicative of Present Occupations as Shown by Eight Home Economics Specialists	21
3.	Attitudes Toward and Experiences in Activities in Child Care and Development Shown by 178 Home Economics Freshmen .	38
4.	Attitudes Toward and Experiences in Activities in Clothing and Textiles Shown by 178 Home Economics Freshmen	43
5.	Attitudes Toward and Experiences in Activities in Family Economics and Management Shown by 178 Home Economics Freshmen	48
6.	Attitudes Toward and Experiences in Activities in Family and Social Relations Shown by 178 Home Economics Freshmen .	51
7.	Attitudes Toward and Experiences in Activities in Foods and Nutrition Shown by 178 Home Economics Freshmen	54
8.	Attitudes Toward and Experiences in Activities in Health and Safety Shown by 178 Home Economics Freshmen	58
9.	Attitudes Toward and Experiences in Activities in Housing, Home Furnishings, Equipment and Interior Decoration Shown by 178 Home Economics Freshmen	61
10.	Attitudes Toward and Experiences in Activities in Teaching in General Shown by 178 Home Economics Freshmen	64
11.	Attitudes Toward and Experiences in Activities in Teaching Home Economics Shown by 178 Home Economics Freshmen	68
12.	Summary of Most Discriminating Items as Shown by Answers of 178 Home Economics Freshmen	74
13.	Summary of Least Discriminating Items as Shown by Answers of 178 Home Economics Freshmen	76

CHAPTER I

INTRODUCTION

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 few 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.

American 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 American 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

¹ C. B. Hutchison, "Home Economics: Education for Living," Journal of Home Economics, XIV, No. 7 (September, 1949), 355.

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.²

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

³ Elizabeth Lee Vincent, "How Each of Us Affects the World Community," Journal of Home Economics, XL, No. 7 (September, 1948), 353.

⁴ Hutchison, op. cit., 353.

manner:

Home economics 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 am speaking of education 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. Education for homemaking must be part of the education of men as well as of women.⁵

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

Families, in our own state and nation, are living in a changing world; where because of our high standard of living, it is imperative 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 family. 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 life in a democracy. We, as a nation are made up of individuals; if we are to give and receive the most life has to offer, we must learn how to participate in community 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 more individuals to help improve personal and social relationships. This must be done before world peace is

⁵ E. Neige Todhunter, "Higher Education Challenges Home Economics," Journal of Home Economics, XLI, No. 6 (June, 1949), 300.

possible.

In many fields of learning little or nothing has been done to find out what students learn through everyday contact with other human beings. Home economics emphasizes relationships as well as certain homemaking 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 individual students have been. One educator in calling attention to this responsibility said:

Everything we do to sharpen the science and to highlight the art of homemaking, at no matter what educational level, serves the world community in at least three ways. In the first place the home is the unit of society; anything 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 homemaker frees her to participate in the activities of the wider community--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 applications of the principle involved. This cannot be done unless both the teacher and the student are aware of the extent and value of previous learning experiences. Teachers as a whole are well aware of this fact but as yet few have developed satisfactory ways of determining where their students are when they come to them.

Home economists should not only find out the extent and value of the previous learning experiences of students, but they are also obligated to recruit others and to help them understand the possibilities and

⁶ Vincent, op. cit., 353.

opportunities provided.

Students select and stay in those areas of learning which present interesting possibilities for the future, which provide satisfactory learning experiences from the time they enter and which enable them to use immediately the information learned. It is this satisfaction which is gained through immediate achievement as well as the understanding of future possibilities that gives students the feeling of security needed. If this feeling of satisfaction is missing, students likely will not remain in the field but will change to other more promising areas of study. Another educator put it this way:

The career of homemaking is a vital and attractive one. Surely it is our duty to strengthen the position of the American 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 command the respect and interest of able students.⁷

To be happy in a learning situation students must undergo no wasted time; every minute of the experience must be meaningful. Learning 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 interested in what he is doing. Through the provision of meaningful learning experiences more and more students will take home economics as a career.

Too frequently people select a career without adequate analysis and find later that the vocation selected was a poor choice. Only when sound judgement is used in the selection of a career and a careful study is made of one's abilities and interests will that career be one in which the

⁷ Hutchison, op. cit., 354.

individual is happy. The school has a responsibility for helping students select those careers best suited for them. It is largely through the influence of teachers that boys and girls formulate the standards they follow in making vocational choices. Teachers today face a big problem in helping students secure the information, skills, abilities, and understandings needed for making satisfactory decisions in the selection of their life 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. Those now being developed deal with:

1. vocational goals and values students hold which point toward careers in home economics.
2. satisfactions and dissatisfactions students believe are to be gained through studying home economics.
3. opinions students have concerning home economics and the persons who influenced their opinions.
4. information and misinformation students have regarding home economics.
5. activities and interests students have in the various areas of home economics which might be indicative of their success in the profession.

These instruments are a part of a much larger study initiated by the home economics Research Committee of the American Vocational Association in 1943. This committee hoped to develop instruments which would find out not only the actual factors affecting the supply of home economics teachers but also would find what caused students to select or fail to select home economics as an area of preparation. They also hoped that some 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-committee 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-committee 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, time and money which has gone into their development. Each instrument perfected means the carrying out of many detailed statistical processes and involves the combined

⁸ "Activities and Interests Inventory" (Sub-committee of the American Vocational Association, n.d.), Appendix I. (Mimeographed).

efforts of a number of people. In fact, many educators have taken years 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 importance. 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.

CHAPTER II

THE STUDY OF A PROPOSED EVALUATION INSTRUMENT

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-committee of the American Vocational Association. This was done in an effort to assist this committee 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 Fisher and Yates Table of Random Sampling Numbers,⁹ thus tending to make each item stand on its own. Although the instrument is arranged in this manner, all tabulation of results shown in this study are

⁹ E. F. Lindquist, Statistical Analysis in Educational Research (Boston: Houghton Mifflin Co., 1940).

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; Clothing and Textiles; Family and Social Relations; Family Economics and Management; Foods and Nutrition; Health and Safety; Housing, Home Furnishing, Equipment, and Interior Decoration; Teaching in General, and Teaching Home Economics. 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 committee members proposing this instrument worded and reworded the statements included many times securing the advice and criticisms of their friends in the various professional 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. Eighteen 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 Economists

Nursery School Supervisor
 Home Demonstration Agent
 Research Worker (Foods)
 Public Health Nurse
 Radio Journalist and
 Program Director
 Home Economics Journalist
 Home Service Director
 Dietitian

Non-home Economists

Nurse
 Secretary
 Receptionist
 Beauty Operator
 Photographer
 Gift Shop Manager
 Artist
 Dress Shop Manager
 Doctor, General Practitioner
 Assistant Manager, Dry
 Cleaning Establishment
 Homemaker

The activities these 18 women considered descriptive or important to the work they were doing are found in Tables 1 and 2, pages 14-27. Here one can see the professions represented and the item numbers considered important for each. By comparing item numbers with the inventory,¹⁰ the specific activity referred to can be determined. Further study of these tables will show that eight of the business and professional women contacted were home economists, while ten were non-home economists. A comparison of the items checked will reveal that no one activity was considered by all persons as indicative of their work, neither was any checked in that manner by all those in either group. However, some items stand out as being more or less universally done in that they were checked as important by the majority of the group. For instance, seven of the eight home economists checked the following items:

Item Numbers	Inventory Statements
22.	Write informational articles for the school or community newspaper.
24.	Read articles giving new information regarding nutrition.
36.	Purchase food for family meals on a fixed amount of money.
37.	Read stories to find out how different people live.
57.	Assist in eliminating health hazards through a community clean-up campaign.
90.	Assist with the teaching of nutrition principles to grade school children.

An analysis of the six items checked as important in the work of the seven home economists shows that they all refer to activities which people in this area more or less take for granted as their responsibility regardless of their specialization. This is also true of those items which were checked by as many as six of the eight home economists contacted. These were:

Item Numbers	Inventory Statements
15.	Select and arrange household accessories such as pictures, small furnishings, and other decorative objects.

¹⁰ Sub-committee of the American Vocational Association, loc. cit.

TABLE 1. ACTIVITIES INDICATIVE OF PRESENT OCCUPATIONS
AS REPORTED BY TEN BUSINESS AND
PROFESSIONAL WOMEN

Inventory Item	Artist	Beauty Operator	Doctor	Dress Shop Manager	Gift Shop Manager	Home-maker	Nurse	Photographer	Receptionist	Secretary
1	X				X					X
2										
3	X									X
4	X									
5										X
6	X									X
7					X		X			
8					X					
9	X									X
10	X						X			X
11	X									
12	X		X	X	X	X		X	X	X
13	X					X				X
14					X	X		X		X
15	X				X			X		X
16										X
17	X									
18	X					X				X
19	X	X		X		X				
20	X					X				X
21	X			X	X	X				X
22					X	X				X
23						X				
24						X				X
25	X			X		X				
26	X					X	X	X	X	X
27	X				X	X		X		
28	X				X					
29	X							X		
30						X				X

TABLE 1--Continued

Inventory Item	Artist	Beauty Operator	Doctor	Dress Shop Manager	Gift Shop Manager	Home-maker	Nurse	Photographer	Receptionist	Secretary
31	X									
32	X				X	X				X
33										X
34						X		X		X
35	X									
36	X					X				X
37						X				X
38										
39				X	X					X
40										X
41	X			X	X	X			X	X
42	X				X					X
43	X					X				X
44	X					X			X	X
45	X					X				
46	X						X			
47	X					X				
48	X					X		X		X
49	X	X		X	X	X		X		X
50										
51	X					X				X
52					X	X				
53	X									
54										X
55	X									
56						X	X			X
57						X	X		X	X
58	X					X				X
59						X		X		X
60										
61	X									X
62					X					X

TABLE 1--Continued

Inventory Item	Artist	Beauty Operator	Doctor	Dress Shop Manager	Gift Shop Manager	Home-maker	Nurse	Photographer	Receptionist	Secretary
63										X
64	X		X			X				X
65								X		
66	X									X
67										
68	X				X					X
69	X	X		X	X					
70	X					X			X	X
71	X				X	X				X
72	X				X	X				X
73	X					X	X		X	X
74	X					X				X
75							X			X
76										X
77	X				X					X
78						X				X
79	X									
80	X									
81						X				
82	X									X
83	X									X
84							X			
85	X								X	X
86	X					X			X	X
87						X	X		X	X
88	X					X				X
89	X					X				
90										
91										X
92						X	X			X
93	X					X				X
94	X	X				X	X		X	X
95	X				X	X				X

TABLE 1--Continued

Inventory Item	Artist	Beauty Operator	Doctor	Dress Shop Manager	Gift Shop Manager	Home-maker	Nurse	Photographer	Receptionist	Secretary
96	X	X		X		X				X
97	X				X	X				X
98	X			X	X	X			X	X
99	X					X			X	X
100	X									
101	X			X		X				X
102								X		X
103										
104						X	X			X
105	X					X				X
106	X									
107	X				X	X				X
108	X					X				X
109						X				X
110	X									
111		X	X	X		X		X	X	X
112		X				X				X
113	X									
114										
115	X				X			X	X	X
116	X					X				X
117	X									X
118	X							X		
119	X									
120	X					X				X
121										
122						X				
123							X			
124										
125	X					X				
126	X				X					X
127						X	X	X		
128	X				X	X				

TABLE 1--Continued

Inventory Item	Artist	Beauty Operator	Doctor	Dress Shop Manager	Gift Shop Manager	Home-maker	Nurse	Photographer	Receptionist	Secretary
129	X					X				X
130										
131	X			X	X					
132						X		X		
133										
134						X				X
135	X									X
136	X			X		X			X	X
137	X									X
138	X									X
139	X					X			X	X
140	X									
141										
142	X					X				X
143	X									
144	X						X		X	
145	X			X		X		X		X
146										
147	X									
148										
149	X									
150	X			X		X				X
151	X									X
152							X			
153	X				X	X				
154						X				X
155							X			
156								X		
157						X				X
158	X					X				
159	X							X		
160										
161	X									

TABLE 1--Continued

Inventory Item	Artist	Beauty Operator	Doctor	Dress Shop Manager	Gift Shop Manager	Home-maker	Nurse	Photographer	Receptionist	Secretary
162						X		X		X
163	X							X		
164										
165	X									X
166										X
167	X			X	X	X		X		X
168	X									X
169	X				X					
170	X					X				X
171	X					X				X
172										
173	X					X				X
174								X		X
175	X					X				X
176										
177	X	X						X		X
178				X						X
179	X					X	X		X	
180	X									X
181	X									X
182										X
183	X				X		X	X		X
184	X									X
185	X					X	X			
186						X				X
187	X					X				X
188	X									X
189	X					X				
190	X									X
191										
192	X				X					X
193										
194										X

TABLE 1--Continued

Inventory Item	Artist	Beauty Operator	Doctor	Dress Shop Manager	Gift Shop Manager	Home-maker	Nurse	Photographer	Receptionist	Secretary
195										
196								X		
197	X					X				X
198								X		X
199	X			X						
200										X
201	X					X		X		X
202										
203				X		X				X
204	X					X				X
205	X					X		X		X
206	X					X				X
207										
208	X					X				X
209						X				
210								X		
211	X					X				X
212	X									X
213						X		X		
214		X			X	X				X
215	X	X				X				X
216	X					X				X
217										
218						X		X		X
219										
220	X					X				X
221				X						
222	X					X		X		X
223	X					X				X
224						X				X
225						X				X

TABLE 2. ACTIVITIES INDICATIVE OF PRESENT OCCUPATIONS
AS SHOWN BY EIGHT HOME ECONOMICS
SPECIALISTS

Inventory Item	Dietitian	Home Demo. Agent	Home Economics Journalist	Home Service Director	Nursery School Supervisor	Public Health Nurse	Radio Journalist	Research Worker
1		X			X			
2	X	X	X					
3	X			X				X
4		X						
5		X			X			
6		X						
7		X				X		
8		X						
9	X	X		X		X		X
10	X	X		X		X		X
11		X						
12		X		X	X		X	
13	X	X				X		X
14	X	X			X	X	X	
15	X	X		X	X	X	X	
16	X	X		X	X	X	X	
17	X	X					X	
18	X	X			X	X		
19		X			X	X		
20	X	X		X	X	X		
21	X	X			X			
22	X	X	X	X	X	X	X	
23	X	X			X			
24	X	X	X	X		X	X	X
25	X						X	
26	X	X		X	X	X	X	
27		X		X			X	
28	X	X	X	X				X
29	X	X					X	
30		X			X	X		

TABLE 2--Continued

Inventory Item	Dietitian	Home Demo. Agent	Home Economics Journalist	Home Service Director	Nursery School Supervisor	Public Health Nurse	Radio Journalist	Research Worker
31	X	X		X			X	X
32		X				X		
33	X	X	X	X				
34								
35	X	X		X	X	X		X
36	X	X	X	X	X	X		X
37	X	X	X	X	X	X	X	
38		X			X			
39		X						
40		X			X	X		
41		X		X	X		X	
42	X	X			X	X	X	
43	X	X		X		X		
44	X	X		X	X	X		
45	X	X		X	X	X		X
46	X	X				X	X	
47	X	X			X		X	
48	X	X		X		X		
49	X		X	X	X		X	
50	X	X						
51	X	X		X	X	X		
52	X	X	X		X		X	
53	X							
54	X	X					X	
55	X	X					X	
56	X	X				X	X	
57	X	X	X	X	X	X	X	
58	X	X						
59	X	X	X		X	X	X	
60	X	X			X		X	
61	X	X		X				X
62	X	X					X	

TABLE 2--Continued

Inventory Item	Dietitian	Home Demo. Agent	Home Economics Journalist	Home Service Director	Nursery School Supervisor	Public Health Nurse	Radio Journalist	Research Worker
63	X	X	X	X			X	
64	X	X		X	X	X		
65		X			X	X	X	
66	X	X		X				X
67		X						
68	X	X		X	X		X	X
69	X	X		X			X	X
70	X			X	X	X		
71	X	X				X		
72	X	X	X	X	X		X	
73	X	X				X		
74	X	X		X	X			
75	X	X				X		
76	X	X				X	X	
77		X					X	
78	X	X			X	X	X	
79	X	X		X			X	
80	X							
81	X	X						
82		X						
83	X	X		X				
84	X	X			X	X		
85	X	X			X	X	X	
86		X	X		X		X	
87		X				X		
88		X						
89	X	X	X	X			X	X
90	X	X		X	X	X	X	X
91	X	X	X	X			X	X
92	X	X		X	X	X	X	
93	X	X		X				
94	X	X	X	X		X		
95		X					X	

TABLE 2--Continued

Inventory Item	Dietitian	Home Demo. Agent	Home Economics Journalist	Home Service Director	Nursery School Supervisor	Public Health Nurse	Radio Journalist	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		X	X				X	
104	X	X		X		X		X
105								
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	
115	X	X		X	X		X	
116	X	X					X	
117	X	X		X	X	X	X	
118		X			X		X	
119		X				X		
120	X		X	X			X	
121		X						
122		X			X		X	
123	X	X			X	X	X	
124		X					X	
125	X	X		X		X	X	
126	X			X				
127	X	X			X	X	X	

TABLE 2--Continued

Inventory Item	Dietitian	Home Demo. Agent	Home Economics Journalist	Home Service Director	Nursery School Supervisor	Public Health Nurse	Radio Journalist	Research Worker
128	X	X		X			X	
129	X	X		X			X	X
130		X			X	X		
131		X					X	
132		X			X		X	
133		X						
134	X	X						
135		X						
136		X					X	
137						X		
138	X	X		X		X	X	X
139	X	X		X	X	X	X	
140	X	X		X			X	X
141	X	X					X	
142	X			X				
143		X						
144		X				X		
145	X	X		X			X	
146	X	X			X	X	X	
147		X					X	
148	X	X				X		
149		X					X	
150		X			X		X	
151	X	X	X	X			X	
152	X	X			X	X	X	
153	X	X	X			X	X	
154		X	X		X		X	
155	X	X			X	X		
156		X			X			
157	X	X			X		X	
158		X			X		X	
159	X	X					X	
160	X	X						

TABLE 2--Continued

Inventory Item	Dietitian	Home Demo. Agent	Home Economics Journalist	Home Service Director	Nursery School Supervisor	Public Health Nurse	Radio Journalist	Research Worker
161		X					X	
162	X	X		X			X	
163								
164	X	X	X					
165	X							
166	X	X		X		X		
167	X	X		X	X		X	
168	X	X		X	X		X	
169		X						
170	X	X		X				X
171	X	X	X	X				
172	X	X						
173	X	X		X				X
174				X	X			
175	X			X				
176	X	X	X				X	
177	X	X		X		X	X	
178	X	X		X	X			
179								
180	X	X					X	
181		X				X	X	
182	X	X	X			X	X	
183	X	X			X		X	
184	X	X		X			X	X
185	X	X		X		X	X	
186	X	X					X	
187	X	X		X			X	
188	X	X		X			X	X
189	X	X		X		X		
190	X	X						
191	X	X			X		X	
192	X	X					X	
193		X			X		X	

TABLE 2--Continued

Inventory Item	Dietitian	Home Demc. Agent	Home Economics Journalist	Home Service Director	Nursery School Supervisor	Public Health Nurse	Radio Journalist	Research Worker
194	X	X		X				
195	X	X					X	
196		X						
197	X	X		X		X	X	
198	X	X		X	X			
199		X					X	
200		X		X				
201		X						
202		X			X	X		
203								
204	X			X				
205		X		X	X	X		
206	X	X		X			X	X
207		X				X		
208	X	X		X			X	
209	X	X				X		
210	X	X			X		X	
211	X	X				X	X	
212	X	X		X				
213		X			X		X	
214	X	X		X			X	
215	X	X				X	X	
216	X	X		X		X	X	
217	X	X			X		X	
218	X	X						
219		X						
220		X						
221		X					X	
222		X				X		
223	X	X		X			X	X
224		X				X		
225	X	X	X	X	X		X	

Item Numbers	Inventory Statements
16.	Survey needs of a family, school or community group in some phase of homemaking.
26.	Practice habits which help me maintain buoyant health.
35.	Care for and regulate household equipment such as sewing machines, stoves, vacuum sweepers, or refrigerators.
45.	Help friends overcome food dislikes.
59.	Read magazines and books dealing with child development.
68.	Try out and evaluate new products.
72.	Read magazines on housing, home furnishings, and equipment.
89.	Show others how to cook.
91.	Make posters showing how to choose adequate school lunches.
92.	Assist with health improvement programs such as campaigns for better nutrition or cleaner surroundings.
117.	Use time and energy saving equipment such as pressure cookers, vacuum cleaners, or washing machines.
138.	Try out new combinations of foods, making my own recipes.
139.	Participate in community activities for better living such as nutrition survey, improved housing, sanitation.
225.	Write and give an educational radio or assembly program.

When one of the chief objectives of all areas of home economics is that of improving personal, home and family life, it seems logical that home economists would check all statements referring to such activities.

Activities considered as universally done by the non-home economists were fewer in number and somewhat different from those reported by home economists. Only four statements were checked in that manner by as many as seven of the ten persons in this group. These were:

Item Numbers	Inventory Statements
12.	Be friends with adults as well as with members of my own age group.
26.	Practice habits which help me maintain buoyant health.
49.	Talk to interesting people and visit with new acquaintances.
111.	Meet and talk with people.

Only one activity, the first listed, was checked by as many as eight of the ten persons contacted. The statement, "Practice habits which help me maintain buoyant health," was checked as being universally done by both home economists and non-home economists. Should the checking of students show similar results, this statement should be in the list of those which are to be eliminated.

While home economists checked statements having to do with improvement of personal, home and family life, non-home economists checked as universally done those referring to meeting and getting along with others. Probably this difference was due to the requirements of the businesses and professions represented.

Some items seem to be highly discriminating in that they were checked as descriptive of the work done by only one of the group of business and professional people contacted. Activities checked by only one of the eight home economists reporting included such things as:

Item Numbers	Inventory Statements.
4.	Make and care for curtains or draperies.
11.	Show friends how to make their clothes.
39.	Plan and make clothing accessories to accent my costume.
53.	Be responsible for the work of the class during my teachers absence.
67.	Pretend that the small children cared for are my own.
80.	Help other students with their lessons.
82.	Design garments for myself.
88.	Save money for special purposes.
121.	Design garments for others.
133.	Prepare hectographed, dittoed, or mimeographed materials for my class or home room.
135.	Make and use charts to measure personal progress in home-making activities.
137.	Clean and care for one or more rooms in the house regularly.
143.	Help others locate references for class work.
165.	Laundry and care for my own clothing.
169.	Show others how to do handwork such as knitting.
196.	Read stories where the chief characters are children.
201.	Contribute to the family resources through my own labor.
219.	Alter a commercial pattern to fit my own needs.
220.	Plan how I shall use my time.

All were homemakers in some fashion but evidently did not consider these particular items as contributing to their profession. By referring to Table 2, pages 21-27, one will see that the home economics professions represented by these eight persons had nothing to do with clothing and textiles. This may account for the fact that the items referring to this area of home economics received so few checks. Attention is called to the fact that five of the

above items checked by only one person had to do with class room activities in spite of the fact that some of these persons were college teachers.

There were also quite a few items which received only one check by the non-home economists. On comparing these items 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 could have been contacted, thus reaching all businesses and professions in which women are engaged, this list might have been shortened. The activities checked by only one non-home economist were:

Item Numbers	Inventory Statements
4.	Make and care for curtains or draperies.
11.	Show friends how to make their clothes.
100.	Make clothes for myself.
106.	Make clothes for others.
161.	Make new articles from old garments or textiles.
163.	Help friends with cleaning their clothes.
221.	Help others select their-clothing.
5.	Teach a Sunday School class.
16.	Survey needs of a family, school or community group in some phase of homemaking.
23.	Participate in planning goals for class work.
40.	Help teach Sunday School class for small children.
53.	Be responsible for the work of the class during my teachers absence.
55.	Participate in selecting class activities to meet goals planned.
63.	Write a skit dramatizing homemaking activities or practices.
79.	Give demonstrations to show the application of homemaking principles.
80.	Help other students with their lessons.
143.	Help others locate references for class work.
147.	Demonstrate new ways of using old materials or equipment.
172.	Assist in the keeping of class or school reports.
182.	Help plan and initiate a community wide youth organization such as Teen Town.
8.	Assist in a furniture or household supply store.
17.	Select articles of furniture and equipment for home or school.
31.	Try out new pieces of household equipment.
35.	Care for and regulate household equipment such as sewing machines, stoves, vacuum sweepers, or refrigerators.
149.	Repair and renovate old pieces of furniture.
159.	Help friends with room arrangements.
164.	Repair electric cords and connections.

Item Numbers	Inventory Statements
54.	Take small children to town, to school to church or to the park.
65.	Select toys and play equipment for small children.
84.	Be responsible for feeding a baby part of the time.
152.	Care for small children so that I can help them form good habits.
155.	Prepare the day's formula for a baby.
156.	Make toys or play equipment for small children.
196.	Read stories where the chief characters are children.
210.	Make friends with small children.
110.	Work as a sales person in food shops or grocery stores.
113.	Be the manager or head waitress when my group serve banquets.
140.	Help prepare and serve food to large groups of people.
194.	Plan and prepare special meals such as birthday dinners.
31.	Assist fire inspector in locating and eliminating fire hazards in the community.
200.	Assist in making a plan for a food production program for a family.

Careful examination of this listing of activities shows that the first seven checked by only one non-home economists deal with clothing and textiles; the next 13 refer to the teaching profession; the next seven deal with housing, home furnishings, equipment, and interior decoration; the next eight with child care and development; four with foods and nutrition; one with health and safety; and the last with family economics and management. Here again the activities checked as important by only one person in the group are rarely indicative of the businesses and professions these non-home economists engage in, thus pointing the necessity for wider representation. Since five of the 41 statements checked by only one non-home economist were also those marked as indicative of the work done by at least one home economist, there appears to be some doubt that they are discriminating items. Especially does this seem to be true when these items are compared. They included such activities as:

Item Numbers	Inventory Statements
4.	Make and care for curtains or draperies.
11.	Show friends how to make their clothes.
80.	Help other students with their lessons.
143.	Help others locate references for class work.

Item Numbers

Inventory Statements

196. Read stories where the chief characters are children.

The two statements, "Help other students with their lessons" and Help others locate references for class work," are definitely things which students do and are not activities which are done by adults outside of college classrooms. This is further evidence that these two items should be deleted.

If the business and professional women contacted were truly representative of all occupations and professions in which women are engaged, then the items which neither home economists nor non-home economists checked as having bearing upon the work they do would be highly significant. However, since only 18 persons were contacted, these representing only a few occupations, the statements not checked can only be reported and comparisons made between the two groups. There were five activities which were not checked by any of the home economists. These were:

Item Numbers

Inventory Statements

34. Study children to understand why they act differently.
 105. Help do the family laundry.
 163. Help friends with cleaning their clothing.
 179. Make a comfortable bed for a sick person.
 203. Shop for my own clothing.

It will be noted that all five activities are frequently done by people other than home economists. This may be the reason that the eight home economists failed to check them.

The items which were not checked by the ten non-home economists are quite different in nature. They were:

Item Numbers

Inventory Statements

2. Work as an assistant in an architects office.
 38. Collect games or play equipment for a recreational loan library.
 50. Direct the home work of smaller brothers and sisters.
 60. Direct the games and play activities of a group my own age.

Item Numbers	Inventory Statements
67.	Pretend that the small children cared for are my own.
90.	Assist with the teaching of nutrition principles to grade school children.
103.	Write and receive letters from persons in other countries.
114.	Serve as an officer in a school group or youth organization.
121.	Design garments for others.
130.	Help young children learn to dress themselves.
133.	Prepare hectographed, dittoed, or mimeographed materials for my class or home room.
141.	Be a member of the student council.
146.	Help supervise small children during their meal hours.
148.	Prepare posters to emphasize principles brought out in class work.
160.	Help my teacher grade class work and average students grades.
176.	Write news articles emphasizing homemaking practices.
191.	Assist in supervising a summer camp or playground for children.
193.	Be responsible for the play activities of children.
195.	Work as a waitress in a hotel dining room, a tea room, or a restaurant.
202.	Dress a young baby or small child.
207.	Be a baby sitter.
217.	Help children plan and give parties at home.
219.	Alter a commercial pattern to fit my own needs.

Nine of these activities had some relation to the care of children. Several others referred to specific professions and occupations other than those followed by this group of women. It seems logical to expect that business and professional women who had no children of their own, and who were not engaged in occupations serving the needs of children, would not consider such activities important in carrying on their work. This would also be true of such statements as: "Work as an assistant in an architects office" and "Work as a waitress in a hotel dining room, a tea room, or restaurant." None of the individuals checking this inventory were engaged in these activities.

In studying the checked inventory returned by the 18 business and professional women contacted consideration was given also to those items which this group thought were so universally done that they should be eliminated. These,

according to the majority of the group, were:

Item Numbers	Inventory Statements
5.	Teach a Sunday School class.
27.	Show people how to do things I know how to do.
53.	Be responsible for the work of the class during my teachers absence.
70.	Dress so that I am protected from weather conditions, such as extreme cold, hot sun, rain and sudden changes.
127.	Observe small children to learn what they are like.
142.	Clean and polish silverware.
160.	Help my teacher grade class work and average students grades.
172.	Assist in the keeping of class or school records.
207.	Be a baby sitter.
220.	Plan how I shall use my time.

Examination of these items shows that five of them referred to the profession of teaching, and only one made any reference to the field of home economics as such. The others were statements of activities which the majority of women do whether they are home economists or not. Certainly if the results of the checking done by students also show these to be non-discriminating statements, they should be eliminated. In addition to these ten items, questions were raised by these women about the value of eight other statements. These statements were:

Item Numbers	Inventory Statements
40.	Help teach Sunday School class for small children.
80.	Help other students with their lessons.
174.	Have a few close friends.
44.	Carry my share of responsibility in the family group.
49.	Talk to interesting people and visit with new acquaintances.
143.	Help others locate references for class work.
148.	Prepare posters to emphasize principles brought out in class work.
167.	Have many friends and acquaintances.

Four of the items had to do with the general activities of the teaching profession. Since they do not refer to homemaking or to professions in the field of home economics, probably they should be eliminated entirely. Certainly this should be done if the checking of the students also proves them to

be non-discriminating items. Two of the items questioned expressed opposing ideas; one referred to the desire for having many friends and acquaintances, the other to the desire for having a few close friends. Since it would be possible for individuals to desire both a few close friends and many friends and acquaintances, it is doubtful whether either of these statements do what the committee expected. Only through a detailed analysis of individual case studies could one determine the real value of such statements.

The statement, "Carry my share of responsibility in the family," was also questioned, probably because of its indefiniteness. It does not define the meaning of "my share." Another somewhat similar statement reads: "Share in planning the distribution of work among family members." Likely the two should be combined to read: "Share in planning and carrying on the work of the home."

One person recommended that items 100 and 106 be combined. One statement had to do with making clothes for others, the other with making clothes for self. If the two statements are combined into one, it likely would read, "Make clothes for self and/or others." Whether the combined statement 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 others, but not necessarily so. If the emphasis is meant to be upon garment construction, probably the combined statement would be sufficient, but if the emphasis is upon the person for whom clothing is made, then both statements should be retained.

It was hoped that the criticisms and suggestions made by these 18 specialists would help in locating and determining non-discriminating statements. However, the opinions of a few specialists likely should not be the final determining factor. For that reason it was decided that freshman students (both home economists and non-home economists) would be asked to check the instrument

as a part of the regular evaluation program of Oklahoma Agriculture and Mechanical College. This study has to do with the reactions of 178 home economics students located through teachers and formal classes. Since the majority of these students completed their checking within a 60 minute period, it is quite possible that the deletion of the few repetitious statements and those dealing with the profession of teaching would shorten the instrument sufficiently. This instrument, the reader will remember, was made up of 225 statements regarding basic interests and activities in the various home economics professions.¹¹ Students were asked to check the instrument twice: first, to indicate their preferences regarding those activities they like to do or wanted to do; those they were indifferent toward; and those they disliked or thought they disliked to do. The second time students checked this instrument they were asked to indicate the extent of their experience, marking each item as to whether or not they had had little or no experience or much experience.

In preparing and using the inventory and in interpreting the results of the students' checking, it was assumed that statements of activities in the major subject matter areas in the field of home economics would be indicative of the activities of professional persons who depended upon these areas for their preparation. These groupings listed in alphabetical order are:

1. Child Care and Development
2. Clothing and Textiles
3. Family and Social Relations
4. Family Economics and Management
5. Foods and Nutrition
6. Health and Safety

¹¹ Sub-committee of the American Vocational Association, loc. cit.

7. Housing, Home Furnishings, Equipment and Interior Decoration.

8. Teaching in General.

9. Teaching Home Economics.

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

The first area presented is that of Child Care and Development. Table 3, page 38, shows how 178 home economics freshmen answered the questions asked regarding the activities listed for this area. Space does not permit the typing of the exact statement checked but a comparison of the item number with that on the inventory¹² will show the reader what activity was considered. Further development of this instrument would necessitate a careful checking of the reactions of students to each and every item, but since time is short, this study attempts only to point out wide contrasts. Those items liked by the largest numbers, those most disliked, those which seem to be least done and those in which the majority of students have experience will be discussed. According to the percentage of students checking, those items liked by the largest number are those disliked by the fewest; the reverse also being true.

In the main, those activities checked as "like to do" or "want to do" by a majority are also those in which the students reported that they had had much experience. Throughout the results of the inventory there seems to be close correlation between the attitude students have toward an activity and the amount of experience they had had in doing this particular thing.

Statisticians studying factors determining any particular situation consider uniformity in any one direction among 70 percent or more of the group as evidence that the item is a discriminating one. Similarly items which are

¹² Ibid.

TABLE 3. ATTITUDES TOWARD AND EXPERIENCES IN ACTIVITIES
IN CHILD CARE AND DEVELOPMENT SHOWN BY
178 HOME ECONOMICS PRESIDENT

Inventory Item Number	Percentage of Students Checking					
	Attitudes Toward			Experience		
	Like to do	Indifferent Toward	Dislikes to do	Little or no	Some	Much
210	81.7	16.8	1.5	8.1	40.5	61.4
202	81.3	13.6	5.1	19.8	47.2	33.0
127	80.3	12.4	7.3	21.0	52.5	26.5
180	79.8	15.7	4.5	32.7	47.3	20.0
7	78.7	14.0	7.3	57.8	30.0	12.2
217	78.7	16.1	5.2	39.4	45.7	14.9
152	75.7	14.7	9.6	29.5	49.2	21.3
84	74.2	17.4	8.4	42.7	37.6	19.7
54	73.6	16.3	10.1	19.9	48.6	31.5
55	72.1	22.3	5.6	31.2	50.6	18.2
34	71.2	20.9	7.9	33.9	52.2	13.9
102	69.1	20.8	10.1	17.8	46.7	35.5
59	67.2	26.1	6.7	24.8	56.0	19.2
212	64.9	25.9	9.2	15.0	50.9	24.1
40	64.0	22.5	13.5	45.6	30.0	24.4
146	62.6	22.0	14.4	39.8	40.9	19.3
207	61.7	23.4	14.9	24.6	25.0	40.4
124	61.0	27.0	12.0	58.0	34.0	8.0
122	59.2	29.1	11.7	27.3	54.5	18.2
155	58.9	24.0	17.1	52.7	32.6	14.7
156	57.6	29.4	13.0	44.5	45.7	9.8
67	55.0	23.9	16.1	41.6	40.4	18.0
193	54.2	32.7	12.4	35.4	46.0	18.5
132	39.2	38.5	22.3	35.8	50.6	13.6
196	36.0	40.4	23.6	29.4	50.8	19.8

answered in all of the ways provided by an equal or near equal number of persons would be considered as non-discriminating. All selections of discriminating or non-discriminating statements were made on the basis of observation only. Since no statistical comparisons were made, the listing may or may not be accurate. However, they will serve their purpose, for at this stage of development one is concerned only with locating those items which need further study.

Since this inventory actually was set up in such a way that the statements included had to be checked in one of three ways each time it was read, it was necessary to compare the percentage of students checking each item. For example, if 70 percent or more of the students checked an item as "like to do" or "want to do," the low percent checking the other columns would show that this item was highly discriminating in this direction for this particular group of people. However, if approximately 33 1/3 percent of the students checked an item in each of the three columns showing attitude toward or experience, then it was not discriminating. Since time permitted a study of only a few of the 225 items, it was decided that a comparison would be made of the five most discriminating and the five least discriminating in each part of the inventory.

Child Care and Development

The first area of the inventory reported is that of Child Care and Development. (See Table 3, page 38.) The 25 statements of activities in this area have to do with such things as: playing with children, helping children with everyday activities, caring for children, and studying about children. Ten of the 25 items in this area were checked as "like to do" or "want to do" by 70 percent or more of the 178 home economics freshmen at Oklahoma Agricultural and Mechanical College. No item was checked as "dislike to do" or "do not want to do" by as many as 25 percent of the group contacted. Considering a checking

made by 70 percent or more of the students as determining discriminating items, it was found that the five most discriminating were:

Item Numbers	Inventory Statements
210.	Make friends with small children.
202.	Dress a young baby or small child.
137.	Clean and care for one or more rooms in the house regularly.
130.	Help young children learn to dress themselves.
7.	Assist in the preparation for the arrival of a new baby such as selecting or making clothing or a bassinet.

When tabulations of the results of the checking of students were examined for those items which were checked in all three ways in this half of the inventory by an almost equal number of students, it was found that the five which could be classified as least discriminating, according to students' interests, were:

Item Numbers	Inventory Statements
132.	Read literature prepared for children.
196.	Read stories where the chief characters are children.
67.	Pretend that the small children cared for are my own.
193.	Be responsible for the play activities of children.
155.	Prepare the day's formula for a baby.

The reader will remember that the second half of the inventory asked that students reread all statements of activities and that they again check them in one of three ways indicating the amount of experience they had had. They were asked to report whether or not they had had little or no experience, some experience or much experience in doing the activities listed. When the results on this part of the inventory were compared, it was found that the range in the percent of students checking was from 3.0 to 58.0. No item was checked, in any manner, by as many as 70 percent of the group. This seems to indicate that the attitude toward these activities is more discriminating than the amount of experience students have had. However, the five most discriminating

items indicating the degree of experience students had had were:

Item Numbers	Inventory Statements
124.	Make clothing for small children.
7.	Assist in the preparation for the arrival of a new baby such as selecting or making clothing or a bassinet.
59.	Read magazines and books dealing with child development.
122.	Attend children's programs.
155.	Prepare the day's formula for a baby.

By referring to Table 3, page 38, the reader will see that these five items were not all checked in the same way by the 178 home economics students. In fact, the item checked by the largest percent of students was one in which 58.0 percent of the group had had little or no experience; the second was one in which 57.8 percent had had little or no experience; the third, one in which 56.0 percent had had some experience; the fourth, one in which 54.5 percent had had some experience; and the fifth, one in which 52.7 percent had had little or no experience. None of the five most discriminating items in the results of this part of the inventory were those which the majority of the students had checked as having had much experience in doing.

Since it is impossible to know what students meant when they checked the statements of activities as having had little or no, some or much experience, likely the questions asked in this half of the instrument should be made more explicit. Only one item was checked by anything like an equal number of students, certainly it could be listed as a non-discriminating activity. This was "Be a baby sitter." Results show that 24.6 percent of these 178 freshmen home economics girls had had no experience in baby sitting; 35.0 percent had had some experience; while 40.4 percent had had much experience. On all other items students' answers showed a wider range of difference in the three ways of checking, however, the five least discriminating items, according to their

experiences, were:

Item Numbers	Inventory Statements
207.	Be a baby sitter.
40.	Help teach Sunday School class for small children.
152.	Care for small children so that I can help them form good habits.
130.	Help young children learn to dress themselves.
146.	Help supervise small children during their meal hours.

Further comparisons were made of the most and least discriminating items as a result of the students' checking both parts of this area of the inventory.

"Assist in the preparation for the arrival of a new baby such as selecting or making clothing or a bassinet" proved to be the most discriminating in attitude toward, also one of the most discriminating in the reporting of experiences. On the other hand, students checked the item, "Help young children learn to dress themselves," as having much interest toward; but this same item was among the listing of least discriminating when the amount of experience was considered. Nevertheless, on most of the activities listed in this area students' answers showed that they like to do or want to do those things they had had experience in and they did not want to do or were indifferent toward those activities in which they had had little or no experience.

Clothing and Textiles

The second area presented deals with activities in clothing and textiles. (See Table 4, page 43.) The 25 statements which made up this area refer to such things as designing and constructing clothes, care of clothing, grooming, mending, and testing of textiles. Twelve of the 25 items were checked by 70 percent or more of the 178 students as "like to do" or "want to do." No one item was checked as "like to do" by less than 40 percent of the group. No item was checked as "dislike to do" by as many as 25 percent of the group; however, there were eight items which were checked as "indifferent toward" by 25 percent

TABLE 4. ATTITUDES TOWARD AND EXPERIENCES IN ACTIVITIES
IN CLOTHING AND TEXTILES SHOWN BY 178 HOME
ECONOMICS FRESHMEN

Inventory Item Number	Percentage of Students Checking					
	Attitudes Toward			Experience		
	Like to do	Indifferent Toward	Dislikes to do	Little or no	Some	Much
98	97.2	2.8	0.0	4.6	24.1	71.3
203	96.6	2.3	1.1	5.8	16.8	77.4
136	96.1	3.4	0.5	6.7	24.2	69.1
41	92.2	5.6	2.2	10.1	44.4	45.6
199	87.4	10.3	2.3	6.7	31.5	61.8
100	87.1	4.2	6.2	18.6	28.2	53.2
150	84.4	12.8	2.8	12.0	47.9	40.1
96	81.5	15.7	2.8	20.4	48.9	30.7
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
32	74.6	16.4	9.0	24.0	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	29.1
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
151	60.0	20.0	20.0	33.1	41.6	25.3
101	58.4	28.1	13.5	27.0	47.2	25.8
95	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	26.0	10.7
211	50.6	33.5	15.9	23.8	52.9	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
71	40.9	35.4	23.7	21.4	55.5	23.1

or more students. Whether or not this high percentage of the students liking to do or wanting to do was because these students were in home economics is not known.

The five most highly discriminating items, when considering the attitudes of the students checking the first part of the inventory dealing with clothing and textiles were:

Item Numbers	Inventory Statements
98.	Consider my figure and stature when selecting clothes.
203.	Shop for my own clothing.
136.	Consider my personal coloring when selecting garments or dress materials.
41.	Have in my wardrobe simple basic garments which can be worn many ways.
199.	Select accessories for myself and others.

Each of these five items refer in some manner to the maintenance of good personal appearance. Therefore, it is not surprising that girls in large numbers would check these, regardless of whether they were studying home economics or not. Nevertheless, they are activities which are important in the training of clothing specialists. The fact that no items referring to textiles appear as discriminating ones in the checking may mean that much more attention was given to clothing and grooming than to textiles in high school and college freshmen classes. Likely the inventory should be pointed more to careers in the field of textiles.

The items which were checked in answer to the first part of the inventory by a more nearly equal number of students were:

Item Numbers	Inventory Statements
71.	Mend household linens or articles of clothing.
106.	Make clothes for others.
121.	Design garments for others.
25.	Test different textiles for color fastness, shrinkage, or durability.
211.	Remove spots and stains from clothing or household linens.

These least discriminating items represent a broader scope of activity and

interest than do those which were highly discriminating in that 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 seem to be the least discriminating are things which many homemakers do, such as "remove spots from materials 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 Numbers	Inventory Statements
203.	Shop for my own clothing.
131.	Work as a sales 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 dress materials.
121.	Design garments for others.

The reader will see by referring to Table 4, page 43, that these five items were not all checked in the same way by the 178 students. In fact, the items checked by the largest percent of students were: first, one in which 77.4 percent of the group had had much experience; the second was one in which 77.1 percent had had little or no experience; the third, one in which 71.3 percent had had much experience; the fourth, one in which 69.1 percent had had much experience; and the fifth, one in which 63.3 percent had had little or no experience. The checking of three of the items showed that these students had had much experience and two that they had had little or no experience in doing. It will be noted that the three activities in which students had had much experience are those that require personal attention. Any person interested

in clothing, especially those trained in clothing selection, would consider these things in purchasing clothes. The other two items on which students report that they had had little or no experience are things in which one would not expect them to have had much experience. These are: "Work as a sales person in a clothing or textile store" and "Design garments for others."

Considering the amount of experience students had when they checked the clothing and textile section of the inventory, the following items were among the least discriminating:

Item Numbers	Inventory Statements
82.	Design garments for myself.
39.	Plan and make clothing accessories to accent my costumes.
219.	Alter a commercial pattern to fit my own needs.
161.	Make new articles from old garments or textiles.
96.	Attend or participate in fashion shows.

A study of the earlier listing of discriminating items in regard to the attitude of students shows that three of the activities were among the most discriminating in the reporting of experiences. They were: "Consider my figure and stature when selecting clothes," "Consider my personal coloring when selecting garments or dress material," and "Shop for my own clothing." One item, "Design garments for others," was one of the least discriminating items according to the attitudes of students; however, it appeared as the fifth most discriminating and the first least discriminating item when experience was considered. In spite of this seeming contradiction, there seems to be a close correlation between the attitude students have toward and their experience in most of the activities listed.

Family Economics and Home Management

Family Economics and Home Management, the third area of the inventory, also includes 25 statements 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 Table 5, page 48.) When a study was made of the number of students showing dislike toward these activities, results show that five statements were checked by 20 percent or more of the students. Only one item was checked as "disliked" by as many as 57 percent of those reporting. The five highly discriminating items of activity, according to students' attitudes, were:

Item Numbers	Inventory Statements
51.	Shop for quality when selecting food, clothing, or household furnishings.
181.	Pay for things when I buy them.
222.	Buy carefully, seldom returning purchases made.
205.	Be saving with the things I use.
88.	Save money for special purposes.

After careful examination of the above highly discriminating items in the reporting of attitudes toward this area of the inventory, the writer found that two of the statements also show that students had had much experience in doing. Further examination of the answers of students showed that the five least discriminating items of activity included were:

Item Numbers	Inventory Statements
200.	Assist in making a plan for a food production program for a family.
171.	Compare advertisements in the newspapers to locate special food sales.
36.	Purchase food for family meals on a fixed amount of money.
134.	Share in planning the family budget.
33.	Make a food preservation budget for a family for a year.

When tabulations of the results of checking this area of the inventory the second time were studied, it was found that the five most discriminating items, according to amount of experience, were:

Item Numbers	Inventory Statements
33.	Make a food preservation budget for a family for a year.
181.	Pay for things when I buy them.

TABLE 5. ATTITUDES TOWARD AND EXPERIENCES IN ACTIVITIES
IN FAMILY ECONOMICS AND MANAGEMENT SHOWN
BY 178 HOME ECONOMICS FRESHMEN

Inventory Item Number	Percentage of Students Checking					
	Attitudes Toward			Experience		
	Like to do	Indifferent Toward	Dislikes to do	Little or no	Some	Much
181	93.1	6.3	0.6	7.3	26.4	66.3
51	90.6	8.3	1.1	12.0	35.5	52.5
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	38.3	51.8
13	81.4	15.2	3.4	29.6	48.6	21.8
20	80.8	12.4	6.8	8.4	31.8	59.8
201	73.1	22.3	4.6	30.7	40.3	29.0
42	72.4	23.6	4.0	26.8	49.3	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	22.4
109	68.5	28.1	3.4	24.3	53.7	22.0
151	68.0	25.1	6.9	30.3	54.5	15.2
216	66.5	26.7	6.8	25.0	57.0	18.0
187	63.4	21.2	15.4	22.5	58.4	19.1
97	63.2	25.8	11.0	22.5	56.2	21.3
43	60.0	29.4	10.6	19.8	54.4	25.8
197	59.4	29.2	11.4	26.6	52.5	20.9
68	59.3	32.2	8.5	29.7	54.9	15.4
21	56.9	30.9	12.2	6.1	50.8	43.1
134	48.0	31.3	20.7	48.3	36.6	13.1
36	44.4	32.6	23.0	53.1	29.6	17.3
171	44.0	32.0	24.0	42.1	44.3	13.6
200	36.4	36.4	27.2	48.6	35.8	15.6
33	12.4	30.3	57.3	82.7	11.2	6.1

Item Numbers	Inventory Statements
220.	Plan how I shall use my time.
222.	Buy carefully, seldom returning purchases made.
187.	Plan the steps I will use before starting work such as household tasks, construction of a garment or preparing a meal.

Studying these five highly discriminating items one will find that the first item was checked by 82.7 percent of the 178 students as had had "little or no experience"; the second one, as had had "much experience" by 66.3 percent; the third one, as had had "some experience" by 61.9 percent; the fourth, as had had "much experience" by 59.3 percent; and the fifth one, by 54.4 percent as had had "some experience." Students reported that they had had "much experience" in the activities listed in two of the five items. These were "Pay for things when I buy them," and "Buy carefully, seldom returning purchases made." It is not surprising that on these two items students reported "much experience," because such activities are done by careful buyers, not only home economists but also non-home economists.

The experiences of students as recorded in the second part of this area of the inventory were studied to determine those items showing least discrimination. These were:

Item Numbers	Inventory Statements
201.	Contribute to the family resources through my own labor.
42.	Help select and purchase household linens and textiles.
13.	Buy some pieces of home equipment that is worth the money and is efficient.
109.	Use household equipment in as many ways as possible.
197.	Try out different ways of doing homemaking tasks to find which one saves time and energy.

Analyzing the listing of the most discriminating items in regard to the attitude of students shows that two of the items were also among the most discriminating when comparing the experiences of students. "Pay for things when I buy them," and "Buy carefully, seldom returning purchases made." "Make a

food preservation budget for a family for a year," proved to be the least discriminating item in attitude toward, but it was one of the most discriminating in the listing of experiences. This may mean that these students have not had very much experience in making a long time budget. Throughout the inventory students who had not had much experience in an activity showed very little interest toward it, the reverse tending to be true for those who had had much experience.

Family and Social Relations

Another area of the inventory, that of Family and Social Relations, was studied to find the attitudes and experiences reported by the 178 home economics freshmen. (See Table 6, page 51.) The 25 statements which compose this area refer to relationships within the family and with others. Seventeen items were checked as "like to do" or "want to do" by 70 percent or more of the total number of students reporting. Only one activity was checked as "dislike to do" by as many as 33 1/3 percent of the group. Item number 12, "Be friends with adults as well as with members of my own age group," was the only one not checked by any student as "dislike to do" or "did not want to do." Eleven of the 25 statements were checked as "dislike to do" by as many as five percent of the total number of students. Attitudes toward activities reported by students seem to prove the following items as highly discriminating:

Item Numbers	Inventory Statements
198.	Have friends among boys as well as among the girls my own age group.
167.	Have many friends and acquaintances.
12.	Be friends with adults as well as with members of my own age group.
174.	Have a few close friends.
49.	Talk to interesting people and visit with new acquaintances.

TABLE 6. ATTITUDES TOWARD AND EXPERIENCES IN ACTIVITIES
IN FAMILY AND SOCIAL RELATIONS SHOWN BY 178
HOME ECONOMICS FRESHMEN

Inventory Item Number	Percentage of Students Checking					
	Attitudes Toward			Experience		
	Like to do	Indifferent Toward	Dislikes to do	Little or no	Some	Much
198	96.6	1.1	2.3	6.1	21.7	72.2
167	95.5	3.9	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	25.4	65.0
49	87.1	10.1	2.8	9.4	37.6	53.0
212	86.9	10.2	2.9	5.8	33.5	55.7
44	86.7	10.5	2.8	9.6	39.5	50.9
145	85.6	10.0	4.4	7.4	39.8	52.8
111	85.0	12.2	2.8	8.0	32.4	59.6
158	78.3	17.5	9.0	12.7	52.6	33.7
108	77.8	18.3	2.9	20.2	59.0	29.0
99	76.5	20.1	3.4	13.5	53.4	33.1
186	76.1	16.5	7.4	8.6	45.1	46.3
78	71.8	19.9	8.3	22.3	52.3	23.4
218	71.4	22.3	6.3	23.6	52.0	23.6
86	71.4	21.9	6.7	19.2	57.1	23.7
93	71.3	23.6	5.1	14.0	46.9	39.1
37	65.2	23.7	6.1	20.9	54.9	24.2
58	62.1	31.1	6.8	32.8	46.7	20.5
103	60.7	28.1	11.2	52.0	32.4	15.6
64	51.4	38.4	10.2	42.7	47.8	9.5
20	47.4	39.8	12.5	41.8	42.9	15.3
139	36.4	46.5	17.1	55.2	35.0	9.8
154	34.5	33.3	32.2	66.1	23.7	10.2
33	23.9	48.9	27.2	83.5	10.0	6.5

After studying Table 6, page 51, the results found show that the five items which had an almost equal number of students checking in all three ways and which could be considered as least discriminating, as far as attitude is concerned, were:

Item Numbers	Inventory Statements
154.	Participate in giving a dialogue or play emphasizing family relations.
38.	Collect games or play equipment for a recreational loan library.
139.	Participate in community activities for better living such as nutrition survey, improved housing, sanitation.
30.	Plan recreational activities for my family to do as a group.
64.	Participate in groups which try to improve social conditions.

The second part of the instrument was reread by the students and checked showing how much experience each had had in the activities listed. An analysis made of the results points up the five most discriminating items on this part of the inventory as:

Item Numbers	Inventory Statements
38.	Collect games or play equipment for a recreational loan library.
167.	Have many friends and acquaintances.
198.	Have friends among boys as well as among the girls my own age.
12.	Be friends with adults as well as with members of my own age group.
154.	Participate in giving a dialogue or play emphasizing family relations.

Three of the above statements of activities refer to having many friends; therefore it is not surprising that girls in large numbers would check these, regardless of whether they are studying home economics or not. Certainly such activities are important in developing attitudes for careers in family and social relations.

Reexamination of the second part of the inventory for items which

students checked in all three ways in almost equal numbers, according to the amount of experience they had had, locates the least discriminating items as:

Item Numbers	Inventory Statements
58.	Share in planning the distribution of work among family members.
216.	Be a member of a group that is interested in my welfare.
78.	Observe the different methods adults use to control children and youths.
103.	Attend movies showing how various families live.
93.	Work with others to do things we have previously planned.

Results from the checking of the inventory show that three of the most discriminating items, according to the attitude students had toward them, were "Have friends among boys as well as among the girls my own age," "Have many friends and acquaintances," and "Be friends with adults as well as with members of my own age group." These also appeared as most discriminating when the amount of experience was considered. Two items, "Participate in giving a dialogue or play emphasizing family relations" and "Collect games or play equipment for a recreational loan library," were among the least discriminating in interest toward but were checked as highly discriminating according to experiences students had had in such activities. This further confirms the statement that students like to do or want to do those things in which they have had some or much experience.

Foods and Nutrition

Foods and Nutrition, the fifth area included in the inventory, dealt with activities such as: planning, preparing, and caring for foods, research work, and the handling of foods. (See Table 7, page 54.) Four items were checked by 70 percent or more of the students as "like to do" or "want to do," while 17 items were marked in this manner by 50 percent or more of the group.

TABLE 7. ATTITUDES TOWARD AND EXPERIENCES IN ACTIVITIES
IN FOODS AND NUTRITION SHOWN BY 178 HOME
ECONOMICS FRESHMEN

Inventory Item Number	Percentage of Students Checking					
	Attitudes Toward			Experience		
	Like to do	Indifferent Toward	Dislikes to do	Little or no	Some	Much
126	79.2	12.9	7.9	18.7	55.7	25.6
74	76.8	17.7	5.5	18.2	40.3	41.5
188	76.0	16.0	8.0	23.2	48.0	28.8
223	74.7	13.8	11.5	26.0	50.3	23.7
194	68.9	18.7	12.4	35.5	48.0	18.5
173	68.0	20.0	12.0	18.9	41.7	39.4
175	67.2	20.1	12.7	24.4	39.6	46.0
138	65.1	25.1	11.8	31.6	42.5	25.9
9	62.0	24.6	13.4	21.2	49.4	29.4
206	60.6	23.4	16.0	28.2	47.7	24.1
66	58.7	24.6	16.7	30.7	35.8	33.5
139	57.4	26.1	16.5	36.0	46.0	18.0
184	57.1	26.5	16.6	30.8	40.6	28.6
83	55.9	25.1	19.0	36.7	43.9	19.5
129	52.8	32.0	15.2	30.5	53.7	15.8
120	52.2	23.6	24.2	24.9	57.6	17.5
204	52.0	28.6	19.4	20.7	46.5	32.8
61	45.4	27.3	27.3	48.6	35.4	16.0
110	37.5	33.4	34.1	81.0	8.4	10.6
140	37.4	30.2	32.4	37.3	40.7	22.0
170	36.2	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	31.3	53.1	15.6
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

Some economists frequently are heard to say that all that students want to do is to study foods. The answers made by these students tend to disprove this idea, for fewer items were checked in the area of foods and nutrition as "like to do" or "want to do" by as many as 70 percent of the students than had been checked on any area of the inventory studied thus far. The most highly discriminating items, when considering the attitude of the students, were:

Item Numbers	Inventory Statements
126.	Plan and arrange table decorations for special family or school occasions.
74.	Prepare and serve refreshments when friends call unexpectedly.
188.	Experiment in trying out new recipes.
223.	Prepare foods in order to conserve their nutritive value and make them tasty.
194.	Plan and prepare special meals such as birthday dinners.

Students' attitudes toward activities in the inventory again were studied to determine those items showing least discrimination. These, in the order of discrimination, were:

Item Numbers	Inventory Statements
24.	Read articles giving new information regarding nutrition.
140.	Help prepare and serve food to large groups of people.
110.	Work as a sales person in food shops or grocery stores.
3.	Assist with the preparation and packing of lunches for myself or others.
104.	Check the food eaten daily against my basic nutritional needs.

An analysis of that part of the inventory showing experiences revealed the most discriminating items of activity as:

Item Numbers	Inventory Statements
110.	Work as a sales person in food shops or grocery stores.
195.	Work as a waitress in a hotel dining room, tea room or a restaurant.
120.	Read articles in newspapers and magazines on foods.
126.	Plan and arrange table decorations for special family or school occasions.

Item Numbers

Inventory Statements

129. Observe special food exhibits or demonstrations.

The checking of this part of the inventory shows that a large percent of the 178 students had had little or no experience in the first two of these items, (81.0 percent and 79.9 percent, respectively) while those referred to in the last three items were reported as having had some experience.

Items which seemed to be the least discriminating, as far as experience is concerned, were:

Item Numbers

Inventory Statements

66. Prepare and serve meals for a family for at least one week.
 184. Preserve food for future use by such methods as canning or freezing.
 139. Try out new combinations of foods, making my own recipes.
 206. Try out new recipes for using left over foods.
 175. Assist with preparing and serving one or more family meals regularly.

Further comparison of the most and least discriminating items as shown by the checking of these 178 home economics freshmen on both parts of the inventory shows that the item which proved to be most discriminating in attitude toward was also one of the most discriminating items in the reporting of experiences. "Plan and arrange table decorations for special family or school occasions" is the seventh inventory item to appear in the most discriminating lists for both parts of the instrument. Several times an item which seemed to be most discriminating on one checking was least discriminating on the other. According to students' checking, "Work as a sales person in food shops or grocery stores," was the least discriminating item when considering the attitude of students, however, it was one of the most discriminating in regard to amount of experience. Many college freshmen have not had opportunity to work in food shops or grocery stores, however, these activities provide training for careers in this area.

Health and Safety

Health and Safety, another area included in the inventory, had 26 statements of activities dealing with personal health, accident prevention, and safety practices. (See Table 8, page 58.) Four of these items were checked as "like to do" or "want to do" by 70 percent or more of the students. When there are only four items checked as "like to do" or "want to do" by as many as 70 percent of the group, one would expect large numbers of students to report that they "disliked" or "did not want to do" a number of items. In fact, six of the items were reported as "disliked" by more than 25 percent of the group, however, there were ten items which less than ten percent of the group checked as "disliked to do." One of these was checked as "disliked" by only one and one-tenth percent, and another by one and seven-tenths percent. The items of activity which seemed to be most discriminating were:

Item Numbers	Inventory Statements
94.	Develop eating habits which will improve my personal appearance.
70.	Dress so that I am protected from weather conditions, such as extreme cold, hot sun, rain and sudden changes.
177.	Practice habits which will improve my posture.
26.	Practice habits which help me maintain buoyant health.
48.	Store home equipment and supplies in a manner which prevent accidents.

All five of the above items refer in some manner to the maintenance of buoyant health. However, the tabulation results are not surprising because these were home economics students and likely had been taught the basic principles underlying these activities.

Results from the first checking of the inventory show the five least discriminating items, as far as attitude is concerned, were:

Item Numbers	Inventory Statements
75.	Demonstrate methods of controlling bleeding in cases of injury.

TABLE 8. ATTITUDES TOWARD AND EXPERIENCES IN ACTIVITIES
IN HEALTH AND SAFETY SHOWN BY 178 HOME
ECONOMICS FRESHMEN

Inventory Item	Percentage of Students Checking					
	Attitudes Toward			Experience		
	Like to do	Indifferent Toward	Dislikes to do	Little or no	Some	Much
94	92.2	6.7	1.1	6.2	49.4	44.4
70	89.0	6.7	2.3	6.3	26.3	67.4
177	83.9	14.4	1.7	7.4	60.2	32.4
26	78.0	19.8	2.2	6.8	50.8	42.4
43	68.9	24.4	6.7	27.2	55.0	17.8
190	68.9	22.6	8.5	29.8	49.7	21.5
46	66.1	26.8	7.1	48.1	38.3	13.6
166	63.8	23.2	13.0	21.0	48.9	30.1
56	56.9	30.9	12.2	6.1	50.8	43.1
57	56.5	32.8	10.7	56.7	34.3	9.0
87	52.0	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	32.3	16.4	50.8	36.3	12.9
14	46.3	28.8	24.9	33.5	50.8	15.7
73	46.0	36.0	18.0	40.9	43.1	16.0
123	45.5	31.7	22.8	81.1	13.2	5.7
85	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	29.8	30.9	73.1	18.3	8.6
119	36.3	34.6	29.1	59.7	27.8	12.5
224	34.5	38.5	27.0	68.4	23.0	8.6
75	33.0	38.6	28.4	68.2	22.5	9.3
92	32.2	45.2	22.6	69.5	24.4	6.1
76	30.8	41.3	27.9	70.0	22.2	7.8
81	25.8	44.4	29.8	84.4	10.6	5.0

Item Numbers

Inventory Statements

- | | |
|------|---|
| 119. | Changes linens and make a bed for a bed-fast person. |
| 224. | Demonstrate the giving of artificial respiration. |
| 209. | Give medicine to a patient and keep a chart for the doctor. |
| 76. | Make a survey of accident hazards in the home. |

However, reference to Table 8, page 58, shows that students had had very little or no experience in these five activities. The second part of the inventory, the reader will remember, was checked by the students as "had had little or no," "some," or "much experience" in these activities. The results of the checking show the following items were most discriminating.

Item Numbers

Inventory Statements

- | | |
|------|---|
| 81. | Assist fire inspector in locating and eliminating fire hazards in the community. |
| 123. | Help conduct a school health clinic, such as preschool physical examinations for small children. |
| 209. | Give medicine to a patient and keep a chart for the doctor. |
| 76. | Make a survey of accident hazards in the home. |
| 92. | Assist with health improvement programs such as campaigns for better nutrition or cleaner surroundings. |

A comparison of the percent of students checking these five most discriminating items shows that all were activities in which the 178 home economics freshmen had had little or no experience.

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

Item Numbers

Inventory Statements

- | | |
|------|---|
| 166. | Disinfect and bandage simple injuries for myself or others. |
| 190. | Use household and garden tools in ways which prevent accidents. |
| 73. | Arrange and clean the room for a sick person. |
| 14. | Plan and follow a daily schedule including time for work, play, rest and sleep. |
| 144. | Care for persons with minor illness. |

None of the items appearing as most discriminating on the first checking made by students are repeated on the second checking. This is the first area in which at least one of the most discriminating items, as to attitude toward,

did not appear as one of the most discriminating items in regard to experience. However, in two instances items appearing as least discriminating when attitudes were considered were among the items showing most discrimination when experiences were compared. These were: "Give medicine to a patient and keep a chart for the doctor" and "Make a survey of accident hazards in the home." The reader will note that the first of these two items was reported as "disliked" by the largest number of students (30.9) and that the second item was disliked by 27.9 percent of the group. There were also items on which 73.1 percent and 70.0 percent of the students reported that they had had little or no experience.

Housing, Furnishings, Equipment and Interior Decoration

A seventh area, referring to activities in housing, furnishings, equipment, and interior decoration is the next discussed. Even though there are a number of careers in each of these fields, they were combined on this inventory because of their close relationship. A study of the results on this particular area show that 11 of the 25 items were checked as "like to do" or "want to do" by 70 percent or more of the students. (See Table 2, page 61.) No activity was checked as "dislike to do" by more than 45 percent, however, seven items were checked as "dislike to do" by as many as 23 percent or more. Statements which seem to be the most discriminating, as far as attitude toward them is concerned, were:

Item Numbers	Inventory Statements
103.	Rearrange furnishings in a room to improve its appearance and convenience.
117.	Use time and energy saving equipment such as pressure cookers, vacuum cleaners, or washing machines.
115.	Arrange flowers or small articles to make a room more attractive.
31.	Try out new pieces of household equipment.

TABLE 9. ATTITUDES TOWARD AND EXPERIENCES IN ACTIVITIES IN HOUSING
HOME FURNISHINGS, EQUIPMENT AND INTERIOR DECORATION
SHOWN BY 178 HOME ECONOMICS FRESHMEN

Inventory Item Number	Percentage of Students Checking					
	Attitudes Toward			Experience		
	Like to do	Indifferent Toward	Dislikes to do	Little or no	Some	Much
183	92.6	6.3	1.1	8.5	50.3	41.2
117	84.9	8.9	6.2	19.2	44.6	36.2
115	83.1	13.5	3.4	12.7	56.9	30.4
31	79.6	16.4	4.0	22.0	62.6	15.4
15	78.0	16.4	5.6	20.3	49.2	30.5
137	78.0	16.9	5.1	11.2	29.8	59.0
153	76.1	19.3	4.6	45.5	42.7	11.8
192	74.4	19.3	6.3	27.4	51.9	20.7
118	72.5	19.6	7.9	23.7	48.0	28.3
72	70.8	23.6	5.6	19.4	52.8	27.8
308	70.3	22.9	6.8	12.6	62.6	24.7
168	68.2	22.7	9.1	42.5	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	13.4	48.6	42.9	8.5
107	51.4	32.4	16.2	31.5	55.6	12.9
29	50.8	25.7	23.5	47.5	42.5	10.0
142	48.9	39.3	11.8	20.0	55.0	25.0
8	48.0	33.5	18.5	24.7	6.3	9.0
6	46.6	23.6	29.8	70.0	24.0	6.0
35	44.3	30.1	25.6	34.7	51.6	13.7
178	33.2	29.1	37.7	57.4	31.3	11.3
4	36.7	35.0	28.3	39.2	49.4	11.4
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

Item Numbers

Inventory Statements

15. Select and arrange household accessories such as pictures, small furnishings, and other decorative objects.

Reexamination of the first part of the inventory shows that the least discriminating items, according to students' attitude, were:

Item Numbers

Inventory Statements

4. Make and care for curtains or draperies.
 2. Work as an assistant in an architects office.
 178. Make simple plumbing repairs such as cleaning a sink drain, replacing a faucet or a faucet washer.
 164. Repair electric cords and connections.
 35. Care for and regulate household equipment such as sewing machines, stoves, vacuum sweepers, or refrigerators.

Results on the second part of the inventory show students' experiences in this area. The five most highly discriminating statements were:

Item Numbers

Inventory Statements

2. Work as an assistant in an architects office.
 8. Assist in a furniture or household supply store.
 6. Make slipcovers for upholstered furniture.
 208. Use and care for homemaking equipment so that it gives best service.
 31. Try out new pieces of household equipment.

Of these five items the first three activities were checked by students as "having had little or no experience"; and the last two as "had had some experience." Freshmen students in home economics may not have had specific experiences which are indicative of careers in housing, but the results on the first part of the checking show that these students like to do or want to do these things even though they had had little experience. Heretofore, items checked as "liked to do" were those in which students had had experience.

Surveying the second part of the inventory for those items which students checked all three ways in almost equal numbers located as least discriminating, the following:

Item Numbers	Inventory Statements
113.	Do refinishing and painting of walls, floors, or woodwork.
15.	Select and arrange household accessories such as pictures, small furnishings, and other decorative objects.
192.	Study furniture displays in magazines or stores.
117.	Use time and energy saving equipment such as pressure cookers, vacuum cleaners, or washing machines.
143.	Clean and polish silverware.

Referring to Table 9, page 61, the most and least discriminating items can be compared. Only one item, "Try out new pieces of household equipment," was reported as most discriminating, according to both students' attitudes and their experiences. Two items, "Use time and energy saving equipment such as pressure cookers, vacuum cleaners, or washing machines" and "Select and arrange household accessories such as pictures, small furnishings, and other decorative objects," were listed as most discriminating, when considering the interests students had toward these activities; but they were among the least discriminating items as far as experiences were concerned. One other item, "Work as an assistant in an architects office," proved to be one of the least discriminating items when interest was considered, but according to students' reports of experiences on the second part of the inventory this item was among the highly discriminating ones. In fact, it was the most discriminating item in this part of the inventory.

Teaching in General

This area, Teaching in General,¹³ was added because of the interest of the Home Economics Research Committee of the American Vocational Association in the shortage of teachers. No item was checked as "like to do" or "want to do" by 70 percent or more of the students checking. (See Table 10, page 64.)

¹³ Ibid., Appendix II.

TABLE 10. ATTITUDES TOWARD AND EXPERIENCES IN ACTIVITIES
IN TEACHING IN GENERAL SHOWN BY 178 NONE
ECONOMICS FRESHMEN

Inventory Item Number	Percentage of Students Checking					
	Attitudes Toward			Experience		
	Like to do	Indifferent Toward	Dislikes to do	Little or no	Some	Much
27	57.8	26.6	5.6	10.7	57.9	31.4
191	57.1	24.4	8.5	65.4	25.7	8.9
114	64.0	24.0	12.0	20.6	40.5	38.9
141	60.1	30.9	9.0	54.2	22.3	33.5
182	60.0	29.7	10.3	22.9	44.7	32.4
180	55.7	30.9	15.4	18.2	59.7	22.1
5	53.4	27.0	19.6	47.0	30.4	22.6
60	48.6	34.5	16.9	24.0	55.3	20.7
80	43.3	38.2	18.5	14.5	63.1	22.4
157	42.0	32.4	25.6	59.9	26.6	13.5
116	38.8	39.3	21.9	28.8	44.1	27.1
55	36.3	46.9	16.8	33.6	57.0	9.4
143	36.3	42.5	21.2	25.7	62.3	12.0
133	35.8	30.7	33.5	47.4	35.6	17.0
162	34.1	34.1	31.8	26.7	50.8	22.5
23	32.6	44.4	23.0	25.2	57.0	16.8
172	31.4	41.7	26.9	40.3	42.6	17.1
47	28.1	47.0	24.9	39.2	54.7	6.1
148	27.1	34.5	38.4	66.3	25.1	8.6
58	25.6	39.2	35.2	54.2	34.6	11.2
52	23.6	38.2	38.2	68.5	23.2	8.3
112	23.5	32.9	43.6	45.6	37.8	16.4
22	22.1	27.3	50.6	51.1	32.8	16.1
214	21.8	25.3	52.9	29.6	51.2	19.2
225	16.2	28.3	55.5	82.3	9.2	8.5

Seven items were checked as "like to do" or "want to do" by 50 percent or more. No item was checked as "dislike to do" by more than 56 percent of the group. Items on the inventory which seemed to be most discriminating when considering students' attitudes were:

Item Numbers	Inventory Statements
27.	Show people how to do things I know how to do.
191.	Assist in supervising a summer camp or playground for children.
114.	Serve as an officer in a school group or youth organization.
141.	Be a member of the student council.
192.	Help plan and initiate a community wide youth organization such as Teen Town.

Items which proved to be least discriminating according to students' interest were:

Item Numbers	Inventory Statements
162.	Take part in group or panel discussions.
133.	Prepare hectographed, dittoed, or mimeographed materials for my class or home room.
148.	Prepare posters to emphasize principles brought out in class work.
53.	Be responsible for the work of the class during my teachers absence.
52.	Help explain the job of teaching to others.

All ten of the discriminating items on this part of the inventory concerned with attitude had to do with specific teaching practices, involved in the preparation for or the carrying out of the work of a teacher. Students showed by the manner in which they checked this part of the inventory that they would like to do or wanted to do these things, however, they are activities that most communities fail to provide for youth. Opportunities such as these are even rare in much college or university work. The least discriminating items were those that depended largely upon the activities of a teacher. These five items are namely activities which many teachers have to do as a part of their regular work. Most students have not had an opportunity to do

these things, therefore, upon examination of the second part of the inventory one finds that they reported little experience.

The most discriminating items found when comparing students' experiences were:

Item Numbers	Inventory Statements
225.	Write and give an educational radio or assembly program.
52.	Help explain the job of teaching to others.
148.	Prepare posters to emphasize principles brought out in class work.
191.	Assist in supervising a summer camp or playground for children.
80.	Help other students with their lessons.

All these items were checked by students as "had had little or no experience," except item number 80 which reads, "Help other students with their lessons." It was checked by these students as "had had some experience."

In comparing the numbers of students indicating they had had little or no, some or much experience, it was found that the following items were least discriminating.

Item Numbers	Inventory Statements
114.	Serve as an officer in a school group or youth organization.
182.	Help plan and initiate a community wide youth organization such as Teen Town.
116.	Be responsible for directing the work of a committee.
5.	Teach a Sunday School class.
162.	Take part in group or panel discussions.

Reference to the earlier listing of most discriminating items in regard to the attitude of students shows that two of the above least discriminating items were also on that list. "Serve as an officer in a school group or youth organization" and "Help plan and initiate a community wide youth organization such as Teen Town" were highly discriminating items when students attitudes were tabulated. However, when the two groups of least discriminating items are compared, no one item is repeated. Those least discriminating when the checking of attitudes is considered, are entirely different from those which

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 do" 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.
19.	Help friends improve their grooming habits.
180.	Assume full responsibility for running the home for a short period.
215.	Find out why people have poor complexions and try to help them.
89.	Show others how to cook.

On studying Table 11, page 68, it will be seen that the five items which had an almost equal number of students answering all three ways in that part of the inventory dealing with attitudes were:

Item Numbers	Inventory Statements
90.	Assist with the teaching of nutrition principles to grade school children.
185.	Show others how to plan meals which include the seven basic food groups.
163.	Help friends with cleaning their clothing.
91.	Make posters showing how to choose adequate school lunches.
113.	Be the manager or head waitress when my group serve banquets.

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

TABLE 11. ATTITUDES TOWARD AND EXPERIENCES IN ACTIVITIES
IN TEACHING HOME ECONOMICS SHOWN BY 178 HOME
ECONOMICS FRESHMEN

Inventory Item Number	Percentage of Students Checking					
	Attitudes Toward			Experience		
	Like to do	Indifferent Toward	Dislikes to do	Little or no	Some	Much
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	31.4	13.7	50.3	36.6	13.1
89	53.3	31.1	15.6	41.7	43.3	15.0
50	52.0	37.3	10.7	45.6	36.3	18.1
69	49.3	36.7	14.0	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	32.2	40.7	27.1	46.3	44.0	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	64.3	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	69.8	24.0	6.2

had had little or no experience.

The most discriminating items as checked by students on the second part of the inventory, that showing experiences, were:

Item Numbers	Inventory Statements
90.	Assist with the teaching of nutrition principles to grade school children.
63.	Write a skit dramatizing homemaking activities or practices.
176.	Write news articles emphasizing homemaking practices.
91.	Make posters showing how to choose adequate school lunches.
16.	Survey needs of a family, school or community group in some phase of homemaking.

By referring to Table 11, page 68, the reader will see that these five items were all marked in the same way, "little or no experience." In fact, the most discriminating item (item 90), checked on this part of the inventory by the largest percent of students, was one in which 83.8 percent had had little or no experience, while the fifth most discriminating item (item 16) was one in which 64.3 percent also had had little or no experience. All of these highly discriminating items are definitely teaching activities which are encouraged in federally reimbursed home economics programs. Since the checking of this inventory does not show what high schools these freshmen home economics students attended, many of them likely had had little experience in these particular activities.

Items least discriminating, when considering the amount of experience students had had on this part of the inventory were:

Item Numbers	Inventory Statements
180.	Assume full responsibility for running the home for a short period.
50.	Direct home work of smaller brothers and sisters.
11.	Show friends how to make their clothes.
19.	Help friends improve their grooming habits.
215.	Find out why people have poor complexions and try to help them.

There was only one item on which more than 25 percent of the students checking

the inventory reported that they had had much experience. This is the only area in the inventory where so few items were reported by student as "having had much experience." All other areas in the inventory had several items which were reported by students as "having had much experience in doing."

There were several instances where the answers of students on the two parts of the inventory were contradictory. Three of these, "Help friends improve their grooming habits," "Assume full responsibility for running the home for a short period," and "Find out why people have poor complexions and try to help them," were reported as most discriminating, when attitudes were checked, and least discriminating when the amount of experience was reported. "Assist with the teaching of nutrition principles to grade school children" and "Make posters showing how to choose adequate school lunches" are items dealing with attitudes of students listed as least discriminating and the most discriminating, when experience was considered.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

A total of 90 items were selected as most discriminating and 90 as least discriminating according to the way in which 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 discriminating and least discriminating 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. Evidently there is need for a more careful analysis of the results on the checking of all items in the inventory before conclusions can be reached or recommendations can be made for improvement.

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

These items were:

Item Numbers	Inventory Statements
7.	Assist in the preparation for the arrival of a new baby such as selecting or making clothing or a bassinet.
98.	Consider my figure and stature when selecting clothes.
203.	Shop for my own clothing.
136.	Consider my personal coloring when selecting garments or dress materials.
181.	Pay for things when I buy them.
222.	Buy carefully, seldom returning purchases made.
198.	Have friends among boys as well as among the girls my own age.

Item Numbers

Inventory Statements

- | | |
|------|--|
| 12. | Be friends with adults as well as with members of my own age group. |
| 167. | Have many friends and acquaintances. |
| 31. | Try out new pieces of household equipment. |
| 126. | Plan and arrange table decorations for special family or school occasions. |

The activities referred to in these statements are decidedly personal in nature. They are things which good homemakers usually like to do and might not be discriminating for a group of non-home economics students.

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

Item Number

Inventory Statement

- | | |
|------|--|
| 162. | Take part in group or panel discussions. |
|------|--|

Throughout the checking of the inventory the most discriminating items, according to students' attitudes, tended to be those in which they had had experience; while those items which were least discriminating, tended to be those which students checked as "having had little or no experience," never as "having had much experience."

This thesis attempts to compare small groups of inventory items but at no time does it attempt to show the results found on the entire instrument. Trying to keep in mind the 180 items selected is very difficult. For that reason, tables were prepared showing the summarized statements, the results of their being checked, and their grouping according to the professional areas in home economics. (See Tables 12 and 13, pages 74-78.) On comparing these summarized statements one will see that no attempt was made to include each of the 190 inventory items selected for study, but rather to indicate the type of activity these items referred to. It is hoped that such tabulations 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 items, which were selected as most discriminating. These, it will be remembered, were the ten from each area checked by the highest percent of students in any one direction. Table 13 presents a summary of the 90 statements selected as least discriminating. These 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 that 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 Numbers	Inventory Statements
5.	Teach a Sunday School class.
53.	Be responsible for the work of the class during my teachers absence.
142.	Clean and polish silverware.
207.	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.

TABLE 12. SUMMARY OF MOST DISCRIMINATING ITEMS AS SHOWN BY
ANSWERS OF 178 HOME ECONOMICS FRESHMEN

Area	In Regard to Attitudes	In Regard to Experiences
Child Care and Development	<p>Make friends. Help children. Care for children.</p>	<p>Make clothes for children. Attend programs. Read articles about children. Prepare formula for a baby. Assist in the preparation for a new baby.</p>
Clothing and Textiles	<p>Maintain good personal appearance.</p>	<p>Maintain good personal appearance. Design garments for others. Work as a sales person in a Clothing Store.</p>
Family Economics and Home Management	<p>Buy carefully. Save. Pay for things when bought. Shop for quality.</p>	<p>Plan and use time carefully. Buy carefully. Make food preservation budgets. Pay for things when bought.</p>
Family and Social Relations	<p>Like people not only own age group but adults as well. Like new acquaintances.</p>	<p>Have many friends. Participate in family relation dialogues or plays. Collect recreational material for a loan library.</p>
Food and Nutrition	<p>Plan, prepare and experiment with foods.</p>	<p>Work in handling foods. Read articles on food. Plan and arrange table for special occasions. Observe food exhibits.</p>

TABLE 12--Continued

Area	In Regard to Attitudes	In Regard to Experiences
Health and Safety	Maintain buoyant health.	Assist in helping clean up a community. Give medicine to a patient and keep a chart for a doctor. Make a survey of accident hazards in the home.
Housing, Furnishings, Equipment, and Interior Decoration	Rearrange furnishings in a room. Use time and energy saving equipment. Try out new pieces of household equipment. Arrange flowers and household accessories.	Work as assistant in architects office. Make, use and care for household equipment. Assist in a furniture supply store.
Teaching in General	Show people how to do things. Assist in supervising a summer camp or playground. Serve as officer in school or youth organization. Be a member of student council. Help plan and initiate a community wide youth organization.	Write and give an educational radio or assembly program. Help explain the job of teaching to others. Prepare posters for class work. Assist in supervising a summer camp or playground for children. Help other students with their lessons.
Teaching Home Economics	Help friends with homemaking tasks. Assume full responsibility for running the home.	Assist with teaching nutrition to grade school children. Write news articles or skits. Make posters teaching homemaking principles. Survey needs of a family, school or community.

TABLE 13. SUMMARY OF LEAST DISCRIMINATING ITEMS AS SHOWN BY
ANSWERS OF 178 HOME ECONOMICS FRESHMEN

Area	In Regard to Attitudes	In Regard to Experiences
Child Care and Development	<p>Read children's literature. Take responsibility for children. Pretend that small children cared for are own. Prepare day's formula for a baby.</p>	<p>Help and care for small children. Be a baby sitter. Help teach Sunday School class for small children.</p>
Clothing and Textiles	<p>Make clothes for others. Design garments for others. Test textiles. Remove spots. Mend clothing.</p>	<p>Design garments for myself. Plan and make clothing accessories. Alter a commercial pattern. Renovate clothing. Participate in fashion shows.</p>
Family Economics and Home Management	<p>Assist with family food budget. Compare advertisements for foods. Purchase food for family meals. Make family food preservation budget.</p>	<p>Contribute to family resources through own labor. Help select and purchase household linens. Buy and use household equipment. Try out different ways of doing homemaking tasks.</p>
Family and Social Relations	<p>Participate in giving dialogues or plays emphasizing family relations. Collect games or play equipment. Participate in community activities. Plan recreational activities for family.</p>	<p>Share in planning distribution of work among family members. Observe different methods adults use to control youth. Attend movies showing how families live. Work with others to do things previously planned.</p>

TABLE 13--Continued

Area	In Regard to Attitudes	In Regard to Experiences
Foods and Nutrition	<p>Read articles regarding nutrition. Help prepare and serve large groups. Work as sales person in food shop. Prepare and pack lunches. Check food eaten against basic seven.</p>	<p>Prepare and serve meals one week. Preserve food for family. Try out new recipes. Assist with preparing and serving family meals regularly.</p>
Health and Safety	<p>Demonstrate control of bleeding. Demonstrate artificial respiration. Give medicine and keep chart for doctor. Survey accident hazards in the home. Make bed for the sick.</p>	<p>Disinfect and bandage simple injuries. Use equipment in ways to prevent accidents. Arrange and clean room for sick person. Plan and follow a daily schedule. Care for persons with minor illnesses.</p>
Housing, Furnishings, Equipment, and Interior Decoration	<p>Make and care for curtains or draperies. Work as assistant in architect's office. Repair, care for and regulate household equipment.</p>	<p>Refinish and paint walls, floors or woodwork. Select and arrange household accessories. Study furniture displays. Use time and energy saving equipment. Clean and polish silver.</p>
Teaching in General	<p>Take part in group discussions. Prepare hectographed, dittoed, and mimeographed materials for classes. Be responsible for the work of the class during teacher's absence. Help explain the job of teaching to others. Prepare posters for classes.</p>	<p>Serve as officer in a school group. Help plan and initiate a community wide organization. Be responsible for directing work of a committee. Teach a Sunday School class. Take part in group discussions.</p>

TABLE 13--Continued

Area	In Regard to Attitudes	In Regard to Experiences
Teaching Home Economics	<p>Assist with teaching nutrition to children.</p> <p>Show others how to plan meals.</p> <p>Help friends clean their clothes.</p> <p>Be manager when serving a banquet.</p>	<p>Assume full responsibility for running the house.</p> <p>Direct home work of small brothers and sisters.</p> <p>Show friends how to make clothes.</p> <p>Help friends improve grooming habits.</p> <p>Try to help people with poor complexions.</p>

Item Numbers	Inventory Statements
139.	Participate in community activities for better living such as nutrition survey, improved housing, sanitation.
24.	Read articles giving new information regarding nutrition.
138.	Try out new combinations of foods, making my own recipes.
35.	Care for and regulate household equipment.
15.	Select and arrange household accessories such as pictures, small furnishings, and other decorative objects.
117.	Use time and energy saving equipment such as pressure cookers, vacuum cleaners, or washing machines.
90.	Assist with the teaching of nutrition principles to grade school children.
91.	Make posters showing how to choose adequate school lunches.

Fifteen items of activities among the 90 items listed as the most discriminating according to students' checking, were also checked by only one of the business and professional women contacted. This similarity in the checking of the two groups is shown in the following list of statements:

Item Numbers	Inventory Statements
137.	Clean and care for one or more rooms in the house regularly.
155.	Prepare the day's formula for a baby.
88.	Save money for special purposes.
220.	Plan how I shall use my time.
194.	Plan and prepare special meals such as birthday dinners.
110.	Work as a sales person in food shops or grocery stores.
81.	Assist fire inspector in locating and eliminating fire hazards in the community.
31.	Try out new pieces of household equipment.
8.	Assist in a furniture or household supply store.
192.	Help plan and initiate a community wide youth organization such as Teen Town.
80.	Help other students with their lessons.
159.	Help friends with room arrangement.
63.	Write a skit dramatizing homemaking activities or practices.
16.	Survey needs of a family, school or community group in some phase of homemaking.
121.	Design garments for others.

On studying the items checked by the business and professional women there are a number of activities which seem to be so universally done that they should be eliminated. However, when students' answers were examined, it was found that their checking showed some of these same items to be highly discriminating. The items which were checked in this contradictory manner

included:

Item Numbers	Inventory Statements
49.	Talk to interesting people and visit with new acquaintances.
12.	Be friends with adults as well as with members of my own age group.
117.	Use time and energy saving equipment such as pressure cookers, vacuum cleaners, or washing machines.
92.	Assist with health improvement programs such as campaigns for better nutrition or cleaner surroundings.
91.	Make posters showing how to choose adequate school lunches.
89.	Show others how to cook.
59.	Read magazines and books dealing with child development.
26.	Practice habits which help me maintain buoyant health.
90.	Assist with the teaching of nutrition principles to grade school children.
15.	Select and arrange household accessories such as pictures, small furnishings, and other decorative objects.
4.	Make and care for curtains or draperies.
5.	Teach a Sunday School class.
11.	Show friends how to make their clothes.
39.	Plan and make clothing accessories to accent my costumes.
53.	Be responsible for the work of the class during my teachers absence.
67.	Pretend that the small children cared for are my own.
82.	Design garments for myself.
121.	Design garments for others.
133.	Prepare hectographed, dittoed, or mimeographed materials for my class or home room.
200.	Assist in making a plan for a food production program for a family.
219.	Alter a commercial pattern to fit my own needs.
113.	Be the manager or head waitress when my group serve banquets.
140.	Help prepare and serve food to large groups of people.
110.	Work as a sales person in food shops or grocery stores.
201.	Contribute to the family resources through my own labor.
106.	Make clothes for others.
163.	Help friends with cleaning their clothing.
40.	Help teach Sunday School class for small children.
162.	Help plan and initiate a community wide youth organization such as Teen Town.
35.	Care for and regulate household equipment such as sewing machines, stoves, vacuum sweepers, or refrigerators.
164.	Repair electric cords and connections.
152.	Care for small children so that I can help them form good habits.
196.	Read stories where the chief characters are children.
155.	Prepare the day's formula for a baby.
161.	Make new articles from old garments or textiles.

There were 31 items according to the way specialists marked the inventory

that were not listed among the 180 statements selected from the answers made by the students. These items may or may not be significant.

Since this inventory is to be taken by students and used by teachers in locating their attitudes, interests and experiences, a more comprehensive study of their answers should be made. There is some doubt as to the value of the checking these 18 business and professional women did; certainly the inventory should be checked by representatives from all the occupations women engage in which are dependent upon home economics training.

The recommendations made are largely those the writer discovered when administering the inventory to freshmen students. These are:

1. The instructions should be made more explicit.
2. The inventory should be shortened for students to complete it in a 60 minute period.

The data for this study is not specific enough to make definite recommendations, however, it is quite evident that a statistical analysis of the results of the checking of all items must be made before further work can be done. This thesis is only a first step in the refining of an instrument and should be recognized as such. Its value lies in the information gained by the writer in carrying on this study; rather than in that furnished the American Vocational Association sub-committee. The material passed on to the sub-committee will serve only as one of the first steps in reviewing and refining a complicated evaluation instrument.

APPENDIX I

LETTER SENT TO HOME ECONOMISTS

Dear

We are trying to develop an Inventory which will point up Students interest and activities in various professions which Home Economists engage in.

We have made an effort to make statements regarding things students are likely to have done. We feel that any statement checked as having had much experience in by sixty or more percent of the students would not be sufficiently discriminating to be included, while one which is checked by ten or less percent would be highly discriminating. To make sure that we have sufficient statements which point toward the various subject matter areas and careers in Home Economics, we need your help.

Would you please read and check on the left hand margin those statements which you think would point toward interest in such positions as yours.

Will you also indicate by crossing out any statements which you feel are so universally done that they should be eliminated.

Please return the copy as soon as possible.

Yours very truly,

APPENDIX II

LETTER SENT TO NON-HOME ECONOMISTS

Dear

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

We have made an effort to make statements regarding things students are likely to have done. We will need your help to make sure that we have sufficient statements which point toward these careers.

Would you please read and check on the left hand margin those statements which you think would point toward interest in such positions as yours.

Will you also indicate by crossing out any of those statements which you feel people do so universally that they should be eliminated.

Please return the copy as soon as possible.

Yours very truly,

APPENDIX III

HOME ECONOMICS ACTIVITIES AND INTEREST INVENTORY

INSTRUCTIONS FOR STUDENTS

This inventory is made up of a list of statements referring to the kinds of activities which many boys and girls (young men and women) have in the area of Home Economics.

It is not a test of ability nor of information. The score made has no bearing upon your class rating but will be used to obtain a record of your preferences and experiences.

This inventory is so planned that it must be checked twice.

FIRST, please read each statement of activity carefully and indicate your attitude toward this activity on the score sheet provided. Ask yourself the following questions and mark out the corresponding column on your answer sheet.

Example: After reading statement number one --

Mark out column 1,

if you like to do this or think you would like to do it;

Mark out column 2,

if you do not care whether or not you do this activity;

Mark out column 3,

if you do not like to do this or think you would not like to do it.

When you have completed reading and recording your attitude toward each of these statements TURN AGAIN TO THE FIRST PAGE.

This time carefully read each statement and indicate on your score sheet the amount of your experience with each activity.

Mark out column 4,

if you have had little or no experience with this activity;

Mark out column 5,

if you have had some experience with this activity;

Mark out column 6,

if you have had considerable experience with this activity.

When you have completed your checking of all statements return your paper, your score sheet, your instruction sheet, and your pencil to the instructor in charge.

APPENDIX III--Continued

HOME ECONOMICS ACTIVITIES AND INTERESTS INVENTORY

1. Do handicrafts such as block printing, stenciling, dyeing, textile painting, and weaving.
2. Work as an assistant in an architects office.
3. Assist with the preparation and packing of lunches for myself or others.
4. Make and care for curtains or draperies.
5. Teach a Sunday School class.
6. Make slipcovers for upholstered furniture.
7. Assist in the preparation for the arrival of a new baby such as selecting or making clothing or a bassinet.
8. Assist in a furniture or household supply store.
9. Prepare frequently eaten foods in many ways.
10. Prepare special foods for members of the family who are ill.
11. Show friends how to make their clothes.
12. Be friends with adults as well as with members of my own age group.
13. Buy some piece of home equipment that is worth the money and is efficient.
14. Plan and follow a daily schedule including time for work, play, rest and sleep.
15. Select and arrange household accessories such as pictures, small furnishings, and other decorative objects.
16. Survey needs of a family, school or community group in some phase of homemaking.
17. Select articles of furniture and equipment for home or school.
18. Cooperate with family members in organizing the work of the home to avoid employing outside help.
19. Help friends improve their grooming habits.
20. Make a shopping list before I leave home.
21. Use things which are in good condition even though they are not the latest style.

APPENDIX III--Continued

22. Write informational articles for the school or community newspaper.
23. Participate in planning goals for class work.
24. Read articles giving new information regarding nutrition.
25. Test different textiles for color fastness, shrinkage, or durability.
26. Practice habits which help me maintain buoyant health.
27. Show people how to do things I know how to do.
28. Make and use simple score cards to judge products made at home or at school.
29. Do simple carpentry work such as, put partitions in cabinets drawers, make shelves for closets or make a dressing table.
30. Plan recreational activities for my family to do as a group.
31. Try out new pieces of household equipment.
32. Do handwork such as knitting, crocheting, tatting, or embroidery.
33. Make a food preservation budget for a family for a year.
34. Study children to understand why they act differently.
35. Care for and regulate household equipment such as sewing machines, stoves, vacuum sweepers, or refrigerators.
36. Purchase food for family meals on a fixed amount of money.
37. Read stories to find out how different people live.
38. Collect games or play equipment for a recreational loan library.
39. Plan and make clothing accessories to accent my costumes.
40. Help teach Sunday School class for small children.
41. Have in my wardrobe simple basic garments which can be worn many ways.
42. Help select and purchase household linens and textiles.
43. Make and carry out a plan for using my allowance.
44. Carry my share of responsibility in the family group.
45. Help friends overcome food dislikes.

APPENDIX III--Continued

46. Make those who are ill more comfortable by making such things as bed rests, special cushions, or light shades.
47. Be responsible for securing new information and illustrative materials for my class.
48. Store home equipment and supplies in a manner which prevent accidents.
49. Talk to interesting people and visit with new acquaintances.
50. Direct the home work of smaller brothers and sisters.
51. Shop for quality when selecting food, clothing, or household furnishings.
52. Help explain the job of teaching to others.
53. Be responsible for the work of the class during my teachers absence.
54. Take small children to town, to school, to church, or to the park.
55. Participate in selecting class activities to meet goals planned.
56. Make special things for the entertainment of the sick such as scrap books, puzzles, or games.
57. Assist in eliminating health hazards through a community clean up campaign.
58. Share in planning the distribution of work among family members.
59. Read magazines and books dealing with child development.
60. Direct the games and play activities of a group my own age.
61. Plan menus for a family for one week.
62. Assist with the preparation of exhibits to show homemaking principles.
63. Write a skit dramatizing homemaking activities or practices.
64. Participate in groups which try to improve social conditions.
65. Select toys and play equipment for small children.
66. Prepare and serve meals for a family for at least one week.
67. Pretend that the small children cared for are my own.
68. Try out and evaluate new products.
69. Demonstrate the use of new products to others.

APPENDIX 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. Make a survey of accident hazards in the home.
77. Make 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 community.
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. Make posters showing how to choose adequate school lunches.
92. Assist with health improvement programs such as campaigns for better nutrition or cleaner surroundings.

APPENDIX III--Continued

93. Work with others to do things we have previously planned.
94. Develop eating habits which will improve my personal appearance.
95. Launder and care for household linens.
96. Attend or participate in fashion shows.
97. Read and compare the labels on such things as canned foods, clothing, or household furnishings.
98. Consider my figure and stature when selecting clothes.
99. Watch the changes in relationships which occur as people share experiences.
100. Make clothes for myself.
101. Follow a planned clothing budget when selecting new garments.
102. Play games with small children.
103. Write and receive letters from persons in other countries.
104. Check the food eaten daily against my basic nutritional needs.
105. Help do the family laundry.
106. Make clothes for others.
107. Try out and compare different household cleansers such as soaps, furniture, polishes, or silver creams.
108. Attend movies showing how various families live.
109. Use household equipment in as many ways as possible.
110. Work as a sales person in food shops or grocery stores.
111. Meet and talk with people.
112. Lead a group or panel discussions.
113. Be the manager or head waitress when my group serve banquets.
114. Serve as an officer in a school group or youth organization.
115. Arrange flowers or small articles to make a room more attractive.
116. Be responsible for directing the work of a committee.
117. Use time and energy saving equipment such as pressure cookers, vacuum cleaners, or washing machines.

APPENDIX III--Continued

118. Do refinishing and painting of walls, floors, or woodwork.
119. Changes linens and make a bed for a bed-fast person.
120. Read articles in newspapers and magazines on foods.
121. Design garments for others.
122. Attend childrens' programs.
123. Help conduct a school health clinic, such as preschool physical examinations for small children.
124. Make clothing for small children.
125. Show others how to use personal and household equipment in many ways.
126. Plan and arrange table decorations for special family or school occasions.
127. Observe small children to learn what they are like.
128. Show others how to recognize quality in household materials and equipment.
129. Observe special food exhibits or demonstrations.
130. Help young children learn to dress themselves.
131. Work as a sales person in a clothing or textiles store.
132. Read literature prepared for children.
133. Prepare hectographed, dittoed, or mimeographed materials for my class or home room.
134. Share in planning the family budget.
135. Make and use charts to measure personal progress in homemaking activities.
136. Consider my personal coloring when selecting garments or dress materials.
137. Clean and care for one or more rooms in the house regularly.
138. Try out new combinations of foods, making my own recipes.
139. Participate in community activities for better living such as nutrition survey, improved housing, sanitation.
140. Help prepare and serve food to large groups of people.

APPENDIX III--Continued

141. Be a member of the student council.
142. Clean and polish silverware.
143. Help others locate references for class work.
144. Care for persons with minor illness.
145. Have friends who have different kinds of interests.
146. Help supervise small children during their meal hours.
147. Demonstrate new ways of using old materials or equipment.
148. Prepare posters to emphasize principles brought out in class work.
149. Repair and renovate old pieces of furniture.
150. Arrange storage space so that my clothes are kept in good condition when not in use.
151. Help organize and arrange working spaces and equipment to make homemaking tasks easier.
152. Care for small children so that I can help them form good habits.
153. Visit new or old houses to observe living possibilities for a family such as room arrangements, conveniences.
154. Participate in giving a dialogue or play emphasizing family relations.
155. Prepare the day's formula for a baby.
156. Make toys or play equipment for small children.
157. Serve as a youth representative in planning a community project.
158. Observe others do the things they enjoy doing.
159. Help friends with room arrangement.
160. Help my teacher grade class work and average students grades.
161. Make new articles from old garments or textiles.
162. Take part in group or panel discussions.
163. Help friends with cleaning their clothing.
164. Repair electric cords and connections.

APPENDIX III--Continued

165. Launder and care for my own clothing.
166. Disinfect and bandage simple injuries for myself or others.
167. Have many friends and acquaintances.
168. Analyze and compare house plans.
169. Show others how to do handwork such as knitting.
170. Take care of and store food left over from family meals.
171. Compare advertisements in the newspapers to locate special food sales.
172. Assist in the keeping of class or school records.
173. Shop for food for my family.
174. Have a few close friends.
175. Assist with preparing and serving 1 or more family meals regularly.
176. Write news articles emphasizing homemaking practices.
177. Practice habits which will improve my posture.
178. Make simple plumbing repairs such as cleaning a sink drain, replacing a faucet or a faucet washer.
179. Make a comfortable bed for a sick person.
180. Assume full responsibility for running the home for a short period.
181. Pay for things when I buy them.
182. Help plan and initiate a community wide youth organization such as Teen Town.
183. Rearrange furnishings in a room to improve its appearance and convenience.
184. Preserve food for future use by such methods as canning or freezing.
185. Show others how to plan meals which include the seven basic food groups.
186. Take part in physical sports and games.
187. Plan the steps I will use before starting work such as household tasks, construction of a garment or preparing a meal.
188. Experiment in trying out new recipes.

APPENDIX III--Continued

189. Visit food markets to learn what foods are available.
190. Use household and garden tools in ways which prevent accidents.
191. Assist in supervising a summer camp or playground for children.
192. Study furniture displays in magazines or stores.
193. Be responsible for the play activities of children.
194. Plan and prepare special meals such as birthday dinners.
195. Work as a waitress in a hotel dining room, a tea room, or a restaurant.
196. Read stories where the chief characters are children.
197. Try out different ways of doing homemaking tasks to find which one saves time and energy.
198. Have friends among boys as well as among the girls my own age.
199. Select accessories for myself and others.
200. Assist in making a plan for a food production program for a family.
201. Contribute to the family resources through my own labor.
202. Dress a young baby or small child.
203. Shop for my own clothing.
204. Be responsible for buying the family groceries.
205. Be saving with the things I use.
206. Try out new recipes for using left over foods.
207. Be a baby sitter.
208. Use and care for homemaking equipment so that it gives best service.
209. Give medicine to a patient and keep a chart for the doctor.
210. Make friends with small children.
211. Remove spots and stains from clothing or household linens.
212. Entertain my friends frequently in my home.
213. Tell stories to children.

APPENDIX III--Continued

214. Prepare and give talks before a group.
215. Find out why people have poor complexions and try to help them.
216. Plan and organize household tasks to save time and effort; such as, dishwashing, bedmaking, or cleaning.
217. Help children plan and give parties at home.
218. Be a member of a group that is interested in my welfare.
219. Alter a commercial pattern to fit my own needs.
220. Plan how I shall use my time.
221. Help others select their clothing.
222. Buy carefully, seldom returning purchases made.
223. Prepare foods in order to conserve their nutritive value and make them tasty.
224. Demonstrate the giving of artificial respiration.
225. Write and give an educational radio or assembly program.

APPENDIX IV

HOME ECONOMICS ACTIVITIES AND INTEREST INVENTORY
(REARRANGED ACCORDING TO SUBJECT MATTER AREAS IN HOME ECONOMICS)

Child Care and Development

Inventory Item Numbers	Inventory Statements
213	1. Tell stories to children.
202	2. Dress a young baby or small child.
7	3. Assist in the preparation for the arrival of a new baby such as selecting or making clothing or a bassinet.
155	4. Prepare the day's formula for a baby.
84	5. Be responsible for feeding a baby part of the time.
124	6. Make clothing for small children.
65	7. Select toys and play equipment for small children.
40	8. Help teach Sunday School class for small children.
217	9. Help children plan and give parties at home.
193	10. Be responsible for the play activities of children.
127	11. Observe small children to learn what they are like.
130	12. Help young children to dress themselves.
152	13. Care for small children so that I can help them form good habits.
146	14. Help supervise small children during their meal hours.
59	15. Read magazines and books dealing with Child Development.
156	16. Make toys or play equipment for small children.
207	17. Be a baby sitter.
102	18. Play games with small children.

APPENDIX IV--Continued

Inventory Item Numbers	Inventory Statements
196	19. Read stories where the chief characters are children.
54.	20. Take small children to town, to school, to church, or to the park.
67	21. Pretend that the small children cared for are my own.
34	22. Study children to understand why they act differently.
132	23. Read literature prepared for children.
122	24. Attend childrens' programs.
210	25. Make friends with small children.

Clothing and Textiles

Inventory Item Numbers	Inventory Statements
100	26. Make clothes for myself.
106	27. Make clothes for others.
165	28. Launder and care for my own clothing.
105	29. Help do the family laundry.
203	30. Shop for my own clothing.
95	31. Launder and care for household linens.
161	32. Make new articles from old garments or textiles.
32	33. Do handwork such as knitting, crocheting, tatting, or embroidery.
1	34. Do handicrafts such as block printing, stenciling, dyeing, textile painting and weaving.
96	35. Attend or participate in fashion shows.
211	36. Remove spots and stains from clothing or household linens.
219	37. Alter a commercial pattern to fit my own needs.

APPENDIX IV--Continued

Inventory Item Numbers	Inventory Statements
41	38. Have in my wardrobe simple basic garments which can be worn many ways.
101	39. Follow a planned clothing budget when selecting new garments.
150	40. Arrange storage space so that my clothes are kept in good condition when not in use.
136	41. Consider my personal coloring when selecting garments or dress materials.
98	42. Consider my figure and stature when selecting clothes.
82	43. Design garments for myself.
39	44. Plan and make clothing accessories to accent my costumes.
121	45. Design garments for others.
199	46. Select accessories for myself and others.
35	47. Test different textiles for color fastness, shrinkage, or durability.
221	48. Help others select their clothing.
71	49. Mend household linens or articles of clothing.
131	50. Work as a sales person in a clothing or textiles store.

Family and Social Relations

Inventory Item Numbers	Inventory Statements
312	51. Entertain my friends frequently in my home.
12	52. Be friends with adults as well as with members of my own age group.
145	53. Have friends who have different kinds of interests.
158	54. Observe others do the things they enjoy doing.
30	55. Plan recreational activities for my family to do as a group.

APPENDIX IV--Continued

Inventory Item Numbers	Inventory Statements
58	56. Share in planning the distribution of work among family members.
37	57. Read stories to find out how different people live.
139	58. Participate in community activities for better living such as: nutrition surveys, improved housing, sanitation.
198	59. Have friends among boys as well as among the girls my own age.
154	60. Participate in giving a dialogue or play emphasizing family relations.
38	61. Collect games or play equipment for a recreational loan library.
111	62. Meet and talk with people.
174	63. Have a few close friends.
186	64. Take part in physical sports and games.
44	65. Carry my share of responsibility in the family group.
167	66. Have many friends and acquaintances.
78	67. Observe the different methods adults use to control children and youth.
99	68. Watch the changes in relationships which occur as people share experiences.
218	69. Be a member of a group that is interested in my welfare.
86	70. Read stories, articles, and books about family life.
108	71. Attend movies showing how various families live.
103	72. Write and receive letters from persons in other countries.
49	73. Talk to interesting people and visit with new acquaintances.
64	74. Participate in groups which try to improve social conditions.
93	75. Work with others to do things we have previously planned.

APPENDIX IV--ContinuedFamily Economics and Home Management

Inventory Item Numbers	Inventory Statements
216	76. Plan and organize household tasks to save time and effort; such as, dishwashing, bedmaking, or cleaning.
43	77. Make and carry out a plan for using my allowance.
220	78. Plan how I shall use my time.
13	79. Buy some piece of home equipment that is worth the money and is efficient.
205	80. Be saving with the things I use.
187	81. Plan the steps I will use before starting work such as household tasks, construction of a garment or preparing a meal.
20	82. Make a shopping list before I leave home.
181	83. Pay for things when I buy them.
21	84. Use things which are in good condition even though they are not the latest style.
222	85. Buy carefully, seldom returning purchases made.
18	86. Cooperate with family members in organizing the work of the home to avoid employing outside help.
42	87. Help select and purchase household linens and textiles.
134	88. Share in planning the family budget.
201	89. Contribute to the family resources through my own labor.
68	90. Try out and evaluate new products.
36	91. Purchase food for family meals on a fixed amount of money.
109	92. Use household equipment in as many ways as possible.
197	93. Try out different ways of doing homemaking tasks to find which one saves time and energy.
51	94. Shop for quality when selecting food, clothing, or household furnishings.
97	95. Read and compare the labels on such things as canned foods, clothing, or household furnishings.

APPENDIX IV--Continued

Inventory Item Numbers	Inventory Statements
151	96. Help organize and arrange working spaces and equipment to make homemaking tasks easier.
33	97. Make a food preservation budget for a family for a year.
200	98. Assist in making a plan for a food production program for a family.
171	99. Compare advertisements in the newspapers to locate special food sales.
88	100. Save money for special purposes.

Foods and Nutrition

104	101. Check the food eaten daily against my basic nutritional needs.
129	102. Observe special food exhibits or demonstrations.
130	103. Read articles in newspapers and magazines on foods.
83	104. Assist in producing foods for the family such as vegetables, meats, or fruits.
61	105. Plan menus for a family for one week.
173	106. Shop for food for my family.
66	107. Prepare and serve meals for a family for at least one week.
74	108. Prepare and serve refreshments when friends call unexpectedly.
188	109. Experiment in trying out new recipes.
184	110. Preserve food for future use by such methods as canning or freezing.
194	111. Plan and prepare special meals such as birthday dinners.
9	112. Prepare frequently eaten foods in many ways.
169	113. Visit food markets to learn what foods are available.
204	114. Be responsible for buying the family groceries.

APPENDIX IV--Continued

Inventory Item Numbers	Inventory Statements
126	115. Plan and arrange table decorations for special family or school occasions.
195	116. Work as a waitress in a hotel dining room, a tea room, or a restaurant.
140	117. Help prepare and serve food to large groups of people.
175	118. Assist with preparing and serving 1 or more family meals regularly.
206	119. Try out new recipes for using left over foods.
170	120. Take care of and store food left over from family meals.
24	121. Read articles giving new information regarding nutrition.
133	122. Try out new combinations of foods, making my own recipes.
11	123. Work as a sales person in food shops or grocery stores.
223	124. Prepare foods in order to conserve their nutritive value and make them tasty.
3	125. Assist with the preparation and packing of lunches for myself or others.

Health and Safety

Inventory Item Numbers	Inventory Statements
46	126. Make those who are ill more comfortable by making such things as bed rests, special cushions, or light shades.
91	127. Assist fire inspector in locating and eliminating fire hazards in the community.
76	128. Make a survey of accident hazards in the home.
57	129. Assist in eliminating health hazards through a community clean up campaign.
85	130. Plan and equip a home or school first aid cabinet.

APPENDIX IV--Continued

Inventory Item Numbers	Inventory Statements
166	131. Disinfect and bandage simple injuries for myself or others.
209	132. Give medicine to a patient and keep a chart for the doctor.
48	133. Store home equipment and supplies in a manner which prevent accidents.
87	134. Take the temperature, pulse and respiration of an ill person.
75	135. Demonstrate methods of controlling bleeding in cases of injury.
224	136. Demonstrate the giving of artificial respiration.
26	137. Practice habits which help me maintain buoyant health.
70	138. Dress so that I am protected from weather conditions, such as extreme cold, hot sun, rain and sudden changes.
56	139. Make special things for the entertainment of the sick such as scrap books, puzzles, or games.
179	140. Make a comfortable bed for a sick person.
73	141. Arrange and clean the room for a sick person.
94	142. Develop eating habits which will improve my personal appearance.
92	143. Assist with health improvement programs such as campaigns for better nutrition or cleaner surroundings.
123	144. Help conduct a school health clinic, such as preschool physical examinations for small children.
119	145. Changes linens and make a bed for a bed-fast person.
14	146. Plan and follow a daily schedule including time for work, play, rest, and sleep.
177	147. Practice habits which will improve my posture.
144	148. Care for persons with minor illness.
10	149. Prepare special foods for members of the family who are ill.
190	150. Use household and garden tools in ways which prevent accidents.

APPENDIX IV--Continued

Housing, Home Furnishings, Equipment, and Interior Decoration

Inventory Item Numbers	Inventory Statements
133	151. Rearrange furnishings in a room to improve its appearance and convenience.
115	152. Arrange flowers or small articles to make a room more attractive.
137	153. Clean and care for one or more rooms in the house regularly.
208	154. Use and care for homemaking equipment so that it gives best service.
77	155. Make household accessories such as, wall hangings, pictures, or cushions.
164	156. Repair electric cords and connections.
29	157. Do simple carpenter work such as, put partitions in cabinet drawers, make shelves for closets or make a dressing table.
118	158. Do refinishing and painting of walls, floors or woodwork.
192	159. Study furniture displays in magazines or stores.
6	160. Make slipcovers for upholstered furniture.
149	161. Repair and renovate old pieces of furniture.
4	162. Make and care for curtains or draperies.
17	163. Select articles of furniture and equipment for home or school.
142	164. Clean and polish silverware.
153	165. Visit new or old houses to observe living possibilities for a family such as room arrangement, conveniences.
31	166. Try out new pieces of household equipment.
2	167. Work as an assistant in an architects office.
117	168. Use time and energy saving equipment such as pressure cookers, vacuum cleaners, or washing machines.
8	169. Assist in a furniture or household supply store.

APPENDIX IV--Continued

Inventory Item Numbers	Inventory Statements
107	170. Try out and compare different household cleansers such as soaps, furniture polishes, or silver creams.
35	171. Care for and regulate household equipment such as sewing machines, stoves, vacuum sweepers, or refrigerators.
178	172. Make simple plumbing repairs such as cleaning a sink drain, replacing a faucet or a faucet washer.
168	173. Analyze and compare house plans.
72	174. Read magazines on housing, home furnishings, and equipment.
15	175. Select and arrange household accessories such as pictures, small furnishings, and other decorative objects.

Teaching in General

Inventory Item Numbers	Inventory Statements
114	176. Serve as an officer in a school group or youth organization.
60	177. Help other students with their lessons.
214	178. Prepare and give talks before a group.
225	179. Write and give an educational radio or assembly program.
27	180. Show people how to do things I know how to do.
5	181. Teach a Sunday School class.
191	182. Assist in supervising a summer camp or playground for children.
141	183. Be a member of the student council.
116	184. Be responsible for directing the work of a committee.
157	185. Serve as a youth representative in planning a community project.
22	186. Write informational articles for the school or community newspaper.

APPENDIX IV--Continued

Inventory Item Numbers	Inventory Statements
172	187. Assist in the keeping of class or school records.
162	188. Take part in group or panel discussions.
112	189. Lead a group or panel discussion.
53	190. Be responsible for the work of the class during my teachers absence.
60	191. Direct the games and play activities of a group my own age.
52	192. Help explain the job of teaching to others.
150	193. Help my teacher grade class work and average students grades.
133	194. Prepare hectographed, dittoed, or mimeographed materials for my class or home room.
47	195. Be responsible for securing new information and illustrative materials for my class.
143	196. Help others locate references for class work.
148	197. Prepare posters to emphasize principles brought out in class work.
182	198. Help plan and initiate a community wide youth organization such as Teen Town.
23	199. Participate in planning goals for class work.
55	200. Participate in selecting class activities to meet goals planned.

Teaching Home Economics

Inventory Item Numbers	Inventory Statements
79	201. Give demonstrations to show the application of homemaking principles.
89	202. Show others how to cook.
62	203. Assist with the preparation of exhibits to show homemaking principles.

APPENDIX IV--Continued

Inventory Item Numbers	Inventory Statements	
11	204.	Show friends how to make their clothes.
185	205.	Show others how to plan meals which include the seven basic food groups.
90	206.	Assist with the teaching of nutrition principles to grade school children.
91	207.	Make posters showing how to choose adequate school lunches.
215	208.	Find out why people have poor complexions and try to help them.
176	209.	Write news articles emphasizing homemaking practices.
63	210.	Write a skit dramatizing homemaking activities or practices.
28	211.	Make and use simple score cards to judge products made at home or at school.
180	212.	Assume full responsibility for running the home for a short period.
50	213.	Direct the home work of smaller brothers and sisters.
113	214.	Be the manager or head waitress when my group serve banquets.
169	215.	Show others how to do handwork such as knitting.
135	216.	Make and use charts to measure personal progress in homemaking activities.
16	217.	Survey needs of a family, school or community group in some phase of homemaking.
19	218.	Help friends improve their grooming habits.
163	219.	Help friends with cleaning their clothing.
45	220.	Help friends overcome food dislikes.
159	221.	Help friends with room arrangement.
125	222.	Show others how to use personal and household equipment in many ways.
128	223.	Show others how to recognize quality in household materials and equipment.

APPENDIX IV--Continued

Inventory
Item
Numbers

Inventory Statements

- 169 224. Demonstrate the use of new products to others.
- 147 225. Demonstrate new ways of using old materials or equipment.

BIBLIOGRAPHY

Books

- Alberty, Harold. Reorganizing the High School Curriculum. New York: The Macmillan Company, 1947.
- Bode, Boyd H. Democracy as a Way of Life. New York: The Macmillan Company, 1939.
- Bode, Boyd H. How We Learn. Boston: D. C. Heath and Company, 1940.
- Brown, Clara M. Evaluation and Investigation in Home Economics. New York: F. S. Crofts and Company, 1941.
- Commission on Secondary School Curriculum, Progressive Education Association, Report of the Committee on the Function of Science in General Education, Science and General Education. New York: D. Appleton-Century Company, 1938.
- Darley, John. Testing and Counseling in the High School Guidance Program. Chicago: Science Research Associates, 1943.
- Dewey, John. How We Think. Boston: D. C. Heath and Company, 1933.
- Dewey, John. Democracy and Education. New York: Macmillan Company, 1916.
- Goodykoontz, Bess and Coon, Beulah I., co-chairmen. Family Living in Our Schools, (Joint Committee on Curriculum Aspects of Education for Home and Family Living). New York: D. Appleton-Century Company, Inc., 1941.
- Lindquist, E. F. Statistical Analysis in Educational Research. Boston: Houghton Mifflin Company, 1940.
- Lloyd-Jones, Esther McD. and Smith, Margaret R. A Student Personnel Program for Higher Education. New York: McGraw-Hill Book Company, Inc., 1938.
- Miel, Alice. Changing the Curriculum - A Social Process. New York: D. Appleton-Century Company, Inc., 1946.
- Peters, Charles. The Curriculum of Democratic Education. New York: McGraw-Hill Book Company, Inc., 1942.
- Quillen, I. James and Hanna, Lavone A. Education for Social Competence. Chicago: Scott, Foresman and Company, 1943.

BIBLIOGRAPHY--Continued

- Spafford, Ivol and others. Building a Curriculum for General Education. Minneapolis, Minnesota: The University of Minnesota Press, 1943.
- Spafford, Ivol. A Functioning Program of Home Economics. New York: John Wiley and Sons, Inc., 1940.
- Spafford, Ivol and others. Home Economics in Junior Colleges. Minneapolis, Minnesota: Burgess Publishing Company, 1944.
- Stratemeyer, Florence and others. Developing a Curriculum for Modern Living. New York: Teachers' College, Columbia University, 1947.
- Smith, Eugene R., Tyler, Ralph W., and others. Appraising and Recording Student Progress. New York: Harper and Brothers, 1942.
- Thayer, Vivian T. Reorganizing Secondary Education. New York: D. Appleton-Century Company, Inc., 1939.
- Strang, Ruth M. Counseling Technics in the College and Secondary School. New York: Harper and Brothers, 1937.
- Strang, Ruth M. The Role of the Teacher in Personnel Work. New York: Teachers' College, Columbia University, (Revised and enlarged edition), 1946.
- Strang, Ruth M. Educational Guidance. New York: The Macmillan Company, 1947.
- Wynne, John P. The Teacher and the Curriculum. New York: Prentice-Hall, Inc., 1937.

Magazine Articles

- Hutchison, C. B. "Home Economics: Education for Living." Journal of Home Economics, XLI, No. 7 (September, 1949).
- Jacks, Onah. "Solving Today's Problems Begins at Home." Journal of Home Economics, XLI, No. 5 (May, 1949).
- Milam, Ava B. "Home Economics: A Basic Need for the Orient." Journal of Home Economics, XLI, No. 9 (November, 1949).
- Todhunter, E. Neige. "Higher Education Challenges Home Economics." Journal of Home Economics, XLI, No. 6 (June, 1949).
- Vincent, Elizabeth Lee. "How Each of Us Affects the World Community." Journal of Home Economics, XL, No. 7 (September, 1948).

STAMFORD

100-2-10

Mrs. Albiette Gilmore

STAMFORD PARLOR

100-2-10