

HOMEMAKING EXPERIENCES OF COLLEGE HOME

ECONOMICS SENIORS AND THEIR

IMPLICATIONS FOR CURRICULA

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FOR CURRICULA

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INTRODUCTION

Today, like other periods in history, following major social and economic conflicts and wars, America finds itself in the midst of a rapidly moving social change. Whether or not this change will result in a better place in which to live, is yet to be seen. The individual can only survey the events taking place and try to visualize the results to come. Rapid social change always brings about many major problems to be solved. Those receiving much attention at this time are the equalization of educational opportunities, the civil rights of citizens, the balancing of responsibility between individual states and the nation, the distribution of taxation, the representation of labor versus capital, the distribution of resources, and the balancing of world power. No longer are these problems, which only the more intelligent of the population discuss, but they are problems upon which definite action is being taken. Congress is giving special attention to equalizing and increasing educational opportunity through legislative appropriations. President Truman has issued a statement of a program of civil rights, which is causing much discussion in professional, civic, and religious groups. The press is making a special effort to familiarize the public with all controversial issues discussed. This, they are doing by upholding differing points of view - some liberal, some conservative, others radical.

When major social or economic problems are existent and are the critical issues of the day, people are suddenly confronted with the realization that education has responsibilities in a democracy that heretofore were unassigned to schools and colleges. The purposes of education are largely determined by the aims and philosophy of the social order in which it functions. Since democracy is an intercultural society, its citizens need to be aware that education has specific social purposes and responsibilities. The social role

of education in an intercultural society is to insure equal rights and equal opportunities to differing individuals and groups; this, despite the differences in race, creed, economic status, or cultural background.

In a democracy, individuals believe in the inherent worth of man and in giving him the best possible chance and opportunity for maximum development. This belief is basic for all educational planning. Certainly education, if it is good, must equip men and women to become citizens who can live happily in day to day relationships, who are prepared for useful occupations, and who have the knowledge and understanding necessary for increasing participation in local, state, national, and world affairs. Education should help men and women develop a personal and social philosophy of life as a guide in all areas of living.

Changing social and economic conditions are forcing educators to reexamine the goals and purposes of higher education. For many years colleges and universities have been dissatisfied with their own accomplishments. Many educational leaders have felt that colleges have not kept pace with changing social and economic conditions, and that programs of higher education need to be changed if they are to prepare youth to live effectively and satisfyingly in the intercultural society of today. This sense of inadequacy on the part of college administrators and faculties is due largely to the fact that there has been a steadily increasing number of young people seeking college education; and to the fact that the resources, equipment, and curricula have not kept pace with the growing enrollment or with the increasing diversity of the needs and interests among students.

Other causes emphasizing the critical need for improving higher education in America come as the result of science and invention, and as the result of a world war rather than because of an increasing population. Science and invention have brought about major changes in the American way of life, making it necessary

for individuals to learn to live in an ever more active intercultural society. The solving of problems following World War II has given America a new place of responsibility in world affairs necessitating that its citizens rethink national policies and practices. The atomic theory, with its many applications, has brought a need for education and research which will enable man to protect the ideals and principles of democracy and to demonstrate that way of life to other peoples. These major social changes not only emphasize more higher education but a different kind of higher education which is available to more and more youth.

Recognizing educational needs and conditions, President Truman appointed a Commission to reexamine the purposes, practices, and facilities of higher education in the United States, and to make recommendations regarding changes needed. This Commission on Higher Education was composed of outstanding civic and educational leaders, who made an extensive study of the present status of colleges and universities, the needs of youth and possible ways of meeting these needs. In rethinking educational purposes they attempted to select from among the principal goals now recognized for higher education those which should come first. These, as stated by the group, should result in:

Education for a fuller realization of democracy in every phase of living.

Education directly and explicitly for international understanding and cooperation.

Education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs.¹

Clearly these goals or objectives point to the need for higher education to assume the responsibility for including education for democratic living, not only in history and political science but also in all other subject matter areas. They also emphasize the need for devising methods of teaching and providing

¹President's Commission on Higher Education, Higher Education for American Democracy, Establishing the Goals, I, P.8.

student learning experiences that make clear the ethical values upon which democracy rests. Education based upon these goals should inspire in students an enthusiasm for the American way of life and should at the same time develop a sympathetic understanding and respect for other peoples and their cultures. All citizens must have a knowledge and understanding of the problems that arise in national life and of those that affect international relations if real social progress is to be made. If America is to take her place in world leadership, then preparation for world citizenship must be a part of every person's education. In institutions of higher learning, students should be trained in social science and social engineering in order that they may solve the problems of their time and take their rightful place in public affairs. Social engineering, as here used, means the application of trained intelligence and scientific methods of investigation and technical training in solving problems of human relations.² Man has grown strong in the mastery of his physical world, but by no means equally strong in his ability to manage and direct the social forces that shape his life. It is this training upon which the college should place emphasis.

If these goals and responsibilities are accepted by educators as the major emphasis for all institutions of higher learning, then barriers to equal educational opportunities must be removed. Such barriers as race, creed, economic status, ancestry, and sex deprive many youth of America from securing sufficient preparation to assume the personal, social, and civic responsibilities of citizens living in a democratic society. If education is to help in the attainment of a more perfect democracy, it must provide learning situations and experiences which will help every person secure at every level of his development the kind of education best suited to his aptitudes, needs, interests, and abilities.

² Ibid., P. 21.

Today many youth are deprived of higher education because of economic or geographic barriers. This, in turn, brings about a loss of talent and potential leadership at a time when it is most needed nationally.

As one means of removing the economic and geographical barriers to equal educational opportunities, the Commission on Higher Education and other educators have recommended that the number of junior colleges be increased and that their services be extended and enriched. The Commission on Higher Education refers to this type of junior college as a community college and describes it as one which would offer two years of college work above the high school level, and has for its purpose educational service to the entire community. It would not only provide higher education for the youth of the community, thus eliminating many economic and geographic barriers to higher education, but it would provide an active center for adult education and also meet the post-high school needs of the community. Since the curriculum of the traditional junior college has been largely college preparatory, it has failed to meet the needs of the majority of students attending. This is shown by the fact that only from one fourth to one fifth of its graduates continue their preparation in more advanced institutions of higher learning.³ For this reason, educators recommend that the curriculum for community colleges be semiprofessional and general. They should not only provide learning experiences that will prepare individuals to earn a living, but should provide experiences which will prepare them to live richer lives - experiences which will have meaning and value in meeting problems of living in the complex society of today. The basic purposes of the Community College are not new, since some of the better junior colleges for a number of years have been placing major emphasis upon the provision of educational experiences which meet the immediate needs and interests of the students served, and prepare them for active and

³National Society for the Study of Education, Thirty Eighth Yearbook, Part II, General Education in the American College, P. 115

intelligent participation in the social order.

Home Economics can make a major contribution in the development of such a program. Leaders in the general field of education as well as home economics educators agree that a most important responsibility of all education is preparation for personal, home, and family living. Home economics ceased long ago to be a subject matter area where only skills in cooking and sewing received emphasis. At the present time, one of the major aspects of home economics is its contribution to the field of personal, home, and family living. Education for home and family living is important from the viewpoint of young men and women. Recent studies indicate that youth have put happy family life and preparation for marriage high on the list of their needs and interests.⁴ To be most helpful, home life education must be given at the time when it will mean most to the individual. Learning, to be effective, must be so related to the life of the individual that immediate use can be made of the information acquired. Certain aspects of education for home life will have little meaning unless given in late adolescence or adulthood when individuals expect to assume major homemaking responsibilities. This means that junior colleges must include education for personal, home, and family living as an important objective of their general educational program, to which not only home economics will contribute but all subject matter areas. When needs and interests of students attending junior college are considered, it is easy to see that home economics has much to offer them in achieving satisfying personal and family life, and also in preparation for homemaking as a vocation. Young people are concerned with problems of good health, personal appearance, attractive clothes, acceptable social conduct

⁴Ivol Spafford and others, Home Economics in Junior Colleges. P. 9.

and many other personal problems which are dealt with in home economics. Education for home life aims to assist individuals to develop a wholesome philosophy of life, to encourage happy family relationships and to understand family life as it relates both to the individual and society. Home life education is also concerned with child care and guidance, family health problems, the feeding, clothing, and housing of the family, and the use of family resources. These are all problems which are the chief concern of home economics.

In order to achieve the necessary knowledge and skills for satisfying personal and family life, it is necessary to select learning experiences that will meet the needs of the students. The selection of learning experiences should be determined by the interests of the students, their age, their previous experiences, and their immediate future as they see it. Since an important principle of learning is that individuals learn best when they have a self determined and self directed purpose for learning, students should have a part in planning their educational experiences. Student participation in the planning of educational goals and objectives, the selection of learning experiences necessary to achieve those goals, and the measuring of personal and group progress made, makes for more satisfactory learning and greater security on the part of the individual. Such an educational program will have more meaning to the student since it is teacher-pupil planned rather than teacher planned. The learning necessary to achieve the goals selected will be the guide in selecting and organizing the experiences to be used. All educational activities should be selected with definite learning and definite pupil growth in mind. If they are to be real learning experiences, they should be of vital interest to the learner. They also should be within the learner's capacity to do successfully. They should require the securing and re-organizing of information and the development of skills; and should challenge real effort on the part of the learner. The wide range of homemaking activities

offers many opportunities for creative expression and for achieving personal satisfaction. Provision should be made for a wide variety of learning experiences that will develop not only manipulative skills, but also skills in personal-social relations, health, and critical thinking. Students can gain much value and personal satisfaction in learning to do things with their hands. Present day homemaking, with all of its modern equipment, still demands many manipulative skills. Some learning experiences provided in colleges develop individual skills, while others provide learning experiences developing skills in working together in groups, and others in solving personal and family problems.

Many colleges provide homes where small groups of students can go and live for a period of five to twelve weeks, actually experiencing the problems of family living with the guidance of an experienced instructor. These homes are referred to as home management houses. In some instances students live in the home management house for a short time of the four years of their college life. Here they have an opportunity to locate family living problems and to secure further information before each repetition of the experience. Other colleges provide this opportunity for only juniors and seniors, who must depend upon their previous training and their own ability to solve the problems involved. In this situation, the home management house experiences are largely a check upon the student's learning experiences in previous preparatory courses. This feeling of always being judged places undue strain upon the students, and must be fought constantly by the instructor.

Living in the home management house is an important learning experience contributing to education for personal, home, and family living. It serves as a laboratory for practicing family relationships in a home-like situation. Young women, while living in home management houses, have an opportunity to improve their ability to live happily and understandingly together; to work

cooperatively in running a home. They are thrown on their own responsibility to plan the work to be done and the methods to be used as well as to plan their social life within the home. Living in the home management house provides many activities that are real learning experiences for the students, since the learning is directly related to the life of the learner and becomes something to use immediately.

Realizing the importance of homemaking skills and their place in the welfare of a family, the writer undertook to study the homemaking experiences of one hundred home economics students at Oklahoma Agricultural and Mechanical College. Through this study the writer hoped to secure implications for home economics curricula in a junior college.

A DESCRIPTION OF THE STUDY AND ITS FINDINGS

The selection of learning experiences and activities, necessary to attain previously planned educational goals, is a basic consideration for the teacher planning a curriculum. The writer believes that homemaking skills are important learning experiences for all homemakers and professional home economists, and that these skills come from experimentation and repeated practice. She further believes that teachers not only must be concerned that students learn manipulative skills, but that they also learn techniques that point to easier and more efficient ways of performing homemaking activities. In view of these beliefs, this study was made of the homemaking experiences of one hundred home economics seniors at Oklahoma Agricultural and Mechanical College, who were enrolled during the years 1945 to 1948. Since this study is concerned only with overall implications for curricula, these students are considered as one large group, no attempt being made to separate them into yearly groupings.

Information concerning the homemaking activities of one hundred home economics students was secured through an experience check sheet. This check sheet or questionnaire was prepared by Mrs. Alice Kircher Mace, a former graduate student, interested in studying the growth of students who were living in the home management houses. However, since circumstances made it impossible for her to complete the study originally planned, the information available seemed sufficiently valuable to study from another angle. The questionnaire used had as its purpose checking the homemaking activities experienced and locating those in which students needed further learning or skills. It also provided information concerning the background and previous learning of college students. The previous experiences of students and their needs as well as their present learning experiences and activities are fundamental aspects of curriculum planning. The writer hoped to use the information received from the answered

questionnaires, collected during this and previous years, as a guide for planning the home economics program for a junior college. The results obtained should point up the needs of college students since the questionnaire dealt with homemaking activities and was checked in such a way that one could find out where each task was learned and how skilled the person checking was. Skill was indicated by the degree of security the student felt in performing the activity.

Questionnaires¹ were given to students in four departments of home economics, namely, Home Economics Education, Household Arts, Household Science, and Home Life. Students checked these questionnaires on entering the course in household administration, previous to their residence in the home management house. This was a long, detailed questionnaire dealing with general information regarding the backgrounds and experiences of students in performing homemaking activities considered essential by many homemakers. The purpose of the first page was to secure general information concerning the previous background of the student. The remainder of the questionnaire was composed of 146 questions dealing with homemaking activities in the area of food and nutrition, food preservation, social activities, laundry, house care, child care and development, home nursing and first aid, outdoor activities, and community activities. Each questionnaire was so checked that information was secured as to where the homemaking activity listed was experienced; namely, at home, at school, at work, in club, or never. The numbers, 1, 2, 3, and 4 were used by the students to indicate the degree of skill and feeling of security each had regarding the homemaking activities listed. These numbers actually showed the student's feeling of security in that they indicated the following degree:

¹See copy of questionnaire as answered by one student, Appendix, Page

1. I feel secure in doing this activity
2. I am uncertain in doing this activity
3. I have never done this but feel that I could
4. I have never done this and do not feel that I could

The answered questionnaires were first studied as a whole to gain a general impression of the implications for curriculum planning, after which each section was studied and tabulated separately, and conclusions drawn regarding the information gained. Since the entire first page of the questionnaire deals with general information regarding the student's background, and gives an overall picture of the kinds of students answering, it is considered first. Information gained from this page included the major areas of study selected; the high school attended; the number of years of homemaking completed in high school; the colleges previously attended; the amount of work completed at Oklahoma Agricultural and Mechanical College; the number of years of experience in 4-H, in Future Homemakers, and in other clubs; the kinds of home projects planned and carried out as college students; and other home or work experiences contributing to homemaking ability.

In the school of Home Economics at Oklahoma Agricultural and Mechanical College, there is a wide variation in study programs offered by the different departments. This variation necessitates widely differing learning experiences in spite of the fact that most of the graduates eventually use their preparation for homemaking. Since the work of the freshmen is built around a core course, most students do not select their major area of study until the beginning of the sophomore year; however, at that time they must align themselves with one of the major departments. Being enrolled in a major department does not mean that all students in that department have the same study programs. It is true, there are certain courses in each department which are usually required of all, but there is still a wide variation in individual programs because each department has several curricula. The many variations in study

programs make it necessary to know what majors these girls were taking in order to understand the differences in their homemaking experiences.

Of the one hundred girls answering the questionnaire, 56 per cent were preparing to be homemaking teachers or home demonstration agents, and were majoring in Home Economics Education. Eighteen per cent were majoring in Household Science and were interested in professions dealing with foods and nutrition. Almost an equal number of students were enrolled in Household Arts, to be exact, 17 per cent; while nine per cent were enrolled in the Home Life Department. Majors in Household Arts are chiefly interested in clothing and textiles, interior decorating, housing, and fashion merchandising; while home life majors usually prepare to be pre-school education teachers, counselors, or homemakers. Whether or not Home Economics Journalism majors are included, cannot be determined because each of the four major departments named above offers degrees in this area.

Many home economists feel that students who have studied homemaking in high school are much better prepared for college entrance than those who have not. Most of these girls did have home economics in high school, some having had several years. Only nineteen of the one hundred students reported that they had had no homemaking in high school, while 22 said they had had one year of homemaking; twenty-two, two years; twenty eight, three years; and nine, four years. Whether or not this made any real difference in the checking of the questionnaire was not determined.

Upper classmen at Oklahoma Agricultural and Mechanical College are frequently referred to as being largely transfer students. This statement is supported by the fact that 52 per cent of these one hundred home economics seniors had attended some other college before coming to this campus; but only six per cent of the group had attended as little as one semester.

Much of the club work in which adolescent girls participate, emphasizes homemaking activities, and likely would have some bearing upon their skill. This is true of the 4-H Club, the Future Homemakers, the Girl Scouts, and the Camp Fire Girls. It was for this reason that questions regarding participation in club work were included on the page dealing with general information. When the answers to the questions were read and tabulated, it was found that the majority of the girls contacted had been very active in club work. A study of Table I will verify this fact.

TABLE I

NUMBER OF YEARS OF ACTIVE PARTICIPATION
IN CLUB WORK REPORTED BY 100 HOME
MANAGEMENT HOUSE RESIDENTS

Order of Frequency	Types of Clubs	% of Students Reporting	Yrs. of Membership Reported	
			Total	Average Per Person
1	4-H	51	236	4.6
2	F. H. O.	27	77	2.8
3	Girl Scouts	24	76	3.4
4	Camp Fire Girls	13	37	2.8
5	Those Reporting None	11	—	—
6	Rainbow	8	20	2.5
7	Girl's Reserve	6	12	2.0

Fifty-one per cent of them had belonged to 4-H Club, 27 per cent had belonged to the Future Homemakers Organization, 24 per cent to the Girl Scouts, and 13 per cent to the Camp Fire Girls. Eight per cent of the group had been members of the Rainbow, and six per cent had participated in the Girl's Reserve. Only eleven per cent of the entire group reported that they had never belonged to any club while in public school or college. Although it seems significant

that this many girls took part in clubs which emphasized homemaking activities and good citizenship, one cannot determine from the answers made on this questionnaire, the extent these experiences may have contributed to their homemaking ability.

Skill in homemaking activities comes about through practice with repeated effort to improve techniques and procedures. Since time does not permit the frequent repeating of laboratory experiences in school, it would seem that home projects and home practice would be encouraged by all college instructors. However, this does not seem to have been the case for the majority of these girls did not plan and carry out home projects as college students. Sixty-nine per cent of the 100 girls included in this study either did not check this item or reported that they had not done any home project. Those projects which were most frequently carried out were meal planning and preparation, and time and energy studies. These, likely, were required by instructors as a part of class work.

Many other experiences contributed to the homemaking ability of students. Most of the students listed several home or work experiences which they felt were definite contributions to their skill as homemakers. These, when tabulated in the order of their frequency, are shown in Table II, page 16. Reference to this table shows that 34 per cent of the 100 students either failed to check this item or reported none. Of the remaining 66 per cent, 31 girls listed general housework; 14, preparation and serving of meals; 12, sewing; nine, housecleaning; and nine, cooking, as contributing home or work experiences. A further study of this table shows many other experiences which were reported by six or less students. No kind of home or work experience was reported by more than one-third of the group, yet the majority of the 66 per cent who reported, named more than one type of activity. Fifteen made statements which

TABLE II

EXPERIENCES CONTRIBUTING TO HOUSEWOMANING ABILITY
 REPORTED BY 100 HOME MANAGEMENT HOUSE RESIDENTS

Order of Frequency	Home or Work Experiences, Other Than Projects, Contributing to Housewomanning Ability	No. Students Reporting
1	None or failed to report	34
2	General housework	31
3	Preparation and serving of meals	14
4	Sewing	12
5	Housecleaning	9
6	Cooking	9
7	Redecorating rooms in home	6
8	Caring for children	6
9	Helped with housework	5
10	Lived in apartment house	5
11	Laundry	5
12	Canning	4
13	Made my own clothes	4
14	Making curtains and draperies	3
15	Worked for board and room	2
16	Painted woodwork	2
17	Worked for Home Demonstration Agent	2
18	Entertaining at home	2
19	Cooked for 15 months in Marine Corps	1
20	Served 14 months in Army	1
21	Worked 4 years in college foods unit	1
22	Nursery school laboratory assistant	1
23	Worked in floral company	1
24	Worked in grocery store	1
25	Worked in dry goods store	1
26	Worked in dress shop	1
27	Taught school	1
28	Recreational leader in 4-H Camp	1
29	Worked on farm	1
30	Gardening	1
31	Baby sitter	1

indicated that they were using their knowledge of homemaking activities to earn, two of whom said they had worked for their board and room.

The information gained from the remainder of the questionnaire was tabulated by sections according to the various areas included, and is presented in two different kinds of tables: one group which shows the homemaking activities these students had on entering the home management house and where they had experienced them; the other, showing the feeling of security they had regarding their skill in performing these activities.

In the first section of the questionnaire dealing with foods and nutrition, and food preservation, are found 40 questions concerning activities which vary in complexity from simple routine tasks, such as dishwashing, to those which necessitate an understanding and application of scientific principles and techniques, as the canning of meat. The problem of supplying and preparing sufficient healthful food for families is an important task many homemakers recognize and one in which they frequently request help. Students usually manifest more interest in food and its preparation than in other homemaking activities. Indications of this interest are shown in Tables III and IV, pages 18 and 19. A careful review of Table III reveals that out of the 40 items listed, there were 28 which only one-half or more of the students had experienced at home, while there were nine items which 75 percent or more had done at home. In contrast, there were only eight items which were experienced by one-half or more of the students at school. No item had been performed at school by as many as 75 per cent of the students in spite of the fact that these were college home economics seniors and that 59 per cent had completed two to four years of homemaking in high school. Out of these 40 items there were six which 50 per cent or more students reported that they had never done. These are:

TABLE III
 PERCENTAGE OF STUDENTS CHECKING QUESTIONS
 REGARDING HOMEMAKING EXPERIENCES
 IN FOODS AND NUTRITION

Homemaking Activities In Foods and Nutrition	Where Experienced				
	At Home	In School	At Work	In Clubs	Never
1. Have you regularly prepared and served breakfast?	80	26	3	1	20
2. Have you regularly prepared and served lunch?	76	29	2	1	18
3. Have you regularly prepared and served dinner?	73	24	2	1	20
4. Have you planned the family meals for as long as a week?	63	21	1	1	27
5. Have you done the family food marketing for as long as a week?	58	10	0	0	36
6. Have you learned the principles involved in the preparation of the most used foods?	64	65	5	1	3
7. Have you given attention to appetizing and attractive foods?	78	58	6	4	1
8. Have you given special attention to serving food at correct temperature (Hot food hot - Cold food cold)?	69	56	7	2	4
9. Have you been responsible for table decorations?	59	44	6	7	21
10. How much experience have you had with storage of foods?	69	25	3	0	26
11. Have you considered storage of left over food?	72	21	6	0	17
12. Have you made use of left over foods?	81	20	5	1	18
13. Have you purchased food on a set amount of money?	28	34	2	5	45
14. Have you saved time and energy by planned marketing?	44	32	2	1	40
15. Have you had experience in selecting quality of food?	76	37	2	2	10
16. Have you had experience purchasing rationed foods?	67	15	3	0	25
17. Have you cared for milk, milk containers and equipment?	66	10	1	0	33
18. Have you made motion studies of dishwashing?	16	15	1	0	74
19. Have you made motion studies of table setting?	12	13	1	0	81
20. Have you made motion studies of meal preparation?	17	17	2	0	75
21. Have you prepared and packed a school lunch?	76	4	2	0	24

TABLE III -- Continued

Homemaking Activities In Foods and Nutrition		Where Experienced				
		At Home	In School	At Work	In Clubs	Never
22.	Have you prepared frequently used foods in many ways?	64	27	3	0	21
23.	Have you attempted to improve personal appearance through eating habits?	85	43	6	3	8
24.	Have you overcome dislikes for foods essential for daily nutrition?	80	54	4	2	4
25.	Have you given attention to eating the "basic seven" each day?	82	60	6	2	6
26.	Have you learned the food requirements for the various ages?	40	70	4	0	12
27.	Have you prepared vegetables so as to retain the maximum amount of minerals and vitamins?	66	68	3	2	2
FOOD PRESERVATION:						
28.	Have you thought of the family food in terms of per person per year?	18	15	0	0	70
29.	Have you given attention to methods used in the preservation of different types of food?	54	46	2	1	27
30.	Have you successfully canned fruits?	59	26	2	4	33
31.	Have you successfully canned vegetables?	62	32	2	4	30
32.	Have you successfully canned meats?	35	21	1	4	56
33.	Have you had experience in dressing poultry?	71	11	3	1	23
34.	Have you made a study of the equipment needed for different types of food?	18	32	1	0	50
35.	Have you organized working space and equipment for efficiency in food preservation?	37	25	1	1	52
36.	Have you ever used a pressure cooker?	72	54	2	3	13
37.	Have you used the hot water bath?	61	36	1	4	30
38.	Have you preserved food by freezing?	41	15	1	2	57
39.	Have you preserved food by brining or pickling?	48	7	0	2	48
40.	Have you made jellies, jams and preserves?	53	42	1	1	28

Percentage of Students Checking

Motion studies of table setting	81
Motion studies of dishwashing	74
Motion studies of meal preparation	75
Thought of food per person per year	70
Preserved food by freezing	57
Successfully canned meat	56

Although these activities are important and help in making the management of a household more efficient, they are usually done by more professional and experienced people. The fact that many students had not done them is not too serious and is no criticism of school or home training. Even though 50 per cent or more students reported that they had never done these six items, a number of them evidently were familiar with the procedures used in performing them. Table IV, pages 21 and 22, shows that students who had not done, but felt they could do these same activities, checked them from 42 to 73 times. The number of times students reported they had never done them but felt they could are as follows:

	No. of times students reported
Motion studies of table setting	73
Motion studies of meal preparation	68
Motion studies of dishwashing.	65
Thought of food per person per year	44
Successfully canned meat	42
Preserved food by freezing	42

Further study of Table III shows that item 23, namely, improving personal appearance through eating habits, with 85 per cent of the students reporting, is the one most frequently done at home, while the item most frequently done at school is the learning of food requirements for various ages with 70 per cent of the students reporting. Each of these results may be due to the emphasis which schools and other organizations have placed on nutrition in the last several years.

The task least frequently done at home is item 19, motion studies of

TABLE IV
ATTITUDE TOWARDS HOMEMAKING EXPERIENCES
IN FOODS AND NUTRITION

Questions Asked Regarding Homemaking Activities in Foods and Nutrition	Number Times Students Expressed Attitudes Indicating Degree of Skill.			
	1	2	3	4
1. Have you regularly prepared and served breakfast?	82	28	17	3
2. Have you regularly prepared and served lunch?	68	40	15	3
3. Have you regularly prepared and served dinner?	54	46	16	4
4. Have you planned the family meals for as long as a week?	60	26	27	0
5. Have you done the family food marketing for as long as a week?	57	17	32	4
6. Have you learned the principles involved in the preparation of the most used foods?	86	49	3	0
7. Have you given attention to appetizing and attractive food?	104	42	1	0
8. Have you given special attention to serving food at correct temperature (Hot food hot - Cold food cold)?	104	30	4	0
9. Have you been responsible for table decorations?	68	48	17	4
10. How much experience have you had with storage of food?	50	47	21	5
11. Have you considered storage of left over food?	60	39	15	2
12. Have you made use of left over foods?	75	32	17	1
13. Have you purchased food on a set amount of money?	45	24	38	7
14. Have you saved time and energy by planned marketing?	59	20	33	7
15. Have you had experience in selecting quality of food?	70	47	6	4
16. Have you had experience purchasing rationed foods?	57	28	20	5
17. Have you cared for milk, milk containers and equipment?	56	21	27	6
18. Have you made motion studies of dishwashing?	18	14	65	9
19. Have you made motion studies of table setting?	13	13	73	8
20. Have you made motion studies of meal preparation?	15	21	68	7

TABLE IV -- Continued

Questions Asked Regarding Homemaking Activities in Foods and Nutrition	Number of Times Students Expressed Attitudes Indicating Degree of Skill			
	1	2	3	4
21. Have you prepared and packed a school lunch?	67	15	21	3
22. Have you prepared frequently used foods in many ways?	45	49	18	3
23. Have you attempted to improve personal appearance through eating habits?	109	28	7	1
24. Have you overcome dislikes for foods essential for daily nutrition?	124	16	2	2
25. Have you given attention to eating the "basic seven" each day?	133	17	6	0
26. Have you learned the food requirements for the various ages?	62	52	11	1
27. Have you prepared vegetables so as to retain the maximum amount of minerals and vegetables?	97	42	2	0
FOOD PRESERVATION:				
28. Have you thought of the family food in terms of per person per year?	13	20	44	26
29. Have you given attention to methods used in the preservation of different types of foods?	58	45	20	7
30. Have you successfully canned fruits?	63	28	23	10
31. Have you successfully canned vegetables?	66	34	22	8
32. Have you successfully canned meats?	38	23	42	14
33. Have you had experience in dressing poultry?	50	36	16	17
34. Have you made a study of the equipment needed for different types of food?	23	28	44	6
35. Have you organized working space and equipment for efficiency in food preservation?	37	27	44	8
36. Have you ever used a pressure cooker?	99	32	10	3
37. Have you used the hot water bath?	75	27	23	7
38. Have you preserved food by freezing?	39	20	42	15
39. Have you preserved food by brining or pickling?	33	24	41	7
40. Have you made jellies, jams, and preserves?	45	52	24	4

table setting, with 12 per cent of the students reporting; while item 21, preparing and packing a school lunch, done by four per cent of the students, is the activity least frequently experienced at school. Although these tasks were done less frequently than many others, this is no indication that students did not know how to do them well. Many people believe that skill can be acquired only through repeated practice, thus raising a question regarding the skill of these college students. The only information secured through this questionnaire which could be said to indicate the degree of skill is found in the tabulation of student's answers regarding their feeling of security in performing these homemaking tasks. In Table IV (pages 21 and 22) student's answers were tabulated in the following manner:

- Column 1, shows the total number of times students checked these tasks as having done and feeling secure in them.
- Column 2, shows the total number of times students checked the tasks as having done but were uncertain in doing them.
- Column 3, shows the total number of times students checked these tasks as never having done but felt that they could.
- Column 4, shows the total number of times students checked the tasks as never having done and felt that they could not do them.

Attention is called to the fact that the numbers shown in column 1 of this table are a total of the number of times students who felt secure in performing homemaking activities reported, and that they included the answers of those who did these tasks at home, at school, at work, or in clubs. However, column 2 indicates the total number of times students had experienced these tasks in one or more situations but still felt insecure when doing them. Although there were only 100 students checking this questionnaire, in some instances the total number of times students indicated their attitude toward skill is considerably more than 100, for a number of students had experienced some of these tasks in several places.

A comparison of Tables III and IV will show how these calculations are made. The reader will note that the total of the numbers found in columns 3

and 4 of Table IV is the same as the corresponding number found in the column labeled "never" in Table III.

Reference to Table IV shows that the activities which students felt most secure in doing and the number of times reported are:

	No. of Times Reported
Attention to eating the basic seven each day	133
Overcame dislike for food essential for daily nutrition	124
Improved personal appearance through eating habits	109
Attention to serving food at correct temperature	104
Attention to appetizing and attractive food	104

It is also seen in this table that the activities which students had done and reported the most times as uncertain in doing are as follows:

Making jellies, jams and preserves	52
Learning the food requirements for various ages	52
Preparing frequently used foods in various ways	49
Learning the principles involved in the preparation of the most used foods	49
Responsible for table decorations	46

As these results are compared with Table III (pages 18 and 19) it is seen that the items which were reported most often as being uncertain in doing, were experienced both at home and at school by more than 40 per cent of the students, except item 22 which had been experienced by 27 per cent at school. Also, it is of interest to note that item 26, learning the food requirements for various ages, which students reported 52 times as being uncertain in doing, was also reported as the item which had been learned by the largest percentage of students at school. These results seem to imply that although tasks were experienced at home and at school, students have not had sufficient practice to develop a feeling of certainty.

Social activities in the home are important learning experiences which help in the development of personality. Certainly, no thinking individual would minimize the need for good social adjustment on the part of all. Most girls have a lively interest in social activities such as informal dinners,

teas, and other types of entertainment. This is supported by the information found in the answers students gave to questions in that part of the questionnaire. Student's answers to this section also were studied and are shown in Tables V and VI (page 25). In the answers tabulated in Table V, one will find that 63 per cent or more of these students had participated in all of the social activities listed, either at home, at school, in clubs, or at work. This is shown by the fact that no one item was checked as never having been done by more than 37 per cent of the students. Of the seven items in this area, only two were done at school so infrequently that they point to the need for further emphasis. These were entertaining unexpected persons or groups, and carrying out simple low cost forms of entertainment. The average income of the American public is not such that individuals should spend large amounts on any form of activity. In most communities there is plenty of evidence that people need to learn to make better use of their leisure time, and to know how to have good times together with little expenditure of money. Reference to Table VI shows that none of these items were checked a large number of times as never having been done or as indicating that students felt they could not do them. However, a study of the items which students feel uncertain in doing, indicates that more training is needed in activities in this area to develop a feeling of security.

The problem of the family laundry or that of an individual is of concern to all homemakers, and also to women in other professions. Since it is necessary for the majority of homemakers and most girls to be responsible for at least a part of the family laundry, it deserves consideration as a learning experience in our schools and colleges. The section of the questionnaire dealing with laundry, includes 17 items referring to problems on the care of different types of materials, stain removal, the care and mending of household linens, notion studies and the care of the baby's clothing.

TABLE V

PERCENTAGE OF STUDENTS CHECKING QUESTIONS REGARDING
HOMEMAKING EXPERIENCES IN SOCIAL ACTIVITIES

Questions Asked Regarding Social Activities in the Home	Where Experienced				
	At Home	At School	At Work	In Club	Never
1. Have you entertained guests at an informal dinner?	81	36	1	5	4
2. Have you entertained at a tea?	50	47	2	12	26
3. Have you entertained at informal parties?	83	29	2	11	3
4. Have you entertained guests at a buffet meal?	45	35	1	8	37
5. Have you had experience planning entertainment?	76	47	2	18	10
6. Have you entertained spontaneously?	70	10	1	5	27
7. Have you tried simple, low cost entertainment?	67	20	2	13	32

TABLE VI

ATTITUDE TOWARDS HOMEMAKING EXPERIENCES
IN SOCIAL ACTIVITIES

Questions Asked Regarding Social Activities in the Home	Number Times Students Expressed Attitudes Indicating Degree of Skill			
	1	2	3	4
1. Have you entertained guests at an informal dinner?	78	45	11	3
2. Have you entertained at a tea?	67	44	19	7
3. Have you entertained at informal parties?	90	35	6	2
4. Have you entertained guests at a buffet meal?	62	27	31	6
5. Have you had experience planning entertainment?	79	64	8	2
6. Have you entertained spontaneously?	55	31	17	10
7. Have you tried simple, low cost entertainment?	73	29	26	6

In studying Table VII, one will observe that of the 17 items, 13 of them had been done by 50 per cent or more of the students at home, while no item had been experienced by more than 19 per cent of the students at school. It is further seen that the activity most frequently done at home and also at school, item 8, is the laundering of cotton materials, which was done by 92 per cent at home and by 19 per cent at school. Table VIII, page 29, reveals that it is this same activity in which students feel more secure in doing. These results are to be expected since cotton is the material most commonly used for household linens and clothing, and also would require laundering at home more than other fabrics.

Those items least frequently done in this area are motion studies of hanging laundry and motion studies of ironing with 84 and 72 per cent, respectively, reporting that they had never done these activities. However, when referring to Table VIII, it is seen that 77 of these 84 students, and 63 of the 72 felt that they could do these activities. This seems to indicate that students had probably learned the principles involved in motion studies at school. Further reference to this table shows that the activities which students felt uncertain in doing were the following since they were reported more times:

	Number of Times Reported
Removal of stains from various fabrics	57
Proper care and mending of linens	38
Laundering of colored fabrics	29
Laundering of silk materials	27

Conferences with homemakers show that these are not unusual activities for the home; in fact, with the exception of laundering silk material, they are considered necessary by most homemakers. However, they are also items on which homemakers frequently seek information. This, likely, is due to rapid changes being made in the textile field and no doubt points up the need for further study of textiles commonly used for clothing and household linens.

TABLE VII

PERCENTAGE OF STUDENTS CHECKING QUESTIONS REGARDING
HOMEMAING EXPERIENCES IN LAUNDRY

Homemaking Activities in Laundry	Where Experienced				
	At Home	At School	At Work	In Club	Never
1. Have you done the family laundry alone?	65	1	2	0	34
2. Have you ever laundered curtains?	58	3	1	1	40
3. Have you laundered table linen?	66	8	2	0	29
4. Have you laundered rayon materials?	90	12	2	0	7
5. Have you laundered woolen materials?	79	10	3	0	20
6. Have you laundered silk materials?	76	6	2	0	19
7. Have you laundered linen materials?	80	9	1	0	21
8. Have you laundered cotton materials?	92	19	2	1	5
9. Have you removed stains from the various kinds of fabrics?	63	18	1	0	27
10. Have you considered the proper care and mending of linens?	41	13	0	0	51
11. Have you given attention to the laundry of colored fabrics?	91	10	2	0	7
12. Have you made and used starch?	92	12	2	0	5
13. Have you ironed ruffles?	91	12	2	0	5
14. Have you made motion studies of hanging laundry?	16	5	2	0	84
15. Have you made motion studies of ironing?	21	11	2	0	72
16. Have you ever laundered a man's shirt?	81	2	1	0	17
17. Have you done a baby's laundry?	30	0	2	0	68

TABLE VIII
ATTITUDES TOWARD HOMEMAKING
EXPERIENCES IN LAUNDRY

Homemaking Activities in Laundry	Number Times Students Expressed Attitudes Indicating Degree of Skill			
	1	2	3	4
1. Have you done the family laundry alone?	57	11	30	4
2. Have you ever laundered curtains?	45	18	34	6
3. Have you laundered table linen?	59	17	23	6
4. Have you laundered rayon materials?	87	17	5	2
5. Have you laundered woolen materials?	72	20	13	7
6. Have you laundered silk materials?	57	27	14	5
7. Have you laundered linen materials?	65	25	15	6
8. Have you laundered cotton materials?	108	6	5	0
9. Have you removed stain from the various kinds of fabrics?	25	57	15	12
10. Have you considered the proper care and mending of linens?	16	38	33	18
11. Have you given attention to the laundry of colored fabrics?	74	29	7	0
12. Have you made and used starch?	90	16	3	2
13. Have you ironed ruffles?	93	12	3	2
14. Have you made motion studies of hanging laundry?	10	13	77	7
15. Have you made motion studies of ironing?	23	11	63	9
16. Have you ever laundered a man's shirt?	80	10	11	6
17. Have you done a baby's laundry?	26	6	56	12

From early childhood most girls have had experience in some routine tasks pertaining to the care of the house. The house and its care involves many and varied kinds of activities which necessitate the development of techniques and skills. It is usually recognized that the way in which a house is cared for influences the happiness and relationships within the family group. It was for this reason that it seemed important to include questions concerning the house and its care. In this area there are 43 questions concerning the general care of the house and its individual rooms, the use of different types of equipment, the refinishing and redecorating the furniture and walls, furniture arrangement, the making and hanging of curtains, repair, and home safety. According to Table IX, pages 31 and 32, there are 29 activities which one-half or more of the students did at home, and eleven which 75 per cent or more did at home. Those most frequently done at home were cleaning and polishing the furniture and arranging the furniture in the girl's own room with 29 per cent of the girls checking each of these items. In this area, the activity which the largest number of students had experienced at school, was caring for and regulating the sewing machine with 38 per cent reporting. There were 13 activities which one-half or more of the students reported as never having done. Those items which were reported by the most students as never having done are:

	Percentage of Students Reporting
Cleaning and oiling a gasoline motored washing machine	83
Using and caring for an electric mangle.	81
Cleaning and oiling an electric washer	77
Making simple plumbing repairs	74
Cleaning and regulating a kerosene stove	73

It is to be expected that most young college girls would have had no experience in the above mentioned items since these are unusual tasks and usually require the experience of a mechanic to perform them with efficiency.

TABLE IX

PERCENTAGE OF STUDENTS CHECKING QUESTIONS REGARDING HOME-MAKING
EXPERIENCES CONCERNING THE HOUSE AND ITS CARE

Homemaking Activities Concerning The House and its Care	Where Experienced				
	At Home	At School	At Work	In Clubs	Never
1. Have you been responsible for cleaning the entire house?	67	1	2	0	10
2. Have you been responsible for the care of your own room?	95	34	1	0	0
3. Have you been responsible for the care of the bath?	85	7	2	0	10
4. Have you made motion studies of bed making?	27	21	2	0	57
5. Have you made motion studies of general cleaning?	18	14	2	0	73
6. Have you cleaned and defrosted an electric refrigerator?	70	11	3	0	20
7. Have you cleaned an ice box?	61	6	3	0	35
8. Have you ever cleaned and regulated a gas range?	40	12	1	0	54
9. Have you cleaned and regulated a kerosene stove?	28	5	1	0	73
10. Have you cleaned wood and coal stoves?	31	1	1	0	71
11. Have you cleaned and oiled an electric washer?	23	1	0	0	77
12. Have you cleaned and oiled a gasoline motored washer?	17	2	0	0	83
13. Have you used and cared for a vacuum cleaner?	73	11	1	0	24
14. Have you used and cared for an electric mangle?	13	7	0	0	81
15. Have you used vacuum cleaner attachments?	62	9	2	0	32
16. Have you used a carpet sweeper?	63	6	3	0	29
17. Have you cared for and regulated a sewing machine?	85	30	2	1	8
18. Have you cleaned, painted and varnished surfaces?	81	13	0	2	18
19. Have you cleaned wall finishes?	61	5	1	2	34
20. Have you cleaned upholstery?	53	3	0	0	51
21. Have you removed an old wood finish?	44	16	1	1	41
22. Have you refinished a wood surface?	42	15	1	1	45

TABLE IX -- Continued

Homemaking Activities Concerning The House and its Care	Where Experienced				
	At Home	At School	At Work	In Clubs	Never
23. Have you ever redecorated a wall?	52	7	0	0	45
24. Have you cleaned and polished furniture?	96	17	4	0	4
25. Have you cared for the different floor finishes?	65	8	1	0	32
26. Have you cleaned and repaired rugs and carpets?	46	4	1	0	55
27. Have you cleaned and polished various household metals?	79	17	1	0	16
28. Have you planned and arranged storage within closets?	73	22	2	0	17
29. Have you made simple plumbing repairs?	26	9	2	0	74
30. Have you made simple carpenter repairs?	72	10	4	0	28
31. Have you made minor repairs of electrical equipment, observing safety regulations?	58	13	0	0	39
32. Have you ever carried out a simple household task by reading and following directions?	89	26	3	0	7
33. Have you been responsible for the furniture arrangement of the entire house?	51	7	0	0	45
34. Have you arranged the furniture in your room?	96	30	3	0	3
35. Have you tried out original ideas in arrangement of furnishings and equipment for artistic effect and usability?	83	22	1	0	11
36. Have you made a study of the artistic arrangement of flowers?	50	27	1	3	37
37. Have you applied the principles of art to the selection and use of pictures?	62	14	1	1	33
38. Have you selected and hung curtains?	66	8	1	0	33
39. Have you made curtains and draperies?	49	2	1	0	52
40. Have you ever rented an apartment or house?	24	9	3	0	64
41. Have you selected household equipment?	60	6	30	0	40
42. Have you selected household furnishings?	58	9	2	0	41
43. Have you given attention to home safety?	78	23	2	2	17

TABLE X
ATTITUDES TOWARD HOMEMAKING EXPERIENCES
IN THE HOUSE AND ITS CARE

Questions Asked Regarding Homemaking Activities Concerning the House and its Care	Number Times Students Expressed Attitudes Indicating Degree of Skill			
	1	2	3	4
1. Have you been responsible for cleaning the entire house?	80	10	9	1
2. Have you been responsible for the care of your own room?	130	0	0	0
3. Have you been responsible for the care of the bath?	87	8	10	0
4. Have you made motion studies of bed making?	40	10	50	7
5. Have you made motion studies of general cleaning?	20	14	66	7
6. Have you cleaned and defrosted an electric refrigerator?	65	19	17	3
7. Have you cleaned an ice box?	55	15	30	5
8. Have you ever cleaned and regulated a gas range?	31	22	31	23
9. Have you cleaned and regulated a kerosene stove?	19	15	45	28
10. Have you cleaned wood and coal stoves?	27	6	49	22
11. Have you cleaned and oiled an electric washer?	10	14	51	26
12. Have you cleaned and oiled a gasoline motored washer?	10	9	46	37
13. Have you used and cared for an electric mangle?	9	11	56	25
14. Have you used and cared for a vacuum cleaner?	61	24	19	5
15. Have you used vacuum cleaner attachments?	55	18	23	9
16. Have you used a carpet sweeper?	65	9	23	6
17. Have you cared for and regulated a sewing machine?	92	35	5	3
18. Have you cleaned, painted and varnished surfaces?	60	36	15	3
19. Have you cleaned wall finishes?	44	25	28	6
20. Have you cleaned upholstery?	27	29	41	10
21. Have you removed an old wood finish?	46	16	32	9
22. Have you ever redecorated a wall?	36	23	31	14
23. Have you refinished a wood surface?	45	14	33	12

TABLE X -- Continued

Questions Asked Regarding Homemaking Activities Concerning the House and its Care	Number Times Students Expressed Attitudes Indicating Degree of Skill			
	1	2	3	4
24. Have you cleaned and polished furniture?	96	21	2	2
25. Have you cared for the different floor finishes?	35	39	23	9
26. Have you cleaned and repaired rugs and carpets?	24	27	35	19
27. Have you cleaned and polished various household metals?	49	48	15	1
28. Have you planned and arranged storage within closets?	67	30	17	0
29. Have you made simple plumbing repairs?	19	18	46	28
30. Have you made minor repairs of electrical equipment, observing safety regulations?	39	32	19	20
31. Have you made simple carpenter repairs	50	36	16	12
32. Have you ever carried out a simple household task by reading and following directions?	100	18	7	0
33. Have you been responsible for the furniture arrangement of the entire house?	44	24	45	0
34. Have you arranged the furniture in your room?	119	10	3	0
35. Have you tried out original ideas in arrangement of furnishings and equipment for artistic effect and usability?	70	36	11	0
36. Have you made a study of the artistic arrangement of flowers?	40	41	31	6
37. Have you applied the principles of art to the selection and use of pictures?	43	35	32	1
38. Have you selected and hung curtains?	50	25	31	2
39. Have you made curtains and draperies?	37	15	44	8
40. Have you ever rented an apartment or house?	30	6	55	9
41. Have you selected household equipment?	29	40	37	3
42. Have you selected household furnishings?	32	37	39	2
43. Have you given attention to home safety?	77	28	16	1

However, reference to Table X, shows that of the 13 activities in this area which one-half or more of the students reported as never having done, they reported 31 or more times that they thought they could do these tasks.

There were 19 items which were reported 50 or more times by students feeling secure in doing while there were 12 items which were reported by students 30 or more times as feeling uncertain in doing. Those activities which were reported most by students as feeling secure in doing are:

	Number of Times Reported
Care of own room	130
Arranging furniture in own room.	119
Carrying out a simple household task by reading and following directions	100
Cleaning and polishing furniture	98

Those activities which were reported most by students as feeling uncertain in doing include the following:

	Number of Times Reported
Cleaning and polishing household metals	48
Artistic arrangement of flowers	41
Selection of household equipment.	40
Caring for different floor finishes	39
Selection of household furnishings.	37

These results seem to indicate that more emphasis should be placed on household equipment and consumer problems. A listing of generalizations and understandings which should be known by homemakers regarding these activities would form an excellent basis for planning class work at any level.

To acquire an understanding of the care and management of children should be considered an essential part of a woman's education if she is to assume responsibility for their guidance. The idea that mother-love will provide a woman with all the necessary knowledge and understanding for the proper care of her children has been discredited. Instead, this

area of homemaking has become a part of the training given to students in most high schools and colleges. In child care courses girls discover that the proper rearing of children demands more intelligence and resourcefulness than any other task. The fact that more emphasis should be given to problems in this area is shown in Tables XI and XII, pages 37 and 38.

According to Table XI, page 37, there were 10 of the items listed which 50 per cent or more of the students had never done. There were only four which one-half or more had done at home, and no item which one-half or more of the students had experienced at school. Those activities which 50 per cent or more of the students had done at home include:

	Percentage of Students Reporting
Having seen a baby bathed	72
Assisting child in forming desirable habits	54
Completely dressed a baby	53
Guiding play activities of children	50

However, reference to Table XII, shows that of the 10 items which 50 per cent or more of the students had never done, there were seven which were reported 50 or more times that the students felt they could do. This table also shows that the activities which the students felt most secure in doing and the number of times reported are as follows:

	Number of Times Reported
Considering proper toys for a baby	63
Considering proper toys for an older child	59
Guiding the play and daily activities of a child.	58
Dressing a baby	50

Those activities which were reported the most times by students as being uncertain in doing were found to be:

	Number of Times Reported
Assisting a child in forming desirable habits	37
Guiding the play and daily activities of a child.	34
Considering proper toys for an older child.	33
Helping adolescents with personal relationship problems.	33

TABLE XI

PERCENTAGE OF STUDENTS CHECKING QUESTIONS
REGARDING CHILD CARE AND DEVELOPMENT

Questions Asked Regarding Child Care and Development	Where Experienced				
	At Home	At School	At Work	In Club	Never
1. Have you prepared a formula for a baby?	19	8	1	0	69
2. Have you prepared food for the year old child?	29	10	2	0	60
3. Have you ever bathed a baby?	39	2	1	0	62
4. Have you seen a baby bathed?	72	18	0	0	17
5. Have you ever completely dressed a baby?	53	2	3	0	46
6. Have you been responsible for the entire care of a baby?	35	2	5	0	65
7. Have you considered proper toys for a baby?	48	44	2	0	21
8. Have you considered proper toys for the older child?	45	46	1	0	21
9. Have you ever purchased clothing for a baby?	42	3	0	0	55
10. Have you ever purchased clothing for the older child?	47	4	1	0	51
11. Have you made over garments for children?	32	4	1	0	65
12. Have you assisted a child in forming desirable habits?	54	18	2	0	39
13. Have you made simple pieces of furnishings for a child's comfort and convenience?	14	4	2	0	83
14. Have you selected educational material for children?	32	22	1	0	51
15. Have you guided the play and daily activities of a child?	50	37	5	0	29
16. Have you helped adolescents with personal relationship problems?	42	17	5	0	47

TABLE XII

ATTITUDE TOWARDS HOME-MAKING EXPERIENCES REPORTED BY COLLEGE
HOME ECONOMICS STUDENTS CONCERNING
CHILD CARE AND DEVELOPMENT

Questions Asked Regarding Child Care and Development	Number Times Students Expressed Attitudes Indicating Degree of Skill			
	1	2	3	4
1. Have you prepared a formula for a baby?	16	12	56	13
2. Have you prepared food for the year old child?	26	15	54	6
3. Have you ever bathed a baby?	31	11	54	8
4. Have you seen a baby bathed?	77	13	14	3
5. Have you ever completely dressed a baby?	50	8	39	3
6. Have you been responsible for the entire care of a baby?	28	14	55	10
7. Have you considered proper toys for a baby?	63	31	21	1
8. Have you considered proper toys for the older child?	59	33	21	0
9. Have you ever purchased clothing for a baby?	27	18	50	5
10. Have you ever purchased clothing for the older child?	40	11	49	2
11. Have you made over garments for children?	28	9	57	8
12. Have you assisted a child in forming desirable habits?	37	37	37	2
13. Have you made simple pieces of furnishings for a child's comfort and convenience?	9	11	68	15
14. Have you selected educational material for children?	33	22	46	5
15. Have you guided the play and daily activities of a child?	58	34	27	2
16. Have you helped adolescents with personal relationship problems?	31	33	36	11

The results from the study in this area seem to point to the fact that students need more practice and understanding in the problems dealing with child care and development. Not only should more time be given to the discussion of problems in this area, but many types of learning activities should be provided both in the public schools and in the colleges.

At some time in almost every person's life there will be some illness, either mild or serious. If the illness is of a mild nature, and sometimes when more serious, the care of the patient becomes the responsibility of someone in the home. Therefore, it is important that every girl have some knowledge and training in home nursing and first aid. Reference to Table XIII, page 40, shows that there are 13 items in this area. Seven of these activities were checked by 50 per cent or more students as having been experienced at home, while only one item was experienced at school by one-half or more of the students. This item was learning to recognize symptoms of common illness, with 57 per cent reporting that they had learned this at school. The activities reported by the most students as having been learned at home are:

	Percentage of Students Reporting
Caring for persons with minor illnesses	85
Applying simple bandages.	85
Caring for bruises, cuts and wounds	83
Special attention to the prevention of accidents	72

There were six items which 50 per cent or more of the students had never done. These activities and the number of students reporting them are:

	Percentage of Students Reporting
Making special equipment for the comfort of the ill.	83
Caring for patients with contagious diseases .	76
Responsible for the care of a patient's room .	63
Selection and preparation of material to entertain the ill.	66
Preparing special diets for the ill.	61
Bathing a patient in bed	60

TABLE XIII

PERCENTAGE OF STUDENTS CHECKING QUESTIONS
REGARDING HOME NURSING AND FIRST AID

Questions Asked Regarding Home Nursing and First Aid	Where Experienced				
	At Home	At School	At Work	In Club	Never
1. Have you learned to recognize the symptoms of common illnesses?	61	57	6	0	9
2. Have you cared for persons with minor illnesses?	85	16	2	0	12
3. Have you cared for patients with contagious diseases?	23	3	0	0	76
4. Have you prepared special diets for the ill?	32	15	2	0	61
5. Have you ever bathed a patient in bed?	21	22	2	0	60
6. Have you been responsible for the care of a patient's room?	32	6	2	0	66
7. Have you made special equipment for the comfort of the ill?	12	6	1	0	83
8. Have you selected or prepared materials to entertain the ill?	32	6	3	0	66
9. Have you treated a patient with minor burns?	65	9	3	0	32
10. Have you cared for bruises, cuts and wounds?	83	24	4	0	11
11. Have you ever applied simple bandages?	85	43	4	0	4
12. Have you given special attention to the prevention of accidents?	72	29	40	0	17
13. Have you learned to recognize common emergencies and how to treat them?	65	48	3	1	16

Reference to Table XIV, page 42, shows that of these six items which 50 per cent or more of the students reported as never having done, all were reported 47 or more times by students that they felt they could do them. Activities which were reported most by students as feeling secure in doing are:

	Number of Times Reported
Applying simple bandages	92
Caring for persons with minor illnesses.	74
Special attention to the prevention of accidents	73
Learning to recognize the symptoms of common illnesses.	71

Items which were reported most of students as feeling uncertain in doing are as follows:

	Number of Times Reported
Learning to recognize common emergencies and how to treat them.	67
Learning to recognize the symptoms of common illnesses.	53
Caring for bruises, cuts, and wounds	46
Applying simple bandages	40

Even though some of these items were reported by most students as having been done both at home and at school, the results show that they were also reported a large number of times by students as being uncertain in doing them. This fact points up a need for more training in problems dealing with home nursing and first aid.

In most homes there are always some activities concerned with home-making that have to do with such outdoor activities as flower gardening, vegetable gardening, landscaping, or poultry raising. These may serve as a hobby, or as a leisure time activity, or they may be regarded as an essential part of the daily routine. In this area of the questionnaire four questions deal with these activities. According to Table IV, page 43, one will see three of the four items had been experienced by 50 per

TABLE XIV

ATTITUDE TOWARDS HOMEMAKING EXPERIENCES REPORTED BY COLLEGE
HOME ECONOMICS STUDENTS CONCERNING
HOME NURSING AND FIRST AID

Questions Asked Regarding Home Nursing and First Aid	Number Times Students Expressed Attitudes Indicating Degree of Skill			
	1	2	3	4
1. Have you learned to recognize the symptoms of common illnesses?	71	55	4	5
2. Have you cared for persons with minor illnesses?	74	29	12	0
3. Have you cared for patients with contagious diseases?	13	13	59	17
4. Have you prepared special diets for the ill?	32	17	52	9
5. Have you ever bathed a patient in bed?	33	12	47	13
6. Have you been responsible for the care of a patient's room?	30	10	58	8
7. Have you made special equipment for the comfort of the ill?	10	9	68	15
8. Have you selected or prepared materials to entertain the ill?	29	12	61	5
9. Have you treated a patient with minor burns?	46	31	25	6
10. Have you cared for bruises, cuts and wounds?	65	46	8	3
11. Have you ever applied simple bandages?	92	40	3	1
12. Have you given special attention to the prevention of accidents?	73	32	17	0
13. Have you learned to recognize common emergencies and how to treat them?	50	67	13	3

TABLE XV

PERCENTAGE OF STUDENTS GIVING QUESTIONS REGARDING
OUTDOOR ACTIVITIES

Questions Asked Regarding Outdoor Activities	Where Experienced				
	At Home	At School	At Work	In Club	Never
1. Have you planned, planted and cared for a flower garden?	61	3	0	2	28
2. Have you planned, planted and cared for a vegetable garden?	60	2	0	3	40
3. Have you ever planned or selected plantings for the lawn?	38	6	0	2	57
4. Have you ever cared for poultry?	57	4	0	2	42

TABLE XVI

ATTITUDE TOWARDS HOME MAKING EXPERIENCES REPORTED BY COLLEGE
HOME ECONOMICS STUDENTS CONCERNING
OUTDOOR ACTIVITIES

Questions Asked Regarding Outdoor Activities	Number Times Students Expressed Attitudes Indicating Degree of Skill			
	1	2	3	4
1. Have you planned, planted and cared for a flower garden?	43	23	31	7
2. Have you planned, planted and cared for a vegetable garden?	47	18	36	4
3. Have you ever planned or selected plantings for the lawn?	19	27	43	14
4. Have you ever cared for poultry?	42	21	33	9

cent or more of the students at home, and no one item was done at school by more than six per cent of the students. It is to be expected that these activities would be experienced very little at school, since very few schools or colleges provide opportunities for such training. There are courses in agriculture required in most home economics curricula, but investigation shows that these deal largely with general information rather than with laboratory experience in horticulture or poultry. The fact that a fairly large percentage of students had never done these activities at all is also to be expected since these students for the most part were young and these activities are usually the responsibility of the experienced homemaker. Probably if a greater number of these girls had lived at home during their college career, they might have had more experience in this area.

Present conditions demand that women should not only be interested in community activities, local church and civic affairs, and in state and national problems, but that they be intelligent concerning these affairs. Reference to Tables XVII and XVIII, page 45 shows six questions dealing with community activities. Table XVII reveals that three of these items were reported by 50 per cent or more of the students as having been done at home. No item was experienced by 50 per cent or more of the students at school, and three items were reported by one-half or more of the students as never having been done. However, Table XVIII reveals that of those activities reported by a large per cent of the students as never having been done, in most cases a large number felt that they could do them. Also, the number of times reported by students as having done these activities and feeling secure in doing them is comparatively high. The activity which was reported the least number of times by students as feeling secure in doing was that of participation in local or state

TABLE XVII

PERCENTAGE OF STUDENTS CHECKING QUESTIONS REGARDING
COMMUNITY ACTIVITIES

Questions Asked Regarding Community Activities	Where Experienced				
	At Home	At School	At Work	In Club	Never
1. Have you participated in community improvement programs?	34	15	0	14	57
2. Have you participated actively in community organizations?	57	26	1	17	29
3. Have you participated in local or state elections?	27	5	0	2	67
4. Have you observed the work of local civic agencies?	57	19	1	6	31
5. Have you participated in church activities?	95	36	3	11	2
6. Have you participated in community wide educational programs?	37	13	3	3	53

TABLE XVIII

ATTITUDE TOWARDS HOMEMAING EXPERIENCES REPORTED BY COLLEGE
HOME ECONOMICS STUDENTS CONCERNING
COMMUNITY ACTIVITIES

Questions Asked Regarding Community Activities	Number Times Students Expressed Attitudes Indicating Degree of Skill			
	1	2	3	4
1. Have you participated in community improvement programs?	40	23	52	5
2. Have you participated actively in community organizations?	78	23	24	5
3. Have you participated in local or state elections?	27	7	57	10
4. Have you observed the work of local civic agencies?	59	24	29	2
5. Have you participated in church activities?	124	21	2	0
6. Have you participated in community wide educational programs?	32	24	48	5

elections. This is to be expected, since most of these students were not old enough to have had this experience. The activity which was reported the most number of times by the 100 girls as feeling secure in doing was participation in church activities.

It will be observed that at no time has mention been made of the activities experiences at work and in clubs. The results when studied seemed insignificant, since most of the activities were very seldom experienced in these places. The fact that very few of these students had worked in positions outside their own homes, and that most clubs do not give opportunities for actual experience in homemaking activities, would account for the small percentage of students reporting experiences in these places.

A careful review of all the tabulations made calls attention to the fact that the total number of times students reported many home activities as never having been done and as having been done but feeling uncertain about them outnumbered the number of times these same activities were reported as having been done and feeling secure in doing. This is true of 87 of the 146 homemaking activities. When more than half of the homemaking activities listed were checked in such manner that they indicated little or no skill on the part of college seniors, it seems imperative that more consideration be given to the development of skills throughout the high school and the college.

CONCLUSIONS AND IMPLICATIONS

After having made a study of the homemaking experiences of these 100 home economics college seniors, some definite conclusions may be drawn, and implications for curriculum planning and further study noted. The results seem to indicate that homemaking activities are largely experienced at home rather than in school. Those done most frequently at home may not need further study, but the results of this survey do not prove this assumption. Only as instructors learn about the quality of work students do, can they determine whether or not further training and experience is needed. Perhaps questionnaires and tests should be given to students on entering college to determine their homemaking needs, abilities, accomplishments, and skills. Certainly where formal surveys seem impossible, such valuable information regarding previous home and school experiences could be secured through informal counseling techniques. Whenever information of this kind is secured, it should be the basis for planning new educational experiences.

No one questions the fact that students are learning continuously in their out-of-school experiences as well as through their in-school activities. Yet few schools make any attempt to keep records concerning all the learning experiences which contribute to an individual's development; and little effort is made to prevent duplication of educational activities. Experiences that girls are having or have had at home could be recorded throughout their school attendance. In that way the learning experiences provided by the school through class or other activities could be so planned that they supplement home and work experiences.

Educators concerned about home and family life should develop numerous tests and evaluation instruments which measure individual growth in home-

making skills, managerial ability and social behavior. These could be given at regular intervals throughout the four years of college training to locate evidence of student growth and development. The results of evaluation instruments of this kind would furnish such valuable information necessary for the continuous planning and revision of curricula. Certainly time should not be spent in teaching homemaking activities that students know how to do well.

This study reveals that students felt uncertain in doing many simple homemaking activities. Likely they had not had enough practice in doing these activities to develop a feeling of security. No ability, skill, or habit can be fixed unless one has sufficient practice. Data from the questions included in this study imply that more emphasis should be placed on learning to save time and energy. This is shown from the fact that in all areas questions concerning motion studies were checked by most students as never having been done, or as feeling uncertain in doing.

Although very few questions were asked concerning consumer problems, the answers to those which dealt with the selection or buying of household goods, indicated that most students had had very little experience in solving these problems. Since women control or spend so much of the world's wealth, then problems of family economics and consumer buying as well as the handling and care of household goods becomes a greater responsibility than ever. This area is comparatively new in most home economics curricula, and there is need for further study to determine the experiences and the degrees of skill which students have and need.

In the area of foods and nutrition students were most uncertain concerning principles of food preparation, food requirements, and methods used

in food preservation. The planning of entertainment and the entertaining of guests at informal dinners or teas were reported many times by students as feeling uncertain in doing. Probably no one area of homemaking education receives more attention than that dealing with foods and nutrition. Yet one-half of the items in this area were checked more frequently as never having been done and as having been done but feeling uncertain about doing them, than were checked as having been done and feeling secure in doing them. This seems to indicate that teachers in this area should provide either more laboratory experiences or should see that the laboratory experiences now provided are more meaningful to students.

Problems of stain removal, mending and care of linens, laundering of curtains and of baby's clothing were activities which the students reported many times as never having done. Of the 43 items concerning the house and its care, there were 27 checked more times by students as never having done or feeling uncertain in doing, than were checked as feeling secure in doing. Those activities dealing with household mechanics, household equipment, and home decoration are those in which students seem to need more training.

All of the activities listed concerning child care and guidance indicated a need for more experience in this area. This same generalization was found to be true in the areas of home nursing and first aid, outdoor activities, and participation in community affairs.

The questionnaire used in this study included very few questions concerning activities dealing with clothing for the individual and the family. Since clothing is a major area in most home economics curricula, the writer believes that there is need for a similar study in this area. To have a knowledge of what girls need in clothing classes, would necessitate information

regarding what they have learned previously at home or in school. This is important in order to prevent duplication.

If evidences of uncertainty in doing homemaking activities or reports of never having done them are indications of curriculum needs, then more opportunities for developing skills in all areas of homemaking should be provided in our colleges. This may be done through the provision of opportunities for individual and group experimentation, more home practices, planned individual and class projects, special readings, and demonstrations.

In colleges, sufficient home practice for developing specific skills may be difficult to obtain. However, several solutions to this problem may be found. Every student could be required to live in a home management house a portion of every year of his college life. This would provide a living situation for the development of all techniques discussed in home management courses, and practice in developing good relationships within the group. Students also would have opportunity for assuming full responsibility for home management, their various household duties rotating.

Practice laboratories may be provided by colleges where students could go during their free time for practice in sewing, food preparation, furniture renovation, or activities in other areas in which they feel the need for further skill. Laboratory hours could be designated when faculty members would be available to work with individual students with any problem on which they might wish help. It is quite probable that practice laboratories would serve not only as situations for the development of more skill but also as situations where the quality and degree of skill could be determined.

Probably the reason that colleges have not established such laboratories is the increased cost they would incur, since they would involve a duplication

of equipment, the employment of more instructors, and an increased amount of supplies. But where it is so evident that students have not developed skills in many homemaking activities, or that they feel uncertain in doing them, it seems urgent that some provision be made for more practice. The practice laboratory seems to have some advantage over the home management house. Home management houses are very expensive and take too much of the student's time. Colleges could not be expected to give students actual experiences in homemaking throughout their college attendance. Practice laboratories seem to be the best substitute in that they would be less expensive and would serve more students if carefully scheduled.

Cooperative housing may also be a means of helping students to develop both manipulative and social skills. This would provide groups of students a place to live cooperatively where they would share both the expense and work experiences under the supervision of a qualified person. The acceptance of managerial responsibilities by students would give valuable experience in budgeting, managing the household, scheduling necessary tasks, and in making plans for the comfort of the group. Skill in homemaking activities would be acquired through the rotation of tasks. Many social values would result from such a plan. Cooperative housing units have been built in a number of institutions. However, their purpose on the whole, has been that of providing inexpensive housing rather than that of providing worthwhile learning experiences. The values to be gained from cooperative living are so great that it seems desirable that more colleges give it special consideration.¹

¹Katherine W. Kurler. "The Implications of the Campus Cooperative Movement for Homemaking Education." (Unpublished Doctor's Dissertation, Ohio State University.)

The results from this study also imply a need for further study of the growth students make in homemaking skills during their school career. To determine growth in skills would mean locating the kind and degree of skill students have on entering college, emphasizing the teaching of skills wherever possible, and a systematic measuring of the growth students make. This would necessitate the making of many evaluation instruments. Such an effort would also mean that specialists in subject matter areas and teacher trainers work cooperatively in perfecting procedures, techniques, and ways and means of training students to improve their skills in homemaking activities.

There is need also for further studies to show the quality of work done by students, and to show the growth which takes place as a result of the experiences of students in the home, in class work, and in home management houses.

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STRATHMORE PAPER

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APPENDIX

EXPERIENCE CHECK LIST AS ANSWERED
BY ONE STUDENT

HOMEMAKING EXPERIENCE CHECK LIST

1. Name *Mary Jones*
2. Age *21*
3. Major *Home Ec. Ed.*
4. Minor
5. High School attended *Ardmore*
6. Number years homemaking completed in high school *4*
7. College attended before Okla. A. & M. *none*
8. Amount of work completed at Okla. A. & M. *90 hrs.*
9. Approximate number of semester credit hours completed in

1. Foods and Nutrition <i>4</i>	2. Clothing and textiles <i>4</i>
3. Related art <i>4</i>	4. Child care and development <i>7</i>
5. Family relations <i>4</i>	6. The house and its care <i>2</i>
7. Related science <i>15</i>	8. Household furnishings and equipment <i>4</i>
9. Social Science <i>6</i>	10. Meal planning and table service.
10. Number of years of 4-H club work completed in
 Public School *9* In College *3*.
11. Number years of active participation in F.H.O. _____.
 Girl Scouts _____ Camp Fire Girls _____ Others _____.
12. What home projects have you planned and carried out as a college student? *none*
13. What other home work or work experiences have you had which contributed to your homemaking ability? *Help take care of house, cooking, and sewing my own clothes.*

HOMEMAKING EXPERIENCE CHECK LIST
Okla. A. M. College
Alice Mace
1945

Homemaking Activities	Where Experienced				
	At Home	In School	At Work	In Clubs	Never
<p>DIRECTIONS: This check sheet includes a list of activities usually carried on in the home. A careful checking of this list should help individuals to understand the responsibilities of homemaking and to locate those skills in which they need further learning. Read carefully each statement and indicate in the appropriate columns where you had such experiences.</p>					
<p>FOODS AND NUTRITION:</p>					
1. Have you regularly prepared and served breakfast?	/		/		
2. Have you regularly prepared and served lunch?	/				
3. Have you regularly prepared and served dinner?	/				
4. Have you planned the family meals for as long as a week?	/				
5. Have you done the family food marketing for as long as a week?					3
6. Have you learned the principles involved in the preparation of the most used foods?		2			
7. Have you given attention to appetizing and attractive food?	/	/			
8. Have you given special attention to serving food at correct temperature (Hot food hot - Cold food cold)?	/	/			
9. Have you been responsible for table decorations?	/				
10. How much experience have you had with storage of foods?					3
11. Have you considered storage of left over food?					3
12. Have you made use of left over foods?					3

Homemaking Activities

Where Experienced

	H	S	W	C	N
13. Have you purchased food on a set of money?					3
14. Have you saved time and energy by planned marketing?					3
15. Have you had experience in selecting quality of food?	/	/			
16. Have you had experience purchasing rationed foods?	/	/			
17. Have you cared for milk, milk containers and equipment?	/				
18. Have you made motion studies of dish washing?					3
19. Have you made motion studies of table setting?					3
20. Have you made motion studies of meal preparation?					3
21. Have you prepared and packed a school lunch?	/				
22. Have you prepared frequently used foods in many ways?					3
23. Have you attempted to improve personal appearance through eating habits?	/	/			
24. Have you overcome dislikes for foods essential for daily nutrition?		/			
25. Have you given attention to eating the "basic seven" each day?					3
26. Have you learned the food requirements for the various ages?	/	/			
27. Have you prepared vegetables so as to retain the maximum amount of minerals and vitamins?	/	/			
FOOD PRESERVATION:					
28. Have you thought of the family food in terms of per person per year?					3
29. Have you given attention to methods used in the preservation of different types of food?	/			/	

Homemaking Activities	Where Experienced				
	H	S	W	C	N
30. Have you successfully canned fruits?	/			/	
31. Have you successfully canned vegetables?	/			/	
32. Have you successfully canned meats?	/			/	
33. Have you had experience in dressing poultry?					3
34. Have you made a study of the equipment needed for different types of food?					3
35. Have you organized working space and equipment for efficiency in food preservation?					3
36. Have you ever used a pressure cooker?	/			/	
37. Have you used the hot water bath?	/			/	
38. Have you preserved food by freezing?	/			/	
39. Have you preserved food by brining or pickling?	/			/	
40. Have you made jellies, jams and preserves?	/			/	
SOCIAL:					
41. Have you entertained guests at an informal dinner?	/				
42. Have you entertained at a tea?					3
43. Have you entertained at informal parties?	/				
44. Have you entertained guests at a buffet meal?	/				
45. Have you had experience planning entertainment?	/			/	
46. Have you entertained spontaneously?	/				
47. Have you tried simple, low cost entertainment?	/				

Homemaking Activities	Where Experienced				
	H	S	W	C	N
LAUNDRY:					
46. Have you done the family laundry alone?	/				
49. Have you ever laundered curtains?	/				
50. Have you laundered table linen?	/				
51. Have you laundered rayon materials?	/				
52. Have you laundered woolen materials?					3
53. Have you laundered silk materials?					3
54. Have you laundered linen materials?	/				
55. Have you laundered cotton materials?	/				
56. Have you removed stains from the various kinds of fabrics?	/				
57. Have you considered the proper care and mending of linens?	2				
58. Have you given attention to the laundry of colored fabrics?	/				
59. Have you made and used starch?	/				
60. Have you ironed ruffles?	/				
61. Have you made motion studies of hanging laundry?					3
62. Have you made motion studies of ironing?					3
63. Have you ever laundered a man's shirt?	/				
64. Have you done a baby's laundry?	/				
THE HOUSE:					
65. Have you been responsible for cleaning the entire house?	/				
66. Have you been responsible for the care of your own room?	/				

Homemaking Activities

Where Experienced

	H	S	W	C	N
67. Have you been responsible for the care of the bath?	/				
68. Have you made motion studies of bed making?					3
69. Have you made motion studies of general cleaning?					3
70. Have you cleaned and defrosted an electric refrigerator?					3
71. Have you cleaned an ice box?	/				
72. Have you ever cleaned and regulated a gas range?	/	/			
73. Have you cleaned and regulated a kerosene stove?	/				
74. Have you cleaned wood and coal stoves?	/				
75. Have you cleaned and oiled an electric washer?					4
76. Have you cleaned and oiled a gasoline motored washer?					4
77. Have you used and cared for an electric mangle?					3
78. Have you used and cared for a vacuum cleaner?					3
79. Have you used vacuum cleaner attachments?					3
80. Have you used a carpet sweeper?	/				
81. Have you cared for and regulated a sewing machine?	/	/			
82. Have you cleaned, painted and varnished surfaces?	/				
83. Have you cleaned wall finishes?	/				
84. Have you cleaned upholstery?	/				
85. Have you removed an old wood finish?					3
86. Have you refinished a wood surface?					3
87. Have you ever redecorated a wall?	/	/			
88. Have you cleaned and polished furniture?	/	/			
89. Have you cared for the different floor finishes?					3

Homemaking Activities	Where Experienced				
	H	S	W	C	N
90. Have you cleaned and repaired rugs and carpets?					3
91. Have you cleaned and polished various household metals?					3
92. Have you planned and arranged storage within closets?	/				
93. Have you made simple plumbing repairs?					3
94. Have you made simple carpenter repairs?	/				
95. Have you made minor repairs of electrical equipment, observing safety regulations?	/				
96. Have you ever carried out a simple household task by reading and following directions?	/	/			
97. Have you been responsible for the furniture arrangement of the entire house?	/				
98. Have you arranged the furniture in your own room?	/				
99. Have you tried out original ideas in arrangement of furnishings and equipment for artistic effect and usability?	/				
100. Have you made a study of the artistic arrangement of flowers?	/	/		/	
101. Have you applied the principles of art to the selection and use of pictures?	/				
102. Have you selected and hung curtains?	/				
103. Have you made curtains and draperies?	/				
104. Have you ever rented an apartment or house?					3
105. Have you selected household equipment?	/				
106. Have you selected household furnishings?	/				
107. Have you given attention to home safety?	/				

Homemaking Activities

Where Experienced

	H	S	W	C	N
CHILD CARE AND DEVELOPMENT:					
108. Have you prepared a formula for a baby?					3
109. Have you prepared food for the year old child?	/				
110. Have you ever bathed a baby?					3
111. Have you seen a baby bathed?	/				
112. Have you ever completely dressed a baby?	/				
113. Have you been responsible for the entire care of a baby?					3
114. Have you considered proper toys for a baby?	/	/			
115. Have you considered proper toys for the older child?	/	/			
116. Have you ever purchased clothing for a baby?	/				
117. Have you ever purchased clothing for the older child?	/				
118. Have you made over garments for children?	/	/			
119. Have you assisted a child in forming desirable habits?	/				
120. Have you made simple pieces of furnishings for a child's comfort and convenience?					3
121. Have you selected educational material for children?					3
122. Have you guided the play and daily activities of a child?	/	/			
123. Have you helped adolescents with personal relationship problems?					3
HOME NURSING AND FIRST AID:					
124. Have you learned to recognize the symptoms of common illnesses?		/			
125. Have you cared for persons with minor illnesses?	/				

	Homemaking Activities	Where Experienced				
		H	S	W	C	N
126.	Have you cared for patients with contagious diseases?					3
127.	Have you prepared special diets for the ill?	/				
128.	Have you ever bathed a patient in bed?	/	/			
129.	Have you been responsible for the care of a patients room?	/				
130.	Have you made special equipment for the comfort of the ill?					3
131.	Have you selected or prepared materials to entertain the ill?					3
132.	Have you treated a patient with minor burns?	/				
133.	Have you cared for bruises, cuts and wounds?	/	/			
134.	Have you ever applied simple bandages?	/	/			
135.	Have you given special attention to the prevention of accidents?	/	/			
136.	Have you learned to recognize common emergencies and how to treat them?	/	/			
	OUTSIDE ACTIVITIES:					
137.	Have you planned, planted and cared for a flower garden?	/				
138.	Have you planned, planted and cared for a vegetable garden?	/			/	
139.	Have you ever planned or selected plantings for the lawn?	/			/	
140.	Have you ever cared for poultry?	/			/	
	COMMUNITY ACTIVITIES:					
141.	Have you participated in community improvement programs?	/			/	
142.	Have you participated actively in community organizations?	/				

Homemaking Activities	Where Experienced				
	H	S	W	C	N
143. Have you participated in local or state elections? /					
144. Have you observed the work of local civic agencies? /					
145. Have you participated in church activities? /					
146. Have you participated in community wide educational programs? /					