

ABSTRACT OF THESIS

THE CORRELATION OF HOME MAKING
EDUCATION AND DISTRIBUTIVE EDUCATION
FOR GIRLS IN MONTANA

Submitted by
Harryet H. Stewart.

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado State College
of
Agriculture and Mechanic Arts
Fort Collins, Colorado

August, 1944

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ABSTRACT OF THESIS

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This study of homemaking education and distributive education was undertaken in order to investigate any overlapping of course content material of the two programs. If overlapping was found to exist, suggestions were made for a possible means of correlation.

Problem

In what way can the problems of homemaking and distributive education be correlated in preparing girls for homemaking and for employment in retailing in Montana?

Problem analysis.--It was necessary to answer the following questions:

1. To what extent are classes in homemaking education and distributive education offered in the same high school systems in Montana?
2. To what extent are girls taking both homemaking and distributive education?
3. To what extent are the topics studied in homemaking similar to those studied in distributive education?
4. To what extent have individuals been able to apply information derived from classes in homemaking and distributive education?

The study was conducted in 1943-44 and was limited to girls in Montana who were either high school undergraduates employed in retailing or high school graduates who had been employed in retailing for no longer than two years.

To investigate the possibilities for correlating homemaking education and distributive education, the writer attempted to find what was being taught in the two fields. A selected list of items commonly taught in homemaking education and distributive education was prepared. This list was drawn up after investigation of the literature issued by the United States Office of Education for Distributive Education, and the literature dealing with consumer education for homemaking. Tentative lists were checked with authorities and instructors in the fields of homemaking and distributive education. After the check lists were completed, homemaking instructors and distributive education coordinators in Montana were asked to indicate the degree to which they taught the suggested items. To get the viewpoint of the students, high school girls working in retailing establishments and girl graduates of high school who had been engaged in retailing establishments for no longer than two years were asked to tell which items they had studied in high school and which items they had used on the job.

A considerable amount of overlapping of course content material was found. The teachers of homemaking education and distributive education were in agreement that they had presented overlapping material and the students of homemaking and distributive education also agreed that they had studied overlapping material. The general education students who had had neither homemaking education nor distributive education, reported having acquired in school some of the information relative to retailing. The students were unanimous in their saying that no matter where they had obtained their information pertaining to the job, they needed all of it and more when they were actually employed.

There was a consistency of agreement between students and teachers of homemaking and distributive education as to the amount of course content material presented and studied. The topic, On the Job Morale, was taught to and was studied by students in distributive education only; the topic, Information Trends, was taught to and was studied by the students of homemaking only. Overlapping was found in six topics, You-Yourself, Personality Assets, Approved Social Procedures, Personal Finance, A Bigger Business, and Textiles.

In consideration of the above, an effort to correlate the two fields should be made in the six topics in which there was overlapping. Inasmuch as girls cannot take distributive education in high school until they are 16 years of age, and inasmuch as topics now included in distributive education could and are being taught in homemaking education in Montana high schools, it may be desirable to make homemaking a prerequisite to courses in distributive education. If this were done, the distributive education courses would embrace only review material pertinent to topics studied in homemaking, thus providing time for more emphasis on topics belonging strictly to distributive education.

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COLORADO STATE COLLEGE
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AGRICULTURE AND MECHANIC ARTS

..... August 1944

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY HARRYET H. STEWART

ENTITLED THE CORRELATION OF HOMEMAKING EDUCATION
AND DISTRIBUTIVE EDUCATION FOR GIRLS IN MONTANA

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION IN HOME ECONOMICS EDUCATION
MAJORING IN HOME ECONOMICS

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must be obtained from the Dean of the Graduate School.

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ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to Dr. Maude Williamson, Associate Professor of Home Economics Education, Colorado State College, for her untiring efforts in guiding this study; to Dr. Everett Sackett, Director of Research of Home Economics Education Colorado State College, for his suggestions and constructive criticism; to Dr. David H. Morgan, Assistant Superintendent, California School for the Blind, Berkeley, California, for his interest and assistance; to Miss Irene Coons, Reference Librarian, and to Mrs. Gladys Eddy, English Adviser, Colorado State College.

The writer is especially indebted to Mrs. Edith Harwood, State Supervisor of Homemaking Education in Montana; to Mr. Leo Smith, State Supervisor of Distributive Education in Montana; and to the homemaking instructors and distributive education coordinators, as well as high school graduates and undergraduates employed in retailing in various Montana towns, for their assistance in gathering data.

To her personal friends for their kindness and thoughtfulness, and especially to her parents, Mr. and Mrs. Harry H. Stewart, for their encouragement, the writer also wishes to express her appreciation.

Chapter I
INTRODUCTION

To Miss Williamson, the first in her field to evidence an interest and understanding in "the other side of the counter". May this book meet with her approval and thereby contribute to better buyer-seller relationships.

Louise Bernard

This tribute inscribed on the flyleaf of an autographed copy of Selling To Today's Customer by Kneeland, Bernard and Tallman was accepted by the author as a challenge of the potentialities of a correlation between homemaking and distributive education. As the first step towards meeting the accepted challenge, a panel discussion on the interrelation between homemaking education and distributive education was held at Colorado State College in the summer of 1942. The participants, including the writer who represented homemaking education, discussed their basic philosophy and sketched course outline material which would embrace a correlation between the two fields. Among other points discussed, the panel members pointed out that homemaking education has turned its most recent emphasis to consumer buying while the distributive education program is concerned with the selling of goods and services. Both

programs have as their ultimate goal satisfaction in goods and services for both the buyer and the seller. The viewpoint of the buyer becomes the same as that of the seller when the transaction is completed. Each individual has some money to spend for goods and services, but even the informed consumer generally has only a limited knowledge of the great variety of these goods and services available to him. Even when the consumer has some knowledge concerning the commodity to be purchased he may not have the time or the inclination to investigate the merits of the article and its possibilities of utility to him. Therefore, the customer is somewhat dependent on the seller to aid him in his selection of the goods and services that may best meet his needs. The buyer's problems then become the seller's problem. Both must cooperate to arrive at a conclusion satisfactory to all persons concerned.

The consumer-buyer is literally at the mercy of the seller for trade-related information. It is equally true that the consumer must possess sufficient knowledge to ask intelligent questions regarding the goods or services to be purchased. This information is valueless if not utilized.

The majority of consumers and sellers have received their trade information in the school of experience. Thus the extent of knowledge acquired is de-

rived from individual needs and experiences. Up to the present time the contributions of secondary education to buying and selling practices are so remote that measurement is impossible, though homemaking and distributive education programs in high school are individually contributing to the betterment of the practices of the customer and the seller, and many individuals who have had no formal training in either homemaking or distributive education have applied principles learned in general education to their selling practices.

This study has been made to investigate the possibilities for the correlation between homemaking and distributive education programs.

Problem

In what way can the problems of homemaking and distributive education be correlated in preparing girls for homemaking and for employment in retailing in Montana?

Problem analysis.--It will be necessary to answer the following questions:

1. To what extent are classes in homemaking education and distributive education offered in the same high school systems in Montana?
2. To what extent are girls taking both homemaking and distributive education?

3. To what extent are the topics studied in homemaking similar to those studied in distributive education?

4. To what extent have individuals been able to apply information derived from classes in homemaking and distributive education?

Delimitation.--The study was conducted in 1943-44. It was limited to girls in Montana who were either high school undergraduates employed in retailing or high school graduates who had been employed in retailing for no longer than two years.

Chapter II
REVIEW OF LITERATURE

The writer has found a limited amount of written material regarding the possibilities of correlation between homemaking education and distributive education. The only material available is in mimeographed form and has been loaned to the writer from the personal files of Dr. Maude Williamson, Associate Professor of Home Economics Education, Colorado State College, Fort Collins, Colorado, and Dr. Walter F. Shaw, Regional Agent for Distributive Education, Washington, D. C.

Dr. William R. Blakler (1) in 1942, while summarizing for the Fourth Annual Pacific Regional Conference in Distributive Education, stated that included in the reports of the state supervisors, was information concerning the correlation between certain phases of homemaking and other fields of vocational education. Some correlation was reported with reference to nutrition for grocers and for waitresses. The discussion leaders of these courses were the homemaking instructors. Three states reported conferences on "consumer-distributer relationships." (1:61) As a

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result of discussions that were conducted in sectional meetings of the conference, it was reported that a close relationship already existed between homemaking and distributive education. One of the major objectives of distributive education is the development of ability on the part of all persons to serve the customer satisfactorily.

Achievement of this objective by intelligent and well-trained personnel benefits consumer, distributor, and business alike, and consequently the whole fiber of national morale. (1:61)

The problem facing the sale and other distributive employees is that of assisting in the education of the consumer. The retail salesman of today and tomorrow is becoming the adviser in a personal-consumer counseling service. This assistance may be given to the consumer only if the retail salesclerk has a working knowledge of the trade-related information. The salesperson must also have the ability to ascertain customer needs and satisfy them with a maximum of efficiency. This may, under the present conditions of merchandise shortages, necessitate the suggestion of equivalents to be used by the consumer.

The Twenty-Third Annual Pacific Regional Conference convened at the closing of the Fourth Annual Conference of Distributive Education. There was a duplication of participating delegates in the two conferences. S. S. Sutherlan, representing California (2),

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was the chairman of the joint committee of resolutions for the members of the Conference. One of the resolutions that was included in the report and unanimously adopted by the conference was as follows:

In view of the greater need for coordination and rapid adjustment to meet the ever-increasing demands for vocational training and the growing necessity for making the most efficient and economic use of the leadership and services of the U. S. Office of Education, we, the members of this conference, urge:

1. That due to the increasing complexity of human relationships and to the increasing importance of correlating all vocational activities, we recommend that each of the several services appoint two representatives to serve on a coordinating committee to work out a plan for cooperative relationship between all services.
(2:25)

During the Summer Session of 1942 at Colorado State College, Fort Collins, Colorado, a panel discussion was conducted on the following topic: "Cooperative Contributions of Distributive and Homemaking Education to the Education of the Consumer in War-Time."

The results of this discussion were organized and recorded in mimeographed form by Dr. Maude Williamson.

(7) The participants of the meeting were: Louise Bernard, State Supervisor of Distributive Education, Richmond, Virginia; Corinne Lamborn, Retail Coordinator, Distributive Education, Newport News, Virginia; Julia Cameron, Home Economics Division, and Joanna

Chapman, Vocational Education Division, Colorado State College, as well as summer session students enrolled in graduate courses of homemaking education and distributive education. The following quotation was the introductory statement of the panel:

The influences of distributive and homemaking education meet in the consumer before the sales counter. Homemaking education aims to help the customer determine his wants and needs intelligently and to help him satisfy those needs and wants with good judgment. Distributive education aims to help the distributor to better help the consumer satisfy these wants and needs. The results of the work of the two services fuse over the sales counter. (7:1)

The statement of the war-time objectives included the development of a greater interest and understanding between the consumer and the retailer, relative to their basic relationship between retailers' problems and consumers' problems. Federal regulations should be understood as they concern commodity control.

Rights and privileges were discussed in relationship to what the customer could and should expect of the retail sales clerk and vice versa. The panel suggested that the consumer might expect:

- a. courtesy
- b. interest in consumer's problems
- c. knowledge of merchandise
- d. truthful, explicit, and accurate statements concerning goods
- e. efficient and quick service
- f. no pressure salesmanship (7:1)

As an outgrowth of the discussions of the group it was decided that the salesperson also had the right to expect certain considerations from the consumer; those suggested were as follows:

- a. courtesy
- b. definite statements of wants
- c. knowledge of the need, use and financial limitations to which the article is to be put.
- d. willingness to consider alternate merchandise
- e. ability to give facts needed
- f. willingness to adjust to limitations of services; such as delivery, special orders, etc. conservation of wrapping and packaging supplies
- g. business-like attitude. (7:2)

An outline was developed to suggest what opportunities the salesperson would have for availing himself of desired information, and means and methods for improving the job performance were suggested.

Knowing that the individual must exert an effort to acquire information, adult education classes in service training programs and cooperative part-time classes in distributive education were suggested as possibilities. Similar suggestions were offered as to possibilities for improving the buying ability of the consumer.

As the purpose of this conference was to discuss the adjustment of the consumer and the retailer to each other, economic problems were discussed as they affect both groups. Criteria for the understanding of alternate merchandise were discussed as there are no substitutes for goods and services.

The fact that the entire world must meet changing conditions, was also recognized in relation to consumer buying habits. Federal regulations have influenced the conditions for the extension of credit, the quality of merchandise offered for sale, the amounts that might be purchased because of controlled coupon restrictions, as well as the minor factor of wrapping and packaging.

For the help of the individual who might find himself in a position to lead discussions concerning the problem, a unit of suggested readings was included relative to each consumer-seller problems.

Virginia has lead the field in the correlation between the programs of homemaking and distributive education. (4) Materials issued in that state have included the problems and possibilities of both the high school and adult training levels, as early as 1942. With the influence that Virginia brought to the Southern Regional Conference of Agricultural, Distributive, and Home Economics Education in January, 1943, a joint committee (3) was appointed from the two fields to determine what program of training might be worked out jointly and the possibilities for effective cooperation in such a program.

A program was outlined in April, 1943, to indicate mutual problems of homemaking education and

distributive education. This was to aid in the better understanding of the possibilities of cooperation between the services. A further conference was held in August, 1942. At this time the feasibility of correlation of the programs of study of homemaking and distributive education was discussed in relationship to Jefferson High School, Roanoke, Virginia. Suggestions were made by committees composed of teachers of homemaking and distributive education to indicate possible solutions for the stated problems. Suggestions of the committee on problems and their solution have been put into practice within a controlled teaching situation in Roanoke, Virginia. Each step was taken only after being thoroughly studied by the department of vocational education, the administration of the school involved, and the teachers of the particular fields, within the school system. The plans developed included the suggestions that discussions might be offered to classes of homemaking and distributive education. Problems were stated, and suggestions were given for the unit of instruction in which the correlated material might be presented. The committee went even further to suggest the method and procedure through which either a favorable or an unfavorable teaching situation might be developed. For example: the problem of "What is the average family of Roanoke spending?"

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was suggested for use in home economics classes. The problem for distributive education was stated as "How can the greatest degree of efficiency be obtained by eating the proper foods?" The suggested unit for homemaking was Family Income Management and for distributive education, Pre-Employment. The distributive education coordinator would talk and start the discussion on family spending in Roanoke, the discussion to be continued by the girls of homemaking classes. The method of approach in the distributive education field to the unit on the eating of proper food would be a joint class meeting led by the homemaking teacher. The plan for studying the fundamentals of diet would be developed by pupil-teacher planning. A discussion of the foods as they influence individual health and personality would follow. A total of 20 suggestions as to the units to be included, the topics to be presented, and the methods of presentation was made by the committee.

A summary was made of the results already achieved and was presented in mimeographed form by Alice Marshall, Supervisor of Home Economics Education, Miss West^{1/}, Coordinator of Distributive Education and James Firmage^{2/}, Supervisor of Distributive Education.

^{1/} First name and place of occupation not given

^{2/} Place of occupation not given

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Eleven of the 20 questions suggested for discussion were reported. For example, a demonstration sale of rayon hose was reported as given by the distributive education students for the homemaking students, for the purpose of showing how a salesperson could give information to the customer. A joint committee was appointed to develop similar materials and list ways in which the salesperson could help the consumer by presenting trade-related information.

In 1943, 13 states within the Southern Region reported on joint projects in home economics and distributive education. Seven reported projects of correlation between homemaking and distributive education in high schools.

The participants of the Sixth Regional Conference of Distributive Education in 1944, (5) reported two instances of cooperation with homemaking education. One was in relation to rationing and price control, and the other, a joint meeting to hear Miss Alice Haley, representing the Celanese Corporation of America. Miss Haley's talk was given for interested persons in Portland, Salem, and Eugene, Oregon. At a meeting in Oregon City, Oregon, a challenge was given to the group by asking the question, "What subject matter or material would you cover in an exchange class of Homemaking and Distributive Education students?" As a

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conclusion it was decided that:

One need of the consumer is to have an appreciation and a realization of the service merchants are performing for the consuming public. (5:34)

In the limited amount of literature available on the correlation between homemaking education and distributive education, the writer has found that there is a tendency on the part of leaders in both fields to exchange and interrelate course material and content. The following chapters will present information on the overlapping between these two fields and suggestions for a better correlation between them.

Chapter III

MATERIALS AND METHODS

This study has been undertaken in 17 high schools in the state of Montana which maintain vocational classes in homemaking and in distributive education, and in one school having vocational homemaking but as yet no organized program of distributive education. The study was limited to girls in Montana who were either high school undergraduates employed in retailing or high school graduates who had been employed in retailing for no longer than two years. The school preparation of these girls for personal adjustment, social relationships, and business responsibilities for their jobs was investigated. To secure this information it was necessary to prepare a check sheet^{1/}, asking each girl if she had studied certain topics in high school and if she had had occasion to apply this learning to her job. As an indication of where the girls might have received their information, the instructors of homemaking and coordinators of distributive education were asked to indicate the degree to which they had offered instruction about these items.

^{1/} See Appendix C

To construct the check sheet, a review of course content material in homemaking and in distributive education was made, after which the check sheet was organized in general topics either pertinent to or included in both educational programs. The topics were grouped and titled. Care was taken in the choice of group headings in an attempt to avert a situation in which the recipient of the check sheet would immediately recognize a topic as belonging to either homemaking or distributive education. This preliminary check sheet was thoroughly discussed with experts in the two fields. Several authorities in homemaking education consulted were Dr. Maude Williamson, Associate Professor of Home Economics Education, Colorado State College, and Mrs. Edith Harwood, State Supervisor of Homemaking for the state of Montana. In the field of distributive education the check sheet was discussed with Dr. Walter F. Shaw, Regional Agent of Distributive Education, United States Office of Education, Washington, D. C.; Miss Louise Bernard, Professor and Head of the School of Store Service Education, College of William and Mary, Richmond, Virginia, and State Supervisor of Distributive Education of Virginia; and the following state supervisors of distributive education: Mr. Earl Thompson, Colorado; Mrs. Irene F. Blood, Missouri; Mr. Fred Westberg, Washington; and Mr. Leo Smith, Montana. These individuals thought

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the topics and items included in the check sheet were adequate for this study.

Student check sheet construction.

As a result of conferences and discussions indicated above, the revised lists of course content material were segregated into eight groups with related items subordinated. After the final listing of topics and items had been made, it seemed advisable to provide space for the high school students to check in columns headed "yes" or "no," if they had studied the information in high school, and if they had used this information on the job.

In this tentative form, 15 college students who had been employed in retail services and who were attending summer session at Colorado State College in 1943, checked the sheets. After the sheets had been checked, they were discussed in personal interview with the college students.

After again consulting the above mentioned authorities, the writer decided to ascertain the additional following information: the age of the student; the year she graduated or intended to graduate from high school; the number of semesters of work in homemaking and distributive education she had taken; the amount of work experience in relation to the type of store in

which she had been employed; her position and title; length of time she was employed and the reason for leaving the job if she was no longer employed on it. These items were added to the mimeographed check sheet in the form of a series of questions.

Instructor check sheet construction.

The same listing of items was again the basis for a check sheet^{2/}, similar to the one given to the students, which was filled out by the coordinators of distributive education and instructors of homemaking. The check sheets varied in that the teachers were asked to indicate their course content material in columns headed "none," "some," and "adequate."

The information requested on the title page was as follows: Name of individual, name of school in which employed, school position, name of undergraduate school attended as well as degree and major and minor fields of study, and amount of school time the teacher devoted to homemaking or distributive education. The teachers were also asked if they exchanged units or lessons between homemaking and distributive education, and if so, to what degree. Space was provided with each unit to check illustrative material that had been

^{2/} See Appendix B

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exchanged. The suggested possibilities included books, charts, exhibits, pamphlets, and ideas relating to units in Personality, Consumer Education or Trade-Related Information, Textiles and Clothing, Household Equipment, and Foods. Blank spaces were provided for other information which the recipient desired to include.

Data gathering procedure.

A conference was held with Mrs. Edith Harwood, Montana State Supervisor of Homemaking Education, and Mr. Leo Smith, Montana State Supervisor of Distributive Education, to determine the schools that would be eligible to participate in this study. It was decided to use all of the 20 high schools in the state of Montana that offered courses in the fields of homemaking and distributive education.

A letter of explanation^{3/} was sent the superintendents of these schools to obtain permission to use their departments of homemaking and distributive education. Of the 20 the following 18 schools returned a favorable reply: Billings High School; Butte High School; Custer County High School, Miles City; Cut Bank High School; Dawson County High School, Glendive; Hinsdale High School; Fergus County High School, Lewistown; Flathead County High School, Kalispell; Gallatin County

^{3/} See Appendix A

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High School, Bozeman; Glasgow High School; Great Falls High School; Havre High School; Helena High School; Malta High School; Manhattan High School; Missoula County High School, Missoula; Sidney High School; and Shelby High School. Check sheets were sent to the instructors of homemaking and coordinators of distributive education in each school. Of the 18 check sheets sent to homemaking instructors, 12 were returned. Fourteen of the 18 check sheets sent to coordinators of distributive education were returned. In addition to filling out the check sheet, the coordinators were asked to submit a list of names and addresses^{4/} of students who would be eligible to answer the student check sheet. The coordinators were told that a girl who would qualify would be a Montana high school undergraduate employed in retailing or a high-school graduate who had been in retailing for no longer than two years. Because of the subjects these girls had studied in high school, they were grouped into the following categories: students of homemaking only, students of distributive education only, students of both homemaking and distributive education, and students of neither of the two fields.

^{4/} See Appendix A

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A letter of explanation^{5/} and the check sheet were sent to 200 high school students suggested by the distributive education coordinators. All information was sent in one envelope and included a return self addressed stamped envelope. One week after the check sheet had been sent, a follow-up was made with a postal card^{6/} reminding the recipient that a reply was desired. If no reply was forthcoming, second and third postal cards were sent at one week intervals.

A total of 185 replies were received, including 25 from homemaking only, 34 in distributive education only, 99 in both homemaking and distributive education, and 27 in neither homemaking nor distributive education.

To obtain answers to the questions stated in the problem, tabulation sheets were compiled to include the pertinent material, and from these sheets, statistical analyses were made.^{8/} The findings will be discussed in a later chapter.

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- ^{5/} See Appendix A
^{6/} See Appendix A
^{7/} See Appendix A
^{8/} See Appendices D, E, F and G.

Chapter IV
ANALYSIS OF DATA

The data analyzed in this chapter were secured from 185 students, 12 homemaking instructors, and 14 distributive education coordinators representing 18 Montana high schools. .

The basis for these data was a check sheet of 76 suggested items classified into eight topics, including other information added by the recipients, pertaining to course content material included in high school instruction and application made to the job on which the student was employed.

The number of replies received from students classified according to high schools were as follows:

Billings	13
Butte	10
Custer County (Miles City)	8
Cut Bank	9
Dawson County (Glendive)	13
Fergus County (Lewistown)	15
Flathead County (Kalispell)	10
Gallatin County	15
Glasgow	10

Great Falls	14
Havre	11
Helena	15
Malta	4
Missoula	21
Sidney	9
Shelby	8

Comparisons will be made between what the students said they studied, what the instructors said they taught, and what the students said they used on the job. An attempt will be made to locate the amount of overlapping course content material; that is, the amount of overlapping material that students said they studied and the amount of overlapping material that teachers said they taught. The writer will also include information regarding the extent to which course content material was used on the job of retail selling.

The check sheet was answered by 12 homemaking instructors, teaching in 20 Montana High Schools. The instructors completed their undergraduate work in the following institutions; five at Montana State College, two at the University of Minnesota, and one at each of the following: Oregon State College, College of Puget Sound, University of Illinois, North Dakota State College and University of Montana. The degrees they received were: 10 bachelor of science and two bachelor of arts,

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all in the major field of home economics. The undergraduate minor fields included: art, biology, clothing, chemistry, education, English, economics, general science, French, nutrition, physical education, psychology, science, and sociology. One of the homemaking instructors received her master of arts degree in home economics education at the University of Illinois. In addition, six instructors have graduate credit at the following institutions: Colorado State College, Columbia University, Iowa State College, Oregon State College, University of California and University of Minnesota. All instructors reported that they were employed as full time homemaking instructors.

In the field of distributive education, replies were received from 14 of the 18 coordinators contacted. The coordinators completed undergraduate work in the following institutions: Billings Polytechnic Institute, Colorado State College, Hendrix College, Northern Montana College, North Dakota State Normal and Industrial School, University of California, University of Illinois, University of Montana, University of North Dakota, University of Washington, and University of Wisconsin. The degrees they received were as follows: six bachelor of science and eight bachelor of arts, representing the following major fields: agriculture, business administration, commerce, education, educational

administration, economics, French, history, industrial arts, and social science. The minor fields included the following: business administration, drafting, education, economics, English, history, liberal arts, mathematics, psychology, social science, social studies, science, Spanish, and vocational education. Graduate work completed included one master of arts degree from Colorado State College, one master of arts degree from the University of Montana, and one master of science degree from the University of California. In addition graduate credit was received from the following institutions: Colorado State College, New York University, Peabody College, University of California, University of Montana, University of North Dakota, University of Southern California, University of Washington, and University of Wisconsin. One coordinator reported that his entire school day was devoted to distributive education. Five coordinators devoted half time, and the remaining six reported that they devoted a smaller fraction of time.

An exchange of instruction was reported in the following units and lessons: Consumer Education, Personality Development, Retail Merchandise, Make-up, and Textiles.

These teachers reported that they exchanged illustrative material in the following fields: Personal-

ity, Textiles or Clothing, Consumer Education or Trade Related Information, Household Equipment, and Foods.

Check sheet replies were received from 185 girls enrolled in 16 Montana High Schools. The age range of these girls was from 16 to 21 years, the average age being 17 years, 3 months. A total of 185 girls reported as follows: 156 were undergraduate high school girls, and 29 had been high school graduates for no longer than two years. According to subject matter studied in high school, the categories were as follows: 25 in homemaking education only, 34 in distributive education only, 99 in both homemaking and distributive education, and 27 in neither homemaking nor distributive education. The 185 high school girls had held a total of 297 jobs in which a majority had been employed, in order of importance as follows: department stores, cafes, variety stores, grocery stores, clothing stores, drug stores, confectionary shops, theaters, and bakeries. The majority of the girls had been employed as general clerks, waitresses, ushers, fountain girls, stenographers, and general workers. The girls have reported 143 changes on the 297 jobs. Some of the reasons for leaving a job in order of importance, are as follows: returned to school, changed to a better job, moved to a different town, laid off because of no work, and disliked the job.

HOME ECONOMICS

STUDENT REPLY IF STUDIED IN HIGH SCHOOL
instruction offered in high school

DISTRIBUTIVE EDUCATION

STUDENTS REPLY IF STUDIED IN HIGH SCHOOL
instruction offered in high school

	90%	80%	70%	60%	50%	40%	30%	20%	10%	0%
	00-09	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
90%							C ₁ E ₂ E ₆	B ₃	A ₂ D ₇ C ₃	C ₃
80%			F ₁ A ₁	F ₁	E ₁ E ₅	F ₁ E ₁ E ₂ E ₃ E ₄ E ₅ E ₆	C ₁	A ₁ C ₂ F ₁	A ₁ C ₂ D ₁	A ₁ A ₂ A ₃ A ₄ A ₁ A ₂ A ₃ A ₄ A ₁ A ₂ C ₁ C ₂ C ₃ C ₄
70%			F ₁ C ₁	F ₁ C ₁	F ₁	F ₁ C ₁ A ₁	F ₁ C ₁ A ₁ B ₁	A ₁ C ₂ F ₁	A ₁ C ₂ D ₁ D ₂	A ₁ A ₂ C ₁ C ₂
60%			F ₁	F ₁	F ₁	C ₁	A ₁ D ₁	B ₃	A ₁ C ₂ G ₃	C ₃
50%			F ₁	F ₁	E ₁	E ₁ G ₁	A ₁ C ₁	C ₁ D ₁ E ₁ G ₁	A ₁ C ₂ D ₁ G ₁	A ₁ A ₂
40%					E ₁ H ₁		E ₁		A ₁ A ₂ H ₁	A ₁ H ₁
30%							C ₁			A ₁ H ₁
20%					H ₁			A ₁		
10%										
0%										

Fig. 1. Differences in course content reported by teachers in distributive and homemaking education compared with differences reported by students.
Note: Explanation on following page.

Figure 1 is read as follows: instruction pertaining to homemaking is indicated at the top of the figure, while instruction pertaining to distributive education is indicated at the left side. Percentages, from zero to 100, arranged in groups of ten per cent each, are listed in script-letters in the body of the figure reading across. These indicate items taught by distributive education coordinators. Percentages, from zero to 100 arranged in groups of ten per cent each, are listed in script-letter in the body of the figure, reading down, indicating items taught by homemaking instructors. Therefore, item F-7 in the top row and the left column was taught by 90 to 100 per cent of the distributive education coordinators and by zero to nine per cent of the homemaking instructors. As the difference between the midpoints of the two intervals is 90 per cent, it may be said that 90 per cent more of the distributive education coordinators taught the item than did the homemaking instructors.

For items in capital letters the figure is read in the same manner except that in the top row

are entered the items which the distributive education students said they studied in high school, and in the left column are entered the items which the homemaking students said they studied. For example, item C-7 in the top row was studied by 90 to 100 per cent of the distributive education students and being in the seventh column from the left was studied by 60 to 69 per cent of the homemaking students. The differences for these replies of the students are figured in the same way as the differences for the replies of the teachers.

Table 1.--COMPARISON OF PERCENTAGE OF STUDENTS IN DISTRIBUTIVE AND HOME MAKING EDUCATION WHO STUDIED ITEMS ON CHECK SHEETS

Item Symbols	Items	Percentage by which Distribution students studying item exceed Home Economics students studying it
F-11	Satisfying the customer who is informed	60
F- 8	Establishing sales satisfaction and sales prestige	50
F- 9	Understanding marginal and net profit	
F-10	Selling to the customer who is seeking information	
F-14	Some understanding of labor policy	
E- 8	Development of enthusiasm	40
F- 2	Anticipation of follow-up sales	
F- 5	Interpretation of customer wants and needs	
F-12	Education of customer who is not informed	
C- 7	Interest in problems of others	30
E- 2	Reading and studying as professional and personal improvement	
E- 5	Displaying merchandise advantageously	
E- 6	Developing accuracy	
E-10	Taking the initiative	
F- 3	Understanding store policies	
F- 6	Knowledge of current advertising	
F- 7	Filling out records of sales, etc., to minimize office help	
F-13	Developing skill in wrapping packages	
B-13	Acceptance of responsibility to the job	20
E- 4	Gaining respect of customers and clerks	
F-4	Accepting responsibility to trim windows and arrange counter space	

Table 1.--COMPARISON OF PERCENTAGE OF STUDENTS IN DISTRIBUTIVE AND HOME MAKING EDUCATION WHO STUDIED ITEMS ON CHECK SHEETS--Continued

Item Symbols	Items	Percentage by which Distributive Education students studying item exceed Home Economics students studying it
B- 2	Consideration of others	10
B- 7	Adequacy of the English language	
C- 3	Business courtesies toward employer and public	
C- 6	Importance of cultural atmosphere	
E- 3	Acquisition of information from traveling salesmen and customers	
E- 9	Learning how to observe, concentrate and remember	
B- 1	Expression of thought clearly and definitely	0
B- 5	Development of self-confidence to rely on self judgment and decisions	
B-10	Belief in self and others	
B-11	Importance of poise, self-assurance, self-control, patience and loyalty	
C- 4	Business conversation	
C- 5	Meeting the public	
D- 4	Checking accounts	
D- 7	Contracting and paying debts	
E- 7	Establishing self with "old time" sales people	
E-12	Acquiring professional ethics about young job	
F- 1	Recognition of customers' viewpoint	
G- 7	New possibilities for informal balance	
H- 5	Ready-to-wear for men	
A- 1	Dress appropriate to work	-10
A-10	Tone of voice as it expresses ideas and thoughts	
B- 3	Stimulation of creative ideas	
B- 6	Significance of leadership and fellowship*	
B- 9	Importance of interest in civic, social, political and religious activities	

* Typographical error on check sheet. should be fellowship instead of fellowship.

Table 1.--COMPARISON OF PERCENTAGE OF STUDENTS IN DISTRIBUTIVE AND HOME MAKING EDUCATION WHO STUDIED ITEMS ON CHECK SHEETS--Continued

Item Symbols	Items	Percentage by which Distributive Education students studying item exceed Home Economics students studying it.
B-12	Taking and giving criticism objectively	-10
C- 1	Technique and etiquette in the use of the telephone	
A- 4	Importance of health habits	-20
A- 5	Posture in relation to personal appearance	
B- 8	Importance of meeting "big" people and talk to them	
C- 2	How and when to introduce people to each other	
D- 6	Saving money	
D- 8	Planning for financial future	
E- 1	Assuming responsibility of routine tasks	
E-11	Educational attitude toward staff meetings and criticism	
G- 1	New colors and color combinations	
G- 3	New textile fibers	
G- 5	New processes and finishes	
G- 6	Variations and new weaves	
H- 6	House and building materials	
A- 8	Daily care of clothes	-30
B- 4	Assurance of being able to meet difficult situations	
D- 1	Keeping personal accounts	
D- 3	Buying of insurance	
D- 5	Judging values in buying	
G- 2	New design trends	
G- 4	New combinations of texture	
H- 4	Ready-to-wear for women	
A- 3	Application and use of cosmetics	-40
A- 6	Care of hair, hands, teeth, etc.	
A- 7	Budgeting time for daily personal care	
D- 2	Keeping within budgets	

Table 1.--COMPARISON OF PERCENTAGE OF STUDENTS IN DISTRIBUTIVE AND HOME MAKING EDUCATION WHO STUDIED ITEMS ON CHECK SHEETS--Continued

Item Symbols	Items	Percentage by which Distributive Education students studying item exceed Home Economics students studying it.
H- 7	House furnishings	-40
A- 2	Choice of line, design and color	-50
A- 9	Seasonal care and storage of clothes	
H-11	Food fads and nutritive value	
H- 2	Food preparation and service	-60
H- 3	Cosmetics and drugs	

Key to topic designations: A, You-Yourself containing 10 items; B, Personality Assets, containing 13 items; C, approved social procedures, containing 7 items; D, Personal Finance, containing 8 items; E, Morale on the Job, containing 12 items; F, A Bigger Business, containing 14 items; G, Textiles, containing 7 items; H, Information Trends, containing 7 items. "Others" in each topic have been omitted.

The table reads as follows: F-11, "Satisfying the customer who is informed" was studied by 60 per cent more of the distributive education students than of the home-making education students. H-3, "Cosmetics and drugs," was studied by 60 per cent fewer of the distributive education students than of the homemaking education students.

According to the replies of students, (Table 1) topic F, A Bigger Business, was commonly studied by distributive education students whereas it was not ordinarily studied by students of homemaking.

On the other hand, the majority of homemaking students studied topic H, Information Trends; Item A-2, choice of line, design and color; and Item A-9, Seasonal care and storage of clothes; while less than a majority of students in distributive education studied them.

Generally speaking, the items classified in the other topics were studied by a substantial proportion of the students in both fields. These topics were as follows: A, You-Yourself; B, Personality Assets; C, Approved Social Procedures; D, Personal Finance; E, Morale on the job; and G, Textiles.

Table 2.--COMPARISON OF PERCENTAGE OF INSTRUCTION BY DISTRIBUTIVE EDUCATION COORDINATORS AND BY HOMEMAKING INSTRUCTORS WHO TAUGHT ITEMS ON CHECK SHEET

Item Symbols	Items	Percentage by which Distributive Education coordinators teaching items exceed Home Economics instructors teaching it.
F- 7	Filling out records of sales, etc., to minimize office help	90
F- 2	Anticipation of follow up sales	80
F- 8	Establishing sales satisfaction and sales prestige	
F- 9	Understanding marginal and net profit	
F-13	Developing skill in wrapping packages	
E- 7	Establishing self with "old time" sales people	70
E-12	Acquiring professional ethics about your job	
F- 3	Understanding store policies	
F-14	Understanding labor policy	

Table 2.--COMPARISON OF PERCENTAGE OF INSTRUCTION BY DISTRIBUTIVE EDUCATION COORDINATORS AND BY HOMEMAKING INSTRUCTORS WHO TAUGHT ITEMS ON CHECK SHEET.--Continued

Item Symbols	Items	Percentage by which Distributive Education coordinators teaching items exceed Home Economics instructors teaching it.
E- 3	Acquisition of information from traveling salesmen and customers	60
F-10	Selling to the customer who is seeking information	
F-11	Satisfying the customer who is informed	
E- 8	Development of enthusiasm	50
E-11	Educational attitude toward staff meetings and criticism	
F- 1	Recognition of customers' viewpoint	
F- 4	Accepting opportunities to trim windows and arrange counter space	
F- 5	Interpretation of customers wants and needs	
E- 2	Reading and studying as professional and personal improvement	40
E- 4	Gaining respect of customers and clerks	
E- 5	Displaying merchandise advantageously	
E- 6	Developing accuracy	
E- 9	Learning how to observe, concentrate and remember	
C- 4	Business conversation	30
F-12	Education of customer who is not informed	20
B- 7	Adequacy of the English language	
C- 5	Meeting the public	
D- 3	Buying of insurance	
D- 8	Planning for financial future	
E-10	Taking the initiative	
H- 5	Ready-to-wear for men	
F- 6	Knowledge of current advertising	

Table 2.--COMPARISON OF PERCENTAGE OF INSTRUCTION BY DISTRIBUTIVE EDUCATION COORDINATORS AND BY HOMEMAKING INSTRUCTORS WHO TAUGHT ITEMS ON CHECK SHEET--Continued

Item Symbols	Items	Percentage by which Distributive Education coordinators teaching items exceed Home Economics instructors teaching it.
B- 8	Importance of meeting "big" people and talk to them	10
B-13	Acceptance of responsibility to the job	
C- 3	Business courtesies toward employer and public	
D- 1	Keeping personal accounts	
D- 4	Checking accounts	
A- 1	Dress appropriate to work	0
A- 4	Importance of health habits	
A- 5	Posture in relation to personal appearance	
A- 6	Care of hair, hands, teeth, etc.	
A-10	Tone of voice as it expresses ideas and thoughts	
B- 1	Expression of thoughts clearly and definitely	
B- 3	Stimulation of creative ideas	
B- 4	Assurance of being able to meet difficult situations	
B- 5	Development of self-confidence to rely on self judgment and decisions	
B- 6	Significance of leadership and fellowship*	
B- 9	Importance of meeting "big" people and talk to them	
B-10	Belief in self and others	
B-11	Importance of poise, self-assurance, self-control, patience and loyalty	
B-12	Taking and giving criticism objectively	

* Typographical error on check sheet. Should be fellowship instead of fellowship

Table 2.--COMPARISON OF PERCENTAGE OF INSTRUCTION BY DISTRIBUTIVE EDUCATION COORDINATORS AND BY HOMEMAKING INSTRUCTORS WHO TAUGHT ITEMS ON CHECK SHEET--Continued

Item Symbols	Items	Percentage by which Distributive Education coordinators teaching items exceed Home Economics instructors teaching it.
C- 1	Techniques and etiquette in the use of the telephone	0
C- 7	Interest in problems of others	
D- 6	Saving money	
D- 7	Contracting and paying debts	
E- 1	Assuming responsibilities of routine tasks	
B- 2	Consideration of others	-10
C- 2	How and when to introduce people to each other	
C- 6	Importance of cultural atmosphere	
D- 2	Keeping within budgets	
G- 1	New colors and color combinations	
H- 4	Ready to wear for women	
A- 2	Choice of line, design and color	-20
A- 3	Application and use of cosmetics	
A- 7	Budgeting time for daily personal care	
A- 8	Daily care of clothes	
D- 5	Judging values in buying	
G- 2	New design trends	
G- 5	New processes and finishes	
G- 6	Variations and new weaves	-30
H- 3	Cosmetics and drugs	
A- 9	Seasonal care and storage of clothes	-40
G- 3	New textile fibers	
G- 4	New combinations of texture	
G- 7	New possibilities of informal balance	
H- 1	Food fads and nutritive value	
H- 7	House furnishings	
H- 6	Houses and building materials	-50

Table 2.--COMPARISON OF PERCENTAGE OF INSTRUCTION BY DISTRIBUTIVE EDUCATION COORDINATORS AND BY HOMEMAKING INSTRUCTORS WHO TAUGHT ITEMS ON CHECK SHEET--Continued

Item Symbols	Items	Percentage by which Distributive Education coordinators teaching items exceed Home Economics instructors teaching it.
H- 2	Food preparation and service	-60

Key to topic designations: A, You-Yourself, containing 10 items; B, Personality Assets, containing 13 items; C, Approved Social Procedures, containing 7 items; D, Personal Finance, containing 8 items; E, Morale on the Job, containing 12 items; F, A Bigger Business, containing 14 items; G, Textiles, containing 7 items; H, Information Trends, containing 7 items. "Others" in each topic have been omitted.

The table reads as follows: F-7, "Filling out records of sales, etc., to minimize office help" was taught by 90 per cent more of the distributive coordinators than of the homemaking instructors. H-2, "Food preparation" was taught by 60 per cent fewer of the distributive education coordinators than of the homemaking instructors.

Topic E, Morale on the Job, and topic F, A Bigger Business (Table 2), were commonly taught by a majority of coordinators of distributive education and by less than a majority of homemaking instructors.

In contrast, the majority of homemaking teachers taught item H, Information Trends, but this item was taught by less than a majority of distributive education coordinators.

The items classified in the other topics were generally taught by a substantial proportion of the

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teachers in both fields, as follows: A, You-Yourself;
B, Personality Assets; C, Approved Social Procedures;
D, Personal Finance; and G, Textiles.

USED ON THE JOB BY 185 HIGH SCHOOL GIRLS

TOPICS TAUGHT BY DISTRIBUTIVE EDUCATION COORDINATORS
Topics taught by homemaking education instructors.

	90% 00-09	80% 10-19	70% 20-29	60% 30-39	50% 40-49	40% 50-59	30% 60-69	20% 70-79	10% 80-89	0% 90-99
90%				D ₁	D ₂ D ₃	A ₁ C ₁ E ₁ F ₁ F ₂ F ₃	B ₁ B ₂ C ₁ E ₁	A ₁ B ₁ D ₁ A ₂ C ₁ C ₂ E ₁ E ₂ E ₃ F ₁ F ₂	A ₁ A ₂ A ₃ A ₄ B ₁ B ₂ C ₁ C ₂ E ₁ E ₂ E ₃ F ₁	D ₁ D ₂
80%		H ₅		d ₁ d ₂ d ₃ H ₆	b ₁ d ₁ F ₁	e ₁ e ₂ E ₁ G ₁	d ₁ d ₂ d ₃ d ₄ C ₁ C ₂ F ₁ F ₂ F ₃ F ₄	a ₁ a ₂ a ₃ a ₄ a ₅ B ₁ C ₁ F ₁	D ₁	b ₁
70%		H ₈ D ₃	D ₄	J ₁ H ₈ G ₁	b ₁ G ₂	C ₁ F ₁ A ₁ C ₁ D ₁ F ₁ F ₂	b ₁ A ₁ A ₂ D ₁	b ₁	C ₁	b ₁ E ₁
60%			b ₁ G ₁		b ₁ H ₅			b ₁ c ₁		
50%			d ₁ d ₂ H ₁ H ₇	A ₁ G ₁ G ₂	d ₁ d ₂			C ₁ C ₂		
40%		H ₁	H ₁ H ₇	S ₁ S ₂ G ₁		e ₁	C ₁	e ₁ e ₂ e ₃		
30%		H ₆		S ₁				S ₁	S ₁	
20%		H ₂				e ₁ e ₂				
10%		H ₁				a ₁ a ₂	e ₁ e ₂	S ₁	S ₁	
0%					G ₁	F ₁ F ₂	F ₁ F ₂ F ₃			

Fig 2. Differences between course content reported taught by teachers in distributive and homemaking education and reported "used on the job" by 185 high school girls. Note: Explanation on following page.

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Figure 2 is read as follows: used on the job by 185 high school girls is indicated at the top of the figure, while instruction pertaining to homemaking and distributive education is indicated at the left side. Percentages, from zero to 100, arranged in groups of ten per cent each are listed in script-letters in the body of the figure reading across. These indicate items taught by distributive education coordinators. Percentages, from zero to 100, arranged in groups of ten are listed in script-letters in the body of the figure, reading down, indicate items used by 185 high school girls. Therefore, item D-1, in the top row and the fourth column from the left was taught by 90 to 100 per cent of the distributive education coordinators and was used on the job by 30 to 39 per cent of 185 high school girls. As the difference between the midpoints of the two intervals is 60 per cent, it may be said that 60 per cent more of the distributive education coordinators taught this item than the 185 high school girls used on the job.

For items with capital letters the chart is read in the same manner except that in the top row are entered items which the homemaking instructors said they taught, and in the left column are the items

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which the 185 high school girls used on the job. For example, item G-6 in the top row was taught by 90 to 100 per cent of the homemaking instructors and being in the third column from the left was used on the job by 20 to 29 per cent of the 185 high school girls. The differences for the homemaking replies are figured in the same way as were the distributive education replies.

Table 3.--RELATIONSHIP OF PERCENTAGE OF ITEMS TAUGHT BY
HOMEMAKING INSTRUCTORS TO REPORTED USE ON THE JOB BY 185
HIGH SCHOOL GIRLS

Item Symbols	Item	Percentage by which homemaking instructors teaching an item exceed students using it on job.
H- 5	Ready-to-wear for men	70
G- 6	Variations of new weaves	
A- 9	Seasonal care and storage of clothes	60
D- 2	Keeping within budgets	
B- 9	Importance of interest in civic, social, political and religious activities	50
D- 1	Keeping personal accounts	
G- 5	New processes and finishes	
H- 4	Ready-to-wear for women	
A- 7	Budgeting time for daily personal care	40
B- 8	Importance of meeting "big" people and talk to them	
D- 3	Buying of insurance	
D- 4	Checking accounts	
D- 6	Saving money	
A- 2	Choice of line, design and color	30
A- 3	Application and use of cosmetics	
A- 8	Daily care of clothes	
B- 3	Stimulation of creative ideas	
B- 6	Significance of leadership and fellowship*	
C- 1	Technique and etiquette in the use of the telephone	
C- 2	How and when to introduce people to each other	
C- 6	Importance of cultural atmosphere	
D- 5	Judging values in buying	
G- 1	New colors and color combinations	
G- 2	New design trends	

* Typographical error on check sheet. Should be follow-
ership instead of fellowship.

Table 3.--RELATIONSHIP OF PERCENTAGE OF ITEMS TAUGHT BY
HOMEMAKING INSTRUCTORS TO REPORTED USE ON THE JOB BY
185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which homemaking instructors teaching an item exceed students using it on job.
H- 1	Food fads and nutritive value	30
H- 6	Houses and building materials	
H- 7	House furnishings	
A-10	Tone of voice as it expresses ideas and thoughts	20
B- 1	Expression of thoughts clearly and definitely	
B- 4	Assurance of being able to meet difficult situations	
B-10	Belief in self and others	
B-12	Taking and giving criticism objectively	
C- 7	Interest in problems of others	
D- 7	Contracting and paying debts	
D- 8	Planning for financial future	
E- 1	Assuming responsibility of routine tasks	
F- 6	Knowledge of current adver- tising	
G- 3	New textile fibers	
G- 4	New combinations of texture	
H- 3	Cosmetics and drugs	
A- 1	Dress appropriate to work	10
A- 4	Importance of health habits	
A- 5	Posture in relation to personal appearance	
A- 6	Care of hair, hands, teeth, etc.	
B- 2	Consideration of others	
B- 5	Development of self-confidence to rely on self judgment and decisions	
G- 7	New possibilities for informal balance	
H- 2	Food preparation and service	
B-11	Importance of poise, self-assur- ance, self-control, patience and loyalty	0
C- 3	Business courtesies toward employer and public	

Table 3.--RELATIONSHIP OF PERCENTAGE OF ITEMS TAUGHT BY
HOMEMAKING INSTRUCTORS TO REPORTED USE ON THE JOB BY
185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which homemaking instructors teaching an item exceed students using it on job.
E- 2	Reading and studying as professional and personal improvement	0
B- 7	Adequacy of the English language	-10
B-13	Acceptance of responsibility to the job	
C- 4	Business conversation	
C- 5	Meeting the public	
E-10	Taking the initiative	
E- 3	Acquisition of information from traveling salesmen and customers	-20
E- 5	Displaying merchandise advantageously	
E-11	Educational attitudes toward staff meetings and criticism	
F-12	Education of customer who is not informed	
E- 4	Gaining respect of customers and clerks	-30
E- 6	Developing accuracy	
E- 8	Development of enthusiasm	
E- 9	Learning how to observe, concentrate and remember	
E- 12	Acquiring professional ethics about your job	
F -4	Accepting opportunities to trim windows and arrange counter space	
F- 5	Interpretation of customers wants and needs	
E- 7	Establishing self with "old time" sales people	-40
F- 1	Recognition of customers' viewpoint	
F- 9	Understanding marginal and net profit	
F-10	Selling to the customer who is seeking information	

Table 3.--RELATIONSHIP OF PERCENTAGE OF ITEMS TAUGHT BY
HOMEMAKING INSTRUCTORS TO REPORTED USE ON THE JOB BY
185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which homemaking instructors teaching an item exceed students using it on job.
F- 7	Filling out records of sales, etc., to minimize office help	-50
F-11	Satisfying the customer who is informed	
F-14	Some understanding of labor policy	
F- 2	Anticipation of follow-up sales	-60
F- 3	Understanding store policies	
F- 8	Establishing sales satisfaction and sales prestige	
F-13	Developing skill in wrapping packages	

Key to topic items: A, You-Yourself, containing 10 items; B, Personality Assets, containing 13 items; C, Approved Social Procedures, containing 7 items; D, Personal Finance, containing 8 items; E, Morale on the Job, containing 12 items; F, A Bigger Business, containing 14 items; G, Textiles, containing 7 items; H, Information Trends, containing 7 items. "Others" in each topic have been omitted.

The table reads as follows: H-5, "Ready-to-wear for men," was taught by 70 per cent more of the homemaking instructors than the students used on the job according to the total student reply if "used on the job." F-13, "Developing skill in wrapping packages," was taught by 60 per cent fewer of the homemaking instructors than the high school students as reported by the total student reply "used on the job."

The evidence indicates that (Table 3) items A-9, "Seasonal care and storage of clothes; B-9, Importance of interest in civic, social, political and reli-

gious activities; D-1, Keeping personal accounts; D-2, Keeping within budgets; G-5, New processes and finishes; G-6 Variations and new weaves; H-4, Ready-to-wear for women; and H-5, Ready-to-wear for men; were taught by the majority of homemaking instructors but were used on the job by less than a majority of the 185 high school girls, of whom 24 had studied only homemaking of the two subjects being investigated by this study.

In contrast, a majority of the entire group of 185 high school girls made application to the job of topic F, A Bigger Business. The foregoing topic was not commonly taught by homemaking instructors.

The topics classified as generally taught by the majority of homemaking instructors and used on the job by a majority of all girls, were: A, You-Yourself; B, Personality Assets; C, Approved Social Procedure; D, Personal Finance; E, Morale on the Job; G, Textiles; and H, Information Trends.

Table 4.--RELATIONSHIP OF PERCENTAGE OF TOPICS TAUGHT BY DISTRIBUTIVE EDUCATION COORDINATORS TO "USED ON THE JOB" BY 185 HIGH SCHOOL GIRLS

Item Symbols	Item	Percentage by which distributive education coordinators teaching an item exceed students using it on job.
H- 5	Ready-to-wear for men	70
D- 1	Keeping personal accounts	60
D- 3	Buying of insurance	
B- 8	Importance of meeting "big" people and talk to them	50
B- 9	Importance of interest in civic, social, political and religious activities	
D- 2	Keeping within budgets	
D- 4	Checking accounts	
H- 4	Ready-to-wear for women	
D- 6	Saving money	40
D- 8	Planning for financial future	
E- 2	Reading and studying as professional and personal improvement	
E- 3	Acquisition of information from traveling salesmen and customers	
E-12	Acquiring professional ethics about your job	
F- 6	Knowledge of current advertising	
F- 7	Filling out records of sales, etc., to minimize office help	
F- 9	Understanding marginal and net profit	
G- 5	New processes and finishes	
G- 6	Variations and new weaves	
B- 3	Stimulation of creative ideas	30
B- 6	Significance of leadership and fellowship*	
C- 1	Technique and etiquette in the use of the telephone	

* Typographical error on check sheet. Should be followership instead of fellowship.

Table 4.--RELATIONSHIP OF PERCENTAGE OF TOPICS TAUGHT BY
 • DISTRIBUTIVE EDUCATION COORDINATORS TO "USED ON THE
 JOB" BY 185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which distribu- tive education coordinators teaching an item exceed students using it on job.
E- 7	Establishing self with "old time" sales people	30
E-11	Educational attitude toward staff meetings and criticism	
G- 1	New colors and color combinations	
G- 2	New design trends	
H- 1	Food fads and nutritive value	
H- 6	Houses and building materials	
H- 7	House furnishings	
A- 7	Budgeting time for daily personal care	20
A- 8	Daily care of clothes	
A- 9	Seasonal care and storage for clothes	
A-10	Tone of voice as it expresses ideas and thoughts	
B- 1	Expression of thoughts clearly and definitely	
B- 4	Assurance of being able to meet difficult situations	
B-10	Belief in self and others	
B-12	Taking and giving criticism objectively	
C- 2	How and when to introduce people to each other	
C- 4	Business conversation	
C- 6	Importance of cultural atmosphere	
C- 7	Interest in problems of others	
D- 7	Contracting and paying debts	
E- 1	Assuming responsibility of routine tasks	
E- 5	Displaying merchandise advantage- ously	
E- 8	Development of enthusiasm	
F- 2	Anticipation of follow-up sales	
F- 4	Accepting opportunities to trim windows and arrange counter space	
F- 5	Interpretation of customers wants and needs	

Table 4.--RELATIONSHIP OF PERCENTAGE OF TOPICS TAUGHT BY DISTRIBUTIVE EDUCATION COORDINATORS TO "USED ON THE JOB" BY 185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which distributive education coordinators teaching an item exceed students using it on job.
F- 8	Establishing sales satisfaction and sales prestige	20
F-10	Selling to the customer who is seeking information	
F-12	Education of customer who is not informed	
F-13	Developing skill in wrapping packages	
F-14	Some understanding of labor policy	
G- 3	New textile fibers	
G- 4	New combinations of texture	
H- 3	Cosmetics and drugs	
A- 1	Dress appropriate to work	10
A- 2	Choice of line, design and color	
A- 3	Application and use of cosmetics	
A- 4	Importance of health habits	
A- 5	Posture in relation to personal appearance	
A- 6	Care of hair, hands, teeth, etc.	
B- 2	Consideration of others	
B- 5	Development of self-confidence to rely on self judgment and decisions	
C- 3	Business courtesies toward employer and public	
C- 5	Meeting the public	
D- 5	Judging values in buying	
E- 4	Gaining respect of customers and clerks	
E- 6	Developing accuracy	
E- 9	Learning how to observe, concentrate and remember	
E-10	Taking the initiative	
F- 1	Recognition of customer's view-point	
F- 3	Understanding store policies	
F-11	Satisfying the customer who is informed	

Table 4.--RELATIONSHIP OF PERCENTAGE OF TOPICS TAUGHT BY DISTRIBUTIVE EDUCATION COORDINATORS TO "USED ON THE JOB" BY 185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which distributive education coordinators teaching an item exceed students using it on job.
G- 7	New possibilities for informal balance	10
H- 2	Food preparation and service	
B- 7	Adequacy of the English language	0
B-11	Importance of poise, self-assurance, self-control, patience and loyalty	
B-13	Acceptance of responsibility to the job	
E- 1	Assuming responsibility of routine task	-20

Key to topic items; A, You-Yourself, containing 10 items; B, Personality Assets, containing 13 items; C, Approved Social Procedure, containing 7 items; D, Personal Finance, containing 8 items; E, Morale on the Job, containing 12 items; F, A Bigger Business, containing 14 items; G, Textiles, containing 7 items; H, Information Trends, containing 7 items. "Others" in each topic have been omitted.

The table reads as follows: H-5, "Ready-to-wear for men" was taught by 70 percent more of the distributive education coordinators than was reported as used on the job by the total student group. E-1, "Assuming responsibility of routine task," was taught by 20 per cent fewer distributive education coordinators than was reported as used on the job by the high school students.

As attested to by the replies of distributive education coordinators and 185 high school girls, (Table 4) the topic, D, Personal Finance, and the items B-8, Importance of meeting "big" people and talking to them, B-9, Importance of interest in civic, social, political and religious activities, H-4, Ready-to-wear for women, and H-5, Ready-to-wear for men, which were presented by coordinators, were not used on the job by the students. Included in the 185 girls are the 35 students who studied only distributive education.

Topic material for A, You-Yourself; B, Personality Assets; C, Approved Social Procedure; E, Morale on the Job; F, A Bigger Business; G, Textiles; and H, Information Trends, was taught by a majority of the distributive education coordinators and was used by a majority of the 185 high school girls on the job.

USED ON THE JOB

USED ON THE JOB BY HOMEMAKING EDUCATION STUDENTS
 Used on the job by distributive education students

	90%	80%	70%	60%	50%	40%	30%	20%	10%	0%	
	.00-.09	.10-.19	.20-.29	.30-.39	.40-.49	.50-.59	.60-.69	.70-.79	.80-.89	.90-.99	
90%											
80%									C, G, S	L, S, H	
70%								A ₁ , A ₂ , A ₃ , A ₄ , C ₁ , C ₂ , C ₃ , E ₁ , E ₂			
60%								A ₁ , E ₁ , E ₂	B ₁ , B ₂ , B ₃ , B ₄ , B ₅ , B ₆ , B ₇ , B ₈ , B ₉ , B ₁₀ , B ₁₁ , B ₁₂ , B ₁₃ , B ₁₄ , B ₁₅ , B ₁₆ , B ₁₇ , B ₁₈ , B ₁₉ , B ₂₀ , B ₂₁ , B ₂₂ , B ₂₃ , B ₂₄ , B ₂₅ , B ₂₆ , B ₂₇ , B ₂₈ , B ₂₉ , B ₃₀ , B ₃₁ , B ₃₂ , B ₃₃ , B ₃₄ , B ₃₅ , B ₃₆ , B ₃₇ , B ₃₈ , B ₃₉ , B ₄₀ , B ₄₁ , B ₄₂ , B ₄₃ , B ₄₄ , B ₄₅ , B ₄₆ , B ₄₇ , B ₄₈ , B ₄₉ , B ₅₀ , B ₅₁ , B ₅₂ , B ₅₃ , B ₅₄ , B ₅₅ , B ₅₆ , B ₅₇ , B ₅₈ , B ₅₉ , B ₆₀ , B ₆₁ , B ₆₂ , B ₆₃ , B ₆₄ , B ₆₅ , B ₆₆ , B ₆₇ , B ₆₈ , B ₆₉ , B ₇₀ , B ₇₁ , B ₇₂ , B ₇₃ , B ₇₄ , B ₇₅ , B ₇₆ , B ₇₇ , B ₇₈ , B ₇₉ , B ₈₀ , B ₈₁ , B ₈₂ , B ₈₃ , B ₈₄ , B ₈₅ , B ₈₆ , B ₈₇ , B ₈₈ , B ₈₉ , B ₉₀ , B ₉₁ , B ₉₂ , B ₉₃ , B ₉₄ , B ₉₅ , B ₉₆ , B ₉₇ , B ₉₈ , B ₉₉ , B ₁₀₀		
50%											
40%											
30%											
20%											
10%											
0%											

Fig. 3. Use on the job reported by students of distributive and homemaking education compared with use reported by all 185 high school girls.
 Note: Explanation on following page.

Figure 3 is read as follows: Used on the job by 185 high school girls is indicated at the top of the figure, while used on the job by the students of homemaking and distributive education is indicated at the left side. Percentages, from zero to 100, arranged in groups of ten per cent each are listed in script-letters in the body of the figure reading across. These indicate items used on the job by the student of distributive education. Therefore, items C-5, E-4, and F-1 in the top row and the ninth column from the left were used on the job by 90 to 100 per cent of the students of distributive education and by 80 to 89 per cent of the 185 high school girls. As the difference between the midpoints of the two intervals is 10 per cent, it may be said that 10 per cent more of the students of distributive education used these items on the job than did the total group of 185 high school girls.

For items with capital letters the figure is read in the same manner, except that in the top row are entered the items which the homemaking education students said they used on the job, and in the left column are entered the items which the 185 high school girls used. For example, items B-10, B-5, E-10, and F-5, in the second row from the top,

were used on the job by 80 to 89 per cent of the students of homemaking and being in the eighth column from the left was used on the job by 70 to 79 per cent of the total group of 185 high school girls. The difference for these student replies is figured in the same way as is the difference for the distributive education students.

Table 5.--THE DISTRIBUTION OF STUDENT REPLY TO "USED ON THE JOB" BY STUDENTS OF DISTRIBUTIVE EDUCATION COMPARED WITH 185 HIGH SCHOOL GIRLS

Item Symbols	Item	Percentage by which topics used on the job by distributive education girls exceeded those used on the job by all girls.
E- 7	Establishing self with "old time" sales people	30
E-12	Acquiring professional ethics about your job	
F- 6	Knowledge of current advertising	20
F- 9	Understanding marginal and net profit	
B- 5	Development of self-confidence to rely on self judgment and decisions	10
B- 9	Importance of interest in civic, social, political and religious activities	
B-10	Belief in self and others	
C- 5	Meeting the public	
E- 3	Acquisition of information from traveling salesmen and customers	
E- 4	Gaining respect of customers and clerks	
E- 5	Displaying merchandise advantageously	
E-11	Educational attitude toward staff meetings and criticism	
F- 1	Recognition of customers' viewpoint	
F- 2	Anticipation of follow-up sales	
F- 4	Accepting opportunities to trim windows and arrange counter space	
F- 5	Interpretation of customers wants and needs	
F- 7	Filling out records of sales, etc., to minimize office help	
F-12	Education of customer who is not informed	
F-14	Some understanding of labor policy	
G- 2	New design trends	
G- 3	New textile fibers	
H- 2	Food preparation and service	

Table 5.--THE DISTRIBUTION OF STUDENT REPLY TO "USED ON THE JOB" BY STUDENTS OF DISTRIBUTIVE EDUCATION COMPARED WITH 185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which topics used on the job by distributive education girls exceeded those used on the job by all girls.
H- 4	Ready-to-wear for women	10
A-11	Dress appropriate to work	0
A- 3	Application and use of cosmetics	
A- 4	Importance of health habits	
A- 5	Posture in relation to personal appearance	
A- 7	Budgeting time for daily personal care	
A- 8	Daily care of clothes	
A-10	Tone of voice as it expresses ideas and thoughts	
B-11	Expression of thoughts clearly and definitely	
B- 4	Assurance of being able to meet difficult situations	
B- 6	Significance of leadership and fellowship*	
B- 8	Importance of meeting "big" people and talk to them	
B-11	Importance of poise, self-assurance self-control, patience and loyalty	
B-13	Acceptance of responsibility to the job	
C- 1	Technique and etiquette in the use of the telephone	
C- 2	How and when to introduce people to each other	
C- 3	Business courtesies toward employer and public	
C- 4	Business conversation	
C- 6	Importance of cultural atmosphere	
C- 7	Interest in problems of others	

* Typographical error on check sheet. Should be followership instead of fellowship.

Table 5.--THE DISTRIBUTION OF STUDENT REPLY TO "USED ON THE JOB" BY STUDENTS OF DISTRIBUTIVE EDUCATION COMPARED WITH 185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which topics used on the job by distributive education girls exceeded those used on the job by all girls.
D- 1	Keeping personal accounts	0
D- 2	Keeping within budgets	
D- 4	Checking accounts	
D- 6	Saving money	
D- 8	Planning for financial future	
E- 1	Assuming responsibility of routine tasks	
E- 2	Reading and studying as pro- fessional and personal im- provement	
E- 6	Developing accuracy	
E- 9	Learning how to observe, concen- trate and remember	
E-10	Taking the initiative	
F- 3	Understanding store policies	
F- 8	Establishing sales satisfaction and sales prestige	
F-10	Selling to the customer who is seeking information	
F-11	Satisfying the customer who is informed	
F-13	Developing skill in wrapping packages	
G- 1	New colors and color combinations	
G- 4	New combinations of texture	
G- 6	Variations and new weaves	
G- 7	New possibilities for informal balance	
H- 5	Ready-to-wear for men	
H- 6	Houses and building materials	
A- 2	Choice of line, design and color	-10
A- 6	Care of hair, hands, teeth, etc.	
A- 9	Seasonal care and storage of clothes	
B- 3	Stimulation of creative ideas	
B- 7	Adequacy of the English language	
B-12	Taking and giving criticism objectively	

Table 5.--THE DISTRIBUTION OF STUDENT REPLY TO "USED ON THE JOB" BY STUDENTS OF DISTRIBUTIVE EDUCATION COMPARED WITH 185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which topics used on the job by distributive education girls exceeded those used on the job by all girls.
D- 3	Buying of insurance	-10
D- 5	Judging values in buying	
E- 8	Development of enthusiasm	
G- 5	New processes and finishes	
H- 1	Food fads and nutritive value	
H- 3	Cosmetics and drugs	
H- 7	House furnishings	
B- 2	Consideration of others	-20
D- 7	Contracting and paying debts	

Key to topic items; A, You-Yourself, containing 10 items; B, Personality Assets, containing 13 items; C, Approved Social Procedures, containing 7 items; D, Personal Finance, containing 8 items; E, Morale on the Job, containing 12 items; F, A Bigger Business, containing 14 items; G, Textiles, containing 7 items; H, Information Trends, Containing 7 items. "Others" in each topic have been omitted.

The table reads as follows: E-7, "Establishing self with 'old time' sales people" was used by 30 per cent more of the students of distributive education than was the case for all 185 high school girls. D-7, "Contracting and paying debts," was used by 20 per cent fewer of the students of distributive education than by all of the 185 high school girls.

The replies (Table 5) show no appreciable difference as to items covered in distributive education in comparison with those used on the job by the 185 high school girls.

On the other hand, there is reason to believe that the reverse is also true; that is, the items used

on the job by students of distributive education show no appreciable difference in comparison with what was used on the job by 185 high school girls in the state of Montana.

Table 6.--THE DISTRIBUTION OF STUDENT REPLY TO "USE ON THE JOB" BY STUDENTS OF HOMEMAKING EDUCATION COMPARED WITH 185 HIGH SCHOOL GIRLS

Item Symbols	Item	Percentage by which topics used on the job by homemaking girls exceed used on the job by all girls.
A-10	Tone of voice as it expresses ideas and thoughts	70
B- 8	Importance of meeting "big" people and talk to them	20
B- 9	Importance of interest in civic, social, political and religious activities	
H- 2	Food preparation and service	
A- 2	Choice of line, design and color	10
A- 7	Budgeting time for daily personal care	
B-10	Belief in self and others	
D- 6	Saving money	
E- 3	Acquisition of information from traveling salesmen and customers	
E- 7	Establishing self with "old time" sales people	
E- 8	Development of enthusiasm	
H- 1	Food fads and nutritive value	
H- 6	Houses and building materials	
A- 1	Dress appropriate to work	0
A- 3	Application and use of cosmetics	
A- 4	Importance of health habits	
A- 5	Posture in relation to personal appearance	
A- 6	Care of hair, hands, teeth, etc.	
A- 8	Daily care of clothes	
B- 3	Stimulation of creative ideas	
B- 4	Assurance of being able to meet difficult situations	

Table 6.--THE DISTRIBUTION OF STUDENT REPLY TO "USE ON THE JOB" BY STUDENTS OF HOMEMAKING EDUCATION COMPARED WITH 185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which topics used on the job by homemaking girls exceed used on the job by all girls.
B- 5	Development of self-confidence to rely on self judgment and decisions	0
C- 3	Business courtesies toward employer and public	
C- 4	Business conversation	
C- 5	Meeting the public	
D- 1	Keeping personal accounts	
D- 2	Keeping within budgets	
D- 3	Buying of insurance	
D- 4	Gaining respect of customers and clerks	
E- 6	Developing accuracy	
E- 9	Learning how to observe, concentrate and remember	
E-11	Educational attitude toward staff meetings and criticism	
F- 7	Filling out records of sales, etc., to minimize office help	
F- 9	Understanding marginal and net profit	
G- 4	New combinations of texture	
H- 3	Cosmetics and drugs	
H- 5	Ready-to-wear for men	
H- 7	House furnishings	
A- 9	Seasonal care and storage for clothes	-10
B- 1	Expression of thoughts clearly and definitely	
B- 2	Consideration of others	
B- 6	Significance of leadership and fellowship*	
B-12	Taking and giving criticism objectively	

* Typographical error on check sheet. Should be fellowship instead of fellowship.

Table 6.--THE DISTRIBUTION OF STUDENT REPLY TO "USE ON THE JOB" BY STUDENTS OF HOME MAKING EDUCATION COMPARED WITH 185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which topics used on the job by homemaking girls exceed used on the job by all girls.
B-13	Acceptance of responsibility to the job	-10
D- 4	Checking accounts	
D- 5	Judging values in buying	
D- 8	Planning for financial future	
E- 1	Assuming responsibility of routine tasks	
E- 5	Displaying merchandise advantageously	
E-12	Acquiring professional ethics about your job	
F-10	Selling to the customer who is seeking information	
F-12	Education of customer who is not informed	
F-13	Developing skill in wrapping packages	
G- 1	New colors and color combinations	
G- 2	New design trends	
G- 3	New textile fibers	
G- 6	Variations and new weaves	
G- 7	New possibilities for informal balance	
H- 4	Ready-to-wear for women	
B- 7	Budgeting time for daily personal care	
B-11	Importance of poise, self-assurance, self-control, patience and loyalty	
C- 1	Technique and etiquette in the use of the telephone	
C- 2	How and when to introduce people to each other	
C- 6	Importance of cultural atmosphere	
D- 7	Contracting and paying debts	
E- 2	Reading and studying as professional and personal improvement	
E-10	Taking the initiative	
F- 1	Recognition of customers' viewpoint	
F- 2	Anticipation of follow-up sales	
F- 3	Understanding store policies	

Table 6.--THE DISTRIBUTION OF STUDENT REPLY TO "USE ON THE JOB" BY STUDENTS OF HOMEMAKING EDUCATION COMPARED WITH 185 HIGH SCHOOL GIRLS--Continued

Item Symbols	Item	Percentage by which topics used on the job by homemaking girls exceed used on the job by all girls.
F- 4	Accepting opportunities to trim windows and arrange counter space	-20
F- 5	Interpretation of customers wants and needs	
F- 6	Knowledge of current advertising	
F- 8	Establishing sales satisfaction and sales prestige	
F-11	Satisfying the customer who is informed	
F-14	Some understanding of labor policy	
G- 5	New processes and finishes	
C- 7	Interest in problems of others	-30

Key to topic items; A, You-Yourself, containing 10 items; B, Personality Assets, containing 13 items; C, Approved Social Procedures, containing 7 items; D, Personal Finance, containing 8 items; E, Morale on the Job, containing 12 items; F, A Bigger Business, containing 14 items; G, Textiles, containing 7 items; H, Information Trends, containing 7 items. "Others" in each topic have been omitted.

The table reads as follows: A-10, "Tone of voice as it expresses ideas and thoughts," was used by 70 per cent more of the students of homemaking education than were used by the total number of all student reply. C-7, "Interest in problems of others," was used by 30 per cent fewer of the students of homemaking education than by all of the 185 high school students.

Item A-10, "Tone of voice as it expresses ideas and thoughts," (Table 6) is the single outstanding difference between the reply to "used on the job" given by students of homemaking and the reply given by the 185 high school girls. That is, a majority of homemaking

STUDIED IN HIGH SCHOOL

USED ON THE JOB

	90%	80%	70%	60%	50%	40%	30%	20%	10%	0%
	.00-.09	.10-.19	.20-.29	.30-.39	.40-.49	.50-.59	.60-.69	.70-.79	.80-.89	.90-.99
90%										
80%										
70%										
60%										
50%										
40%										
30%										
20%										
10%										
0%										

Fig. 4 Difference in course content reported studied in general education compared with "used on the job" by students with neither homemaking nor distributive education.

Note: Explanation on following page.

girls reported they made about the same use of all of the items as did the 185 high school girls.

Figure 4 is read as follows: used on the job by students with neither homemaking nor distributive education is indicated at the top of the figure, while studied in general education is indicated at the left side. Percentages, from zero to 100 arranged in groups of ten per cent each, are listed in script-letter in the body of the figure, reading across. These indicate items used on the job by students of neither homemaking nor distributive education. Therefore, item B-1, in the second row from the top and the ninth column from the left was studied in general education by 80 to 89 per cent of the students and was used on the job by 80 to 89 per cent. As the difference between the mid-points of two intervals is zero per cent, it may be said that there is no appreciable difference between the amount of material studied in general education and the application of this material made to the job by students who have had neither homemaking nor distributive education.

Table 7.--COMPARISON OF COURSE CONTENT STUDIED IN GENERAL EDUCATION AND "USED ON THE JOB" BY STUDENTS WITH NEITHER HOME MAKING NOR DISTRIBUTIVE EDUCATION

Item Symbols	Item	Percentage by which items studied in high school by students of neither field exceeded those used on the job.
H- 1	Food fads and nutritive value	50
B- 9	Importance of interest in civic, social, political and religious activities	40
D- 4	Checking accounts	30
E- 1	Assuming responsibility of routine tasks	
G- 5	New processes and finishes	
H- 2	Food preparation and service	
D- 2	Keeping within budgets	20
G- 3	New textile fibers	
G- 6	Variations and new weaves	
H- 5	Ready-to-wear for women	
H- 7	House furnishings	
A- 4	Importance of health habits	10
B- 8	Importance of meeting "big" people and talk to them	
D- 1	Keeping personal accounts	
D- 7	Contracting and paying debts	
E- 2	Reading and studying as professional and personal improvement	
F- 9	Understanding marginal and net profit	
G- 4	New combinations of texture	
G- 7	New possibilities for informal balance	
H- 3	Cosmetics and drugs	
H- 4	Ready-to-wear for women	
H- 6	Houses and building materials	
A- 7	Budgeting time for daily personal care	0
A- 8	Daily care of clothes	
B- 1	Expression of thoughts clearly and definitely	
B- 3	Stimulation of creative ideas	

Table 7.--COMPARISON OF COURSE CONTENT STUDIED IN GENERAL EDUCATION AND "USED ON THE JOB" BY STUDENTS WITH NEITHER HOME MAKING NOR DISTRIBUTIVE EDUCATION-- Continued

Item Symbols	Item	Percentage by which items studied in high school by students of neither field exceeded those used on the job.
B- 4	Assurance of being able to meet difficult situations	0
B- 5	Development of self-confidence to rely on self judgment and decisions	
B- 6	Significance of leadership and fellowship*	
B- 7	Adequacy of the English language	
B-10	Belief in self and others	
B-11	Importance of poise, self-assurance, self-control, patience and loyalty	
B-12	Taking and giving criticism objectively	
C- 2	How and when to introduce people to each other	
D- 6	Saving money	
D- 8	Planning for financial future	
F- 8	Development of enthusiasm	
G- 2	New design trends	
A- 1	Dress appropriate to work	-10
A- 2	Choice of line, design and color	
A- 3	Application and use of cosmetics	
A- 5	Posture in relation to personal appearance	
A- 9	Seasonal care and storage for clothes	
A-10	Tone of voice as it expresses ideas and thoughts	
B- 2	Consideration of others	
C- 7	Interest in problems of others	
D- 5	Judging values in buying	
E- 6	Developing accuracy	
E-10	Taking the initiative	

* Typographical error on check sheet. Should be fellowship instead of fellowship.

Table 7.--COMPARISON OF COURSE CONTENT STUDIED IN GENERAL EDUCATION AND "USED ON THE JOB" BY STUDENTS WITH NEITHER HOME MAKING NOR DISTRIBUTIVE EDUCATION-- Continued

Item Symbols	Item	Percentage by which items studied in high school by students of neither field exceeded those used on the job.
E-12	Acquiring professional ethics about your job	-10
F- 6	Knowledge of current advertising	
F- 7	Filling out records of sales, etc., to minimize office help	
F-10	Selling to the customer who is seeking information	
F-12	Education of customer who is not informed	
F-14	Some understanding of labor policy	
G- 1	New colors and color combinations	
A- 6	Care of hair, hands, teeth, etc.	-20
B-13	Acceptance of responsibility to the job	
C- 1	Technique and etiquette in the use of the telephone	
C- 3	Business courtesies toward employer and public	
C- 4	Business conversation	
C- 5	Meeting the public	
C- 6	Importance of cultural atmosphere	
E- 3	Acquisition of information from traveling salesmen and customers	
E- 4	Gaining respect of customers and clerks	
E- 7	Establishing self with "old time" sales people	
E- 8	Development of enthusiasm	
E-11	Educational attitude toward staff meetings and criticism	
F- 1	Recognition of customers' viewpoint	
F- 2	Anticipation of follow-up sales	
F-11	Satisfying the customer who is informed	
F-13	Developing skill in wrapping packages	

Table 7.--COMPARISON OF COURSE CONTENT STUDIED IN GENERAL EDUCATION AND "USED ON THE JOB" BY STUDENTS WITH NEITHER HOME MAKING NOR DISTRIBUTIVE EDUCATION-- Continued

Item Symbols	Item	Percentage by which items studied in high school by students of neither field exceeded those used on the job.
F- 3	Understanding store policies	-30
F- 4	Accepting opportunities to trim windows and arrange counter space	
F- 5	Interpretation of customers wants and needs	
D- 3	Buying of insurance	-40
E- 5	Displaying merchandise advantageously	

Key to topic items: A, You-Yourself, containing 10 items; B, Personality Assets, containing 13 items; C, Approved Social Procedures, containing 7 items; D, Personal Finance, containing 8 items; E, Morale on the Job, containing 12 items; F, A Bigger Business, containing 14 items, G, Textiles, containing 7 items; H, Information Trends, containing 7 items. "Others" in each topic have been omitted.

The table reads as follows: Fifty per cent more of item H-1, "Food fads and nutritive value," was studied in high school by the students of general education than was used on the job. E-5, "Displaying merchandise advantageously," was used on the job by 40 per cent of the students but no formal instruction was given on this item.

Item H-1, "Food fads and nutritive value," was studied in high school by students of general education, (Table 7) but was little used on the job by the students who were employed in retailing.

In contrast, there is no appreciable difference

ence between the items used on the job and those offered by instructors of general education.

The items classified in the other topics were generally taught in general education and used on the job by the students of general education, as follows: A, You-Yourself; B, Personality Assets; C, Approved Social Procedures; D, Personal Finance; E, Morale on the Job; F, A Bigger Business; G, Textiles; and H, Information Trends.

Chapter V

DISCUSSION

In this study, the writer has used a liberal interpretation of the term distributive education. This interpretation reflects the philosophy of the Montana State Department of Vocational Education. Included in the term distributive education we may find the exemplification of the distributive education program and the part-time cooperative programs. A student in the true distributive education program is one who carries a course in distributive education as part of his regular high school studies. This course is supplemented by a fixed number of hours in work experience, which may be in relationship to wholesaling, retailing, or jobbing of consumer goods. In contrast, is the part-time cooperative program in which the individuals are employed outside of the designated field. These individuals, although they are studying the same distributive education courses, are classified as part-time cooperative workers and may be employed in such positions as mechanics, waitresses, hotel maids or salesgirls.

The training of the homemaking instructors in Montana was more uniform than that of the distributive

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education coordinators. All of the homemaking instructors had majored in home economics as undergraduate students, and seven had taken graduate work in a specialized field of home economics. The distributive education coordinators, had completed their undergraduate work in 10 different major fields, with their graduate work representing eight fields of study. All the homemaking instructors were employed as full time instructors in that subject. On the other hand, only one coordinator reported having a full time position in distributive education, five were employed half time, and all others included in the study spent a small fraction of their time in this field. From the background and training of the instructors and coordinators, greater uniformity should be expected in homemaking education than in distributive education.

Students were questioned to determine if they had studied homemaking education, distributive education, both, or neither of these fields in high school. Of the individual girls reporting, a substantial majority had had or were taking both homemaking education and distributive education. It is doubtful if they were taking both courses during the same year in high school, because of the organization of high school schedules and the general course content. While virtually any senior

high school girl is eligible for courses in vocational homemaking, it is stipulated by the George-Deen Act that a participant of a distributive education program must be at least 16 years of age. The result is that girls considering the field of distributive education generally elect homemaking education during the age interval when they are not eligible for the distributive education program. Because of the limited number of courses offered in the smaller Montana High Schools, the girls of these schools were unanimous in reporting that they had studied both homemaking education and distributive education. Therefore, it might be advisable for all girls who are planning to enter the field of distributive education to participate in the homemaking education program until they are old enough to participate in the distributive education program.

According to the statements of the teachers, coordinators of distributive education gave considerable attention to the topics, Morale on the Job and A Bigger Business; whereas homemaking instructors gave little attention to these topics. On the other hand, the instructors of homemaking presented considerable information on the topics, You-Yourself and Information Trends, which were not generally taught by distributive education. These differences were confirmed in part by students of homemaking and of distributive education. The

students of homemaking were in agreement that they had studied sufficiently the topic, Information Trends. The responses of the students regarding the study of the topic, You-Yourself, did not indicate as great a difference of instruction on this topic between homemaking and distributive education as was indicated by the replies of the teachers. Distributive education students and coordinators agree that they had studied and taught the topic, Morale on the Job, to a sufficient degree that it was of practical value. Less instruction was reported by the distributive education students on the topic, A Bigger Business, even though the coordinators had reported adequate teaching of it.

The teachers of homemaking and distributive education, however, cannot claim all of the credit for the instruction offered in these topics. It is possible and probable that many of the topics have also been discussed in general education classes. The students of general education who were also in retailing reported they had used the items on the job, yet their training had not been as technical or specific as if they had been enrolled in classes of homemaking or distributive education.

There was agreement between the students and instructors that the topic, Information Trends, was presented and studied in homemaking and not in distri-

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butive education. There was also agreement between the students and coordinators of distributive education that the topic, Morale on the Job, had been studied and taught sufficiently. This topic was absent in homemaking.

A noticeable overlapping of course content material was found in the topics, Personality Assets, Approved Social Procedures, and Textiles. Students and teachers did not completely agree concerning the topics, You-Yourself and A Bigger Business. The teachers reported that they taught more items than the students said that they had learned.

Some items which were reported as being taught by homemaking instructors were reported by students as being of no practical value when applied on the job. These items were related to material that would be used only on specific jobs. For example, homemaking instructors reported they had presented the topic, Ready-to-wear for Women, with little evidence presented by the students that they had used this information on the job. Thirty-five per cent of the girls were employed in department stores. From this percentage, it would be assumed that the girls in retailing would have application for information about the item, Ready-to-wear for Women, yet in further checking, it was found that 59 per cent of the girls are employed as general clerks.

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These girls have not developed sufficiently within the field of salesmanship to allow them to have specialized in a particular department.

Of particular interest is the item, Keeping Within Budgets. This item was reported as being taught by the homemaking instructors, but only a limited number of students reported applying it to the job. If clerks were to question the budgeting practices of their customers, they might hamper some purchases of goods which are not essential for the basic maintenance of food, clothing, and shelter. This is important to the individual but its application to the job might result in reduced sales which would be looked upon with disfavor by the employer.

The distributive education coordinators offered the same item, Keeping Within Budgets, to their students. Again the information was recorded as not being applied to the job. This is an example of information that is essential to the betterment of the individual, yet it is not essential to the job. In the situation in which there is coordination between homemaking education and distributive education programs, the topic in question could be presented in one field of study only so that more emphasis might be placed on other material that would be related to the selling of goods and services.

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We have reason to believe that homemaking instructors and distributive education coordinators have recognized possibilities for cooperation. They have reported extensive interchange of illustrative material for consumer education and trade related information. The coordination of the two fields might easily be here, as no teacher enjoys teaching subject matter that has been covered by another instructor.

This study has shown that the students of distributive education are better prepared to meet the job than are those of homemaking education. The latter, however, lack only the information relative to business, its principles and procedures; they have information relative to the goods to be sold.

This study has further revealed that there is an overlapping of course content material except in the specific topics, Morale on the Job and Information Trends. Both programs are striving to educate and inform the high school student so that he may be a more informed consumer buyer and seller. There is a repetition of course content material. Proper coordination would prevent ineffective overlapping. More adequate teaching effort could be given to phases of selling in distributive education, if the basic material concerning personality adjustment were first covered by the homemaking instructor. The ultimate goal of both pro-

grams is to adjust the individual to more adequate buyer-seller relationships, thus aiding him to be a more desirable individual in society.

It is therefore recommended that:

1. A similar study be conducted which is confined neither to a particular state nor to girls alone.
2. A study be made to investigate the contributions of a general education course, for example, social studies or social science.
3. A long-time experiment be conducted to determine the degree of success attained on the job relative to the viewpoint of the employer. This study might include students enrolled in homemaking education only, in distributive education only, in both homemaking and distributive education and in neither homemaking nor distributive education.
4. The State Department of Vocational Education in Montana provide the opportunity for joint meetings of the teacher in the two vocational programs and develop practical suggestions for coordination which may be put into effect in various towns in Montana.

Chapter VI

SUMMARY

This study of homemaking education and distributive education was undertaken in order to investigate any overlapping of course content material of the two programs. If overlapping was found to exist, suggestions were made for a possible means of correlation.

Problem

In what way can the problems of homemaking and distributive education be correlated in preparing girls for homemaking and for employment in retailing in Montana?

Problem analysis.--It was necessary to answer the following questions:

1. To what extent are classes in homemaking education and distributive education offered in the same high school systems in Montana?
2. To what extent are girls taking both homemaking and distributive education?
3. To what extent are the topics studied in homemaking similar to those studied in distributive education?

4. To what extent have individuals been able to apply information derived from classes in homemaking and distributive education?

The study was conducted in 1943-44 and was limited to girls in Montana who were either high school undergraduates employed in retailing or high school graduates who had been employed in retailing for no longer than two years.

To investigate the possibilities for correlating homemaking education and distributive education, the writer attempted to find what was being taught in the two fields. A selected list of items commonly taught in homemaking education and distributive education was prepared. This list was drawn up after investigation of the literature issued by the United States Office of Education for Distributive Education, and the literature dealing with consumer education for homemaking. Tentative lists were checked with authorities and instructors in the fields of homemaking and distributive education. After the check lists were completed, homemaking instructors and distributive education coordinators in Montana were asked to indicate the degree to which they taught the suggested items. To get the viewpoint of the students, high school girls working in retailing establishments and girl graduates of high school who had been engaged in retailing

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establishments for no longer than two years were asked to tell which items they had studied in high school and which items they had used on the job.

A considerable amount of overlapping of course content material was found. The teachers of homemaking education and distributive education were in agreement that they had presented overlapping material and the students of homemaking and distributive education also agreed that they had studied overlapping material. The general education students who had had neither homemaking education nor distributive education, reported having acquired in school some of the information relative to retailing. The students were unanimous in their saying that no matter where they had obtained their information pertaining to the job, they needed all of it and more when they were actually employed.

There was a consistency of agreement between students and teachers of homemaking and distributive education as to the amount of course content material presented and studied. The topic, On the Job Morale, was taught to and was studied by students in distributive education only; the topic, Information Trends, was taught to and was studied by the students of homemaking only. Overlapping was found in six topics, You-Yourself, Personality Assets, Approved Social Procedures, Personal Finance, A Bigger Business, and Textiles.

In consideration of the above, an effort to correlate the two fields should be made in the six topics in which there was overlapping. Inasmuch as girls cannot take distributive education in high school until they are 16 years of age, and inasmuch as topics now included in distributive education could and are being taught in homemaking education in Montana high schools, it may be desirable to make homemaking a prerequisite to courses in distributive education. If this were done, the distributive education courses would embrace only review material pertinent to topics studied in homemaking, thus providing time for more emphasis on topics belonging strictly to distributive education.

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APPENDIX A

Form of letter sent to Superintendents of Schools

1051 N. Ewing
Helena, Montana
December 27, 1944

Mr. Ray Bjork
Superintendent of Schools
Helena, Montana

Dear Mr. Bjork:

I am writing to ask if I might obtain permission to use your homemaking and distributive education departments for gathering data to write a master thesis at Colorado State College. My investigation is to determine the possibilities of correlation between homemaking and distributive education. If you desire, I shall be happy to send you a summary of the results of this study.

Please return the enclosed card if I may have the privilege to conduct this survey in these departments.

Thank you for your kindness, I am

Sincerely

Harryet H. Stewart

Enclosed postal card returned by Superintendent of Schools

Permission is granted to _____ Date _____
to use the
not to
homemaking and distributive education
departments.

Request for results. Yes _____ No _____

Signed

Town

Form of letter to Homemaking instructors

1051 N. Ewing
Helena, Montana
January 8, 1944

Mrs. Edith Holte
Department of Homemaking
Glasgow High School
Glasgow, Montana

Dear Mrs. Holte:

It has been suggested by Mrs. Edith Harwood, State Supervisor of Homemaking Education, that you might be interested in assisting my gathering data for a study that I am making at Colorado State College. My investigation is concerning the correlation between homemaking and distributive or part time cooperative programs.

I would greatly appreciate your checking the enclosed check sheet pertaining to subject matter which you included in your particular classes.

I shall be happy to send you a summary of the results of the study if you are interested.

Thank you for your cooperation. I am

Sincerely

Harryet H. Stewart

Form of letter to Coordinators of Distributive
Education

1051 N. Ewing
Helena, Montana
January 8, 1944

Mr. C. C. Shively
Coordinator of Distributive Education
Billings High School
Billings, Montana

Dear Mr. Shively:

It has been suggested by Mr. Leo Smith, State Supervisor of Distributive Education, that I might obtain from you the names and addresses of twenty girls in your locality who would be qualified to answer some questions concerning the correlation between homemaking and distributive or the part time cooperative programs. I am gathering data for a thesis at Colorado State College, on the correlation of homemaking and distributive education.

My study is confined to girls in Montana who are either high school undergraduates in retailing or high school graduates who have been in retailing for no longer than two years. It is not important that the girls have high school credit in either homemaking, distributive or part time cooperative, she must be in retail services.

I would greatly appreciate your checking the enclosed check sheet pertaining to subject matter which you included in your particular class.

I shall be happy to send you a summary of the results of the study if you are interested.

Thank you for your cooperation. I am

Sincerely

Harryet H. Stewart

Form on which Coordinators of Distributive Education listed girls to whom check sheet were to be sent.

NAME AND ADDRESS OF STUDENTS OF RETAIL SALES SERVICE

SCHOOL _____ TOWN _____ MONTANA
Instructor _____ Address _____

Please list to a maximum of 20, the names of girls in store service who are at present on the job and are in one of the classifications following:

- a. Undergraduate girl in retailing.
- b. Undergraduate girl in retailing who is also enrolled in homemaking, part-time cooperative or distributive education classes.
- c. Graduate who has been in retailing for no longer than two years.

	Name of girl	Street or store address	Town
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Form letter accompanying check sheet sent to girls
asked to participate.

1051 N. Ewing
Helena, Montana
January 15, 1944

Dear Friend:

The local coordinator of distributive education has suggested that you might be interested in assisting in gathering data for a study I am writing concerning the correlation between home-making and the part-time cooperative programs.

The enclosed check sheet will take only a few minutes to check, and will be of untold value to me. Enclosed is a stamped self addressed envelope for the return of the same.

Thank you for your kindness. I am

Sincerely

Harryet H. Stewart

Form of first penny postal card request for return of
check sheet from high school girls.

Date

Dear Miss Stensland:

I am very anxious to start tabulations
of my check sheet sent you. May I have your reply
as soon as possible.

Thank you for your cooperation. I am

Sincerely

Harryet H. Stewart

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Form of second penny postal card request for return
of check sheet from high school girls.

Date

Dear Miss Sunderland:

It is most important that I receive
your reply of the check sheet on distributive
and homemaking education. May I have this
reply before March 1, 1944. Thank you
for your kindness. I am

Sincerely,

Harryet H. Stewart

APPENDIX B

Please return to
Harryet H. Stewart
1051 N. Ewing
Helena, Montana

CHECK SHEET FOR INSTRUCTORS IN HOME MAKING AND PART-TIME
COOPERATIVE PROGRAMS

Name _____ Town _____ Montana _____
 Address _____ School _____ Position _____
 Graduate from _____ Degree _____
 Major _____ Minors _____
 Graduate work _____ Major _____
 _____ Major _____

The amount of teacher time devoted to homemaking and
 distributive education.
 Full time _____ Half time _____ Other fraction
 of time _____

Have you ever exchanged units or lessons in homemaking
 and part-time cooperative education? _____ If so,
 please list exchange units or lessons so exchanged.

Have you ever exchanged illustrative material in home-
 making and the part-time cooperative program? _____
 If so, please check in what units or lessons.

Personality _____
 Books _____
 Charts _____
 Exhibits _____
 Ideas _____
 Others _____

Textiles or Clothing
 Books _____
 Charts _____
 Samples of raw
 materials _____
 Swatches of
 material _____
 Others _____

Consumer Education or
 Trade Related Information
 Books _____
 Charts _____
 Exhibits _____
 Ideas _____
 Others _____

Household
 Equipment
 Books _____
 Charts _____
 Pamphlets _____
 Exhibits _____
 Others _____

Foods
 Books _____
 Charts _____
 Pamphlets _____
 Exhibits _____
 Others _____

DIRECTIONS!!! PLEASE READ!!

Please make a check for the comparative amount of information listed under the following Units A - H inclusive upon which discussions were conducted in your classes.

	Compare amount		
	None	Some	Ade-quate
A. YOU--YOURSELF: To what extent did you include the following topics:			
1. Dress appropriate to the work			
2. Choice of line, design and color in clothes			
3. Application and use of cosmetics			
4. Importance of health habits			
5. Posture in relation to personal appearance			
6. Care of hair, hands, teeth, etc.			
7. Budgeting time for daily personal care			
8. Daily care of clothes			
9. Seasonal care and storage of clothes			
10. Tone of voice as it expresses ideas and thoughts			
11. Others			
B. PERSONALITY ASSETS: To what extent did you include the following:			
1. Expression of thoughts clearly and definitely			
2. Consideration of others			
3. Stimulation of creative ideas			
4. Assurance of being able to meet difficult situations			
5. Development of self-confidence to rely on self judgment and decisions			
6. Significance of leadership and fellowship			

PERSONALITY ASSETS (Continued)	Compare amount		
	None	Some	Ade-quate
7. Adequacy of the English language			
8. Importance of meeting "big" people and talk to them			
9. Importance of interest in civic, social, political and religious activities			
10. Belief in self and others			
11. Importance of poise, self-assurance, self-control, patience and loyalty			
12. Talking and giving criticism objectively			
13. Acceptance of responsibility to the job			
14. Others			
C. APPROVED SOCIAL PROCEDURES: To what extent did you include the following:			
1. Technique and etiquette in the use of the telephone			
2. How and when to introduce people to each other			
3. Business courtesies toward employer and public			
4. Business conversation			
5. Meeting the public			
6. Importance of cultural atmosphere			
7. Interest in problems of others			
8. Others			

	Compare amount		
	None	Some	Ade- quate
D. PERSONAL FINANCE: TO what extent did you include the following:			
1. Keeping personal accounts			
2. Keeping within budgets			
3. Buying of insurance			
4. Checking accounts			
5. Judging values in buying			
6. Saving money			
7. Contracting and paying debts			
8. Planning for financial future			
9. Others			
E. MORALE ON THE JOB: To what extent did you include the following:			
1. Assuming responsibility of routine tasks			
2. Reading and studying as professional and personal improvement			
3. Acquisition of information from traveling salesmen and customers			
4. Gaining respect of customers and clerks			
5. Displaying merchandise advantageously			
6. Developing accuracy			
7. Establishing self with "old time" sales people			
8. Development of enthusiasm			
9. Learning how to observe, concentrate and remember			
10. Taking the initiative			
11. Educational attitude toward staff meetings and criticism			

MORALE ON THE JOB (Continued)	None	Compare	amount Ade- quate
12. Acquiring professional ethics about your job			
13. Others			
F. A BIGGER BUSINESS: To what extent did you include the following:			
1. Recognition of customers' viewpoint			
2. Anticipation of follow-up sales			
3. Understanding store policies			
4. Accepting opportunities to trim windows and arrange counter space			
5. Interpretation of customers wants and needs			
6. Knowledge of current advertising			
7. Filling out records of sales, etc., to minimize office help			
8. Establishing sales satisfaction and sales prestige			
9. Understanding marginal and net profit			
10. Selling to the customer who is seeking information			
11. Education of customer who is not informed			
12. Satisfying the customer who is not informed			
13. Developing skill in wrapping packages			
14. Some understanding of labor policy			
15. Others			

	Compare amount		
	None	Some	Ade-quate
G. TEXTILES: To what extent in yard goods and clothese did you include the following:			
1. New colors and color combinations			
2. New design trends			
3. New Textile fibers			
4. New combinations of textures			
5. New processes and finishes			
6. Variations and new weaves			
7. New possibilities for informal balance			
8. Others			
H. INFORMATION TRENDS: To what extend did you include the following:			
1. Food fads and nutritive value			
2. Food preparation and service			
3. Cosmetics and drugs			
4. Ready-to-wear for women			
5. Ready-to-wear for men			
6. Houses and building materials			
7. House furnishings			
8. Others			

APPENDIX C

Please return to
Harryet H. Stewart
1051 N. Ewing
Helena, Montana

CHECK LIST FOR STUDENTS IN HOME MAKING AND IN PART-TIME
COOPERATIVE PROGRAM

Name _____ Age _____ Town _____ Montana
Address _____

Graduate from or intend to graduate from _____ School,
Year _____

How many semesters have you had in high school:
Homemaking _____
Part-time cooperative _____

Type of store employed in at present--please check:

- Bakery shop _____ Furniture Store _____ Music _____
- Book Store _____ Gas Station _____ Newstand _____
- Building Supplies _____ Gift Shop _____ Office Equip. _____
- Cleaning Shop _____ Glass & Paint Shop _____
- Clothing Shop _____ Grocery Store _____ Photo Shop _____
- Cosmetics _____ Haberdashery _____ Radio Shop _____
- Confectionery _____ Hardware Store _____ Refrigerator _____
- Creamery _____ Hat Shop _____ Shop _____
- Department Store _____ Jewelry Shop _____ Saddlery _____
- Drug Store _____ Luggage Shop _____ Shop _____
- Electric _____ Lumber Yard _____ Sheet Metal _____
- Feed and Grain _____ Mail Order _____ Shop _____
- Flower Shop _____ Meat Shop _____ Stamp & Stencil Shop _____
- Fruit Store _____ Motion Picture _____ Stove Shop _____
- Fuel Company _____ Equip. _____ Variety _____
- Other _____

Work Experience: Please list all job changes
you have made:

Type of Store	Title of your position	Time employed Months or years	Reason for leaving job
1.			
2.			
3.			
4.			
5.			

DIRECTIONS***PLEASE READ***

Please make two (2) checks for each item. One if you have studied it in high school, and the second check if you have used this information on the job.

	Studied in high school		Used on job	
	Yes	No	Yes	No
A. YOU--YOURSELF: Did you have instruction and discussion in high school concerning				
1. Dress appropriate to work				
2. Choice of line, design and color				
3. Application and use of cosmetics				
4. Importance of health habits				
5. Posture in relation to personal appearance				
6. Care of hair, hands, teeth, etc.				
7. Budgeting time for daily personal care				
8. Daily care of clothes				
9. Seasonal care and storage of clothes				
10. Tone of voice as it expresses ideas and thoughts				
11. Others				
B. PERSONALITY ASSETS: Did you have instructions in high school concerning:				
1. Expression of thoughts clearly and definitely				
2. Consideration of others				
3. Stimulation of creative ideas				
4. Assurance of being able to meet difficult situations				
5. Development of self-confidence to rely on self judgment and decisions				
6. Significance of leadership and fellowship				
7. Adequacy of the English language				
8. Importance of meeting "big" people and talk to them				

PERSONALITY ASSETS (Continued)	Studied in high school		Used on Job	
	Yes	No	Yes	No
9. Importance of interest in civic, social, political and religious activities				
10. Belief in self and others				
11. Importance of poise, self-assurance, self-control, patience and loyalty				
12. Taking and giving criticism objectively				
13. Acceptance of responsibility to the job				
14. Others				
C. APPROVED SOCIAL PROCEDURES: Did you have instruction in high school concerning:				
1. Technique and etiquette in the use of the telephone				
2. How and when to introduce people to each other				
3. Business courtesies toward employer and public				
4. Business conversation				
5. Meeting the public				
6. Importance of cultural atmosphere				
7. Interest in problems of others				
8. Others				
D. PERSONAL FINANCE: Did you have instruction in high school concerning:				
1. Keeping personal accounts				
2. Keeping within budgets				
3. Buying of insurance				
4. Checking accounts				
5. Judging values in buying				

PERSONAL FINANCE (continued)	Studied in High school		Used on job	
	Yes	No	Yes	No
6. Saving money				
7. Contracting and paying debts				
8. Planning for financial future				
9. Others				
E. MORALE ON THE JOB: Did you have instruction in high school concerning:				
1. Assuming responsibility of routine tasks				
2. Reading and studying as professional and personal improvement				
3. Acquisition of information from traveling salesmen and customers				
4. Gaining respect of customers and clerks				
5. Displaying merchandise advantageously				
6. Developing accuracy				
7. Establishing self with "old time" sales people				
8. Development of enthusiasm				
9. Learning how to observe, concentrate and remember				
10. Taking the initiative				
11. Educational attitude toward staff meetings and criticism				
12. Acquiring professional ethics about your job				
13. Others				
F. A BIGGER BUSINESS: Did you have instruction in high school concerning:				
1. Recognition of customers' viewpoint				
2. Anticipation of follow-up sales				

BIGGER BUSINESS (Continued)	Studied in high school		Used on Job	
	Yes	No	Yes	No
3. Understanding store policies				
4. Accepting opportunities to trim windows and arrange counter space				
5. Interpretation of customers wants and needs				
6. Knowledge of current advertising				
7. Filling out records of sales, etc., to minimize office help				
8. Establishing sales satisfaction and sales prestige				
9. Understanding marginal and net profit				
10. Selling to the customer who is seeking information				
11. Satisfying the customer who is informed				
12. Education of customer who is not informed				
13. Developing skill in wrapping packages				
14. Some understanding of labor policy				
15. Others				
G. TEXTILES: Did you have instruction in high school concerning:				
1. New colors and color combinations				
2. New design trends				
3. New textile fibers				
4. New combinations of textures				
5. New processes and finishes				
6. Variations and new weaves				
7. New possibilities for informal balance				
8. Others				

	Studied in high school		Used on Job	
	Yes	No	Yes	No
H. INFORMATION TRENDS: Did you have instruction in high school concerning:				
1. Food fads and nutritive value				
2. Food preparation and service				
3. Cosmetics and drugs				
4. Ready-to-wear for women				
5. Ready-to-wear for men				
6. Houses and building materials				
7. House furnishings				
8. Others				

APPENDIX D
 NUMBER OF REPLIES OF BOTH CATEGORIES OF TEACHERS TO THE CHECK SHEET OF ITEMS TAUGHT IN
 HIGH SCHOOL

Fields of high school teaching	Distributive Education				Homemaking Education			
Number of Teachers	14				12			
Items	None	Some	Adequate	Blank	None	Some	Adequate	Blank
A1	0	3	11	0	0	5	7	0
2	2	7	4	1	0	2	9	1
3	3	7	4	0	0	4	8	0
4	0	5	9	0	0	4	8	0
5	0	7	7	0	0	4	8	0
6	0	7	7	0	0	2	10	0
7	2	7	4	1	0	11	1	0
8	1	7	5	1	0	5	7	0
9	6	6	1	1	0	6	6	0
10	1	7	6	0	2	6	3	1
11	0	0	1	13	0	3	0	9
B1	0	7	7	0	0	9	3	0
2	0	3	10	1	0	3	9	0
3	0	8	5	1	1	6	5	0
4	1	6	6	1	1	8	2	1
5	1	5	7	1	1	6	4	1
6	0	6	7	1	0	7	4	1
7	1	7	6	0	3	7	2	0
8	1	7	6	0	0	8	2	2
9	0	6	7	1	0	7	5	0
10	0	4	9	1	0	6	6	0
11	0	4	10	4	0	4	7	1

NUMBER OF REPLIES OF BOTH CATEGORIES OF TEACHERS TO THE CHECK SHEET OF ITEMS TAUGHT IN
HIGH SCHOOL--Continued

Fields of high school teaching	Distributive Education				Homemaking Education			
Number of Teachers	14				12			
Items	None	Some	Adequate	Blank	None	Some	Adequate	Blank
B12	0	4	10	0	0	6	5	1
13	0	3	10	1	0	4	6	2
14	0	0	1	13	0	3	0	9
C 1	0	6	8	0	1	7	4	0
2	1	8	4	1	0	2	10	0
3	0	4	10	0	1	3	7	1
4	0	4	9	3	3	6	2	1
5	0	4	10	0	2	4	5	1
6	2	6	5	1	0	8	2	2
7	0	8	5	1	0	7	4	1
8	0	0	2	12	0	2	2	8
D 1	0	10	3	1	1	8	2	1
2	0	8	4	2	0	6	5	1
3	1	7	4	2	2	4	3	3
4	1	6	4	3	2	6	2	2
5	0	4	7	3	1	4	7	0
6	0	5	8	1	0	7	5	0
7	1	5	6	2	2	6	3	1
8	0	6	6	2	3	5	3	1
9	0	0	1	13	0	2	2	8
E 1	0	4	9	1	1	5	6	0
2	0	4	9	1	5	6	0	1
3	0	5	9	0	6	4	0	2

NUMBER OF REPLIES OF BOTH CATEGORIES OF TEACHERS TO THE CHECK SHEET OF ITEMS TAUGHT IN
HIGH SCHOOL--Continued

Fields of high school teaching	Distributive Education				Homemaking Education			
Number of teachers	14				12			
Items	None	Some	Adequate	Blank	None	Some	Adequate	Blank
E 4	0	4	9	1	5	2	4	1
5	1	5	8	0	5	6	0	1
6	0	5	9	0	4	6	1	1
7	0	8	5	1	7	3	0	2
8	0	4	9	1	5	4	1	2
9	0	3	10	1	4	4	3	1
10	0	3	9	2	3	6	2	1
11	1	7	5	1	6	3	1	2
12	0	5	8	1	7	2	1	2
13	0	0	1	13	1	2	0	9
F 1	1	4	9	0	5	5	0	2
2	1	4	8	1	10	0	0	2
3	1	5	8	0	7	3	0	2
4	1	5	6	2	7	3	0	2
5	1	4	9	0	5	5	0	2
6	1	7	6	0	2	7	2	1
7	1	7	6	0	10	0	0	2
8	2	7	5	0	10	0	0	2
9	2	4	8	0	10	0	0	2
10	1	4	8	1	7	3	0	2
11	1	3	9	1	7	3	0	2
12	2	6	6	0	6	5	0	1

NUMBER OF REPLIES OF BOTH CATEGORIES OF TEACHERS TO THE CHECK SHEET OF ITEMS TAUGHT IN
HIGH SCHOOL--Continued

Fields of high school teaching	Distributive Education				Homemaking Education			
Number of teachers	14				12			
Items	None	Some	Adequate	Blank	None	Some	Adequate	Blank
F13	2	9	3	0	10	0	0	2
14	1	5	6	2	9	1	0	2
15	0	0	1	13	2	1	0	9
G 1	0	11	1	2	0	6	6	0
2	2	9	1	2	0	5	7	0
3	3	8	0	3	0	5	7	0
4	4	7	0	3	0	5	6	1
5	2	9	1	2	0	6	5	1
6	3	9	0	2	0	7	4	1
7	5	5	1	3	2	7	3	0
8	0	1	0	13	0	3	1	8
H 1	4	7	1	2	0	3	9	0
2	8	3	1	2	0	3	9	0
3	3	8	1	2	0	7	5	0
4	0	10	2	2	0	6	6	0
5	1	9	3	1	0	5	3	3
6	6	3	2	3	0	7	5	0
7	4	6	2	2	0	5	7	0
8	0	0	0	4	0	4	1	7

APPENDIX E
NUMBER OF REPLIES OF VARIOUS CATEGORIES OF STUDENTS TO THE CHECK SHEET OF ITEMS STUDIED
IN HIGH SCHOOL

Field of High School Study	Distributive Education			Homemaking Education			Neither Home-making nor Dis-tributive Edu-cation			Both Homemaking and Distributive Education			Total		
Number of students	34			25			27			99			185		
Items	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank
A 1	25	9	0	21	3	1	13	10	4	94	4	1	153	26	6
2	15	14	5	24	1	0	13	10	4	90	6	3	142	31	12
3	14	16	4	22	3	0	12	11	4	90	9	0	138	39	8
4	27	6	1	23	1	1	18	4	5	93	3	3	161	14	10
5	27	5	2	24	1	0	18	5	4	95	2	2	164	13	8
6	23	9	2	25	0	0	17	6	4	96	3	0	161	18	6
7	15	5	4	22	3	0	13	9	5	67	26	6	127	43	15
8	19	12	3	22	3	0	16	6	5	89	16	4	146	27	12
9	7	18	9	18	6	1	10	10	7	71	27	1	106	61	18
10	19	12	3	17	8	0	18	4	5	88	9	2	142	33	10
11	4	1	30	9	2	14	1	2	24	22	4	36	36	9	104
B 1	30	4	0	20	5	0	23	3	1	86	9	4	159	21	5
2	31	2	1	22	3	0	22	1	4	98	0	1	173	6	6
3	22	8	4	19	6	0	16	4	7	77	14	8	134	32	19
4	20	12	2	20	5	0	20	3	4	79	15	5	139	35	11
5	26	6	2	19	5	1	22	1	4	92	10	4	152	22	11
6	27	6	1	22	3	0	21	2	4	74	18	7	144	29	12
7	31	2	1	22	3	0	25	0	2	90	4	5	168	9	8
8	18	14	2	19	6	0	15	9	3	60	33	6	112	62	11
9	26	6	2	20	5	0	20	4	3	58	30	11	124	45	16
10	28	5	1	21	4	0	21	4	3	81	12	5	151	25	9
11	30	3	1	21	4	0	25	0	2	99	2	2	171	9	5

NUMBER OF REPLIES OF VARIOUS CATEGORIES OF STUDENTS TO THE CHECK SHEET OF ITEMS STUDIED
IN HIGH SCHOOL--Continued

Field of High School Study	Distributive Education			Homemaking Education			Neither Home-making nor Dis-tributive Edu-cation			Both Home-making and Distributive Education			Total		
Number of students	34			25			27			99			185		
Items	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank
B12	25	6	3	21	4	0	21	2	4	85	10	4	152	22	11
13	34	0	0	19	5	1	21	3	3	90	7	2	164	15	6
14	2	1	31	9	3	13	4	0	23	35	0	64	50	4	131
C 1	20	12	2	17	6	2	15	7	5	75	19	5	127	44	14
2	26	6	2	23	2	0	20	2	5	92	5	2	161	15	9
3	31	2	1	21	2	2	16	6	5	88	7	4	156	17	12
4	27	5	2	19	14	2	16	7	4	80	2	7	142	28	15
5	32	2	0	23	1	1	16	6	5	93	5	1	164	14	7
6	21	9	4	13	8	4	11	7	9	65	28	6	110	52	23
7	31	2	1	16	7	2	15	5	7	80	13	6	142	27	16
8	9	0	25	11	2	12	2	2	23	19	0	80	41	4	140
D 1	20	13	1	20	4	1	11	7	9	72	26	1	123	50	12
2	20	11	3	23	2	0	15	7	5	83	3	2	141	34	10
3	13	17	4	15	8	2	10	12	5	46	43	10	84	80	21
4	21	11	2	15	8	2	12	10	6	61	26	11	109	55	21
5	24	8	2	23	2	0	13	8	6	86	10	4	146	28	12
6	21	11	2	22	3	0	16	6	5	86	8	5	145	28	12
7	21	10	3	15	7	3	14	7	6	71	21	4	121	48	16
8	19	12	3	18	6	1	9	11	7	71	19	9	117	48	20
9	3	0	31	11	1	13	0	3	24	14	1	84	28	5	152
E 1	18	8	8	18	3	4	18	3	6	96	0	3	150	14	21
2	32	2	0	17	7	1	17	5	5	59	25	15	125	39	21
3	20	12	2	11	13	1	6	14	7	57	22	20	94	61	30

NUMBER OF REPLIES OF VARIOUS CATEGORIES OF STUDENTS TO THE CHECK SHEET OF ITEMS STUDIED
IN HIGH SCHOOL--Continued

Field of High School Study	Distributive Education			Homemaking Education			Neither Home-making nor Dis-tributive Edu-cation			Both Home-making and Distributive Education			Total		
Number of students	34			25			27			99			185		
Items	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank
E 4	30	4	0	15	9	1	13	8	6	89	3	7	147	24	14
5	30	4	0	13	11	1	8	11	8	81	10	8	132	36	17
6	34	0	0	17	7	1	18	3	6	87	5	8	156	15	14
7	19	12	3	13	11	1	10	10	7	71	19	9	113	52	20
8	30	4	0	11	13	1	15	6	6	84	5	10	140	28	17
9	29	5	0	18	7	0	16	4	7	85	6	9	147	22	16
10	25	5	4	11	11	2	15	5	7	81	3	14	134	24	27
11	16	15	3	15	9	1	10	10	7	58	28	13	99	62	24
12	15	10	9	11	11	3	13	8	6	67	25	7	106	54	25
13	3	1	30	5	5	15	3	2	22	19	1	79	30	9	146
F 1	27	5	2	18	6	1	13	8	6	82	13	4	140	32	13
2	26	6	2	8	14	3	9	13	5	69	22	8	112	55	18
3	26	5	3	11	11	3	9	13	5	69	14	6	125	43	17
4	19	13	2	9	11	5	7	15	5	60	30	9	95	69	21
5	27	4	3	9	12	4	13	11	3	81	14	4	130	41	14
6	26	6	2	10	11	4	10	12	5	65	25	9	111	54	20
7	22	9	3	9	10	6	9	12	6	55	33	11	95	64	26
8	24	6	4	5	15	5	11	9	7	71	19	9	111	49	25
9	28	5	1	9	12	4	14	8	5	73	19	7	124	44	17
10	26	6	2	6	15	4	11	12	4	77	16	6	120	49	16
11	29	4	1	5	13	7	12	10	5	78	15	6	124	42	19
12	22	9	3	5	16	4	9	12	6	77	14	8	113	51	21
13	20	13	1	6	14	5	9	14	4	63	27	9	98	68	19

NUMBER OF REPLIES OF VARIOUS CATEGORIES OF STUDENTS TO THE CHECK SHEET OF ITEM STUDIED
IN HIGH SCHOOL--Continued

Field of High School Study	Distributive Education			Homemaking Education			Neither Home-making nor Dis-tributive Edu-cation			Both Home-making and Distributive Education			Total		
Number of students	34			25			27			99			185		
Items	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank
F14	22	7	5	3	16	6	7	13	7	68	27	4	100	63	22
15	1	0	33	0	1	24	0	4	23	28	4	67	29	9	147
G 1	21	10	3	22	2	1	12	10	5	83	6	10	138	28	19
2	19	12	3	20	2	3	11	11	5	75	16	8	125	41	19
3	22	10	2	21	1	3	12	10	5	84	5	10	139	26	20
4	20	11	3	21	1	3	10	12	5	72	16	11	123	40	22
5	20	11	3	18	4	3	14	8	5	76	11	12	128	34	23
6	18	13	3	19	3	3	12	10	5	77	10	12	126	36	23
7	17	12	5	14	6	5	7	12	8	60	28	11	98	58	29
8	4	2	28	3	0	22	1	5	21	17	1	81	25	8	152
H 1	16	15	3	24	0	1	14	6	7	91	3	5	145	24	16
2	13	16	5	23	1	1	13	8	6	91	3	5	140	28	17
3	12	13	9	24	0	1	13	9	5	92	7	0	141	29	15
4	19	10	5	20	3	2	13	9	5	88	8	3	140	30	15
5	15	15	4	10	12	3	7	13	7	51	38	10	83	78	24
6	9	20	5	11	9	5	4	15	8	50	35	14	74	79	32
7	16	13	5	20	3	2	10	11	6	71	17	11	117	44	24
8	3	3	28	4	0	21	2	4	21	18	5	76	27	12	146

APPENDIX F
 PERCENTAGE OF VARIOUS CATEGORIES OF STUDENTS STUDYING ITEMS COMPARED WITH PERCENTAGE OF
 INSTRUCTORS TEACHING THE ITEMS

Fields of High School Study	Students					Teachers	
	Distributive Education	Homemaking Education	Neither Homemaking nor Distributive Education	Both Homemaking and Distributive Education	Total 185 high school girls	Distributive Education	Homemaking Education
Number of replies	34	25	27	99	185	14	12
	%	%	%	%	%	%	%
A 1	.73	.84	.48	.94	.82	1.0	1.0
2	.44	.96	.48	.90	.76	.78	.91
3	.41	.88	.44	.90	.74	.78	1.0
4	.79	.92	.66	.93	.87	1.0	1.0
5	.79	.96	.66	.95	.88	1.0	1.0
6	.67	1.0	.62	.96	.87	1.0	1.0
7	.44	.88	.48	.67	.68	.78	1.0
8	.55	.88	.59	.89	.79	.85	1.0
9	.20	.72	.37	.71	.57	.50	1.0
10	.58	.68	.66	.88	.76	.92	.91
11	.11	.36	.03	.22	.20	.00	.00
B 1	.88	.80	.85	.86	.85	1.0	1.0
2	.91	.88	.81	.98	.93	.92	1.0
3	.64	.76	.59	.77	.72	.92	.91
4	.58	.80	.74	.79	.75	.85	.83
5	.76	.76	.81	.92	.82	.85	.83
6	.79	.88	.77	.74	.77	.92	.91
7	.91	.88	.92	.90	.90	.92	.75
8	.52	.76	.55	.60	.60	.92	.83

PERCENTAGE OF VARIOUS CATEGORIES OF STUDENTS STUDYING ITEMS COMPARED WITH PERCENTAGE OF INSTRUCTORS TEACHING THE ITEMS--Continued

Fields of High School Study	Students				Teachers		
	Distributive Education	Homemaking Education	Neither Homemaking nor Distributive Education	Both Homemaking and Distributive Education	Total 185 high school girls	Distributive Education	Homemaking Education
Number of replies	34	25	27	99	185	14	12
	%	%	%	%	%	%	%
B 9	.76	.80	.74	.58	.60	.92	1.0
10	.82	.84	.77	.81	.81	.92	1.0
11	.88	.84	.92	1.0	.94	1.0	.91
12	.73	.84	.77	.85	.82	1.0	.91
13	.10	.76	.77	.90	.88	.92	.83
14	.05	.36	.14	.35	.27	.00	.00
C 1	.58	.68	.55	.75	.68	1.0	.91
2	.74	.92	.74	.92	.87	.85	1.0
3	.91	.84	.59	.88	.84	1.0	.83
4	.77	.76	.59	.80	.76	.92	.66
5	.94	.92	.59	.93	.88	1.0	.75
6	.60	.52	.40	.65	.60	.75	.83
7	.91	.64	.55	.80	.76	.92	.91
8	.26	.44	.07	.19	.25	.00	.00
D 1	.58	.80	.40	.72	.66	.92	.83
2	.58	.92	.55	.83	.76	.85	.91
3	.38	.60	.37	.46	.45	.78	.58
4	.60	.60	.40	.61	.59	.71	.66
5	.68	.92	.48	.86	.79	.78	.91
6	.60	.88	.59	.86	.78	.92	1.0

PERCENTAGE OF VARIOUS CATEGORIES OF STUDENTS STUDYING ITEMS COMPARED WITH PERCENTAGE OF INSTRUCTORS TEACHING THE ITEMS--Continued

Fields of High School Study	Students				Teachers		
	Distributive Education	Homemaking Education	Neither Homemaking nor Distributive Education	Both Homemaking and Distributive Education	Total 185 high school girls	Distributive Education	Homemaking Education
Number of replies	34	25	27	99	185	14	12
	%	%	%	%	%	%	%
D 7	.60	.60	.51	.71	.65	.78	.75
8	.55	.72	.33	.71	.63	.85	.66
9	.08	.44	.00	.14	.10	.00	.00
E 1	.52	.72	.66	.96	.81	.92	.91
2	.94	.68	.62	.59	.67	.92	.50
3	.58	.44	.22	.57	.50	1.0	.33
4	.88	.60	.48	.89	.79	.92	.50
5	.88	.52	.29	.81	.70	.92	.50
6	1.0	.68	.66	.87	.84	1.0	.58
7	.55	.52	.37	.71	.61	.92	.25
8	.88	.44	.55	.84	.75	.92	.41
9	.85	.72	.59	.85	.79	.92	.58
10	.73	.44	.55	.81	.72	.85	.66
11	.47	.60	.37	.58	.52	.85	.33
12	.44	.44	.48	.67	.57	.92	.25
13	.08	.20	.12	.19	.16	.00	.08
F 1	.79	.72	.48	.82	.79	.92	.41
2	.76	.32	.33	.69	.60	.85	.00
3	.76	.44	.33	.69	.67	.92	.25
4	.54	.36	.25	.60	.51	.78	.25

PERCENTAGE OF VARIOUS CATEGORIES OF STUDENTS STUDYING ITEMS COMPARED WITH PERCENTAGE OF INSTRUCTORS TEACHING THE ITEMS--Continued

Fields of High School Study	Distributive Education	Homemaking Education	Students			Teachers	
			Neither Homemaking nor Distributive Education	Both Homemaking and Distributive Education	Total 185 high school girls	Distributive Education	Homemaking Education
Number of replies	34	25	27	99	185	14	12
	%	%	%	%	%	%	%
F 5	.79	.36	.48	.81	.70	.92	.41
6	.76	.40	.37	.65	.60	.92	.75
7	.64	.36	.33	.55	.51	.92	.00
8	.70	.20	.40	.71	.60	.85	.00
9	.82	.36	.51	.73	.67	.85	.00
10	.76	.24	.40	.77	.64	.85	.25
11	.85	.20	.44	.78	.67	.85	.25
12	.64	.20	.33	.77	.61	.85	.41
13	.57	.24	.33	.63	.52	.85	.00
14	.64	.12	.25	.68	.54	.78	.08
15	.02	.00	.00	.28	.15	.00	.16
G 1	.61	.88	.51	.83	.74	.85	1.0
2	.55	.80	.48	.75	.67	.71	1.0
3	.64	.84	.22	.84	.75	.57	1.0
4	.58	.84	.25	.72	.66	.50	.91
5	.58	.72	.25	.76	.69	.71	.91
6	.52	.76	.22	.77	.68	.64	.91
7	.50	.56	.18	.60	.52	.42	.83
8	.11	.12	.03	.17	.13	.00	.00
H 1	.47	.96	.07	.91	.78	.57	1.0

PERCENTAGE OF VARIOUS CATEGORIES OF STUDENTS STUDYING ITEMS COMPARED WITH PERCENTAGE OF INSTRUCTORS TEACHING THE ITEMS--Continued

Field of High School Study	Distri- butive Education	Homemak- ing Edu- cation	Students			Teachers	
			Neither Homemak- ing nor Distribu- tive Edu- cation	Both Home- making and Distribu- tive Edu- cation	Total 185 high school girls	Distri- butive Educa- tion	Home- making Educa- tion
Number of replies	34	25	27	99	185	14	12
	%	%	%	%	%	%	%
H 2	.38	.92	.11	.91	.75	.28	1.0
3	.35	.96	.33	.92	.76	.64	1.0
4	.55	.80	.33	.88	.75	.85	1.0
5	.44	.40	.00	.51	.44	.85	.66
6	.26	.44	.07	.50	.40	.35	1.0
7	.47	.80	.11	.71	.63	.57	1.0
8	.08	.16	.07	.18	.14	.00	.00

APPENDIX G
NUMBER OF REPLIES OF VARIOUS CATEGORIES OF STUDENTS TO THE CHECK SHEET OF ITEMS "USED
ON THE JOB

Fields of High School Study	Distributive Education			Homemaking Education			Neither Home-making nor Distributive Education			Both Home-making and Distributive Education			Total		
Number of students	34			25			27			99			185		
Items	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank
A 1	28	5	1	21	2	2	15	6	6	85	3	11	149	16	20
2	20	8	6	18	4	3	14	7	6	74	18	7	126	37	22
3	21	7	6	16	6	3	15	6	6	77	17	5	129	36	20
4	28	5	1	20	4	1	15	5	7	85	3	11	148	17	20
5	29	3	2	20	3	2	20	3	4	89	3	7	158	12	15
6	27	3	4	22	2	1	22	2	3	84	10	5	155	17	13
7	18	9	7	16	9	0	13	7	7	49	41	9	96	66	23
8	21	7	6	16	5	4	16	5	6	72	12	15	125	29	31
9	9	16	9	5	16	4	12	7	8	43	37	19	69	76	40
10	25	6	3	19	6	0	20	2	5	75	11	13	139	25	21
11	1	1	32	7	2	16	1	1	25	24	5	70	33	9	143
B 1	25	7	2	16	3	6	23	1	3	79	9	11	143	20	22
2	33	0	1	19	1	5	25	0	2	87	4	8	164	5	16
3	17	12	5	16	4	5	15	5	7	66	18	15	114	39	32
4	21	9	4	17	4	4	20	5	2	71	12	16	129	30	26
5	28	2	4	18	3	4	22	1	4	77	7	15	145	13	27
6	22	7	5	13	7	5	21	2	4	65	18	16	121	34	30
7	26	4	4	17	3	5	25	0	2	88	7	10	150	14	21
8	15	14	5	15	5	5	12	8	7	50	31	18	92	58	35
9	19	10	5	16	7	2	10	10	7	47	41	11	92	68	25
10	28	3	3	21	1	3	21	1	5	77	12	10	147	17	21
11	32	1	1	19	4	2	25	0	2	91	3	5	167	8	10
12	23	6	5	15	6	4	20	4	3	78	9	12	136	25	24

NUMBER OF REPLIES OF VARIOUS CATEGORIES OF STUDENTS TO THE CHECK SHEET OF ITEMS "USED
ON THE JOB--Continued

Fields of High School Study	Distributive Education			Homemaking education			Neither Home-making nor Distributive Education			Both Home-making and Distributive Education			Total		
Number of students	34			25			27			99			185		
Items	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank
B13	33	0	1	21	1	3	25	0	2	92	3	4	171	4	10
14	5	0	29	11	1	13	4	0	23	25	3	71	45	4	136
C 1	21	9	4	10	11	4	19	1	7	68	19	12	118	40	27
2	21	9	4	12	7	6	20	1	6	67	22	10	120	39	26
3	29	4	1	21	0	4	21	1	5	86	1	12	157	6	22
4	27	6	1	19	2	4	20	2	5	69	16	14	135	26	24
5	32	1	1	20	3	2	20	1	6	91	4	4	163	9	13
6	18	9	7	9	9	7	17	0	10	50	29	20	94	47	44
7	26	5	3	15	8	2	18	1	8	73	14	12	132	28	25
8	9	0	25	11	1	13	4	0	23	14	3	82	38	4	143
D 1	13	15	6	9	13	3	10	8	9	33	53	13	65	89	31
2	42	16	6	8	12	15	10	7	10	37	56	0	67	91	27
3	2	25	7	4	15	6	3	15	9	20	57	22	29	112	44
4	10	16	8	4	15	6	5	12	10	33	50	16	52	93	40
5	19	8	7	14	8	3	15	4	8	75	15	9	125	35	27
6	19	8	7	15	6	4	15	4	8	56	27	16	105	45	35
7	13	14	7	9	8	8	12	8	7	61	23	15	95	53	37
8	16	12	6	9	12	4	10	8	9	41	34	24	76	66	43
9	1	2	31	6	2	17	0	2	25	12	0	87	19	6	160
E 1	26	4	4	17	2	6	18	1	8	83	2	14	144	9	32
2	14	16	4	9	10	6	14	6	7	60	22	17	97	54	34
3	17	12	5	15	6	4	12	7	8	58	28	13	102	53	30
4	32	2	0	20	2	3	18	3	6	85	7	7	155	14	16

NUMBER OF REPLIES OF VARIOUS CATEGORIES OF STUDENTS TO THE CHECK SHEET OF ITEMS "USED
ON THE JOB--Continued

Fields of High School Study	Distributive Education			Homemaking Education			Neither Home-making nor Distributive Education			Both Home-making and Distributive Education			Total		
Number of students	34			25			27			99			185		
Items	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank	yes	no	blank
E 5	28	5	1	15	8	2	18	3	6	84	6	9	145	22	18
6	29	3	2	20	2	3	20	1	6	83	9	7	152	15	18
7	20	12	2	18	4	3	15	4	8	68	18	13	121	38	26
8	17	7	0	15	6	4	19	2	6	83	3	13	144	18	23
9	29	2	3	20	4	1	18	1	8	82	3	14	149	10	26
10	27	2	5	14	6	5	17	3	7	78	8	13	136	19	30
11	15	15	4	13	7	5	14	6	7	55	28	16	97	56	32
12	19	9	6	11	9	5	15	6	6	62	19	18	107	43	35
13	2	0	32	4	2	19	2	2	23	22	5	72	30	9	146
F 1	31	3	0	15	4	6	17	2	8	86	4	9	149	13	23
2	26	6	2	11	8	6	15	4	8	71	11	16	124	29	32
3	28	4	2	17	4	4	17	2	8	88	1	10	150	11	24
4	22	11	1	8	9	8	15	4	8	65	21	13	110	45	30
5	30	2	2	14	4	7	20	1	6	83	5	11	147	12	26
6	18	13	3	8	10	7	12	7	8	62	25	12	100	55	30
7	22	9	3	13	5	7	12	5	10	54	30	15	101	49	35
8	22	8	4	12	5	8	13	4	10	72	11	16	119	28	38
9	17	13	4	10	8	7	11	8	8	46	33	20	84	62	39
10	24	8	2	13	6	6	16	1	10	76	11	12	129	26	30
11	27	4	3	11	6	8	17	1	9	84	5	10	139	16	30
12	25	5	4	13	6	6	13	4	10	71	16	12	122	31	32
13	23	7	4	14	5	6	15	4	8	71	15	13	123	31	31

NUMBER OF REPLIES OF VARIOUS CATEGORIES OF STUDENTS TO THE CHECK SHEET OF ITEMS "USED
ON THE JOB--Continued

Fields of High School Study	Distributive Education			Homemaking Education			Neither Home- making nor Distributive Education			Both Home- making and Distributive Education			Total		
	Number of students	yes	no blank	yes	no blank	yes	no blank	yes	no blank	yes	no blank	yes	no blank		
	34			25			27			99			185		
F14	16	14	4	8	8	9	10	5	12	59	27	13	93	54	38
15	1	0	33	5	0	20	0	0	27	23	3	73	29	3	153
G 1	18	12	4	10	10	5	14	6	7	56	30	13	98	58	29
2	17	10	7	8	11	6	13	7	7	42	44	13	80	72	33
3	15	14	5	6	13	6	6	14	7	40	42	17	67	83	35
4	13	15	6	9	10	6	7	12	8	30	46	23	59	83	43
5	10	17	7	4	13	8	7	13	7	44	38	17	65	81	39
6	8	19	7	3	15	7	6	13	8	35	44	20	52	91	42
7	11	17	6	7	11	8	5	13	8	35	43	21	58	84	43
8	2	1	31	3	0	22	1	2	24	15	6	78	21	9	155
H 1	6	20	8	8	13	4	2	14	11	33	54	19	49	99	37
2	7	19	8	9	12	4	3	14	10	19	45	22	31	104	50
3	13	15	6	10	9	6	9	10	8	44	43	12	76	77	32
4	15	12	7	7	11	7	9	8	10	41	43	16	71	74	40
5	5	22	7	4	14	7	1	15	11	21	59	19	31	110	44
6	3	24	7	4	13	8	2	15	10	8	70	21	17	122	46
7	4	23	7	5	14	6	3	15	9	27	43	29	39	95	51
8	1	1	32	4	5	16	0	4	23	13	6	80	18	16	151

APPENDIX H
PERCENTAGE OF VARIOUS CATEGORIES OF STUDENTS REPORTING ITEMS AS "USED ON JOB"

Field of High School Study	Distributive Education	Homemaking Education	Neither Home-making nor Distributive Education	Both Home-making and Distributive Education	Total
Number of students	34	25	27	99	185
Items	%	%	%	%	%
A 1	.82	.84	.55	.85	.80
2	.58	.72	.51	.74	.68
3	.61	.64	.55	.77	.69
4	.82	.80	.55	.85	.80
5	.85	.80	.74	.89	.85
6	.79	.88	.81	.85	.83
7	.52	.64	.48	.49	.51
8	.61	.64	.59	.72	.67
9	.26	.20	.44	.43	.37
10	.73	.76	.74	.75	.75
11	.02	.28	.03	.24	.17
B 1	.73	.64	.85	.79	.77
2	.67	.76	.92	.87	.88
3	.50	.64	.55	.66	.61
4	.61	.68	.74	.71	.69
5	.82	.72	.81	.77	.78
6	.64	.52	.77	.65	.65
7	.76	.68	.92	.88	.81
8	.44	.60	.44	.50	.49
9	.55	.64	.37	.47	.49
10	.82	.84	.77	.77	.79
11	.94	.76	.92	.91	.90
12	.67	.60	.74	.78	.73
13	.97	.84	.92	.92	.94

PERCENTAGE OF VARIOUS CATEGORIES OF STUDENTS REPORTING ITEMS AS "USED ON JOB"--Contd.

Field of High School Study	Distributive Education	Homemaking Education	Neither Home-making nor Distributive Education	Both Home-making and Distributive Education	Total
Number of students	34	25	27	99	185
Items	%	%	%	%	%
B14	.14	.44	.14	.25	.24
C 1	.61	.40	.70	.68	.63
2	.61	.48	.74	.67	.64
3	.85	.84	.77	.86	.84
4	.79	.76	.74	.69	.72
5	.94	.80	.74	.91	.88
6	.52	.36	.62	.50	.50
7	.76	.48	.66	.73	.71
8	.26	.44	.14	.14	.21
D 1	.38	.36	.37	.33	.35
2	.35	.32	.37	.37	.36
3.	.05	.16	.11	.20	.15
4	.29	.16	.18	.33	.28
5	.55	.56	.55	.75	.66
6	.55	.60	.55	.56	.56
7	.38	.36	.44	.61	.51
8	.47	.36	.37	.41	.41
9	.02	.24	.00	.12	.10
E 1	.76	.68	.66	.83	.77
2	.56	.36	.51	.60	.52
3	.68	.60	.44	.58	.55
4	.94	.80	.66	.85	.83
5	.82	.60	.66	.84	.78
6	.85	.80	.74	.83	.82

PERCENTAGE OF VARIOUS CATEGORIES OF STUDENTS REPORTING ITEMS AS "USED ON JOB"--Contd.

Field of High School Study	Distributive Education	Homemaking Education	Neither Home-making nor Distributive Education	Both Home-making and Distributive Education	Total
Number of students	34	25	27	99	185
Items	%	%	%	%	%
E 7	.80	.72	.55	.68	.65
8	.68	.60	.70	.83	.77
9	.85	.80	.66	.82	.80
10	.79	.56	.62	.78	.73
11	.60	.52	.51	.55	.52
12	.76	.44	.55	.62	.57
13	.05	.16	.07	.22	.11
F 1	.91	.60	.62	.86	.80
2	.76	.44	.55	.71	.67
3	.82	.68	.62	.88	.81
4	.64	.32	.55	.65	.59
5	.88	.56	.74	.83	.79
6	.72	.32	.44	.62	.54
7	.64	.52	.44	.54	.54
8	.64	.48	.48	.72	.64
9	.68	.40	.40	.46	.45
10	.70	.52	.59	.76	.69
11	.79	.44	.62	.84	.75
12	.73	.52	.48	.71	.66
13	.67	.56	.55	.71	.66
14	.64	.32	.37	.59	.50
15	.02	.20	.00	.23	.12
G 1	.52	.40	.51	.56	.52
2	.50	.32	.48	.42	.43

PERCENTAGE OF VARIOUS CATEGORIES OF STUDENTS REPORTING ITEMS AS "USED ON JOB"--Contd.

Field of High School Study	Distributive Education	Homemaking Education	Neither Home-making nor Distributive Education	Both Home-making and Distributive Education	Total
Number of students	34	25	27	99	185
Items	%	%	%	%	%
G 3	.44	.24	.22	.40	.36
4	.38	.36	.25	.30	.39
5	.29	.16	.25	.44	.35
6	.23	.12	.22	.35	.28
7	.32	.28	.18	.35	.31
8	.05	.12	.03	.15	.11
H 1	.17	.32	.07	.33	.26
2	.20	.36	.11	.19	.16
3	.38	.40	.33	.44	.41
4	.44	.28	.33	.41	.34
5	.14	.12	.00	.21	.16
6	.08	.12	.07	.08	.09
7	.11	.20	.11	.27	.21
8	.02	.16	.00	.13	.15

APPENDIX I

INFORMATION RELATED TO EMPLOYERS OF 185 HIGH SCHOOL GIRLS

Type of establishment	Number of girls
Air base	1
Bank	1
Bakery	12
Beauty shop	2
Confectionary shop	15
Cafe	24
Clothing store	16
Court House	1
Creamery	1
Dental office	1
Department store	98
Drug store	16
Dry cleaners	2
Electric shop	1
Flower shop	2
Gift shop	2
Glass shop	1
Grocery store	20
Hat shop	2
Hardware store	5
Homemaking	1
Hospital	1
Hotel	5
Insurance	1
Meat market	1
Navy yards	2
Newstand	2
Office--general	4
Paint store	1
Photo shop	2
Playground	1
Refrigerators	1
Root Beer stand	2
School office	2
Shoe shop	1
Tamale Factory	3
Telephone company	2
Theater	14
Transfer company	1
Utilities	1
Variety store	22
Western Union	3
Wholesale house	1
	<hr/>
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OCCUPATIONS IN WHICH ENGAGED

Occupations	Number of girls
Assistant	
Beauty operator	1
Manager	1
Photo	1
Bookkeeper	8
Cashier	6
Checker	1
Clerk	
fountain	17
general	175
marking	3
shipping	5
stock	3
Cook	6
Decorator and displayer	4
Department head	1
General	11
Ironer	1
Instructor-Playground	1
Maid	1
Mechanic	1
Nurse Aid	1
Operator	
telephone	7
elevator	2
Receptionist	2
Stenographer	15
Usher	21
Waitress	22
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REASONS FOR LEAVING JOB

Reasons	Number of girls
Returned to school	46
Changed to better job	28
Moved to a different town	16
Laid off	11
Disliked job	7
Store went out of business	7
Incorrect hours	4
Misunderstanding	4
Employed only as extra girl	4
Married	3
Obtained full time job	2
Only vacation help	2
Tired of job	2
Entered different field	1
Health	1
No transportation	1
Low wages	1
Needed at home	1
No reason	1
	<u>1</u> 143

APPENDIX J

Items listed by students in Homemaking space for "Other" items provided on check sheet.

Topic

- A Cooperation
- B
- C Boy-girl relations
- D Our responsibility in the war--
financial and other
- E
- F
- G Appropriateness of clothes
- H Homes of the future
Children's clothing

Items listed by students in Distributive Education.
Space for "Other" items provided on check sheet.

Topic

- A
- B
- C
- D Use of tact in dealing with fellow employees
- E
- F
- G
- H Selling luxuries, vases, expensive glass,
etc. Stationery and notions

Items listed by instructors in Homemaking space for
"Other" items provided on check sheet.

Topic

- A Cooperation
- B
- C Boy-girl relations
- D Our responsibility to the war
- E
- F
- G Appropriateness of clothes
- H Homes of the future
Children's clothing

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