

A SURVEY OF A SELECTED NUMBER OF STATE HOMEMAKER
DEGREE RECIPIENTS OF THE VIRGINIA ASSOCIATION,
FUTURE HOMEMAKERS OF AMERICA, 1949-1958

by

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CHAPTER I

INTRODUCTION

Research pertaining to the contributions that the high school homemaking program makes to effective family living is rather limited. Therefore, this study was undertaken as a means of acquiring information pertaining to the values that have accrued from studying homemaking and the way young homemakers regard the preparation acquired in homemaking classes. This information would yield some indications of the effectiveness of home economics education in the lives of individuals and their families and would serve as a basis for curriculum development. Such an understanding of the young homemaker is necessary in order to plan an educational program that emphasizes preparation for homemaking as a means of strengthening family living.

State Homemaker degree recipients represent a group who has had extensive preparation for the vocation of homemaking. They have completed at least two years of homemaking, have been members of a Future Homemakers of America chapter for two or more years, have received the Junior and Chapter degrees which are conferred by local FHA chapters, and have received the State Homemaker degree which is conferred by the state association of the Future Homemakers of America in recognition of outstanding achievements in personal development and contributions to the betterment of family living in their parental homes. Therefore, it was assumed that the State degree recipients comprise a group who could

speak for the contributions that high school homemaking education had made to the establishment of their own homes. This group was selected to study because of their experiences in the broad homemaking program which included both class participation and membership in the Future Homemakers of America organization.

The purpose of the high school homemaking program is to help prepare students for the vocation of homemaking (1). The Future Homemakers of America organization is recognized as an integral part of the homemaking program and furthers educational experiences of homemaking students.

The organization provides training for leadership activities which enrich the offerings in homemaking classes and contribute to the development of initiative and ability of students to work effectively with others in furthering the improvement of home and family living (2:9).*

The degrees of achievement program furthers interest in homemaking and gives the students opportunities to go beyond the basic experiences provided in homemaking classes because of their own interest and initiative. Each year of homemaking and each degree of achievement contributes to the development of competencies essential for effective family living. The State Homemaker degree recipient has been challenged to reach her highest potential as an individual and as an effective and contributing family member in her parental home.

Three hundred and forty-one State Homemaker degrees were awarded by the Virginia Association, Future Homemakers of America, between 1949

*First numeral represents the index number in the literature cited; where a second number is used, it represents the page number.

and 1958. The number of girls receiving the State Homemaker degree grew from two in 1949 to eighty-four in 1958 which represents a sizable group of high school students who have developed leadership abilities and have made significant contributions to the betterment of family living in their homes and communities.

At the present time little is known about State Homemaker degree recipients as a group after they graduate from high school and become homemakers. The evaluative report of the Future Homemakers of America submitted to the White House Conference on Children and Youth indicated a lack of research giving data regarding successes of achievement through FHA (3). Recognizing this need, a study of State degree recipients was undertaken to obtain information about the positive contributions that homemaking and FHA have made to the most important vocation in life--that of homemaking.

Purposes

The purposes of this study were:

1. To discover the contributions that high school homemaking and work toward the State Homemaker degree have made to degree recipients in homes of their own.
2. To determine if State degree recipients possess characteristics that are generally associated with stability of marriage.
3. To discover some of the immediate satisfactions and more lasting values that State Homemaker degree recipients derived from receiving the State degree.

Limitations

1. This study was limited to schools in Virginia.
2. The study was confined to a selected sample of State Homemaker degree recipients for the years 1949-1958 inclusive.
3. The questionnaire was the investigative technique used in the study.

Method of Investigation

The investigator obtained the endorsement of the state FHA adviser to make a study of State Homemaker degree recipients in Virginia and to obtain her cooperation in securing needed records.

Permission was obtained from division superintendents for home economics teachers to participate in the study and to secure needed information from high school records pertaining to the State Homemaker degree recipients.

Selection of sample: The recipients of the State Homemaker degree from 1949-1958 inclusive were selected using the records of State Homemaker degree recipients provided by the state adviser of the Future Homemakers of America. The study was limited to recipients from 1949-1958 inclusive because it was believed that comparatively few of the recipients from 1958 to 1962 would have had sufficient opportunity to establish their own homes and in turn be able to indicate how high school homemaking had contributed to them as homemakers in their homes.

The names of the recipients were arranged in alphabetical order and numbered for each year from 1949 to 1958 inclusive. Three hundred and

forty-one degrees were awarded in this ten year period. The sample was systematically selected by drawing the even numbered names. The total number drawn for the study was 169.

Collection of data: Two instruments were used--one to certain home economics teachers in Virginia regarding background information of the State degree recipients and the other to the State Homemaker degree recipients pertaining to their educational achievements, marital status, homemaking, and reactions to State degree work.

In order to obtain the present addresses of those selected to participate in the study and to secure information from school files, home economics teachers were requested to take part in the study. A questionnaire was developed and sent to fifty-four home economics teachers in Virginia. Returns were received from fifty, 93 per cent, of the teachers.

The standards for the State Homemaker degree in Virginia and the curriculum guide for homemaking programs in Virginia were studied as a basis for developing the section of the questionnaire requesting that State degree recipients indicate the contributions that homemaking education and State degree work had made to them as homemakers. For the purpose of identifying certain factors conducive to stability of marriage, the questionnaire obtained information about the recipients' education beyond high school, their ages at marriage, time of marriage in relation to educational training, length of time they had known husbands prior to marriage, length of marriage, and number of children. It also sought their reactions to State Homemaker degree work.

The questionnaire was sent to 133 State Homemaker degree recipients whose addresses had been obtained from the questionnaire sent to the homemaking teachers. Completed returns were received from 82 per cent of the State Homemaker degree recipients.

Follow-up letters and instruments were sent to the teachers and the State degree recipients in order to obtain as high a percentage of returns as possible.

Trial run: The instrument which was to be sent to home economics teachers was tried out in two school divisions. With the assistance of the area supervisor of home economics education, two experienced home economics teachers who had served as advisers to State Homemaker degree recipients were selected to react to the procedure and to the questionnaire. A conference was held with each home economics teacher at a time convenient for her. With the benefit of the judgment and reactions of the two home economics teachers and the area supervisor, it seemed feasible to proceed.

Four students at Virginia Polytechnic Institute who had received the State Homemaker degree were asked to react to the questionnaire that was to be sent to State Homemaker degree recipients. The questionnaire was then revised and sent to fourteen State degree recipients who were not included in the study but whose present addresses were known. Returns were received from twelve or 86 per cent. The trial run was conducted in order to clarify the terms used in the instrument, to identify any other information that should be included, to simplify the questionnaire so that time required of the recipients would be minimized, and to consider possibilities for organizing the data obtained.

CHAPTER II

REVIEW OF LITERATURE

The overall goal of the Future Homemakers of America, the national organization of pupils studying homemaking in junior and senior high schools of the United States and territories, is to help individuals improve personal, family and community living, now and in the future (4).* The degrees of achievement program was developed by the national organization, Future Homemakers of America, to further the purposes of FHA and to contribute to the growth and development of members as individuals and family members. The degrees program was initiated by the national organization in 1946.

FHA members, who set goals and are able to produce evidence of growth toward their goals, are recognized by the organization by having the appropriate degree conferred upon them. The Junior and Chapter Homemaker degrees are awarded by the local FHA chapter and the State Homemaker degree is awarded by the state FHA association. Thirty-eight of the forty-five states having the degrees program confer the State Homemaker degree (5).

Initial planning for the FHA degrees of achievement program in Virginia began prior to affiliation with the national organization in

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December, 1945. During district meetings held in June, 1945, girls who were members of high school homemaking clubs voted to have a "degrees of membership" program. A year later the executive council of the Virginia Association, Future Homemakers of America, authorized a state committee to approve the awarding of degrees. The first degrees of membership committee was appointed during 1946-47 for the purpose of preparing materials for the initiation of work on degrees. Association members attending the state FHA convention that June studied further the guides for awarding the degrees of membership (6:112). The first degrees were conferred at the state FHA convention in 1949. The degrees program in Virginia has undergone further growth and development since that time.

Contributions of home economics and FHA to homemaking: Articles published by FHA members reveal some of the contributions that have accrued to them as a result of educational experiences in homemaking classes and the Future Homemakers of America organization. A past State degree recipient pointed out that management of money, time and energy had been a big problem to her but that her FHA experiences had given her confidence and the ability to manage her resources in a competent manner (7:2). Another former FHA'er valued the ability acquired through homemaking experiences to manage money and time wisely (8:5). One student, in writing a feature article on how FHA had helped her as a homemaker, said that she had compiled and used a file of menus and recipes used in foods classes and FHA projects and that she had often referred to a scrapbook of class notes relating to home decoration (9:206).

Among the studies that have been made was an investigation by the national organization, Future Homemakers of America, to find out how former FHA'ers felt their membership in FHA had affected their choice of careers and successes as homemakers, mothers, and community leaders. Relative to the contributions to successful homemaking, a respondent cited the value of management experiences: "In my home life, FHA has given me the one cue [organization] that makes my career as a homemaker and buyer correspond (10:7)." Brown, in cooperation with the Department of Home Economics, National Education Association, conducted a study to determine the leadership growth resulting from FHA experiences. A high proportion of participants in Brown's survey were able to manage time and energy more wisely because of their FHA experiences (11). Chachere noted that girls enrolled in high school home economics expressed a favorable attitude toward the subject because it "really helps prepare one for marriage and increases one's ability to manage personal and family financial problems (12:47)." In a study of high school graduates regarding their opinions of the contributions of homemaking, Githens found that a large percentage of the respondents had received more help on competencies related to clothing and foods than from any of the other areas of the homemaking program (13:28).

Value of membership in the Future Homemakers of America: Comments such as the following reveal some of the values that FHA members attribute to membership and participation in FHA. A past state FHA president and State degree recipient considered background experiences in FHA "invaluable" to her when she was elected president of the College Club Section,

Virginia Home Economics Association (7:2). Another State degree recipient said:

Through FHA, I have developed as an individual and have become a better family member. I have learned to plan and work with others, both youth and adults, in my school and community (14:51).

In Bennett's study Future Homemakers ranked "personal growth as one of the most important reasons for working toward degrees (15:77)." Bennett clarified personal growth by saying it "included future and present goals, planning, something to work for, and an honor (15:75)." In other studies the development of self-confidence was an important aspect of personal growth. A former FHA'er noted that she was a naturally shy person but that FHA had given her more self-confidence (16:12), while another remarked that "shyness was the first hurdle I had to jump" but she gained an attitude of ease because of FHA activities (10:11). In Brown's survey two-thirds or more of the participants had developed greater confidence and assurance because of their FHA experiences (11).

A comment from a former member indicates that she valued FHA for the leadership training it provided, for activities that fostered the ability to get along with other people, and for the opportunities to develop her own personality (17:15). Another former Future Homemaker who is now employed expressed the value of high school homemaking experiences in this way:

Since most positions in home economics involve a large measure of responsibility, the experiences acquired through participation in FHA activities, particularly as an officer, are extremely valuable (10:13).

There is some indication of a relationship between FHA membership and continued education beyond high school. A study of thirty-five former outstanding FHA'ers in various state associations indicated that thirty-three had graduated from college and "two had some sort of formal job training (10:4)." Twenty-three of fifty-eight respondents in Githens' study had continued their education beyond high school (13:20).

There is evidence that the degrees program furthers the eighth purpose of the Future Homemakers of America--to further interest in home economics. Almost one fourth of the chapter advisers in Bennett's study ranked this purpose as one that the degrees of achievement program furthers most (15:41). States with the degrees of achievement program indicated that one of the values of the program is that it increases interest for further study of home economics beyond high school (5). Three of the five Virginia State degree recipients recognized for outstanding achievements in 1961 were enrolled in home economics in college (18:7). A study of former national officers and FHA members revealed that a large percentage of them had continued home economics training in college and that many of them had pursued careers in home economics (14:511). In a nation-wide study of former FHA members, 19 per cent of the respondents indicated that they had majored or were presently majoring in home economics in college; "eighteen of the twenty-two women . . . said their FHA experiences helped them choose their careers (16:9)."

Gruber (19:37) found that the choice of a home economics major is influenced by background experiences in homemaking. For instance, more

college home economics freshmen had taken high school homemaking than had non-home economics college freshmen. The ratio was 55 per cent as compared to 22 per cent.

Bennett investigated reasons advisers worked with FFA members on degrees of achievement. They did so because the girl was going to major in home economics in college, because the work was worthwhile and helped the girl grow, and because the experiences resulted for good in later life (15:164).

As evidenced by research studies and comments of former FFA members, Future Homemaker activities contributed to the development of personal traits, such as self-confidence and the ability to organize, to assume responsibilities, to lead a group, and to work with others. Similar educational experiences had made contributions to former FFA'ers as homemakers in the areas of clothing, foods, and management. There was indication that homemaking experiences had a favorable influence on continued education, particularly in the area of home economics.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Data for this section were obtained from a questionnaire sent to certain homemaking teachers and from the questionnaire sent to the selected State Homemaker degree recipients. The results will be discussed in the following order: (1) definite contributions that high school homemaking and State degree work made to the respondents as homemakers, (2) stability of marriage among State Homemaker degree recipients, and (3) the value of State Homemaker degree work as seen by State Homemaker degree recipients who are now homemakers.

Contributions That High School Homemaking and State Degree Work Made to the Respondents as Homemakers

One section of the questionnaire provided a list of possible ways that home economics class work and participation in FHA might be helpful to the respondents as homemakers. The possible contributions, which were arranged according to the basic areas in the homemaking program, were obtained from the course of study used for homemaking programs in Virginia and from suggestions made by State Homemaker degree recipients who participated in the trial run of the study. The respondents were asked to think through the contributions listed and to check on the questionnaire only those that had definitely helped them as homemakers in their own homes.

In summarizing the responses, the contributions within each area of homemaking were arranged in order of descending frequency. The tables and discussion of tables also were arranged according to frequency starting with the area of homemaking which the highest percentage of respondents found definitely helpful followed by the other areas of homemaking in descending order (see Table 1).

TABLE 1

PERCENTAGE OF RESPONSES INDICATING AREAS OF HOMEMAKING
DEFINITELY HELPFUL TO STATE HOMEMAKER DEGREE RECIPIENTS

Areas of Homemaking	Number Items in Areas	Possible Responses	Number Responses	Percentage of Responses
Clothing	6	654	497	76.0
Family Health	6	654	407	62.2
Housing	8	872	515	59.1
Foods	14	1526	889	58.3
Management	10	1090	631	57.9
Family Life	11	1199	631	52.6
Child Development	5	545	188	34.5

Some factors mentioned by the recipients that influenced their responses included: (1) single respondents felt that the questionnaire did not apply to them, (2) home economics majors and particularly those still working in the field, such as teachers, found it difficult to single out

help received in the high school program, and (3) other respondents, not understanding the questionnaire to include FHA and State Homemaker degree work as an integral part of the homemaking program, tried to differentiate between what was learned in class and what was the result of the degrees program. Although there were some irregularities because of these factors, the majority of State Homemaker degree recipients responded as desired.

Clothing for the family: Slightly more than three-fourths of the State Homemaker degree recipients indicated that work in the area of clothing had made greater contributions to them as homemakers in their own homes than any of the other areas (see Table 1).

Caring for clothing, such as repairs and laundry, and planning the wardrobe for self and family members were the two contributions that the highest percentage of State degree recipients, 86 and 82 per cent respectively, designated as being helpful in the area of clothing (see Table 2).

Three-fourths of the respondents derived help from homemaking experiences related to the construction of clothing and to the selection of both ready-made clothing and fabrics for clothing construction (see Table 2).

Except for clothing construction, the percentage of respondents deriving definite help from the area of clothing increased appreciably among the married respondents with children (see Table 2).

TABLE 2

PERCENTAGE OF RESPONDENTS INDICATING CONTRIBUTIONS TO THEM AS HOMEMAKERS
RESULTING FROM HIGH SCHOOL HOMEMAKING
IN THE AREA OF CLOTHING THE FAMILY

Item	Married Respondents			
	All Respondents 109*	Single Respondents 16*	No Children 35*	With Children 58*
To care for clothing including repairs and laundry	86	69	86	91
To plan wardrobes for self and family members	82	56	80	90
To construct clothing for self and family members	76	44	86	78
To make satisfactory purchases considering price, care and performance	74	69	71	78
To select appropriate fabrics for various uses	74	56	69	83
To manage to have time to sew	64	50	71	64

*Total respondents in each classification

The family's health: Almost two-thirds of the State Homemaker degree recipients indicated that experiences in the area of family health had made definite contributions to them as homemakers in their own homes (see Table 1).

The greatest contributions in this area related to strengthening the emotional health of the family, such as helping each family member to feel loved and important and furthering successful relationships with others (see Table 3). Helping family members establish good health habits and caring for family members when sick, both of which relate to the family's physical health, ranked next as contributions that resulted from homemaking experiences in the area of family health (see Table 3).

Administering first aid in emergencies had made a definite contribution to fewer of the respondents than any other experience in the area of family health (see Table 3). Except for this particular contribution, the percentage of respondents indicating definite help in the area of family health increased appreciably among the married respondents with children (see Table 3).

Housing the family: About three-fifths of the respondents indicated that the area of housing and its many aspects had offered experiences that helped them as homemakers (see Table 1).

Caring for equipment and furnishings in the home was the contribution recognized as being most helpful to 79 per cent of the State Home-maker degree recipients (see Table 4). Two-thirds of the respondents revealed that homemaking had been definitely helpful to them in furnishing, equipping, and decorating the home, and approximately the same number of respondents felt that work in this area had contributed to their having a safer home (see Table 4).

TABLE 3

PERCENTAGE OF RESPONDENTS INDICATING CONTRIBUTIONS TO THEM AS HOMEMAKERS
RESULTING FROM HIGH SCHOOL HOMEMAKING
IN THE AREA OF FAMILY HEALTH

Item	Married Respondents			
	All Respondents 109*	Single Respondents 16*	No Children 35*	With Children 58*
To help each family member to feel loved and important	68	44	63	78
To further successful relationships with others	67	63	66	69
To help family members establish good health habits	66	25	66	78
To care for family members when sick	64	38	54	78
To get family members to take precautionary or preventive health measures	60	38	63	64
To administer first aid in emergencies	49	31	54	50

*Total respondents in each classification

More of the married homemakers without children found experiences relating to selecting and decorating the home and making simple repairs more helpful than did either the single homemakers or the married homemakers who had children (see Table 4).

TABLE 4

PERCENTAGE OF RESPONDENTS INDICATING CONTRIBUTIONS TO THEM AS HOMEMAKERS
RESULTING FROM HIGH SCHOOL HOMEMAKING
IN THE AREA OF HOUSING THE FAMILY

Item	Married Respondents			
	All Respondents 109*	Single Respondents 16*	No Children 35*	With Children 58*
To care for equipment and furnishings in the home	79	63	77	84
To furnish the home comfortably and attractively within the family budget	71	44	69	79
To select household equipment	68	38	60	81
To maintain a safe home	68	56	60	76
To apply art principles when decorating the home	61	44	71	59
To make simple household repairs	49	38	60	45
To select a home that best suits family needs and interests	44	19	54	45
To provide for the cost of rent, utilities and heat	34	38	34	33

*Total respondents in each classification

Experiences pertaining to meeting the costs of renting, utilities and heat, while mentioned by the fewest of the respondents, had been more helpful to the single than to the married respondents (see Table 4).

Food for the family: Almost three-fifths, 58.3 per cent, of the respondents indicated that experiences in the area of foods had helped them as homemakers in their own homes (see Table 1).

State Homemaker degree recipients noted that they had received considerable help from high school homemaking in relation to planning, selecting, and preparing food for the family. Knowing the value of giving the family a well balanced diet and planning meals to include a variety of foods were the two ways in which the highest percentage of respondents, 90 and 86 per cent respectively, had been helped (see Table 5). Homemaking experiences had also helped 72 per cent of the respondents to organize preparation so that all the meal would be ready at the desired time (see Table 5).

Slightly more than three-fifths of the respondents indicated that experiences in the area of foods had helped them to use appropriate ways of meal service for various occasions, imagination and skill in serving food, and good marketing practices (see Table 5).

Approximately 50 per cent of the respondents found their high school preparation for homemaking to be beneficial to them in the managerial aspects of meal planning and preparation, such as living within the budget, utilization of leftovers, organization and management of meal planning and preparation (see Table 5).

Planning nutritious snacks and packing appetizing and varied lunches were two ways in which fewer of the respondents, 36 and 28 per cent respectively, felt they had received definite help from high school homemaking (see Table 5).

Generally, the percentage of respondents indicating definite help in the area of foods was greater among the married with children than the childless or single respondents (see Table 5).

TABLE 5

PERCENTAGE OF RESPONDENTS INDICATING CONTRIBUTIONS TO THEM AS HOMEMAKERS
RESULTING FROM HIGH SCHOOL HOMEMAKING
IN THE AREA OF FEEDING THE FAMILY

Item	Married Respondents			
	All Respondents 109*	Single Respondents 16*	No Children 35*	With Children 58*
To know the value of a balanced diet	90	50	94	98
To plan meals to include a variety of foods	86	44	91	95
To organize preparation so that all the meal is ready at the desired time	72	56	69	79
To use appropriate ways of serving meals for various occasions	63	44	66	67
To use imagination and skill in serving food	62	50	71	60
To use good marketing practices	61	44	69	60
To time preparation to avoid the last minute rush	59	50	57	60
To conserve food - can and freeze	54	25	57	60
To plan meals over a period of time	52	25	54	59
To adjust amounts prepared to family needs	52	38	49	59
To keep within food budget	51	44	40	60
To use leftovers in ways acceptable to the family	49	38	57	47
To plan nutritious snacks	36	31	34	38
To pack appetizing and varied lunches	28	31	37	21

*Total respondents in each classification

Management in the home: Experiences in management had made contributions to 57.9 per cent, almost three-fifths, of the respondents (see Table 1).

In this area three-fourths of the State Homemaker degree recipients revealed that homemaking experiences relating to good shopping practices, such as planning before buying, studying labels and comparing prices, had made definite contributions to them in the management of their own homes (see Table 6). Between one-half and two-thirds of the respondents found that experiences related to the management of time and energy had made definite contributions to them as homemakers (see Table 6). Slightly more of the State Homemaker degree recipients indicated that they had received help with the consumer aspects of management than with time and energy management.

Less than half of the respondents indicated that high school homemaking had helped them to plan and live within the family budget. However, married respondents with children had found experiences in budgeting definitely helpful (see Table 6).

Very few respondents registered help relating to management problems encountered by homemakers who also were employed outside the home, and homemakers with children had received the least help with this problem (see Table 6).

Contributing to family happiness: Slightly more than half of the State Homemaker degree recipients noted that work on family relationships had helped them in their own family life (see Table 1).

TABLE 6

PERCENTAGE OF RESPONDENTS INDICATING CONTRIBUTIONS TO THEM AS HOMEMAKERS
RESULTING FROM HIGH SCHOOL HOMEMAKING
IN THE AREA OF MANAGEMENT IN THE HOME

Item	Married Respondents			
	All Respondents 109*	Single Respondents 16*	No Children 35*	With Children 58*
To plan purchases before buying	76	81	74	76
To study labels and compare prices before buying	76	56	83	78
To make use of available materials and supplies	72	50	77	76
To increase my ability to make decisions regarding expenditures in time, energy and money	65	69	63	66
To make plans for accomplishing work efficiently	63	69	63	62
To use short cuts in housekeeping	55	56	57	53
To buy wisely during sales	51	50	60	47
To plan a family budget	46	19	43	55
To live within the family budget	40	31	40	43
To meet management problems of homemaking and a career	33	31	40	29

*Total respondents in each classification

One-half to slightly more than two-thirds of the State Homemaker degree recipients indicated that experiences pertaining to setting goals, developing values, entertaining and furthering democratic practices in the home had made definite contributions to them in their own homes (see Table 7). Generally speaking, a higher percentage of married homemakers with children checked these contributions than did the single homemakers or homemakers who did not have children (see Table 7).

Fewer of the respondents, 43 per cent, had found the item pertaining to entertaining in the home definitely helpful (see Table 7). A relatively low percentage of respondents, 36 per cent, had received definite help in relation to understanding the problems of elderly family members (see Table 7).

Children in the home: The percentage of respondents checking the suggested items was considerably lower in the area of child development than in any of the other areas of the homemaking program (see Table 1). The single homemakers designated only two ways that work in this area had helped them to any extent, whereas the married homemakers checked all items as being helpful to some degree.

More of the married respondents with children indicated that the high school homemaking program definitely helped them in meeting the physical needs of children (see Table 8). Understanding problems related to child growth and development and making social and emotional

TABLE 7

PERCENTAGE OF RESPONDENTS INDICATING CONTRIBUTIONS TO THEM AS HOMEMAKERS
RESULTING FROM HIGH SCHOOL HOMEMAKING
IN THE AREA OF CONTRIBUTING TO
FAMILY HAPPINESS

Item	Married Respondents			
	All Respondents 109*	Single Respondents 16*	No Children 35*	With Children 58*
To develop meaningful values such as knowing the difference in what is necessary at the time and what is wanted but can wait	68	56	66	72
To entertain friends at home	66	50	60	74
To set family goals, both immediate and long range, toward which to work	61	31	66	67
To encourage all family members to participate in important family decisions	59	38	57	66
To encourage family members to share responsibilities in the home	57	31	54	66
To encourage all family members to participate in family discussions	53	38	57	55
To promote better understanding among family members	50	44	49	52
To plan activities together	46	44	46	47
To provide suitable and interesting entertainment within the home	43	31	46	45
To budget time for family recreation	40	38	43	40
To understand problems of elderly family members	36	38	37	34

*Total respondents in each classification

adjustments involved in parenthood ranked next as contributions that had been definitely helpful to approximately two-thirds of the married group with children (see Table 8).

TABLE 8

PERCENTAGE OF RESPONDENTS INDICATING CONTRIBUTIONS TO THEM AS HOMEMAKERS
RESULTING FROM HIGH SCHOOL HOMEMAKING
IN THE AREA OF CHILDREN IN THE HOME

Item	Married Respondents			
	All Respondents 109*	Single Respondents 16*	No Children 35*	With Children 58*
To understand problems related to child growth and development	42	13	20	64
To meet the physical needs of children	41	..	14	69
To make social and emotional adjustments involved in parenthood	33	..	3	60
To determine effective discipline practices	28	6	14	43
To meet the emotional needs of children	28	..	6	48

*Total respondents in each classification

A significantly higher percentage of respondents who had direct responsibility for children found the homemaking experiences definitely helpful than did homemakers who did not have direct responsibility for children.

There is strong evidence that the knowledge, skills and understandings acquired in the homemaking program made significant contributions to proficiency in homemaking. Almost three-fourths of the suggested contributions were checked as being definitely helpful by 50 per cent or more of the respondents. The only exception was the area of child development. In this instance not any of the contributions were checked by as many as 50 per cent of the respondents.

Affiliation with organizations that contribute to strengthening family living: State degree recipients were asked to list the organizations of which they were members that they felt contributed to strengthening family living. Fifty-five per cent of the respondents indicated that membership in church related organizations contributed to strengthening the family. Thirty-one per cent specified membership in groups directly concerned with family living such as professional home economics groups, home demonstration clubs, and Young Homemakers of Virginia. Woman's Club and PTA both were indicated by 7 per cent of the recipients. Fifteen other organizations were cited but membership in these was negligible.

Summary of open-end responses: Open form questions were included in the questionnaire to permit respondents to express in their own words contributions that homemaking experiences and State degree work had made to them as homemakers. Recipients were asked to complete the following statements: (1) I feel that homemaking is . . . , (2) In homemaking, I derive satisfaction from . . . , and (3) I find keeping house and caring

for children Ninety-thre per cent of the State Homemaker degree recipients responded to one or more of the statements. This section will include excerpts selected from the responses included in Appendix B.

Feelings about homemaking: The recipients expressed their feelings about homemaking in two ways. The majority or 80 per cent made general statements relative to homemaking while the remaining 20 per cent indicated specific results of having had preparation for the vocation of homemaking.

Such ideas as the following occurred in the general statements: Homemaking is "a real profession," "the most important job a woman can have," "a worthy but demanding career," "the most important undertaking of my life," "one of the most challenging and rewarding experiences a young woman accomplishes," and it is "the joys and satisfactions derived from building a home of love, faith, and security."

Statements made relative to the value of having had high school preparation for homemaking included the following:

I feel that homemaking is easier and more rewarding due to the training I received in my high school home economics classes and the experiences of working toward my State degree.

I feel that homemaking is a great pleasure and that every girl should take advantage of it in high school.

I feel that homemaking is not stressed enough in the school curriculum. Its contributions are invaluable in preparing girls for future life.

I feel that homemaking is the most important job a woman can have and one for which she needs plenty of preparation and planning before undertaking it.

I feel that homemaking is a vital role and that every girl should take as much home economics training as possible.

I feel that homemaking is valuable to all students. I am thankful for my homemaking experiences.

The responses reflect that State Homemaker degree recipients have high regard for the role of the homemaker, that their experiences as homemakers have been very rich, satisfying and rewarding, and that they regard homemaking as a vocation which requires preparation.

Satisfactions derived from homemaking: Recipients derived satisfaction from keeping a neat, well-organized home, from maintaining a home and pursuing a career outside the home, and from being able to use knowledge gained in high school homemaking in their homes. More of them, however, emphasized the satisfactions derived from efforts made to strengthen family happiness, such as

In homemaking, I derive satisfaction from caring for my family and providing a pleasant atmosphere in which to live.

In homemaking, I derive satisfaction from making the type home in which my family is comfortable, has pride, and finds enjoyment.

In homemaking, I derive satisfaction from being able to provide a comfortable and attractive home full of love and happiness.

Responsibilities related to keeping house and caring for children: The majority of the recipients conveyed the idea that they found the experiences of keeping house and caring for children challenging and gratifying. One commented, "I find keeping house and caring for children gives me a feeling of accomplishment, satisfaction and importance."

A few, however, conveyed the idea that these experiences were work. But they, too, felt that the satisfactions more than compensated for the work involved.

The knowledge and competencies acquired in homemaking had been definitely helpful to State degree recipients in keeping house and caring for children. The replies included statements such as these:

I find keeping house and caring for children so much easier than most of my friends who never had my training.

I find keeping house and caring for children demand a responsible person. Because of my experiences in home-making classes and degree work, I feel much more capable of accepting these responsibilities.

I find keeping house and caring for children a far greater joy because of the training and knowledge I received through my home economics courses.

Analysis of responses to the three open-end statements indicates that State Homemaker degree recipients feel that homemaking is an important role--one that is challenging, satisfying and rewarding. They consider the tasks of keeping house and caring for children pleasurable and challenging, and they attribute some of their proficiency in homemaking and their zeal for strengthening family living to the preparation for homemaking that resulted from high school home-making experiences.

Stability of Marriages Among State Homemaker Degree Recipients

According to Duval (20:64) marriages are more stable among better educated men and women, among those who marry at mature ages, and among those who have children. She also notes that couples who have known each

other for at least six months or more prior to marriage have the highest prospects for a stable marriage (21:254). A study of these factors was made in relation to State Homemaker degree recipients.

Educational attainment: Of the 109 State degree recipients included in the study, there were only two recipients who dropped out of high school--one in the eleventh grade and the other in the twelfth grade. A very high percentage, 98.2 per cent, of the respondents graduated from high school (see Table 9).

TABLE 9

PERCENTAGE OF STATE HOMEMAKER DEGREE RECIPIENTS
GRADUATING FROM HIGH SCHOOL

High School Graduation Status	Number	Percentage
Graduates	107	98.2
Non-Graduates	<u>2</u>	<u>1.8</u>
Total	109	100.0

Eighty-five or 78 per cent of the State degree recipients who participated in the study continued their education beyond high school with the greatest number attending college (see Table 10). Thirty-nine per cent of those who attended college majored in home economics.

TABLE 10

EDUCATIONAL ATTAINMENT OF STATE HOMEMAKER DEGREE RECIPIENTS
ACCORDING TO INSTITUTIONS ATTENDED BEYOND HIGH SCHOOL

Institutions	Attended			Graduated		Did Not Graduate		Still Attending	
	No.	No.	%	No.	%	No.	%	No.	%
College.....	61	44	72	14	23	3	5		
Business School....	11	8	73	2	18	1	9		
Nursing School	7	6	86	1	14		
Other.....	6	4	66	1	17	1	17		
Total.....	85		

Length of time couples knew each other prior to marriage: Studies in general indicate that relatively long engagements have a more favorable relationship to stability of marriage than shorter ones. Duvall was cited earlier as having said that couples who have known each other for at least six months or more have the highest prospects for a stable marriage. In this study only five of the respondents had known their husbands less than one year and thirteen had known them for one year. The majority or 81 per cent married someone they had known anywhere from two years to all their life.

Age at marriage: Repeatedly studies indicate that the younger the age at marriage, the more likely it is that the marriage will end in divorce.

Fulcomer (22) says that

it would appear that young people who marry before they are 19, generally speaking, are not mature enough to handle the stress and strains of a marital relationship in a way which leads to a stable and productive (in the cultural sense) family life.

Only 19 per cent of the respondents married before they were nineteen years old. Eighty-one per cent married at the age of twenty and after. Of the eighteen who married before they were nineteen, five were married while in high school, three of the five finished high school, and one of the two who did not graduate from high school took some vocational training after withdrawal from high school.

Children in the family: Duvall was cited earlier as having said that divorces are less frequent in marriages with children. In this study the range in the number of years married varied from less than one year to ten years. Of those who had been married two or more years fifty-one, 71 per cent, had children.

This study revealed that almost 100 per cent of the respondents graduated from high school. A relatively high percentage of them continued education beyond high school, had known their husbands a year or longer prior to marriage, married at age twenty or after, and had one or more children in their families. In addition to these factors, all of the recipients had prepared themselves for the vocation of homemaking while in high school and some at the college level. The fact that there were no divorces among the State Homemaker degree recipients studied

could well be attributed to the factors generally recognized as being conducive to stability in marriage.

The Value of State Homemaker Degree Work As Seen
by State Homemaker Degree Recipients
Who Are Homemakers

Attainment of the State Homemaker degree requires achievements over and beyond what is normally expected in homemaking classes. A degree candidate voluntarily chooses to work toward the degree. She, therefore, reflects a desire for further growth as an individual and as a family member, and she commits herself in time and effort to the achievement of goals important to her. In view of the time and effort expended to attain a degree, the investigator endeavored to determine how respondents valued the benefits derived from State Homemaker degree work.

The data for this section will be discussed in the following order: (1) immediate satisfactions and lasting values derived from State Homemaker degree work, (2) summary of the respondents' comments regarding the value of FHA and State degree work, and (3) the degree recipients' contributions to the State Homemaker degree program since receiving the degree.

Immediate satisfactions and lasting values derived from State Homemaker degree work: The immediate satisfactions were thought to be those experienced at the time the recipient was working on the degree and also at the time the degree was conferred, while the lasting values represented the aspects of State degree work from which respondents continue

to derive benefit as homemakers in their own homes. The entire group of respondents, 109, said that they were glad they had worked on the degree. The extent of importance of State degree work is evidenced by the immediate satisfactions and lasting values felt by the respondents.

Immediate satisfactions: The two greatest immediate satisfactions derived from degree work, as indicated by 95 and 97 per cent respectively, were pride in being a State Homemaker degree recipient and the attainment of an important goal (see Table 11).

TABLE 11

PERCENTAGE OF RESPONDENTS INDICATING IMMEDIATE SATISFACTIONS
DERIVED FROM STATE HOMEMAKER DEGREE WORK
IN TERMS OF EXTENT OF IMPORTANCE

Item	Extent of Importance	
	Important	Particularly Important
Pride in being a State Homemaker degree recipient	97	38
A feeling of accomplishment in attaining an important goal	95	44
The confidence placed in me when I was elected to places of leadership	77	30
Compliments of family members	75	24
The recognition received when the degree was awarded	72	17
The opportunity to work with others, such as degrees committee, fellow degree applicants, adviser and family	71	35
The opportunity to preside at meetings, to be head of committees, or to assume other positions of leadership	61	24
Compliments of other FHA members	61	10
The opportunity to appear before the public	48	27

The respondents indicated that developing the ability to set meaningful and worthwhile goals and to work toward the accomplishment of the goals selected was a satisfaction particularly important to them. Forty-four per cent of the respondents gave this satisfaction the highest priority as being a particularly outstanding one (see Table 11).

Next in importance to the respondents was the recognition associated with receiving the State Homemaker degree and opportunities for assuming leadership responsibilities in FHA. The compliments of family members and the confidence of fellow students in electing them to places of leadership were meaningful to about three-fourths of the respondents. Almost the same number felt that the opportunity to work with others, such as the degrees committee, fellow degree applicants, the FHA adviser and their own family members, was an important satisfaction experienced while they were working toward the degree; over half of the respondents indicating this satisfaction rated it as a particularly important one (see Table 11).

Although opportunity to appear before the public was checked by the fewest number of respondents, over half of the respondents who expressed this satisfaction indicated that it was particularly important to them (see Table 11).

The respondents attached considerable importance to the recognition received at the time the degree was awarded and the opportunities available for developing leadership ability through FHA activities. Attainment of the degree also made a definite contribution to increasing their sense of accomplishment.

Lasting values: The ability to set and to work toward the achievement of goals and the feeling of being better prepared for homemaking ranked as the two most important lasting values derived from State Homemaker degree work (see Table 12). Moreover, 47 per cent of the respondents indicated that these two values were particularly important to them now in their own homemaking (see Table 12).

Degree work made a distinct contribution in terms of personal development according to three-fourths of the respondents. They valued the self-confidence gained and the ability developed to plan, to work independently, and to accept responsibilities willingly (see Table 12).

A somewhat smaller percentage, 67 per cent, of the respondents valued degree work in terms of this contribution in preparing them to assume leadership responsibilities outside the home. Three-fifths of the group gained increased awareness of the importance of family closeness and of including family members in plans for family activities (see Table 12).

Fifty per cent of the respondents indicated that degree work furthered their aspirations to continue education beyond high school. Of those who prepared for a career in home economics, over half considered this a particularly important lasting value (see Table 12).

Summary of respondents' comments regarding the value of FHA and State degree work: In addition to checking the items included in the questionnaire relevant to the value of FHA and degree work, respondents were given the opportunity to express in their own words some of the values

TABLE 12

PERCENTAGE OF RESPONDENTS INDICATING LASTING VALUES
DERIVED FROM STATE HOMEMAKER DEGREE WORK
IN TERMS OF EXTENT OF IMPORTANCE

Item	Extent of Importance	
	Important	Particularly Important
I continued to set goals and work toward their achievement.	84	47
I felt that I was better prepared for the responsibilities of homemaking.	83	47
It helped me to have greater self-confidence.	79	37
It helped me to plan and work independently.	75	39
I accepted responsibilities and carried them out willingly.	72	17
It was easier to assume leadership responsibilities outside the home.	67	42
I gained an increased awareness of the importance of family closeness.	64	39
I was more thoughtful in including all family members in plans.	58	22
I was better able to make contributions to adult organizations.	51	20
I was encouraged to continue my education beyond high school.	50	26
My interest in preparing for a career in home economics was stimulated.	32	54

they attributed to FFA and work on the State Homemaker degree. Over half, 57 per cent, responded in this manner.

This section will include selected excerpts from responses included in Appendix B. The written comments were organized into the following categories and will be discussed according to frequency of

mention. The comments related to opinions regarding State degree work, preparation for homemaking, personal development, and setting goals. Respondents also made suggestions for improvement of the State degree program.

Opinions regarding State degree work: Most of the written comments by the respondents reflect a high regard for State Homemaker degree work. This feeling is implicit in all the written statements made but there are comments which specifically affirm the esteem that the respondents have for their achievements in and through FHA and State degree work. The following three comments were selected from twenty comments of this nature.

To earn my State degree was a challenge but it was one I accepted gladly and I enjoyed every minute of work toward achieving this goal.

For me this was the hardest degree to attain. Anything worth having is worth the work. Therefore, I treasure my degree because I struggled long and hard for it.

Working toward and receiving my State Homemaker degree was one of my most satisfying experiences in high school.

Only three respondents questioned the value of State degree work as expressed in the following statements. One was a statement by a State degree recipient who is now an FMA adviser:

I feel that most of the girls today work toward their degrees for reasons other than becoming a better homemaker and person through setting up goals and working toward them. I believe that their reasons for working toward the degree range from adding another link to their accomplishments and glory, or because their advisers push them to do the work, or as a habitual thing to say they received their degrees and other more selfish reasons. Of course, I don't believe this applies to every girl; however, it seems this is fast becoming

true. Where does the fault lie--with the adviser or with the program? Possibly both. Working for the degree is and can be valuable, but as I see it today it is not.

Two other recipients indicate concurrence with the adviser:

I don't think I considered it [the degree] so much a learning experience that it would rate in the same terms as my classroom experience. It seems that I considered it more of an "extracurricular" type thing.

I believe FHA and State degree work could be of greater value if more emphasis were placed upon the actual work and accomplishments of the girl. I have noted a tendency of advisers to over-emphasize the work of certain girls so that they, the chapter, and the school might receive the honor accompanying a State degree.

Preparation for homemaking: As noted earlier, eighty-three per cent of the respondents indicated that they valued degree work because they felt better prepared to be homemakers (see Table 12). The following three comments were selected from sixteen made in reference to this value:

To me FHA and State degree work is the most important thing for a girl in her school career. With this experience you are much better able to provide the many great needs of a family. This work has meant more to me than all my other experiences, probably because I have been able to carry this on in life.

I feel my life thus far as a real homemaker has been made much richer and more enjoyable by the experiences I received through home economics classes, FHA organization and work toward my State degree.

If every girl in high school could see the value of working in FHA and working toward the degrees, they would know it would be impossible to receive such valuable information from any other source. I cannot put into words what my degree has meant to me but I know that without it, the road to becoming a homemaker would have been much harder.

Personal development: A number of respondents commented on the contributions of FHA to personal development. Leadership ability was one of the outstanding ways in which respondents had benefitted personally. One respondent said, "Work in FHA on local, state, and national levels was a tremendous help to me in learning leadership, responsibility and self-confidence," while another said:

Working on my State degree was really a wonderful experience for me and being a leader in our local FHA chapter has really helped me to be more at ease with people and to take on more responsibility since I work outside the home as well as take care of my family.

There was evidence that FHA contributed to the development of other qualities and abilities, such as:

In order to have and find happiness in life you have to have a good background in the early childhood and teenage years. FHA gave me a chance to build on a foundation of good moral and daily living goals. It gave me the chance to grow as a leader and to understand human beings.

During the year I received my State Homemaker degree, I learned a deeper feeling of fellowship in being a follower as well as a leader. This was my goal and I am sure this was my reward.

Setting goals: A majority of respondents felt better able to set meaningful and worthwhile goals and to work toward their accomplishment as a result of FHA and State degree work. The following comments made by three of the respondents would also indicate that continuing to set goals and working toward their achievement is definitely a value attributed to State Homemaker degree work:

Work on the State degree is certainly worthwhile and contributes much to the individual girl, her family and community. It encourages girls to set and work toward worthwhile goals.

It gave me a great deal of self-confidence to know I could work toward a goal and then achieve it . . .

Most everyone needs goals to work toward and FHA provides goals and lets the individual set his own pace in working for them.

Although most of the written statements made by respondents were very favorable to FHA and State degree work, some suggestions were offered for increasing the effectiveness of the program. The respondents suggested the need to introduce FHA and degree work to girls early in their high school homemaking experiences; this would provide more extensive opportunities for leadership and for strengthening preparation for the vocation of homemaking. One respondent acknowledged many values of State degree work but felt that she lacked preparation for the "practical abilities" required in homemaking. Another respondent suggested that more emphasis in the homemaking program be placed on child development, family relationships and home furnishings.

Contributions of degree recipients to the State Homemaker degree program since receiving the degree: One of the outstanding contributions made by State degree recipients has been encouraging high school girls to include home economics in their high school programs (see Table 13). The next two important contributions have been that respondents encouraged FHA girls to work on degrees of achievement and that they congratulated girls who received degrees of achievement (see Table 13).

TABLE 13

PERCENTAGE OF DEGREE RECIPIENTS MAKING A CONTRIBUTION
TO THE STATE HOMEMAKER DEGREE PROGRAM

Item	Percentage
Encouraged high school girls to include home economics in their high school program	82
Encouraged FHA members to work on degrees of achieve- ment	66
Congratulated girls who received degrees of achievement	64
Talked to classes or at FHA meetings about the value of working on degrees of achievement	26
Participated in evaluation of State degree applications	10
Served as adviser to State degree applicants	8

Another contribution made to the degrees program includes making talks in homemaking classes or at FHA meetings about the value of working on degrees of achievement. Two contributions where the response was very low were participating in the evaluation of State degree applications and serving as adviser to State degree applicants (see Table 13). There is, however, limited opportunity for participation in these experiences.

The State Homemaker degree recipients were given the opportunity to list any other contributions that they have made to the degrees program. Respondents indicated that they have encouraged high school girls to major in home economics in college, helped several girls prepare degree application forms, served as adviser to girls who worked on Junior and Chapter degrees, served as adviser to a state FHA committee that revised the State Homemaker degree standards.

State degree recipients have made numerous contributions to the degrees program. The contributions are further evidence that they value the benefits derived from their own experiences as members of the Future Homemakers of America organization and as recipients of the State Homemaker degree.

This study revealed that State Homemaker degree recipients have high regard for State degree work. Not only did respondents feel a sense of accomplishment in having attained meaningful goals at the time the degree was awarded, but they continue to use this ability to set and work toward worthwhile goals. Many of the respondents felt better prepared for the responsibilities of homemaking because of their high school homemaking experiences. Respondents benefitted personally from State degree work such as the development of leadership abilities and self-confidence. In addition to the many benefits derived from degree work, State Homemaker degree recipients have made numerous contributions to the degrees program since receiving the degree.

CHAPTER IV

SUMMARY AND IMPLICATIONS

Research pertaining to the contributions that the high school homemaking program makes to effective family living is limited. A selected number of State Homemaker degree recipients were surveyed to discover evidences of ways in which high school homemaking had been definitely helpful to them as homemakers. State Homemaker degree recipients were chosen as subjects because of the extensive nature of their high school preparation for the vocation of homemaking.

The questionnaire was the method used to secure data for the study. One questionnaire was sent to homemaking teachers in order to obtain the present addresses of the State Homemaker degree recipients selected to participate in the study and to gain certain background information obtainable from high school cumulative records. Another questionnaire pertaining to the recipients' educational attainments, marital status, preparation for homemaking, and reactions to State degree work was sent to 133 State Homemaker degree recipients. One hundred and nine of the recipients responded.

The data were analyzed in terms of the purposes of the study; namely, to discover the contributions that high school homemaking and work toward the State degree have made to degree recipients in homes of their own, to determine if State degree recipients possess characteristics that are generally associated with stability of marriage, and to

discover some of the immediate satisfactions and more lasting values derived from receiving the State degree. The following statements summarize the data obtained:

1. The high school homemaking program definitely helped a majority of respondents in their own homemaking. Generally, the married respondents who had children realized the greatest benefits from homemaking education in secondary schools.
2. The areas of homemaking that have been most and least helpful to the respondents were clothing the family and child development respectively. The other areas of homemaking ranked in order of helpfulness by two-thirds to one-half of the respondents were family health, housing the family, food for the family, home management, and contributing to family happiness.
3. The major way in which each area of homemaking had helped the respondents to an appreciable extent in order of frequency was found to be: contributing to the emotional health of the family; caring for equipment and home furnishings; meeting the food needs of the family; planning for purchases and using good shopping practices; establishing meaningful values; and, understanding child growth and development.
4. There were no divorces or separations among the respondents and they possessed the factors generally associated with stability of marriage. The majority of the respondents had furthered their education

beyond high school; had known the person whom they married a year or longer; had married after age twenty; and had one or more children.

5. Preparation for homemaking had a significant influence on respondents' attitudes toward the vocation of homemaking. They esteemed the role of the homemaker; they derived pleasure and satisfaction from homemaking; and they valued the abilities and understandings acquired which contributed to successful family living.
6. Some of the most outstanding values derived from work toward the State Homemaker degree included acquiring the ability to set and work toward meaningful goals, developing leadership abilities, and becoming more self-confident.
7. State Homemaker degree recipients have made numerous contributions to the degrees program since receiving the degree, the major contribution being to encourage high school girls to include homemaking in their high school programs.

Implications

The following implications seen justifiable according to the responses of the State Homemaker degree recipients who participated in the study:

1. If the low percentage of respondents receiving help in the area of child development is representative of a majority of those who

have studied homemaking, there is a need for greater emphasis on child development in the high school homemaking program and FHA activities.

2. Since State Homemaker degree recipients attributed their ability to set goals and work toward their attainment to homemaking and degree work, homemaking teachers should continue to provide many opportunities for students to pursue meaningful goals.
3. The strong evidence that students of college caliber valued the preparation acquired for homemaking emphasizes the need for inclusion of homemaking in the program of studies for college bound students.
4. The high value placed on State degree work by State Homemaker degree recipients indicates that every effort should be made to promote the degrees of achievement program for the significant contributions it makes to personal development and to strengthening family living.
5. Since a majority of the respondents felt better prepared for the responsibilities of homemaking because of their high school homemaking experiences, high school girls should be strongly encouraged to prepare themselves for the vocation of homemaking by enrolling in homemaking in high school.

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APPENDICES

APPENDIX A

Blacksburg, Virginia
January 31, 1963

, State Adviser
Future Homemakers of America
Home Economics Education Service
State Department of Education
Richmond 16, Virginia

Dear Mrs. :

For my thesis I would like to do a survey of the State Homemaker degree recipients in Virginia. I feel that this is an area to be explored for the positive contributions that homemaking and FHA are making to individual development and the strengthening of family life in Virginia. I would like to know if such a study would be favorable to you, to the area supervisors, and to the executive council of the Virginia Association, Future Homemakers of America.

My tentative plans are to gain information about the contributions of FHA as related to the problems faced in homemaking, the ability to meet such problems, sources of help on the problems, further education, employment and leadership in the community. The information would also serve to suggest some ideas for further development of the State degree program and possibly stimulate further research. From a survey of literature, there have been limited studies regarding the degrees of achievement program. The evaluative report of the Future Homemakers of America for the White House Conference on Children and Youth indicated a lack of research giving data regarding successes of achievement through FHA. For that reason I would like to study some of the outcomes derived from participation in FHA, particularly among the State degree recipients.

Enclosed is a list of questions which would help me become familiar with the degrees of achievement and the State Homemaker degree program in Virginia. I would appreciate it greatly if this information could be made available to me.

Looking forward to hearing from you, I am

Sincerely yours,

Lillian Ann Dix

, Professor
Home Economics Education

Enclosure:

SOME INFORMATION AND MATERIALS I FEEL I NEED FROM YOUR OFFICE: (I would appreciate your comments and help with the following.)

1. When did Virginia adopt the degrees of achievement program?
2. The background history of the degrees of achievement program in Virginia -
3. When was the first State Homemaker degree awarded?
4. A list of all State degree recipients and the school addresses -
5. Do you perhaps have any follow-up information on the State degree recipients such as names and addresses of some?
6. The standards for the State degree and revisions made since the State Homemaker degree was initiated -
7. Could the information and materials needed be sent to me or may I have access to the files in your office to obtain the background information needed?

Blacksburg, Virginia
May 4, 1963

(Teacher's name typed in)

For my thesis study in the Department of Home Economics Education at V.P.I. I wish to make a survey of a selected number of State Homemaker degree recipients of the Virginia Association, Future Homemakers of America. I am writing you with the hope that you will be willing to make a contribution to the study by giving me some information that I need concerning the State Homemaker degree recipients from your school who were selected for the study according to a systematic sampling procedure.

The information may be secured primarily from high school records, so it is not necessary that you know the girl personally. The information needed includes: (1) The present name and address of the girl whose name appears on the form which may involve contacting relatives or friends; (2) Some information about the girl's academic record which is recorded on the high school cumulative record. I plan to send a questionnaire to the State degree recipients in order to obtain the data for my study.

I am enclosing a form for each girl from your school who is included in the sample for the study. Will you please fill in all blanks on the form for each girl and return to me by May 13. Enclosed is a self-addressed envelope for your convenience in returning the form to me.

It is hoped that this study will "determine the contributions to family life and personal development that a representative group of State Homemaker degree recipients attribute to their homemaking experiences in high school." I feel that you, too, would be interested in the implications such a study would have for further development of the State degree program. I will be glad to share the results of the study with you.

Thank you for your cooperation in furthering this phase of my study.

Sincerely,

Lillian Ann Dix, Graduate Student
Department of Home Economics Education

H.E.Ed. (Code No.)
May 1963

AN INQUIRY ABOUT STATE HOMEMAKER DEGREE RECIPIENTS

Name: _____

Name of high school: _____

Year degree was awarded: _____

INFORMATION NEEDED IN ORDER TO CONTACT STATE HOMEMAKER DEGREE RECIPIENT:

*Please verify with relatives or friends.

*Present name: (Miss, Mrs.) _____

*Present address: _____
(Street Address, Box Number or R.F.D. No.)

_____ (City)

_____ (State)

INFORMATION TO BE OBTAINED FROM CUMULATIVE RECORDS:

Graduated from high school: Check: Yes _____ No _____

Year, if dropped out of school: Check: 10 _____ 11 _____ 12 _____

Years of homemaking completed (36 weeks): Circle the number: 1 2 3 4

IQ _____

Rank in graduating class: _____ out of _____

Average overall high school grade: Write in:

Numerical grade _____ Letter grade _____

Average grade in home economics: Check: A ____ B ____ C ____ D ____

It is recorded on the Cumulative Record that this student received the State Homemaker degree. Check: Yes _____ No _____

If there are any blank spaces, an explanation would be most helpful.

Please return by May 13, 1963.

THANK YOU FOR YOUR COOPERATION

Blacksburg, Virginia
May 14, 1963

Dear State Homemaker Degree Recipient:

You are one of 752 FHA members in Virginia who have received the State Homemaker degree since the first degree was awarded thirteen years ago. Although the number of degree recipients is relatively high, there has never been a study made to determine the contributions to family life and personal development that State Homemaker degree recipients attribute to their homemaking experiences in high school. I am making this my thesis study in the Department of Home Economics Education at Virginia Polytechnic Institute.

I have completed my B.S. degree in home economics and will complete my graduate work at V.P.I. this summer. I am preparing to be a high school homemaking teacher and have signed my contract for next year. This study that I am making is a part of my work toward a Masters degree.

I am writing you with the hope that you will be willing to take a few minutes of your time to fill out the enclosed questionnaire. A self-addressed envelope is enclosed for your convenience in returning the questionnaire. You can make a real contribution to FHA by participating in this study.

A prompt reply would be greatly appreciated and I hope it will be possible for you to do this by May 23.

Thank you for your cooperation.

Sincerely yours,

Lillian Ann Dix, Graduate Student
Department of Home Economics Education

H.Ec.Ed. (Code No.)

ABOUT YOUR EDUCATION BEYOND HIGH SCHOOL

1. Did you continue your education beyond high school? Yes No

2. If so, please explain the type such as business school, college, beauty school or other. _____

3. Did you graduate from the school attended beyond high school?

Yes No Not Yet

4. How many years have you attended school beyond high school. Circle the number that applies.

Less than 1 yr. 1 yr. 2 3 4 5

5. If you attended college, did you major in home economics? Yes No

ABOUT YOUR MARRIAGE

6. What is your present marital status?

 single separated

 married divorced
other

7. What was your age when you married? years of age

8. When did you marry? Check the one that applies.

 while in high school

 after high school graduation:

<u> </u> Immediately	<u> </u> 3rd. year	<u> </u> 6th. year
<u> </u> 1st. year	<u> </u> 4th. year	<u> </u> 7th. year
<u> </u> 2nd. year	<u> </u> 5th. year	<u> </u> other (specify)

9. Did you marry before completion of education beyond high School? Yes No

10. How long did you know your husband before marriage? _____

11. How many years have you been married? _____

12. How many children do you have? _____

Please continue to next page.

ABOUT YOU AND YOUR HOME

DIRECTIONS: Check (✓) only those statements which indicate that your high school homemaking experiences and work toward the State Homemaker degree made definite contributions to you as a homemaker in your own home.

EXAMPLE: Clothing

1. In making satisfactory clothing purchases.
2. In caring for clothing including repairs and laundry.
3. In constructing clothing for self and others.

My high school homemaking experiences and work toward the State Homemaker degree have definitely helped me:

Management in the Home

1. In planning a family budget.
2. In living within the family budget.
3. In planning purchases before buying.
4. In studying labels and comparing prices before buying.
5. In buying wisely during sales.
6. In making plans to accomplish work efficiently.
7. In using short cuts in housekeeping.
8. In making use of available materials or supplies such as using what is on hand in several ways or making substitutions.
9. In meeting management problems of homemaking and a career.
10. In increasing my ability to make decisions regarding expenditures in time, energy and money.
- Other (Specify)

Food for the Family

11. In knowing the value of giving the family a balanced diet.
12. In keeping food costs within the budget.
13. In using good marketing practices.
14. In planning meals over a period of time.
15. In planning meals to include a variety of foods.
16. In organizing preparation so that all the meal is ready at the desired time.
17. In timing the preparation to avoid the last minute rush.
18. In adjusting amounts prepared to family needs.
19. In using leftovers in ways acceptable to the family.
20. In using imagination and skill in serving food.
21. In using appropriate ways of serving meals for various occasions.

Please continue to next page.

22. In packing appetizing and varied lunches.
23. In planning nutritious snacks.
24. In conserving food - canning or freezing.
 Other (Specify)

The Family's Health (Physical, Emotional)

25. In helping family members establish good health habits.
26. In getting family members to take precautionary or preventive health measures, such as immunization shots, physical or dental check-ups.
27. In caring for family members when sick.
28. In administering first aid in emergencies.
29. In helping each family member feel loved and important.
30. In furthering successful relationships with others.
 Other (Specify)

Children in the Home

31. In making social and emotional adjustments involved in parenthood.
32. In understanding problems related to child growth and development.
33. In meeting the physical needs of children.
34. In meeting the emotional needs of children.
35. In determining effective discipline practices.
 Other (Specify)

Housing the Family

36. In selecting a home that best suits family needs and interests.
37. In furnishing the home comfortably and attractively within the family budget.
38. In applying art principles when decorating the home.
39. In selecting household equipment.
40. In providing for the cost of rent, utilities and heat.
41. In caring for equipment and furnishings in the home.
42. In maintaining a safe home.
43. In making simple household repairs.
 Other (Specify)

Please continue to the next page.

Contributing to Family Happiness

44. _____ In encouraging all family members to participate in important family decisions.
45. _____ In encouraging all family members to participate in family discussions.
46. _____ In promoting better understanding among family members.
47. _____ In setting family goals, both immediate and long range, toward which to work.
48. _____ In developing meaningful values, such as knowing the difference in what is necessary at the time and what is wanted but can wait.
49. _____ In encouraging family members to share responsibilities in the home.
50. _____ In planning activities cooperatively.
51. _____ In budgeting time for family recreation.
52. _____ In providing suitable and interesting entertainment within the home.
53. _____ In understanding some of the problems of elderly family members.
54. _____ In entertaining friends at home.
_____ Other (Specify)

Clothing for the Family

55. _____ In planning wardrobe for self and family members.
56. _____ In making satisfactory purchases considering price, care and performance.
57. _____ In caring for clothing including repairs and laundry.
58. _____ In managing to have time to sew.
59. _____ In constructing clothing for self and family members.
60. _____ In selecting appropriate fabrics for various uses.
_____ Other (Specify)

Would you please complete the following statements in terms of the contributions that homemaking experiences and State degree work made to you as a homemaker.

1. I feel that homemaking is _____
_____.

2. In homemaking, I derive satisfaction from _____
_____.

Please continue to the next page.

3. I find keeping house and caring for children _____

List the organizations of which you are a member that you feel contribute to strengthening family life.

ABOUT YOU AND YOUR DEGREE

Are you glad you worked on your State Homemaker degree? Yes ___ No ___

Have you contributed to the State Homemaker degree program in any of the following ways? Check:

1. ___ Encouraged high school girls to include home economics in their high school programs.
2. ___ Encouraged FHA members to work on degrees of achievement.
3. ___ Talked to classes or at FHA meetings about the value of working on degrees of achievement.
4. ___ Congratulated girls who received degrees of achievement.
5. ___ Participated in evaluation of State degree applicants.
6. ___ Served as adviser to State degree applicants.
- ___ Other (Specify)

Please continue to next page.

DIRECTIONS: Please indicate how you regard the State Homemaker degree in terms of the immediate satisfactions felt at the time the degree was received and the most lasting values that have resulted.

(a) Put an (x) by the satisfactions and values that apply to you.

(b) Circle the (x) in cases where the values or satisfactions are particularly significant.

EXAMPLE: x The recognition received when the degree was awarded.

(x) I continue to set goals and work toward their achievement.

Some of the immediate satisfactions I derived from receiving the State Homemaker degree:

1. A feeling of accomplishment in attaining an important goal.
2. Pride in being a State Homemaker degree recipient.
3. The opportunity to work with others, such as degrees committee, fellow degree applicants, adviser and family.
4. The confidence placed in me when I was elected to places of leadership.
5. The opportunity to appear before the public.
6. The opportunity to preside at meetings, to be head of committees, or to assume other positions of leadership.
7. The recognition received when the degree was awarded.
8. Compliments of other FHA members.
9. Compliments of family and others.
 Other (Specify)

Some of the lasting values of State degree work that were important to me:

10. I continued to set goals and work toward their achievement.
11. It was easier to assume leadership responsibilities outside the home.
12. It helped me to plan and work independently.
13. It helped me to have greater self-confidence.
14. It helped me to accept responsibilities and carry them out willingly.

Please continue to the next page.

15. I was better able to make contributions to adult organizations.
16. I was more thoughtful in including all family members in plans.
17. I gained an increased awareness of the importance of family closeness.
18. I was encouraged to continue my education beyond high school.
19. My interest in preparing for a career in home economics was stimulated.
20. I felt that I was better prepared for the responsibilities of homemaking.
 Other (Specify)

We would appreciate any other comments you have regarding the value of FHA and State degree work:

Please return by June 10.

THANK YOU FOR YOUR COOPERATION

APPENDIX B

The recipients were asked to complete the following questions in terms of the contributions that homemaking experiences and State degree work had made to them as homemakers:

I feel that homemaking is

In homemaking, I derive satisfaction from

I find keeping house and caring for children

SELECTED RESPONSES

1. I feel that homemaking is

a real profession in itself. It requires knowledge, training and skill to operate a home efficiently and happily.

the most important career a woman could undertake.

a great responsibility but a most rewarding career and fulfills a need to be a worthwhile person.

a job from which I get a great satisfaction from a job well done and one in which I take pride and pleasure.

a wonderfully rewarding occupation. There may be times when things mount up and you feel discouraged but when in the end you see the ones you love happy and satisfied, you know extreme joy that cannot be matched.

an increasingly important role of every woman whether married or single which carries with it a direct responsibility to family and community.

a challenge and my home economics classes helped me to appreciate this challenge.

a challenge to any girl who wants to make use of her knowledge and experiences gained in training in high school and through FHA.

a challenge to me to provide the atmosphere where my family can live, work and grow as individuals.

made easier by having home economics in high school.

a vital role and every girl should take as much home economics training as possible.

not stressed enough in the school curriculum. Its contributions are invaluable in preparing girls for future life.

the most important course I took in high school because I love being a wife and homemaker and the State degree program first challenged me to become more skillful in planning and finding out some ways to become a better homemaker.

is easier because State degree work laid the foundations for home-making by giving me experiences in accomplishing goals set.

made much easier because of the experiences and habits developed by taking home economics.

easier and more rewarding due to the training I received in my high school home economics classes and the experience of working toward my State degree.

much easier, more enjoyable and rewarding as a result of my home economics training.

a necessity for every girl in order that she may give her future family the things that make a rich and happy life.

2. In homemaking, I derive satisfaction from

doing things for and with my family.

seeing plans carried out, the happiness of others and a home where love is.

knowing that I give and provide the best that is possible and all the love in the world that I have and knowing that we have God in the center of our lives.

caring for my family and providing a pleasant atmosphere in which to live.

the feeling of accomplishment of my goals and the appreciation of my husband and children.

setting goals and working toward their achievement.

providing a pleasant environment and healthy recreation.

making the type home in which my family is comfortable, has pride and finds enjoyment.

sharing responsibilities with a helpful husband and doing everything I can to continue harmony and create happiness.

being able to provide a comfortable and attractive home full of love and happiness.

self-expression through interior design, through togetherness of the family and through pride in the home.

being able to care for my home and family day to day, making them happy and seeing them enjoy things I do for them.

knowing that I'm keeping a fairly well arranged home, rearing my three children to the best of my ability and taking an active part in my community affairs.

doing my part to contribute something worthwhile about the home.

knowing how to do things by the shorter methods.

creativity in sewing, decoration and foods preparation.

keeping my home presentable at all times.

keeping things orderly but yet trying new things and setting higher goals.

being able to organize myself in such a way as to work in a time saving manner and get all the things done I plan for a period of time.

seeing that the home is a place where my family likes to be, that it is clean and pleasant, that the food is good and that the family is properly clothed, that home is a place where we can work together, learn together, play together and pray together.

work well done and making use of opportunities for enriching daily life.

being able to maintain and run a home happily and efficiently while maintaining a career outside the home.

putting to use my knowledge of home life which grew through my experiences as an FHA member.

having had home economics in high school and putting it to use at home.

the education I have had in homemaking which enables me to be a much better homemaker.

3. I find keeping house and caring for children

very pleasant and I plan my work so I can have some time to "play" with my daughter.

very interesting because children are very educational.

very enjoyable and rewarding. I would not go back to a job if I had the choice.

a challenge to meet and I want to do the very best I can.

rewarding in the fact that I contribute something to my family.

gives me a feeling of accomplishment, satisfaction and importance.

delightful and a much more satisfying occupation than working in an office from 9 till 5 which I am also trained to do.

a challenge. It brings new and memorable experiences every day.

very enjoyable and I feel a sense of achievement for what I can accomplish.

a pleasure instead of a chore.

a tremendous job and responsibility as well as one of enjoyment.

tiring, hard work, long hours, but more rewarding than my other job ever could have been to me.

tiring at times, but a fulfillment in knowing I am contributing to the well-being of my family.

sometimes a difficult task but always a satisfaction.

a satisfying job that is both challenging and enjoyable, though hectic at times.

to be a time consuming but rewarding job.

a lot of interesting hard work but there is no other job like it.

tiring but stimulating so that each day is a new one and will present new experiences for me.

is a real responsibility and homemaking experiences and State degree work are a great help. Without this I would hate to think what my home would be like today.

wonderful experience. After having taken homemaking in high school, girls look forward to these experiences.

much easier because of the things I learned from home economics and State degree work.

so much easier than most of my friends who never had my training.

a far greater job because of the training and knowledge I received through my home economics courses.

demand a responsible person. Because of my experiences in homemaking classes and degree work, I feel much more capable of accepting these responsibilities.

easier and more satisfying as the result of having worked toward the State degree.

a rewarding experience since I have prepared myself for the role.

are enjoyable if you have the training before hand.

a great joy and satisfaction from facts I learned through home economics classes and State degree work.

takes a lot of work but I don't regret it.

In answer to the section entitled-

We would appreciate other comments you have regarding the value of FHA and State degree work:

SELECTED RESPONSES

Opinions regarding State degree work:

To earn my State degree was a challenge but it was one I accepted gladly and I enjoyed every minute of work toward achieving this goal.

I regard my State Homemaker degree very highly. I have not regretted any work that I put forth to earn my degree. I still wear my degree with great pride.

Working toward and receiving my State Homemaker degree was one of my most satisfying experiences in high school.

For me this was the hardest degree to attain. Anything worth having is worth the work. Therefore, I treasure my degree because I struggled long and hard for it.

I feel that any girl could gain through FHA and State degree work. Even though I am only doing substitute teaching now, I find many opportunities to encourage students in this field because I know how much I have gained from this work.

If every girl in high school could see the value of working in FHA and working toward the degrees, they would know it would be impossible to receive such valuable information from any other source. I cannot put into words what my degree has meant to me but I know that without it, the road to becoming a homemaker would have been much harder.

I only hope and pray that the new candidates for the State Homemaker degree will get as much satisfaction as I did from working on my degree. It is impossible to express what home economics in high school did for me and what an inspiration my home economics teacher was. I can truly say I am a very happy homemaker and love being a homemaker. I do have a career but I am a homemaker first and a registered nurse second.

I am delighted and continually thankful for the part that FHA played in my high school and college years. Every day I thank God that I took such an active part in FHA because daily I use knowledge gained. To me FHA is most important and worthwhile and should be included in every girl's high school schedule. In my opinion my high school and college home economics have done more for me than any other training in my life.

I do remember that FHA and degree work were the most valuable and absorbing aspects of my high school days.

I don't think I considered it [the degree] so much a learning experience that it would rate in the same terms as my classroom experiences. It seems that I considered it more as an extracurricular type thing.

I believe FHA and State degree work could be of greater value if more emphasis was placed upon the actual work and accomplishments of the girl. I have noted a tendency of advisers to over-emphasize the work of certain girls so that they, the chapter and the school might receive the honor accompanying a State degree.

I feel that most of the girls today work toward their degrees for reasons other than being a better homemaker and person through setting up goals and working toward them. I believe that their reasons for working toward the degree range from adding another link to their accomplishments and glory, or because their advisers push them to do the work, or as a habitual thing to say they received their degrees and other more selfish reasons. Of course, I don't believe this applies to every girl; however, it seems this is fast becoming true. Where does the fault lie--with the adviser or with the program? Possibly both. Working for the degree is and can be valuable, but as I see it today it is not.

Preparation for homemaking:

I really feel that every girl needs homemaking whether she plans to be a homemaker or not. It is a great help in just caring for one's self.

I feel my life thus far as a real homemaker has been made richer and more enjoyable by the experiences I received through home economics classes, FHA organization and work toward my State degree.

I have had very little difficulty in managing a home and maintaining a career concurrently. My husband frequently comments on my housekeeping and management ability. I feel FHA and State degree work contributed greatly in obtaining this ability.

To me FHA and State degree work is the most important thing for a girl in her school career. With this experience you are much better able to provide the many great needs of a family. This work has meant more to me than all my other high school experiences, probably because I have been able to carry this on in life.

Since I work and keep house also, I feel that good planning is the key to success in homemaking when another career is undertaken. I think FHA stresses this point.

The things that I learned are still helping me in my homemaking as well as in my job and club work. I would urge each girl in high school to have at least one year in home economics and FHA. Since homemaking is one job that each woman must assume even if she marries or/and pursues a career, the experiences that she would receive would be well worth the time spent.

I would not have missed being in the FHA and taking home economics for anything in the world. The role of a homemaker comes to me more naturally than anything else and is what I derive more satisfaction from than anything else.

Personal development:

In order to have and find happiness in life you have to have a good background in the early childhood and teenage years. FHA gave me a chance to build on a foundation of good moral and daily living goals. It gave me a chance to grow as a leader and to understand human beings. With an FHA background, I have become successful in being a mother, wife and career woman in life.

My work in FHA on local, state, and national levels was a tremendous help to me in learning leadership, responsibility and self-confidence. I shall always be proud of being a part of that wonderful organization.

Working on my State degree was really a wonderful experience for me and being a leader in our local FHA chapter has really helped me to be more at ease with people and to take on more responsibility since I work outside the home as well as take care of my family.

I am very grateful for my experience in FHA and I feel that the State degree work has been very important in my personal development. It was while working for my State Homemaker degree that I really became interested in majoring in home economics in college and it was my FHA experiences that helped me decide to enter the teaching phase of home economics.

I was a state and federation officer and attended many meetings. These experiences helped me greatly in maturing and in growing in self-confidence.

I don't think we can over stress the opportunities of being a member. It is good to remember that being a leader gives one the opportunity to run the show but remember that it takes "togetherness" to have a successful FHA.

By working toward the State Homemaker degree I learned the value of leadership and of making a success of the projects I undertake.

During the year that I received my State Homemaker degree, I learned a deeper feeling of fellowship in being a follower as well as a leader. This was my goal and I am sure this was my reward. This same confidence placed in me for small jobs has helped me to become superior in my work today. The training and experience equipped me for the world. I am very thankful it was available and that I took advantage of it.

I think FHA is a very worthwhile organization. It teaches a girl that homemaking isn't just cooking and sewing but rather the participation of each individual in activities outside, as well as within, the home. It enables her to participate in projects and to assume responsibilities as a leader or follower. The State degree work is just a stepping stone to real homemaking. The goals set and achievements attained while working for the State Homemaker degree better enable a girl to make a better homemaker. The goals and achievements cover every area of homemaking to a certain degree. I am glad I chose to work for my State Homemaker degree and that I received it.

Setting goals:

It gave me a great deal of self-confidence to know I could work toward a goal and then achieve it, plus the numerous things I learned in return.

I think that FHA and State degree work are very important. Most everyone needs goals to work toward and FHA provides goals and lets the individual set his own pace in working for them.

Work on the State degree is certainly worthwhile and contributes much to the individual girl, her family and community. It encourages girls to set worthwhile goals and work toward them.

Working for a State degree is actually the only way to make yourself sit down and think just what are my goals in life and what am I working toward.

Suggestions for improvement of the degrees of achievement program:

I do not feel that a girl should be encouraged to just work for her degree. She should be instructed throughout high school the importance of being a good homemaker and the value it will have for her. And then after this idea has been instilled in her mind, she may become more familiar with the degrees program.

FHA is an excellent training ground for teaching girls leadership, how to properly conduct meetings, proper conduct at social gatherings, planning meetings, family relations and such. However, I feel much could be done toward including more of the physical tasks required of the homemaker.

FHA is one of the most useful high school organizations that I participated in. If all girls would realize that in home economics classes they will receive information that they will need in the very near future, they would be better homemakers. I think more emphasis should be placed in the areas of child development, family relations, and home furnishings.

I think the importance of degrees should be emphasized when new members of FHA are oriented. Awarding of degrees should be the result of long range planning, working, leadership and genuine dedication to home economics and FHA.

State degree work seems to set apart those that are really interested in homemaking. Working on degrees is not emphasized enough nor is it encouraged enough when an individual starts to work on it. It is very valuable.

ABSTRACT

A SURVEY OF A SELECTED NUMBER OF STATE HOMEMAKER DEGREE RECIPIENTS OF THE VIRGINIA ASSOCIATION, FUTURE HOMEMAKERS OF AMERICA, 1949-1958

This study was made to discover how high school homemaking had helped State Homemaker degree recipients in their own homemaking. Data were compiled from 109 State Homemaker degree recipients who were awarded the degree from 1949 to 1958 inclusive.

The findings revealed that the study of homemaking made important contributions to the development of competencies in homemaking. Three-fourths of the items included under the areas of homemaking, with the exception of the area of child development, were considered to be definitely helpful by 50 per cent or more of the respondents. The areas of clothing the family and child development were most and least helpful respectively.

The homemaking curriculum had been most valuable to homemakers in helping them: care for and repair clothing; contribute to the emotional health of the family; care for equipment and home furnishings; know the value of a balanced diet; know how to plan before buying and to make wise selections; establish meaningful values; and, understand problems related to child growth and development.

The study revealed that State Homemaker degree recipients exemplified characteristics generally associated with stability in marriage, a significant evidence being that there were no divorces among the

respondents. The respondents were well educated homemakers. A relatively high percentage continued education beyond high school and all of them had prepared themselves for the vocation of homemaking. A majority of the respondents married in the twenties and married someone whom they had known a year or longer. Being a State Homemaker degree recipient appears to be favorably related to stability of marriage.

Some of the most outstanding values derived from work toward the State Homemaker degree included acquiring the ability to set and work toward meaningful goals, developing leadership abilities, and becoming more self-confident. High school homemaking and State degree work definitely contributed to proficiency in homemaking and to strengthening family living