

A FOLLOW-UP STUDY OF HOMEMAKERS  
WHO WERE FORMER HOMEMAKING STUDENTS OF  
RADFORD HIGH SCHOOL, RADFORD, VIRGINIA

by

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## CHAPTER I

## INTRODUCTION

## NEED FOR THE STUDY

In the changing society in which we live those engaged in teaching homemaking are constantly concerned about strengthening the homemaking program to meet the immediate and future family living needs of students. An educational program that will be successful in preparing homemakers for their vocation must serve the needs of the individual and help them to solve their problems. Frequent evaluative studies are desirable as a means of finding out what needs to be stressed, in order that the homemaking program may be increasingly beneficial to the students. It seemed desirable to approach this study by finding out from homemakers, who had studied homemaking in high school, how instruction in each of the areas of homemaking had helped them solve problems that they face in family living. To accomplish this, the investigator made a follow-up study of former homemaking students of Radford High School, Radford, Virginia who were married and had homes of their own in Radford or vicinity.

## PURPOSES OF THE STUDY

The purposes were:

1. To determine what problems these young homemakers had encountered in the various areas of homemaking;

2. To determine the sources of aid they had used to help them in solving their problems;

3. To determine if the high school study of homemaking had helped them in solving their problems;

4. To determine what this study indicates are the aspects of homemaking that should be stressed.

#### LIMITATIONS OF THE STUDY

This study was limited to 50 young married homemakers living in or near Radford, Virginia, who were enrolled in vocational homemaking in Radford High School some time during the years 1951, 1952, 1953, 1954, 1955. This was the five year period prior to the time that the investigator began teaching at Radford High School. In order to eliminate the possibilities of bias on the part of both student and investigator, the study did not include students taught by the investigator.

Further limitations of this study were those inherent in the interview technique used.

#### PROCEDURE OF THE STUDY

The investigator secured permission from the superintendent and principal to use the Radford High School files to obtain the names and other information needed concerning students enrolled in homemaking during the period chosen for study. The telephone was used to contact

the former students, to secure 50 volunteers for the study, and to make appointments for the interview.

"A Course of Study for Homemaking Education in Virginia Public Schools"<sup>1</sup> was used in developing the interview plan. This was the basis for the instructional program during the period that the participants in the study were enrolled in homemaking. The investigator selected pertinent topics of instruction from the Course of Study to include in the interview and developed Guide Topics for each of the eight areas of homemaking namely:

1. Feeding the Family
2. Developing and Maintaining the Health of the Family
3. Managing the Family Income
4. Clothing the Family
5. Caring for Children
6. Assisting in the Home Care of the Sick
7. Making a Happy Home and a Place for Ourselves in the World  
in Which We Live
8. Housing the Family

Questions to be asked during the interview were formulated and a guide to be used by the interviewer for recording responses was prepared. In addition, a form was developed to supplement the personal

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<sup>1</sup>A Course of Study for Homemaking Education in Virginia Public Schools. A Bulletin of the State Board of Education (Richmond: Division of Purchase and Printing, 1943).

and family background information obtained from the high school records. After the interview plan was developed five trial interviews were held by the investigator. No major revision seemed necessary so the interview plan that was tried out was adopted as the procedure for the study. The interview forms may be found in Appendix D, page 85.

Personal interviews of approximately one hour were held with each participant. The interviews were conducted informally. After the personal and family background information was secured the interviewer recorded the responses to the Guide Topics that were developed for the study. Throughout the interview the participants were encouraged to express themselves freely. An effort was made to conduct the interviews objectively so that the responses would not be influenced by the questions or by the interviewer.

The responses of the 50 participants were tabulated and interpreted according to the purposes of the study to answer the following questions:

1. What were the chief problems the young married homemakers encountered in the various areas of homemaking?
2. What were the chief sources of aid used in solving those problems?
3. Did the homemaking course help in solving homemaking problems?
4. What did the data indicate were the aspects of homemaking that should be stressed in homemaking?

## CHAPTER II

## THE REVIEW OF LITERATURE

The review of literature indicated that follow-up studies of students who had studied homemaking in high school had value as a means of finding out the extent to which a study of homemaking had helped former students with the problems they encountered as homemakers. The studies did not deal specifically with the problems of this investigation but they do have some implications for it.

One phase of Arny's<sup>2</sup> report of a five year study of 20 Minnesota schools dealt with the reactions of alumnae to their high school education. Since 90 per cent of the respondents had taken Home Economics in high school their estimates of the value of home economics have some significance for this study. Many of the graduates who had studied home economics found that it had helped them in meeting homemaking problems as, dressing suitably and attractively, making articles for their homes, and planning and preparing meals. Home Economics was regarded as most helpful in making and remodeling clothes. While this is representative of the reactions of the total group, Arny found that the estimates of the value of home economics varied somewhat from school

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<sup>2</sup>Clara Brown Arny, The Effectiveness of the High School Program in Home Economics. (Minneapolis: University of Minnesota Press, 1952). p. 99, 216, 237.

to school. As an example, the graduates of one school cited help in managing money, selecting and furnishing a house, and caring for children while this was not true of the entire group.

In the appraisal of the study Army said "The study of graduates showed the need for courses in home economics as a part of the training of all girls." Some of the needs expressed by the graduates were getting along with other members of the family, finding what the family enjoyed doing together, developing interests such as hobbies, and making contacts in the community.

Hulst found in her study that student wives needed help in consumer education, money management, improving sewing techniques, improving nutritional standards, and understanding the responsibilities of marriage. Those who had studied homemaking in high school indicated that it had been most helpful in clothing construction and simple meal preparation. She found that no strong implications could be drawn as to other beneficial effects derived from the high school program. In relation to this point Hulst said:

Rather than imply that Home Economics in high school has failed, it more likely indicates that there is a limited amount of preparation for future responsibilities in homemaking that the high school can give. As young homemakers the problems encountered are different from the problems encountered as high school students and only continuing education can help solve these problems. As high school students they need to develop sound values and healthy attitudes toward home and family living and to learn to recognize and use all available resources for solving problems.<sup>3</sup>

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<sup>3</sup>Dorothy Hulst, "A Study of the Problems in Homemaking Practices of Wives of Students at Virginia Polytechnic Institute, Blacksburg, Virginia." (Unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, Virginia, 1957). p. 96.

A similar point of view is expressed by Slagle. The homemakers in her study had experienced their greatest problems in child care and:

Felt that the experiences in child care they had in high school homemaking courses were of little benefit to them as homemakers ... The feeling ... may be due to the fact that they felt no need for such instruction at the time it was given them. Now, however, the need seems to be real and pressing to them.<sup>4</sup>

Both of these studies point to certain limitations of the high school homemaking program in meeting the problems experienced by homemakers. A more realistic approach to family living problems was indicated as a need.

The young homemakers interviewed by Slagle recognized the need for instruction in all areas of homemaking and wanted to see this type of program continued in the high school. As homemakers they valued most the emphasis on studying labels and wise buying practices.

Kittle<sup>5</sup> also found that students who had completed two years of home economics needed everything that was taught to become good homemakers. The students expressed a need for emphasizing good family relationships as an integral part of all units of instruction. Kittle's study suggests other implications for homemaking. The program should

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<sup>4</sup>Hallie A. Slagle, "A Study of Needs in Vocational Homemaking Courses for White High School Girls". (Unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, Virginia, 1954). p. 113.

<sup>5</sup>Marie Kittle, "An Evaluation of a Two Year Home Economics Course by the Former Pupils of Philippi High School". (Unpublished Master's thesis, West Virginia University, Morgantown, West Virginia, 1950), cited in Abstracts of Masters of Science Theses in Homemaking Education.

deal with economic problems comparable to the level of living the students will probably have in the beginning and early years of marriage. Also, the home economics program should help students develop self confidence and the ability and willingness to assume responsibility in family living.

A study, made by Humphries, of homemakers who had studied homemaking in high school shows the following areas in which they did not receive help and in which they needed assistance:

Home management, budgeting, home and family relations, infant care, home nursing, interior decoration, and hobbies. Less than half of the subjects ... had work in child care in their home economics work in high school. Most of the subjects ... stated they had problems in feeding their children.<sup>6</sup>

The reaction of this group of homemakers supports the need for a homemaking program that is broad in scope and incorporates instruction in all areas of homemaking.

The California State Department of Education made a study in an effort to learn whether the aims of homemaking education had been accomplished, and to discover prevailing attitudes toward the program. The former high school students enrolled in schools in California indicated that they had been helped by the homemaking program in solving problems encountered in family living in the following order:

Cooking (70%), sewing (70%), preparing for marriage (28%), managing time and energy (23%), improving appearance (22%),

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<sup>6</sup>Laura Humphries, "A Comparative Study of Two Groups of High School Women Graduates, One With and One Without Home Economics in High School". (Unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, Virginia, 1959). p. 21.

appreciating home and family (17%), using new equipment (12%), and getting along with others (12%).<sup>7</sup>

From this it appears that cooking and sewing were of greatest value to the students. The students expressed a need for increased emphasis on time, energy, and money management. They also requested a study of creative activities that could be carried on in the home for the purpose of contributing to individual development and to the happiness of family members. For these students the two main suggestions that were made for the improvement of the homemaking course were the need for more practical projects and for broader offerings in the homemaking program. The students who did not continue their education beyond high school emphasized the importance of "preparation for all phases of home living, especially in the area of child care."

Relevant research literature shows a variety of findings and conclusions. The extent that homemaking had helped former students tended to vary for different schools and localities.

In general, the literature reviewed indicates that the study of high school homemaking is a source of help to young homemakers. The respondents in the studies were in general accord that functional activities in all areas of homemaking are important in contributing to effective family living. There are strong indications of a need for continuing educational opportunities for homemakers as the problems of high

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<sup>7</sup>What's the Next Move in Homemaking Education? A Bulletin of the California State Department of Education, Vol. XXIV, No. 2, April 1955. p. 81

school girls are so different from those of a homemaker and mother. The findings and conclusions of studies such as these may be helpful for teachers in evaluating their own programs. The teacher, however, can not depend entirely upon the findings and conclusions of studies made for other schools and communities.

## CHAPTER III

PERSONAL AND FAMILY BACKGROUND INFORMATION  
OF THE PARTICIPANTS

Former homemaking students of Radford High School, Radford, Virginia who were enrolled in vocational homemaking during the years 1951-1955 were chosen to participate in this study. From the files of Radford High School it was found that 364 girls were enrolled in vocational homemaking during these years. The investigator, by contacting families, relatives, and friends found that 64 of the students were married and living in Radford and its vicinity. Of this number the investigator was able to contact 56 and 50 volunteered to participate in the study. These volunteers lived in Radford, Fairlawn, Blacksburg, Cambria, Dublin, and Christiansburg, all within 15 miles of Radford, Virginia. Twelve of the participants lived in the country and 38 lived in the city or small towns.

The 50 participants had been married an average of 4.6 years. None were widowed. Four were divorced, two of whom had remarried. Forty-one of the homemakers had children. The ages ranged from one week to ten years with the average age being 2.8 years. Altogether there were 68 children, 40 boys and 28 girls.

About half of the homemakers had employment outside the home, 24 on a full-time basis and two had part-time employment. The types of occupations in which they were engaged were: laboratory technicians 6,

store clerks 4, secretaries 7, factory workers 5, teacher 1, car-hop 1, assistant director of recreation for the city of Radford 1, and laundry work 1.

The husbands of the participants were engaged in the following occupations: Army 2, Arsenal 6, assistant high school principal 1, bookkeeper 1, clerks 4, druggist 1, electrical engineer 1, electrician 1, factory workers 6, Inland Motors 1, Lynchburg foundry 1, medical technician 1, mail carrier 1, Navy 3, policemen 2, painter 1, recreation director 1, small loan company manager 1, theater manager 1, truck drivers 2, V.P.I. students 2, worker for city 1, unemployed 1, and unknown 2 (divorced husbands).

Twenty-six of the families had a joint family income. The wife provided the chief support for three families, one due to the husband's inability to work and the other two because of separation from their husbands. In addition to the income derived from employment, four families had some income from investments. Savings included 38 bank accounts, 46 life insurance policies, 19 with bonds, 5 with stocks, and 9 with other investments. Twenty-three owned their homes or were buying them. Seven of the participants owned and lived in trailers. Twelve lived in rented apartments, and three in rented houses. Five of the participants, including the two divorcees, lived with their parents.

Altogether the participants had an average of 2.3 years of homemaking instruction. Table 1 shows the responses of the 50 former homemaking students as to the areas in which they had received homemaking instruction. All of the former homemaking students indicated

TABLE 1

RESPONSES OF 50 FORMER HOMEMAKING STUDENTS IN  
ANSWER TO THE QUESTION: IN WHAT AREAS OF  
HOMEMAKING DID YOU RECEIVE INSTRUCTION?

Areas of Homemaking	Had A Unit*	Some Instruction Integrated With Another Area
Feeding the family	50	
Clothing the family	50	
Health of the family	47	
Home care of the sick	46	2
Housing the family	43	4
Caring for children	34	6
Managing the income	31	10
Making a happy home	30	8

\*23 participants had studied a unit in each of the eight areas of homemaking.

that they had instruction in the areas of Feeding the Family and Clothing the Family. Twenty-three of the participants indicated that they had instruction in each of the eight areas of homemaking.

According to the grades received for their high school instruction the majority of the students were average or above in their achievements. The high school grades in homemaking for these participants were distributed as follows: Excellent 9, Good 51, Satisfactory 49, and Poor 7. A large majority (80 per cent) of the participants graduated from high school. Eighteen continued their education in college, nursing, business, or in training to be a laboratory technician. Less than half of the participants were members of the Future Homemakers of America, the high school homemaking club.

In an attempt to obtain information pertaining to the participant's interest in and attitude toward the high school homemaking program, answers were secured to the following questions:

1. Do you think that your family would have benefitted if your husband had taken homemaking? Of the 44 participants whose husbands had not studied homemaking, 22 answered "yes" and 22 answered "no". The wives of the six husbands who had taken high school homemaking approved of homemaking for boys 100 per cent.

2. Do you wish that you had taken more homemaking? Forty-five answered "yes" and five answered "no". Three of the five indicated that there was too much repetition to warrant further study.

3. Do you think that everyone should take homemaking? The

participants all agreed that all girls should take homemaking. Twenty-eight indicated that not only should every girl take homemaking but that it should be a required course in the high school curriculum for girls. Half of the participants indicated that they thought boys should study homemaking.

4. Do you intend for your children to take homemaking? Forty-four answered "yes" and six answered "no". Two of the mothers who answered "yes" added to their answers "I hope she will want to take it." The participants who indicated that they did not intend for their children to take homemaking were the mothers of boys. One interviewee remarked, "It might make him a sissy."

5. If you could take a course in homemaking now, would you? Forty-seven answered "yes" and three answered "no". The responses to this question implies that there is an interest in and a need for homemaking for young adults. Not only did these homemakers want a class but when asked, 45 stated that they would be willing to pay for the instruction. This seems to be a clear indication that most of the homemakers valued their high school homemaking instruction.

The responses to the foregoing questions showed, in general, that the participants had a favorable attitude toward the high school homemaking program. A further indication of this was the large number of participants who desired adult classes for homemakers.

From the data secured and observations made the majority of the participants seemed to be reasonably well situated. They had

comfortable homes that were in good condition and adequately furnished, and they lived in good or average residential areas. Over half of the wives worked to supplement the income. Other wives indicated that they planned to work when their children entered school. The families were small. The home life of the majority of the families seemed to be happy and secure.

## CHAPTER IV

## ANALYSIS AND INTERPRETATION OF THE DATA

This chapter presents the analysis and interpretation of the data in four sections: (1) Chief Problems Encountered by the participants, (2) Sources of aid used by the participants, (3) Participant's Estimates of Value of the Study of Homemaking in Solving Homemaking problems, and (4) Participants' Opinions as to the Emphases That Should be Made in the Homemaking Program.

## CHIEF PROBLEMS ENCOUNTERED BY THE PARTICIPANTS

Problems Indicated by the Largest Number of Participants

Homemakers have numerous problems that come up from day to day. One of the purposes of this study was to determine what the chief problems were for the group of homemakers who were interviewed. The interviewer asked each participant, "In what area of homemaking have you encountered your number one chief problem?" This was followed by asking for the second and third area of homemaking in which their chief problems occurred. After the chief problem area was given by the participant the interview guide topics for each area of homemaking were used to find out the specific problems encountered in each area of homemaking.

Managing the Family Income. Managing the family income was the number one chief problem area for the largest number of participants, Table 2 and Table 3. In this area of homemaking by far the greatest number of problems occurred in the management of debts, Figure 1, page 59.

TABLE 2

THE RESPONSES OF 50 FORMER HOMEMAKING STUDENTS AS TO  
 THE AREA OF HOMEMAKING IN WHICH THEY ENCOUNTERED  
 THEIR CHIEF NUMBER ONE, TWO, AND THREE PROBLEMS

Areas of Homemaking	Major Problem Areas			Totals
	No. One	No. Two	No. Three	
Managing the family income	28	13	9	50
Feeding the family	9	28	6	43
Caring for children	5	4	19	28
Making a happy home	2	2	7	11
Housing the family	3	1	3	7
Home care of the sick	1	2	3	6
Clothing the family	2	0	3	5
Health of the family	0	0	0	0

TABLE 3

SUMMARY OF THE NUMBER OF PROBLEMS ENCOUNTERED BY 50  
FORMER HOMEMAKING STUDENTS IN EACH AREA OF  
HOMEMAKING AS DETERMINED BY THE TOTAL  
NUMBER OF RESPONSES

Area of Homemaking	Number of Problems Encountered	Number of Items on Interview Guide	Average Number Problems Per Area
Managing the family income	296	16	18.5
Feeding the family	311	26	11.9
Housing the family	315	28	11.2
Caring for children	264	28	9.4
Making a happy home	253	27	9.3
Clothing the family	193	31	6.2
Health of the family	144	26	5.5
Home care of the sick	122	23	5.3

Chief among the problems in the management of debts was over-extending the use of credit by charge accounts and installment buying. Next to the management of debts, making a plan for purchases and buying wisely during sales were problems to about two-thirds of the participants. Making a budget was a problem to about half of the participants.

In the areas of housing the family, feeding the family, making a happy home, and clothing the family the interviewees indicated problems of money management in addition to those shown in Figure 1, page 59. These data give further evidence that managing the family income was the chief problem encountered by the young homemakers in this study. Of the money management problems in these areas the largest number pertained to the cost of housing. In the area of housing the family, Figure 5, page 63, the cost of utilities, heating, and furnishings appeared as the main problems. These costs which were over and above the expenditures for home ownership or renting made it difficult for homemakers to meet the cost of housing. The majority of those who rented had to pay their own heating bills. In addition the cost of insurance and upkeep made it difficult for some to keep the expenditures for housing in balance with other costs necessary in maintaining a home and family.

In the area of feeding the family, Figure 2, page 60 the homemakers mentioned many problems pertaining to the cost of food. Chief among the problems of reducing food costs was the inability to adjust amounts prepared to family needs and to use leftovers in palatable ways acceptable to the family. In looking at other problems in food costs

about a third of the families neither produced nor conserved food by canning or freezing. The homemakers felt that the family income might have been extended had they provided for some of their food needs by food conservation.

In the area of homemaking concerned with making a happy home, Figure 4, page 62, more than half of the respondents said that managing money created a problem. Slightly over a third of the homemakers indicated that disagreement over the expenditure of the income was the primary cause of family disputes.

Fewer money problems were encountered in the area of clothing the family, Figure 7, page 65, than in the areas of homemaking previously discussed. Slightly less than a third of the homemakers expressed concern with the cost of clothing. Some of the homemakers own wardrobes, according to the responses, were limited because they placed the clothing needs of family members above their own. Selecting good clothing on a limited budget was mentioned by a few as a problem.

From the above analysis of the data pertaining to managing the income, it appears that many of the problems in money management might be resolved if the participants were able to develop and use a plan for managing the income. Thus there seems to be a need for emphasis in the homemaking program on planning, or a need to discover more effective ways to teach planning, as a means of helping individuals derive the greatest value from the family income.

Feeding the Family. The second of the first three areas of homemaking in which the majority of homemakers in this study encountered

problems was feeding the family, Figure 2, page 60. All but seven of the respondents indicated that feeding the family was one of their first three problems. Nine of the respondents listed this as their greatest problem. The highest proportion of problems in this area occurred in keeping down food costs which has been discussed in connection with managing the family income, page 26. The next highest number of problems were problems connected with meal planning. The inability to plan meals over a period of time, to prepare foods in a variety of ways, and to provide the basic seven in the proper amounts and yet satisfy the likes and dislikes of family members, were the difficulties most frequently experienced in meal planning. The majority of the homemakers were well aware of the need for providing for the basic seven foods. Packing appetizing and varied lunches was a problem to slightly less than a third of the homemakers.

The problems in meal preparation and service were few in comparison with those connected with managing food costs and planning meals. Approximately one-fourth of the participants mentioned time management as a problem in meal preparation and service. Chief among the time management problems were organizing preparation so that all of the meal would be ready at the desired time and timing the preparation to avoid the last minute rush.

Caring for Children. Slightly more than one-half of the participants indicated problems in caring for children, Figure 3, page 61, as one of their first three problem areas. Although the respondents indicated more problems concerning personality traits and health habits

of their children, understandings related to the role of parenthood presented the problems of the greatest concern to the young homemakers. The social and emotional adjustments necessitated by coming parenthood brought many changes in daily life activities and routines. Curtailment of social and recreational activities, both during pregnancy and during the years their children were young, seemed to result in boredom for both husband and wife. Understanding and accepting these changes produced major problems for both husband and wife. Only a few of the mothers seemed concerned about understanding the mental, physical, and emotional needs of their children.

No real concern was expressed by the homemakers in responding to other topics of the interview guide, pertaining to the care of children. The usual problems of training young children were found to be the problems of these young mothers. For the most part the homemakers felt that temper tantrums, showing-off, jealousy, selfishness, and shyness were behaviors to be expected in the normal growth and development of their children and as a consequence did not attach much importance to them. The fact that the average age of the children was less than three years of age may account for this attitude of the respondents.

The responsibilities of becoming and being parents necessitated many adjustments which presented problems to the young homemakers. They considered problems of adjustment to parenthood of greater concern than problems pertaining to the growth and development of their children. Those who had problems with caring for children coped with them, largely,

through the trial and error method. They expressed the wish that the high school homemaking program had provided more actual first-hand experiences in caring for children.

#### Problems Indicated by the Smaller Number of Participants

Managing the income, feeding the family, and caring for children were the major problem areas in which the chief problems of most of the homemakers occurred. Problems were experienced in each of the other areas of homemaking although by a smaller number of participants. A discussion of the problems encountered by the participants in the other five areas of homemaking explored in this study will follow.

Making a Happy Home. Most of the problems in the area of homemaking concerned with making a happy home, Figure 4, page 62, occurred in management. In addition to money management which was discussed in the section on managing the income, page 26, the inability to plan family activities cooperatively was a problem to half of the participants. Fatigue and discord in the family were often attributed to lack of energy due to poor management practices. Some of the respondents mentioned that often they were too tired at the end of the day to really enjoy the family. In addition to poor time and money management practices, disagreements arose over the discipline of children, choice of friends, jealousy, and unacceptable social behavior of husbands, such as drinking, cursing, and inconsiderate mannerisms. About one-third of the families found it impossible to provide suitable and interesting entertainment within their income. A few of the mothers felt that their own

recreational opportunities were too limited.

In general, these families encountered relatively few problems in making a happy home. Very few conflicts over values were evident. This in itself should result in harmonious family living.

Housing the Family. Most of the former homemaking students did not indicate serious problems in housing the family, Figure 3, page 63, other than those problems connected with the cost of housing which was discussed on page 29. Lack of privacy and the need to beautify the home were the housing problems mentioned by about one-fifth of the respondents. The investigator felt that these two problems took precedence over the scheduling of house care routines which was mentioned by an equal number of respondents.

Since only seven of the participants listed housing the family as one of their first three major problem areas, it appears that this is an area of homemaking in which the respondents seemed to feel secure, with the possible exception of meeting the cost of housing. The investigator observed that the homes were attractive, well cared for and adequately furnished in the majority of the cases.

Home Care of the Sick and the Health of the Family. Due to the fact that these two areas of homemaking are so closely related, many of the topics of instruction overlapped, and relatively few problems were encountered in either area, home care of the sick, Figure 6, page 64, and Health of the family, Figure 8, page 66, are treated together in this discussion. Getting family members, including the wife and the husband, to take precautionary or preventive health measures

was the only aspect of home care of the sick that presented problems of any consequence to the respondents. The failure to have regular physical examinations and the shots for polio accounted for most of the problems in the home care of the sick. Establishing health habits was of some concern to a smaller number of the participants. The main health habits that were a concern of the homemakers were poor posture and lack of exercise.

Only six of the participants indicated home care of the sick as one of their first three problem areas and for one it was the number one problem area. The area concerning the health of the family was not mentioned by any one of the participants as being the major problem area in which they had encountered their chief problems. The young homemakers felt competent that they knew how to care for the sick and could render first aid when sickness and accidents occurred in the home.

Clothing the Family. With the exception of the area concerning the health of the family, which was mentioned by no one as a major problem area, problems in clothing the family, Figure 7, page 65, were mentioned by the least number of participants as one of their major problem areas. No time for sewing, wardrobe planning, mending, and ironing were the specific individual problems in clothing the family designated by the respondents. The interviewer found that only ten of the 50 homemakers interviewed made clothes for themselves or their families. Only eight of the 40 who did not sew, said that they did not learn how to sew in their high school homemaking. Apparently, the majority of the 40 felt that they could make their clothes, however,

lack of time, dislike for sewing, and no available machines were the reasons given by the participants for not sewing. The responses of the participants in this study point to the need for emphasis on planning, selecting, and caring for clothing.

From the interviews, it was discovered that chief among the problems encountered by a majority of the respondents were managing debts, planning for making purchases, buying wisely during sales, meeting the costs of housing, reducing food costs, planning meals, making social and emotional adjustments to parenthood, managing time, managing energy, getting family members to take precautionary or preventive health measures, wardrobe planning, mending, ironing, and having no time for sewing. If the chief problems of the 50 participants in this study are representative of the problems of the majority of the married homemakers who studied homemaking, it would be appropriate to give greater attention to these problems in the high school homemaking program.

It is recognized that there is a limitation to the preparation that can be given high school students that will help them meet their future homemaking problems. Many of the problems that the young homemakers in the study have encountered in their own homes are, however, similar to those that the high school girl encounters in the home of which she is a member. Perhaps if we, as teachers, can more effectively teach the high school girls the method of problem solving, we may help

them to be better prepared to meet the problems that they may encounter when they are homemakers in a home of their own.

#### SOURCES OF AID USED BY THE PARTICIPANTS

Each participant in the study was asked "what sources of aid have you used in solving problems in homemaking?" The responses to this question indicated that the homemakers turned to a number of sources of aid for help with homemaking problems, Table 4. Instruction in homemaking was mentioned a greater number of times than other sources of aid. It was the only source of aid that was used in all areas of homemaking. Homemaking was found to be a source of aid with actual problems encountered almost twice as many times as all of the other sources of aid combined.

According to the responses of the participants in the study, the study of homemaking in high school gave them confidence to face present and future problems in their own homes. Many of the homemakers felt that even though they were not now experiencing a problem in an area of homemaking that they had the skills and information available should problems arise. They also attributed lack of difficulty in solving some problems in their own homes to the help they received when they studied homemaking. Although preparing students for homemaking in their future homes is not the primary purpose of the high school homemaking program, the fact that it was mentioned most frequently as a resource in meeting problems in family living, indicates the importance of a study of homemaking as a means of helping girls

TABLE 4  
 SUMMARY OF SOURCES OF AID CONSIDERED HELPFUL BY 80  
 FORMER HOMEMAKING STUDENTS IN SOLVING  
 PROBLEMS IN EACH AREA OF HOMEMAKING

Sources of Aid	Number of Times Sources of Aid Was Used in Each Area of Homemaking								Total
	Managing the Income	Feeding the Family	Caring for Children	Making a Happy Home	Housing the Family	Home Care of the Sick	Clothing the Family	Health of the Family	
Homemaking	133	204	159	118	140	119	176	174	1222
Mothers	10	10	72	6	6	24	46	13	237
Husbands	21	26	40	10	10	10	10		113
Doctors			26			15		17	58
Physical Ed. Course						45			45
Books	2	16	25	1					44
Friends			4	9			10	1	32
Magazines		10			2		16		28
Store Clerks			4		1		4		9
Television				1				2	3
Church				3					3
Bible				3					3
Mail-order Catalogue							3		3
Extra Courses						2	4		2
Brother			1						1
Sister			1						1
Experience			1						1

prepare for homemaking.

The data in Table 5 shows the responses of the participants as to the number of times they used the various sources of aid in solving problems. The homemakers indicated that they actually received help with 853 problems. It may be seen from the total number of problems encountered, 1898, Table 3, page 28, that the aid received from all sources was limited.

Feeding the family, managing the income, making a happy home, and caring for children were the four areas in which the study of homemaking was mentioned most frequently as an aid in solving problems. It helped solve approximately one-third of the problems in each area.

Feeding the family was the area in which the study of homemaking was used most. It was also the area in which the homemakers had secured most help from all sources of aid. Mothers were second in number of times mentioned as a source of aid in all areas of homemaking, and it was with problems with feeding the family that they were most helpful.

Managing the income was given by the homemakers as the number one chief problem area, Table 2, page 27. It was also the area in which very few sources of aid were used other than that credited to the study of homemaking. The data revealed that while homemaking was the principal source of aid in solving problems in money management, it was mentioned as a source of help with less than one-third of the actual problems encountered by the homemakers.

In the area of making a happy home little help was secured beyond that which was derived from the study of homemaking.

TABLE 5

SUMMARY OF SOURCES OF AID ACTUALLY USED BY FORMER  
HOMEMAKING STUDENTS IN SOLVING PROBLEMS  
IN EACH AREA OF HOMEMAKING

Sources of Aid	Number of Times Sources of Aid Was Used in Each Area of Homemaking								Total
	Managing the Income	Feeding the Family	Caring for Children	Making a Happy Home	Housing the Family	Home Care of the Sick	Clothing the Family	Health of the Family	
Homemaking	87	121	72	82	43	41	44	18	508
Mothers	0	69	41	8	2	9	18	5	152
Husbands	2	19	27	3	2	0	2	0	53
Doctors			15			15		17	47
Physical Ed. Course						9			9
Books	2	16	16	1					35
Friends		7	2	7				1	19
Magazines		9			1		2		12
Store Clerks			1		1		1		3
Television				1				2	3
Church				2					2
Bible				2					2
Mail-Order Catalogue							3		3
Extra Courses						2			2
Brother			1						1
Sister			1						1
Experience			1						1
<b>Total</b>	<b>91</b>	<b>241</b>	<b>177</b>	<b>106</b>	<b>49</b>	<b>76</b>	<b>70</b>	<b>43</b>	<b>853</b>

It was noted that a greater variety of sources of aid was used in caring for children than in any other area of homemaking. According to the homemakers, husbands helped more with the care of children than with problems in other aspects of family living.

The study of homemaking helped with less than one-seventh of the problems encountered in the area of housing the family. As shown in Figure 5, page 63, most of the problems in housing pertained to the cost of housing. The study of homemaking helped very little with this, but it did help with approximately half of the problems in housing other than cost.

Fewer problems had been experienced in the home care of the sick than in other areas of homemaking. The study of homemaking was given as a source of aid in solving approximately one-third of these problems. Next to the study of homemaking, the family doctor was a source of aid in meeting the needs when sickness occurred in the family.

In clothing the family, the study of homemaking was used in solving less than one-fourth of the problems encountered. Mothers helped approximately one-third as often as the study of homemaking.

Very few sources of aid were mentioned in the health of the family. The study of homemaking and doctors each helped with solving approximately one-eighth of the problems in this area.

Greater use, though limited, was made of books in connection with problems dealing with the care of children and feeding the family than in other areas of homemaking.

The principal sources of aid used by the participants in solving problems in family living were the study of homemaking, mothers, and

husbands. The study of homemaking stands out as the main source of aid used by the homemakers in this study and it was used to a higher degree than other sources of aid. It is important, however, to bear in mind that the sources of aid recognized as helping with problems in homemaking are by comparison small in relation to the large number of problems actually encountered by the young homemakers.

PARTICIPANTS' ESTIMATES OF THE VALUES OF THE STUDY OF  
HOMEMAKING IN SOLVING HOMEMAKING PROBLEMS

The participants who designated that the study of homemaking had given specific help in meeting problems in their own homes, were asked to estimate as accurately as possible the value to them of the study of high school homemaking. A few of the homemakers declined to respond, saying that they "just didn't know". The majority, however, seemed quite serious as they attempted to appraise the benefits derived from the high school homemaking program. The participants' estimation of value was expressed in terms of Little, Some, Much, and Very Much, Table 6. The data is presented in these categories.

The greatest number of responses fell in the category of some value. It was of some value in solving about half of the problems encountered and of very much value in solving approximately a tenth of their problems. The study of homemaking was considered of little value in solving about a fifth of the problems encountered and of much value with an equal number of problems. Judging from the total number of responses pertaining to the value of homemaking, it appears that the

TABLE 6

SUMMARY OF THE ESTIMATED VALUE OF THE HIGH SCHOOL  
HOMEMAKING IN SOLVING PROBLEMS ENCOUNTERED  
BY FORMER HOMEMAKING STUDENTS

Area of Homemaking	Number of Problems in Which Homemaking was Indicated as a Source of Aid	Estimated Value of Homemaking			
		Little	Some	Much	Very Much
Managing the income	67	20	47	20	0
Feeding the family	121	24	47	20	22
Caring for children	72	17	47	6	2
Making a happy home	62	15	30	21	10
Housing the family	43	5	21	14	3
Home care of sick	41	7	24	7	3
Clothing the family	44	12	13	10	9
Health of the family	18	4	6	1	0
Totals	508	104	243	107	54
Percentage		20%	49%	20%	11%

respondents had a greater awareness of the values derived from the study of homemaking in the areas of feeding the family and making a happy home than in other areas of homemaking.

In general it may be said that the homemakers in this study considered their high school homemaking as moderately helpful in meeting problems in family living.

#### PARTICIPANTS' OPINIONS AS TO THE EMPHASES THAT SHOULD BE MADE IN THE HOMEMAKING PROGRAM

In concluding the interview, the investigator asked each participant to give her opinion as to the emphases that would increase the effectiveness of the high school homemaking program. The majority of the former homemaking students felt that "instruction in all areas of homemaking was necessary" for successful family living, and emphasized that the program should provide preparation for a variety of homemaking responsibilities. The areas requiring particular emphasis, in the opinion of the participants, were managing the family income, caring for children, and making a happy home.

The homemakers were emphatic in proposing that more attention be given to management of time, energy, and money. The development of managerial abilities was seen as a great need, especially the ability to manage the family income. Several of their comments were similar to the following: the homemakers wished that the teacher had "made us learn more about money management" and suggested that "giving more of it" would increase the beneficial effects of instruction in the use of

the family income. These comments definitely point to the importance of instruction in managing the family income.

The next most frequent proposal for emphasis needed in the homemaking program was in the area of child care. Increasing the opportunities for actual experiences with babies and small children was considered essential. The homemakers expressed the need for knowing more about the stages of growth and development of young children and for having a better understanding of the needs of children.

In making a happy home the homemakers indicated a need for study and experiences that would help students develop a better understanding and appreciation of family members. It was felt by the former homemaking students that the relationships in the homemaking class had an important influence on gaining an understanding of others and learning to work together cooperatively for the good of the group. To the homemakers both the content of the unit dealing with making a happy home and the atmosphere in the classroom had an important bearing on developing the understandings necessary for good family living.

The homemakers offered some opinions about methods of teaching that would strengthen the high school homemaking program. Increased opportunities for working individually and for assuming full responsibilities for carrying out homemaking activities independently, were seen as definite needs. In this connection preparing meals alone, having more home experiences related to class work, and having more effective guidance in recognizing problems, were illustrative of the types of individual experiences that the homemakers felt were needed.

As the homemakers recalled their experiences in the high school homemaking program, they felt that trying to achieve standards that were too high for high school girls was discouraging and decreased the incentive to work. Emphasis on short cut methods that would give good results was seen as a way to encourage girls so that they would want to increase their abilities in clothing construction and meal preparation. They indicated that teaching the use of short-cut methods in all areas of homemaking is of fundamental importance for family living today.

From the standpoint of the homemakers in this study, emphasis on "the practical things that all of us need" was seen as the primary way to increase the effectiveness of the high school homemaking program. The homemakers further affirmed that all girls should have at least one year of homemaking instruction in high school.

## CHAPTER V

## SUMMARY AND IMPLICATIONS

## SUMMARY

This study was limited to 50 former homemaking students who are now young married homemakers living in or near Radford, Virginia. The former students were enrolled in vocational homemaking at Radford High School sometime during the years 1951-1955. The interview method was used to gather the data. The purposes of the study were:

1. To determine what problems these young homemakers had encountered in the various areas of homemaking;
2. To determine the sources of aid they had used to help them in solving problems;
3. To determine if their high school homemaking had helped them in solving problems; and
4. To determine what this study indicates are the aspects of homemaking that should be stressed.

Chief Problems Encountered

The participants in this study experienced problems in all areas of homemaking. The chief problems of the majority of the homemakers interviewed occurred in managing the family income, feeding the family, and caring for children.

Money management was indicated by all 50 homemakers as one of the first three greatest problems. The management of debts was the most

common problem for all of them. About one-half of the homemakers expressed difficulty in planning realistically for family needs and controlling expenditures to live within their income, and within the limit of indebtedness that they could reasonably expect to meet. Money management problems were indicated also in housing the family, feeding the family, making a happy home, and clothing the family. This is further evidence that young homemakers have numerous problems in the effective use of the family income.

Feeding the family was the greatest problem to nine of the homemakers, and to all but seven of the 50 interviewees it was one of the first three major problem areas. Controlling food costs and planning meals were indicated as the homemakers' chief problems in feeding the family.

More than one-half of the participants indicated that caring for children was third among the first three problem areas according to the number of problems encountered. The homemakers considered family adjustments a greater problem than problems pertaining only to the growth and development of their young children. The greatest concern seemed to be understanding and accepting the social and emotional adjustments necessitated by parenthood.

Making a happy home presented few problems to most of the homemakers. Inability to plan family activities cooperatively was one of the problems in making a happy home that was mentioned by one-half of the homemakers. Fatigue due to poor management of time and energy was

mentioned by a few homemakers as a cause of discord in the family.

Housing the family was considered by only seven of the 50 homemakers as one of the first three problem areas. The most serious problems were those concerning the cost of housing.

The young homemakers had relatively few problems in the areas of the health of the family and the home care of the sick. Some were concerned because family members needed to take precautionary or preventive health measures, had poor posture, or had inadequate exercise. Nearly all of the participants seemed to feel that they were competent to care for the sick or to render first aid.

Clothing the family presented few problems to most of the homemakers. A few mentioned problems concerning wardrobe planning, mending, ironing, and caring for clothing. Only ten or one-fifth of the young homemakers made clothing for themselves or members of their families.

#### Sources of Aid Used

The 50 interviewees relied on a variety of sources of aid, but the study of homemaking in high school was mentioned more frequently as a source of help with problems the homemakers encountered than any other, and was the only source of aid used in meeting problems in all areas of homemaking.

High school homemaking was used most as a source of aid in the area of feeding the family. It was practically the only source of aid used in meeting problems in making a happy home and managing the family income. Although homemaking was the principal source of aid in solving

problems in money management it was actually used as a source of aid with less than one-fourth of the problems encountered.

Second to the study of homemaking, mothers were used by the young homemakers as a source of aid. They were most helpful to their daughters in the area of feeding the family. Mothers also gave some assistance with solving problems in caring for children, clothing the family, and caring for the sick. However, mothers were only mentioned about one-third as often as homemaking instruction as a source of aid in helping to solve actual problems encountered.

Husbands were third as a source of aid in helping with problems in homemaking. They were cited as a source of aid about one-third as often as mothers. Husbands seemed to help more in problems dealing with the care of children than with any other problems in family living.

Books were used as a source of aid in solving problems in feeding the family and caring for children by a few of the participants. Magazines were used even less than books in solving homemaking problems.

The data revealed that the principal sources of aid used by the participants in this study were homemaking instruction, mothers, and husbands. All other sources were comparatively less significant in number.

#### Participants' Estimates of the Value of the Study of Homemaking in Solving Homemaking Problems

The participants who indicated that the study of homemaking had been of value to them in solving their homemaking problems, estimated

the value in terms of Little, Some, Much, and Very Much value. The value of the help received from the homemaking instruction was as follows: Little value in solving about one-fifth of the problems, Some value in about one-half of the problems, Much value in about one-fifth, and Very Much value in approximately one-tenth of the problems actually encountered. In general it may be said that the homemakers in this study considered their high school homemaking moderately helpful in meeting problems in family living.

#### Participants' Opinion as to the Emphases that Should be Made in the Homemaking Program

When asked their opinion as to the emphases that should be made in the homemaking program, the majority of the homemakers felt that "instruction in all areas of homemaking was necessary" for successful family living, and emphasized that the program should provide preparation for a variety of homemaking responsibilities. The areas requiring emphasis, in the opinion of the participants, were managing the family income, caring for children, and making a happy home.

The homemakers were emphatic in proposing that more attention be given to the management of money, time, and energy. The development of managerial abilities was seen as a great need, especially the ability to manage the family income. They indicated that they need much more instruction in managing the family income.

The next most frequently proposed emphasis needed in the homemaking program was in the area of child care. Increasing the opportunities for actual experiences with babies and small children was

considered essential. The homemakers expressed the need for learning more about the stages of growth in the development of the young child.

In the area of making a happy home the homemakers indicated a need for study and experiences that would help them develop a better understanding and appreciation of family members. To the homemakers both the content of the unit dealing with making a happy home and the atmosphere in the classroom had an important bearing on developing the understandings necessary for happy family living.

The homemakers offered some opinions about methods of teaching which they thought would strengthen the high school homemaking program. Increased opportunities to work individually and to assume the full responsibility for carrying out homemaking activities were seen as definite needs. They also expressed the opinion that less emphasis should be placed on perfection. They felt that too high standards were discouraging and decreased the satisfactions derived. Emphasis on the "practical things that all of us need" was seen as the primary way to increase the effectiveness of the high school homemaking program. The homemakers further emphasized that all high school girls should study at least one year of homemaking.

#### IMPLICATIONS OF DATA FOR AN IMPROVED PROGRAM IN HOMEMAKING EDUCATION

According to the responses of the 50 former homemaking students in this study, the following implications seem justified:

1. Instruction in all areas of homemaking made a contribution

in helping the homemakers meet problems in family living. A well-rounded program of instruction should be continued.

2. Emphasis in problems of money management is a major need.

3. Continued emphasis should be made on home projects and home practices that would help the students develop competence in homemaking activities.

4. Effective instruction in the psychology of family living and the growth and development of children is needed. Providing actual experiences with children is a need. This might be accomplished through nursery school, play school, or baby-sitting activities.

5. Meaningful experiences in the management of time and energy, and the development of effective managerial techniques in all areas of homemaking requires continuous attention.

6. Perhaps if more short-cut methods and techniques were taught the young homemakers would do more sewing for themselves and their families. More home experiences parallel to school experiences could help students develop assurance of their own ability to sew.

7. Good student-teacher relationships have an especially important influence on developing wholesome attitudes toward homemaking, attaining effective learning, and electing further homemaking instruction.

8. Opportunities should be given high school students to solve problems individually and independently, in order to develop creative ability and self reliance in problem solving.

9. There is a need for motivation in the use of appropriate books, magazines, government bulletins, and other available resources as a continuing source of aid in solving homemaking problems. There is also a need for high school students to develop judgement in evaluating, and recognizing as reliable new sources of aid.

10. There is a need for emphasis on the purposes of planning and carrying through on plans, so that students will see the need for this and will not consider planning as time lost from doing.

11. There is a strong implication for the need for motivating high school students to see the importance of instruction in the various areas of homemaking while they are in high school. As homemakers they are very conscious of this need, but as high school students they were not so keenly aware of it.

12. The desire of the young homemakers for adult classes to help meet problems of family living in homes of their own, shows the need for instruction for homemakers as well as for those preparing to be homemakers.

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**APPENDICES**

**APPENDIX A**

Selected Topics of Instruction	Number of Responses	Per Cent
<u>Meeting Needs</u>		
Future	14	28
Present	10	20
<u>Planning Expenses</u>		
Make budget	27	54
Keep budget	18	36
Record expenses	6	12
<u>Wise Buying</u>		
Plan buying	40	80
Buying on sale	33	66
Aimless buying	7	14
Quality buying	7	14
Quantity buying	0	
<u>Management of Debts</u>		
Charge accounts	42	84
Installments	42	84
Mortgages	20	40
Taxes	15	30
Medical expenses	12	24
Daily expenses	3	6

FIGURE 1  
 PROBLEMS ENCOUNTERED BY 50 FORMER HOME-MAKING  
 STUDENTS IN MANAGING THE FAMILY INCOME



Selected Topics of Instruction	Number of Re- sponses	Per Cent	
<u>Understanding</u>			
Family Adjustments	21	42	XXXXXXXXXXXXXXXXXXXXXXXXXX
Emotional Needs	8	16	XXXXXXXXXX
Younger Children	6	12	XXXXXXX
Physical Needs	6	12	XXXXXXX
Mental Needs	3	6	XXX
<u>Personality Traits</u>			
Temper Tantrums	28	56	XXXXXXXXXXXXXXXXXXXXXXXXXX
Showing-off	19	38	XXXXXXXXXXXXXXXXXXXXXX
Jealousy	16	32	XXXXXXXXXXXXXXXXXXXX
Selfishness	15	30	XXXXXXXXXXXXXXXXXXXX
Shyness	7	14	XXXXXXX
<u>Responsibilities</u>			
Caring for Self	13	26	XXXXXXXXXXXXXX
Sharing	12	24	XXXXXXXXXXXXXX
For Own Things	8	16	XXXXXXXXXX
Family Activity	2	4	XX
Spending	2	4	XX
<u>Health Habits</u>			
Food	25	50	XXXXXXXXXXXXXXXXXXXXXXXXXX
Rest	18	36	XXXXXXXXXXXXXXXXXXXXXX
Daily Care	2	4	XX
Cleanliness	1	2	X
<u>Clothing</u>			
Laundering	4	8	XXXX
Making	1	2	X
Selection	1	2	X
<u>Adequate Diet</u>			
Food Dislikes	20	40	XXXXXXXXXXXXXXXXXXXXXX
Food Habits	6	12	XXXXXXX
Food Likes	3	6	XXX
<u>Play Needs</u>			
With Others	10	20	XXXXXXXXXXXX
By Himself	5	10	XXXXX
Care of Toys	2	4	XX

FIGURE 3

PROBLEMS ENCOUNTERED BY 50 FORMER HOMEMAKING  
STUDENTS IN CARING FOR CHILDREN

<u>Selected Topics of Instruction</u>	<u>Number of Re- sponses</u>	<u>Per Cent</u>	
<u>Management</u>			
Money	27	54	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Planning Together	25	50	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Time	24	48	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Energy	15	30	XXXXXXXXXXXXXXXXXXXX
Needs of Family	8	16	XXXXXXXX
<u>Family Conflicts</u>			
Money	19	38	XXXXXXXXXXXXXXXXXXXXXX
Discipline	17	34	XXXXXXXXXXXXXXXXXXXXXX
Friends	11	22	XXXXXXXXXXXX
Jealousy	11	22	XXXXXXXXXXXX
Social Behavior	8	16	XXXXXXXX
Religion	6	12	XXXXXX
Sharing Work	5	10	XXXXX
Use of Car	2	4	XX
<u>Daily Routines</u>			
Responsibilities	10	20	XXXXXXXXXXXX
Schedules	8	16	XXXXXXXX
Cooperation	5	10	XXXXX
<u>Values</u>			
Social	6	12	XXXXXX
Religious	5	10	XXXXX
Standards	3	6	XXX
Goals	2	4	XX
Education	1	2	X
<u>Entertainment</u>			
Family	15	30	XXXXXXXXXXXXXXXXXXXX
Individual	7	14	XXXXXXXX
Friends	6	12	XXXXXX
Interests	4	8	XXXX
Hobbies	1	2	X
<u>Children</u>			
Care	2	4	XX

FIGURE 4

PROBLEMS ENCOUNTERED BY 50 FORMER HOMEMAKING  
STUDENTS IN MAKING A HAPPY HOME

Selected Topics of Instruction	Number of Re- sponses	Per Cent	
<u>Family Needs</u>			
Beauty	10	20	XXXXXXXXXX
Privacy	10	20	XXXXXXXXXX
Friendships	8	16	XXXXXXXX
Comfort	5	10	XXXXX
Convenience	5	10	XXXXX
Health	4	8	XXXX
Safety	4	8	XXXX
Interests	4	8	XXXX
<u>Safety in Home</u>			
For Children	4	8	XXXX
Fire Prevention	3	6	XXX
Window Screens	2	4	XX
Precautions	1	2	X
Electricity	0		
Habits of Family	0		
Kitchen Safety	0		
<u>Storage</u>			
Requirements Set	13	26	XXXXXXXXXXXX
Convenient	6	12	XXXXXX
<u>Cost of Housing</u>			
Utilities	43	86	XX
Heating	40	80	XX
Furnishings	39	78	XX
Insurance	25	50	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Upkeep	24	48	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Cost of Owning	23	46	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Rent	22	44	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
<u>House Care</u>			
Schedule	10	20	XXXXXXXXXX
Responsibilities	6	12	XXXXXX
Equipment	2	4	XX
Supplies	2	4	XX

FIGURE 5

PROBLEMS ENCOUNTERED BY 50 FORMER HOMEMAKING  
STUDENTS IN HOUSING THE FAMILY

Selected Topics of Instruction	Number of Re- sponses	Per Cent	
<b><u>Prevention</u></b>			
Husband no Examination	23	46	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Husband no Polio Shot	22	44	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Wife no Examination	20	40	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Health Habits	19	38	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Wife no Polio Shot	14	28	XXXXXXXXXXXXXXXXXXXX
<b><u>Responsibilities</u></b>			
Need for Doctor	3	6	XXX
Patient Care	2	4	XX
Medicines	2	4	XX
Comfort	2	4	XX
Food	2	4	XX
Care of Room	2	4	XX
Equipment Care	2	4	XX
Keeping Records	2	4	XX
Recognize Symptoms	0		
Recreation for Sick	0		
Disease Control	0		
<b><u>First Aid</u></b>			
Knowledge	0		
Calmness	0		
Recognize Injury	0		
Use Equipment	0		
<b><u>Care of Older Person</u></b>			
Mother	5	10	XXXXX
Dad	1	2	X
Uncle	1	2	X

FIGURE 6

PROBLEMS ENCOUNTERED BY 50 FORMER HOME MAKING  
STUDENTS IN THE HOME CARE OF THE SICK

Selected Topics of Instruction	Number of Responses	Per Cent	
<b>Clothing Needs</b>			
Wardrobe Planning	18	36	XXXXXXXXXXXXXXXXXXXX
Family	9	18	XXXXXXXXXX
Seasonal	3	6	XXX
Individual	2	4	XX
<b>Selection</b>			
Cost	15	30	XXXXXXXXXXXXXXXXXX
Size	13	26	XXXXXXXXXXXXXX
Style	6	12	XXXXXX
Suitability	6	12	XXXXXX
Workmanship	4	8	XXXX
Accessories	4	8	XXXX
Health	1	2	X
Durability	1	2	X
Care	1	2	X
Color	0		
<b>Clothing Care</b>			
Mending	18	36	XXXXXXXXXXXXXXXXXXXX
Ironing	16	32	XXXXXXXXXXXXXXXXXX
Stain Removal	11	22	XXXXXXXXXXXX
Laundering	9	18	XXXXXXXXXX
Storage	6	12	XXXXXX
Pressing	1	2	X
Moth Proofing	1	2	X
Remodeling	0		
<b>Construction</b>			
No Time	20	40	XXXXXXXXXXXXXXXXXXXX
Didn't Learn	8	16	XXXXXXXXXX
Dislike	7	14	XXXXXXX
No Machine	5	10	XXXXX
Self	2	4	XX
Family	2	4	XX
Processes	2	4	XX
Equipment	1	2	X
Fitting	1	2	X

FIGURE 7

PROBLEMS ENCOUNTERED BY 50 FORMER HOMEMAKING  
STUDENTS IN CLOTHING THE FAMILY

Selected Topics of Instruction	Number of Responses	Per Cent	
<u>Health Habits</u>			
Posture	16	32	XXXXXXXXXXXXXXXXXX
Exercise	14	28	XXXXXXXXXXXXXXXXXX
Food	9	18	XXXXXXXXXX
Teeth	7	14	XXXXXXXX
Grooming	7	14	XXXXXXXX
Cleanliness	3	6	XXX
Daily Schedules	2	4	XX
Rest	1	2	X
<u>Records</u>			
Dental Care	18	36	XXXXXXXXXXXXXXXXXXXX
Disease Record	18	36	XXXXXXXXXXXXXXXXXXXX
Medicine Record	17	34	XXXXXXXXXXXXXXXXXXXX
Insurance	9	18	XXXXXXXXXX
<u>Safety</u>			
Prev. Accidents	1	2	X
Safety Standards	1	2	X
Equipment	0		
<u>Clothing for Health</u>			
Suitable	1	2	X
Rainwear	1	2	X
<u>Sanitation</u>			
Pests	3	6	XXX
Cleanliness	2	4	XX
Screening	2	4	XX
Water Supply	0		
Garbage Disposal	0		
<u>Recognizing Symptoms</u>			
Knowledge of Symptoms	1	2	X
When to Call Doctor	2	4	XX
<u>Special Problems</u>			
Allergies	8	16	XXXXXXXXXX
Older People	1	2	X

FIGURE 8

PROBLEMS ENCOUNTERED BY 50 FORMER HOMEMAKING  
STUDENTS IN HEALTH OF THE FAMILY

APPENDIX B

<u>Selected Topics of Instruction Sources of Aid</u>	<u>Number of Responses</u>	<u>Per Cent</u>
<u>Meeting needs</u>		
Homemaking Course	27	54
Books	1	2
		X XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
<u>Planning Expenses</u>		
Homemaking	40	80
Husbands	2	4
Books	1	2
		X XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
<u>Wise Buying</u>		
Homemaking	41	82
Mothers	10	20
Husbands	4	8
		X XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
<u>Management of Debts</u>		
Husbands	15	30
Homemaking	5	10
		X XXXXXXXXXXXXXXXXXXXX

FIGURE 9

SOURCES OF AID CONSIDERED HELPFUL BY 50 FORMER HOMEMAKING STUDENTS  
IN SOLVING PROBLEMS IN MANAGING THE FAMILY INCOME



<u>Selected Topics of Instruction</u> Source of Aid	Number of Re- sponse	Per Cent	
<u>Understanding</u>			
Homemaking	25	50	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Husbands	16	32	XXXXXXXXXXXXXXXXXXXX
Mother	11	22	XXXXXXXXXXXX
Books	4	8	XXXX
<u>Personality Traits</u>			
Husbands	11	22	XXXXXXXXXXXX
Mothers	11	22	XXXXXXXXXXXX
Books	11	22	XXXXXXXXXXXX
Homemaking	9	18	XXXXXXXXXX
Brother	1	2	X
Experience	1	2	X
<u>Responsibilities</u>			
Homemaking	6	12	XXXXXX
Mothers	5	10	XXXXX
Husbands	4	8	XXXX
Books	2	4	XX
<u>Health Habits</u>			
Homemaking	37	74	XX
Mothers	16	32	XXXXXXXXXXXXXXXXXXXX
Husbands	4	8	XXXX
Doctors	4	8	XXXX
Books	3	6	XXX
<u>Clothing</u>			
Homemaking	39	78	XX
Mothers	13	26	XXXXXXXXXXXX
Store Clerks	4	8	XXXX
Books	3	6	XXX
Sister	1	2	X
Friend	1	2	X
<u>Adequate Diet</u>			
Homemaking	40	80	XX
Doctors	22	44	XXXXXXXXXXXXXXXXXXXX
Mothers	13	26	XXXXXXXXXXXX
Husbands	2	4	XX
Books	2	4	XX
Friend	1	2	X

FIGURE 11 - Continued

<u>Selected Topics of Instruction</u> Source of Aid	Number of Re- sponse	Per Cent	
<u>Play Needs</u>			
Husbands	3	6	XXX
Mothers	3	6	XXX
Friends	2	4	XX
Homenaking	1	2	X

FIGURE 11

SOURCES OF AID CONSIDERED HELPFUL BY 50 FORMER  
HOMEMAKING STUDENTS IN SOLVING PROBLEMS  
IN CARING FOR CHILDREN

<u>Selected Topics of Instruction Sources of Aid</u>	Number of Responses	Per Cent	
<u>Management</u>			
Homemaking	41	82	XX
Husband	2	4	XX
Mother	2	4	XX
Church	1	2	X
Book	1	2	X
<u>Family Conflicts</u>			
Homemaking	22	44	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Bible	3	6	XXX
Mother	2	4	XX
Church	1	2	X
Friends	1	2	X
Television	1	2	X
<u>Daily Routines</u>			
Homemaking	45	90	XX
Mother	2	4	XX
<u>Values</u>			
Husband	6	12	XXXXXX
Mother	2	4	XX
Homemaking	1	2	X
Church	1	2	X
<u>Entertainment</u>			
Homemaking	9	18	XXXXXXXXXX
Friends	8	16	XXXXXXXXXX
<u>Children</u>	0		

FIGURE 12

SOURCES OF AID CONSIDERED HELPFUL BY 50 FORMER  
HOMEMAKING STUDENTS IN SOLVING PROBLEMS  
IN MAKING A HAPPY HOME

<u>Selected Topics of Instruction Sources of Aid</u>	<u>Number of Responses</u>	<u>Per Cent</u>
<u>Family Needs</u>		
Homemaking course	33	66
Magazines	1	2
<u>Safety in Home</u>		
Homemaking	30	60
Mothers	1	2
<u>Storage</u>		
Homemaking	16	32
<u>Cost of Housing</u>		
Homemaking	16	32
Husbands	10	20
Magazines	1	2
Store clerks	1	2
<u>House Care</u>		
Homemaking	45	90
Mothers	5	10

FIGURE 13

SOURCES OF AID CONSIDERED HELPFUL BY 50 FORMER HOME MAKING STUDENTS IN SOLVING PROBLEMS IN HOUSING THE FAMILY

<u>Selected Topics of Instruction Sources of Aid</u>	<u>Number of Responses</u>	<u>Per Cent</u>
<u>Prevention</u>		
Homemaking course	19	38
Doctor	4	8
<u>Responsibilities</u>		
Homemaking	47	94
Mothers	23	46
Doctors	6	12
Special course	1	2
<u>First Aid</u>		
Phys. Education	48	96
Homemaking	41	82
Doctors	5	10
Mothers	1	2
Special course	1	2
<u>Care of Older Person</u>		
Homemaking	12	24

FIGURE 14

SOURCES OF AID CONSIDERED HELPFUL BY 50 FORMER HOMEMAKING STUDENTS IN SOLVING PROBLEMS IN THE HOME CARE OF THE SICK

<u>Selected Topics of Instruction Sources of Aid</u>	Number of Responses	Per Cent
<u>Clothing Needs</u>		
Homemaking course	38	76
Mothers	6	12
Husbands	3	6
Catalogue	1	2
<u>Selection</u>		
Homemaking	50	100
Magazines	16	32
Mothers	13	26
Friends	10	20
Husbands	4	8
Store clerks	4	8
Catalogue	2	4
<u>Clothing Care</u>		
Homemaking	49	96
Mothers	23	46
Husbands	3	6
<u>Construction</u>		
Homemaking	39	78
Mothers	4	8

FIGURE 15

SOURCES OF AID CONSIDERED HELPFUL BY 50 FORMER HOMEMAKING STUDENTS IN SOLVING PROBLEMS IN CLOTHING THE FAMILY

<u>Selected Topics of Instruction</u>	<u>Number of Sources of Aid</u>	<u>Number of Responses</u>	<u>Per Cent</u>
<u>Health Habits</u>			
Homemaking	50	100	XX
Mothers	5	10	XXXXX
<u>Records</u>			
Doctors	9	18	XXXXXXXXXXXX
Mothers	3	6	XXX
Homemaking	1	2	X
<u>Safety</u>			
Homemaking	40	80	XX
Mothers	3	6	XXX
<u>Clothing</u>			
Homemaking	22	44	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
<u>Sanitation</u>			
Homemaking	38	76	XX
Mothers	2	4	XX
Television	2	4	XX
Friends	1	2	X
<u>Recognizing Symptoms</u>			
Homemaking	21	42	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Doctors	1	2	X
<u>Special Problems</u>			
Doctors	7	14	XXXXXXXX
Homemaking	2	4	XX

FIGURE 16  
 SOURCES OF AID CONSIDERED HELPFUL BY 50 FORMER  
 HOME MAKING STUDENTS IN SOLVING PROBLEMS  
 IN THE HEALTH OF THE FAMILY

APPENDIX C

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Selected Topics  
of Instruction

<u>Value of Homemaking</u>	<u>Number of Responses</u>	<u>Per Cent</u>	
<u>Meeting Needs</u>			
Little	4	8	XXXX
Some	19	38	XXXXXXXXXXXXXXXXXXXXXX
Much	4	8	XXXX
Very Much	0		
<u>Planning Expenses</u>			
Little	8	16	XXXXXXXX
Some	20	40	XXXXXXXXXXXXXXXXXXXXXX
Much	12	24	XXXXXXXXXXXX
Very Much	0		
<u>Wise Buying</u>			
Little	3	6	XXX
Some	28	56	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Much	10	20	XXXXXXXXXX
Very Much	0		
<u>Management of Debts</u>			
Little	0		
Some	5	10	XXXXX
Much	0		
Very Much	0		

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FIGURE 17

FORMER HOME MAKING STUDENTS' ESTIMATES OF THE VALUE OF  
HOMEMAKING IN HELPING TO SOLVE PROBLEMS  
IN MANAGING THE FAMILY INCOME

<u>Selected Topics of Instruction</u>	Number of Re- sponses	Per Cent	
<u>Meal Planning</u>			
Little	4	8	XXXX
Some	10	20	XXXXXXXXXX
Much	19	38	XXXXXXXXXXXXXXXXXXXX
Very Much	16	32	XXXXXXXXXXXXXXXXXXXX
<u>Meal Preparation</u>			
Little	3	6	XXX
Some	15	30	XXXXXXXXXXXXXXXXXXXX
Much	21	42	XXXXXXXXXXXXXXXXXXXX
Very Much	11	22	XXXXXXXXXXXX
<u>Meal Service</u>			
Little	3	6	XXX
Some	16	32	XXXXXXXXXXXXXXXXXXXX
Much	22	44	XXXXXXXXXXXXXXXXXXXX
Very Much	19	38	XXXXXXXXXXXXXXXXXXXX
<u>Food Costs</u>			
Little	16	32	XXXXXXXXXXXXXXXXXXXX
Some	25	50	XXXXXXXXXXXXXXXXXXXX
Much	5	10	XXXXX
Very Much	4	8	XXXX
<u>Away From Home</u>			
Little	4	8	XXXX
Some	0		
Much	0		
Very Much	0		
<u>Children's Habits</u>			
Little	0		
Some	1	2	X
Much	0		
Very Much	0		
<u>Storage</u>			
Little	3	6	XXX
Some	7	14	XXXXXXXX
Much	0		
Very Much	0		

FIGURE 18

FORMER HOMEMAKING STUDENTS' ESTIMATES OF THE VALUE  
OF HOMEMAKING IN HELPING TO SOLVE PROBLEMS  
IN FEEDING THE FAMILY

<u>Selected Topics of Instruction</u>	Number of Re- sponses	Per Cent	
<u>Understanding</u>			
Little	5	10	XXXXX
Some	18	36	XXXXXXXXXXXXXXXXXXXXXX
Much	2	4	XX
Very Much	0		
<u>Personality Traits</u>			
Little	3	6	XXX
Some	7	14	XXXXXXXX
Much	1	2	X
Very Much	0		
<u>Responsibilities</u>			
Little	1	2	X
Some	5	10	XXXXX
Much	0		
Very Much	0		
<u>Health Habits</u>			
Little	11	22	XXXXXXXXXX
Some	25	50	XXXXXXXXXXXXXXXXXXXXXX
Much	0		
Very Much	1	2	X
<u>Clothing</u>			
Little	10	20	XXXXXXXXXX
Some	27	54	XXXXXXXXXXXXXXXXXXXXXX
Much	2	4	XX
Very Much	0		
<u>Adequate Diet</u>			
Little	11	22	XXXXXXXXXX
Some	23	46	XXXXXXXXXXXXXXXXXXXXXX
Much	7	14	XXXXXX
Very Much	0		
<u>Play Needs</u>			
Little	0		
Some	1	2	X
Much	0		
Very Much	0		

FIGURE 19

FORMER HOMEMAKING STUDENTS' ESTIMATES OF THE VALUE  
OF HOMEMAKING IN HELPING TO SOLVE PROBLEMS  
IN CARING FOR CHILDREN

<u>Selected Topics of Instruction</u>	<u>Number of Re- sponses</u>	<u>Per Cent</u>	
<u>Management</u>			
Little	5	10	XXXXX
Some	20	40	XXXXXXXXXXXXXXXXXXXXXX
Much	15	30	XXXXXXXXXXXXXXXXXXXX
Very Much	1	2	X
<u>Family Conflicts</u>			
Little	7	14	XXXXXXXX
Some	13	26	XXXXXXXXXXXXXXXX
Much	1	2	X
Very Much	1	2	X
<u>Daily Routines</u>			
Little	3	6	XXX
Some	9	18	XXXXXXXXXX
Much	25	50	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Very Much	8	16	XXXXXXXX
<u>Values</u>			
Little	1	2	X
Some	0		
Much	0		
Very Much	0		
<u>Entertainment</u>			
Little	1	2	X
Some	7	14	XXXXXXXX
Much	0		
Very Much	1	2	X
<u>Children</u>			
Little	0		
Some	0		
Much	0		
Very Much	0		

FIGURE 20

FORMER HOMEMAKING STUDENTS' ESTIMATES OF THE VALUE  
OF HOMEMAKING IN HELPING TO SOLVE PROBLEMS  
IN MAKING A HAPPY HOME

<u>Selected Topics of Instruction</u> Value of Homemaking	Number of Responses	Per Cent	
<u>Family Needs</u>			
Little	5	10	XXXXX
Some	11	22	XXXXXXXXXXXXX
Much	14	28	XXXXXXXXXXXXXXXXX
Very Much	3	6	XXX
<u>Safety in Home</u>			
Little	3	6	XXX
Some	23	46	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Much	4	8	XXXX
Very Much	0		
<u>Storage</u>			
Little	2	4	XX
Some	13	26	XXXXXXXXXXXXXXX
Much	1	2	X
Very Much	0		
<u>Cost of Housing</u>			
Little	2	4	XX
Some	11	22	XXXXXXXXXXXXX
Much	3	6	XXX
Very Much	0		
<u>House Care</u>			
Little	2	4	XX
Some	15	30	XXXXXXXXXXXXXXXXXX
Much	21	42	XXXXXXXXXXXXXXXXXXXXXXXXXX
Very Much	7	14	XXXXXXX

FIGURE 21

FORMER HOMEMAKING STUDENTS' ESTIMATES OF THE VALUE  
OF HOMEMAKING IN HELPING TO SOLVE PROBLEMS  
IN HOUSING THE FAMILY

<b>Selected Topics of Instruction and Value of Homemaking</b>	<b>Number of Responses</b>	<b>Per Cent</b>	
<b><u>Prevention</u></b>			
Little	3	6	XXX
Some	13	26	XXXXXXXXXXXXXXXXXX
Much	2	4	XX
Very Much	1	2	X
<b><u>Responsibilities</u></b>			
Little	4	8	XXXX
Some	16	32	XXXXXXXXXXXXXXXXXXXX
Much	9	18	XXXXXXXXXX
Very Much	18	36	XXXXXXXXXXXXXXXXXXXXXX
<b><u>First Aid</u></b>			
Little	8	16	XXXXXXXXXX
Some	16	32	XXXXXXXXXXXXXXXXXXXX
Much	3	6	XXX
Very Much	14	28	XXXXXXXXXXXXXXXXXX
<b><u>Care of Older Person</u></b>			
Little	4	8	XXXX
Some	8	16	XXXXXXXXXX
Much	0		
Very Much	0		

FIGURE 22

FORMER HOME MAKING STUDENTS' ESTIMATES OF THE VALUE OF  
 HOME MAKING IN HELPING TO SOLVE PROBLEMS  
 IN THE HOME CARE OF THE SICK

Selected Topics  
of Instruction

<u>Value of Homemaking</u>	<u>Number of Responses</u>	<u>Per Cent</u>	
<u>Clothing Needs</u>			
Little	10	20	XXXXXXXXXX
Some	14	28	XXXXXXXXXXXXXXXXXX
Much	12	24	XXXXXXXXXXXXXX
Very Much	3	6	XXX
<u>Selection</u>			
Little	2	4	XX
Some	19	38	XXXXXXXXXXXXXXXXXXXXXX
Much	14	28	XXXXXXXXXXXXXXXXXX
Very Much	15	30	
<u>Clothing Care</u>			
Little	6	12	XXXXXX
Some	20	40	XXXXXXXXXXXXXXXXXXXXXXXXXX
Much	16	32	XXXXXXXXXXXXXXXXXX
Very Much	7	14	XXXXXX
<u>Construction</u>			
Little	8	16	XXXXXXXXXX
Some	8	16	XXXXXXXXXX
Much	11	22	XXXXXXXXXXXXXX
Very Much	12	24	XXXXXXXXXXXXXX

FIGURE 23

FORMER HOMEMAKING STUDENTS' ESTIMATES OF THE VALUE OF  
HOMEMAKING IN HELPING TO SOLVE PROBLEMS  
IN CLOTHING THE FAMILY

<u>Selected Topics of Instruction</u>			
<u>Value of Homemaking</u>	<u>Number of Responses</u>	<u>Per Cent</u>	
<u>Health Habits</u>			
Little	2	4	XX
Some	13	26	XXXXXXXXXXXXXX
Much	9	18	XXXXXXXXXX
Very Much	26	52	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
<u>Records</u>			
Little	1	2	X
Some	0		
Much	0		
Very Much	0		
<u>Safety</u>			
Little	7	14	XXXXXX
Some	24	48	XXXXXXXXXXXXXXXXXXXXXXXXXX
Much	8	16	XXXXXXXX
Very Much	1	2	X
<u>Clothing</u>			
Little	3	6	XXX
Some	18	36	XXXXXXXXXXXXXXXXXXXX
Much	1	2	X
Very Much	0		
<u>Sanitation</u>			
Little	7	14	XXXXXX
Some	27	54	XXXXXXXXXXXXXXXXXXXXXXXXXX
Much	4	8	XXXX
Very Much	0		
<u>Recognizing Symptoms</u>			
Little	6	12	XXXXXX
Some	15	30	XXXXXXXXXXXXXX
Much	0		
Very Much	0		
<u>Special Problems</u>			
Little	0		
Some	2	4	XX
Much	0		
Very Much	0		

FIGURE 24

FORMER HOMEMAKING STUDENTS' ESTIMATES OF THE VALUE OF HOMEMAKING IN HELPING TO SOLVE PROBLEMS IN THE HEALTH OF THE FAMILY

APPENDIX D

Code No. \_\_\_\_\_

## PERSONAL AND FAMILY BACKGROUND INFORMATION

Phone Number \_\_\_\_\_

Address \_\_\_\_\_

Do you live in city? \_\_\_\_\_ Country? \_\_\_\_\_

Years you studied Homemaking \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Grades received \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Were you a member of the FHA? \_\_\_\_\_

Did you graduate from high school? \_\_\_\_\_

Did you continue your education? \_\_\_\_\_ How? \_\_\_\_\_

How long have you been married \_\_\_\_\_? Widowed \_\_\_\_\_? Divorced \_\_\_\_\_?

Number of children \_\_\_\_\_ Ages \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ Boys \_\_\_\_\_ Girls \_\_\_\_\_

Do you work outside the home? \_\_\_\_\_ Part Time? \_\_\_\_\_ Full Time? \_\_\_\_\_

Type of work you do \_\_\_\_\_

Type of work your husband does \_\_\_\_\_

Areas of homemaking studied:

Clothing the Family \_\_\_\_\_

Housing the Family \_\_\_\_\_

Feeding the Family \_\_\_\_\_

Managing the Family Income \_\_\_\_\_

Caring for Children \_\_\_\_\_

Making a Happy Home \_\_\_\_\_

Health of the Family \_\_\_\_\_

Others \_\_\_\_\_

Code No. \_\_\_\_

## OPINIONAIRE

How much do you think your Home Economic courses helped you?

How could it have helped you more?

Suggestions - What do you think should be stressed more?

Do you think your family would have benefitted if your husband had taken Homemaking?

Do you wish that you had taken more?

Do you think that everyone should take Home Economics? Do you think that it should be a required course?

Do you intend for your children to take Home Economics?

If you could take a class in Homemaking now, would you?

Would you be willing to pay to take a class in Homemaking now?

Other comments:

Code No. \_\_\_\_

## INTERVIEW GUIDE

Managing the Family Income

Interview Guide Topics	Chief Problems Encountered	Sources of Aid Used	Value of Home Economics	Observations
<u>Meeting Needs</u>				
Future				
Present				
<u>Planning Expenses</u>				
Make budget				
Keep budget				
Record Expenses				
<u>Wise Buying</u>				
Plan buying				
Buying on sale				
Aimless buying				
Quality buying				
Quantity buying				
<u>Management of Debts</u>				
Charge accounts				
Installments				
Mortgages				
Taxes				
Medical expenses				
Daily expenses				

Code No. \_\_\_\_\_

## INTERVIEW GUIDE

Feeding the Family


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Interview Guide Topics	Chief Problems Encountered	Sources of Aid Used	Value of Home Economics	Observations
------------------------------	----------------------------------	---------------------------	-------------------------------	--------------

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Meal Planning

Menu  
Basic 7  
Food dislikes  
Food habits

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Meal Preparation

Time  
Energy  
Methods  
Equipment

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Meal Service

Time  
Habits  
Space  
Methods

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Food Costs

Left-overs  
Canning  
Raise Food  
Inexpensive foods  
Guests  
Budget  
Freeze food

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Away from Home

Lunches  
Expense

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Children's Habits

Not eating  
Hard-to-please  
Fast eating  
Manners

---

Storage

Code No. \_\_\_\_

## INTERVIEW GUIDE

Caring for Children

Interview Guide Topics	Chief Problems Encountered	Sources of Aid Used	Value of Home Economics	Observations
<u>Understanding</u>				
Family adjustments				
Emotional needs				
Younger children				
Physical needs				
Mental needs				
<u>Personality Traits</u>				
Temper tantrums				
Showing-off				
Jealousy				
Selfishness				
Shyness				
<u>Responsibilities</u>				
Caring for self				
Sharing				
For own things				
Family activity				
Spending				
<u>Health Habits</u>				
Food				
Rest				
Daily care				
Cleanliness				
<u>Clothing</u>				
Laundering				
Making				
Selection				
<u>Adequate Diet</u>				
Food dislikes				
Food habits				
Food likes				
<u>Play Needs</u>				
With others				
By himself				
Care of toys				

Code No. \_\_\_\_\_

## INTERVIEW GUIDE

Making a Happy Home

Interview Guide Topics	Chief Problems Encountered	Sources of Aid Used	Value of Home Economics	Observations
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Management

Money  
 Planning together  
 Time  
 Energy  
 Needs of Family

Family Conflicts

Money  
 Discipline  
 Friends  
 Jealousy  
 Social behavior  
 Religion  
 Sharing work  
 Use of car

Daily Routines

Responsibilities  
 Schedules  
 Cooperation

Values

Social  
 Religious  
 Standards  
 Goals  
 Education

Entertainment

Family  
 Individual  
 Friends  
 Interests  
 Hobbies

Children

Care

Others

Code No. \_\_\_\_\_

## INTERVIEW GUIDE

Housing the Family

Interview Guide Topics	Chief Problems Encountered	Sources of Aid Used	Value of Home Economics	Observations
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Family Needs

Beauty  
Privacy  
Friendships  
Comfort  
Convenience  
Health  
Safety  
Interests

Safety in Home

For children  
Fire prevention  
Window screens  
Precautions  
Electricity  
Habits of family  
Kitchen safety

Storage

Requirements met  
Convenient

Cost of Housing

Utilities  
Heating  
Furnishings  
Insurance  
Upkeep  
Cost of owning  
Rent

House Care

Schedule  
Responsibilities  
Equipment  
Supplies

Others

Code No. \_\_\_\_\_

## INTERVIEW GUIDE

Home Care of the Sick

Interview Guide Topics	Chief Problems Encountered	Sources of Aid Used	Value of Home Economics	Observations
<u>Prevention</u>				
Father no examination				
Mother no examination				
Father no polio shots				
Mother no polio shots				
Health habits				
Vaccinations				
<u>Responsibilities</u>				
Need for doctor				
Patient care				
Medicine				
Comfort				
Food				
Care of room				
Equipment care				
Keeping records				
Recognize symptoms				
Recreation for sick				
Disease control				
<u>First Aid</u>				
Knowledge				
Calmness				
Recognize injury				
Use equipment				
No. of accidents				
Types of accidents				
<u>Care of Older Person</u>				
Mother				
Father				
Others				
Others				

Code No. \_\_\_\_\_

## INTERVIEW GUIDE

Clothing the Family


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Interview Guide Topics	Chief Problems Encountered	Sources of Aid Used	Value of Home Economics	Observations
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Clothing Needs

Wardrobe planning

Family

Seasonal

Individual

Selection

Cost

Size

Style

Suitability

Workmanship

Accessories

Health

Durability

Care

Color

Clothing Care

Mending

Ironing

Stain removal

Laundering

Storage

Pressing

Moth proofing

Remodeling

Construction

For family

For self

Equipment

Processes

Fitting

Others

Code No. \_\_\_\_\_

## INTERVIEW GUIDE

Health of the Family

Interview Guide Topics	Chief Problems Encountered	Sources of Aid Used	Value of Home Economics	Observations
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Health Habits

Posture  
Exercise  
Food  
Teeth  
Grooming  
Cleanliness  
Daily Schedules  
Rest

Records

Examinations  
Vaccinations  
Dental care  
Medicine records  
Disease records  
Insurance

Safety

Prev. accidents  
Safety standards  
Equipment

Clothing for Health

Suitable  
Rainwear

Sanitation

Pests  
Cleanliness  
Screening  
Water supply  
Garbage disposal

Recognizing Symptoms

Knowledge of symptoms  
When to call doctor

Special Health Problems

Allergies  
Older people

## ABSTRACT

### A FOLLOW-UP STUDY OF HOMEMAKERS WHO WERE FORMER HOMEMAKING STUDENTS OF RADFORD HIGH SCHOOL, RADFORD, VIRGINIA

Fifty homemakers were interviewed to determine their chief problems, the sources of aid used, the value of a study of homemaking, and the emphasis needed to strengthen the program.

The chief problems of the majority of the homemakers occurred in managing the income, feeding the family, and caring for children. Managing debts, controlling food costs, planning meals, and making adjustments to parenthood were the main problems within these areas.

The main sources of aid used were the study of homemaking, mothers, and husbands. The study of homemaking contributed to the solution of over half of the problems actually encountered by the homemakers and was the only source of aid mentioned in all areas of homemaking. Mothers were most helpful in the areas of feeding the family and caring for children. They were mentioned as a source of aid about one-third as often as homemaking. Husbands helped most with problems dealing with children and were cited about one-third as often as mothers.

In estimating the value of the study of high school homemaking, a majority of the homemakers found it to be of some value in meeting problems in their own homes.

Managing the family income, caring for children, and making a happy home were the areas of homemaking designated by the homemakers as needing more emphasis in the high school program. To be of maximum value

homemaking should deal realistically with family living problems and provide many opportunities for actual experiences in recognizing and solving individual problems with special emphasis on management of money, time, and energy. Most of the homemakers concurred that instruction in all areas of homemaking was helpful.