

THE FUTURE HOMEMAKERS OF AMERICA AS AN INTEGRAL PART
OF THE HIGH SCHOOL HOME ECONOMICS CURRICULUM

by

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INTRODUCTION

Social changes affecting the family and advances in educational thinking are reflected in the development of home economics. The emphasis in this field of learning has been changed from teaching some of the techniques, devices, and skills used in housekeeping to helping individuals solve the problems of personal and family living that confront them. In order to make learning effective, the situation must relate to the everyday life of the learner. Some of the early home economists were quick to see this relationship, and deserve much credit for steering the development of home economics in that direction.

The narrow outlook and early attitude toward home life limited the subject matter included in home economics. Too often, woman's place in the home meant only the completion of various household duties and chores. This emphasis of home economics, carried over into the methods and techniques of teaching in this field, was unsound and inadequate. Broad thinkers and farsighted persons had a long struggle to expand this narrow concept and boundary of home economics. Teachers in service, directors of teacher education programs and others connected with home economics have come to realize its value for not only a few or all girls but for everyone within the school. From two phases of subject matter home economics now has six large areas all of which are recognized as deserving attention in home economics curriculums. Problems in personal and family living are not confined to one certain age level but present themselves to children, youth, and adults alike. Home economics, therefore, meets this need for help in problem solving at the elementary, secondary, and college levels.

With the introduction of home economics in the elementary and secondary

schools the need for teachers of such courses and classes became urgent. In land-grant colleges and certain normal schools and teachers' colleges, courses were set up for the purpose of preparing teachers for home economics teaching. At first this instruction was confined mainly to the teaching of manipulative skills of cooking and sewing. Following the passage of the Federal Vocational Education Act in 1917, generally known as the Smith-Hughes Act, the instruction changed. Teacher training programs in home economics were developed which prepared teachers to teach all areas of home economics and to carry on the many and varied activities of homemaking. Just as home economics subject matter had broadened, so did the work of the home economics teachers.

It soon was evident that the school situation, despite its careful arrangement and good equipment, could not provide all the elements found in the home. In the attempt to give help and experience in individual differences and problems, the girls were encouraged to carry their class work into the home, which is often referred to as home experiences. Those directed by the teacher generally have been of two types, home practice and home projects. Home practice consisted of merely repeating at home work done at school in the home economics class. Obviously, the main purpose was to develop skills. Fine though home practice is, pupils need greater experience in relating what they study at school to real life situations. Home projects have been a valuable means of meeting this need. In the home project the pupil, with the help of the teacher and parents, selects, plans, carries on, and completes a normal piece of home work under real and typical conditions. Home projects are done during the school year and summer by many pupils in high school home economics classes. The nature of the home project is such that the girl has great opportunity for the application of old knowledge and

skills and the acquiring of much that is new. The cooperation among family members that results is of great benefit to the home life of the family. Interests aroused in the classroom may be explored further and abilities improved by more use at home. The carry over of home economics class work into the home is a means of educating the family in better personal and family relations.

Another source of positive learning experiences available to girls are their contacts with community life in and outside school hours. Home projects are an excellent way of letting girls assume responsibility at home and share in decisions. Here they learn to work with people of many age levels. It is also fine experience for girls to learn to work with their own age group in developing various abilities and interests. This is rarely possible in carrying on home projects.

Teen-age girls have been associated with people their own age since they reached the age of school attendance. Formal classroom work as a rule has not placed much responsibility on the pupils. In an endeavor to utilize the group spirit and to help pupils become more independent, special clubs and groups have been organized. The supervisor of such groups, though giving informal aids and suggestions, has more or less encouraged pupil participation and management. The importance of high school clubs in providing needed learning experiences is shown by the fact that the activity program in most high schools today claims a significant share of school time and finances.

Home economics clubs have for quite some time been a part of high school activity programs. These clubs were usually made up of a group of girls with similar interests--those taking a home economics course or those who have previously done so--and sponsored by the home economics teacher. Far

too often, however, these home economics clubs were just another school activity, and their existence and continuity depended mainly upon the interest and tenure of the sponsor which might be a short time. This tended to make the efforts and accomplishments of such clubs ineffective and often futile. Even so, in general there were surprisingly many fine results of high school home economics clubs.

Many leaders in home economics were aware for sometime of the opportunities for learning that the school activity afforded and believed that a plan should be carried out in which home economics clubs would become a more effective instrument of learning for pupils in home economics classes. In fact, they saw such clubs as important parts of high school home economics curriculums. As a result, a national organization of high school home economics clubs was formed. Home economists from all over the United States, representing various interests and professional fields, worked together for nearly two years, and on June 11, 1945, the new organization, Future Homemakers of America, became a reality.

One of the reasons for the organization of the FHA was the firm belief by the founders that only in this way could certain valuable and needed learning experiences be provided pupils studying home economics. This group of home economists saw the organization definitely as an integral part of the home economics curriculum, and the development of the organization was in relation to this idea. A national organization would be effective in bringing together state groups working toward the same goal, learning to live better today and to improve personal and family living in the future. Likewise, state organizations would be instrumental in bringing chapters and individual members together for the same purpose.

Great responsibility for carrying out the purposes of the FHA rests

with the home economics teacher or chapter sponsor. She needs to know the organization thoroughly, realize the teaching and learning possibilities in it, and also to regard it as a basic part of the home economics curriculum. Although this concept may be accepted by the teacher, there still remains the matter of how to do the job. So far not much has been done to show just how the FHA can be made an integral part of the home economics curriculum and thereby strengthen and extend high school home economics teaching. The purpose of this report was to help high school home economics teachers make the FHA a part of their home economics curriculums and to help them make better use of this organization in the teaching of high school girls.

THE HIGH SCHOOL HOME ECONOMICS CURRICULUM

The curriculum is a fundamental part of the instructional activities of the school. Morrison (1940) effectively pointed out this fact in the following statement:

The basal framework of instruction is the curriculum. Without a curriculum, the school is in precisely the same situation as is a builder who bids on a project without plans and specifications and proceeds to erect with no better guidance. Evidently, if instruction is to be systematically effective, the bedrock, the frame of reference, the plans and specifications of the instruction provided are in the curriculum.

Although few administrators and teachers would question this high place accorded the curriculum, all might not have identical concepts of the term. Like other educational terms, the meaning of curriculum has undergone changes and today a number are in use, although one tends to be accepted above all of the others.

One of the early concepts of the curriculum made it synonymous with the course of study. Dictionaries so define the term and likewise some administrators and teachers. Often the course of study to this group means merely a subject matter outline of courses. In many college catalogues, however, the term curriculum is used otherwise. Here it refers to an approved arrangement of courses set up to provide for general education and/or preparation for certain vocations at the professional level. High school catalogues also sometimes use curriculum in this way.

Closely related to the two foregoing ideas of the curriculum is the one that school subjects or courses make up the curriculum entirely. Although modern educational thought and practice have long since discarded this concept, a surprisingly large number of people define the curriculum in these terms.

The new concept of the curriculum bears a close relationship to the new philosophy of education which regards experience as a basic fundamental of learning. As a result the entire body of experiences valuable for pupils has been organized and made into a vital part of the curriculum. These may be included in a given course or in the curriculum as a whole. These may even be outside of regular class time for the curriculum is concerned with all of the pupil experiences which are organized and guided by schools, in or out of class time. Hopkins (1937), among the first to define the curriculum in these terms, said that the curriculum consisted of a series of purposeful life experiences growing out of the interests of pupils and directed, under teacher guidance, toward increasingly intelligent behavior in regard to the surrounding culture. More recently Williamson and Lyle (1941) stated that the term curriculum meant the total experiences of the child for which the school accepts responsibility and provides guidance.

Thus the curriculum includes all of the learning experiences provided pupils at any educational level both in class and out of class. The latter may be in the home and/or the community. It was this concept of the curriculum that was accepted and used in this report. Of course, the school does not assume full responsibility for the guidance of all the learning experiences of pupils. It can, however, help materially in the situation and again and again can guide and direct many activities into becoming large and valuable learning experiences. A good curriculum is always the result of planning and is flexible enough to allow for individuality of pupils and differences in communities. Nothing in education can become static and continue to meet human needs.

The term curriculum is very often used in connection with a subject matter area as the home economics curriculum or the biology curriculum. In this use the term refers to the total curriculum of one of the subject matter fields in the high school which aids in providing experiences and guidance for pupils. At first home economics was not a curriculum. It was just a course or two taught in the high school and was called domestic science or domestic art. The high school home economics curriculum now is at least two years long, and some schools offer three years in home economics to girls and at least one semester for boys. The value attached to home economics may be shown in that it is often required for graduation in many high schools. In Kansas there are approximately one hundred high school home economics departments reimbursed by federal and state vocational education funds, and these are known as vocational homemaking departments.

The strength of the home economics curriculum developed in any school depends upon the philosophy of the home economics teacher. Many of the beliefs of the home economics teachers have been acquired from past

experiences and teaching; others are a result of study, observation, and thinking on her part. This philosophy is perhaps best indicated by the concept of home economics held by the teacher and the terminology used to express it. The Kansas home economics teachers through a Curriculum Committee (1940) defined home economics in this way:

Home economics is that part of education which has for its major purpose the education of youth and adults for successful homemaking and satisfying personal and home living. It recognizes that these activities are of the utmost importance to everyone and are necessary for his fullest development and happiness. The scope of home economics is broad, including all of the many phases of homemaking. Among these are the rearing of children, maintaining of desirable family relations, determining and establishing desirable standards of living, managing the family's money, maintaining and safeguarding the family's health, housing and clothing the family and making wise use of leisure time.

A large group of home economics teachers in Kansas have accepted this definition or one very similar and thereby leave no doubt in the meaning of home economics to them. This concept is by no means confined to Kansas but is quite prevalent throughout the United States.

The American Home Economics Association divides home economics into six areas or divisions of subject matter. These are: family relationships and child development; family economics--home management; housing; foods and nutrition; textiles and clothing; and art. The first area, family relationships and child development, includes personal development, family relations, child guidance, family health, and community relations. Family economics--home management includes sources of family income and family expenditures, household production and management of the home. House selection, planning of furnishings and equipment, and care of the house come under the area of housing. Planning, preparing and serving food, preservation and storage of food, selecting and purchasing food are included in foods and nutrition area. The area, textiles and clothing, includes

designing and constructing or remodeling clothes, selecting, purchasing and care of textiles and clothing. Art is the area dealing with color, line and form as related to clothing, the house and all other aspects of the environment. In the high schools of Kansas home economics is commonly divided into four areas. These are: foods, clothing, home living and related art. Home living includes the areas in the other classification called family relationships and child development, family economics--home management, and housing. It is easily seen how much the terminology of the teacher expresses her philosophy of home economics.

The Commission of Secondary Education of the National Education Association in 1918 set up what they called the "seven cardinal principles" as the foundation upon which all secondary education should be built. These were: health, command of the fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure time, and ethical character. Later an eighth principle, world-mindedness, was added. Since that time these principles have been generally accepted by all secondary school workers and have served as standards of evaluating and comparing high school curriculums and teaching procedures. Those subjects making the most significant contribution to the greatest number of these objectives have often been regarded as most deserving of a place in the high school curriculum.

Brown and Haley (1928) were among the first to show that the home economics curriculum had a rightful place in the high school on the basis of its measuring up to the cardinal principles of secondary education. They pointed out how home economics contributed to all of these principles. The formation of good habits and maintenance of health were certainly encouraged by home economics. Teaching of homemaking skills and techniques as well as human relationships led toward worthy home membership. There

was no dispute that home economics vocational training for wage earning and homemaking were useful to all. The fundamental processes of reading, writing, and reasoning begun in elementary school were continued in home economics high school classes and in these pupils obtained practice in reading for themselves and thinking. Many of the objectives such as civic education, worthy use of leisure, character formation and world-mindedness were also objectives of home economics. These facts are still true of home economics and in some instances have been increased and broadened. Through informality in the classroom, comparatively small classes and the cooperation in home, school and community activities, the home economics teacher helps direct the efforts of her pupils toward these goals. Naturally, though, home economics can only share the responsibility involved in the cardinal principles of secondary education with other subject matter fields in the high school curriculum.

Evidence of the meaning of home economics and the nature of home economics curriculums can be found from the objectives of secondary school curriculums in home economics. The United States Office of Education (1947) stated as the general basic goal for such curriculums "to help the individual live a more useful and satisfying personal, family and community life." More specifically the objectives were listed thus:

1. To become better citizens through understanding and assuming responsibility and privileges as members of the family and of the community.
2. To make more efficient use of available resources through wise planning of expenditures; wise selection of food, clothing, housing, furnishings and equipment; learning how to save money by home production and preservation of food, construction and repair of clothing, and care and repair of tools and equipment.
3. To guide children wisely through understanding their physical and emotional needs.

4. To acquire skills in managing a home and in performing necessary housekeeping duties.
5. To establish a wholesome attitude toward other people through satisfying experiences with them and their families.
6. To adjust to changes in their personal lives and in the social and economic order.
7. To improve their health through an understanding of what constitutes good health and the practice of habits which contribute to it.
8. To appreciate beauty which already exists in their environment and to make their home, clothes, and food more attractive.
9. To enjoy social activities through gaining assurance by participation in family and community recreation, hobbies and other activities.
10. To experience a sense of accomplishment through knowing how to do work well and through acquiring skills and interests that enable them to express creative ability.

An examination of the objectives of home economics curriculums throughout this state would show great similarity to those set up by the United States Office of Education. This is evidenced in the objectives of one Kansas high school home economics curriculum which are more or less typical of those of many other Kansas high schools. The objectives of this high school were:

1. To be well adjusted persons who can live, work, play and worship with others happily, cooperatively and effectively.
2. To become worthy members of the home, the school and the community.
3. To select and work for those values needed for satisfying personal and group daily living.
4. To desire and to assume responsibility for securing good personal, family and community health.
5. To develop skills needed for successful homemaking.
6. To make effective use of personal and family resources in the home.

7. To be intelligent consumers and producers in the home
8. To accept responsibility for a fair share of the work in the home.
9. To use and to care properly for the physical part of the home.
10. To develop and follow good standards for carrying on the work of the home.
11. To know the vocations possible in home economics and the requirements of each.
12. To develop an understanding and appreciation of homemaking as a basis for satisfying and effective living.

It is easily seen that both lists of objectives are very inclusive of all experiences that could be of value in a home economics curriculum. They do not restrict home economics to a few areas nor do they restrict home economics to classroom teaching. Either would be too limited. Objectives such as these are definitely in keeping with accepted principles of building home economics curriculums.

A well planned curriculum in home economics should include all areas and phases of home economics to meet the goals stated in these objectives. Naturally, each home economics teacher builds her own curriculum to meet the needs of the pupils and in keeping with the community where she is working. Even in most instances her objectives would not differ widely.

A unit blocking of a curriculum based on these objectives is given here. It is more or less typical of those in reimbursed (vocational) departments offering three years of home economics.

First Year

(80 minute class periods)

Unit I Making and Keeping Friends. 1-2 weeks, part time 40 minute period.

Unit II Getting Acquainted With Our Department. 1 week for 40 minute period.

- Unit III Using and Caring for Our Sewing Equipment. 1-2 weeks.
- Unit IV Selecting and Making a Work Apron. 2-3 weeks.
- Unit V Family Fun. 1-2 weeks.
- Unit VI Beauty in Things Around Us. 2 weeks.
- Unit VII Planning and Making a Blouse and Skirt. 4-5 weeks.
- Unit VIII Christmas Spirit. 1 week for 40 minute period.
- Unit IX Caring For Our Clothing. 1 week for 40 minute period.
- Unit X Living With My Family. 2 weeks.
- Unit XI The Baby Sitter. 2 weeks.
- Unit XII Working Together in Our School Kitchen. 2 weeks for 40 minute period.
- Unit XIII Those "Must Have" Foods. 2 weeks for 40 minute period.
- Unit XIV Planning, Preparing and Serving Breakfasts. 5-6 weeks.
- Unit XV The Market Basket. 2 weeks for 40 minute period.
- Unit XVI Helping At Home. 2 weeks for 40 minute period.
- Unit XVII Selecting and Preparing School Lunches. 2-3 weeks.
- Unit XVIII Where Our Money Goes. 2 weeks.
- Unit XIX A Nook of Our Own. 2 weeks.

Second Year

(80 minute class periods)

- Unit I Getting Acquainted With Our Kitchen. 1 week for 40 minute period.
- Unit II Food Preservation at Home. 2-3 weeks.
- Unit III Planning, Preparing and Serving Luncheons or Suppers. 6 weeks.
- Unit IV Miss Fixit. 1 week for 40 minute period.
- Unit V Making Our Home Healthy and Happy. 2 weeks for 40 minute periods.
- Unit VI Planning, Preparing and Serving Dinners. 6-7 weeks.

- Unit VII Selecting Equipment and Caring for the Home. 2 weeks.
- Unit VIII Guiding Children in the Home. 3 weeks.
- Unit IX How to Look Our Best. 2 weeks.
- Unit X Selecting and Making a Cotton Dress. 4-5 weeks.
- Unit XI Stretching the Clothing Dollar. 2 weeks for 40 minute periods.
- Unit XII Selecting Ready-made Garments. 2 weeks for 40 minute periods.
- Unit XIII Being Home Helper to the Physician. 3 weeks.
- Unit XIV The Place We Live. 2 weeks for 40 minute periods.
- Unit XV Growing up. 2-3 weeks.

Third Year

(60 minute class periods)

- Unit I Our Use of Time in the Home. 2 weeks.
- Unit II The Family's Money. 1-2 weeks.
- Unit III My Best Dress. 5 weeks.
- Unit IV Improving my Personality. 1-2 weeks.
- Unit V Bringing Our Clothes Up To Date. 3 weeks.
- Unit VI Our Hobbies. 1 week.
- Unit VII Food for Special Occasions. 3 weeks.
- Unit VIII The Young Child in the Home. 3 weeks.
- Unit IX Successful Home Decoration. 4 weeks.
- Unit X Family Health. 2 weeks.
- Unit XI How Other People Live. 2 weeks.
- Unit XII The Girl and Her Job. 2 weeks.
- Unit XIII Looking Toward Marriage. 3 weeks.
- Unit XIV Founding a Home. 2 weeks.

A high school home economics curriculum such as this would, of course, extend far beyond the school classroom and provide many other related and beneficial learning experiences. A wonderful opportunity is open for teaching home economics through contact with real life situations, many of which come up outside the classroom. When home economics teachers realize that the unique contribution of home economics is in dealing with life problems and human relationships they will be quick to take advantage of the FHA and the experiences which this organization provides. It can be a vital part of the home economics curriculum in helping pupils become well adjusted and happy individuals.

CURRICULAR CLUBS

The high school program of out-of-class activities developed slowly but inevitably. At first all activities not a definite part of a school subject and not taught in the class during the school time designated for the course were considered outside the curriculum. Such extracurricular activities, as these were so regarded, were given little or no recognition or time by the school administrators for they were entirely outside the plan of the secondary school. This idea and practice held for many years. It was not until after 1900 that teachers began spending time with pupils outside the traditional class hours and receiving encouragement and recognition for it by the school administration and public.

Today these out-of-class activities are organized in an orderly way and are concerned with the redirection and extension of pupil activities

characteristic of youth. Such organizations have long been more or less present among young people of teen age. Older generations had literary clubs, spelling bees, and ciphering matches as activities both out of school and in school. Of course, these were mainly outgrowths of academic subjects which were for a long time the only courses in school curriculums. A few parties, games, the old swimming hole, and gangs largely filled the leisure hours of young persons. These activities were given little prominence and for a long time were totally ignored by schools. Few teachers showed interest in what took place outside the classroom door, for they were employed to teach school in the most limited meaning of the term.

Fretwell (1931) stated that it was entirely within the past two decades that the school had taken interest in the learning possibilities in the out-of-school activities of high school pupils. This came from new disciplinary problems arising by the popularity of education and the increased enrollment in secondary schools, from the enforcement of child labor laws, and by the general social changes. Industrial changes with the accompanying shortened working hours and higher wages resulted in increased leisure that most people did not know how to use. World War I showed the importance of education in a democracy and put emphasis on youth as the hope of the world. In keeping with this philosophy the activities of high school level have tended to be carried out under conditions giving training in good citizenship.

Schools accordingly came to realize that they were not fulfilling their duties by confining instruction and guidance merely to the classroom and must extend these to do so. Thus the responsibilities of the teachers were broadened with this new concept of the teaching profession. The morale of the high school was definitely improved, and teachers became better acquainted with pupils. Educators developed better understanding of the psychology

of adolescence and recognized need of training youth for citizenship and other responsibilities of living through experiences and assumption of responsibility. The period of adolescence is of great importance for this very thing, and the high school has great opportunity to start youth in the right direction, for it is at this age that pupils may gain new ideas and set patterns of ideals for adulthood.

High schools had no set rule for defining and separating school courses and activities by the classification of curricular and extracurricular though they tried to do so at first. It was rather simple when the term curriculum meant only the courses or subjects offered in a school. But even then it was not always easy to divide the learning experiences into curricular and extracurricular ones. Many activities which were once considered entirely outside the curriculum are now called curricular. These activities cover a wide range of interests and opportunities. Although the term extracurricular is no longer used, the trend is to eliminate even the term extraclass activities which replaced the other term only recently. With the accepted meaning of curriculum being the total experiences for which the school accepts responsibility and provides guidance, activities sponsored and directed by high school teachers and regarded as essential in the school would certainly be a part of the curriculum.

The program of outside class activities, generally speaking, was demanded by the pupils and infiltrated into the school rather than being visualized, set up and introduced by adults. The pupils were doing things, being active with no guidance, and teachers only tolerated the outside activities. As a result of a better knowledge of the adolescent needs and desires, some schools began giving favorable opportunity for teacher-pupil cooperatively planned activities. This was putting into practice the newer

concepts of adolescent psychology. Every boy and girl of high school age needs to belong to the group and gain the approval of his own age group. Being identified as belonging to a group has given many pupils a feeling of security not gained otherwise. The rule of the group is the rule for the adolescent. To stimulate and repress, to guide and direct these tendencies is the opportunity of the teacher. Out-of-class activities are important tools for direction of youth by the school.

After educators accepted the broader definition of curriculum, experiences through activities not possible in the classroom were provided by the high school. The home room organization appeared in high schools as a school home for pupils, and through it the teachers and pupils have become much better acquainted. Pupils have been given new opportunities for developing and improving personal qualities. The home room elects officers, holds meeting and programs, and often serves as a basis for membership in student council. Pupil participation in school government has great values for citizenship training by pupils sharing in the guidance of the school and the formulation of its policies. This is usually done by a student council of home room, class and activity representatives. Other pupil activities of the high school in which teachers provide leadership are music; athletics; dramatics; honor societies; commencement exercises; and clubs of all types. Administrators have found it necessary to encourage some pupils to participate in activities and to limit other pupils. Schools frequently set up point systems to aid in balancing the pupils' programs of activities.

With the realization and acceptance of the principle that guidance for enrichment of life was important, school clubs were organized and encouraged. McKown (1928), in the early years of their development,

classified high school clubs as subject related and non-subject related. He defined a subject related club as one closely tied up or integrated with the classwork and which should motivate school work by its linking to the particular school subject. Some subject related clubs that are now active in high schools are English, foreign language, science, home economics, and agriculture clubs. One of the best known of these is the Future Farmers of America, a club that is a part of all vocational agriculture curriculums. Nonsubject related clubs have fulfilled many other than subject and course interests of certain pupils but have not been tied up to a specific subject or subjects. Some of these clubs are hobby clubs, record clubs, dramatics and Kayettes or Y-Teens.

Among the first clubs active in high school was the club for home economics pupils. It was from the beginning a subject related organization though sometimes non-home economics pupils were accepted as members. It was used mainly to motivate classwork and to encourage increased enrollment in this field of learning. Home economics teachers have long been agreed that to reach the objectives of home economics they must carry on teaching and learning activities outside the classroom and have used such devices as home practice and home projects to accomplish this. Thus it was not difficult to see the possibilities of home economics clubs for such purposes, the members of which were girls of similar interests and education levels.

The value of home economics clubs was clearly demonstrated when the clubs were carried on more or less independently in each school and relied for accomplishments and continuity mostly on the teacher's ingenuity and vision. However, after a time leaders in home economics realized this need and considered that the effectiveness of home economics could be increased through a national club organization which would bring state and local groups

together in a strengthened program. This would thereby give an increased participation to the members who were all working for the same goals. It would be easy to sponsor national projects, and could improve the status of high school home economics clubs in the communities. As a result Future Homemakers of America, the national high school home economics club organization, was founded. It is now active in forty-seven states, Hawaii and Puerto Rico in strengthening the bond between home, school and the community and in developing leadership in its members. The aim from the beginning was definitely to make the organization a fundamental part of the high school home economics curriculum, and this aim still is paramount. Most of the high school home economics clubs now are part of this new national organization, and there are few local independent clubs functioning alone.

A main responsibility of the Future Homemakers of America is the providing of the right kind of guidance. It should give the members a chance to work together and to develop initiative, leadership, responsibility and cooperation. Pupils need to explore new fields of interests which may lead to greater development along new lines. In FHA each member widens her interests by exploring herself and by learning to interpret class work through experiences.

Leighton (1932) grouped the activities of home economics clubs into educational, service, social and financial aspects, each providing excellent learning experience for the members. The proportion of time spent on each activity depended on the objectives of the club and the desires and needs of its members, though a fair balance among the four aspects should be sought. This same classification of activities applies well to the Future Homemakers of America organization which is fundamentally a high school

home economics club for developing its members. Not to be overlooked is the fine contribution that this organization can make to the important aspects of living--self-realization, human relations, economic efficiency, and civic responsibility as set forth by the Educational Policies Commission (1938). These aspects are now recognized as basic to all secondary education.

A GENERAL HISTORY OF THE FUTURE HOMEMAKERS OF AMERICA

The Future Homemakers of America is a curricular club of the subject related type, organized for junior high school, senior high school, and 4-year high school pupils in home economics. It is definitely a youth organization that is incorporated and carried on for nonprofit. It came into being because of the interests and efforts of pupils enrolled in high school home economics classes and adults who wished to provide learning experiences, not possible in a regular classroom, which would promote better personal and family living. Little had been done to integrate the work of the home economics club and the home economics curriculum. Only a few had been aware of the possibilities and importance of such inter-relation. In a similar manner a small group began to visualize a national organization that would carry on learning begun in classwork further than was then being done or that even seemed possible in prevailing school conditions at that time.

The FHA might well be said to have had its origin in the independently organized home economics clubs in widely scattered high schools throughout

the United States. These clubs had existed for twenty or thirty years under various names and types of organization. Some years ago Leighton (1932) reported at that time a marked expansion of interest in home economics clubs for high school pupils. She found that in 1924, according to the reports of the American Home Economics Association, there were twenty-four of these home economics clubs in the United States, and by 1931 the number had risen to 1035.

In a number of states the home economics section of the State Department of Education took an active part in encouraging and starting high school home economics clubs, and occasionally a college Department of Home Economics assumed the leadership. In several states a state high school home economics club organization was found which published newsletters and aided local clubs in many ways. All of the functions of leadership and guidance that were a part of the organization gave the home economics club program strength and recognition. The extent to which the clubs under these sponsorships were interrelated with the home economics curriculums in the schools depended largely on the vision and facilities of the staff of the sponsoring agency.

The American Home Economics Association, among the first agencies to sponsor high school home economics clubs, provided a national affiliation of high school student clubs, and under this sponsorship many state home economics associations and state home economics education supervisory staffs worked jointly or alone for more or less strong club programs. In these setups was the same recognized lack--the clubs were not recognized as a fundamental part of the home economics curriculum and were not carried on according to this viewpoint. The clubs affiliated with the American Home Economics Association through the state home economics association, of course,

had some guidance. However, the organization among clubs was weak, and the strivings to meet needs of pupils and reach club goals tended to be quite ineffectual. The permanency of the home economics club as well as the activities depended almost entirely upon the home economics teacher in the school and the state home economics club chairman. With the frequent change of most teachers and state club chairmen, there was limited development and a great lack of continuity both in the local and statewide club programs.

Faced with this situation an increasing number of home economists began to take the initiative and plan something to improve the club program. Many favored a national organization of some type. In December, 1943, the American Home Economics Association appointed a committee to study the matter. A representative of the Home Economics Service of the United States Office of Education was a member of this committee. The group recommended a meeting of representatives from every state and from various professional fields and interests in home economics. According to the Official Guide for Future Homemakers of America (1948) home economists from twenty-nine states met with this committee in March, 1944, and initiated plans for a national home economics club organization. An interim committee was appointed and during the following months employed a national adviser, Dr. Hazel Frost, and worked with her until the organizational work was completed. During all of these months of preliminary work the organization was called "The National Organization of High School Home Economics Clubs."

The American Home Economics Association and the Home Economics Education Service of the United States Office of Education Association through their home economics departments became supporting and cooperating groups. This relationship still exists between the high school organization and these groups.

At the first national meeting, on June 11, 1945, the necessary steps were completed for the founding of the new organization. A provisional constitution was adopted and officers were elected. Through all this the high school girl delegates worked with the adults of the interim committee in making the necessary decisions. Name, purpose, motto, colors and other necessary things in creating a new organization were decided. Habiger (1948) stressed the fact that from the beginning this was strictly a pupil organization, and the adults served only to advise, guide and take responsibilities of which high school girls were not capable. But the girls, themselves, made the principal decisions about the organization. When this first meeting closed, the new national home economics club organization was off to a good start.

The name of this new organization was a most important matter and was not easily decided or agreed upon. The early state home economics club organizations had been known by various names, often catchy ones of local interest. One of the names most frequently used by organized state home economics clubs was "Future Homemakers", adding to this the name of the state. Thus, there were the Future Homemakers of Colorado, of Hawaii, and of Oklahoma. After a long and serious discussion with much debate, the girls at this first national meeting adopted Future Homemakers of America as the official name of the new national high school home economics organization, and so it has been called.

After the founding of the FHA on June 11, 1945, there was still much organizational work to be done, and even now it is not finished. However, during the years since then the organization has grown far beyond the expectations of any of those connected with the founding. The number of states and territories that have state FHA organizations is forty-seven with 6,700

chapters having 260,000 individual members. Kansas has 98 chapters with 4,395 members. The first national convention of FHA was held in Kansas City, Missouri, from July 7-9, 1948. At this convention the national constitution was ratified. The amazing growth of the FHA in the short time since its founding indicates definitely the effective way in which it is meeting the needs of a large group of high school girls.

THE ORGANIZATION OF FUTURE HOMEMAKERS OF AMERICA

The results obtained and the success of an undertaking such as the FHA show the effectiveness of the organizational plans made. Any group that expects to exist and expand must make significant progress toward its objectives and purposes. This fact was recognized by the founders of the FHA, and they gave much time to the preliminary working out of organizational details. Throughout the entire pattern was the idea that this club was designed for its members and was a pupil organization in the broadest terms. They realized that the young people of today desire and need to be leaders and to initiate activities related to their home and community life. The founders also accepted the fact that these youth would have to accept the full responsibility of leadership soon in all phases of life and made provision for experiences in this regard. In some way, whether or not each person is an officer, he develops leadership ability by important contributions to the organization.

Psychologists have pointed out for some time that leadership is made up of skills and habits developed by practice first in being a good follower.

In a study made on leaders and non-leaders in high school by Link (1949) it was shown that those who were leaders had first been good followers and had learned the value of cooperation. Most of the high school pupils observed were leaders in only one or two activities and group members or followers in the others. In most instances a person was elected a leader only after demonstrating superiority as a follower. Link also found that the qualities of good leadership had close relationship to personality development. As a result he formulated several principles for development of leadership. One was: the habits of teamwork or cooperation, which are the basis of leadership, are acquired chiefly through group activities. By being active in school organizations and community affairs a person becomes aware of the skills of serving and leading others. Many parents have set this example of group participation for their children. A second principle was: practice should be done in private of some social skill important for leadership development. If an individual has an above average ability in playing a musical instrument, speaking or singing he can use it as a means to leadership. A third principle was: habits of financial self-reliance are important in meeting the demands of leadership. Learning to do useful work is necessary in leading others to do the same thing. A fourth principle that might startle many set minds was: high scholarship may or may not contribute to leadership. The two attributes do not necessarily go together. The fifth principle was: highly organized and competitive activities do more to develop leadership than do more casual groups. These activities emphasize group or team importance and develop first of all good following which is an aid in leadership. The sixth and last principle was: the vigorous use of one's physical energies is the common denominator of activities which develop leadership. Leadership implies moving in advance of the followers

and thus means action. The spectator pastime gives no creative aid in developing leadership characteristics. Link stressed that these principles of leadership are the ones on which the democratic government was founded, and that an important duty of education is to train leaders. He felt that pupils should be required to work in activities as well as to study academic subjects in high school.

It was with similar foresight that the founders of the FHA planned a pupil managed organization of high school home economics pupils, and adults were to act only as advisers and to offer guidance. A noteworthy feature in the FHA plan was the provision for continuity and permanency on chapter, state, and national levels. No individual was made so important that a change in personnel would affect the FHA itself, nor was the national pattern set rigidly for all to conform. Along with leadership development was that of being good followers and using cooperation throughout all group activities of the FHA.

Any pupil who has had or is enrolled in a home economics course in high school is eligible for active membership in FHA, after voluntarily paying dues and being initiated. These dues are set by the national organization at ten cents per member annually or as two dollars for each chapter of fewer than twenty members. Chapter and state association membership dues are set by the respective groups. The individual members make up the chapter in a local high school which is known by the name of the school, as the Manhattan, Kansas, Chapter of the Future Homemakers of America. There may be any number of FHA chapters in the state association. Public and private junior and/or senior high schools are acceptable for chapters, and the home economics departments may be either reimbursed or nonreimbursed ones. Thus there is very little restriction on membership except to insure a group of

persons interested in home economics. Boys as well as girls may belong.

Each state association is divided into districts for more convenient administration of the state plan and to give leadership opportunities to a larger number of people. Kansas has eight such districts which were made on the basis of location, number of chapters and transportation facilities. These districts conduct meetings and have officers elected from various high school chapters in the district. Then delegates representing the respective districts meet at an annual state convention of the FHA to carry on various activities, and to install the state organization.

The organizational plan of the national organization divided the United States and its territories into four regions, geographically. Each region is further divided into three sub-regions through which the state FHA associations work with neighboring states in the national organization. Kansas is placed in the Central region and in subregion B with Iowa, Missouri, and Nebraska. National officers are elected from the subregions according to a definite plan of rotation.

Adults may be given honorary membership at the chapter, state, or national level. They do not have a voting privilege but are chosen by the active members on the basis of outstanding service rendered to the FHA or for helping in the advancement of the home economics program. These honorary members are entitled to wear the official FHA pin with the H guard. Associate membership after graduation from high school on an inactive basis is also provided in the FHA.

Through all this organizational plan the FHA members are the voters and the actual doers. They elect their delegates to different district meetings and conferences who carry the idea of the group with them and try to reach a solution of problems. The delegates so chosen on the whole

have proved to be good workers and leaders in the FHA.. Such procedures give opportunity for wide educational experiences and for the development of leadership among these members.

Another way in which the FHA offers leadership training is in the selection of officers. All officers are elected excepting the adviser who is the home economics teacher or one of the home economics teachers appointed by the school superintendent or principal. The national, state and district officers hold office for one year, chapter officers for one semester or one year. Some chapter advisers believe it is worthwhile to hold an election each semester and thus give leadership training and experience to more members. At all times the secret ballot is used for voting, and correct parliamentary procedures are followed in elections as well as in meetings.

Each chapter, district, state and the national organization have an executive council. These councils are made up of the officers and advisers of the organizational unit concerned. The council governs the procedures, plans activities and settles important matters which arise according to the provisions of the chapter, district, state and national constitution and by-laws. Chapter executive councils meet before the regular FHA chapter meeting to plan business, appoint committees and care for the business necessary for the progress of the organization.

In view of the growing recognition of the values of curricular activities, council meetings as well as chapter meetings are scheduled during school hours and on school time. This, of course, is an important step in the integration of activity and classroom work. In the meetings the adviser can guide the members in their discussions although she has no vote. Through the careful selection of officers by the alert members, the executive council

members have furthered the work of the FHA. It is certainly a challenge to a new officer to have been selected a leader of the group with much of its powers vested in her. Chapters use different ways of nominating candidates for office. In some chapters the executive council makes nominations; in other groups a nominating committee, appointed by the president and/or executive council or selected by the chapter, nominates candidates; and also the candidates may be nominated from the floor by members. Each method has advantages and disadvantages which should be weighed before deciding just which one to use in a chapter.

District elections precede the FHA state convention. Each chapter in a certain district is allocated two voting delegates and two candidates for office. These candidates must have specified interest and willingness to work if elected to office. The officers are selected from the candidates of the entire district with not more than one from a chapter. These candidates are presented by members of the outgoing executive council, and the voting delegates cast ballots for the person that seems to them to have the desired leadership qualities for the office. One of the state officers is elected each year from each of the state districts for a one year term. The office is rotated yearly so that no district elects the same state officer twice in succession. This election meeting and all district meetings of the executive council are fine opportunities for members to use correct parliamentary procedures and conduct all proceedings in a businesslike manner.

The official delegates who are selected at the various state conventions vote for the candidate for national office from their subregion. The national officers have been blocked together giving three national officers from each region. The blocks are rotated each year so that different officers

are selected from a particular region yearly. This system of election of officers gives many members voice in the organization. The plan also allows the participation of a great number of girls as leaders of groups and gives a fair method of selecting the officers.

In all FHA organizations an adviser and/or advisory board is needed to guide and suggest ideas to the members. In the local high school FHA chapters, an advisory board for the chapter has been found most desirable. Interested and helpful adults in the school or community may serve on it but in a strictly advisory capacity. Of course, as chapter adviser, the home economics teacher has a large responsibility for the success of the local FHA group as is the case in any curricular club. She can give constructive guidance in the planning of the program of work, in the performing of all needed duties, and in making sure the records are kept. An especially nice feature and rather unusual one for high school groups is another chapter adviser known as the chapter mother. Some chapters even have more than one of these "mothers". These persons are suggested by the executive council and elected by the chapter. One who accepts this responsibility is expected to give time and help in various ways to the FHA chapter. In this manner the FHA is tied more closely to the community. Some times the chapter mother takes over the group during the summer and keeps the organization active through the months the teacher is not in the community. A few chapters have a chapter dad as well as a chapter mother to aid the chapter too.

With the state organized into districts, one person is responsible as district adviser to help the chapter advisers in that district. The State Supervisor of Vocational Homemaking appoints a home economics teacher as district adviser whose duties are to strengthen the FHA program in her district, and to plan with the district officers for the annual conference and the meeting for elections. Thus the district adviser may meet and inspire

both the chapter advisers and its members to promote good educational activities.

The state FHA adviser is appointed by the State Supervisor of Vocational Homemaking. This adviser is the administrative officer of the entire state association. The administrative duties include advising the state executive council, keeping records, and serving as treasurer. The duties of the state advisory board include helping plan state meetings and conventions, planning the program of work. In Kansas the state advisory board members are the State Supervisor of Vocational Homemaking, the president of the Kansas Home Economics Association, a college home economics education teacher, two FHA chapter advisers and the state adviser of the Kansas Association of FHA. This board advises the state executive council in its function.

The entire national program of the FHA is directed by the national adviser who is selected and employed by the national advisory board. The national adviser has an assistant adviser and a secretary. The national FHA constitution (Official Guide for FHA, 1948) designates that the national advisory board be composed of the national FHA adviser; the Chief of the Home Economics Education Service, United States Office of Education and another representative of that group; the field secretary of the American Home Economics Association and another representative of this organization; the vice-president representing home economics of the American Vocation Association; a representative of the home economics department of the National Education Association; two state advisers and two state supervisors of home economics education which represent the four FHA regions; two teacher trainers of home economics education and a bursar elected at large by the advisory board. The state supervisor, teacher trainers and advisers represented on the board rotate to different regions. The national advisory board has numerous weighty duties in determining policies, caring for legal

matters, drawing up a budget, and planning national conventions and meetings. The American Home Economics Association and the United States Office of Education are the sponsoring agencies and so have more representatives on the board.

At each level of organization the advisory boards and advisers work with the executive councils and other members. It is good experience for young persons to learn to work with adults, and it is good experience for them to assume the responsibilities of their own organization.

FHA members work together and express themselves in regular and special meetings of the chapter or in other association meetings. The meetings are a basic part of educational experiences and give opportunity for development in many different ways. Chapter, district, state, sub-regional, regional and national meetings of all types are held. Many of these are the conventions type of meetings in which large numbers participate. Others are the conference type meetings with fewer persons involved. Sub-regional meetings, leadership training camps, advisory board and executive council meetings are conference meetings. Chapter meetings have no definite pattern but are typical of club meetings in general.

As a general practice FHA chapters meet twice a month. The time, place, frequency, and length of the meetings depend on the local situation. However, the date and hour for the meeting must be scheduled at a regular time and school time should be allotted for this activity. FHA meetings have several aspects--business, social, education, entertainment, and work. A meeting usually contains at least two of these, and over a period of time there should be a balance of these aspects in the various meetings. To insure the success of a meeting it must be called to order on time, hold interest during the session and be adjourned promptly. The chapter executive

council, adviser, and chairmen involved have the responsibility of outlining the yearly programs for FHA meetings.

General district meetings are more or less small conventions. However, meetings of the district executive council held to plan the district conference are of the conference type. Meetings of the state advisory board and executive council which care for business of the state association are conferences but the annual FHA meetings are a convention.

Leadership training camps and conferences sponsored by the state association help prepare FHA chapter, district, and state officers and committee chairmen to fill their duties of office. A conference of this type is held in Kansas annually to plan the state program of work and district meetings, practice good citizenship and develop recreational leadership. The state association decides the type and number of state meetings. The Kansas Association holds an annual one-day convention. The state officers preside at the sessions which include business, inspirational numbers and entertainment. A luncheon with honored guests, the conferring of state homemaker degrees and honorary membership, installation of officers and a social event, such as a tea at the Governor's Mansion, highlight the convention.

Sub-regional meetings are held annually at convenient locations. At these conferences delegates care for business details, select representatives for the national convention program committee, and elect a national officer from the sub-region for the next year. The number attending a sub-regional meeting is usually not more than 20 or 25.

A national convention of FHA is held bi-annually at a place decided by the national executive council. The first meeting of this type was at Kansas City, Missouri, July 7-9, 1948, and of course the attendance

was large. Outcomes of all these national meetings are informative, inspirational and educational. General sessions of the convention feature the FFA creed and national projects. New officers are installed, national degrees, and honorary memberships are conferred at the national convention. This summer of 1949 four regional meetings will be held, and if the outcomes are as anticipated, these conventions may be the adopted plan for alternate years with the national convention.

Meetings of the national advisory board and executive council are held as needed during the year, sometimes jointly but often separately. At these the pupil members take the initiative and assume the responsibility for carrying on the organization at whatever level they are working. Such experiences are excellent training for present living as well as for adulthood. Here also the members can share in the fine opportunity for developing leadership, poise, and various abilities in a different way than is possible through the regular class instruction alone.

FHA ceremonies and rituals have been planned for the purpose of dignifying and expressing the meanings and purposes of the organization. These ceremonies are for such events and activities as conferring degrees, installation of officers, awarding honorary membership, initiation services, opening and closing services for meetings, and FFA emblem service. These are all means of meeting the needs of high school pupils for expression and often serve as an emotional outlet for them. The FFA colors, red and white, and the FFA flower, the rose, are important symbols in all of the ritualistic services. The colors are symbolic of youth for its courage and unwavering determination to succeed. The red rose is symbolic of vibrant, glowing health—a necessary attribute for happiness and efficiency in home and group life. All of these ceremonies give challenge for better

living and help to develop an understanding of the responsibilities of FHA membership.

Publications of the FHA carry news and information about the organization and suggestions of activities. They help members become acquainted with others. The members have written many of the articles printed in the state newsletter and national magazine. The national FHA publications are the Official Guide, Adviser's Handbook, and Teen Times, the magazine issued every four months. Mimeographed materials from the national office are also sent out frequently. The Official Guide and Adviser's Handbook tell how to organize a chapter and all about the setup and details of FHA. All chapters need one copy of these publications. Teen Times is the magazine for members and is planned and written mostly by them. It gives news of state associations and what some chapters have done. The Kansas State Association has a monthly newsletter carrying state, district, and chapter news. Most articles in this publication are written by FHA members or advisers. Each chapter elects a reporter to inform the local paper of FHA activities and handle all local publicity. The reporter also sends news items for the state newsletter.

FHA girls enjoy their insignia which indicates their membership. The emblem is octagonal shaped with the organization name around the top and the motto "Toward New Horizons" below which expresses the goals of learning to live better today in order that "our lives and those of our families may be better tomorrow". In the center is a house supported by two hands--a boy's hand and a girl's hand--symbolizing the fact that future homes of America are in the hands of its youth. Certain commercial firms manufacture articles with the FHA insignia on them such as pins, bracelets, necklaces, pull-overs, sweaters and jackets which the members have the privilege of

wearing.

The four degrees of achievement as provided for in the national constitution of FHA offer opportunity for members to engage in a comprehensive program of activities related to the purposes of the organization. All these degrees are based on the achievements of the individual member. The degrees and their symbols worn with the FHA pin to indicate the height of achievement are: Junior Homemaker--Key; Chapter Homemaker--Scroll; State Homemaker--Torch; American Homemaker--Rose. The standards for the degrees of achievement and the basis for evaluation have been drawn up and approved by the FHA national executive council and the national advisory board. This system of gradation and the stepping up of degrees is one of the greatest incentives for accomplishment to young persons.

The guiding principles which were used in setting up all standards for degrees, as given in Miscellaneous Publication F-72 of the United States Office of Education (1948), state that the degrees of achievement should:

1. Show growth of the individual in terms of the purposes of the FHA organization, as evidenced by what is done by the candidates for the degrees.
2. Emphasize continuous growth of chapter members rather than foster competition.
3. Encourage growth of individuals beyond standards set for a degree.
4. Foster development of the type of leadership that strives to improve situations from the point of view of all members of a group rather than of a few individuals.
5. Include standards of achievement which will enable one to evaluate the increasing ability of the individual (a) to participate in chapter activities and (b) to contribute to more satisfying home and community living.
6. Represent evidence of increased and broadened (a) participation in chapter activities and (b) contribution to more satisfying home and community living.
7. Highlight the unique contributions of the FHA organization.

8. Represent accomplishments of such scope and difficulty that they control the numbers receiving the degrees.

The degree of Junior Homemaker is the first one to be earned and is conferred by the local FHA chapter. All members can obtain this degree if they desire to work for it. The candidate is eligible to receive the degree and to attach a key emblem to the guard chain of the FHA pin symbolic of the opportunity to attain a more satisfying home life and successful future through participation in the FHA program. The candidate must meet the following standards:

1. Has been an active member of the local FHA chapter for at least one semester.
2. Has satisfactorily completed one semester of homemaking instruction.
3. Has repeated the creed from memory.
4. Has explained the symbolism of the emblem, the colors, and the flower of the FHA organization.
5. Demonstrates an understanding of the purposes of the national FHA organization.
6. Demonstrates an understanding of the constitution and by-laws under which the chapter operates.
7. Has made a constructive contribution to the chapter program.
8. Shows evidence of contributing to satisfying family life.
9. Demonstrates a knowledge of the goals of the homemaking education program in the school.
10. Demonstrates an interest in acquiring those personal qualities which help an individual to work more effectively with others.

The degree of Chapter Homemaker, which is also conferred by the local chapter, can be earned by all members if they exert enough effort. The scroll is symbolic of the learning experiences provided in the varied activities of the FHA. It will be conferred when the candidate has met these standards:

1. Has been a Junior Homemaker for at least one semester prior to conferring of the Chapter Homemaker Degree.
2. Has satisfactorily completed at least a full year (two semesters) of homemaking instruction at the ninth grade level or above.
3. Demonstrates an understanding of the constitution and by-laws of the state FHA association.
4. Demonstrates a knowledge of the FHA programs of work at local, state, and national levels.
5. Demonstrates skill in the use of parliamentary procedures while participating in chapter activities.
6. Demonstrates cooperativeness and initiative in planning and helping to carry through chapter activities.
7. Helps to promote or interpret the goals of the homemaking education program in the school.
8. Shows evidence of assuming increasing responsibility as a member of a family group.
9. Demonstrates ability to organize and participate in wholesome recreational activities.
10. Shows evidence that progress is being made in acquiring those personal qualities which enable an individual to work more effectively with others.

The State Homemaker Degree is conferred by the state association.

The person receiving this degree also receives the torch emblem symbolizing a guiding light that challenges and inspires further endeavor. To be a State Homemaker a member must have met all the more difficult requirements set up at the state level. Fewer persons can qualify for this degree which is determined according to the following standards:

1. Has held the Chapter Homemaker Degree for at least one year prior to the conferring of the State Homemaker Degree.
2. Has a two year record of active membership in a local FHA chapter.
3. Has satisfactorily completed at least two years (four semesters) of homemaking instruction.
4. Has held responsible positions in connection with school and chapter activities.

5. Participates effectively in community activities which contribute to better family life.
6. Participates in an outstanding way in activities provided for in the state FHA program of work.
7. Has assumed responsibility for some worth-while homemaking activity for a period long enough to show definite improvement.
8. Has thought through her personal goals in the light of needs, interests, and abilities and is following a plan for the wise use of her resources to achieve her goals.
9. Helps others in the community to understand the goals of a broad homemaking education program.

The highest degree of achievement which can be obtained in FHA is to become an American Homemaker. When this degree is conferred the person honored receives an emblem, the rose, which symbolizes advanced accomplishment in fulfillment of desirable goals. The basis of deciding the merit of candidates is the following standard:

1. Has been approved for the State Homemaker Degree at least one school year prior to the conferring of the American Homemaker Degree at the national FHA meeting.
2. Has a record of three years of active participation in the local FHA chapter and at least one year of active participation in a state FHA association prior to approval for the American Homemaker Degree.
3. Has made an outstanding contribution to the development of the state and the national FHA programs.
4. Demonstrates creative leadership.
5. Has assumed responsibility for several worth-while homemaking activities in which the candidate has worked skillfully and has used good management practices.
6. Has assumed responsibility in working with a group or groups and in bringing about improvement in home and family life in the community.
7. Participates in activities which promote international good will.

There are many factors in the organization of FHA which lend themselves to integration as a part of the home economics curriculum. The

activities which the FHA carry out may originate from some part of the classwork. The development of leadership and initiative is especially fine and is certainly given impetus by the system of officer election and executive councils at different organizational levels.

The pupils use their own ideas for meetings, and publicity and for publications regarding FHA and accomplishments of their individual members of of the chapter. The role of the adviser is to be subordinated to the needs and activities of the members. Throughout life the FHA will hold a dearer meaning by participating in and seeing the ritualistic ceremonies. The girl who strives to meet any or all of the degrees of achievement falls back on her home economics classwork, home projects, and community activities to qualify for the degrees.

FINDING TIME FOR THE FUTURE HOMEMAKERS OF AMERICA

A big problem in starting a school organization and keeping it growing progressively has been to find times that the teacher and pupils can work it into the school program. The approved policy for FHA has been that regular school time during the school day be allowed for meetings and committee work. The reimbursed (vocational) high school home economics departments in Kansas are strongly urged to have an FHA chapter, and other departments are given cordial invitations to install a chapter. All are asked to make FHA part of their home economics curriculum. With the high value placed on FHA as a learning device, some regular time must be allotted for the bi-monthly or monthly meetings and the other activities carried on.

Home economics classes in any high school meet daily and the class periods are from 40 to 120 minutes in length. A sixty minute period is the minimum for reimbursed departments. In the reimbursed programs three periods of 40-60 minutes or more, and preferably five periods per week, must be set aside for home project conferences and other activities necessary for carrying on home projects.

Schools in Kansas follow either the 8-4 plan of organization (eight years of elementary school and four years of high school) or the 6-3-3 plan (six years of elementary school, three years of junior high school and three years of senior high school). Various schedules for the classes and extra-class activities are followed. In the 8-4 schools home economics begins in the ninth grade and in the other group in the seventh grade. To show how the home economics teacher's day is filled and to some extent the pupils' time, examples of four different schedules for reimbursed high schools as suggested by the Kansas State Board for Vocational Education (1947) are given. These all indicate some of the problems involved in finding time for the FHA meetings and perhaps other activities of the organization.

No. 1--A suggested schedule in a four-year high school when periods are 60 minutes in length:

9:00-10:00 - Three periods scheduled per week for project conferences
 10:00-11:00) - Vocational Homemaking II
 11:00-12:00)
 12:00- 1:00 - Noon Hour
 1:00- 2:00) - Vocational Homemaking I
 2:00- 3:00)
 3:00- 4:00 - May be used for Homemaking III, junior high school home economics, boys' class, or for project conferences

No. 2--A suggested class schedule in a four-year high school when periods are 45 minutes in length:

9:00- 9:45) - Vocational Homemaking I. Section (a)
 9:45-10:30)

10:30-11:15)
11:15-12:00) -Vocational Homemaking II

12:00- 1:00 - Noon hour

1:00- 1:45)
1:45- 2:30)- Vocational Homemaking I. Section (b)
2:30- 3:15 - Homemaking III or boys' class, offered when one section
of Homemaking I is scheduled
3:15- 4:00 - Project conferences

No. 3--A suggested class schedule in a four-year high school when periods are 60 minutes in length with a double period for Homemaking I or Homemaking II and 60 minutes for each of the other two years:

9:00-10:00 - Scheduled for project conferences
10:00-11:00)
11:00-12:00)

12:00- 1:00 - Noon hour

1:00- 2:00 - Homemaking II or Homemaking I
2:00- 3:00 - Homemaking III
3:00- 4:00 - Boys' class or project conferences*

No. 4--A suggested class schedule for schools with both junior and senior high schools when periods are 60 minutes in length:

9:00-10:00 - Junior High Homemaking 9th grade
10:00-11:00 - Homemaking I
11:00-12:00 - Junior High Homemaking 7th--Tuesday and Thursday
Junior High Homemaking 8th--Monday, Wednesday, and Friday

12:00- 1:00 - Noon hour

1:00- 2:00 - Homemaking II
2:00- 3:00 - Homemaking III
3:00- 4:00 - Scheduled for project conferences

All of these schedules obviously would nearly fill the home economics teacher's day with classwork and conferences. However, there are some school time possibilities for the FHA, and the teacher should plan with the school administration regarding a suitable one. FHA meetings might well be scheduled during the activity period, often 40 minutes long, on alternate

*When it is necessary to have two sections of Homemaking I or II it may be offered in place of boys' class.

weeks with some other organizational meeting. Another possibility is to use one of her weekly conference periods as a time for chapter meetings, executive council and/or committee meetings. A third alternative would be to hold the meetings outside of class and regular activity time as at noon, after school or in the evening. This last plan is of course the least desirable of all and especially the evening meeting.

The problem of meeting time for FHA chapters in the non-reimbursed (non-vocational) high school home economics department is more acute than in the reimbursed ones. Often the home economics teacher teaches two or three other classes besides home economics and many never have any periods free from instruction or study hall supervision. Most of these departments have home economics class periods 60 or 80-90 minutes long, and the 110-120 minute period is seldom found. In these schools the activity period has been the most available time to schedule FHA.

Some suggestions from the Adviser's Handbook (1949) for finding time for meetings in schools where there is no activity period were:

1. To have a lunchroom club where members bring their own lunches from home, from the cafeteria, or all share a planned lunch which they bring and eat together. The business meeting and program may be carried on while the group is eating lunch. This plan would work in schools having an hour lunch period with all students eating at the same time. Lunch hour might be a convenient time for committee meetings following the same lunch plan.
2. To meet during a class hour when the majority of the class is composed of FHA members and when many other members who are not in that class have a study hour at the same time. By planning with the other teachers and administrator it might be possible to have the other members excused from classes (with work made up in advance) to attend regularly scheduled meetings.
3. To meet during a regularly scheduled period through the year. Pupils not in FHA could participate in some other worthwhile activity during the same period.
4. If the majority of FHA members are enrolled in home economics classes, each class may become a section of the chapter. At

regular times, perhaps once a month, the class time could be given to a section for a meeting. Those pupils in classes who are not FHA members should have interesting and worthwhile activities while the chapter section meets. The entire chapter would have meetings at intervals during the year. This provides a way to integrate FHA with classwork, but care must be taken that all class activities are not FHA activities. This section meeting of chapters would be a way to handle a large membership and in schools with several home economics teachers, each could be an adviser for a section or sections of the chapter.

5. The president might appoint members for committees who have study hours at the same time or are in homemaking class together so that committees might find meeting times easily.
6. If officers for the next year are elected in the spring they might plan their class schedules to have study hours at the same time the adviser has a conference period. This would make an executive council meeting easier to plan.
7. If the executive council could meet each time before the regular chapter meeting many small items of business could be cared for. With the order of business carefully planned, a business session of the entire chapter would take less time and be more interesting.
8. Plan all programs carefully to maintain the interest of a large group.

All these suggestions should be considered, and the ones most applicable to the school situation should be tried. In making the choice, consideration should be given to the plan that ties the FHA closest to the home economics curriculum. The adviser of the FHA chapter in a reimbursed or non-reimbursed homemaking department may encounter difficulty in finding time for FHA and all the other things she would like to do. However, the returns from the organization are worth the effort expended in surmounting the difficulties involved. It is a significant means of building a strong home economics curriculum in the school.

INTEGRATION

For some time there has been a trend in education away from compartmentalization of subjects and toward the organization of all these into curriculums of meaningful relationships. The first Vocational Education Act of 1917, known as the Smith-Hughes Act, recognized the importance of such relationships in the requirement of certain "related subjects" for each vocational field. A very formal plan for relating subjects was set up and was followed somewhat rigidly until recently when another method of "relating subjects" was introduced.

As the idea of teaching through meaningful relationships was accepted, different ways of doing this "relating" were attempted. As a result the following educational terms came into usage: correlation, fusion and integration. Not always were any one of them used with the same meaning. Hatcher and Andrews (1945) defined these terms, and their definitions represent quite well the more generally accepted usage. Correlation is the attempt to bring out relationship among subject areas without overstepping departmental lines. Fusion is a way of revising courses by combining a number of courses into one. When a close relationship of facts, theories, and behavior patterns has been established in the mind of the pupil from a unified curriculum with meaningful experiences, integration has occurred. Such a curriculum is often referred to as an integrated curriculum which shows another use of the term.

The idea of a unified curriculum arose from the fact that life's problems which arise are not confined to one particular subject matter compartment. All fields of learning are involved and so interrelated that education should be seen as a whole rather than in parts. In integration

the approach is decidedly from this point of view. Home economics has adopted this interpretation of curriculum building and as a result is trying to meet the needs of the pupils through education rather than merely teaching certain facts in specific subject matter areas.

A program cannot be truly integrated without cooperative planning on the part of teacher and pupils in setting up goals to reach. The administrators and parents may also participate in planning for optimum development of pupil interests. Hatcher and Andrews (1945) stated three principles of integration. The first principle is that in pupil development one must consider the solution of the pupil's personal problems arising in everyday life and also her development in respect to social progress in the environment. This can be accomplished by use of out-of-school experiences and contacts, and in establishing relationships between school and community. A second principle is that provision should be made for continuous progress from one grade level to the next. According to this idea the abilities and certain fundamental knowledge should be developed at each grade level and reviewed the next year. The third principle is that materials should be arranged in such a way as to establish relationship between various areas of home economics and between home economics and other fields of knowledge.

The FHA offers many opportunities to apply these principles of integration. In making FHA an integral part of the home economics curriculum the teacher can make use of both in-school and out-of-school contacts and both in-class and extraclass activities. Thus school, home and community relationships in terms of the pupil's level can be established to meet and help solve life's problems, now and in the future.

INTEGRATING THE FUTURE HOMEMAKERS OF AMERICA
AND THE HOME ECONOMICS CURRICULUM

Great similarity exists among the purposes of FHA, the "seven cardinal principles of education", the purposes of "education in American democracy" of the Educational Policies Commission and the objectives for home economics as stated by the United States Office of Education as compared with the objectives from a Kansas high school home economics curriculum. In formulating these purposes of the FHA, its unique contribution to the fields of home economics doubtlessly was considered for they seem almost as if they were objectives of a home economics curriculum or program. The unique advantages of FHA as given by the United States Office of Education publication F-38 (1948) were:

1. Offers opportunity for further development of pupil initiative in planning and carrying out activities related to homemaking.
2. Provides opportunities to share in solving problems important to home life, and in sponsoring group projects, state, regional, and national in scope.
3. Provides a means of giving improved status to high school homemaking at national, state and local levels, and national recognition to homemaking pupils in high school.
4. Develops leadership and intelligent participation so much needed in a democratic society.

The activities of the FHA come as a result of trying to fulfill the eight specific purposes of the organization which are:

1. To promote a growing appreciation of the joys and satisfactions of homemaking.
2. To emphasize the importance of worthy home membership.
3. To encourage democracy in home and community life.
4. To work for good home and family life for all.
5. To promote international good will.

6. To foster the development of creative leadership in home and community life.
7. To provide wholesome individual and group recreation.
8. To further interest in home economics.

The purposes of the FHA seem to stem from the basic ideas of home economics and an integrated home economics curriculum of all activities both in and out of class time. The contribution that FHA can make to the classroom, home and community activities is unusual and unique.

Each year a committee of the local chapter and the adviser plan a program of work which includes the main activities for the coming year. The program must be broad and comprehensive in scope to coincide with the broadness of the purposes of the FHA. The local chapter may use all or none of the suggestions in the national and state programs of work. However, most of the chapters make extensive use of these. The plans are made early in the FHA year by the program committees of the national and state organizations and serve as guides for the chapters in their planning. The 1948-1949 state program of work for Kansas was planned at the second annual leadership training camp at Lake Shawnee near Topeka where two sessions of camp were held to meet the demand of the 180 girls who attended. These girls selected "Stepping Stones to Happiness" as the theme for the year's work and for each step suggested many activities for carrying out the program of work. Some of these activities are listed here to show the definite relation between the activities planned in the FHA program of work and the home economics curriculum. The steps and activities are:

- I. Steps in Building a Strong Organization of FHA
 - A. Local Organizations
 1. Work on degrees of membership
 2. Publicize chapter through school and community publications and programs

3. Keep an FHA bulletin board in the main corridor of the high school for clippings and announcements related to home economics and FHA
4. Give a tea for eighth grade girls in spring

B. State Organization

1. Entertain girls from neighboring schools to promote interest in organizing new chapters
2. Write articles for Kansas Future Homemaker about chapter and class accomplishments
3. Promote interest in working for State Homemaker Degree

C. National Organization

1. Adopt a home economics class in a foreign country
2. Participate in World Christmas Festival
3. Write an article for "Teen Times" magazine about chapter or class activities

II. Steps to Self Improvement

A. Personal Appearance

1. Provide movies and discussions to inform girls of good standards in personal grooming
2. Hold personal grooming clinic
3. Sponsor "good posture" contest; a "look-your-best" week

B. Personal Development

1. Discussions and talks to promote an understanding of racial differences
2. Have a panel on girl-boy relationship including dating, etiquette, and social courtesies
3. Promote worthwhile hobbies

C. Leadership Ability

1. Provide opportunities for members to assume some responsibility for part of a program or to serve on a committee
2. Accept opportunities to cooperate with other school and community organizations as a means of providing new experiences for members

III. Steps to Better Home Living

A. Physical Improvement

1. Sponsor "Safety in the Home" week or day

B. Social Improvement

1. Plan for and carry out a fun-at-home night

C. Spiritual Advancement

1. Discuss and plan for family attendance and participation in church activities

IV. Steps Toward School Betterment

- A. Beautification of Buildings and Grounds
 1. Contribute picture or art objects of some sort to homemaking department or some other room, such as library
 2. Decorate bulletin board in study hall or library on special holidays
 3. Maintain girls' lounge
- B. Contribution to School Citizenship
 1. Take an active part in school activities such as assembly programs, clean-up week, and education week
 2. Plan for and conduct an all school courtesy week

V. Steps to Community Improvement

- A. Cooperation with Social Service Agencies
 1. Sponsor a Saturday morning story hour for children of pre-school age
 2. Provide a play school for children while parents attend school-sponsored activities
- B. Loyalty to the Community
 1. Write skits depicting the need for respect for public property

VI. Steps to International Understanding

- A. Adopt foreign home economics classes
- B. Write letters that will help boys and girls of other countries understand our way of life. A scrapbook showing the activities of the homemaking department might be a good project to send to the foreign school
- C. Continue cooperation in World Christmas Festival
- D. Have an "apron party" to which each girl brings an apron to send overseas
- E. Send "CARE" packages to families in needy countries
- F. Invite foreign war brides to speak at chapter meetings on home life of their countries

VII. Steps to Careers in Home Economics

- A. Invite in persons representing the various phases of home economics to participate in a symposium telling of their training and work
- B. Stage the playlet "Coke Time" available for the asking from the state FHA adviser

- C. Show movies depicting the various types of work in the field of home economics
- D. Invite in a homemaker to discuss the value that home economics training has been to her
- E. Distribute leaflets on careers in home economics to all girls in school

VIII. Steps to Wholesome Recreation

- A. Invite someone in the community who is good at directing singing to participate in a panel discussion on "Making Group Singing Fun"
- B. Provide opportunity for singing one or two songs at each meeting of the chapter
- C. Discuss "learning through parties"
- D. Plan for and have about four major parties during the year

Many of the activities included in the FHA program of work are closely related to the lessons taught in the home economics classes as is shown in the preceding list. Because of this each may strengthen the other's work and may even carry it further. In the Kansas Future Homemaker, a mimeographed publication of the State FHA Association, local chapters tell of the many activities which they have planned in their yearly programs of work and have also carried out. These have shown again and again the inclusion of home economics classwork, home experiences, and community activities in the plans of the FHA. The home economics curriculum should include all these aspects for a balanced and integrated program.

Examples of the carryover of classroom work to the FHA are numerous, and a few of these are mentioned here. The unit "Foods for Special Occasions" studied in class would help the pupils materially in planning the banquets, parties and teas given by the FHA. Many FHA chapters give a tea during the year with their mothers as guests. Here they may present the work of the FHA, and they may also include a style revue and/or other exhibits

of some of their accomplishments in class and home experiences. The home economics class may have a unit on child development and guidance which would lead to "baby sitting" by FHA members and extra money for the chapter treasury. Girls of all ages are interested in personal grooming and appearance. A unit on this subject certainly coincides with several activities in the program of work--"Steps to self-improvement".

Things that Kansas FHA chapters do often have far reaching results. They build stronger chapters and state organizations, improve the individual members in various ways, give training for happier home and family life and thereby strengthen the home economics curriculum. This is shown by the following activities reported by several chapters:

Seaman FHA chapter wrote an original FHA song which was selected as the stage song of the Kansas Association of FHA.

Belleville FHA members must earn certain points based on achievement in home economics and homemaking before getting to wear the FHA emblem.

Great Bend chapter has a point system for ranking class and out-of-class activities in home economics and homemaking of the individual members.

Baxter Springs gives tests on parliamentary procedure and tests for degrees.

Many chapters send delegates to leadership camp; give exchange programs with other FHA chapters; give a spring tea and program for eighth grade girls to stimulate interest in taking home economics and becoming members of FHA; cooperate in National FHA week.

Last year the first week of November was proclaimed as National FHA Week and was so designated in Kansas. It was most successful in every way. During this week all chapters were urged to publicize their FHA and its activities. Of course, in doing this they did a fine job of advertising home economics in their schools. Some of the things that the girls did were: attended church services in a group on Sunday; held open house

for parents; gave a school assembly program using the FHA emblem service; wrote articles for the local paper in which they stated purposes and creed of the FHA and presented stories of FHA activities and accomplishments of various members. Red rose bushes were planted on school grounds, and radio broadcasts were made. FHA exhibits in store windows were arranged and school bulletin boards were given over entirely to FHA items. Most of these activities helped vitally in the personal improvement of the girls. Some other means that were used with success by chapters to help girls with self development and leadership were:

McPherson FHA sponsored a "courtesy week" with an appropriate movie, slogans and posters in all rooms, and finally a test on manners for each home room.

Kincaid FHA sponsored a "no gripe week" for the entire high school.

Dodge City FHA held an all-school posture contest for girls.

Of course, in these chapters activities each member was given some responsibility as a committee member, a participant on the program, or a leader in some related classroom activity if the desired results were to be achieved.

Some excellent things have been done in regard to "better home living". At Olathe the FHA and the FFA had an evening program for freshman students and parents. The teachers were present and were introduced by the superintendent. The members showed the two departments to the guests and encouraged the freshmen to join their associations. The FFA and FHA presidents each had a chance to preside at the meeting. At this time home projects and the setup of the two curriculums were explained. A most important way of reaching the goal for better home living would be to interest the family in planning for the improvement of the home, family fun and family participation in church activities. Some FHA organizations have made a

point of taking color pictures of home projects.

One of the responsibilities that high school pupils can and should assume is the promotion of good sportsmanship and school spirit. The FHA encourages its members in this. School assembly programs and exchange assemblies are ways to contribute to better citizenship and FHA chapters everywhere take part in these. Among the things that the FHA girls might do for the school appearance and grounds are: clean and maintain the trophy case; decorate the bulletin board; and maintain the girls' lounge. Some specific school improvements that have been made by chapters are:

Wakeeney FHA established the tradition of planting a rose bush on the school grounds annually as an FHA symbol.

Hill City FHA helped buy a garbage disposal unit for the home economics department.

Stockton FHA bought an electric sewing machine for the home economics department.

Shawnee Mission FHA in cooperation with the FFA sponsored a school cleanup week.

Community cooperation and improvement with its results of learning more about people and society is a step toward growing up. The FHA may cooperate with social service agencies and give help to old persons and orphans, and aid in various national drives for funds, as that of the Red Cross. Sponsoring a story hour or a play school for small children is a fine club activity which can easily grow out of a class unit on understanding children. In this regard, the Ellsworth FHA chapter made tray favors for the Ellsworth Memorial Hospital and the Mother Bickerdyke Home.

The world realizes today as never before the need of knowing and understanding people of other lands. School programs stress good will and international understanding. A large number of FHA chapters have adopted a homemaking class in the American Zone of Germany, in Italy or in some other

needy country. They have sent boxes of school supplies and have become acquainted with pupils in these lands through letters and snapshots. The McCune FHA sent 15 World Friendship Boxes in one year, and the Cimarron chapter sent a "CARE" package. Studying in class about how other people live could parallel these activities and include talks given by foreign war brides or other persons about our friends and neighbors in other lands.

Home economics teachers are eager to further the interest of high school pupils in careers in home economics. The FHA can help materially in this. Chapter delegates, and other home economics pupils sent to Hospitality Days or similar events on college campuses, provide a fine means of gaining ideas about the many possible careers in home economics and the preparation required for each. The members also find leaflets and other materials about home economics careers helpful. FHA programs on home economics careers with talks by persons in various lines of home economics work help the members in deciding about their own futures.

The "Step to wholesome recreation" is a pleasant one and can lead to many enjoyable activities in the FHA. Group singing at each meeting and the planning and giving of parties can be great fun, and yet most valuable learning experiences can result. A close carry-over exists between FHA activities and classwork related to entertaining and to selecting and preparing foods for special occasions. Those FHA activities, of which entertaining themselves and guests are a part, offer fine opportunities for further application of what is being studied in class. Every FHA chapter has three or four major social events during the year. Some of those reported are:

Chetopa FHA had a chapter valentine party.

Cottonwood Falls FHA gave a St. Patrick's Day party for mothers and also held a box supper with the FFA.

At Harper the FHA girls went caroling at Christmas after which they had a taffy pull.

Chapman had a "Mom, Pop and Me" potluck supper with grand march, program and games for the evening's fun.

Shawnee Mission FHA cooperates regularly with the FFA in square dances and parties.

Osborne FHA chapter members enjoyed a picnic supper, a line party to the show, and a slumber party one night.

Many chapters have "Heart Sister Weeks" or days; teas for mothers, graduating seniors and others; skating parties; hayrack rides; as well as other recreational activities.

Financing chapter projects is one of the problems of the FHA which is definitely outside the regular classwork. Many things can be accomplished if there are sufficient funds to allow them. Chapters throughout the state earn money in various ways and are quite willing to share their ideas in this regard. Much of the money earned when used benefits the home economics department in many ways. Some of the things done to earn money have been: sold doughnuts after school; sold food at football and basketball games; sold candy in corridors at school; served banquets, dinners and luncheons; had a concession stand at county fairs; and sold greeting cards and magazines. Some groups have given plays or special programs; sponsored dances; held rummage sales and salvage drives; sponsored beauty or baby contests; given money earned from baby sitting jobs; held bazaars; and sold pencils with football or basketball schedules on them. Much is learned, too, through these activities.

The degrees of achievement offer excellent opportunities for integrating FHA work with class work. These degrees are Junior, Chapter, State and American Homemaker. The first two degrees are conferred by the local

chapter, the third by the state association and the fourth and highest degree is given by the national organization. For each, certain standards are set that must be attained by a member to be awarded the degree. Many of these standards are attained through work done as a part of the home economics curriculum. To show the close relationship of the FHA degrees and the home economics curriculum for each degree the required standards that decidedly evidence this are listed. It is well to remember, too, that the FHA member who is striving for any of the homemaker degrees always can meet several requirements by doing well in her home economics classwork.

For the Junior Homemaker Degree:

1. Completed satisfactorily one semester of homemaking instruction.
2. Showed evidence of contributing to satisfying home life--this may come from planning and reporting on progress made toward becoming a more efficient family member, skilled in an area of homemaking and working toward improved family relationships; reports of home experiences can show if the candidate is approaching the goal.
3. Demonstrated a knowledge of the goals of the homemaking education program in the school--such progress will be judged by the plans made for work to be done in class and the selection of a project and the completed home experience.
4. Demonstrated an interest in acquiring those personal qualities which help an individual to work more effectively with others--this quality can be evaluated through improvement made in class and school in development of personal qualities and relationships with others.

For the Chapter Homemaker Degree:

1. Was a Junior Homemaker for at least one semester prior to conferring the Chapter Homemaker Degree.
2. Completed satisfactorily at least a full year (two semesters) of homemaking instruction at the ninth grade level or above.
3. Helped to promote or interpret the goals of the homemaking education program in the school--to do this the member must participate in assemblies, exhibits, radio programs, recreational programs.

4. Evidenced assumption of increasing responsibility as a member of the family group--reports of increased home responsibilities and home experiences will show if this standard is reached.
5. Demonstrated ability to organize and participate in wholesome recreational activities--achievement of the degree is judged by the planning and directing of individual, home or community entertainment and enjoyment of recreation for and by others.
6. Evidenced progress being made in acquiring those personal qualities which enables an individual to work more effectively with others--records and reports of the individual, and class achievement toward this standard.

For the State Homemaker Degree:

1. Held the Chapter Homemaker Degree for at least one year prior to the conferring of the State Homemaker Degree.
2. Completed satisfactorily at least two years (four semesters) of homemaking education instruction.
3. Held responsible positions in connection with school and chapter activities--these are being a committee member or officer in any activity of the school and responsible work done in the classroom.
4. Participated effectively in community activities which contribute to better family life--may come from the unit activities of classwork.
5. Assumed responsibility for some worthwhile homemaking activity for a period long enough to show definite improvement--this is definitely a home experience to be carried on by the girl and her family through home economics classwork.
6. Thought through her personal goals in the light of needs, interests, and abilities and in following a plan for the wise use of her resources to achieve her goals--these goals may include choosing a vocation, improving homemaking skill as in the school laboratory work and home experiences. This plan will come out of homemaking classwork and the interests developed there.
7. Helped others in the community to understand the goals of a broad homemaking education program--to do this the girl would participate in home and community activities; meet people and talk about the broad scope of homemaking to help those outside the school understand the home economics curriculum.

For the American Homemaker Degree:

1. Approved for State Homemaker Degree at least one school year

prior to the conferring of the American Homemaker Degree at the national FHA meeting.

2. Made an outstanding contribution to the development of the state and national FHA programs--the beginning of this achievement is in the first home economics course in high school and the local FHA chapter which encourages and helps the candidate to district, state, and national recognition.
3. Demonstrated creative leadership--by enlisting cooperation of others and introducing responsible, worthwhile ideas the quality of leadership is developed in all aspects of home economics.
4. Assumed responsibility for several worthwhile homemaking activities in which the candidate has worked skillfully and has used good management practices--exceptional work done in home projects and experiences by the girl will indicate the achievement in home and family responsibility.
5. Assumed responsibility in working with a group or groups and in bringing about improvement in home and family life in the community--assumption of duties in the home economics classroom and in the FHA organization will give training toward major responsibility in church, welfare, or other community groups for improving home and family life.

Some suggestions of ways to make the degrees of achievement an integral part of the FHA chapter program and the home economics curriculum were suggested in the United States Office of Education publication F-72 (1948). These were:

1. Use planned home experiences for improving family relationships or personal qualities to meet standards for degrees.
2. Make it possible for FHA members to highlight FHA work in homemaking classes, in assembly programs, at civic clubs, during American Education Week.
3. Incorporate the purposes of the FHA in homemaking department goals for the year. The accomplishments of FHA may be a means for checking progress in goals of the total homemaking program.
4. Include the gaining of a better understanding of purposes of FHA on a local, state and national basis as a part of the class work as well as chapter work.
5. Appropriate class activities may be used to meet standards for degrees and FHA activities may be an extension of class activities so pupils obtain richer experiences.

6. If home experiences are to be used as evidence for meeting the standards for a degree, plans should be made with this in mind. One should not be permitted to pick out a completed project and say it is to be used to attain a standard for a degree.
7. As FHA publicizes its activities it serves as a means for integrating goals of the homemaking program.

Thus the possibilities of integration between the home economics curriculum and the FHA program are many and varied. The suggestions given for ways to develop such integration repeatedly indicate the use of home experiences, community activities, and other outgrowths of home economics class and department work. The fact that many of the FHA activities are based on home economics classwork make it necessary for a close relationship between the two. Of course scheduling FHA meetings within the school day contributes greatly to integrating the organization and the home economics curriculum. In reality there can be no distinct separation of the FHA from the home economics curriculum without defeating the goals and purposes of both.

The plans for all activities related to home economics in the high school should be regarded as a related whole and integrated in the home economics curriculum. This includes any home and community learning activity, home experiences, and FHA activities. The members of the FHA, pupils in home economics classes and the teacher adviser together set up objectives for the home economics curriculum and ways of reaching these. These valuable experiences will be means of pupils attaining wider horizons in home, community and national living. FHA takes learning experiences beyond the four walls of a classroom and gives opportunity for solving real life problems. The home economics classroom instruction and out-of-class activities contribute to a complete and enriched curriculum

for learning to live better in the present and the future. In this the FHA has a significant part of which all home economics teachers should be aware.

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