

ABSTRACT OF THESIS

INTEREST APPEAL
OF A
TEACHER MADE COURSE OF STUDY

Submitted by
Genevieve Lesemann Crouse

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado

Agricultural and Mechanical College

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To aid homemaking teachers in planning units of work with their students, A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois was set up in 1943. The materials included in the Guide were considered by homemaking teachers to be of general interest and to meet the usual needs of girls in high school homemaking classes. These materials, however, should be evaluated for interest not only by teachers of homemaking, but also by girls in homemaking classes.

Statement of problem

What interest appeal does material contained in A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois have for ninth-grade girls?

Problem analysis.--To what extent are ninth-grade high school girls interested in the following:

- a. Objectives planned by teachers?
- b. Approaches planned by teachers?
- c. Learning experiences planned by teachers?

Delimitation.--The study was limited to the expressed interests of ninth-grade girls in first-year vocational homemaking classes of Illinois high schools before the units were studied. Two units

from A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois were used; namely, "Making the Most of Ourselves," and "Grooming and Clothing Ourselves."

Scope and method of study

The data for this study consist of the expressed interests of 393 ninth-grade homemaking girls in 21 high schools in the state of Illinois concerning two units of work from A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois. The students giving their opinions of this material were in high schools of various sizes in different sections of the state.

The student evaluation of the units was carried out as a class activity under the direction of the homemaking teacher. The girls and the teacher were supplied with copies of the units. The teacher read each objective, interest approach, and learning experience with the girls, giving enough time after the reading for each girl to write the number which indicated her opinion. The numbers were written on the lines provided before each of the items in the copies of the units. The following key was used:

- 3, very interesting
- 2, somewhat interesting
- 1, not interesting

The meaning of any word or suggestion which the girls did not understand was explained. The units were checked on two different days in order that the girls would not tire of the checking and cause the results of the second unit checked to be less reliable.

The opinions, expressed in terms of three degrees of interest and recorded for each of the 219 items rated, were compiled for each of the 21 schools represented in the study. From these sub-totals the total interest appeal rating for each item was obtained. Percentages, based on the total number of ratings for the item, were computed for each of the three degrees of interest for each item.

In view of the fact that only 23 of the 49 objectives, 46.9 per cent, three of the six interest approaches, 50 per cent, and 30 of the 164 learning experiences, 18.3 per cent, were considered very interesting by 50 per cent or more of the girls, the conclusion may be drawn that in general pupils and teachers did not agree about the interest of the items.

The criterion set up as a minimum interest goal was that at least 50 per cent of the girls should consider the experience very interesting and not more than 25 per cent of the girls should consider it uninteresting.

The following objectives, interest approaches, and learning experiences considered very interesting by 50 per cent or more of the girls might well be emphasized during the study of the unit:

Objectives (in order of their interest appeal).

Unit: Making the Most of Ourselves.

To learn how to make friends and how to keep them.

To plan and give a successful party at which good manners, hospitality, and wholesome fun are enjoyed.

To learn how to make and keep satisfactory friendships with boys.

To see what improvements may be made in self and how to make them.

To learn what qualities make a person a desirable friend.

To learn and practice good manners.

To use a good standard in choosing close friends.

To learn the part personality plays in making and keeping friends.

Unit: Grooming and Clothing Ourselves.

To have pride in keeping hair, hands, and teeth in good condition.

To know how to do good machine stitching.

To have a knowledge of the importance of caring for the hair, hands, and teeth.

To learn how to keep the skin healthy.

To know how to thread, regulate, and use the sewing machine.

To be able to select a garment to meet a personal need.

To be able to select fabric suitable to the garment.

To be able to use an electric iron.

To know how to select a pattern suitable to the individual.

To be able to make simple pattern alterations.

To know how to fit patterns or check measurements to avoid pattern fitting.

To have an appreciation of how proper care of the body contributes to good appearance.

To want to form good working habits.

To know and appreciate the part good posture plays in personal appearance.

To be able to judge a finished garment.

Interest Approaches

Unit: Making the Most of Ourselves.

A good short story of a friendship to read to the girls.

Unit: Grooming and Clothing Ourselves.

"What Shall I Wear?" (a movie).

Discuss such questions as:

A. Have you ever thought of the impression you may make on your first day in a new school?

B. Have you ever been uncomfortable because you were overdressed for a certain occasion or had worn the wrong type of clothes?

C. Are you careless or trim? (Suggestion given on page 275 in the revised edition of Your Clothes and Personality, Ryan.)

Learning Experiences

Unit: Making the Most of Ourselves.

Plan a skit showing etiquette of dating.

Arrange the classroom as a restaurant. Dramatize manners in a restaurant.

List ways of really having a good time on a date.

Have girls list their likes and dislikes in boys.

Have boys list their likes and dislikes in girls.

Exchange lists.

Discuss: Double dating, group dating, Dutch dates, blind dates.

Suggest common causes of conflicts between parents and daughters over dating. Explain parents' attitude. Daughters' attitude. Give suggestions for a peaceable solution.

Make a list of five characteristics you desire in a boy friend. Compare lists. Make a composite list and decide which characteristics mentioned are really basic for friendship.

Suggest ways of becoming acquainted with boys.

Give advantages and disadvantages in having boy friends come to your house for a good time.

Dramatize manners in a theater.

Have a question box on dating; on etiquette.

Have panel discussion on such topics as: steady dating, petting.

Tell how brothers and sisters may be helpful in gaining satisfactory boy and girl friendships.

Plan and give a party at which good manners will be practiced.

Those objectives, interest approaches, and experiences considered somewhat interesting by the girls need to be reconsidered and discarded or revised in order to increase the interest appeal of the unit.

Serious consideration needs to be given by the teachers to the items listed below which were considered not interesting by 25 per cent or more of the girls; the girls may be right.

Objectives

Unit: Grooming and Clothing Ourselves.

The use of quotations, as: "Every bird is known by its feathers."

Notice contests for home sewing.

Learning Experiences

Unit: Making the Most of Ourselves.

Check yourself by the "Personality Inventory" page 477, the New Home Economics Omnibus.

Give examples of an older person's friendship influencing a younger person's life.

Give an example of customs which differ in different sections of the country.

Choose one good quality to build up and one fault to eliminate, keeping a record for one week.

Girls might summarize these discussions in a short written paper on "What My Friends Have Meant to Me."

Describe a person you have met in real life or in literature whom you would consider a "lop-sided" individual. Give suggestions as to what may have caused this person to be the sort of person he is.

Cite examples of trivial incidents which cause difficulties.

Discuss: Breaking a rule of etiquette is excusable if one does not know the rule.

Look up the origin of some of the social customs, such as lifting the hat.

Describe a personal friendship with an older person, pointing out the values both parties are gaining from the friendship.

Discuss: "A friend of mine has to do what I want if she stays my friend."

Discuss the meaning of the expression "a well-rounded" individual. Describe the sort of person this makes you think of. Give characteristics of a "well-rounded" individual.

Describe the manner in which you have won a friend during the past year.

Write a character sketch of a good friend. (This could be patterned after "My Most Unforgettable Character" in The Reader's Digest.)

Class may report on the variety of their friends.

Summarize class suggestions into a general guide for making friends.

Write your definition of personality.

Read in a number of books on etiquette on subjects planned for study. Discuss.

Find a poem that you like about friendship.

Unit: Grooming and Clothing Ourselves.

Students practice treading.

With permission of mother, clean and oil your own sewing machine.

Make a note of any changes (in the pattern) necessary.

List questions you would expect a good sales person to answer.

Practice thimble drill.

Make a good label for your garment.

Study sewing machine book and become acquainted with the machine parts and the use of each.

Study causes for machine difficulties and be able to report how to avoid these problems.

Practice opening and closing the machine.

Students make a good posture chart for scoring -- Checking to be done by classmates and teacher.

Students formulate guides to follow for good work habits.

Make a list of textile terms important to the consumer in buying yard goods.

List advantages of a clothing inventory.

Examine your iron at home and report to the class its brand, price, and good qualities. Compare it with the school iron.

Bring to class examples of clothing inventories.

Draw from your own experiences and relate common difficulties with fabrics.

Make a list of tools needed and the approximate cost of each.

Refer to inventory and find individual need or desire.

Relate facts learned or could be learned from closer observation at the store or home.

Investigate available tools and prices in local stores.

Choose one tool and read concerning its selection -- report your findings to the class.

Find pictures or bring examples of good and poor selection of tools. Give reasons for your conclusions.

Students formulate the meaning of the word inventory.

Some of the above-mentioned items suggested by the teachers may not be basic for the main work of the units in which the girls did indicate they were very much interested. If analyzed carefully by the teachers, some of the learning experiences rated low in interest appeal by the girls may be found to be "busy-work" and a waste of time.

Recommendations

The following additional recommendations are offered:

1. The students should have a greater share in the planning of the units.

2. Such exercises as "Write a character sketch of a good friend" may well be left for the English class.
3. From the opinions of the girls concerning bulletin board displays, new departments might be planned with only small bulletin boards. An attractive wall hanging might be used for the bulletin board now in the department, and the time which the teacher would spend on the arrangement of material, used for other work.

Suggestions for further study

The following problems are suggested for further study:

1. To what extent are ninth-grade girls interested in other units in A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois?
2. What interest appeal does material contained in A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois have for tenth-grade girls, for eleventh-grade girls, and for twelfth-grade girls?
3. To what extent may ninth-grade girls be interested in the units as revised in the light of the findings of this study?

4. Of what value do homemaking girls consider material suggested in A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois after the units have been taught?

5. Of what value to their daughters do mothers (or parents) consider material suggested in A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois?

6. Of what value do girls who have been enrolled in homemaking classes and who have graduated or left school consider material suggested in A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois?

7. How do the findings of the present investigation compare with the evaluations of teachers as reported on forms entitled, "Evaluation Form for Reporting Use of Curriculum Materials," filled out by all homemaking teachers in Illinois and on file in the office of the State of Illinois Board for Vocational Education?

T H E S I S

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SUPERVISION BY GENEVIEVE LESEMANN CROUSE
ENTITLED INTEREST APPEAL OF A TEACHER MADE
COURSE OF STUDY

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION

MAJORING IN HOME ECONOMICS EDUCATION

CREDITS 6

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Permission to publish this thesis or any part of it
must be obtained from the Dean of the Graduate School.

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Chapter I
INTRODUCTION

To aid homemaking teachers in planning courses of study for their students, A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois was set up in 1943. This Guide grew out of the efforts of a Guiding Committee consisting of six members, an Advisory Committee of 25 members, and the homemaking teachers of Illinois working through 30 curriculum study groups over a period of six years. The compiling of material submitted by the curriculum study groups was done by 10 members of a curriculum workshop held at Illinois State Normal University, Bloomington, in June, 1943.

The Guide is not a course of study and is intended only as an aid to teachers in planning their own courses of study and methods of presentation. The teacher must select, adapt, and add to the material. The Guide itself must be continually developed and revised.

Materials included in the Guide were considered by homemaking teachers to be of general interest and to meet the usual needs of girls in high school

homemaking classes. These materials should be evaluated for interest not only by teachers of homemaking, but also by girls in homemaking classes. In setting up programs for the study of homemaking in their particular situations, homemaking teachers are urged to plan with both students and parents. Attention has been called to the need for practicing democracy in our schools. Although much has been said about pupil-parent-teacher planning and the place of democracy in the school, too often little has been done about it. All too frequently the teacher decides what units shall be taught, what shall be included in these units, and how they shall be studied. In many cases students have little voice in the matter; parents, none.

A study of the interest of homemaking girls in the material selected for them by teachers should prove helpful to teachers in choosing materials and in planning methods of presentation by giving them a pupil viewpoint. The study should also be valuable in revision of the Guide.

Statement of problem

What interest appeal does material contained in A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois have for ninth-grade girls?

Problem analysis.--To what extent are ninth-grade high school girls interested in the following:

- a. Objectives planned by teachers?
- b. Approaches planned by teachers?
- c. Learning experiences planned by teachers?

Delimitation.--This study will be limited to the expressed interests of ninth-grade girls in first-year vocational homemaking classes of Illinois high schools before the units have been studied. Two units from A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois will be used; namely, "Making the Most of Ourselves," and "Grooming and Clothing Ourselves."

Chapter II

REVIEW OF LITERATURE

As an aid in understanding the interest appeal for ninth-grade girls of material contained in a teacher-made course of study, the following review of literature presents reported procedures of pupil participation in setting up and evaluating the curriculum. It also includes studies of the interests of youth.

Reported studies of pupil participation
in curriculum construction

Beeman (5) in an article published in the Home Economics News, 1930, told how parents and children helped to reconstruct the home economics curriculum for the high schools of Indiana. In this study conducted by the Home Economics Association of Indiana, contributions of parents, children, and teachers were brought together. First, studies were made of the home and community life of 16 groups of pupils. Each study represented a cross-section of the state geographically and included both rural and urban life, American and foreign-born families with incomes of different levels, and children of professional and industrial parentage. Several hundred members of the Association, including teachers, supervisors, teacher trainers, and homemakers,

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were assisted by school superintendents, principals, and pupils in carrying out the study. The work was organized under expert guidance.

Miss Beulah I. Coon, at that time from the University of Chicago, worked with the general committee on the interpretation of the data and the outline of the course of study. Objectives, selected problems, and suggested activities for use in teaching were set up in the light of life situations revealed through data secured in the study. More than a year was required for the revision of the course of study.

It was stated that since there were varying conditions and many differences in the homes as shown by the study, the materials of a course of study needed to be selected, discarded, supplemented, and adapted to meet the needs of pupils.

In a later investigation published in Home Economics News, 1930, Beeman (4) gave some of the high lights of the Indiana study. Teaching the selection of clothing was justified since, in 47 per cent of the homes represented by the study, the girls selected as well as purchased clothes for themselves, and about one fourth of these purchased clothing for other members of the family. About one half reported the construction of some clothing.

Preparation of meals was largely the respon-

sibility of the mothers; the children in one half of the homes assisted with setting the table and the service. All members of the family helped with the marketing. A need was found for scientific nutrition knowledge as a guard against false advertising and a realization of the relation between diet and health. There was need for the teaching of food preservation, for in three fourths of the homes families were canning foods and making jelly and preserves. The economic standard set up in teaching was in general found to be higher than the income levels of the families.

Beeman concluded from data secured in the study that in order to do the best possible teaching it is important to know the pupils and the homes from which they come.

In 1932, Rogers (14) reported a study of home economics in the junior and senior high schools of Lexington, Kentucky, to determine if the course was meeting the needs and interests of the girls. The data were secured by means of questionnaires filled out by the teachers and the girls taking home economics. It was concluded that the course of study being used did not meet the needs and interests of the girls. A revised course of study was based upon findings resulting from the study. A second survey showed that both pupils and teachers were better satisfied.

In order that the home economics curriculum of Northeast Oklahoma Junior College might better conform to the functional viewpoint of education, a study was reported in 1933 by Banks (2) in which 59 former students were interviewed concerning the needs that might be met by home economics training. It was found that the needs were primarily for help with problems of home living and homemaking. Objectives, purposes, and content of the basic courses of the home economics curriculum were set up from the expressed and observed needs of the students. A second study, by means of questionnaires, was made of the purposes and objectives of home economics curricula of 30 junior colleges of the Southwest. The primary objectives in the greater percentage of these colleges were found to be concerned with problems of home living and homemaking. As a result of the study, suggested changes in the basic courses resulted in the addition of a new course, child care and development, and in an increasing emphasis on phases of management and on family and social relationships.

The value of the questions of children as a source of material in curriculum construction was clearly shown in 1937 by Dale (7) in a study reported in Educational Research Bulletin. Failure to utilize this source of data was attributed to two causes:

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first, teachers might feel that the interests of children are difficult to measure, not to be trusted, and too easily moved from one subject to another; second, methods which have been used to collect such data have been cumbersome.

Dale reviewed a number of questions of children. These studies are valuable to the present investigation as examples of what has been done. One of the first, by Laura E. Mau, reported questions regarding certain objects asked by children in kindergarten, first, second, and third grades. The questions were whispered either to Miss Mau or her assistants. A large percentage of the questions asked concerning animal, plant, and physical phenomena dealt with the identification and activities of objects. These topics were concluded to be of greatest interest to the children. This was confirmed by another study in which 742 questions asked by boys and girls were classified, and the order of preference was found to be the same, indicating common interests of children which could be used in a curriculum.

Another study secured data on interests of children in plant and animal life and in physical phenomena by taking a mud puppy in a glass aquarium into the classrooms in grades three to eight. The 8,328 questions asked by 1,718 children were recorded

and classified under 20 headings. This technique assumed that certain subject matter should be taught, but secured the objectives for the course through the questions of the children.

In the field of household arts, questions were collected by two different investigators through letters of inquiry, personal interviews with high school teachers of home economics, and round-table discussions and other gatherings of teachers. Approximately 1,000 questions were secured and used as one basis for the construction of a course of household chemistry.

In another study reviewed by Dale, a form letter was sent to eighth-grade pupils in Columbus, Ohio, in which each pupil was asked to state his interests in science. Examples of questions which might be asked were given. The 3,500 questions received were tabulated on the basis of the nouns used. The questions were compared with questions answered by the general science textbook in the city at that time. It was found that 43 per cent of the questions were answered or touched upon by the author of this textbook.

Another writer obtained questions on science from pupils and also from their mothers and fathers. The technique used was to submit a letter to the pupils similar to the one used in the above-mentioned study. Each pupil thought about his interests, wrote down five

questions, and brought them back to school with five questions from his mother and five from his father. A total of 3,330 questions was received from pupils and 3,332 from adults. Similarity of the questions was brought out by the fact that 37 of the most frequently occurring scientific interests of the boys and girls occurred among the 47 most frequently occurring scientific interests of the fathers and mothers.

Dale reported that questions of students were used as one source of curriculum material in the state course of study in health in Ohio. From 16 cooperating schools, 2,700 questions were reported. A list of 120 questions on 24 different topics was made up in groups of five. One question in the group was the most frequently asked question on the topic; three other questions were each of decreasingly lower frequency; one question had not been asked at all by the students but was considered interesting and important by the investigators. Students evaluated these questions on three categories of interest. Since a number of the questions not asked by students secured high ratings from them, it was concluded that high school students are interested in questions other than those asked by themselves.

In this study reported by Dale, adult experts rated 120 key questions for their interest appeal to eighth-grade boys and girls. The eighth-grade students

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indicated their interest in this same list of questions. A coefficient of .42 was obtained between the ratings of the experts and the students. The experts agreed fairly well among themselves as to what would be an interesting question, but they did not agree nearly so well with the students.

In an article published in the California Journal of Elementary Education on the subject of utilizing pupil-interest in curriculum making (1937), Merideth (12) stated:

Since a democratic society operates upon the premise that group cooperation on a common problem is best, the schools in such a society should build in children understanding, appreciation, and controls for self-government through working with others in democratic group situations. The place of the pupil in curriculum making has changed with changing views in psychology. When the curriculum is organized around significant child problems, the children become aware of needs for skills, techniques, and understandings. Procedures that will be helpful in deciding pupil interests at various ages are: long-time observations by teachers; making class inventories of interests; using available studies of pupils' interests; and formulating common child problems. Passing fancies must not be basic considerations in determining child interests. The more abiding interests which will lead to activities rich in growth must be selected. . . . Intelligent direction of pupils' interests makes teaching a live, stimulating experience. (14:336)

In 1941, Harrill (8) reported a study of developing and maintaining student interest in a unit on the selection, cost, construction, and care of clothing. Pupil behavior indicating a lack of interest was

analyzed to find causes for the lack of interest. A survey of home economics education literature was made to find suggestions for developing and maintaining interest in learning. Six of these suggestions were used by the investigator. It was found that where interest already existed, it was maintained; in other cases it was developed. It was indicated that some pupils need competent guidance in finding, developing, and enriching their interests.

Max (11), in 1943, stated his case for pupil appraisal as follows:

Despite the fact that material which may be interesting to the teachers is not always interesting to the pupils, it is not customary for teachers to consult pupils when they are drawing up a course of study. It is usually felt that teacher knows best, and so be it.
(8:505)

In his study, Max secured opinions from 30 pupils in a senior high school chemistry class. A questionnaire was used to secure reactions to certain phases of student activities, certain topics or units in the course, methods of teaching, and certain traits or attitudes of the teacher.

All the students except one thought that they had derived benefit from their own special reports, but one half of these said they did not learn much from reports given by others. Laboratory work was among the "likes" of the course, problems among the "dislikes."

From the cooperative attitude of the students it was apparent that they appreciated the fact that they were being asked to express their opinions as mature individuals. (8:507)

Max saw two main values in this sort of questionnaire. In the first place it was a democratic procedure. Its second value was that it lead the teacher to a periodic re-evaluation of himself and his course. Max further stated that the findings of educational research should not be disregarded in favor of student opinion, but that the course should be re-examined. Pupils cannot be expected to give evaluations such as as educator would give; their opinions are more in the form of reactions. Too often, in his judgment, adults underestimate the opinions and abilities of adolescents.

Outland (13) also would give consideration to pupil evaluation of the curriculum. Writing for the School Review, 1940, he said in part:

In the continuous evaluation and reorganization of social-studies programs in American secondary schools, an important factor to be considered is the pupils' desires and their opinions of their needs. More and more is attention being given to those areas of study which youth itself feels are necessary for complete living. (15:592)

In the study reported by Outland, a committee of Los Angeles County secondary school teachers, made a survey of the social-studies program in grade 12. The survey included a study of present social-studies programs, the opinions of educators and the expressed de-

sires of several thousand pupils in nine Los Angeles county high schools. The schools chosen were representative of rural and urban pupils of foreign parentage and of native parentage. A questionnaire containing 102 items was submitted to approximately 3,000 pupils. Each pupil checked with the figure "1" the 10 items that he thought would be most important to him personally as topics for study in the eleventh and twelfth grade social-studies course. The 10 considered next in importance were checked with the figure "2." The ten considered of least importance were marked with a "3"; all others were left blank. Following are the results of this checking: (15:593)

Items rated most important: frequency of checking	
2. How to develop personality	1,068
3. How to get along with people	875
1. How to know my own abilities	710
47. How to apply for a job	699
44. How to select an occupation	688
15. How to select a life-mate	590
11. How to conduct conversation	555
17. Essentials to happy marriage	539
45. Preparing for an occupation	522
4. How to act in public	464

Items rated second in importance:	
47. How to apply for a job	549
4. How to act in public	467
5. How to select right clothing	428
14. How to select companionship	428
1. How to know my own abilities	427
6. How to budget income	418
3. How to get along with people	408
11. How to conduct conversation	385
93. How to speak in public	385
45. Preparing for an occupation	363

Items rated least important:	
87. How to use leisure hours	333

Items rated least important: frequency of checking	
32. Facts about tobacco	299
85. Motion picture selection	280
31. Facts about alcohol	276
88. How and where to travel	273
97. Duties of the citizen	265
99. Fascism, naziism, etc.	254
100. How courts operate	253
13. How to write letters	248
33. Widespread unemployment	248

The items chosen most frequently as being of greatest importance can be grouped under three general headings: personal development, economic adjustment, and family adjustment. Pupils answering the questionnaire indicated that they desired their senior high school work to be concerned with life problems, not historical abstractions. They wished work which would aid them in developing their own capacities and abilities. It was clear that the students failed to see the relationships of some of the items to their personal development. "How to use leisure hours" was checked by more students than any other as being of little importance, yet it is closely related to items checked as being of most importance. One of the tasks of the school, according to Outland, is to point out important relationships and to extend interests.

Hickman (10) in a study (1942) of the value of parent-pupil-teacher planning in a functional high school homemaking program reported meetings held with parents and students of the homemaking classes. Both groups made suggestions for the improvement of these

classes. Records were kept of the reactions to the meetings, attendance, participation, suggestions, needs, and satisfactions.

Interests and needs of youth

Beeman (3) in an article published in the Journal of Home Economics, December, 1929, stated that a knowledge of interests of girls seems necessary as a basis for curriculum building. Her study of the interests of high school girls in home activities included three approaches: (1) general types of interest as stated in writings of psychologists, club leaders, advisers, and others studying interests of girls or working with them; (2) reports from the girls of their likes or preferences, with reasons; and (3) observations made by home economics teachers of the interests of their pupils as observed in the classrooms and social activities. In making out the questionnaires, three main divisions of interests were used: (1) the girl and her own affairs; (2) her consideration of and relations with others; and (3) her activities. The blanks provided for both the statements of preferences and examples of things which the girls had done. These examples furnished evidence of the preference. The questionnaires were filled out by 66 girls in grades 10, 11, and 12.

Major interests of high school girls as shown

by the questionnaires included: (1) personal appearance and self-improvement; (2) the attention of boys and the school crowd; (3) out-of-door activities and more learning. Under personal appearance and self-improvement, dressing neatly was of greater interest than consideration for health, and more interest was indicated in each of these than in observing rules of etiquette, doing as one pleases, and wearing jewelry and dress accessories. In interests of persons, brothers, and sisters were mentioned less often than school associates, especially boys; relations with mothers seemed more important than relations with fathers; heroes held little interest. Out-of-door activities led the list of preferred activities, but interest was frequently shown in study, in home economics, in efficient methods of work, in work done in the home, and in plans for a future home.

The interests of girls as observed by the teachers were obtained from reports of 25 teachers of 68 girls, including the 66 who filled out questionnaires of their interests. There was a difference between preferences as stated by the girls and as observed by the teachers. Some of the interests reported by the teachers were neat and orderly appearance, self-improvement, manners and observance of etiquette, and the practice of personal hygiene. The teachers placed more

emphasis than did the girls on care of belongings, telling about oneself, and wearing jewelry and accessories. The girls gave more importance than did the teachers to clubs, brothers and sisters, attention to boys, social service, and loyalty to school. The teachers observed more interest than the girls reported in looking forward to voting, working outside the home, making articles for exhibit, and preferring handwork to study.

This study by Beeman confirmed the opinion that the adolescent girl longs for recognition, desires to take responsibility, wishes to organize her world efficiently, is eager to improve social conditions, and looks forward to some career, which may be a home of her own.

Harwood (9) made a study (1937) of attitudes of mothers and daughters toward social problems. The purpose of the study was to discover what attitudes in mother-daughter relationships might become disturbing elements in family life. A list of desirable and undesirable traits in mothers was formulated by 25 girls in the Homemaking II class of the investigator. The mothers of these girls listed desirable and undesirable traits in daughters. Homemaking teachers were interviewed to determine traits which in their judgment might be problems in mother-daughter relationships. Faculty

members of Colorado State College who had daughters were also interviewed for opinions of undesirable traits in daughters which might cause conflict. A total of 161 traits listed as undesirable were the ones selected for the study. These were put into groups related to morals, money problems, social functions, choice of friends, school and home difficulties, and boy-girl relationships. Some of the significant elements of friction in mother-daughter relations were found to be: (9:66)

	Difference in per cent of mother and daughter
School parties on school nights	42
Free choice of boy companions	31
Necking as being all right	26
Do own dating	25
Smoking and drinking as being all right	25
Free choice of companions	25
Buying own clothes	19
Choice of husband	18
Selection of own studies	18
Driving car, independently	17
Course in mathematics	16
Selection of own clothes	16
Taking care of oneself anywhere	15
Choosing a career	12
Required homemaking course	12
Acceptance of casual attitude toward sex	11
Free choice in magazines	10
Smoking	9

In the Sixteenth Yearbook of the American Association of School Administrators (1), 1938, a New York study was reported of 300 rural girls, 15 to 29 years of age. The most serious problems as revealed by the study were as follows:

(a) opportunity to earn money; (b) choice of vocation or obtaining a job; (c) obtaining additional educational training; (d) making progress in school; and (e) opportunities for more social life and recreation. (1:49)

A group of young people, representative of various national groups, met in New York to discuss the following five problems which they considered most important:

(a) preparing for and finding the right job; (b) preparing for and best use of spare time; (c) establishing group associations and friendships; (d) developing and following an accepted philosophy of life; and (e) finding opportunity to bear civic responsibility now. (1:48)

A survey of five Connecticut townships indicated the following as the most pressing problems of youth:

(a) opportunity to earn money; (b) opportunity to get started in a vocation; (c) choice of vocation; (d) additional education; (e) opportunity to meet others of the same age; and (f) freedom to make own decisions. (1:49)

The problems indicated by these above-mentioned studies were listed under three main headings: employment, education, and social development.

An extensive study was made by Bell (6), and reported in 1938, of the conditions and attitudes of 13,528 youth in Maryland between the ages of 16 and 24 years. To secure the data the young people were interviewed by agents of the Commission. Each youth was asked to express his most perplexing problem and the most perplexing problem of youth in general. The

responses showed the following problems:

<u>Youth's own problem</u>		<u>Youth problem in general</u>	
Type of problem	Percentage of youth	Type of problem	Percentage of youth
<u>Economic security</u>	66.6	<u>Economic security</u>	57.7
<u>Education, vocational choice</u>	13.1	<u>Conduct of morals</u>	11.1
<u>Home</u>	9.0	<u>Education, vocational choice</u>	10.6
<u>Personality adjustment</u>	3.2	<u>Home</u>	7.1
<u>Social relations^a</u>	2.6	<u>Recreation</u>	4.9
<u>Other</u>	5.5	<u>Other</u>	8.6
<u>Total</u>	<u>100.0</u>	<u>Total</u>	<u>100.0</u>
<u>Number of youth stating problem</u>	<u>9,414</u>	<u>Number of youth stating problem</u>	<u>8,111</u>

^aSocial relations with the opposite sex. (6:250)

Another significant finding was that 26.4 per cent of the youth gave lack of interest as their reason for leaving school. The implication was drawn that courses in neither the elementary nor the high schools, as they were now set up, met the needs or the interests of youth.

Three per cent of the youth gave marriage as their reason for leaving school. From this a question was raised as to what the schools were doing to help these youth meet the problems which marriage brings. According to the opinions of the youth themselves sex education should be a part of the school program.

The following statement was made concerning the value of the opinions of youth in revising the school programs:

The difficulty of adapting our education programs to the needs and interests of modern youth is aggravated, not so much by a dearth, as by a diversity, of qualified opinions on

what should be done. We have no impulse to assume that one of these sources is more authoritative or reliable than another. The truth, if there is any, lies buried in various places, and one of these places, we suspect, is in the opinions and suggestions of the youth themselves.

In bringing about the long delayed and vitally needed adjustment of school programs to the realities of modern social and economic life, responsible people will find much that is valuable in the reactions and evaluations of the youth themselves. There is hardly any danger that the evaluations of young people will be taken too seriously. There is far greater danger that they will be ignored.
(6:80)

In an article appearing in Progressive Education, March, 1944, interviews with 31 youth 16 and 17 years of age were reported by Toni Taylor (15). These young people said of the schools:

In the democratic system, education babies us too much. Our schools do our thinking for us, and when we have finished school, we are expected to act like adults, and we aren't. (17:110)

Most of the young people interviewed were working, and they liked it, although they realized their jobs were temporary. They admitted that they were not spending their money wisely. Only a few were saving for further education. They were interested in having the schools provide actual work experience, teach them how to use their money, give them more responsibility, and provide for more vocational guidance and personal counseling.

Summary

A review of the literature concerning pupil participation in curriculum construction revealed several different forms and degrees of participation. Some of these are as follows: determining the needs and the interests of students through a study of their home life and conditions; interviewing former students to learn to what extent the curriculum has met their needs and interests and to obtain suggestions as to what might be included; using questions of the children; making class inventories of interests; observing pupils in the classroom, in social situations, and in their homes to discover their needs and interests; securing direct pupil appraisal of courses; and planning the curriculum cooperatively with the pupils.

Interests and needs of youth as revealed through writing were found to be many and varied. Some of the outstanding interests discussed are personal appearance, self-improvement and development, satisfying association with the school crowd, satisfying boy-girl relationships, choice and preparation for a vocation, desire for responsibility, out-of-door activities, need for leadership and poise, and wise use of money.

Chapter III
METHODS AND MATERIALS

When a study of the interest appeal of material contained in A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois was being considered, letters were sent to the State Supervisor of Home Economics Education in Illinois, to the Chairman of the State Curriculum Guiding Committee, and to the Chairman of the Guiding Committee at the time the Suggestive Guide was planned and compiled, asking their opinions of the value of such a study. Their replies stated that information secured from the study should be helpful in the state curriculum building program and also to teachers in planning units with their students.

The Suggestive Guide contains material for 26 units in seven areas of homemaking. Two units were chosen for student evaluation, "Making the Most of Ourselves" from the area of family relationships and "Grooming and Clothing Ourselves" from the area of clothing. Sufficient copies of these two units were printed to supply each girl and teacher helping with this study. Lines were printed before each item for

recording the expressions of interest 1/.

Instruction sheets for the homemaking teachers 2/ and for the ninth-grade girls 3/ cooperating in the study were prepared. These instruction sheets were checked for clarity and content by the Head of the Home Economics Education Department of Colorado State College and by a homemaking teacher. The instruction sheets were then revised and rechecked.

In September, 25 letters 4/ were sent to homemaking teachers asking for their cooperation in the study and the help of their ninth-grade homemaking girls. These teachers to whom letters were sent were teaching homemaking in schools of various sizes in different sections of the state. A card 5/ was enclosed for the reply of the teacher. Twenty-one replies were received. Three of the teachers replying to the letter were not teaching Homemaking I classes and therefore could not help with the study. One teacher had moved and left no forwarding address; three failed to reply.

1/ See Appendix for a sample page from the Guide.

2/ See Appendix for copy of the instruction sheet to teachers.

3/ See Appendix for copy of the instruction sheet to girls.

4/ See Appendix for copy of letter.

5/ See Appendix for copy of card.

Copies of the units including instruction sheets for the ninth-grade girls and an instruction sheet for the teacher were mailed to the 18 teachers who agreed to check units sent to them. Four additional teachers were contacted personally, and units were sent to them. A stamped addressed envelope for returning the units after they had been checked was included in each envelope.

The student evaluation of the units was carried out as a class activity by ninth-grade girls in the Homemaking I class. Each girl and the teacher were supplied with copies of the units. The teacher read each interest approach, objective, and learning experience with the girls, giving enough time after the reading for each girl to write the number which would indicate her opinion. The numbers were written on the lines provided, using the following key:

3, very interesting

2, somewhat interesting

1, not interesting.

The meaning of any word or suggestion which the girls did not understand was explained. The teacher was asked to check her copy of the units, giving her opinion as to how interesting she considered the material for her girls.

Of the 22 different schools participating in

the study, returns were secured from 21. The total number of ninth-grade girls evaluating the units was 393. Sixteen teachers evaluated the units; five failed to check their copies.

Chapter IV
ANALYSIS OF DATA

The data for this study consist of the expressed interests of 393 ninth-grade homemaking girls concerning two units of work from A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois. Expressions of interest were secured from the girls regarding the objectives which the teachers hoped would become pupil objectives, the approaches which the teachers suggested for the purpose of securing the interest of the girls, and the learning experiences planned for the girls by the teachers.

The opinions, expressed in terms of three degrees of interest and recorded for each of the 219 items rated, were compiled for each of the 21 schools represented. From these sub-totals the total interest appeal ratings for each item were obtained 1/. Percentages, based on the total number of ratings for the item, were computed for each of the three degrees of interest for each item.

The data will be analyzed and presented according to the following outline:

1/ See appendix for master sheet.

1. Interest of ninth-grade girls in objectives planned by teachers.
2. Interest of ninth-grade girls in approaches planned by teachers.
3. Interest of ninth-grade girls in learning experiences planned by teachers.

Interest of ninth-grade girls
in objectives planned by teachers

In the unit, "Making the Most of Ourselves," the objective, "To learn how to make friends and how to keep them," had the greatest interest appeal to the group as a whole in that it was rated very interesting by 83 per cent of the girls (Table 1). Only one girl thought this objective not interesting.

The objective, "To plan and give a successful party at which good manners, hospitality, and wholesome fun are enjoyed," was next in interest appeal (very interesting, 79 per cent). Over 70 per cent of the girls considered the objectives, "To learn how to make and keep satisfactory friendships with boys," and "To see what improvements may be made in self and how to make them," very interesting.

The objective, "To learn how to introduce people," had the lowest rating (very interesting, 45 per cent). The range of percentages indicating interest for the nine objectives was as follows: very interesting,

45 to 83.2 per cent; somewhat interesting, 16.5 to 43.8 per cent; and not interesting, .3 to 11.2 per cent. All except one of the objectives were considered very interesting by over 50 per cent of the girls, and this one was rated very interesting by 45 per cent of the girls.

In the unit, "Grooming and Clothing Ourselves," the objective, "To have pride in keeping hair, hands, and teeth in good condition," proved to be of highest interest appeal (very interesting, 73 per cent), and two other objectives, "To know how to do good machine stitching," and "To have a knowledge of the importance of caring for the hair, hands, and teeth," were rated very interesting by over 70 per cent of the girls. Interest in objectives dealing with grooming was about equal to interest in objectives dealing with clothing and techniques of sewing (Table 1).

Almost one third of the girls stated that they were not interested in learning how to use a thimble, yet 51.7 per cent said they were very much interested in the objective, "To want to form good working habits," (Table 1). Only 8.9 per cent indicated that they were not interested in this objective. About one fifth of the girls were not interested in the objectives, "To have the ability to take a clothing inventory," and "To know how to determine individual clothing needs as

Table 1.--INTEREST RATINGS OF NINTH-GRADE GIRLS ON OBJECTIVES PLANNED BY TEACHERS.

Item	No.of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		Unit: Making the Most of Ourselves.						
To learn how to make friends and how to keep them.	393	327	83.2	65	16.5	1	.3	100.0
To plan and give a successful party at which good manners, hospitality, and wholesome fun are enjoyed.	393	312	79.4	72	18.3	9	2.3	100.0
To learn how to make and keep satisfactory friendships with boys.	391	289	73.9	82	21.0	20	5.1	100.0
To see what improvements may be made in self and how to make them.	393	287	73.1	89	22.6	17	4.3	100.0
To learn what qualities make a person a desirable friend.	393	246	62.6	133	33.8	14	3.6	100.0
To learn and practice good manners.	393	245	62.3	135	34.4	13	3.3	100.0
To use a good standard in choosing close friends.	393	210	53.4	168	42.8	15	3.8	100.0

Table 1.--INTEREST RATINGS OF NINTH-GRADE GIRLS ON OBJECTIVES PLANNED BY TEACHERS.
 --Continued.

Item	No.of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		To learn the part personality plays in making and keeping friends.	393	210	53.4	163	41.5	
To learn how to introduce people.	393	177	45.0	172	43.8	44	11.2	100.0
Unit: Grooming and Clothing Ourselves								
To have pride in keeping hair, hands, and teeth in good condition.	391	287	73.4	99	25.3	5	1.3	100.0
To know how to do good machine stitching.	392	282	71.9	91	23.2	19	4.9	100.0
To have a knowledge of the importance of caring for the hair, hands, and teeth.	391	277	70.9	108	27.6	6	1.5	100.0
To learn how to keep the skin healthy.	391	269	68.8	111	28.4	11	2.8	100.0
To know how to thread, regulate, and use a sewing machine.	392	255	65.1	109	27.8	28	7.1	100.0
To be able to select a garment to meet personal need.	392	242	61.7	136	34.7	14	3.6	100.0

Table 1.--INTEREST RATINGS OF NINTH-GRADE GIRLS ON OBJECTIVES PLANNED BY TEACHERS.
 --Continued.

Item	No.of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
To be able to select fabric suitable for garment.	392	229	58.4	142	36.2	21	5.4	100.0
To be able to use an electric iron.	391	226	57.8	116	29.7	49	12.5	100.0
To know how to select a pattern suitable for the individual.	392	218	55.6	153	39.0	21	5.4	100.0
To be able to make simple pattern alterations.	392	211	53.8	149	38.0	32	8.2	100.0
To know how to fit patterns or check measurements to avoid pattern fitting.	392	208	53.1	164	41.8	20	5.1	100.0
To have an appreciation of how proper care of the body contributes to good appearance.	391	205	52.4	167	42.7	19	4.9	100.0
To want to form good working habits.	391	202	51.7	154	39.4	35	8.9	100.0
To know and appreciate the part good posture plays in personal appearance.	392	201	51.3	168	42.9	23	5.8	100.0

Table 1.--INTEREST RATINGS OF NINTH-GRADE GIRLS ON OBJECTIVES PLANNED BY TEACHERS.
 --Continued.

Item	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
To be able to judge a finished garment.	391	200	51.2	169	43.2	22	5.6	100.0
To want an orderly laboratory	392	189	48.2	151	38.5	52	13.3	100.0
To know how to read and understand markings on commercial patterns.	392	182	46.4	179	45.7	31	7.9	100.0
To have a desire for and improve posture.	392	180	45.9	186	47.5	26	6.6	100.0
To be able to decide on necessary preparation of fabric before cutting.	392	178	45.4	181	46.2	33	8.4	100.0
To be able to cope with simple machine difficulties.	392	178	45.4	180	45.9	34	8.7	100.0
To know how to form systematic habits of personal grooming.	392	177	45.2	181	46.2	34	8.6	100.0
To know how to clean and oil a sewing machine.	392	171	43.7	166	42.3	55	14.0	100.0

Table 1.--INTEREST RATINGS OF NINTH-GRADE GIRLS ON OBJECTIVES PLANNED BY TEACHERS.
 --Continued.

Item	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		To be able to select and use individual sewing equipment.	392	170	43.4	176	44.9	
To have an understanding of the meaning of good grooming.	392	163	41.6	203	51.8	26	6.6	100.0
To be able to name and know the use of the important parts of a sewing machine.	392	159	40.6	165	42.1	68	17.3	100.0
To be able to achieve good standards in construction work.	391	158	40.4	179	45.8	54	13.8	100.0
To have some consideration for clerk's time, as well as our own when shopping.	392	152	38.8	191	48.7	49	12.5	100.0
To know the values of a clothing inventory.	392	152	38.8	184	46.9	56	14.3	100.0
To know the importance of care and use of laboratory equipment.	392	144	36.7	177	45.2	71	18.1	100.0

Table 1.--INTEREST RATINGS OF NINTH-GRADE GIRLS ON OBJECTIVES PLANNED BY TEACHERS.
 --Continued.

Item	No.of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		To be able to understand buy words found on yard goods.	392	142	36.2	200	51.0	
To realize that a pattern may be used more than once.	392	140	35.7	187	47.7	65	16.6	100.0
To become acquainted with the clothing laboratory equipment and where it is stored.	392	137	34.9	175	44.7	80	20.4	100.0
To know the important part feet play in one's well being.	392	131	33.4	197	50.3	64	16.3	100.0
To make a good informative label for own garment.	392	130	33.2	201	51.3	61	15.5	100.0
To know why care prolongs the life of a sewing machine.	392	128	32.7	199	50.8	65	16.5	100.0
To know how to apply simple home or store tests for durability and serviceability of a fabric.	392	126	32.1	206	52.6	60	15.3	100.0

Table 1.--INTEREST RATINGS OF NINTH-GRADE GIRLS ON OBJECTIVES PLANNED BY TEACHERS.
 --Continued.

Item	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		To have some appreciation of commercial patterns.	392	125	31.9	207	52.8	
To know how to determine individual clothing needs as based on the clothing inventory.	392	119	30.4	203	51.8	70	17.8	100.0
To have the ability to take a clothing inventory.	392	118	30.1	187	47.7	87	22.2	100.0
To want to learn how to use a thimble.	392	117	29.8	146	37.3	129	32.9	100.0

based on the clothing inventory," yet 61.7 per cent of the girls said that they were very much interested in the objective, "To be able to select a garment to meet a personal need." Only 3.6 per cent of the girls indicated they were not interested in this objective.

Of the 40 objectives in the unit, "Grooming and Clothing Ourselves," 15 were considered very interesting by 50 per cent or more of the girls. The range of percentages indicating interest for these objectives was as follows: very interesting, 29.8 to 73.4 per cent; somewhat interesting, 23.2 to 52.8; and not interesting, 1.3 to 32.9 per cent. Only the one objective mentioned above was rated not interesting by 25 per cent or more of the girls.

Interest of ninth-grade girls
in approaches planned by teachers

In the unit, "Making the Most of Ourselves," the approach, "A good short story of a friendship to read to the girls," was considered very interesting by a little more than half the girls (Table 2.). The other approach, "An interesting bulletin board -- pictures depicting friendship, two or three short poems," was considered very interesting by only about one fifth of the girls. About one tenth of the girls considered these approaches of no interest. These interest approaches, designed to create interest for the unit,

Table 2.--INTEREST RATINGS OF NINTH-GRADE GIRLS ON INTEREST APPROACHES PLANNED BY TEACHERS

Item	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		Unit: Making the Most of Ourselves.						
A good short story of a friendship to read to the girls.	392	212	54.1	138	35.2	42	10.7	100.0
An interesting bulletin board -- pictures depicting friendship, two or three short poems.	392	78	19.9	277	70.7	37	9.4	100.0
Unit: Grooming and Clothing Ourselves.								
"What Shall I Wear?" A study of the ways and means of building a satisfactory wardrobe. (Household Finance Corporation).	384	230	59.9	135	35.2	19	4.9	100.0
Discuss such questions as:								
A. Have you ever thought of the impression you may make on your friends your first day in a new school?								

Table 2.--INTEREST RATINGS OF NINTH-GRADE GIRLS ON INTEREST APPROACHES PLANNED BY TEACHERS.--Continued.

Item	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		B. Have you ever been uncomfortable because you were overdressed for a certain occasion or had worn the wrong type of clothes?						
C. Are you careless or trim? (Use the suggestion given on page 275 in the revised edition of <u>Your Clothes and Personality</u> , Ryan.)	383	193	50.4	169	44.1	21	5.5	100.0
Use quotations as:								
A. "Every bird is known by its feathers."								
B. "Cleanliness is next to Godliness."								
C. "The suit is best that best suits me."								
D. "In my own city, my name, in a strange city, my clothes procure me respect."								
E. "Oh, wad some power the giftie gie us, To see oursel's as ithers see us."--Burns.	384	95	24.7	182	47.4	107	27.9	100.0

Table 2.--INTEREST RATINGS OF NINTH-GRADE GIRLS ON INTEREST APPROACHES PLANNED BY TEACHERS.--Continued.

Item	No.of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		Notice contests for home sewing. (Example -- one given by the St. Louis New Democrat newspaper.)	384	91	23.7	185	48.2	

received much lower interest ratings than did the main objectives of the unit.

In the unit, "Grooming and Clothing Ourselves," the suggestion of the movie, "What Shall I Wear?", was considered very interesting by 59.9 per cent of the girls (Table 2). The use of quotations was considered very interesting by only 24.7 per cent and the contests for home sewing by only 23.7 per cent. More than one fourth of the girls considered these two suggestions of no interest. As in the above-mentioned unit, the important objectives of the unit received higher interest ratings than did the interest approaches.

Interest of ninth-grade girls
in learning experiences planned
by teachers

In the unit, "Making the Most of Ourselves," the learning experience which appealed to the largest percentage of the girls was the planning of a skit showing the etiquette of dating (Table 3). Three other experiences dealing with dating and the etiquette of dating were considered very interesting by three fourths or more of the girls. Next in order of interest appeal were three other learning experiences dealing with friendships with boys and dating. Each of these was considered very interesting by 70 per cent or more of the girls. Five other learning experiences in the same subject were rated very interesting by 59 per cent or

more of the girls. It is significant to note that 14 of the suggested learning experiences concerning dating and etiquette of dating were considered of greater interest than was the experience, "Plan and give a party at which good manners will be practiced."

The three learning experiences which received the lowest interest ratings were: "Discuss: A friend of mine has to do what I want if she stays my friend"; "Write you definition of personality"; and "Find a poem which you like about friendship" (Table 3). About one half the girls indicated they considered these learning experiences of no interest. Also on the list of learning experiences with low interest appeal were: "Write a character sketch of a good friend," "Class may report on the variety of their friends," and "Look up origin of some of the social customs, such as lifting the hat." These were considered not interesting by more than one third of the girls.

Out of the list of 65 suggested learning experiences in the above-mentioned unit, 15 were rated as very interesting by 50 per cent or more of the girls, while 21 were rated not interesting by 25 per cent or more. The range of percentages of interest in learning experiences in this unit was as follows: very interesting, 11.5 to 79.8 per cent; somewhat interesting, 16.6 to 57.9 per cent; and not interesting, 3.3 to 48.6 per cent.

Table 3.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "MAKING THE MOST OF OURSELVES."

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		Plan a skit.	391	312	79.8	65	16.6	
Arrange the class room as a restaurant. Dramatize manners in a restaurant. Boys may come in with their "dates." Show what to do with wraps, finding seats, ordering, etc.	393	311	79.1	69	17.6	13	3.3	100.0
List ways of really having a good time on a date.	393	302	76.9	78	19.8	13	3.3	100.0
Have girls list their likes and dislikes in boys. Have boys list their likes and dislikes in girls. Exchange lists.	393	293	74.6	83	21.1	17	4.3	100.0
Discuss: Double dating, group dating, Dutch dates, blind dates.	393	284	72.3	88	22.4	21	5.3	100.0
Suggest common causes of conflicts between parents and daughters over dating. Explain parents' attitude. Daughters' attitude. Give suggestions for a peaceable solution.	393	279	71.0	92	23.4	22	5.6	100.0

Table 3.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "MAKING THE MOST OF OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		Make a list of five characteristics you desire in a boy friend. (List need not be signed.) Compare lists. Make a composite list and decide which characteristics mentioned are really basic for friendship.	393	273	69.5	91	23.2	
Suggest ways of becoming acquainted with boys.	393	269	68.5	105	26.7	19	4.8	100.0
Give advantages and disadvantages in having boy friends come to your house for a good time.	393	256	65.2	111	28.2	26	6.6	100.0
Dramatize manners in the theater.	393	240	61.1	122	31.0	31	7.9	100.0
Have question box (questions on dating).	393	235	59.8	109	27.7	49	12.5	100.0
Have a question box (questions on etiquette).	393	233	59.3	111	28.2	49	12.5	100.0
Have panel discussion on such topics as: steady dating, petting.	393	218	55.5	123	31.3	52	13.2	100.0

Table 3.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "MAKING THE MOST OF OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Tell how brothers and sisters may be helpful in gaining satisfactory boy and girl friendships.	393	216	55.0	146	37.1	31	7.9	100.0
Plan and give a party at which good manners will be practiced.	393	208	52.9	147	37.4	38	9.7	100.0
Discuss obligations to parents when promises have been made in regard to places, hours, and activities.	393	189	48.1	167	42.5	37	9.4	100.0
Discuss the statement: "Manners will take you where money won't."	393	184	46.8	163	41.5	46	11.7	100.0
Some people have many friends and others have very few. Discuss possible reasons.	393	182	46.3	174	44.3	37	9.4	100.0
Debate: Resolved: It is better to have just one or two close friends.	393	177	45.0	127	32.3	89	22.7	100.0

Table 3.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "MAKING THE MOST OF OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Dramatize introductions as: Your mother and a high school chum. Mary Brown and Jack Smith, both high school students. Your mother and the High School principal, etc.	393	174	44.3	162	41.2	57	14.5	100.0
Describe instances from real life or fiction where a younger person has added happiness to an older person's life through friendship.	393	171	43.5	177	45.0	45	11.5	100.0
Give an example of a good time spoiled because of worry for fear you would do the wrong thing.	393	167	42.5	181	46.0	45	11.5	100.0
Plan and carry out plans for a Courtesy Week at school. Suggestions: A skit for assembly. A panel discussion of manners, with two boys, two girls, and a teacher. Bulletin board material. Posters.	393	167	42.5	173	44.0	53	13.5	100.0

Table 3.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "MAKING THE MOST OF OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Articles for school paper.								
Plan and give a skit showing good manners or lack of manners in the home.	393	155	39.4	179	45.6	59	15.0	100.0
Mention the four areas of development mentioned in the Bible verse, Luke 2: 52, "And Jesus increased in wisdom, and stature in favor with God and man."	393	154	39.2	157	39.9	82	20.9	100.0
Try this out and report on it: "To have friends, you must show yourself friendly."	393	147	37.4	179	45.6	67	17.0	100.0
Discuss the meaning of <u>personality</u> .	393	146	37.1	164	41.8	83	21.1	100.0
Plan an imaginary week-end trip by train, motor bus, car. Discuss rules which should be followed.	393	145	36.9	173	44.0	75	19.1	100.0
Make a list of things which should be considered in choosing a close friend.	393	141	35.9	209	53.2	43	10.9	100.0

Table 3.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "MAKING THE MOST OF OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Give an example of an uneasy situation which might arise because one doesn't know the rules.	393	139	35.4	184	46.8	70	17.8	100.0
Check yourself by the "Personality Inventory" page 477, The New Home Economics Omnibus.	393	139	35.4	151	38.4	103	26.2	100.0
Discuss: "It is better to break a rule of etiquette than to hurt another's feelings." "Fine manners can never take the place of a genuine interest in others."	393	138	35.1	198	50.4	57	14.5	100.0
Compare the girl who makes a success in only one or two phases to the girl who is an all-round success.	393	130	33.1	207	52.7	56	14.2	100.0
Compare the considerate and inconsiderate girl.	393	130	33.1	177	45.0	86	21.9	100.0
Give examples of an older person's friendship influencing a younger person's life.	392	128	32.7	167	42.6	97	24.7	100.0

Table 3.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "MAKING THE MOST OF OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Set up courtesy guides for high school pupils.	393	124	31.6	216	55.0	53	13.4	100.0
Set up courtesy guides for visiting a friend in town; also out-of-town.	393	120	30.5	220	56.0	53	13.5	100.0
Each girl may list the reasons she has chosen some particular friend. These lists may be pooled in an effort to determine the basic reasons for the choice of friends.	393	116	29.5	203	51.7	74	18.8	100.0
Give an example of customs which differ in different sections of country.	393	116	29.5	177	45.1	100	25.4	100.0
Give situations in which you feel you need to know more about the rules.	392	115	29.3	182	46.5	95	24.2	100.0
Give examples of famous friendships from the Bible and from other literature. Give the basis for the friendship in each case.	393	112	28.5	196	49.9	85	21.6	100.0

Table 3.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "MAKING THE MOST OF OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Articles on friendship written in editorial style may be used in the school paper.	393	111	28.2	182	46.4	100	25.4	100.0
Discuss reasons for not making all acquaintances friends.	393	110	28.0	227	57.8	56	14.2	100.0
Choose one good quality to build up and one fault to eliminate, keeping a record for one week.	392	109	27.8	174	44.4	109	27.8	100.0
Girls might summarize these discussions in a short written paper on "What My Friends Have Meant to Me."	393	109	27.7	180	45.8	104	26.5	100.0
Describe a person whom you have met in real life or in literature whom you would consider a "lopsided" individual. Give suggestions as to what may have caused this person to be the sort of person he is.	393	107	27.2	172	43.8	114	29.0	100.0

Table 3.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "MAKING THE MOST OF OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		List responsibilities which come with friendship.	393	96	24.4	216	55.0	
Cite examples of trivial incidents which cause difficulties.	393	95	24.2	178	45.3	120	30.5	100.0
Discuss how and why rules of conduct change from time to time.	393	94	23.9	217	55.2	82	20.9	100.0
Mention rules of etiquette which should be practiced in the home.	393	93	23.7	224	57.0	76	19.3	100.0
"What my Friends Have Taught Me" or "How My Friends Have Helped Me" might serve as a basis for further discussion.	392	91	23.2	204	51.9	98	24.9	100.0
Discuss: Breaking a rule of etiquette is excusable if one does not know the rule.	393	91	23.2	192	48.8	110	28.0	100.0
Look up origin of some of the social customs, such as lifting the hat.	393	91	23.2	169	43.0	133	33.8	100.0

Table 3.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "MAKING THE MOST OF OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		Describe a personal friendship with an older person, pointing out the values both parties are gaining from the friendship.	393	89	22.6	201	51.2	
Discuss: "A friend of mine has to do what I want if she stays my friend."	393	89	22.6	113	28.8	191	48.6	100.0
Cite examples of friendships which have helped or interfered with success in school.	393	88	22.4	210	53.4	95	24.2	100.0
Discuss the meaning of the expression "a well-rounded individual." Describe the sort of person this makes you think of. Give characteristics of a "well-rounded" individual.	393	88	22.4	200	50.9	105	26.7	100.0
Describe the manner in which you have won a friend during the past year.	391	86	22.0	190	48.6	115	29.4	100.0

Table 3.-- INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "MAKING THE MOST OF OURSELVES."--Continued.

Learning Experience	No.of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Read references and discuss: the meaning of friendship. the differences between acquaintances and friendship. the importance of friendship.	390	81	20.8	226	57.9	83	21.3	100.0
Write a character sketch of a good friend (This could be patterned after "My Most Unforgettable Character" in Readers Digest).	393	74	18.8	161	41.0	158	40.2	100.0
Class may report on the variety of their friends.	393	72	18.3	170	43.3	151	38.4	100.0
Summarize class suggestions into a general guide for making friends.	393	61	15.5	207	52.7	125	31.8	100.0
Write <u>your</u> definition of personality.	393	60	15.3	146	37.1	187	47.6	100.0
Read in a number of books on etiquette on subjects planned for study. Discuss.	393	49	12.4	174	44.3	170	43.3	100.0
Find a poem you like about friendship.	393	45	11.5	167	42.5	181	46.1	100.0

A marked similarity in rating was shown on two similar learning experiences which appear next to each other in Table 3, but on different pages of the units checked by the girls. There was a difference in rating of only .5 per cent between the items, "Have a question box" (on dating) and "Have a question box" (on etiquette).

In the unit, "Grooming and Clothing Ourselves," (Table 4) the learning experience of greatest interest appeal was "Experiment with different hair arrangements to find one becoming and suitable to you" (very interesting, 79 per cent). Next in interest were two similar experiences, "Watch beauty operator or students with special ability demonstrate the care and arrangement of hair and the giving of a manicure," (very interesting, 71.5 per cent) and "Investigate practices necessary to keep hair well-groomed" (very interesting, 67.6 per cent). Three other experiences in personal grooming were considered very interesting by 60 per cent or more of the girls, and nine others by 50 per cent or more. The experiences in clothing which received the highest interest appeal ratings were: "Select a pattern" and "Go on a field trip to a department store to examine materials and perhaps make selection."

The learning experience, "Choose one tool and read concerning its selection -- report your findings to the class," was rated lowest in interest (not inter-

esting, 42.1 per cent). Other experiences not interesting to 30 or 40 per cent of the girls were as follows:

"Find pictures or bring examples of good and poor selection of tools. Give reasons for your conclusions."

"Investigate available tools and prices in local stores."

"Students formulate the meaning of the word inventory."

"Examine your iron at home and report to the class its brand, price, and good qualities. Compare with the school iron."

"Make a list of tools needed and the approximate cost of each."

"Bring to class examples of forms of clothing inventories."

From the list of 99 learning experiences in this unit, 15 were considered very interesting by 50 per cent or more of the girls; 24 were considered not interesting by 25 per cent or more. The range of percentages indicating interest in the learning experiences in this unit was as follows: very interesting, 13.0 to 79.0 per cent; somewhat interesting, 17.9 to 53.2 per cent; and not interesting, 3.1 to 42.1 per cent.

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		Experiment with different hair arrangement to find ones becoming and suitable to you.	390	308	79.0	70	17.9	
Watch beauty parlor operator or students with special ability demonstrate the care and arrangement of hair and the giving of a manicure.	392	280	71.5	97	24.7	15	3.8	100.0
Investigate practices necessary to keep hair well-groomed.	392	265	67.6	113	28.8	14	3.6	100.0
Bring cosmetics from home and class members demonstrate the correct application of make-up for school.	391	259	66.2	102	26.1	30	7.7	100.0
Discuss the importance of body cleanliness.	392	245	62.5	132	33.7	15	3.8	100.0
Practice manicuring of own nails.	391	241	61.7	126	32.2	24	6.1	100.0
Demonstrate various methods of cleansing the skin. Decide on suitable ones.	391	210	53.7	158	40.4	23	5.9	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		Make a plan for regular care of teeth and carry out plan.	391	208	53.2	161	41.2	
Discuss danger of infection from use of combs and toilet articles belonging to others.	392	207	52.8	148	37.8	37	9.4	100.0
Select pattern.	391	206	52.7	144	36.8	41	10.5	100.0
Go on a field trip to a department store to examine materials and perhaps make selection.	391	205	52.4	148	37.9	38	9.7	100.0
Summarize methods of preventing body odor.	392	205	52.3	161	41.1	26	6.6	100.0
Class practice good posture in standing, walking, and sitting.	392	202	51.5	154	39.3	36	9.2	100.0
Suggest ways of bathing when a bath tub is not available.	392	200	51.0	147	37.5	45	11.5	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
List causes of body odor.	392	196	50.0	168	42.9	28	7.1	100.0
Discuss with mother the garment desired to make at school.	391	184	47.1	178	45.5	29	7.4	100.0
Practice making running stitch until good standard is reached.	391	183	46.8	163	41.7	45	11.5	100.0
Discuss the advantages for being well groomed.	392	183	46.7	178	45.4	31	7.9	100.0
Secure teacher and mother's approval of garment.	391	175	44.8	180	46.0	36	9.2	100.0
Students demonstrate the correct method of taking body measurements.	391	174	44.5	174	44.5	43	11.0	100.0
Prepare agar plates showing bacteria culture from combs.	391	172	44.0	156	39.9	63	16.1	100.0
Observe film on Good Posture.	392	172	43.9	169	43.1	51	13.0	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Divide class in groups and have contest for machine threading.	391	169	43.2	152	38.9	70	17.9	100.0
Make out an imaginary order for fabric from a mail order catalogue.	391	169	43.2	142	36.3	80	20.5	100.0
Decide individually on garments to be constructed, according to needs, abilities, time available, and cost.	391	168	43.0	171	43.7	52	13.3	100.0
Pin pattern together and have partner check the fit of it.	391	167	42.7	174	44.5	50	12.8	100.0
Have students demonstrate exercises for posture improvement.	392	167	42.6	182	46.4	43	11.0	100.0
Use paper charts and practice stitching without use of thread.	390	165	42.3	151	38.7	74	19.2	100.0
Students take measurements of partner.	391	163	41.7	182	46.5	46	11.8	100.0
Practice stitching with aid of thread on machine.	391	163	41.7	167	42.7	61	15.6	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Watch teacher or student demonstrate simple pattern alterations.	391	161	41.2	174	44.5	56	14.3	100.0
Recheck own posture habits to see where improvement is needed.	392	160	40.8	191	48.7	41	10.5	100.0
Practice threading machine and regulating the tension.	391	159	40.7	175	44.7	57	14.6	100.0
Clean and oil the sewing machine with the teacher's aid.	391	159	40.7	158	40.4	74	18.9	100.0
Students assigned supply drawers.	391	158	40.4	178	45.5	55	14.1	100.0
Examine sample of seams and decide on those best suited for own garment.	391	157	40.1	188	48.2	46	11.7	100.0
Examine samples of material suitable for garments to be constructed.	391	157	40.1	186	47.6	48	12.3	100.0
Discuss the meaning of good grooming.	392	156	39.8	195	49.7	41	10.5	100.0
Demonstrate correct use of tooth brush.	391	155	39.6	186	47.6	50	12.8	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Experiment in regulating the stitch for a given number to an inch.	390	154	39.5	176	45.1	60	15.4	100.0
Press pattern, check all pieces, replace in envelope for future use.	391	154	39.4	168	43.0	69	17.6	100.0
Students score own garment -- perhaps one of classmates.	391	154	39.4	159	40.7	78	19.9	100.0
Students plan for the orderly care of the laboratory.	387	152	39.3	181	46.8	54	13.9	100.0
Make study of time spent on personal grooming, decide how time can be best used, how saved through the use of a specified place to do grooming, and a place to store equipment for grooming.	392	152	38.8	172	43.9	68	17.3	100.0
Study pattern and refer to chart to determine amount and kind of material suitable.	391	150	38.4	198	50.6	43	11.0	100.0
Each student formulates her needs and desires.	391	150	38.4	172	44.0	69	17.6	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Describe some one of your acquaintances who always seems to make a good appearance. List their characteristics.	392	149	38.0	200	51.0	43	11.0	100.0
Discuss methods of producing design in or on fabrics.	391	148	37.9	189	48.3	54	13.8	100.0
Investigate types of deodorants and discuss advantages and disadvantages of some. Or -- Bring to class your special brand of deodorant and give reasons why you like it.	392	146	37.2	178	45.5	68	17.3	100.0
Practice correct use of tooth brush and dental floss.	391	145	37.1	196	50.1	50	12.8	100.0
Discuss good sewing habits.	391	140	35.8	165	42.2	86	22.0	100.0
Make a list of individual sewing tools you think each girl needs at school.	392	140	35.7	190	48.5	62	15.8	100.0
Students evaluate posture of class members.	391	138	35.3	192	49.1	61	15.6	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
		Observe commercial patterns given out by teacher for study and: 1. Make a list of different makes of commercial patterns. 2. Compare cost, measurements, printed material, and markings on envelope. 3. Find out where patterns may be purchased.	389	137	35.2	182	46.8	
Demonstrate use and care of an electric iron.	391	135	34.5	181	46.3	75	19.2	100.0
Compare measurements with those found on commercial patterns to decide on size needed for self.	391	132	33.8	201	51.4	58	14.8	100.0
Some student with advanced ability demonstrate good posture at the sewing machine.	391	132	33.8	170	43.5	89	22.7	100.0
Students will be conducted by the teacher on an inspection tour of the laboratory.	391	131	33.5	184	47.1	76	19.4	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No.of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Watch demonstration on threading the machine.	391	131	33.5	180	46.0	80	20.5	100.0
Students decide on a form and take their own personal wardrobe inventory.	392	131	33.4	170	43.4	91	23.2	100.0
Students study weaves and properties of fabrics in order to make wise selection.	391	130	33.2	190	48.6	71	18.2	100.0
Students practice treadling.	391	130	33.2	164	41.9	97	24.9	100.0
With permission of mother, clean and oil your own sewing machine.	392	129	32.9	156	39.8	107	27.3	100.0
Students demonstrate exercises for improving the feet.	391	128	32.7	193	49.4	70	17.9	100.0
Students test fabric samples for durability and serviceability.	391	128	32.7	187	47.9	76	19.4	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Mark pattern view on envelope to avoid mistakes. Study guide sheet notice all pattern markings. Mark all parts of pattern with name and place those not to be used back in envelope.	391	128	32.7	187	47.9	76	19.4	100.0
Decide on needed preparation of material before placing of pattern.	391	127	32.5	207	52.9	57	14.6	100.0
Follow pattern guide and other instruction in making working plan for garment.	391	125	32.0	206	52.7	60	15.3	100.0
Study perforation and other pattern markings to learn the meaning of each.	391	121	30.9	201	51.5	69	17.6	100.0
List five methods available to straighten the raw edge of a fabric and a fabric suitable for each method.	391	120	30.7	195	49.9	76	19.4	100.0
Suggest a method that may be used to mark personal sewing equipment. Mark all equipment.	392	120	30.6	192	49.0	80	20.4	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Make a note of any changes necessary.	391	116	29.7	173	44.2	102	26.1	100.0
Compare fabrics as to weaves and finishes.	391	115	29.4	197	50.4	79	20.2	100.0
List questions you would expect a good sales person to answer.	391	114	29.2	178	45.5	99	25.3	100.0
Practice thimble drill.	391	114	29.2	144	36.8	133	34.0	100.0
Students make score card for checking good grooming activities and report on improvement.	392	112	28.6	184	46.9	96	24.5	100.0
Study labels found in garments similar to yours.	390	108	27.7	193	49.5	89	22.8	100.0
Make a good label for your garment.	391	108	27.6	181	46.3	102	26.1	100.0
Study charts, magazine articles on good posture.	392	107	27.3	200	51.0	85	21.7	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Discuss important "buy words" you might expect to find on a label found on yard goods.	391	106	27.1	197	50.4	88	22.5	100.0
Students formulate score card for judging own garment.	390	105	26.9	206	52.8	79	20.3	100.0
Study sewing machine book and become acquainted with the machine parts and the use of each.	391	105	26.9	178	45.5	108	27.6	100.0
Study causes for machine difficulties and be able to report how to avoid these problems.	391	99	25.3	190	48.6	102	26.1	100.0
Practice opening and closing the machine.	391	94	24.0	159	40.7	138	35.3	100.0
Students make a good posture chart for scoring -- Checking to be done by classmates and teacher.	392	93	23.7	193	49.3	106	27.0	100.0
Students formulate guides to follow for good work habits.	391	91	23.3	190	48.6	110	28.1	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOME MAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No. of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Make a list of textile terms important to the consumer in buying yard goods.	391	88	22.5	203	51.9	100	25.6	100.0
Observe demonstration of construction processes as need arises.	390	87	22.3	215	55.1	88	22.6	100.0
List advantages of a clothing inventory.	392	85	21.7	200	51.0	107	27.3	100.0
Examine your iron at home and report to class its brand, price and good qualities. Compare with school iron.	392	79	20.2	160	40.8	153	39.0	100.0
Bring to class examples of forms of clothing inventories.	392	75	19.1	192	49.0	125	31.9	100.0
Draw from your own experiences and relate common difficulties with fabrics.	391	72	18.4	202	51.7	117	29.9	100.0
Make a list of tools needed and approximate cost of each.	392	72	18.4	182	46.4	138	35.2	100.0
Refer to inventory and find individual need or desire.	391	70	17.9	205	52.4	116	29.7	100.0

Table 4.--INTEREST RATINGS OF NINTH-GRADE HOMEMAKING GIRLS ON LEARNING EXPERIENCES PLANNED BY TEACHERS FOR UNIT, "GROOMING AND CLOTHING OURSELVES."--Continued.

Learning Experience	No.of cases	Very Interesting		Somewhat Interesting		Not Interesting		Total
		N	Per Cent	N	Per Cent	N	Per Cent	
Relate facts learned or could be learned from closer observation at the store or home.	391	68	17.4	208	53.2	115	29.4	100.0
Investigate available tools and prices in local stores.	392	67	17.1	171	43.6	154	39.3	100.0
Choose one tool and read concerning its selection -- report your findings to the class.	392	61	15.6	166	42.3	165	42.1	100.0
Find pictures or bring examples of good and poor selection of tools. Give reasons for your conclusions.	392	60	15.3	179	45.7	153	39.0	100.0
Students formulate the meaning of the word "inventory."	392	51	13.0	185	47.2	156	39.8	100.0

Chapter V

DISCUSSION

An answer to the problem, "What interest appeal does material contained in A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois have for ninth-grade girls?", should be an aid to the homemaking teacher in planning units of work with her students.

The wise teacher does much pre-planning. "Foresight is better than hind-sight" is a good adage for the teacher to follow. Physical characteristics of the students are studied from the record cards and adjustments are made. If Mary has defective vision or hearing, the teacher plans with this in mind; it is when these conditions are not known that difficulties arise.

When interest of the pupils exists and is maintained, learning takes place; without interest, good teaching is impossible. Since interests may need to be stimulated and directed, a forewarning of the interests which the students may be expected to have should be of value to the teacher in her planning.

It is not the opinion of the writer that the interests of the students should be the only determining

factor in planning the units. The judgment of the teacher must be exercised to determine when and to what extent immediate interest shall be considered.

The findings of this study will be discussed in the following order: interest of ninth-grade girls in objectives planned by teachers, interest of ninth-grade girls in approaches planned by teachers, and interests of ninth-grade girls in learning experiences planned by teachers.

In analyzing and discussing the data it was necessary to set up a criterion for determining the minimum extent of pupil-interest for acceptance of an item. The criterion set up by the writer, and confirmed by 10 teachers of homemaking and a school superintendent, was that an item to be acceptable, so far as pupil-interest was concerned, should be considered very interesting by 50 per cent or more of the girls and uninteresting by not more than 25 per cent of the girls.

Since the opinions of the girls concerning their interests in the material were secured before the units were taught by their teachers, the method of presentation of the material was not a factor in their ratings.

Interest of ninth-grade girls
in objectives planned by teachers

The girls were very much interested in the

objectives of the unit, "Making the Most of Ourselves." The high interest ratings which these objectives received verify the findings of Beeman (3) who found personal appearance, self-improvement, and the attention of boys and the school crowd to be some of the major interests of high school girls.

The objective, "To learn how to introduce people," which was rated as very interesting by less than 50 per cent of the girls (45 per cent) is a part of the larger objective, "To learn and practice good manners," which received a rating of very interesting from 62.3 per cent of the girls. It is the opinion of the writer that if the girls had had a special reason for learning how to introduce people, as the introduction of guests at a party, the interest rating for this objective would have been much higher.

In the unit, "Grooming and Clothing Ourselves," the finding that 15 of the 40 objectives were considered very interesting by 50 per cent or more of the girls would indicate that the teachers have made a good start in determining what objectives will be accepted by the girls, but that a re-evaluation by the teachers of the remaining 25 objectives is desirable. If the experience and more mature judgment of the teachers indicate the importance of these objectives, there may need to be some shift of emphasis if the objectives are to be accepted by the girls.

When 51.7 per cent of the girls are very much interested in the objective, "To want to form good working habits," but 32.9 per cent of the girls are not interested in the objective, "To want to learn how to use a thimble," it is the responsibility of the teacher to demonstrate the important relationship existing between the two. This is also implied by the finding that 61.7 per cent of the girls were very much interested in the objective, "To be able to select a garment to meet a personal need," but about one fifth of the girls were not interested in the objectives, "To have the ability to take a clothing inventory" and "To know how to determine individual clothing needs based on the clothing inventory." This raises the question, "May the girl be well-dressed and able to select a garment to meet a personal need without using the procedure of a written clothing inventory?"

The finding of Beeman (3) that a major interest of high school girls was personal appearance and self-improvement was verified in the present study by the fact that the objectives, "To have pride in keeping hair, hands, and teeth in good condition" and "To have a knowledge of the importance of caring for the hair, hands, and teeth," and "To learn how to keep the skin healthy," received high interest ratings.

Interest of ninth-grade girls
in approaches planned by teachers

Three of the six suggested interest approaches in the units, "Making the Most of Ourselves" and "Grooming and Clothing Ourselves," were rated as very interesting by less than 50 per cent of the girls; two of the approaches were rated as not interesting by more than 25 per cent of the girls. This agrees with the statement made by Max (11) that material which may be interesting to the teachers is not always interesting to the pupils. Since the girls indicated much more interest in the main work of the units than in the interest approaches, it would seem that in these cases the interest approaches are unnecessary or are poorly chosen.

Interest of ninth-grade girls
in learning experiences planned
by teachers

Since out of the list of 65 suggested learning experiences in the unit, "Making the Most of Ourselves," only 15 experiences were rated as very interesting and 21 were rated as not interesting by 25 per cent or more of the girls, a need is indicated for a re-evaluation of the experiences by the teachers. Other experiences more interesting to the girls may accomplish the objectives of the unit.

A question may be raised whether or not to include such experiences as, "Write your definition of

personality," Write a character sketch of a good friend," and "Find a poem which you like about friendship," all of which were considered not interesting by 40 per cent or more of the girls. An experience which is basic for the accomplishment of an objective for the unit, but which was considered not interesting by the girls may need to be carried out in connection with some activity which is very interesting, or perhaps the objective can be achieved through other learning experiences more interesting to the girls.

It is significant to note that the experiences dealing with dating, the etiquette of dating, and friendships with boys were considered very interesting by 60 per cent or more of the girls. This agrees with Beeman (3), who found the attention of boys and the school crowd to be one of the major interests of high school girls, with Harwood (9) who found free choice of boy companions and dating to be among the significant elements of friction in mother-daughter relations, and with Bell (6) who found that youth stated social relations with the opposite sex as one of their problems.

In the unit, "Grooming and Clothing Ourselves," the experiences dealing with personal grooming received ratings of very interesting by 50 per cent or more of the girls. These results substantiate the opinion that high school girls are very much interested in personal improvement.

The girls were as interested in some phases of clothing and some sewing techniques as in personal grooming. A number of learning experiences dealing with these subjects were about equal in interest appeal to experiences dealing with grooming.

In view of the fact that only 23 of the 49 objectives, 46.9 per cent, three of the six interest approaches, 50 per cent, and 30 of the 164 learning experiences, 18.3 per cent, were considered very interesting by 50 per cent or more of the girls, the conclusion may be drawn that in general pupils and teachers did not agree about the interest of the items.

The criterion set up as a minimum interest goal was that at least 50 per cent of the girls should consider the experience very interesting and not more than 25 per cent of the girls should consider it uninteresting.

The following objectives, interest approaches, and learning experiences considered very interesting by 50 per cent or more of the girls might well be emphasized during the study of the unit:

Objectives (in order of their interest appeal).

Unit: Making the Most of Ourselves.

To learn how to make friends and how to keep them.

To plan and give a successful party at which good manners, hospitality, and wholesome fun are enjoyed.

To learn how to make and keep satisfactory friendships with boys.

To see what improvements may be made in self and how to make them.

To learn what qualities make a person a desirable friend.

To learn and practice good manners.

To use a good standard in choosing close friends.

To learn the part personality plays in making and keeping friends.

Unit: Grooming and Clothing Ourselves.

To have pride in keeping hair, hands, and teeth in good condition.

To know how to do good machine stitching.

To have a knowledge of the importance of caring for the hair, hands, and teeth.

To learn how to keep the skin healthy.

To know how to thread, regulate, and use the sewing machine.

To be able to select a garment to meet a personal need.

To be able to select fabric suitable to the garment.

To be able to use an electric iron.

To know how to select a pattern suitable to the individual.

To be able to make simple pattern alterations.

To know how to fit patterns or check measurements to avoid pattern fitting.

To have an appreciation of how proper care of the body contributes to good appearance.

To want to form good working habits.

To know and appreciate the part good posture plays in personal appearance.

To be able to judge a finished garment.

Interest Approaches

Unit: Making the Most of Ourselves.

A good short story of a friendship to read to the girls.

Unit: Grooming and Clothing Ourselves.

"What Shall I Wear?" (a movie).

Discuss such questions as:

A. Have you ever thought of the impression you may make on your first day in a new school?

B. Have you ever been uncomfortable because you were overdressed for a certain occasion or had worn the wrong type of clothes?

C. Are you careless or trim? (Suggestion given on page 275 in the revised edition of Your Clothes and Personality, Ryan.)

Learning Experiences

Unit: Making the Most of Ourselves.

Plan a skit showing etiquette of dating.

Arrange the classroom as a restaurant. Dramatize manners in a restaurant.

List ways of really having a good time on a date.

Have girls list their likes and dislikes in boys.

Have boys list their likes and dislikes in girls.

Exchange lists.

Discuss: Double dating, group dating, Dutch dates, blind dates.

Suggest common causes of conflicts between parents and daughters over dating. Explain parents' attitude. Daughters' attitude. Give suggestions for a peaceable solution.

Make a list of five characteristics you desire in a boy friend. Compare lists. Make a composite list and decide which characteristics mentioned are really basic for friendship.

Suggest ways of becoming acquainted with boys.

Give advantages and disadvantages in having boy friends come to your house for a good time.

Dramatize manners in a theater.

Have a question box on dating; on etiquette.

Have panel discussion on such topics as: steady dating, petting.

Tell how brothers and sisters may be helpful in gaining satisfactory boy and girl friendships.

Plan and give a party at which good manners will be practiced.

Those objectives, interest approaches, and experiences considered somewhat interesting by the girls need to be reconsidered and discarded or revised in order to increase the interest appeal of the unit.

Serious consideration needs to be given by the teachers to the items listed below which were considered not interesting by 25 per cent or more of the girls; the girls may be right.

Objectives

Unit: Grooming and Clothing Ourselves.

The use of quotations, as: "Every bird is known by its feathers."

Notice contests for home sewing.

Learning Experiences

Unit: Making the Most of Ourselves.

Check yourself by the "Personality Inventory" page 477, the New Home Economics Omnibus.

Give examples of an older person's friendship influencing a younger person's life.

Give an example of customs which differ in different sections of the country.

Choose one good quality to build up and one fault to eliminate, keeping a record for one week.

Girls might summarize these discussions in a short written paper on "What My Friends Have Meant to Me."

Describe a person you have met in real life or in literature whom you would consider a "lop-sided" individual. Give suggestions as to what may have caused this person to be the sort of person he is.

Cite examples of trivial incidents which cause difficulties.

Discuss: Breaking a rule of etiquette is excusable if one does not know the rule.

Look up the origin of some of the social customs, such as lifting the hat.

Describe a personal friendship with an older person, pointing out the values both parties are gaining from the friendship.

Discuss: "A friend of mine has to do what I want if she stays my friend."

Discuss the meaning of the expression "a well-rounded" individual. Describe the sort of person this makes you think of. Give characteristics of a "well-rounded" individual.

Describe the manner in which you have won a friend during the past year.

Write a character sketch of a good friend. (This

could be patterned after "My Most Unforgettable Character" in The Reader's Digest.

Class may report on the variety of their friends.

Summarize class suggestions into a general guide for making friends.

Write your definition of personality.

Read in a number of books on etiquette on subjects planned for study. Discuss.

Find a poem that you like about friendship.

Unit: Grooming and Clothing Ourselves.

Students practice treadling.

With permission of mother, clean and oil your own sewing machine.

Make a note of any changes (in the pattern) necessary.

List questions you would expect a good sales person to answer.

Practice thimble drill.

Make a good label for your garment.

Study sewing machine book and become acquainted with the machine parts and the use of each.

Study causes for machine difficulties and be able to report how to avoid these problems.

Practice opening and closing the machine.

Students make a good posture chart for scoring -- Checking to be done by classmates and teacher.

Students formulate guides to follow for good work habits.

Make a list of textile terms important to the consumer in buying yard goods.

List advantages of a clothing inventory.

Examine your iron at home and report to the class its brand, price, and good qualities. Compare it with the school iron.

Bring to class examples of clothing inventories.

Draw from your own experiences and relate common difficulties with fabrics.

Make a list of tools needed and the approximate cost of each.

Refer to inventory and find individual need or desire.

Relate facts learned or could be learned from closer observation at the store or home.

Investigate available tools and prices in local stores.

Choose one tool and read concerning its selection -- report your findings to the class.

Find pictures or bring examples of good and poor selection of tools. Give reasons for your conclusions.

Students formulate the meaning of the word inventory.

Suggestion: Some of the above-mentioned items suggested by the teachers may not be basic for the main work of the units in which the girls did indicate they were very much interested. If analyzed carefully by the teachers, some of the learning experiences rated low in interest appeal by the girls may be found to be "busy-work" and a waste of time.

2. What interest appeal does material contained in A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois have for tenth-
Recommendations

The following additional recommendations are offered:

1. The students should have a greater share in the planning of the units.
2. Such exercises as "Write a character sketch of a good friend" may well be left for the English class.
3. From the opinions of the girls concerning bulletin board displays, new departments might be planned with only small bulletin boards. An attractive wall hanging might be used for the bulletin board now in the department, and the time which the teacher would spend on the arrangement of material, used for other work.

Guide for the Study of Homemaking in the Secondary Schools of Illinois?

7. How do the findings of the present investigation compare with the evaluations of teachers as reported on forms entitled, "Evaluation Form for Reporting Use of Curriculum Materials," filled out by all home-making teachers in Illinois and on file in the office of the State of Illinois Board for Vocational Education?

Chapter VI

SUMMARY

The purpose of the present investigation was to discover what might be the interest appeal to ninth-grade girls of material contained in A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois, a curriculum guide compiled by teachers.

Expressed interests concerning two units, "Making the Most of Ourselves" and "Grooming and Clothing Ourselves," from the Guide, were secured from 393 ninth-grade homemaking girls in 21 high schools of Illinois. The student evaluations of the units were carried out as class activities under the direction of the homemaking teachers.

It was found that only 23 of the 49 objectives evaluated, or 46.9 per cent, were considered very interesting by 50 per cent or more of the girls; one of the objectives was considered uninteresting by 32.9 per cent of the girls.

The interest approaches were found to be of less interest to the girls than the material for which they were designed to create interest. Two of the approaches were rated as not interesting by 28 per cent of the girls.

Only 30 of the 164 learning experiences evaluated, or 18.3 per cent, were considered very interesting by 50 per cent or more of the girls. On the other hand, 45 of the experiences, or 28 per cent, were rated as not interesting by 25 per cent or more of the girls.

Of the 219 items rated by the girls, only 56 were considered very interesting by 50 per cent or more of the girls; 48 were considered uninteresting by 25 per cent or more of the girls. The range of percentages indicating interest in the 219 items was as follows: very interesting, 11.5 to 83.2 per cent; somewhat interesting, 16.5 to 70.7 per cent; and not interesting, .3 to 48.6 per cent.

Recommendations

In view of these findings it was recommended that the units be revised after a careful analysis of those items rated as uninteresting by 25 per cent or more of the girls. Interest in those items rated as somewhat interesting should also be strengthened through revision. It was suggested that students be given a greater share in the planning of the units.

A P P E N D I X

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Appendix A.--SAMPLE OF FORM OF UNITS
"MAKING THE MOST OF OURSELVES" AND
"GROOMING AND CLOTHING OURSELVES,"
FROM A SUGGESTIVE GUIDE FOR THE STUDY
OF HOMEMAKING IN THE SECONDARY SCHOOLS
OF ILLINOIS SENT TO HOMEMAKING GIRLS
FOR THEIR EVALUATION.

HOMEMAKING I.

Unit -- Making the Most of Ourselves

Suggested interest approach:

- 3 An interesting bulletin board -- pictures depicting friendship, two or three short poems.
- 3 A good short story of a friendship to read to the girls.

Suggested Pupil Objectives

- 3 To learn what qualities make a person a desirable friend.
- 3 To learn how to make friends and how to keep them.
- 3 To use a good standard in choosing close friends.
- 3 To learn the part personality plays in making and keeping friends.
- 3 To see what improvements may be made in self and how to make them.
- 3 To learn how to make and keep satisfactory friendship with boys.
- 3 To learn and practice good manners.
- 3 To learn how to introduce people.
- 3 To plan and give a successful party at which good manners, hospitality, and wholesome fun are enjoyed.

Suggested Learning Experiences

- 1 Read references and discuss:
 - the meaning of friendship
 - the differences between acquaintances and friendship
 - the importance of friendship.
- 3 Find a poem which you like about friendship.
- 2 Give examples of famous friendships from the Bible and from other literature. Give the basis for the friendship in each case.

Appendix B.--INSTRUCTIONS FOR THE EVALUATION.

1. Instruction sheet for the teachers.
2. Instruction sheet for the girls.

To the homemaking teacher:

A year ago A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois was compiled from materials sent in by the homemaking teachers. The teachers considered this material of interest and of value to high school girls. The curriculum committee would like to know how interesting your homemaking girls consider this material.

Will you have your girls evaluate the two units sent to you? Will you also check the teacher's copy, giving your opinion of how interesting you consider the material for your girls?

In order for the evaluation to be carried out under conditions as uniform as possible, the following suggestions are made:

1. Each girl is to be supplied with a copy of the units.
2. Have the units evaluated before you teach them.
3. Have them evaluated only by ninth grade girls in a Homemaking I class.
4. Have the units evaluated in a homemaking class as a class activity.
5. Have only one unit evaluated in one day. If both units are checked on the same day, the girls will tire of checking and results of the second unit evaluated may be less accurate.
6. The opinions indicating interest are to be written on the lines, using the following key:

3	, very interesting
2	, somewhat interesting
1	, not interesting

7. Read each interest approach, objective, and learning experience with the girls, giving enough time after the reading for each girl to write the number which indicates her opinion. Explain the meaning of any word or suggestion which the girls do not understand.
8. Complete directions for checking the units are included on pages 1 and 2 in the instructions to the girls.

To the ninth grade homemaking girls selected to give their opinions of units from

A SUGGESTIVE GUIDE FOR THE STUDY OF HOME MAKING IN THE SECONDARY SCHOOLS OF ILLINOIS

For eight years, ever since you were in the first grade, teachers have been looking over work you have done and giving you their opinions of it. Did you ever wish you could give your opinion of work done by the teachers?

That is exactly what you are asked to do now. Home-making teachers have written a Suggestive Guide for the Study of Homemaking. The teachers think the material they have selected is of interest to girls in homemaking classes, but they would like to know how interesting it seems to you.

A. You have been given copies of two units from the guide. At the very first of each unit you will find suggestions for the teacher to introduce the work to you. These are called interest approaches. The teachers think these will be interesting to you. As your teacher reads these to you, write on the lines the numbers which tell how interesting these seem to you. Use this key:

- 3, very interesting
- 2, somewhat interesting
- 1, not interesting

Example: A girl who thinks the first approach is some-what interesting and the second approach is very in-teresting will mark the items in this way:

Suggested interest approach:

- 2 An interesting bulletin board -- pictures depicting friendship, two or three short poems.
- 3 A good short story of a friendship to read to the girls.

B. You will find a number of objectives. An objective is a goal to work toward. Your teacher will read each objective to you and explain the meaning of any word you do not understand. On the line, just before the printed objectives, write the number which tells how interesting this seems to you. Use the same key.

C. As your teacher reads the suggested learning experiences, decide how interesting these are to you and

write the numbers which show your interest on the lines just before the printed experiences.

Example:

Suggested Pupil Objectives

- 2 To learn what qualities make a person a desirable friend.

Suggested Learning Experiences

- 2 Read references and discuss: the meaning of friendship, the difference between acquaintances and friendship, the importance of friendship.

- 1 Find a poem which you like about friendship.

A girl who marks the items in this way thinks:

The first objective is somewhat interesting.

The first learning experience is somewhat interesting.

The second learning experience is not interesting.

Appendix C.--LETTER REQUESTING ASSISTANCE
IN SECURING THE DATA AND THE REPLY CARD
ENCLOSED.

Tolono, Illinois
September 30, 1944

Miss
Homemaking Teacher
Wethersfield High School
Somtown, Illinois

Dear Miss :

A study is being made of the interest appeal of material suggested in two units from A Suggestive Guide for the Study of Homemaking in the Secondary Schools of Illinois. The results of this study will be used by the Guiding Committee in further work on the Guide.

We would like to have opinions from you and your Homemaking I girls concerning this material. The units are to be marked for interest in the homemaking class. This may be a profitable activity when the class is planning the unit with the teacher.

If you will help in this study by having your girls check the units, please state on the enclosed card the number of girls in your Homemaking I class. Copies of the units for each girl in your class and instructions for checking will be sent to you.

We thought you might be especially interested in securing opinions of interest from your girls because of your part in compiling material for the Guide.

Very sincerely yours,

Mrs. Genevieve Crouse
Member of Guiding Committee

There are _____ ninth-grade girls
in my Homemaking I class. We will
check copies of units sent to us.

Homemaking Teacher

Appendix D.--MASTER DATA SHEET

INTEREST RATINGS, BY SCHOOLS, OF 393 HOMEMAKING GIRLS CONCERNING ITEMS IN TWO UNITS
 OF A SUGGESTIVE GUIDE FOR THE STUDY OF HOMEMAKING IN THE SECONDARY SCHOOLS OF ILLINOIS
 IN THE ORDER OF ITEMS IN THE GUIDE.

Item	School	1			2			3			4			5			6			7			8			9			10			11						
		N	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0				
1	Altamont	15	4	11	0	8	6	1	10	4	1	13	2	0	5	8	2	9	5	1	13	2	0	11	4	0	9	6	0	10	5	0	13	2	0			
2	Brownstown	23	4	19	0	18	5	0	15	8	0	22	1	0	8	14	1	18	5	0	14	9	0	12	7	2	17	6	0	11	11	1	21	2	0			
3	Camp Point	9	0	6	3	4	3	2	7	2	0	9	0	0	7	2	0	5	4	0	8	1	0	6	1	2	7	2	0	4	4	1	8	1	0			
4	Cowden	14	2	11	1	8	6	0	7	6	1	12	1	1	7	7	0	3	9	2	11	3	0	12	1	1	7	5	2	5	6	3	9	5	0			
5	Farina	22	5	17	0	7	11	4	14	7	1	19	3	0	10	12	0	8	14	0	16	6	0	9	11	2	13	9	0	13	8	1	14	8	0			
6	Findlay	6	3	3	0	5	1	0	6	0	0	6	0	0	6	0	0	4	2	0	6	0	0	5	1	0	6	0	0	6	0	0	6	0	0			
7	Humboldt	12	3	7	2	1	6	5	8	3	1	9	3	0	7	4	1	7	5	0	9	3	0	9	1	2	10	2	0	5	4	3	10	2	0			
8	Kewanee	21	0	18	3	16	5	0	13	8	0	20	1	0	16	5	0	11	10	0	20	1	0	7	10	2	12	8	1	9	11	1	19	2	0			
9	Morris	23	2	16	5	11	11	1	19	4	0	18	5	0	12	11	0	15	7	1	19	2	2	20	2	1	13	9	1	6	15	2	21	2	0			
10	Noble	24	12	12	0	12	10	2	17	6	1	21	3	0	19	5	0	16	8	0	12	12	0	23	1	0	17	7	0	17	7	0	21	2	1			
11	Norris City	22	2	20	0	18	4	0	11	11	0	22	0	0	16	6	0	11	11	0	16	6	0	13	8	1	21	1	0	13	9	0	17	5	0			
12	Rankin	12	0	12	0	8	3	1	6	6	0	11	1	0	10	2	0	8	4	0	8	4	0	9	3	0	6	6	0	0	12	0	10	1	1			
13	Rossville	10	0	8	1	8	0	1	8	2	0	10	0	0	7	3	0	7	3	0	10	0	0	10	0	0	3	7	0	0	10	0	7	3	0			
14	Saint Elmo	27	5	19	3	14	7	6	20	7	0	21	6	0	13	12	2	11	14	2	19	6	2	25	2	0	11	14	2	11	15	1	22	4	1			
15	Shelbyville	31	7	21	3	12	14	5	21	7	3	28	3	0	14	7	0	13	15	3	18	11	2	25	5	1	22	8	1	14	12	5	22	9	0			
16	Tolono	12	0	4	8	0	9	3	7	5	0	8	4	0	4	8	0	10	2	0	8	4	0	11	1	0	7	5	0	6	4	2	11	1	0			
17	Urbana	25	8	17	0	8	12	5	11	13	1	17	8	0	10	12	3	12	9	4	18	3	4	19	3	3	13	11	1	14	6	5	20	5	0			
18	Vandalia	54	11	39	4	30	21	3	29	21	4	37	17	0	23	26	5	25	24	5	35	13	6	38	14	2	29	20	5	22	18	14	39	11	4			
19	Wapella	6	2	4	0	3	0	3	5	1	0	6	0	0	5	0	1	5	1	0	5	0	1	3	2	1	5	1	0	4	1	1	4	1	1			
20	Westervelt	9	1	7	1	8	1	0	5	4	0	5	4	0	5	4	0	2	7	0	8	1	0	8	1	0	5	4	0	2	5	2	4	5	0			
21	Windsor	16	7	6	3	13	3	0	7	8	1	13	3	0	6	10	0	10	4	2	14	2	0	14	2	0	12	4	0	5	9	2	14	1	1			
	Total	393	78	277	37	1	212	138	42	1	246	133	14	327	65	1	210	168	15	210	163	20	297	89	17	289	82	20	2	215	135	13	177	172	44	312	72	9

Key: 3, very interesting; 2, somewhat interesting; 1, not interesting; 0, not checked

INTEREST RATINGS, BY SCHOOLS, OF 393 HOME-MAKING GIRLS CONCERNING ITEMS IN TWO UNITS OF A SUGGESTIVE GUIDE FOR THE STUDY OF HOME-MAKING IN THE SECONDARY SCHOOLS OF ILLINOIS
 IN THE ORDER OF ITEMS IN THE GUIDE.--Concluded Key: 3, very interesting; 2, somewhat interesting; 1, not interesting; 0, not checked

Item	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393																																																																																																																																																																																					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393

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