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## A Study of the Interests and Aversions of Homemaking Pupils in 74 Vocational Schools in Texas

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STUDY OF THE INTERESTS AND AVERSIONS  
OF HOMEMAKING PUPILS IN 74  
VOCATIONAL SCHOOLS IN TEXAS



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A STUDY OF THE INTERESTS AND AVERSIONS  
OF HOMEMAKING PUPILS IN 74  
VOCATIONAL SCHOOLS IN TEXAS

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By

Annie Lois Brown

A Thesis in Home Economics Education  
Submitted in Partial Fulfillment  
of the Requirements for the  
Degree of

Master of Science

TX 165  
B7

In The

Graduate Division

of

Prairie View State Normal and Industrial College  
Prairie View, Texas

May, 1943





## ACKNOWLEDGMENT

Grateful acknowledgment is made to Miss Elizabeth C. May for her helpful criticism and guidance during the development of this study. The writer also wishes to acknowledge her indebtedness to the vocational homemaking teachers for their help in securing data for this study.

A. L. B.



TO

Mr. and Mrs. Eldee Miller Brown

In appreciation of their helpful encouragement and untiring efforts rendered in my behalf, this thesis is affectionately dedicated by the author.



## B I O G R A P H Y

Annie Lois Brown, the daughter of Mr. and Mrs. Eldee Miller Brown, was born in Brenham, Texas, February 27, 1913.

She was enrolled as a special student in the East End Elementary School at the age of four. Her elementary education was completed with an average of 99.5 per cent. Her junior and senior high school work were done in the East End High School in Brenham. She was graduated from this school with an average of 98.25 per cent.

Her undergraduate training was received in the Southern branch of the University of California, University of Southern California, and Texas State N and I College in Prairie View. In Los Angeles she majored in Public School Music with emphasis on harmony and solfeggio in the U. S. and received piano lessons in the College of Music of the U. S. C. In Prairie View, she majored in Home Economics. She was graduated from Prairie View with honor in May 1931.

Prior to her graduation, she was elected to fill a teaching position in the East End High School. She began serving as a homemaking teacher in this school in September 1931. After she had secured sufficient experience, she served as a supervisory teacher for student-teachers from the Division of Home Economics in Prairie View State College.

Her post-graduate work was begun in the University of California in Berkeley, during the 1939 summer session. At this time, she did special work in Child Development. In the summer of 1940, she was granted a scholarship from the General Education Board in New York, by Principal W. R. Banks of Prairie View. She spent five weeks in the Division of



Graduate Study in the 1940 and 1941 summer sessions. She secured a leave of absence from the Brenham Public School Board in order to complete her graduate work. The required work was completed in February 1942. After the required work was completed, she did special work in home economics administration and supervision, and rural school supervision.

Prior to her graduation, she was elected to serve as Family Life Consultant by the Houston Housing Authority and Houston Public School Board.



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## CHAPTER I

### INTRODUCTION

#### Origin and Background of the Problem

This thesis is the outgrowth of a review of modern educational theories. It recognizes the need for the realization of the functional value of these theories coupled with the possibility of their application in all phases of instruction in public high schools.

Education has undergone many radical changes in the past few years, outstanding among which is the modified attitude toward the treatment of the child. Children are now recognized as respectable individuals in the social order who should be accorded the rights and privileges to pursue the happiness which is essential to their development and growth. This thesis is written in the light of this change.

Every significant change in educational theory is destined to have its repercussion in planning instructional techniques and devices. Since child development theories have been revolutionized, it is obvious that the pedagogical factors relating to their development must undergo certain essential changes. This implies that there must be changes in the curriculum. New kinds of subject matter must be selected; the interests of the learners should have an influential bearing on the choice of the subject matter. Along with the changing curriculum, there must be interdependent variations in the methods of teaching. There is general agreement that traditional methods of teaching, suitable as they may have been to an earlier social order, are not suited to the modern age.



That the traditional school did its bit toward repressing interest and hampering growth is evident in the following descriptive passage from Pressey's book, "Psychology and the New Education".

"The school of old-fashioned design had inadequate lighting, no decent ventilation, unadjustable desks, and sanitation was nothing to boast of. It was, in fact, an almost perfect environment for all children to contract every disease or disorder picked up by any member of the group. And the techniques of teaching imposed still further strain, especially upon the eyes and generally, upon the whole body, because of the repressive discipline that forced children to sit still and work intensely at tasks often too difficult for them. Traditional schools neither understood nor had a program with reference to child development."<sup>1</sup>

Modern schools and methods of teaching have materially improved this situation. Formerly, emphasis was placed on teacher activities; now stress is placed on pupil activities. In the former schools, the teacher did the acting; in the latter, the student does the acting, with the teacher serving merely as a guide. The modern teacher seeks every means of using the role as a guide most advantageously. The realization of success in this role is inherent in the degree of responsiveness exhibited by the pupils. The degree of pupil responsiveness is dependent on teacher realization and utilization of pupil interests.

According to Pressey, teachers can get children to do most when the child's interests are known and these natural interests used instead of repressed. It seems that a major problem of every teacher should be to find the interests of her pupils and relate the school work to these interests. In Pressey's language, "Such inter-relation will

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<sup>1</sup> S. L. Pressey - Psychology and the New Education - Harper and Brothers; New York, 1933, p. 5.



bring manifold values for interest stimulates activity; the pupils think more about their school work and they have the joy of contributing to the class work. Moreover, the work is more interesting to the teacher."<sup>2</sup>

The recognition and application of certain important educational principles, or laws, enter into and affect the development of those wise and successful teachers who ever strive to relate school work to any overt interests of the learner. In the succeeding paragraphs, the task will be to present a discussion of the principle which bears most forcibly on this thesis, together with the implications for education. Moreover, an effort is made to contrast the conflicting principle which has sought to displace this principle as a guide to practice. It is desired that certain pertinent facts will contribute toward the justification of the subject chosen by the writer for study, and stimulate more than a passing interest of readers in following the principles upheld in these pages. If this is achieved, the writer feels that the purpose underlying the selection of the subject for study and the result aimed at in the development and completion of the study may be more effectively realized.

One of the fundamental laws of learning stresses the fact that individuals tend to repeat those experiences which bring satisfaction and tend to avoid those experiences which bring dissatisfaction. Traditional teachers tend to disregard this law and its significant implications. On the other hand, progressive teachers are so keenly aware of pupil interests and aversions that they seem to see pupil satisfaction as a goal to be reached ultimately in the art of teaching. They are genuinely interested in the functional value of this law of effect in the art of

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<sup>2</sup> Ibid, pp. 99; 379-380



teaching from two standpoints, one of which is the quality of the experiences and the other is the degree of repetition. These progressive teachers' interest is in harmony with the changed attitude toward the education of youth for home, family and community life. It is also in keeping with the changed concept expressed by the old axiom, practicing the right thing makes perfect.

The traditional teachers feel, perhaps, the need for guiding pupils in selecting desirable practices but find it unnecessary to know whether these practices grow out of worthy pupil purposes that may lead into useful educational objectives. In ignoring this theory of learning these teachers destroy the functional value of the activities performed by pupils. It is believed by modern teachers that if pupils see the relationship between school activities and their own natural or acquired interests, they may be inspired to perform worthwhile learning activities until there is sufficient evidence of the acquisition of skill in performing the activity. Gates, an eminent psychologist, feels that with the development of skill there is a corresponding increase in enjoyment of the learning activities.

The writer feels that all persons concerned with the education of girls for home and family life should feel the need for joining the progressive group for according to Ellen H. Richards, "Home Economics stand for -

The ideal home life of today unhampered by traditions of the past.

The utilization of all the resources of modern science to improve the home life.



The freedom of the home from the dominance of things and their due subordination to ideals.

The simplicity in material surrounding which will free the spirit for the important and permanent interests of the home and society."<sup>1</sup>

These sound, explanatory statements have great significance for homemaking teachers. They favor modernism and reject traditionalism, denounce dominance and uphold freedom and protect the tendency of some teachers to disregard human interests and aversions of pupils. Again, Mrs. Richards' statements undeniably recommend the desirability of the pupils' obtaining satisfaction from experiences, which satisfaction will be obtained only from those activities which are sufficient in interest to stimulate the pupils' desires on one hand and debar their aversions on the other hand.

The fundamentals of this law of effect are encradled in the philosophy of homemaking education. So, homemaking teachers may well feel wholeheartedly interested in utilizing this law in their teaching, for it increases the possibility of more intensive, intelligent activity on the part of pupils and the realization of desired outcome for teachers.

Probably, one method of entering upon a study of the implications in this principle would be to determine the prevalent interests and aversions of girls, thirteen to eighteen years of age, who are enrolled in homemaking classes. These interests in some phases and active dislike for others may be determined by each teacher for her particular group of

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<sup>1</sup> Written by Mrs. Richards for the Mary Lowell Stone home economics exhibit and reproduced on the Ellen H. Richards memorial home economics calendar, 1933.



girls. Various methods of collecting data are available, among which are personal and group conferences and question boxes. Many researchers believe that information collected by such means is highly unreliable. On the other hand, the teacher may inconspicuously observe pupils and keep anecdotal records of statements which give insight into things that the pupils find enjoyable. This direct evidence and the evidence gained from pupils by means of a check list may be more reliable than the information gained from observation alone as a basis for determining what the aversions and preferences are for the particular group of pupils studied.

The determination of interests and aversions is important for many reasons, three of which are discussed in the following pages.

Interest is important because it is thought to insure the amalgamation of the new material with that gained earlier. If interest is not present, much valuable subject matter may remain isolated, many activities may be meaningless, and the purposes of education remain unrealized. The presence of interest is an indication that a process of fusion with a larger background is underway.

Furthermore, without interest, it is useless to expect significant results in the development of disposition: In other words, there is an aim-of purpose, "internal" to the learning process instead of imposed from without. This view, it may be mentioned in passing, has a special significance for character education. Training in specific acts of

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<sup>5</sup>The reader is requested to note that the terms interests and preferences are used interchangeably throughout the study. They are treated as synonyms because, as far as the present study is concerned, they mean the same thing.



honesty, truthfulness, and other traits may tend to mechanize conduct and create obstacles to progress unless such training is based on some fundamental disposition or interest, such as interest in the common good. This is an example of one fundamental general need for interest.

Knowledge of pupil interests and aversions, also, indicates useful procedure for teaching. Scanty though the valid material may be, yet what there is of it is useful and enlightening. A knowledge of the pupils' interests and aversions can define for the teacher the nature of the learners and can warn her of the habits and mental attitude that may easily and indeed do frequently prevent learning. A great many problems in teaching, especially those involved in teaching attitude and appreciations might be lessened if pupils' interest and aversions are known and considered. This knowledge of pupil interests, which goes deeper than an understanding of the things pupils like and dislike, coupled with a thorough knowledge and application of the principles involved in education for home and family life, will ever make for better learning and teaching.

In view of the fact that interest is such an important though oft neglected element, and, at the same time, vital in promoting a desirable type of learning, it was thought that a general study of interests and aversions might be educationally significant. | The analysis and comparison of the findings of the various schools represented may reveal the preferences of girls of the age-levels for which high school homemaking is planned. The findings, also, may show some degree of uniformity of preferences in the different schools and, in addition, large areas of



pupil interests and aversions in homemaking may become evident. This information, in turn, may provide a more adequate basis for making instructional plans that are contributive to the pupils' fullest development through the promotion of present interests and the unfolding of undeveloped interests in homemaking.

This study is limited to information given and opinions expressed by 74 of the vocational homemaking teachers listed on the Texas Homemaking Teaching Mailing List for 1940-41.

The writer limited the study to vocational homemaking teachers because her experience as a homemaking teacher had been secured under the supervision of the State Department of Vocational Home Economics. As a result, her interest leaned toward Vocational Homemaking. The exclusion of boys in this study is due to the fact that all homemaking departments do not offer courses for boys. As a result, it was felt that this problem could be developed best if it were confined to the study of likes and dislikes of girls for home and family life activities. More than one-half of the teachers participating in the study have their location in towns of the state of Texas. About one-fourth are located in cities, while the remainder, one-fourth, are found in the rural areas, the majority of those being in villages and the minority in the open country.

The material in this study is based mostly on the opinions of teachers of homemaking who supplied the data for the study. The benefits of the study depend largely upon the quality of their opinions.



### Purpose of the Study

This study does not undertake to make a comprehensive survey of the interests and aversions of pupil homemaking.

The primary objectives of the present study will be to answer the questions listed.

1. What are the interests and aversions of high school pupils in homemaking subjects and activities?
  - (a) What areas of homemaking are most interesting to high school pupils?
  - (b) What is the attitude of the homemaking pupils toward certain major responsibilities involved in homemaking?
  - (c) How do pupils react, generally, toward housekeeping duties?
  - (d) Do pupils like to use their homes as laboratories in order to acquire skill?
  - (e) Are pupils interested in developing manipulative skill?
  - (f) Do pupils want to acquire managerial ability?
  - (g) Do pupils prefer practical or theoretical problems?
  - (h) Do pupils' interests in foods go deeper than the eating?
  - (i) What methods of cookery are preferred by pupils?
2. What physiological and sociological factors seem to affect these interests and aversions?
  - (a) To what extent does the location of schools, whether town, city, or rural, seem to influence the interests of pupils?
  - (b) What possible influence does the age level of home-making pupils have on their interests and aversions?
3. What are the general values to be derived from the determination of pupil interests and aversions?



These questions are considered paramount by the writer, and pertinent to the problem. Once the questions are answered, the writer hopes to be able to state some of the prevalent pupil interests and aversions in homemaking subjects and activities as given by the respondents. Having fulfilled this requirement, the ascertaining of characteristic attitudes and common problems may be altogether possible. Moreover, the writer will be in a better position to make generalizations concerning some of the factors affecting pupil interests and aversions. Finally, the writer may make some practical suggestions to teachers for making homemaking, as taught in school, more interesting to the learner.

It is recognized that this study will, of necessity, be valuable primarily to the participating schools. It is felt, however, that it may contribute something toward that larger problem of determining what learning activities pupils like in order to try to use these likes in the task of teaching and learning in any practical school situation.



## CHAPTER II

### REVIEW OF LITERATURE

Numerous investigations in the field of homemaking instruction were examined by the writer, and those that seemed not closely related to the present study were selected for review. Some of these studies give some insight into the interests of high school girls in homemaking.

In 1927, Agnes Fay Morgan<sup>1</sup> discussed the beginnings of homemaking education and the rise and decline in its progress. She suggested the following contributory causes for waning in the interests of high school girls in homemaking subjects: (1) duplication of methods and subject matter in succeeding grades; (2) too much emphasis on deferred values; (3) too little recognition of the psychology of high school girls, and (4) insufficient attention to the capitalization of modern scientific devices of general interest to young people.

Morgan's findings are pertinently related to this study. They point out a need for knowing the interests of the high schools and of using these as a basis for making instruction more likely to contribute to her general development and permanent interests in homemaking.

Florence M. Young<sup>2</sup> made a study in 1932 to determine the reasons for the loss of interests in high school subjects. Questionnaires were

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<sup>1</sup>Agnes Fay Morgan, "Value of Certain Home Economics Courses as a Means of General Education" - School Review 35, 518-29, September 1927.

<sup>2</sup>Florence M. Young, "Causes for Loss of Interest to High School Subjects" - Journal of Education Research, 25: 110-15, February, 1932.



submitted to 651 college women. Of the total number of respondents to her questionnaire, thirty, or five per cent, named home economics courses. The principal reasons for the loss of interest are listed below with the percentages of students who advanced that particular reason: failure to see need of subject, 29 per cent; inability of teacher to 'put it across', 23 per cent; lack of foundation, 22 per cent; incompetent, ignorant teacher, 17 per cent. Ten per cent of the students maintained that the content of the course was lacking in interest, while 11 per cent stated that they preferred other subjects.

Young observed that the findings of her study indicated the inability of students to analyze the basic causes underlying their lack of interest. It was noted also that the lack of practical vital curriculum content and the use of monotonous, ineffective methods appeared as important factors in the loss of pupil interest.

Grace M. Dinges<sup>3</sup> made an investigation in 1934 of pupil and parent attitudes toward high school home economics instruction in the Los Angeles high schools, and, upon the basis of the findings to evaluate the work offered. Questionnaires were submitted to 197 senior students and their parents and 81 graduates and their parents. Her evaluation was based not only upon the analysis of pupil and parent attitudes toward high school home economics, but upon the degree

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<sup>3</sup> Grace M. Dinges, "A Study of Pupil and Parent Attitudes Toward High School Home Economics Instruction as a Basis for Evaluation of the Work Offered" - (Master's Thesis) University of Southern California, 1934, pp. 84-86.



to which current practices fulfilled the objectives set up by recognized leaders in the field. Her findings are as follows:

1. Practically all of the high school girls and the graduates have home duties and the majority of them enjoy doing these tasks. The common duties are house cleaning, cooking, and family marketing.
2. Fifty-five per cent of the seniors hoped to engage in work requiring training in homemaking.
3. There is a recent trend toward greater recognition of skills and techniques.
4. Emphasis in the aims of home economics is being placed on the development of understandings, appreciations, and attitudes.
5. In both groups a large proportion of those taking dietetics, household management, and clothing considered these courses especially helpful.
6. The courses considered most helpful by the parents were foods, clothing, home management, and dietetics. Home nursing and child care were mentioned less.
7. A frequent comment from parents was that home economics aroused interest in the care and beautification of the home.



Mary Beeman<sup>4</sup>, of Ball State Teachers College, Muncie, Indiana, made a study of pupil interests in home activities in which the following sources of data were used: (1) the writings of psychologists, club leaders, advisers, and others studying and working with girls; (2) reports were made by sixty-six girls in grades ten, eleven, and twelve of their likes and preferences, with reasons for them; and (3) observations made by home economics teachers of pupils' interests as expressed in classroom and social activities.

Beeman's findings indicated age-grade differences due largely to growth. A tendency was observed for the interests to change from purely personal to social problems, from immediate to future satisfaction, and from vague desires to more definite wants.

Her findings confirm the opinion that the adolescent girl desires recognition and responsibility and wishes to organize her world efficiently and improve social conditions.

Gaskell, Zevemer, and Nickell<sup>5</sup> made a study in 1940 to measure the change of attitudes toward some phases of homemaking in Iowa State College. The study included an undergraduate homemaking group, composed of two sections, a group of graduate students, and a selected group of married women.

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<sup>4</sup> Mary Beeman, "A Brief Study of Interests of High School Girls in Home Activities" - Journal of Home Economics, 21: 900-4, December, 1929.

<sup>5</sup> Harold Gaskell, Evelyn Zevemer, and Pauline Nickell, "The Measurement of the Change of Attitudes Toward Some Phases of Homemaking" - Journal of Home Economics, 32: 173-180, March, 1940.



Several measurement scales were developed on the basis of relatively complete compilations of random expressions, chance remarks and direct statements of attitudes toward homemaking. These were used as instruments of measurement in determining the attitudes of the groups studied toward homemaking.

The ultimate objectives of the study, as listed by the investigators, were to enable the student to realize the possibilities of developing a complete philosophy of homemaking, and to aid the home management house adviser to improve techniques for dealing with individual students, and building the program for the home management house.

The fourteen homemaking areas were considered separately. The attitude of each group toward these phases was measured.

A review of the study shows that there was a similarity of reaction on the part of the two undergraduate sections of the groups studied as to categories of children and family relationships. Each of these groups was uninterested in these two phases of family life. They favored home planning and furnishing, clothing and related problems, foods and hospitality. Agreement, hearty agreement, and indifference were the terms used to express the attitude of persons toward the phases of homemaking. More "agreement" than "hearty agreement" responses were registered by juniors and seniors, while freshman and sophomore groups reversed this order. The variations of response between the groups of graduate and married women were more marked than the variations of the large undergraduate groups. The graduate group consistently tended to endorse all statements pertaining to the responsibilities of homemaking



with "hearty agreement" or "hearty agreement" more often than the married women. In other words, they were inclined to show the same attitude toward each phase. They were interested in family spending, household buying, and consumption problems. The married group gave a larger number of responses of "indifference" toward the statements concerning family spending and household buying than did the graduate students, but to all of the other phases the married women gave fewer responses showing indifference. The areas in which the married women expressed most interest was child development, family relationship, and foods and health.

The findings of this study indicate differences, apparently due to the status and growth, and they make it possible to compare the interests of high school girls with those of more advanced age groups. They, also, make it possible to observe the changes in attitude as growth proceeds and education for home and family life progresses. Finally, the phases in which permanent interest in homemaking is likely to be developed was revealed.

In the light of what has been stated in these studies and the relatively small field covered there is an indication that little has been accomplished in the matter of interest studies in homemaking. The field is still an open one, and much remains to be done in order to know more about the interests of high school girls in homemaking.



### CHAPTER III

#### METHOD OF PROCEDURE

A questionnaire was constructed which included such items as were considered necessary to use in determining the interests and aversions of high school pupils in homemaking. The questionnaire was drawn up and checked carefully by the writer, and then submitted to a group of graduate students for suggestions. These suggestions were used as a basis for revision. The revised questionnaire was discussed with the writer's adviser and additional changes were made. As a result of these discussions and changes, the final form was devised.

Each fall the State Department of Vocational Education sponsors conferences for vocational homemaking teachers. It was felt by the writer's adviser that this would be a convenient time to present the questionnaire to the teachers. In line with this suggestion, the questionnaire had its first presentation in a 1941 conference held at Prairie View State College. Thirty-three teachers supplied the desired information during this meeting. It was later submitted to sixty-seven additional vocational homemaking teachers, some of whom were contacted by mail, and others by personal conferences. Forty-three of this last group replied by returning the questionnaires. A period of four days lapsed between the first and second presentation of the questionnaire.

There was a span of six weeks between the presentation of the questionnaire to the second group and the return of the questionnaire by the respondents. Each return was reviewed carefully to determine



whether it furnished the information requested. The forms which were properly filled were checked and filed; the forms which lacked complete information were sent back to the homemaking teacher with request for the desired information. An interval of one week expired before all questionnaires were received again by the writer.

On the whole, these data were considered satisfactory evidence to realize the purpose of the study. The returns from the seventy-four vocational homemaking teachers furnished an appreciable insight into existing interests and aversions among high school pupils in homemaking subjects and activities, revealing as they did some of the characteristic attitudes of pupils of the age levels enrolled in homemaking and leading to recognition of some common problems.

In order that the data might be rendered more organic and revealing, those teachers who were available were interviewed. Central items included in the questionnaire and related items were discussed fully with each available participant. Anecdotal records were made of each far-reaching and impressive statement. A feasible number of these records are included in the appendix under Exhibit D. These interviews served to give explanation and clarity to the facts as they came in the questionnaire. In order that the picture might be rendered more complete, informal group discussions were held with several homemaking teachers. During these discussions, general information relating to the study was gathered. Important notes were made for future reference.



## CHAPTER IV

### ANALYSIS AND DISCUSSION OF DATA

Included in this study is an analysis of the answers of seventy-four vocational homemaking teachers. The compilation sheet was studied diligently, and in the light of the information secured from the respondents, the most significant aspects of the study were determined.

The compilation sheets were studied first to determine the relationship between the variables studied. For example, the relationship between the size of the community and existing preferences and the relative-ness of the age levels of the pupils represented in the study, and the interests, aversions or indifferences noted by the teachers. The tabulations were studied further to discover what aspects of the data seemed to be of special significance.

On the basis of the analysis of the tabulations, largely, decisions were made as to the amount of detail to be included in the study, and the ways were determined by which the data could be presented to obtain a comparable and comprehensive picture of the interests and aversions of homemaking pupils in the subjects and some of the activities included in the curriculum for preparation for home and family life.

The value of a questionnaire study may be judged in terms of such factors as the accuracy and completeness of the returns, and the extent and representativeness of the sampling. For the information of readers who are interested in these factors, as found in making this study, specific evidence is furnished on each of the points mentioned.



The writer made every effort to obtain returns which were as complete and accurate as possible. The homemaking teachers were asked to read each item carefully before answering in full. They were, also, urged to either print or write plainly in order that their answers would not be misinterpreted. The teachers conformed to the request in an admirable way. The questionnaire returns were not complete in every instance, but they were considered sufficiently complete, as a whole, to furnish the desired evidence. It appears from the total evidence cited that no serious question may be raised about the accuracy of the returns. There is, of course, a possibility of bias arising from the incompleteness of the returns. A partial check suggests that, although this possibility exists in the data, it is not very probable that the facts actually reported by the group canvassed would depart markedly from the findings had all the questionnaires been returned and the information completely supplied.

The adequacy of the questionnaire returns may be judged from the following evidence: The questionnaire was sent to 137 vocational homemaking teachers on the official mailing list of the State Department of Vocational Education. Returns were received from seventy-four of these schools. All of the returns were usable. According to the enrollments reported by these teachers, 3,370 pupils were enrolled in the homemaking departments of the schools represented in this study.

In view of the fact that seventy-four of the questionnaires sent out were returned, there is no question of inadequacy of the sampling from the standpoint of numbers.



Some leading investigators advance the idea that a sampling involving half or more of a particular population might well be taken as representative of the total group from which it was drawn, and conclusions based upon it would be applicable to the total group. The Directory for the State Vocational Homemaking Teachers for 1940-41 listed 137 teachers; seventy-four of these teachers participated in this investigation. This sample is more than half of the total group from which it was taken; therefore, the returns may be considered representative.

The schools which were included in this study are located in rural and urban areas in Texas. The community designations used in referring to the size of the communities in this report follow the classifications of the United States Census. Under this classification the designation "urban" is applied to communities of 2,500 population or more, and "rural" to communities of less than 2,500. The category rural includes "villages" and the "open country". For the purpose of this study, urban includes towns of various sizes and small cities. This division does not follow the general sub-division of the category "urban" in the United States Census.

Of the total number of seventy-four schools, there were fourteen located in the rural districts with two of this number in the open country, and the remaining twelve in small villages. These schools comprise percentages of three and sixteen, respectively. The number of schools located in cities was somewhat larger; there were sixteen city schools representing a percentage of twenty-one. This number was



doubled by the number of schools found in towns, for the review of the questionnaire shows forty-four of these town schools which constitute 60 per cent of the total number of schools in the study.

The availability of information from rural, town, and city schools permitted the writer to secure information concerning pupils in each type of community rather than confining the work to one type of community alone; consequently, a truer picture of student aversions and interests can be presented.



Figure 1 shows the number of schools in the different sizes of communities offering home-making from which the information necessary for this study was obtained.

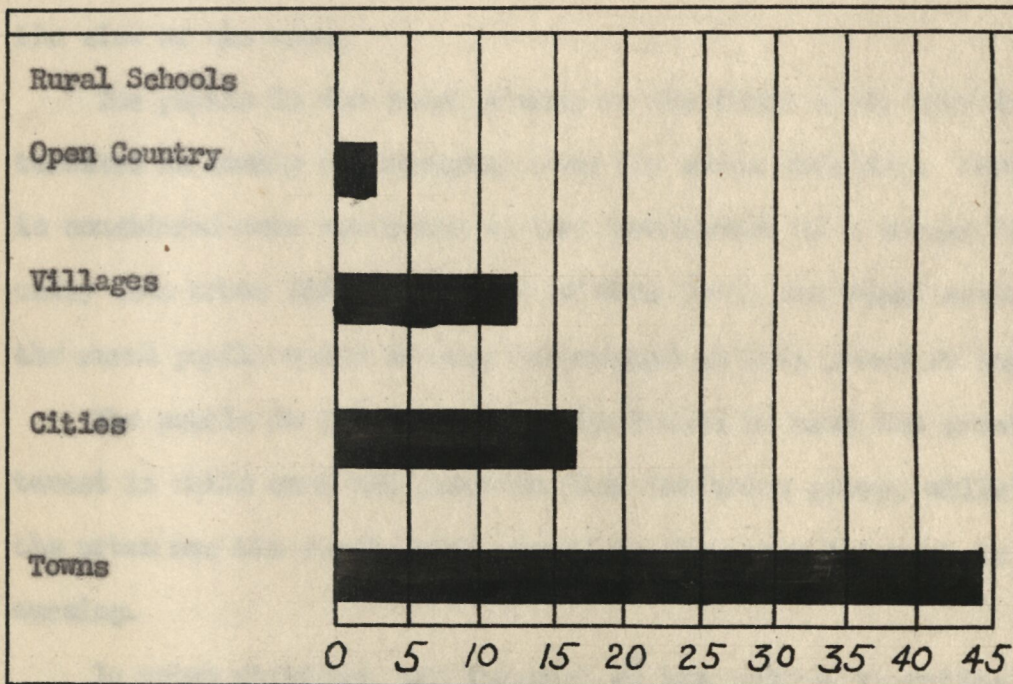


Fig. 1. Number of Schools in the Different Size of Communities Studied.

The size of the communities in which schools were located appeared to have had a definite influence on the prevailing interests and aversions. A majority of the rural pupils helped with the gardening and the preservation of foods for future use. Nevertheless, the pupils in rural sections showed a tendency to have little interests in foods other than in the production and consumption.



The number of pupils of towns and cities who seemed interested in home production and preservation of foods was negligible. With the increase in the size of area of habitation there is a decrease in the percentage of pupils engaged in canning and gardening. The interest in foods and hospitality, however, seemed to increase with the size of the area.

The pupils in the rural areas, on the other hand, were less interested in family relationship than the urban dwellers. Rural life is considered more conducive to the development of a strong family unity than urban life.<sup>1</sup> In view of this fact, one would assume that the rural pupils would be more interested in this phase of homemaking.

The pupils in the rural sections seemed to have had greater interest in child care and guidance than the urban group, while neither the urban nor the rural group seemed to show much interest in home nursing.

In urban sections, the interest of the pupils, in making the home more sanitary, convenient, and attractive, exceeded that of the non-urban sections. The writer believes that this evident lack of interest in the home beautification and sanitation exhibited by pupils in rural sections is not genuine, but it probably occurs as a result of a lack of sufficiently satisfying interiors and exteriors. The writer has found that this contact usually inspires a greater interest in making the home more livable.

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<sup>1</sup> H. A. Bullock, "The Texas Negro Home: The Status of Its Social-Economic Organization" - Proceedings of the Twelfth Educational Conference, Prairie View College Press, Prairie View, Texas, 1941, p. 19.



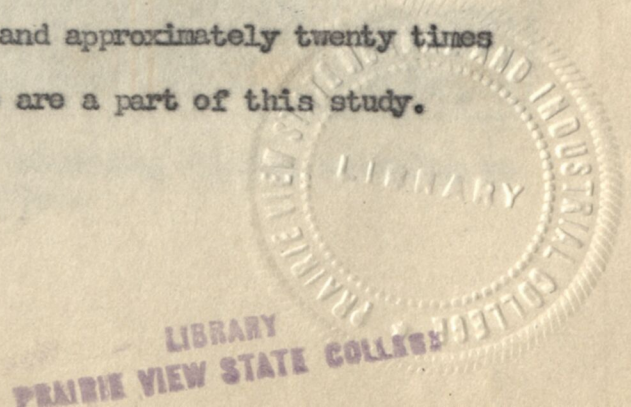
The pupils in the towns and cities studied did not seem to exhibit an appreciable interest in home management, according to the observations of the teachers. The interest shown in home management by pupils living in the open country and villages was strikingly similar.

Figure 2 shows the number of pupils and their locations, whose interests and aversions in homemaking provided the data studied through the questionnaire returns.

Figure 1 showed that these pupils are enrolled in schools in open country, in villages, in towns, and in cities; however, the present figure is concerned, not only with the portrayal of their locations by schools, but also with the total number enrolled in each type of school.

Specifically, the figure reveals that, of the total number of pupils, fifty-five are enrolled in schools located in open country; 115 are enrolled in schools located in small villages, 1,320 are enrolled in schools located in towns, and 1,880 are enrolled in schools located in cities.

Evidently, the more urban the school location, the larger is the number of students enrolled in the homemaking classes in the school. On this evidence is based the conclusion that this study deals with a number of pupils outnumbering, to a noticeable extent, the number of town pupils; likewise, that the number of city pupils is more than ten times the number of small villagers, and approximately twenty times the number of open country pupils who are a part of this study.





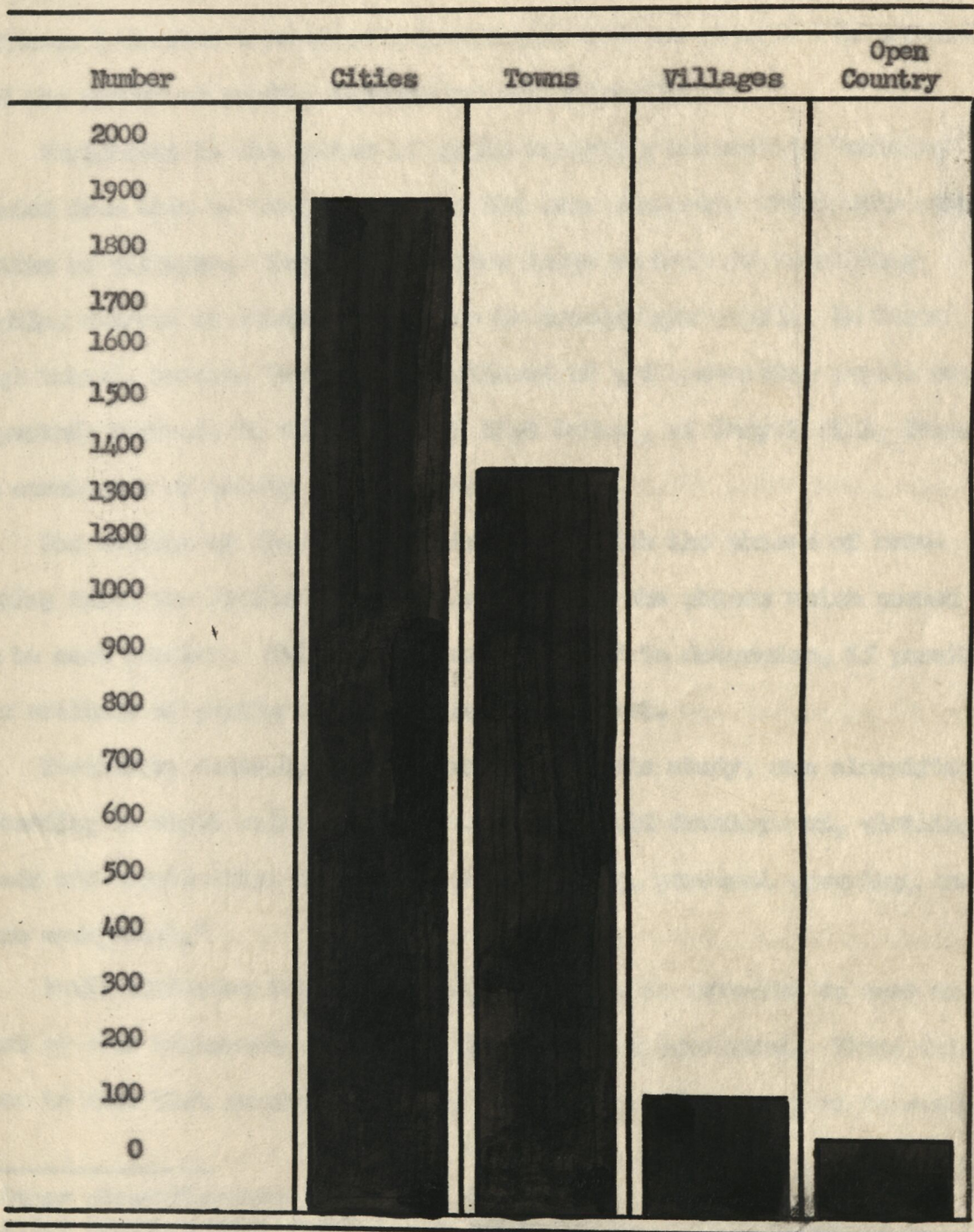


Figure 2. Distribution of 3,370 Homemaking Pupils, according to size of Area of Habitation.



It is not known what factors were the most significant in determining the enrollment of pupils in homemaking classes; however, the evidence indicates a positive relationship between size of the community and the number of pupils registering for homemaking.

Variations in the number of girls receiving homemaking training varied from town to town just as it did when comparing towns with either cities or villages. Some schools have large numbers of homemaking pupils, whereas in others the number is exceedingly small. In Moton High School, Orange, Texas, an enrollment of 433 homemaking pupils was reported; whereas, in Sauney Chapel High School, at Chapel Hill, Texas, an enrollment of twenty pupils was reported.

One section of the questionnaire dealt with the phases of homemaking which the pupils liked best as well as the phases which seemed to be most popular. This section was designed to determine, if possible, the attitude of pupils toward homemaking content.

Homemaking content, for the purpose of this study, was classified according to eight major topics or areas: Child development, clothing, foods and hospitality, health and home nursing, personal grooming, and home management.<sup>2</sup>

Pupil attitudes toward homemaking content is revealed to some extent by some statements developed from the data tabulated. These data seem to show that personal grooming was the favorite phase of homemaking.

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<sup>2</sup> Other classifications of homemaking content have been made. These major headings were decided upon as sufficiently descriptive and commonly enough used to give some assurance of uniform interpretation by teachers.



It was usually outlined as a part of the units in clothing; therefore, this unit would probably have ranked first if personal hygiene and grooming had been combined with it in the questionnaire. However, in this study, the two divisions were checked separately.

The eight major areas of homemaking discussed in the present study, usually consist of more than one aspect of a subject. It was the desire of the writer to determine, in a specific instance, which part of a unit was most interesting to pupils. The instance cited above is the only example the writer has to present as the procedure was not followed in considering the other seven areas.

The units in Foods and Hospitality proved to be preferable. Contrary to the opinion expressed by some individuals, the pupils' interest in food goes deeper than the eating involved. Question 14 in the questionnaire was included to determine whether pupils manifested an interest in foods more significant than the mere eating involved. According to some of the teachers' comments, which were advanced voluntarily, the pupils did not seem to begrudge the extra work guests entailed.

Units in personal and group relationships were, seemingly, well liked. One reason advanced for this conclusion, when listed by teachers, was that pupils got along better with other people after completing their unit of school work. It seems that pupils began practicing procedure learned in this unit of school work, which made them better members of a group. Pupils, usually, neither repeat experience nor practice procedure repeatedly which do not give satisfaction. Herein, probably lies the

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<sup>3</sup> Hollis L. Caswell and D. S. Campbell, Curriculum Development, American Book Company, New York, 1935; pp. 97-102.



basis for this conclusion. Another reason which teachers mentioned was pupil expressions which showed that they experienced greater enjoyment from the company of their family members and others after studying personal and group relationships.

Home management and home beautification were, also, considered interesting phases of education for home and family life. Indications of this interest were manifested at school and in the homes of pupils enrolled in these phases. The enthusiasm with which many of the pupils undertook and completed home projects growing out of these units was mentioned as one cue to their interest in these phases of homemaking. Pupil participation in making homemaking departments more attractive and convenient was mentioned as another decided indication of this interest. The assistance rendered by pupils in the management of the business of their respective households and at school under the teacher's supervision were, also, given as reasons why the teachers felt that these were worthwhile phases of homemaking to the pupils.

Child development was considered as one of the units which was liked less by the pupils. The writer was unable to determine the reasons for the lack of interest in this unit, as the teachers did not comment on this item. It is interesting, however, to note in this connection, that in a recent study made in Houston and Lebanon, Missouri pertaining to the interest of women, expressed interest was child care and training. They were especially interested in the social, mental, and emotional development of the child.



Table I shows the preference of pupils for homemaking phases according to the judgment made by their teachers. The phases are not listed in the order of preferences by the group included in investigation, but personal grooming, foods and hospitality, clothing, and personal and group relationships were four phases which ranked high in frequency of listing. Home planning and furnishing and home management ranked next in order of interest to pupils. Child development and home nursing received the lowest frequency of mention of all units listed.

TABLE I

PUPIL PREFERENCES IN HOMEMAKING PHASES  
IN 74 VOCATIONAL SCHOOLS IN TEXAS IN 1941-42

Choice of Homemaking Phases	No. of Teachers Finding		No. Teachers		Total No. of Teachers
	Small Extent	Large Extent	Not Finding	Not Reporting	
Foods and Hospitality	28	46	0	0	74
Clothing	19	42	13	0	74
Personal Grooming	14	60	0	0	74
Health and Home Nursing	6	1	66	1	74
Home Planning and Furnishing	28	40	6	0	74
Home Management	4	40	20	10	74
Personal and Group Relationships	4	42	17	11	74
Child Development	21	5	42	6	74



A section in the questionnaire pertained to the age levels of the pupils reported by the respondents. This section was designed to determine the average ages of the pupils involved in the study and the significance of the age levels to evident preferences and aversions.

The ages which occurred most frequently among homemaking groups were 15, 16, and 17 years. The range of years represented, however, was from 13 - 21 with a mean of 17 years.

In this section designed to determine the attitude of girls toward homemaking subjects, evidence was given concerning the general interest of high school girls in the various areas of homemaking. According to the respondents, the girls showed more interest in personal grooming than in the other divisions. In other words, the chief interest of the total group was centered in a unit which largely stressed the personal element and, therefore, involved a large number of personal problems.

The schools in which the average pupil age was 15.5 to 16 or younger leaned heavily toward personal problems. In the schools in which the average pupil age was 17.5 or 18.5 or older, the interest tends to change from personal to larger problems. Worthy home membership which includes the worthy use of leisure time, received the highest frequency of mention in this age level. Home planning and furnishing and home management were other areas of homemaking in which the teachers of groups who, largely, fell in this age level reported a high interest on the part of their pupils. The teachers who either reported a fair percentage of, or a larger number of, older pupils reported more interest on the part of their pupils in child development and home nursing than



any of the other teachers contacted. The younger group did not like home management, home nursing, child development, and home membership units. These units consist, largely of social or other group problems and the mean of the group studied is 17; therefore, this probably accounts for the fact that these units received a lower frequency of mention than those of the areas of homemaking which include more of the personal element.

These age-grade differences in high school girls are probably due largely to growth. Difficulties are encountered in giving further consideration to this factor because of the inadequacy of knowledge about various stages of growth and their implications. Judgment, as critical as possible when based on uncontrolled observation, should be used to give this factor consideration in developing programs of work for particular situations.

An aspect of the study which the writer considered noteworthy was the attitude of homemaking pupils toward some of the leading activities involved in homemaking. These include housecleaning, gardening, canning, and dishwashing. Of course, there are many other important activities, but at this time those mentioned are the only household responsibilities under discussion here.

Table II shows the attitude of homemaking pupils toward the major activities mentioned above. According to the table, sixty teachers, or 81 per cent of the group, felt that their pupils enjoyed housekeeping, and fourteen, or 19 per cent of them, observed a lack of enjoyment of these activities on the part of the pupils. These figures show that most of these pupils do not object to the work involved in housecleaning.



According to the same table, five teachers, or 7 per cent of the group, felt that their pupils showed no signs of aversion to dishwashing. On the other hand, sixty-nine, or 93 per cent of the teachers, noticed a dislike for dishwashing existing among their pupils. According to the reports of the teachers, some had observed a pronounced aversion for dishwashing on the part of many of their pupils. In answer to the question concerning the per cent of pupils following correct procedure in dishwashing, the mean per cent was 60.5. This fact, probably has some bearing on the attitude of the pupils toward this activity.

In considering gardening and canning, the picture looked more encouraging. Forty-nine, or 66 per cent of the teachers, had reason to believe that their pupils liked gardening, and twenty-five, or 34 per cent, reported a dislike for gardening existing among their pupils. With reference to canning, fifty, or 68 per cent of the teachers believed that pupils were interested in canning surplus foods. On the other hand, twenty-four, or 32 per cent of the teachers, were of the opinion that their pupils did not enjoy canning. In view of these findings, it may be assumed that the larger number of pupils enrolled in homemaking classes like canning.



TABLE II

ATTITUDE OF PUPILS TOWARD CERTAIN MAJOR ACTIVITIES  
IN HOMEMAKING

Activity	Interested		Non-Interested	
	Number	Per Cent	Number	Per Cent
Housecleaning	60	81.00	14	19.00
Dishwashing	5	7.00	69	93.00
Gardening	49	66.00	25	34.00
Canning	50	68.00	24	32.00

It seemed desirable to know the attitude of pupils toward housekeeping, or the general care of the home. The findings seem to indicate that homemaking pupils enjoy carrying out the general principles and practices they have learned in the education for home and family life. According to the tabulated data nine, or 12.2 per cent of the teachers reported that their groups showed a significant lack of interest in housekeeping, and forty-six, or 62.1 per cent reported that their pupils did not show a lack of interest in housekeeping, and nineteen, or 25.7 per cent of the teachers did not answer. The reason for the failure to answer this section of the questionnaire is not known. The writer made an effort to secure complete information on this and other items that were either incompletely answered or omitted entirely. In spite of this effort this section is not complete.

Table III shows the attitude of pupils toward housekeeping.



TABLE III  
ATTITUDE OF PUPILS TOWARD HOUSEKEEPING

Degree of Interest or Aversion	Number of Teachers	Per Cent of Group
Non-interested	9	12.2
Interested	46	62.1
Attitude unknown	19	22.7

Figure 3 shows the degree of interest in performing housekeeping duties properly, which exist among pupils studied in the 74 schools. These pupils are grouped as deeply interested, mildly interested, non-interested, and not stated.

Practically one-half of the pupils in these schools fall in the group of those who are deeply interested. This group comprises the largest number of pupils for there are thirty-six in number. The next group, those who are mildly interested, in second size. There are twenty-five of those pupils. The third group, pupils non-interested, shows an encouraging decline in number. This group is only ten in number and constitutes less than a seventh of the total number studied. The final groups in the chart are the groups who failed to state pupil's interest in performing housekeeping duties properly; consequently, no insight of whether their attitudes are interested or non-interested in proper housekeeping procedure is known. This last group was also small, three in number - a representation of less than one-twentieth of the total number answering the questionnaires.



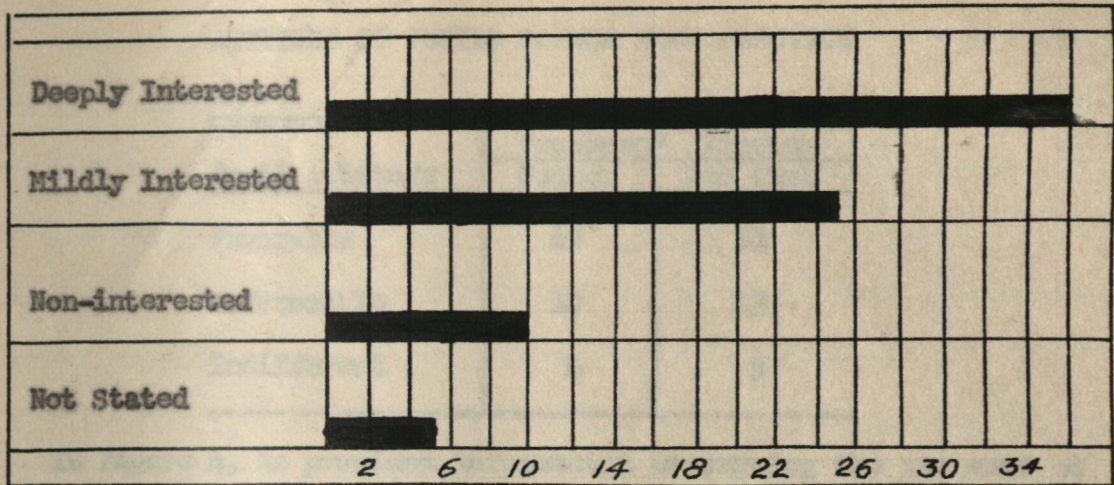


Figure 3. Chart Showing the Degree of Pupil Interest in Performing Homemaking Duties.

Of special significance was the attitude of pupils toward home practice. According to Table IV the attitude toward home practice is favorable. In a very few instances an unfavorable attitude was discovered by the teachers and indifference to home practice was almost lacking.

On the basis of these findings, one may assume that pupils realize that home practice is essential in becoming expert in separating egg whites, making quick breads, preparing attractive and appetizing special dishes, and other jobs in which practice is necessary to proper development and outcomes. Probably, this is one factor which accounts for the decided interest shown in practicing the information learned in class in order to become skillful.



TABLE IV  
ATTITUDE OF PUPILS TOWARD HOME PRACTICE

Pupil Attitude	Teachers' Finding	
	Number	Per Cent
Favorable	60	81
Unfavorable	10	13
Indifferent	4	5

In Figure 4, is provided information concerning the per cent of homemaking teachers who reported on the extent of student interest in developing manipulative skill.

Through studying this figure, an analysis of pupil interest in manipulative skill existed only to a small extent. These twelve represent 16.2 per cent of the number studied; whereas, the forty-three teachers indicating pupil interest to a large extent represent 58.1 per cent of the number studied, and the nineteen teachers failing to report represent 25.7 per cent.

As a result of such analysis, it was seen that the per cent of students in whom the desire to learn to do things well with their hands in scientific, as well as in other operations, constitutes by far a majority. Furthermore, the analysis eliminates the belief that pupils do things to get through with them rather than to get any real value from them.

Figure 5 is designed to show the desire to acquire managerial ability among pupils. Such a desire is seen to exist only to a small extent in some schools with the contrasting large number in pupils of other schools.



The figure shows, of the total number of seventy-four schools studied, that in nine, or 12.2 per cent of the schools, managerial desires exist to a small extent; whereas, in forty-six of the schools, or 62.1 per cent, such desires are found to be a large extent. The teachers not reporting, as revealed by this figure, were nineteen in number and represent 25.7 per cent of the total studied.

The findings in this figure confirm the opinion that the adolescent girl desires responsibility and wishes to help in organizing her affairs efficiently, and to help in improving financial conditions of an individual and family nature.



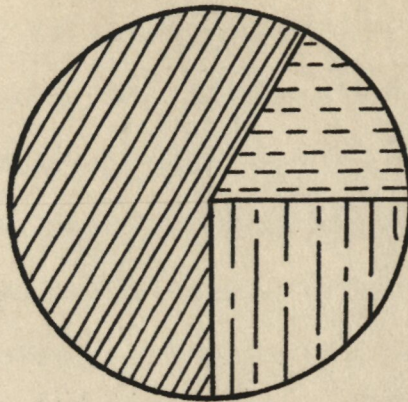





Figure 4. Proportion of Pupils Interested in Developing Manipulation Skill

To large extent	43	58.1%	
To small extent	12	16.2%	
Number of teachers not reporting	19	25.7%	
Total	<u>74</u>	<u>100%</u>	

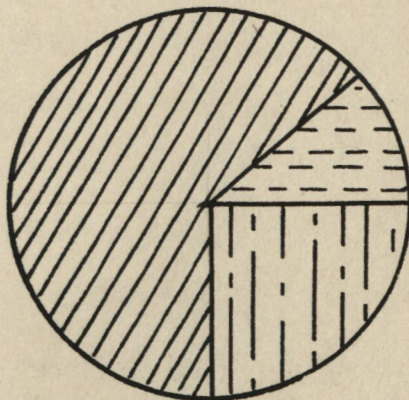





Figure 5. Proportion of Pupils Desiring to Acquire Managerial Ability

To small extent	9	12.2%	
To large extent	46	62.1%	
Number of teachers not reporting	19	25.7%	
Total	<u>74</u>	<u>100%</u>	



It was also revealed that parents are interested in homemaking to a great extent. Of the seventy-four teachers returning questionnaires, only five of the number felt that parents of the pupils were not interested in homemaking education at all.

The findings of the questionnaires revealed evidence of the parents' opinions influencing pupils' ideas. A total of sixty-six teachers felt that the pupils' opinions showed this influence, while a minority of five teachers felt that there was no evidence of parental influence on opinions of pupils. This fact led to the conclusion that many of the interests and aversions among students might be reversed were it not for this too numerous existence of relationship between parents and pupils' ideas.

There was noted a definite trend toward greater recognition of skills and techniques as a vital part of homemaking. This trend was considered admirable, for homemaking training can yield few real benefits where there is no importance attached to skill and technique development among pupils. Moreover, it is felt that the usual absence of self-pride from high school pupils will soon be replaced if their desire to develop skills and techniques is continually encouraged.

Tasks connected with housekeeping were enjoyed by the majority of the pupils studied. This fact led to the decision that worthwhile interests do exist in a surprisingly large number of pupils, and that the development and growth of others of equal merit must be the real result of both teacher and pupil effort.



The pupils were highly interested in home practice work. They felt it a means of acquiring skills in doing jobs in homemaking. Likewise, they preferred practical activities in every case to theoretical activities as shown by the great number answering this point.

In the section of the report which dealt with the preference of practical activities to theoretical problems it was revealed that practical activities are in greater favor with the pupils than activities which are speculative in nature.

In preferring practical to theoretical activities, it seems that the pupils made a wise choice for physical activities are of prominent educational value, hence, the number of physical activities offered to pupils should not be limited if a general psychological condition inimical to effective learning is to be avoided.

Referring to Figure 6, it will be seen that sixty-one, or 82.4 per cent of the teachers noticed that their pupils preferred practical to theoretical activities to a great extent, while four, or 5.4 per cent, of the respondents indicated that a preference of practical to theoretical activities was shown to a small extent. No reply was received from nine, or 12.2 per cent of the teachers.

These findings imply that passive activities which include reading, reciting, listening to lectures, working problems, writing themes, taking examinations, and the like are not enjoyed as well as the more active activities.

In selecting activities, it will be well for teachers to give consideration to the attitude that the findings show pupils have developed, for selection of activities which children dislike leads to efforts to evade the undertaking of which their activities are a part.



## CHAPTER V

### SUMMARY AND CONCLUSION

Of the seventy-four schools studied, fourteen were located in rural areas, sixteen were located in cities, and thirty-four were located in towns. Thus, it was apparent that larger communities provided homemaking training more often than smaller communities, 45 per cent of city schools as contrasted with 18 per cent of rural schools in both open country and in small villages.

A total of 3,370 pupils were studied. It was concluded, after the analysis of their locations, that urban areas have the larger total enrollments in homemaking, for cities and towns had enrollments of 1,880 and 1,320, respectively, whereas, small villages had total enrollment of 115 and open country had enrollment of only 55.

When all branches of homemaking were considered, definite interests and aversions were found to exist, as indicated by the fact that all branches were not regarded with the same degree of favoritism as others. Grooming and clothing ourselves and foods and hospitality are the two courses best liked. Next to these two basic courses, Home Planning and Furnishing, Personal Group Relationships, Household Management, Child Development, and Home Nursing follow in favoritism in the order given. From these indications it was concluded that those branches of homemaking which pupils regard as being designed to affect themselves alone, more so than being designed to reach family members through them, attain a higher degree of favoritism.



## CHAPTER VI

### RECOMMENDATIONS AND PRACTICAL SUGGESTIONS

The following recommendations evolved from the findings of the investigation, are offered.

#### Recommendations:

1. The writer recommends the following methods of discovering the pupil preference in practical school situations:
  - a. Create situations in school where potential capacities and interests may be discovered and the pupil given opportunity for self-expression.
  - b. Analyze topics which pupils choose for essays, as source of interests and preferences.
  - c. Study out-of-school activities.
  - d. Consult studies of pupil interests.
  - e. Observe pupil conversation in halls and playground.
  - f. Interview the pupils to find how they spend their leisure time, what they read and what they like to do.
  - g. Provide a question box or designate a space on the black-board for pupils to indicate what they would like to do.<sup>1</sup>
2. It is further recommended that research be undertaken toward the development of accurate and valid techniques for measuring pupil interests, and that the findings of such a study be used in the improvement of work.

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<sup>1</sup> Daniel P. Eginton, "Discovering Pupil Interest" - Journal of Education, 116. 281-82, June 5, 1933.



3. The writer feels the need for and recommends that a second study of pupil interests and aversions be undertaken with the group represented in this body. In another study, the interests should be determined through pupil participation in filling the check sheets, and the results compared with the findings of the present study, in which the opinions of teachers were used as the basis for study.

#### Practical Suggestions for Teaching

And, now, what is the outstanding point of application to the work of the teacher? Perhaps the main suggestions may be summarized as follows:

(1) Interests and incentives are highly social in character. The child is the product of the society in which he lives. The work of the teacher will be effective in proportion as these facts are understood. Try to observe the social forces that are exerting pressure upon the children taught so that it may be possible to sense what is driving them into their particular mode of activity.

(2) Because interests and incentives may come from group attitudes and conventions, they are believed to be highly modifiable. The school room is one place in which this modification takes place. Try to realize that the potentialities of education are almost limitless in this field of controlling interests and incentives. What is already the product of modification can obviously be modified again.

(3) Study the children in their classes to find out what they like to play, read, to see in the movies, and what they wish to become. Then try to harness these interests to the task of mastering the subjects in hand. If none of the work in school can be harnessed to the interests



of the learner, then the chances of educating the children are very slight. Children's interests will drive them into activity; it is the business of the teacher to guide this process so that the activities may lead to an education.

(4) Remember always that interest and accomplishment are nourished by success and that reading, moving pictures, and day dreaming serve a major function in social development by furnishing vicarious success experiences beyond those that are possible in reality. If one wishes to become a wise teacher, he will see to it that each child has the thrill of accomplishment. An essential part of a teacher's job is to adjust work to the capacity of the learner so that each child can succeed.

(5) Try to use those natural interests of children, instead of trying to repress them. If this can be done, the most annoying problem of discipline shall seldom appear and the teacher shall achieve a well earned feeling of success in the act of teaching.<sup>2</sup>

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<sup>2</sup> See Douglas Fryer, The Measurement of Interests in Relations to Adjustment, Henry Holt and Company, Inc., 1941, p. 488.



## ABSTRACT OF THESIS

### Chapter I

This chapter will include the theoretical background to the study, the detailed statement of the problem, delimitation of the problem, and the significance of the problem.

### Chapter II

In this chapter, a limited number of salient previous studies are reviewed. The review, in addition to including homocentric subjects, will include other relative subjects which are conducive to the understanding of the significance of this study in its various aspects and a knowledge of certain findings that lend themselves to a clearer interpretation of the values underlying such an investigation, they at the same time offer an opportunity for a comparison of the results, obtained with other groups.

### Chapter III

In this section, certain essential data are presented concerning the procedures used in the investigation, as well as the analysis and treatment of the questionnaire data. These are organized in the following captions: (1) formulation and presentation of questionnaire; (2) data concerning the group canvasses, and (3) treatment of the questionnaire data.

### Chapter IV

In this chapter, the data obtained from analysis of the responses to the questionnaires are presented and interpreted. This chapter



will name and illustrate the items included in the study. It contains the most important elements in the study, the prevalent interests and aversions of homemaking pupils in subjects and activities. The problem here is thoroughly dealt with and the data scientifically treated. Findings are illustrated by means of tables and other devices particularly adapted to the analysis of the type of material presented.

The general summary of the findings and recommendations for further study follow Chapter IV. The bibliography, appendix, and abstract of the thesis will follow in the order given.



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APPENDIX



EXHIBIT A

Prairie View State College  
Prairie View, Texas  
October 21, 1941

Dear Teacher:

In connection with my graduate work in Prairie View State College, I am making a study of the prevalent interests and aversions of high school pupils in homemaking.

I am particularly interested in discovering the interests of high school pupils in homemaking in order to plan instructional materials for pupils in which they are interested.

I shall appreciate it greatly if you will fill out and return the enclosed questionnaire at your earliest convenience.

The value of this thesis is largely determined by the quantity and quality of your answers. You see, therefore, that the success of this study is largely dependent upon your willingness and desire to help. Will you, therefore, take just a little time now and fill the blanks on this questionnaire and mail it to me right away. Do this right now, as you may overlook it.

I assure you of my appreciation of your cooperation in this effort. Your answers to the questions will be held in confidence if you desire this consideration.

Sincerely yours,

(Miss) A. Lois Brown



EXHIBIT B

(Questionnaire Used in This Study)

A STUDY OF PREVALENT INTERESTS AND AVERSIONS  
AMONG HOMEMAKING STUDENTS

Introduction:

In all blanks write in the answers; in other questions check the word that describes your answer.

Name and location of school \_\_\_\_\_

Name of persons filling out questionnaire \_\_\_\_\_

Home Address \_\_\_\_\_

1. Number of homemaking classes \_\_\_\_\_ 2. Approximate number of students enrolled.

- a. Age level of students \_\_\_\_\_
- b. General ability of students \_\_\_\_\_
- c. General working habits \_\_\_\_\_

3. Type of locality \_\_\_\_\_

- a. General income level \_\_\_\_\_
- b. Major activities in the community \_\_\_\_\_
- c. (1) \_\_\_\_\_ (2) \_\_\_\_\_  
(3) \_\_\_\_\_

4. Are parents interested in school work? \_\_\_\_\_ Is there evidence of parents' opinions among students' ideas? \_\_\_\_\_

5. Are working facilities in your department adequate? \_\_\_\_\_ Were students instrumental in obtaining laboratory equipment? \_\_\_\_\_

6. Do students see Homemaking as a part of their daily lives? \_\_\_\_\_

Do they have qualms against free decisions? \_\_\_\_\_ Do they bring their problems to class for solution? \_\_\_\_\_

7. What branches of homemaking do they seem to like best? \_\_\_\_\_



8. What phases of homemaking are most unpopular? (a) \_\_\_\_\_  
(b) \_\_\_\_\_
9. Do they regard theory as important? \_\_\_\_\_ How do they feel toward home practice? \_\_\_\_\_
10. Do they prefer practical activities to theoretical practices? \_\_\_\_\_
11. Do they attempt to develop manipulative skill rather than merely trying to finish? \_\_\_\_\_ Do they attach any importance to managerial ability? \_\_\_\_\_.
12. Do most of the pupils dress appropriately for school? \_\_\_\_\_  
Do the shops handling children's clothes sell them at reasonable prices? \_\_\_\_\_ Are most of the clothes worn to school by pupils ready-made? \_\_\_\_\_ Who makes most of their homemade garments? \_\_\_\_\_
13. Approximate the number of students who enjoyed sewing prior to taking homemaking \_\_\_\_\_ How many acquired the habit of making clothes for themselves outside of class hours after enrolling in homemaking? \_\_\_\_\_
14. Do the pupils' interest in food go deeper than the eating permitted? \_\_\_\_\_
15. Do most of your pupils prefer starchy to green vegetables? \_\_\_\_\_  
Are the red and yellow vegetables liked well by them? \_\_\_\_\_  
What methods of cookery do they prefer? \_\_\_\_\_  
Do most of your pupils help to plan and care for a vegetable garden? \_\_\_\_\_ Approximate the number who have canning projects \_\_\_\_\_.
16. Do your pupils accept new foods when introduced without being coaxed? \_\_\_\_\_
17. Do they use meat substitutes in their diets? \_\_\_\_\_ Approximate the amount of money spent per person for meat over a period of seven days \_\_\_\_\_
18. What per cent of your pupils follow correct procedure in washing dishes? \_\_\_\_\_ Housecleaning? \_\_\_\_\_ Do they enjoy these tasks? (a) Housekeeping \_\_\_\_\_ (b) Dishwashing \_\_\_\_\_
19. Have there been objections to the teacher's coming into the home for supervisory work? \_\_\_\_\_



20. Is there any evidence of the belief that securing class materials is an unnecessary expenditure of money? \_\_\_\_\_
21. Is there any evidence of the belief that too much of the school day is devoted to homemaking activities? \_\_\_\_\_
22. List other prevalent prejudices noticed in your group:
- (a) \_\_\_\_\_ (b) \_\_\_\_\_  
(c) \_\_\_\_\_ (d) \_\_\_\_\_  
(e) \_\_\_\_\_
23. Check degree of partiality most prevalent in group (decidedly partial, slightly, non-partial)
24. Check degree of social freedom enjoyed by most pupils in their homes:  
( ) a. Limited ( ) b. Restricted ( ) c. Unrestricted
25. Check degree of self-support in schools most notable:  
( ) a. Totally self-supported ( ) b. Partially self-supported  
( ) c. Non-self-supported
26. List criticisms on the questionnaire form in the space below:
- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_
27. Include suggestions for broadening the questionnaire content below:
- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_  
g. \_\_\_\_\_  
h. \_\_\_\_\_



## EXHIBIT C

## Partial Compilation of Questionnaire Filled By Teachers

Prevalent Student Prejudices and Preferences Noted in Schools By Teachers	No. Teachers Finding		No. Teachers Not Finding	No. Not Answering
	Large	Small		
1. Evidence of parents' interest in homemaking	9	60	5	0
2. Evidence of parents' opinion	9	60	5	3
3. Adequate working facilities in department	5	24	45	0
4. Realization of every day value of homemaking by students	60	9	5	0
5. Evidence that students make few decisions	9	60	5	0
6. Evidence of class solution of individual problems	24	45	5	0
7. Recognition of the need for securing class materials	25	49	0	0
8. Branches of homemaking in which interested:				
a. Foods and Related Subjects	28	46	0	0
b. Personal grooming	14	60	0	0
c. Clothing	19	42	13	0
d. Home nursing and Health preservation	6	1	66	1
e. Home planning and furnishing	28	40	6	0
f. Management	4	40	20	10
g. Personal and Group Relationship	4	42	17	11
h. Child development	21	5	42	6
9. Recognition of the importance of theory	65	19	0	0
10. Preference of practical activities to theoretical problems	61	4	0	9
11. Interest in developing manipulative skills	43	12	0	19



E X H I B I T C (CONTINUED)

Partial Compilation of Questionnaire Filled by Teachers

Prevalent Student Prejudices and Preferences Noted in Schools By Teachers	No. Teachers Finding		No. Teachers Not Finding	No. Not Answering
	Large	Small		
12. Desire to acquire managerial ability	46	9	0	19
13. Attitude toward home practice				
a. Favorably impressed	55	5	14	0
b. Unfavorable	8	3	64	0
c. Indifferent	4	0	70	0
14. Feeling that too much of school day is devoted to Home Economics	0	0	74	0
15. Signs of aversions to dishwashing	61	9	5	0
16. Significant evidence of lack of interest in housekeeping	46	9	9	19
17. Objections to teachers' home visits	0	24	50	0
18. Majority of pupils help plan and care for gardens	5	24	45	0
19. Majority of pupils do home canning	4	23	45	0
20. Pupils accept new foods without coaxing	65	19	0	0
21. Preference of starchy to green vegetables	48	7	19	0
22. Pupils enjoy eating most red and yellow vegetables	43	31	0	0
23. Methods of cooking preferred:				
a. Frying	23	27	24	0
b. Boiling	4	6	60	0
c. Freezing	4	0	70	0
d. Baking	4	6	60	0
24. Larger percentage of pupils use meat substitutes	4	16	54	0



## EXHIBIT C (CONTINUED)

## Partial Compilation of Questionnaire Filled by Teachers

Prevalent Student Prejudices and Preferences Noted in Schools By Teachers	No. Teachers Finding		No. Teachers Not Finding	No. Not Answering
	Large	Small		
25. Most pupils dress appropriately for school	25	33	17	0
26. Majority of clothes purchased	34	12	28	0
27. Majority of clothes made	28	0	46	0
28. Majority of pupils enjoy sewing	25	49	0	0



EXHIBIT D

Anecdotal Records

In the following paragraphs, the reader shall find some statements which show the opinions of some of the teachers who participated in furnishing data for the study. These statements are the answers to various questions pertaining to the study.

The following statement was made by one of the teachers with regard to pupil interest in developing manipulative skill:

"There seems to be a tendency on the part of most of my pupils to hurry through to the end with tasks, not so much at the risk of not securing neatness, for their work is nearly always either fair, good, or excellent, but merely for the sake of completing the task at hand and going on to something different. This something different is not always some homemaking problem - just anything different which strikes the pupils' fancy might serve as a motive for hastening the pace too greatly. I believe the general unrest of the time is responsible for the general unrest which is prevalent among these pupils. I believe this interferes with steady attention to tasks over a proper period of time."

Quite different is the opinion of the second teacher in the group who is teaching in an urban district. She says:

"Many pupils are deeply interested in doing a good quality of work as well as quantity of work. I do not know whether this is a natural or prompted interest, but the majority of them seem to enjoy doing good work. Each girl seems to try hard to make her work reach certain standards of achievement set by the class and teacher prior to the beginning of classwork on various problems."

The first teacher was a rural teacher; the second teacher quoted was an urban teacher. The third teacher in this group taught in the city for seven years. At present she is teaching in a village. She says:

"My pupils represent a good cross-section of American Negro life. I have all types. It seems that some of them are extremely careless in all that they do, others are given to doing a fair grade of work in all of their classes, some do good work, and others do exceptionally good work. Approximately one-half of them try to acquire manipulative skill."



The fourth teacher worked in the rural district for several years. Then she moved on for the sake of conquering new situations. She has worked in two large urban centers. Now she is working in a large town in Southwest Texas. She says:

"My pupils do not seem to do tasks merely for the sake of doing them. They try to do them well. After learning to do a task, they perfect, as far as possible, themselves most times without receiving the suggestion from an outside source. They want to become skillful; seemingly, they wish to become skillful home-makers."

The following are some typical expressions offered by teachers dealing with questions pertaining to the attitude of pupils and parents toward home projects and the attitude of pupils toward home practice.

I. Comments made by teachers on the attitude of pupils toward home practice.

- A. An urban teacher said, "The pupils' attitude toward home practice is, seemingly, negative unless urged."
- B. A second teacher, who resided in an urban area said, "Pupils enjoy practicing the things they learn at school in their homes."
- C. A respondent from a rural area coincided with the former respondent in her opinion. She said, "Pupils feel as though home practice is needed for improvement."
- D. A fourth respondent said, "My pupils feel the need of home practice work in preparing them to do home projects and group projects at school well. They want this practice in order to become skillful."

II. Comments made by teachers on the Attitude of Pupils Toward Home Projects.



- A. "Home projects are unpopular with children as child guidance."
- B. "Pupils seem to have a decided dislike for school work when done outside of school, unless it is done for pay."
- C. "The pupils consider home projects as a duty they have to perform in order to qualify for a good grade."
- D. "My pupils thoroughly enjoy carrying out home projects. They get so many things done which would not be done along the line of home improvement, if projects were not carried out in the home."

To the question, "What is the attitude of parents toward home projects?" several teachers offered these replies:

- A. Parents feel that home project work has a decided effect on the development of successful homemakers. They give the fine training, due to proper supervision, which is so greatly needed by the average girl to make her well rounded in the job of homemaking.
- B. Parents feel that some project work is more helpful to girls in preparing them to manage a home than the training they get from within the home. The outside help is more broadening or enriching and more thorough. The girl enjoys it better and learns to do a higher quality of work because it is instilled in her.
- C. Parents like home project work for pupils because they can get certain parts of their homes improved greatly at a small cost and with little effort on their part. This relieves them to spend time performing other jobs in the household.



III. Statements made by respondents pertaining to home project supervision.

- A. "There has been some objection to the teacher coming into the home to do home project supervisory work, but not enough to create a problem."
- B. "There has been little objection to the teacher visiting in the home for any reason."
- C. "Some parents object to home visits because they feel they do not have the sort of home the teacher could appreciate."
- D. "No objections have been made concerning the home visitation side of homemaking instruction."

IV. Statements made concerning the interests of parents in school work.

- A. "Parents are interested in school work."
- B. "The majority of the parents are cooperative."
- C. "Parents are interested if pupils are interested."
- D. "Parents are interested to an extent."
- E. "It is unknown whether parents are interested but they seem interested."
- F. "If parents are interested in the school, they do not manifest it by visiting the school."
- G. "Parents participate in special activities sponsored for them but they do not show a general interest in the school and its program."