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A Sociometric Study Of Rejections And Acceptances Of A Group Of Girls Enrolled In Home And Family Life Education Classes In I.M. Terrell High School, Fort Worth, Texas

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A SOCIOMETRIC STUDY OF REJECTIONS AND ACCEPTANCES OF A GROUP OF GIRLS ENROLLED IN HOME AND FAMILY LIFE EDUCATION CLASSES IN I. M. TERRELL HIGH SCHOOL, FORT WORTH, TEXAS

PRINCE
1953

A SOCIOMETRIC STUDY OF REJECTIONS AND ACCEPTANCES OF A GROUP

OF GIRLS ENROLLED IN HOME AND FAMILY LIFE EDUCATION

CLASSES IN I. M. TERRELL HIGH SCHOOL,

FORT WORTH, TEXAS

By

Leoma Dellee Prince

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

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Master of Science

in the

Graduate Division

of

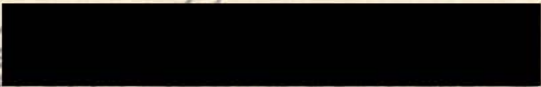Prairie View Agricultural and Mechanical College

Prairie View, Texas

August, 1953

48149

Approved By:

Major Professor ████████████████████

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Head of Graduate Division _____

Date *Aug. 3, 1953*

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The writer wishes to acknowledge her sincere appreciation to Mrs. E. M. Galloway, Dean of the School of Home Economics, and Mrs. L. M. Burns for their guidance and constructive criticism. She is also grateful to her principal, Mr. H. L. King, and the students who co-operated in furnishing data for this study.

DEDICATION

This thesis is dedicated to my husband, Walter M. Prince; and my two daughters, Leonora Dellece Prince and Audrey Annetta Prince, whose love inspired me in this work.

L. D. P.

BIOGRAPHY

The writer, Leoma Dellee Prince, was born in Hearne, Texas, January 2, 1910, second child of Mr. and Mrs. O. M. Williams, Sr.

Her early education began in the public school system in Ft. Worth, Texas, from which she graduated in 1927.

Her enrollment in the Home Economics Division of Prairie View State College as a freshman occurred in September, 1927. While in college she participated actively in the college choir and college glee club.

Her career as a teacher began in Ft. Worth, Texas in 1930. She was graduated from Prairie View College in the summer of 1935. She taught at James E. Guinn Junior High until 1946, after which she was transferred to I. M. Terrell Senior High School to teach Home and Family Life Education. In June, 1950, she entered Prairie View Agricultural and Mechanical College to resume her study in the pursuit of the Master's degree in Home Economics Education.

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CHAPTER I

INTRODUCTION

The writer's interest in human relations and a desire to know more about her students prompted her to undertake this study of rejections and acceptances of a group of girls enrolled in the Home and Family Life Education classes in I. M. Terrell High School, Ft. Worth, Texas.

The term "rejection" refers to the students who did not receive any friendship choices in the positive socio-gram.

The term "acceptance" refers to the students who received one or more friendship choices.[1]

As the semester changed and new students began to enroll in the Home and Family Life Education classes, the writer pondered over her first move. Some students were noisy; others were quiet, some smiled; others appeared sad. Some talked all the time; others never said a word. Some were clean and neatly dressed; others unkempt. This is what appeared on the surface. What was below it?

Since these students would have to live and work together for four and one-half months, it was necessary to

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[1] Ruth Cunningham, Understanding the Behavior of Boys and Girls, p. 115.

know something about their student society, and whether
each student could find a place and be comfortable in it.
Could their student society facilitate their learning?
What had the students learned in their families, on street
corners, at work, or at play in various groups? What
values and ways of behavior had been fixed in their previous
experiences? How did these fit into this investigation?
What problems and difficulties were they meeting in growing
up and making their way through the web of human contacts?

It was assumed that there might be a need for study or
preparation for group living. Cunningham(5) said that
individuals develop, learn, and change as they react to
their environment. An important part of that environment
is people. These people are in groups called families,
classrooms, communities, social classes, and nations. The
happiness and growth of each individual student depend in a
large measure on his personal security with his class-
mates. Academic learning in school cannot be separated
from the social atmosphere in which it takes place. Since
children are taught in groups, they are bound to affect
each other. Their attitudes toward one another and their
personal feelings of security and belonging have much to
do with the way they use their minds.

It was also assumed that such a study might furnish
information which would be valuable in guiding students to
group acceptance.

The term "group acceptance" refers to the student's acceptance by his classmates.[2]

It was agreed with Jennings(11) that, whenever human beings come together, they form lines of associations and set up the process of social interaction. The quality of these associations produces what is called an atmosphere for the group. This is true in classrooms as well as in other social settings. In this social interaction the roles which individuals play are determined. Some individuals rise in the esteem of their classmates, while others find social participation difficult. In this atmosphere some individuals are secure and happy, while others may be rejected or frustrated in their social participation. All learning in school takes place within the setting of teacher-pupil relationships. Most teachers realize that the individual's personal and academic growths can be affected adversely or favorably by his position in the group and that all pupils stimulate or oppose each other in many ways. What is not usually so well realized, however, is that the social atmosphere is very largely created and maintained by pupil interaction and only in part by the tone the teacher sets. A dominantly decisive factor of the classroom atmosphere is so often

[2]Ibid., p. 115.

linked with the values that operate among the students
themselves. Schools need to know what these interpersonal
relations are like, and how they affect behavior and
learning. While various techniques for studying the indi-
vidual child are available, techniques for assessing group
life are much more meager. "Role" implies the function
the group assigns to the individual."[3]

Many people live and work most of the time in groups
of one sort or another. In order to do this successfully,
it is important to learn what one can get from and give to
others. One needs to learn how to play different roles,
how to extend his skills for living with others, and to
enlarge his concepts of the group and of values beyond
those of single individuals. He needs to experience
achievement as a result of joint effort and learn how to
relate his skills and capacities to group concerns as well
as to get satisfaction from shared purposes. He also needs
to discover that pooled abilities supplement and complement
one another and enhance the end result. These skills and
attitudes do not develop automatically. Mere physical
proximity does not necessarily make a psychological group.
Experiences to promote such ends need to be planned.

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[3]Cunningham, op. cit., p. 98.

Jennings(11) said that children can begin to learn these things at an early age. Even six-year-olds have been known to plan and discuss intelligently, or to analyze together under guidance what they may be doing to hurt some other child's feelings. Young children can think of ways to help unhappy children or how to make a newcomer feel at home. Gradually all children can learn adaptability and flexibility needed in their approach to classmates; they can learn how to give and receive criticisms, how to pool ideas, and how to assess what each child has to give or what others need to receive from them. All children need to learn, and are able to learn, how to cultivate the social domain around them. It was assumed that parents have an important role to play in the growth and development of their children. It was believed that this study might promote growth in the ability to work in groups and thus relate students to each other.

The writer hopes that the findings will furnish information which can be used by other teachers in guiding their students to group acceptance.

CHAPTER II

REVIEW OF LITERATURE

A review of literature indicated that several studies had been made relative to social acceptance.

Smith(37) made a study of best-liked and least-liked children in a class of twenty-seven (27) in which she found that nineteen (19) per cent of the class had been given six or more choices. Five children (10 per cent) received no "likes." That left approximately sixty-two (62) per cent of the children somewhere in between, which was a real challenge for an alert teacher.

The next question that the writer was interested in was whether the choices crossed sex lines. Two girls chose boys, but theirs were not mutual choices. No boys chose girls, although one boy chose the teacher. There were no reciprocated choices across sex lines. The sociogram was further examined for mutual choices, chains, triangles, rectangles, cliques, and isolates.

In order to probe further into the problem of why certain children were well liked, the writer asked the following list of questions in an interview with each child:

1. Why do you like him (or her)?
2. What has he (or she) done for you?

3. Has he (or she) even helped you in any way?

4. What have you seen him (or her) do for others?

5. What have you done for him (or her)?

6. How is he (or she) around his (or her) brothers and sisters?

7. Have you ever been in his (or her) home?

8. How is he (or she) around his (or her) parents?

9. Do you go to the same Sunday School?

10. Have you ever been invited to a party at his (or her) home?

11. Have you ever invited him (or her) to your home?

All questions were asked in an impersonal tone of voice in order to get the child's immediate and true reaction.

The following questions were used in personal interviews (concerning students least liked):

1. Why do you dislike (name of choice)?

2. Has he (or she) ever hurt you?

3. Have you ever seen him (or her) be unkind to others?

4. What has he (or she) done that makes you dislike him (or her)?

Responses were recorded and placed in the study.

The intelligence quotient range for the class members was from eighty (80) to one hundred forty-five (145).

Twenty-five (25) per cent of the class registered at one
hundred three (103) and lower, while fifty (50) per cent
of the class ranked one hundred eighteen (118) and higher.
Scores were given for the five "best liked" and the five
receiving no "likes." The data revealed many differences
in the scholastic achievement of the children. However,
no child in either group was a true failure in school work.
Apparently, other factors besides scholastic achievement
enter into the development of desirable personality traits.

The results of a check list for studying children's
basic needs were further corroboration of the widely
repeated statement, that the home plays a large part in
developing confidence and respect for others. The ten
children being compared placed more "stars" in "Wishes
About Home" than in any other category.

Fourth-grade children liked classmates who were kind,
both in school and out of school. Children who shared
their toys were well-liked. Although unselfishness,
impartiality, and consideration for others are more or
less abstract terms, fourth grade children do, to a cer-
tain extent, recognize the underlying meanings.

Fourth-grade children do not like a screaming voice
or harsh words. Children who take turns at selecting games
are liked. The rules of the games should be followed.
Fourth-grade children dislike a person who is a bully and
one who insists upon having his own way.

Austin(17) made a study of the basis on which children select and reject their best friends. Children were asked to give the reason for their friendship choices. It was found that physical appearance (nice looking, clean, neat, and pretty clothes) held fifteenth place in a list of twenty-one (21) classifications.

Tryon(40) asked adolescents to evaluate their personality and found that twelve (12) year old boys prefer unkemptness to tidiness, while tidiness is highly valued as a trait in twelve (12) year old girls. By the age of fifteen (15) boys no longer approve of unkemptness, and in girls of this age tidiness, while approved is overshadowed by the higher values attributed to being a good sport and attracted to boys.

Tuddenham(41) in a study of correlates of popularity among elementary school children found tidiness to have fairly high value for fifth grade girls. High school girls, especially those in the upper socio-economic levels, attribute higher prestige value to "being a good dresser," as contrasted to "neat and clean," than do boys or do girls of lower social classes.

Flaccus(22) in relation to the psychology of clothes found that being well dressed made adolescents, especially girls, feel more sociable and gave them a sense of worth and power.

Kuhlen and Lee(29) found no reversal of "tidiness-unkemptness" but report that throughout the sixth, ninth, and twelfth grades, both boys and girls who were most frequently chosen as friends were also more frequently rated by their classmates as "neat, tidy, and clean."

Ryan(36) found that if the college freshman girl feels well dressed, she thinks she is apt to be more talkative, peppier, and can enter more into the activities at hand and feel part of the group. If she feels poorly dressed she thinks that she is quieter, self conscious, that she tries to keep away from the center of activity and may feel a spectator instead of a part of the group.

Bonney(18) made a comparison of five (5) very popular with five (5) very unpopular children selected by means of sociometric tests. The two(2) groups of subjects were compared on the basis of a comprehensive classification of traits related to social acceptance. The ten (10) subjects utilized for the comparison had been among one hundred fifty (150) different children who had been included at one time or another in a five (5) year follow-up study of elementary school children in three (3) schools in Denton, Texas. The five (5) year period extended from 1939 to 1944 and covered the grades from the second through the sixth. On each grade level in the three (3) schools combined about one hundred (100)children were available for study. Of

course, there was a considerable turn over of pupil population during the successive years--some left and new ones were included in the study with the old ones.

Popularity and unpopularity were determined by pupil choices on each successive grade level. The number of situations in which choices were obtained varied from five (5) to eight (8) each year in the schools co-operating in the study. The kinds of choosing situations utilized were as follows: the choosing of a companion for having a picture taken, the giving of Christmas presents, the giving of Valentines, selecting a seating companion, choosing a partner for a trip, sketching friends in an art class, giving Easter cards, designating ones preferred as companions to go home with after school, selecting partners for a party, voting for a class honor or office, choosing companions to work with on committees, selecting friends who were to be subjects for ratings on personality traits, giving names of those who would be left in the room if all others had to leave, writing letters to their teachers describing the personal characteristics of two (2) best friends, giving the names of children they would most like to take to a picture show if they had the money, selecting companions for a picnic and for a quiz-kid program, giving names of those preferred as co-worker on an assembly program, a class war project, and listing names of best

friends and best leaders throughout the school year.

In most of the choosing situations throughout the five-year period, no limit was placed on the number of choices which each child could make. The children were asked to put down their choices in order of preference. All choosing situations were conducted by classroom teachers. The standing in his group which each child attained from the kinds of choices listed above was referred to in this study as his "general social acceptance." It is evident from the kinds of situations listed that this "general social acceptance" is a composite of friendships' attractions, popularity, group recognition, and various kinds of leaderships ability.

The total personality descriptions of the popular and the rejected children are based on evaluations of classroom teachers and school principals, and on the writer's observations over the entire five (5) years of the study. At the end of each school year the teachers described the outstanding personality traits of each child. The ten (10) cases presented in this report were made the subjects of more intensive study on the sixth grade level. Evaluations were obtained not only from regular classroom teachers, but also from all special teachers of art, music, and playground activities, as well as from the school principals.

Five (5) subjects were selected for each of the extreme

groups, simply because this seemed to be the largest number which could be dealt with in one discussion. Of course, there were other very popular and very unpopular children in the total population studied.

The publication of his study may be said to have had two (2) purposes: (1) To present a detailed comparison between the two (2) highly selected groups of children from the standpoint of social acceptance, (2) to present a comprehensive list of personality traits which the writer believes includes all traits closely related to, or directly involved in, the attainment of general social acceptance and the winning of friends.

For some psychological purposes, it is no doubt necessary to make a distinction between personality and character, but such a distinction is not possible from the standpoint of winning friends, since both are inevitably involved in most interpersonal relationships. Therefore, both personality and character traits are included in the ten (10) traits presented.

The underlying assumption in this report as to why one person is drawn to another is that there is a meeting of psychological needs, particularly emotional needs. Psychologists have never agreed completely on just what these needs are, but it seems to the writer that the four (4) wishes of W. I. Thomas--security, recognition, new experience, and response constitute the most comprehensive and

satisfactory list that has yet been given.

The ten personality traits closely related to populari-
ty were: physical health and vigor, conformity and group
identification, emotional stability and control, arousing
admiration, social aggressiveness, dependability, dependence
on others for assistance and emotional support, providing
new experiences for others, and social service motivation,
and an attitude of good will toward others.

The findings were that neither of the two (2) groups
of children studied fell into either a "popular" or an
"unpopular" type. It was true, as stated in the beginning,
that the particular subjects used in this study were
selected partly on the basis of their being somewhat dif-
ferent from each other in their major personality patterns,
but there still would have been no types if ten or more
subjects (which were available) in each extreme group had
been described. Attention need only to be called to the
great variability in traits which were repeatedly brought
out in the case descriptions and their analyses to establish
the point that the popular and unpopular children cannot be
placed into any definite categories or classification on the
basis of personality. However, it is, of course, evident
that there is a large number of desirable traits which the
socially accepted children as a group possess to a much
greater extent than do the poorly accepted ones. In fact,

the unpopular children, as a group, are not equal to the popular ones in any of the ten traits developed in this study. In other words, when extreme cases on the basis of degree of social acceptance are considered, it is clearly evident that, as a group, the popular ones are superior to the unpopular ones in all desirable traits, but at the same time, there was considerable overlapping between individuals in the two groups which made the picture one of unique patterns rather than one of types. This means that a person is liked or disliked, not because of particular traits, but because of his whole personality structure and the total impression he makes on others.

Polanskey, Lippitt, and Redl(32) made an investigation of behavioral contagion in groups. The spreading of a mood, an attitude, or behavior from one person to another is a phenomenon familiar to social psychologist and laymen alike since it has frequently been described in connection with "mass behavior"--riots, panics, and mobs. The author's belief was that such "behavioral contagion" is not unpredictable and mysterious, and it should be amenable to observation study. A total of one hundred four (104) children (age range 11 to 15 years) was studied in two (2) summer camps which specialized in treatment and observation of disturbed children. Data were gathered (1) through observations by clinically trained observers, (2) by the

use of a modified sociometric test, and (3) by the ratings
of counselors. The findings indicated that the influence
of an individual in a group was a function of how he per-
ceived his position in the group and of his awareness of
the prestige position attributed to him by the group. Indi-
viduals with high group prestige position appeared more
ready to act spontaneously and to make attempts at influ-
encing others in the group. Such individuals were more
open to behavioral contagion than those low in prestige, but
they also appeared better able to resist attempts to influ-
ence them. Children of above average social sensitivity
were aware of the positions of influence assigned them by
fellow members. This had important implications for group-
ing children and suggested potential damage that may result
from misgrouping. However, potential damage to other chil-
dren in the group (behavioral contagion) from the "impul-
sive" child may be overestimated if consideration is given
only to the traits of the individual child. A determinant
more important than the child's personality characteristics
will be his group prestige position.

Stouffer's(39) study of teachers and mental hygienists'
behavior problems of children as compared to an out-
standing investigation (1928) of children behavior and
teachers' attitudes has been widely quoted and variously
interpreted. Since it still exerts considerable influence

on contemporary thinking in the field of mental hygiene,
it was thought worthwhile to repeat it in an attempt to
ascertain whether the past 25 years had produced any meas-
urable change in teachers' attitudes toward children's
behavior. Questionnaires were submitted to 481 elementary
school teachers from all parts of the country and with a
variety of educational philosophies and to seventy (70)
mental hygienists.

Results indicated that today's teachers, psychologists,
psychiatrists, and psychiatric social workers are in much
closer agreement as to the seriousness of certain behavior
problems than they were 25 years ago. The most marked dif-
ferences in ratings by the two groups centered, as before,
around problems that outrage the teacher's moral sensitivi-
ties and authority or that frustrate her teaching purposes.
The question is raised as to whether these ratings repre-
sent actually a wide gulf between attitudes of the two
groups or whether such differences are due to social pres-
sures on teachers and schools. The public needs a better
understanding of the concern of teachers and schools for
the social and emotional dynamics of behavior as well as
for the intellectual development of children.

Cannon, Staples, and Carlson(20) made an investigation
which was concerned with two questions: first, the evalua-
tion of the personal appearance of children and adolescents,

that is, the degree to which they are well or poorly dressed and groomed; and second, the determination of any relationship which may exist between this change and the degree of social acceptance in the peer group as measured by sociometric tests. The present investigation shows that, in girls, personal appearance bears a significant relationship to social acceptance during the junior and senior high school periods. Whether a good personal appearance contributes to self assurance with resulting social acceptability, or whether a strong social interest carries with it a desire to adopt a standard of dress and grooming which meets group approval, we cannot say. The extent to which an adolescent girl conforms to the group standard of personal appearance, yet does not depend on it or judge by it in matters of social acceptance, may be an indicator of one area of social maturity.

Smucker(38) related that considerable attention has been given in the literature of sociometry to the positive choice interactions of interpersonal and inter-group relationships with a minor emphasis on the negative patterns and the factors of rejection. Since personal and group behavior are characterized by both acceptance and rejection, the writer deems the neglect of the latter as unfortunate and addresses this pattern to several aspects of the negative sociogram and rejection data together with some implications

arising from this type of analysis.

Data used in this discussion were based on a study of campus friendship patterns at Stephens College, Columbia, Missouri. A questionnaire was developed to secure socio-metric data in which students named their best friends and those with whom they did not care to associate, the rejects. Also, included in the questionnaire were items relating to campus prestige status and various personality and back-ground factors. The questionnaires were distributed in five dormitories, housing 745 girls, nearly 90 per cent of whom responded. The negative sociometric data were secured by use of the following statement: "It is an obvious fact that we do not like everyone equally well. List here the names of campus girls whom you don't like so well, wouldn't like to run around with, or feel that your personalities clash. List one, two, or more as you wish."

Negative sociograms were then constructed which showed graphically the rejection pattern of the entire group of college students. The positive sociometric data were re-lated to "community prestige." The question used for this was as follows:

What four students would you choose as most worthy of representing Stephens at an important nation-wide meeting of college students to be held this summer? These are not chosen for any special ability but as worthy representatives of the college. The purpose of the meeting is to acquaint

the students with each other. You may assume
that Stephens will be judged by these students.

Thirty-three per cent of the girls rejected no one,
and only 28 per cent rejected more than two persons.
Although the total number of rejections was much smaller
than the positive choices, the concentration of rejections
on certain individuals was much greater than positive
choices for popular girls.

Mutual rejections were infrequent, suggesting that
few people are aware of the hostility directed toward them
by others. A single rejection was very common. In groups
of mutual friends, frequently all rejected a given indi-
vidual. Girls with the least campus prestige were gener-
ally the targets of rejection: popularity was associated
with possession of prestige. Since much tension and mis-
understanding centers around highly rejected individuals
the group negative sociogram enabled spotting of these ten-
sion areas and had value for guidance purpose.

CHAPTER III

PROCEDURE

Jennings states briefly that sociometry may be described as a means of presenting simply and graphically the entire structure of relations existing at a given time among members of a given group. The major lines of communication, or the pattern of attraction and rejection in its full scope, are made readily comprehensible at a glance.[1]

Since students' acceptance in group life is of major interest to most teachers, the writer felt that she could make a contribution through a study of rejections and acceptances of classmates in a group of eighty-four (84) girls enrolled in five (5) Home and Family Life classes in I. M. Terrell High School, Fort Worth, Texas. The period of time covered was four and one-half (4 1/2) months. Classes were one (1) hour long. Most of the girls knew each other because they had been in classes together during the first semester, however the first week was spent in becoming better acquainted with each other.

Jennings(11) said in administering a sociometric test, the situation must offer students opportunities for choices

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[1] Helen Hall Jennings, Sociometry in Group Relations, p. 11.

that are meaningful as well as natural. The first criterion, then, is to choose situations which can be acted upon and the consequences of which matter to the students. In almost all rooms the question of seating arrangements is important.

The technique tried was two sociometric questions designed to reveal the structure of the student society in each of five (5) classes. Each student was asked to write on a slip of paper the names of three students near whom they most wanted to sit.[2] They were also asked to write the name of anyone beside whom they preferred not to sit.

The choice slips were collected and sociograms were made. A sociogram according to Jennings[3] is a graphic picture of the acceptances and rejections as given by the group members. A close examination of the sociograms gave some interesting findings as well as some surprising ones.

The positive sociograms were examined for mutual choices, individuals most in demand, rejected students, cliques, triangles, expected choices, and unexpected choices.

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[2] For the description of this technique, see Helen Hall Jennings and the Staff of Intergroup Education in Co-operating Schools, Sociometry in Group Relations, Washington: American Council on Education, 1948.

[3] Ibid., p. 11.

These terms and the ones used in the negative sociograms have been defined by Moreno,[4] as follows:

The term "mutual choices" referred to those students who chose each other.

The term "individuals most in demand" referred to those students who received the highest number of positive choices. They were eligible to be group leaders.

The term "rejected students" referred to those students who did not receive any positive choices.

The term "clique" referred to a small group of individuals who reciprocated choices and did not choose anyone else.

The term "triangle" referred to a group of three students with mutual choices.

The term "expected choices" referred to those choices that were expected by the teacher.

The term "unexpected choices" referred to those choices that were not expected by the teacher.

In order to probe further into the problem of why certain girls were chosen, the writer was faced with a problem that had to be handled tactfully in order to get the desired results. Therefore, she faced it with a problem for the girls to help her solve. The problem was that in several

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[4] J. L. Moreno, and others, "Sociometry," A Journal of Inter-Personal Relations. p. 379.

cases, too many girls wanted to sit near a particular girl
and there were only three seats around that girl. The
writer asked, "Should we consider the three persons who
need the chosen person most?" There were nods of approval.
The writer assured her students that they would be doing
her a great favor to come up quietly and tell her how they
happened to make the choices that they had made, because
she would be happy to know and understand their agemates
better and what teenagers admired in each other, because it
would help her to help other girls. Everybody was anxious
to tell why the particular choice was made. That was the
beginning of student interviews.

The interviews were studied to discover why girls held
the positions they did, paying particular attention to
those who held a position different from the one the writer
thought they would hold.

The negative sociograms were then examined for mutual
rejections, the negative chain, and the rejection cluster.

The term "mutual rejection" referred to two individuals
who rejected each other.

The term "negative chain" referred to a series of con-
necting one way rejects.

The term "rejection cluster" referred to the volume of
clustering of negative choices around an individual's circle.5

5Ibid., p. 379-380.

The following questions were used in individual interviews:

1. Why would you not want to sit near (name of choice)?

2. Has she ever hurt you in any way?

3. Have you ever seen her be unkind to others?

4. What has she ever done to you?

This informal interviewing took several weeks. Every available moment was used: before and after school, at study periods, at the writer's so-called "off period," and even in class periods.

When all interviews were completed, the classes were reseated to fulfill the writer's agreement, making sure that each girl had her optimum choice. Exceptions were made in classes two (2) and five (5). There were only five (5) group leaders in class two (2), but there were twenty-three (23) girls in the class; therefore, an extra chair was placed at three (3) of the tables which meant that there were five (5) girls in three (3) of the groups. There were only six (6) group leaders in class five (5), but there were twenty-six (26) girls in the class. An extra chair was placed at two of the tables, which meant that there were five (5) girls in two (2) of the groups. The girls were assured that the writer was pleased that they seemed very

observant and appreciative of one another.

The interviews were studied to discover why girls held the positions they did, paying particular attention to those who held a position different from the one the writer thought they would hold. The interviews yielded much information yet there were still many gaps in the writer's knowledge of the students. What standards did they set for themselves? What values did they subscribe to? Foshay(42) suggested a way to find an answer to those questions. Students' responses were secured on the question: "What makes me feel important?"

Since interviews indicated that choices were greatly influenced by certain personality traits and previous class goals, it was evident that instructional service, closely related to the improvement of one's personality, was necessary. It was also evident that one should know what personality traits tend to make most people like one.

A report was made on ten suggestions for personality development, as given by Hepner(10).

There was, also, a round table discussion on, "What kind of personality do people admire?"

Reports were made in all classes. Interesting group reports were sometimes repeated in other classes, when possible. The co-operation of the principal made it possible most times. Group goals were listed and discussed.

Students' "worries" were listed in their own words.
"Wishes" were checked from "My Wishing Star." This check-
list consisted of "Wishes About Home," "Wishes About School,"
"Wishes About Myself," "Wishes About Play," and "Wishes
About People."[6]

Cunningham(5) says, a major task in working with stu-
dents is to provide experiences which will cause the maxi-
mum development of and satisfaction for the individual.

Experiences provided for students included these:

1. Being a member of a club.

2. Association of slow and fast workers.

3. Association of slow and below average students.

4. Being a member of a group which makes its own
   rules.

5. Being a member of group which elects its own
   leaders.

6. Discussions in low tones in class.

7. Working or playing with people of the opposite sex.

8. Use of projector at school.

9. Working with groups of four or five people.

10. Working in class groups as a whole.

11. Group work in planning, preparing, and setting up
    a city-wide exhibit.

---

[6] G. S. Smith, The Elementary School Journal, p. 84.

12. Social affairs in a group of approximately two
hundred and fifty (250) students.

Parents who were interviewed were asked to organize a
"club" for the purpose of discussing experiences that they
could provide for social life in the community and home
experiences that might make girls happier.

Questions used in interviewing parents were:

1. How do you think Lisa is getting along?
2. What plans do you and your husband have for Lisa?
3. How do you arrange for her friends?
4. Are there any opportunities you would like the
neighborhood to offer your child?
5. What gives you most pleasure about Lisa? What
causes you most worry?
6. Is there anything you would like for the school to
do for you? [7]

At the end of the term the girls in each of the five
classes were asked to write on a slip of paper the names of
girls whom they had enjoyed working with most.

Sociograms were again constructed at the end of the
period of study to note changes, if any, in the student
society.

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[7] Jennings, op. cit., p. 39.

CHAPTER IV

FINDINGS AND DISCUSSION

It was found necessary to give a sociometric test in each of the five classes in order to reveal the structure of student society in the Home and Family Life Education department.

Since it was the purpose of the writer to find out not only who the rejected and the accepted students were, but also to find out who rejected whom and why, this study has been made using both positive and negative choices. All names are fictitious.

Figure 1 reveals the seating choices of the girls in the first period class. The sociogram included eight (8) mutual choices which was a relatively large number. It was revealed that certain girls were very much in demand. The girls who received four (4) or more choices were:

Joan - - - - 7		Jewel - - - 4	
Jean - - - - 6		Dece - - - 4	
Netta - - - 4		Lou - - - - 4	

There were eleven (11) girls in the class. Thus, fifty-five (55) per cent of the class was given four or more choices. One girl was completely ignored. Joan and Jean were very much in demand.
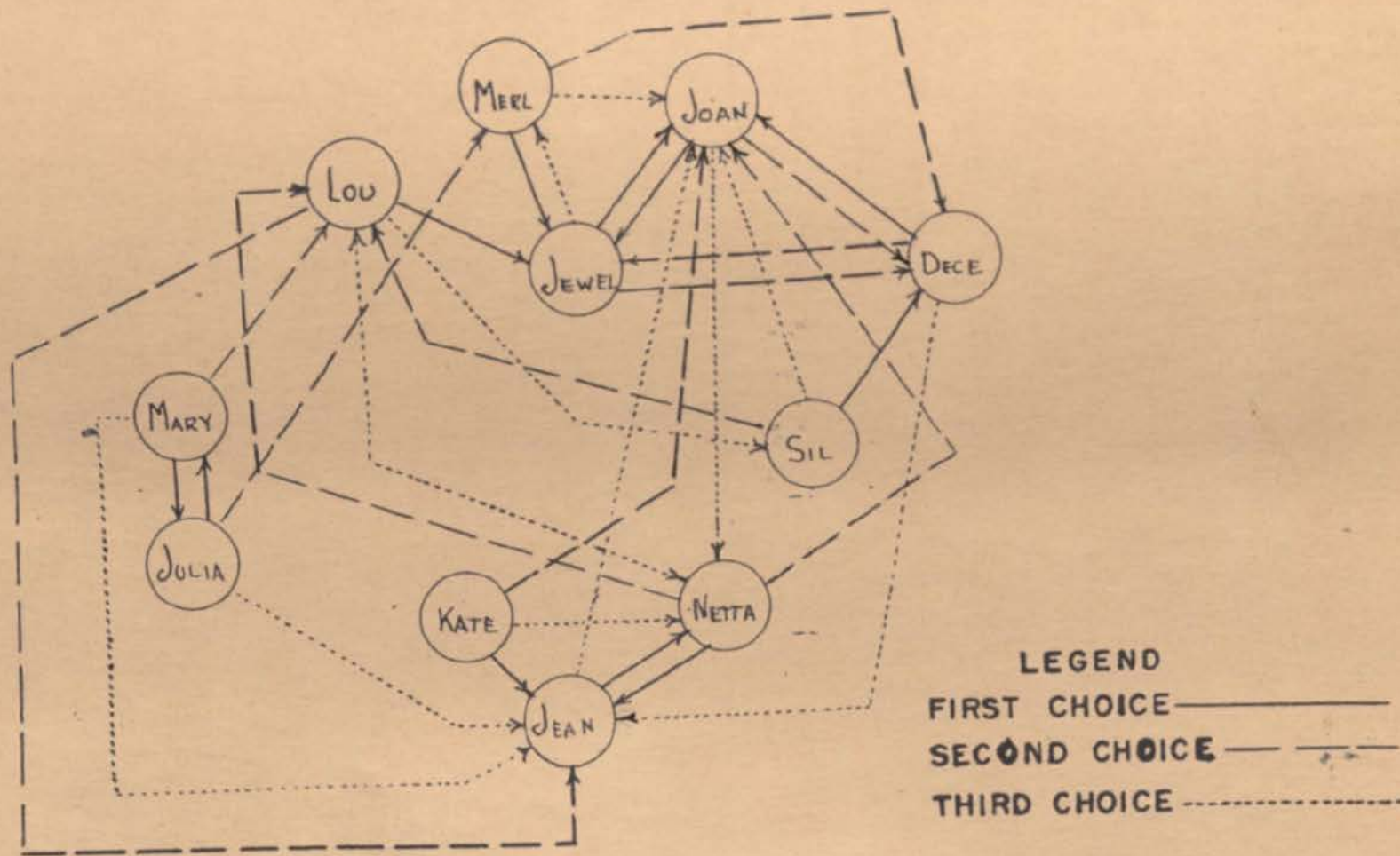
FIGURE I-SOCIOGRAM SHOWING STUDENTS' CHOICES OF BEST FRIENDS
CLASS-I

LEGEND
FIRST CHOICE————————
SECOND CHOICE——— + —
THIRD CHOICE------------------

Near the center of the sociogram, where most choices occurred, a triangle of reciprocated choices appeared. Joan chose Jewel and Dece, while Jewel chose Joan and Dece, and Dece chose Joan and Jewel. These choices were expected. Netta and Joan chose each other, while Jean chose Joan, but was not reciprocated. Dece chose Jean but was not reciprocated. Jean and Netta were really on the outside of the triangle, but were chosen by a number of other girls and extended their choices to others. Netta and Lou chose each other, while Netta's mutual choice (Jean) also chose Lou. Merl's choices consisted of each girl in the triangle. Kate chose girls who received four or more choices, but she was completely rejected.

At last, answers were given to questions that the writer had wondered about since she first examined the sociogram. Girls said of Joan:

She's so friendly and doesn't talk behind your back. Whatever she wants to say about you, she just says it, regardless to how she thinks you will feel about it. It is usually true--helpful criticism. She can take criticisms without getting angry. It's rather hard for me to take it. She's not "snooty-like;" she doesn't hang around with you and pay no attention to others. She can be depended on to do what she says she will do.

She's kind and considerate of others, in that, she will help anyone with her sewing and other lessons.

She is very neat and clean, and wears very becoming and appropriate clothes for all occasions.

She's very nice to her mother, father, and step-sister.

She goes to Sunday School every Sunday, but we are not in the same class.
She invites me to her parties.

About Jewel, the girls said:

She's the most considerate person that I have ever met. She's very neat and clean at all times. She wears the most beautiful clothes of any girl in school. She makes her own clothes. She comes from a sewing family. She can be depended upon to co-operate in anything that you do. We used to go to elementary school together.

The most significant finding in Figure 2 was the cluster around Kate's name. She was the only girl in the class who did not receive any positive choices. There were mutual rejections between Joan and Sil and between Kate and Joan. This was somewhat unexpected.

Kate was rejected by forty-six (46) per cent of the class; Joan and Sil, eighteen (18) per cent; Mary, by twenty-seven (27) per cent; and Netta, by nine (9) per cent. The interviews on Kate were very revealing and answered my questions on why she had such a cluster of negative choices. The girls said:

She's terribly boy-crazy. She tries to keep up with her boy friend as if she's married to him. She's older than she really is in some ways. All the girls like boys, but she's too much. I believe in dating, but she seems serious with so many boys. She says that she can have any boy she wants and she's always talking about the boys she goes around with.
She isn't too nice. She doesn't even talk about the things my friends talk about. She likes to talk
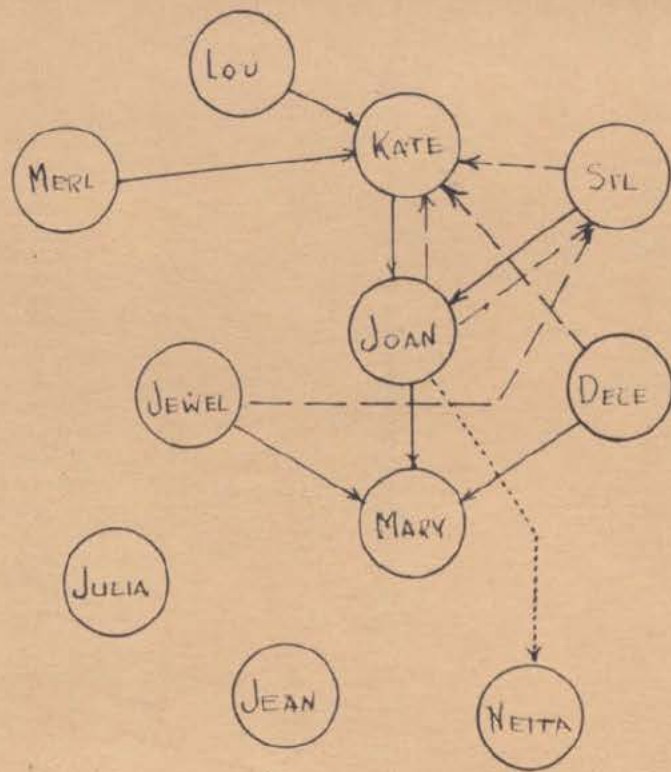
FIGURE 2- SOCIOGRAM SHOWING STUDENTS' NEGATIVE CHOICES
CLASS - I

LEGEND
FIRST CHOICE ————————
SECOND CHOICE— — — —
THIRD CHOICE·················

33

about how this boy or that boy can kiss and thinks it's O. K. to talk about it. My big sister says if I associate with girls like her, the boys will think I am like her.

She's always borrowing equipment in sewing but you never get it back.

Girls who rejected Joan said:

She tries to be cute; I just don't like her. She tries to go with my boy friend. She thinks she knows everything.

About Mary, they said:

She's so bossy. She thinks she's always right and others are always wrong. She never considers the other person's feelings.

She always wants you to help her but she can't help you. I won't be able to get my sewing done if I sit near her. I don't mind helping anyone when I am not trying to get my work done.

The girl who rejected Netta said:

She will grin in your face and pretend to be your friend, but she doesn't even mean it because she talks about you behind your back. She isn't very sociable. She isn't considerate of others. She never has time to help others. She isn't trustworthy.

Of Sil, the girls said:

She thinks that she knows everything, but is always doing things wrong. She will do her work and then ask if it's right. When she finds out it's wrong, she doesn't want to do it over. She always tries to get by. Sometimes she's impudent to her teachers.

She has a bad temper, very selfish, and can't be depended upon to even do what she says she's going to do.

Figure 3 reveals the students' choices of friends whom they wish to sit near.

The first thing one notices about this sociogram is the number of mutual choices of which there were nineteen (19). The sociogram also revealed that certain students were very much in demand. The girls who received five (5) or more choices were:

Carol - - - 10   Sue - - - 6

Joan - - - 6   Mill - - 5

Fern - - - 6

There were twenty-three (23) in the class. Thus, twenty-two (22) per cent of the class was given five (5) or more choices. Three girls, thirteen (13) per cent of the class, received no choices of friends. That left sixty-five (65) per cent of the class somewhere between.

At the center of the sociogram where most "choices" occurred, a clique appeared. Mina chose Carol, Joan, and Nell. Nell chose Carol, Joan, and Mina; Joan chose Carol, Mina, and Nell; and Carol chose Mina, Joan, and Nell. There was a triangle between Ruth, Lola, and Jill. The rejected students were Lena, Ruth J., and Vern.
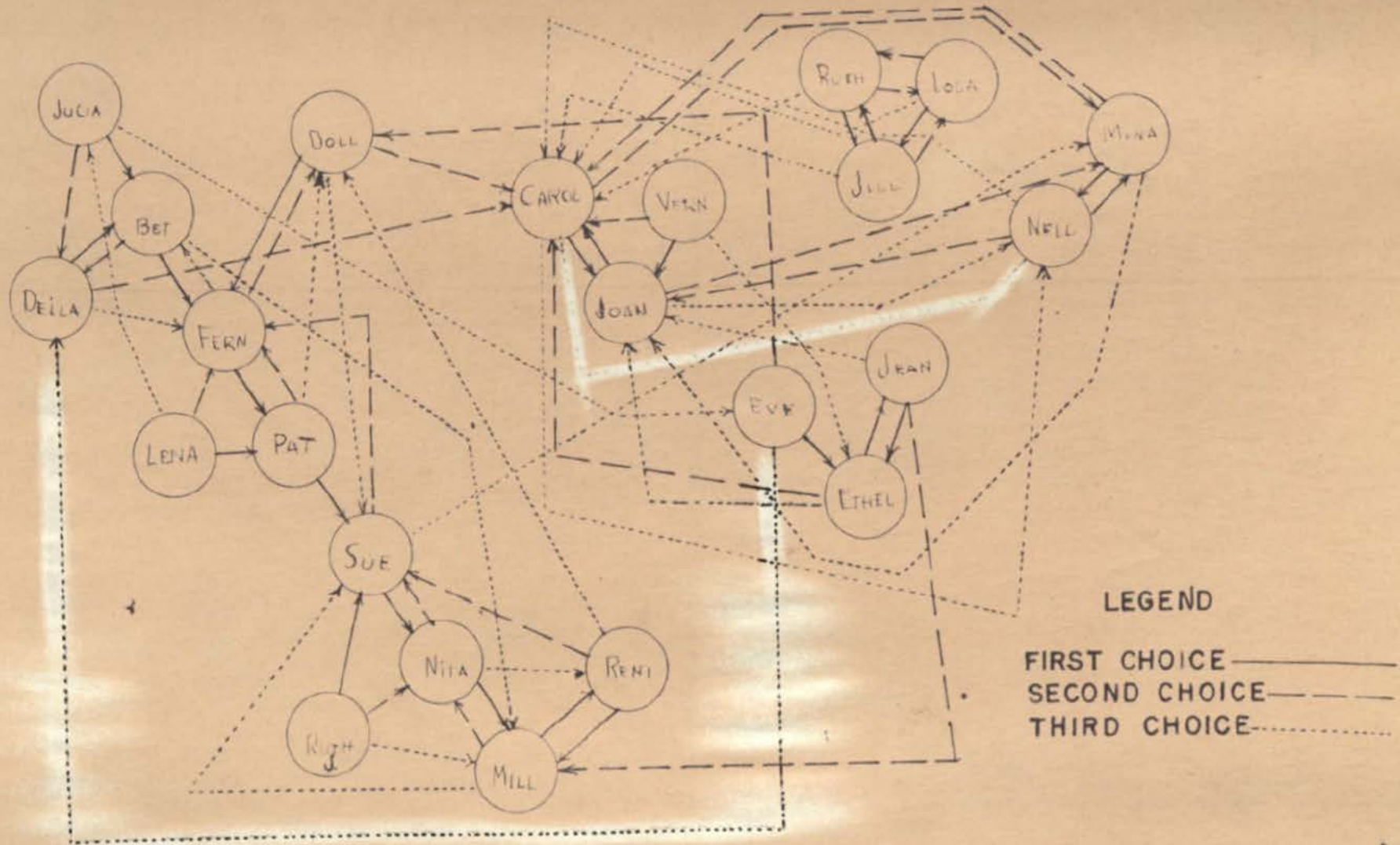
The writer expected the choices between Mina, Nell,

FIGURE 3- SOCIOGRAM SHOWING STUDENTS' CHOICES OF BEST FRIENDS
CLASS - 2

Joan, and Carol, but did not expect the choice between Doll
and Fern. Ruth J.'s rejection was expected.

The student interviews revealed answers to questions
that the writer had been in doubt about. The students said
of Carol:

> She's neat and clean. You can always depend on
> her to do what she says she will do. She has been
> the cheer leader for the "pep" squad for the past
> two years and I like her, because she is very kind
> and considerate. She doesn't wear a lot of "make
> up." She will listen to other people's ideas. She
> isn't selfish like most girls who get to lead in
> school activities. She takes up a lot of time with
> everyone and helps so many of us with our sewing.
> She taught me how to use the buttonhole worker. She
> belongs to the N. H. A. Club.

The girls who chose Fern gave the following reasons:

> She's very friendly when you get to know her.
> I didn't like her at first. She helped me finish
> my second six weeks garment in sewing class, so I
> could take part in the senior activities. I gave
> her fifty (50) cents and thanked her. She invites
> me to her birthday parties. Fern's mother is very
> nice to her. She lets her visit me sometimes. We
> go to Sunday School together and Fern is the secre-
> tary of our class. She belongs to the N. H. A. Club.

The six (6) girls who chose Joan said:

> She can really sew and will put her sewing
> down anytime and help someone else because she can
> make a dress almost overnight. She's kind and
> considerate, but often says things that will hurt
> your feelings if you don't really know her. I want
> to work with her because she will help me with my
> exhibit garment. She will criticize your clothes,
> but I don't think she really means any harm. She's

always talking about somebody's flowered skirt and striped blouse, but she doesn't mind you criticizing her.

The first thing that claims one's attention when looking at Figure 4 is the rejection cluster around Ruth J.'s name. Ruth J. only rejected one (1) girl and that was a mutual rejection. She was rejected by thirty-nine (39) per cent of the class. Doll was rejected by twenty-two (22) per cent of the class. Many were not rejected at all.

The girls who rejected Ruth J. said:

She's loud and boisterous. She comes to school sometimes but stays away most times. She's always bossing. She isn't too nice. The jokes she tells aren't very nice. If you hang around with her, my mother says, "Birds of a feather flock together," and boys will think I am like her. She uses profanity when she gets angry. She doesn't respect school property. She tries to be a "stuck up." She tried to show me how to rip my dress one day and tore a hole in it. She doesn't mind hurting people's feelings. She calls you names. She doesn't ever get serious about anything. She's very dishonest. One day I missed my bus card and I still believe she took it. She wears afternoon dresses to school sometimes.

The girls who rejected Doll said:

She's nice but so loud and boisterous. I don't think that she is so healthy, because she walks all stooped over as if something is hurting her. She hardly ever tells the truth. She doesn't have good manners in the lunch room and doesn't seem to care. She's always too busy to do anything for you but always wants you to help her with her sewing. You can't depend on anything she says, and she's always making promises in order to get you to help her.
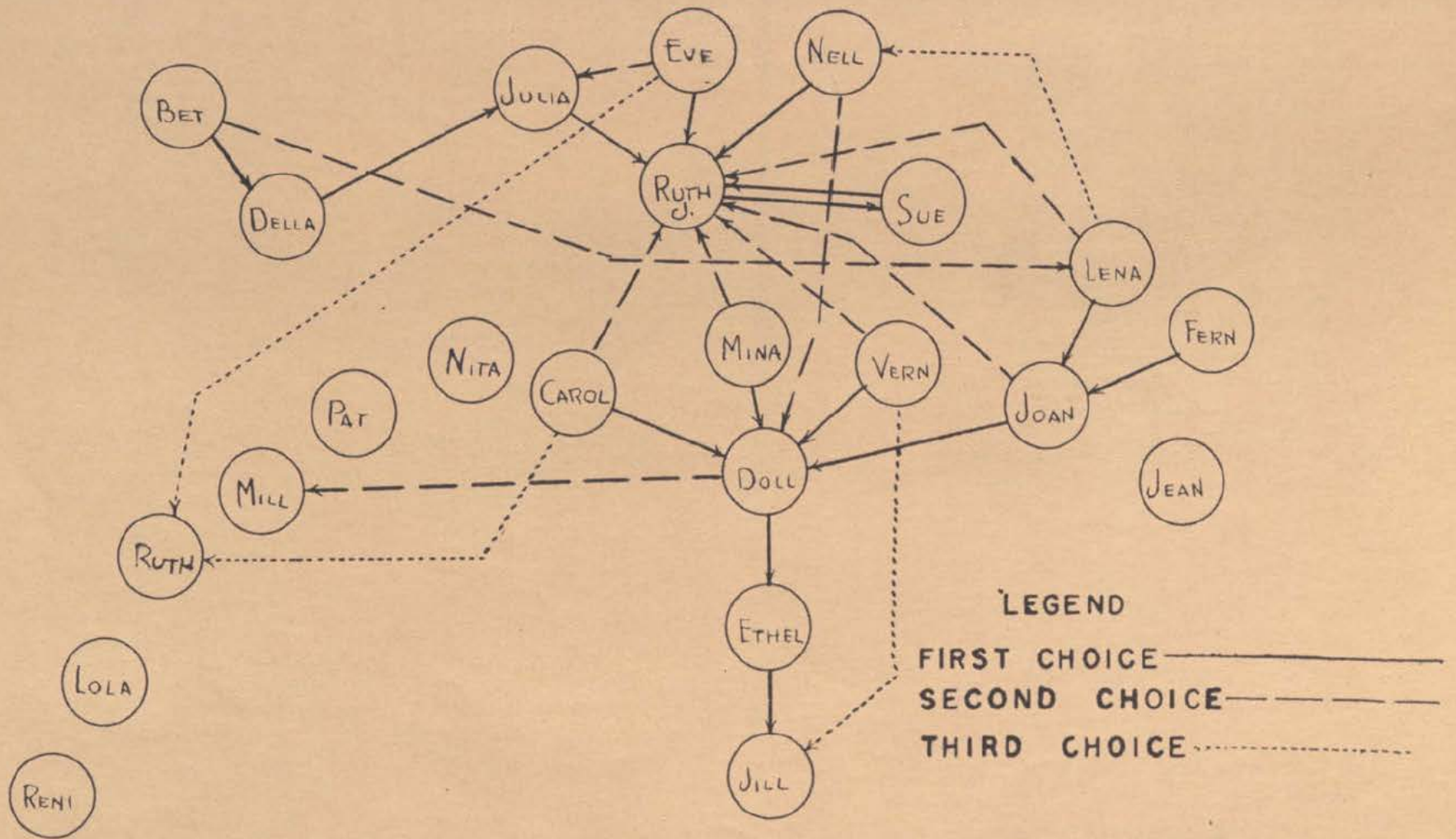
FIGURE 4 - SOCIOGRAM SHOWING STUDENTS' NEGATIVE CHOICES
CLASS - 2

She cut up on the bus so much one day until the
bus driver stopped and made her get off.

One significant finding in Figure 5 is the large number
of mutual choices found in such a small group. There were
eleven (11) mutual choices. The sociogram shows that cer-
tain girls are very much in demand. The girls who received
four (4) or more choices were:

Lois - - - 5   Bess - - - 4   Fay - - - 4
Jane - - - 4   Very - - - 4

There were twelve (12) girls in the class. Forty-two
(42) per cent of the class was given four (4) or more
choices. One girl, eight (8) per cent of the class
received no positive choices. That left fifty (50) per
cent of the class somewhere between no choices and the
girls who received four (4) or more choices.

At the center of the sociogram where most positive
choices occurred, a triangle of reciprocated choices
appeared. Lois chose Jane and Bess, while Jane chose Lois
and Bess, and Bess chose Lois and Jane. The mutal choice
between Mary and Katy was expected. The choice between
Sarah and Fay was unexpected.

Interviews revealed the following information. The
girls who chose Lois said:

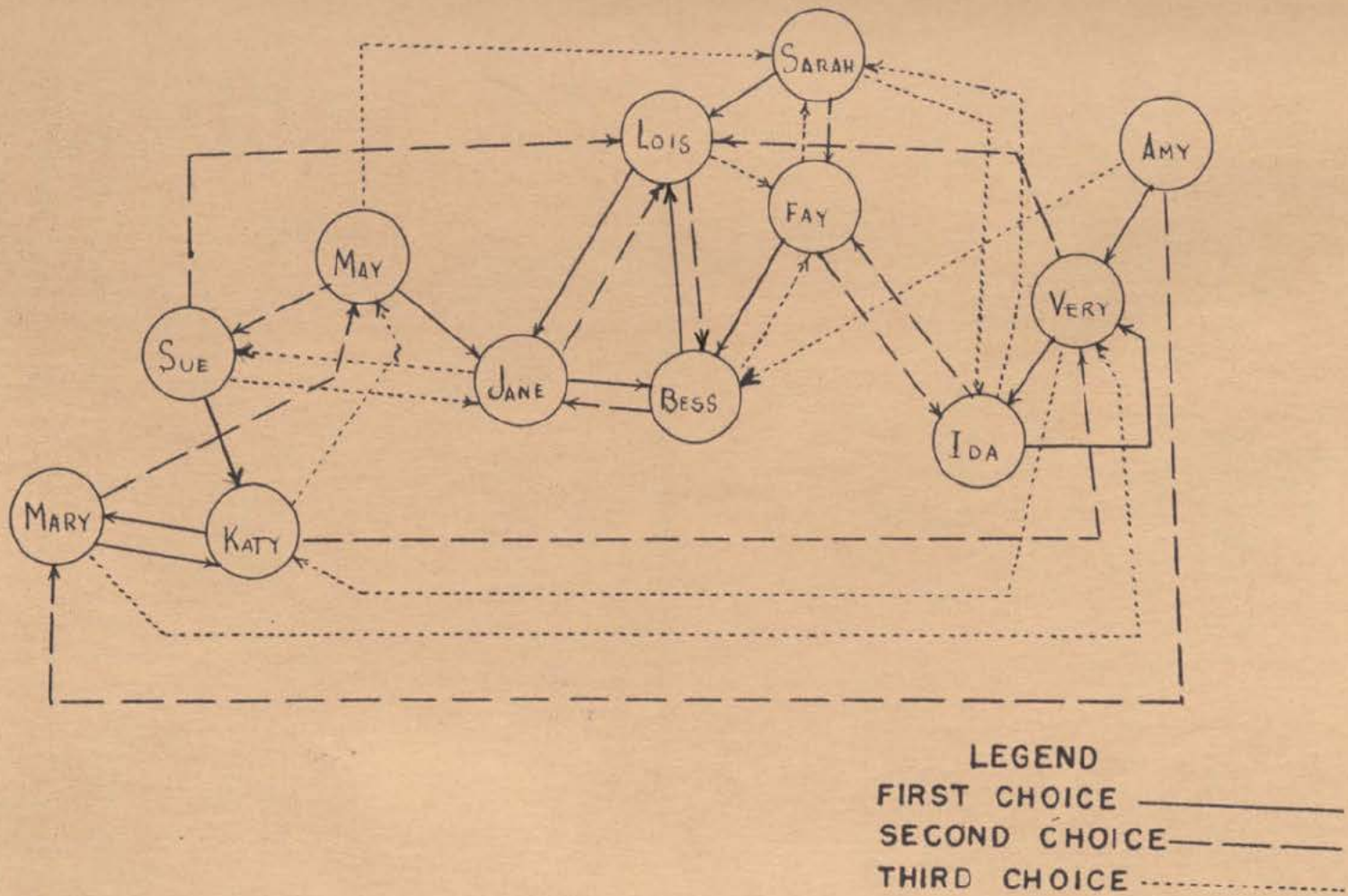She's kind and considerate of others. She's

LEGEND
FIRST CHOICE ————
SECOND CHOICE ——— —— ——
THIRD CHOICE ················

FIGURE 5- SOCIOGRAM SHOWING STUDENTS' CHOICES OF BEST FRIENDS
CLASS - 3

very friendly and doesn't talk about you behind
your back. She wears good looking clothes and is
neat and clean at all times. I like the way she
walks and talks. She has such a pleasing personal-
ity, and is very easy to get along with. She seems
to think of others more than she does herself. She's
very co-operative in classwork, N. H. A. Club meet-
ing and physical education. You can always depend on
her to do her share.

Just to look at Jane, one would wonder what it was
about her that would attract other girls' attention. The
girls said of her:

She's a good sport. She's "kinda" loud, but good
at heart. She will go her limit to help someone who
needs help. If she has money, I have money. One day
I lost my lunch money and she bought my lunch and
wouldn't let me pay her back. She's kind and con-
siderate of others. She respects her teachers. If
I work with her, I know our part of the city-wide
exhibit will be good, because she helps everybody
with her sewing. She's a "live wire" in N. H. A.
meeting. She belongs to almost every club in the
school.

The girls who chose Bess said:

She's nice, but she's very easily hurt. She has
lovely parties at her home and I am always invited.
She's nice to her little sisters and brothers. Most
of us wouldn't let our little sisters and brothers
stay up and look. We sew at the same machine.

On examination of the rejection pattern in Figure 6
the first thing one notices is the rejection cluster around
Amy and the negative chain that leads downward to her name.
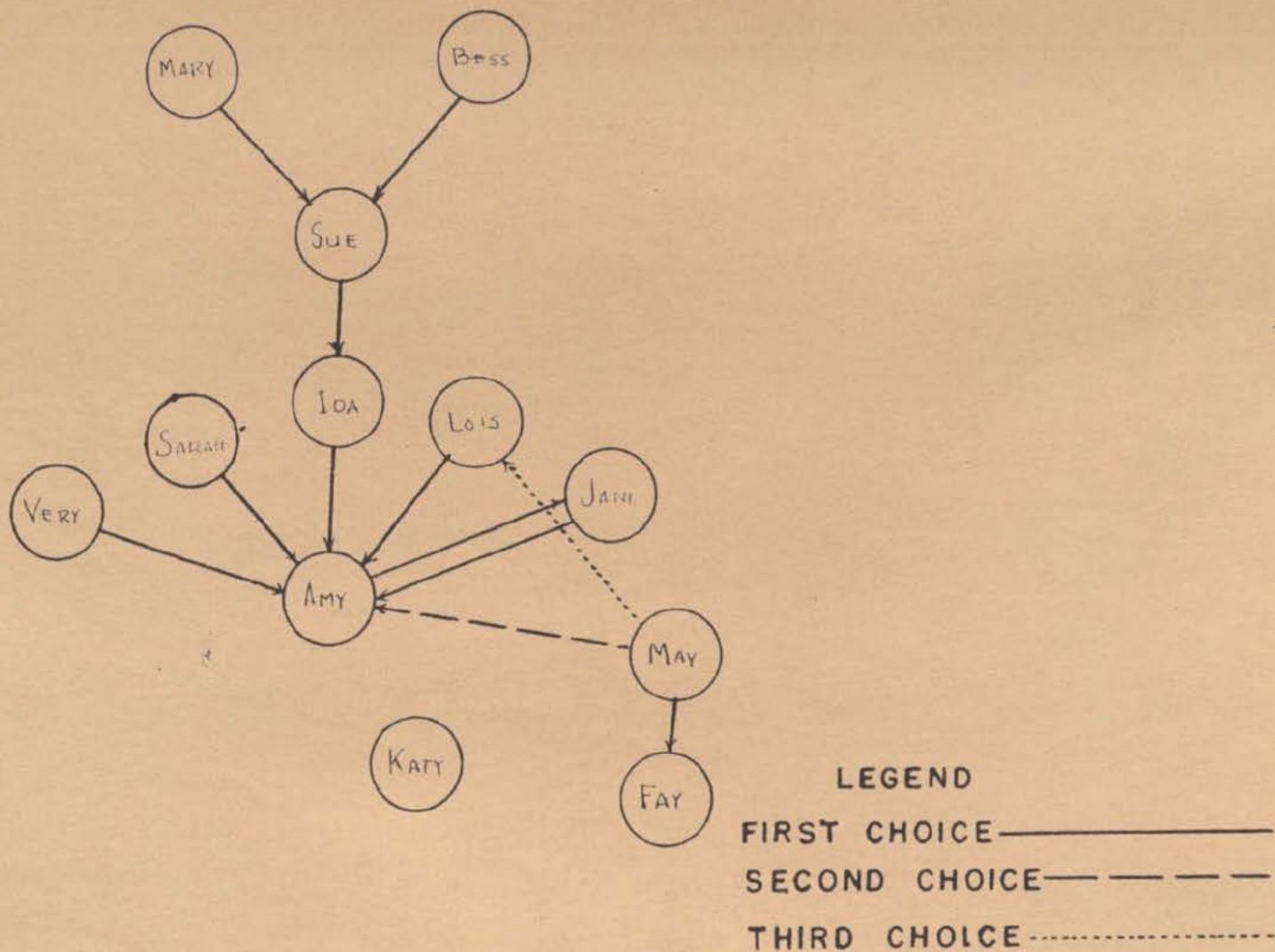There is also a mutual rejection between Amy and Jane.

LEGEND

FIRST CHOICE ————————

SECOND CHOICE — — — —

THIRD CHOICE ·····················

FIGURE 6 - SOCIOGRAM SHOWING STUDENTS' NEGATIVE CHOICES
CLASS - 3

Fifty (50) per cent of the class rejected Amy. Bess and Mary rejected Sue, Sue rejected Ida, and Ida rejected Amy along with five (5) other girls. Sue was rejected by seventeen (17) per cent of the class.

Girls who rejected Amy gave the following reasons:

She wears too much make-up and has a terrible body odor. She's entirely too loud and grouchy. She will not come to school on time. The teacher constantly reminds her of putting bobbin cases in her sewing and thus keeping others from using the machine, but you can always look in her box and find one. One day she told the teacher in sewing class that none of the teachers would ever help her. She won't even let the teacher see her sewing when she goes to help her. She uses profane language when she gets angry and is very quick-tempered. She "stutters" and that makes it even worse. She hollers at her little sisters and brothers and knocks them around. Her mother seems mean to all of them. She's impolite.

Amy said this of Jane:

She's just mean and hateful. I never did like her. She's the one who claimed that I had a bobbin case in my sewing. I have had one but not that day. She just doesn't like me. I don't like her either.

Figure 7 indicates the girls' choices of best friends. There were nine (9) mutual choices.

The sociogram revealed that certain individuals were in demand. The girls receiving four (4) or more choices were:

Joy - - - 6	Dera - - - 4
Edna - - 4	Lena - - - 4

LEGEND

FIRST CHOICE ——————

SECOND CHOICE — — —

THIRD CHOICE ················

FIGURE 7- SOCIOGRAM SHOWING STUDENTS' CHOICES OF BEST FRIENDS
CLASS- 4

Maud - - - 4   Ann - - - 4

There were twelve (12) girls in the class. Fifty (50)
per cent of the class were given four (4) or more choices.
One girl, eight (8) per cent of the class was rejected.
That left forty-two (42) per cent of the class somewhere
between.

June was rejected. A triangle appeared between Chris,
Lena, and Dera. These choices were expected. Edna's
choice of Lena for a best friend was unexpected.

In an interview, the girls who chose Ellen said:

> She's kind and considerate, and wouldn't hurt
> anyone intentionally. She's always neat and tidy,
> and wears beautiful clothes that are appropriate
> for school. You can depend on her to always help
> regardless of what the task might be. She's an
> active member of the New Homemakers of America, and
> holds an office. She also belongs to the "Y" Teens
> Club. I just like her.

The girls said this of Lena:

> She's married but she certainly doesn't try to
> boss anyone around. In fact, she seems to be hap-
> pier now than ever. She smiles all of the time.
> She will help anyone who asks for her help in sew-
> ing. She's an active and financial member of the
> New Homemakers of America even though she can't
> come to social affairs because she's married.

Figure 8 reveals the negative choices of girls. The
cluster of choices around June's name indicates that fifty-
eight (58) per cent of the girls rejected her. She rejected
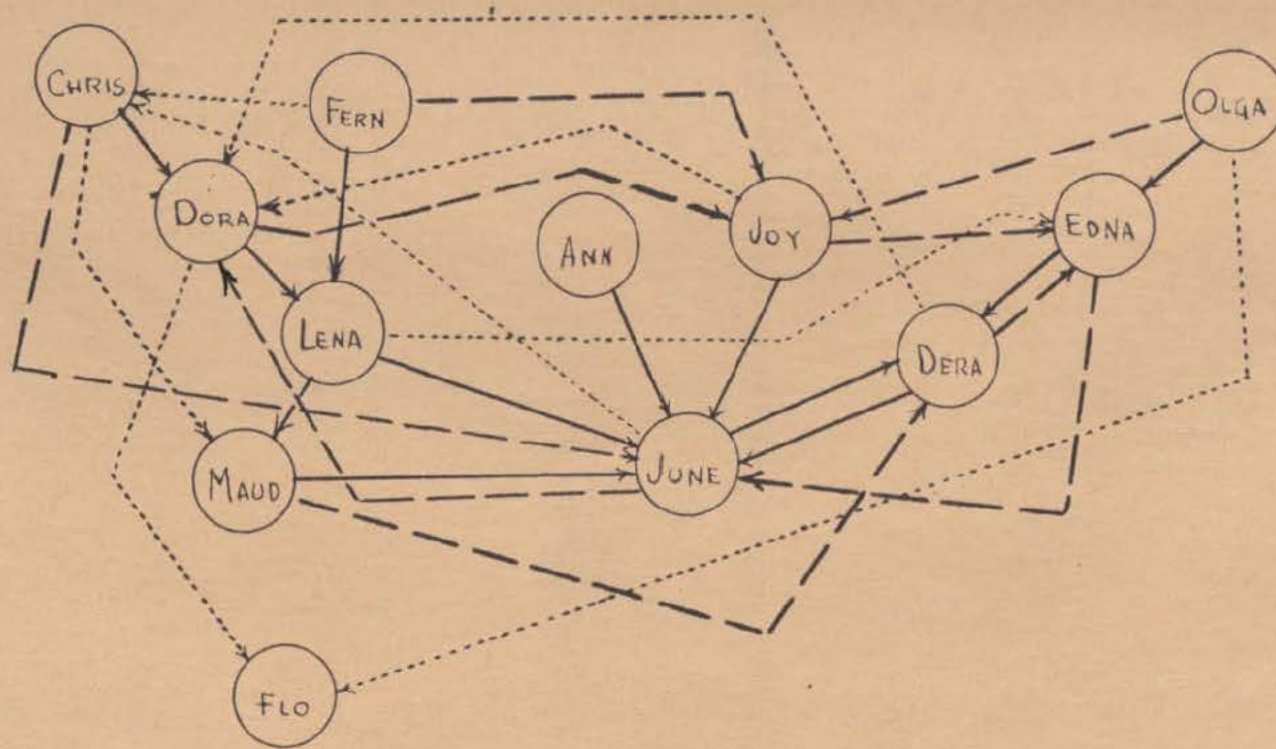
FIGURE 8-SOCIOGRAM SHOWING STUDENTS' NEGATIVE CHOICES
CLASS-4

LEGEND
FIRST CHOICE————
SECOND CHOICE—— —— ——
THIRD CHOICE········

three (3) girls. There was a mutual rejection between June
and Dera, and another between Dera and Edna. Both of
these mutual rejections were expected.

Classmates who rejected June said:

To look at her you wouldn't think that she would
hurt anyone, but she is the most "sneaky" and incon-
siderate girl that I have ever met. She uses profani-
ty when she becomes angry. She doesn't care whether
she ever gets her lesson in on time.

Girls who rejected Edna said:

She's a "sneak" and untruthful. She uses teachers'
names in order to get them to sell her a coke in the
lunchroom. She's nice sometimes but you never know
when she's going to change. She sews nicely but is
very careless. She's always cutting into her garment
on the pinking machine.

Figure 9 shows the students' choices of friends whom
they wished to sit near. There were eighteen (18) mutual
choices. The sociogram revealed that certain girls were
very much in demand. The girls who received five (5) or
more choices were:

<pre>
        Jenny - - - 7   Marie - - - 5

        Judy - - - 6   Lisa - - - 5

        Lory - - - 5   Lovie - - - 5
</pre>

There were twenty-six (26) in the class. Thus,
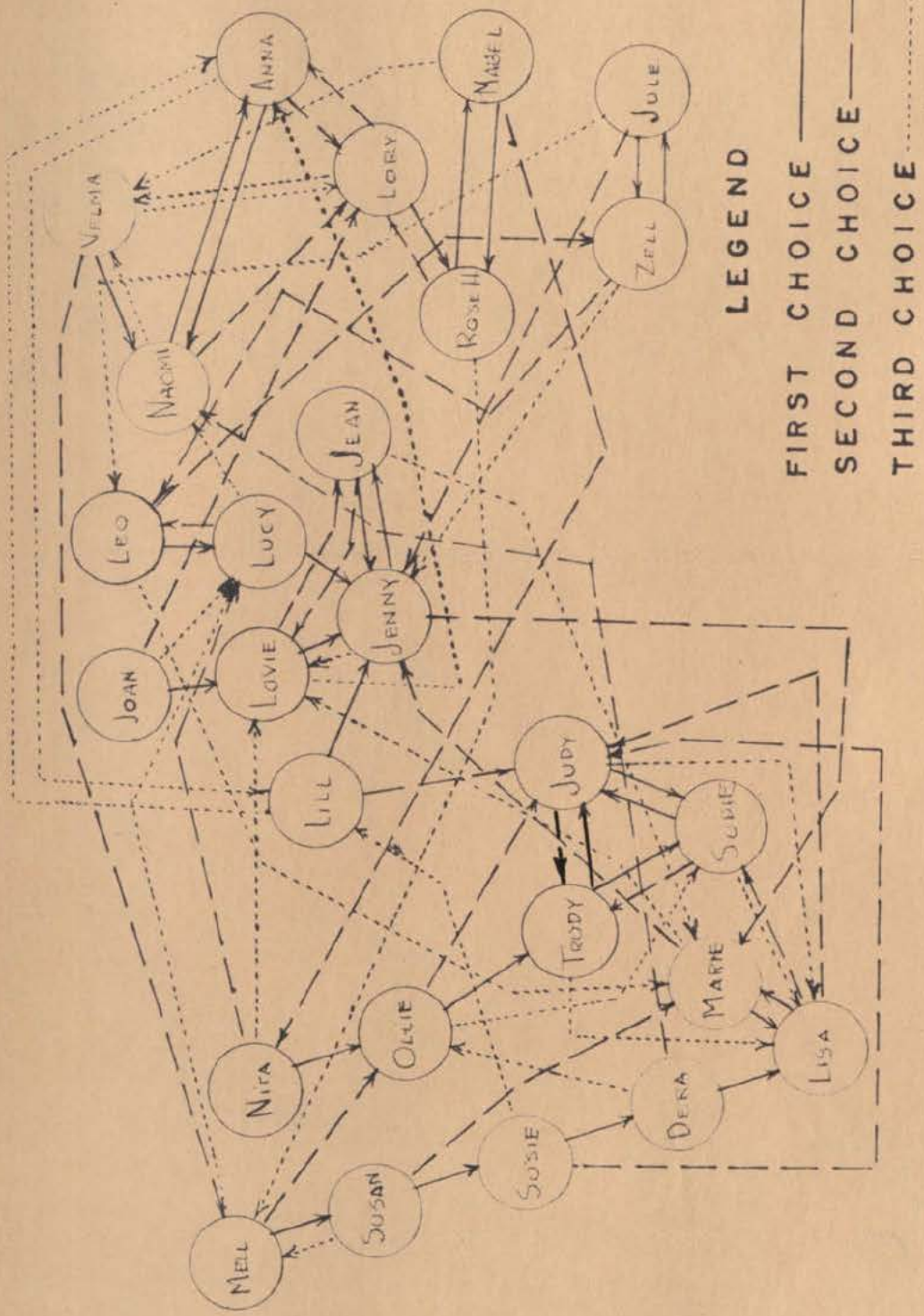twenty-three (23) per cent of the class was given five (5)

LEGEND

FIRST CHOICE ————

SECOND CHOICE — — —

THIRD CHOICE ·········

FIGURE 9- SOCIOGRAM SHOWING STUDENTS' CHOICES OF BEST
FRIENDS CLASS -5

or more choices. Four (4) per cent of the class was reject-
ed. That left seventy-three (73) per cent somewhere between
the rejected and accepted.

At the center of the sociogram where most likes
occurred, one will notice the triangle between Sudie, Judy,
and Trudy and, also, between Jenny, Jean, and Lovie. Choices
in the first triangle were expected, but the mutual choice
between Trudy and Sudie was unexpected.

The girls who chose Jenny said:

> She's very attractive and has such a pleasing
> personality. She likes everyone and always greets
> you with a smile. She goes out of her way to help
> others, and seems to expect no favors in return.
> She doesn't gossip. If a group starts talking about
> some one, she finds something else to do. She's
> always neat and tidy. I have been in groups with
> her before and she always listens to what the other
> person has to say. She belongs to the N. H. A. Club
> and invites me to their dances.

The girls who wanted to sit near Lory said:

> She will help me with my work. She's an N. H. A.
> member, and we have good times together. She
> also gives lovely parties at her home. I always
> get invited. Her brother is my boy friend. She's
> neat and tidy. She doesn't feel superior or inferior
> to her classmates. She's just plain lovable Lory to
> all who come in contact with her. She's nice to her
> brothers and sisters. I don't think they ever argue.

The girls seemed to like Marie in spite of the fact
that she slipped out of the room often. They said of her:

> She's good at heart but she doesn't know when to

be serious and when to be silly. She doesn't mind
spending her money on you if she likes you. She
isn't necessarily lazy because if she decides to do
it, she will make her six weeks garment (in sewing)
overnight even though she knows it won't be accepted.
She's always neat and clean and wears appropriate
clothes.

The outstanding rejection cluster in Figure 10 points
to Lisa. One would think that she did not have five (5)
positive choices. She was rejected by twenty-three (23)
per cent of the class. Marie, who also received five (5)
positive choices had eight (8) negative choices which was
thirty-one (31) per cent of the class. Dera received five
(5) negative choices to the writer's surprise. Nineteen
(19) per cent of the class rejected her. Seventy-three
(73) per cent of the class' rejections went to three (3)
girls. That left only twenty-seven (27) per cent for the
remainder of the class.

Interviews revealed the following information about
Marie:

She's loud and doesn't care what anyone or any-
body says about it. You can't hurt her feelings
easily. She "lives" in the halls at school. (I
mean she's always running around). She has been
caught slipping out of the sewing room three
times, to my knowledge. The last time, she was
punished. She always pays up her N. H. A. dues
when she hears that we are having a dance, but not
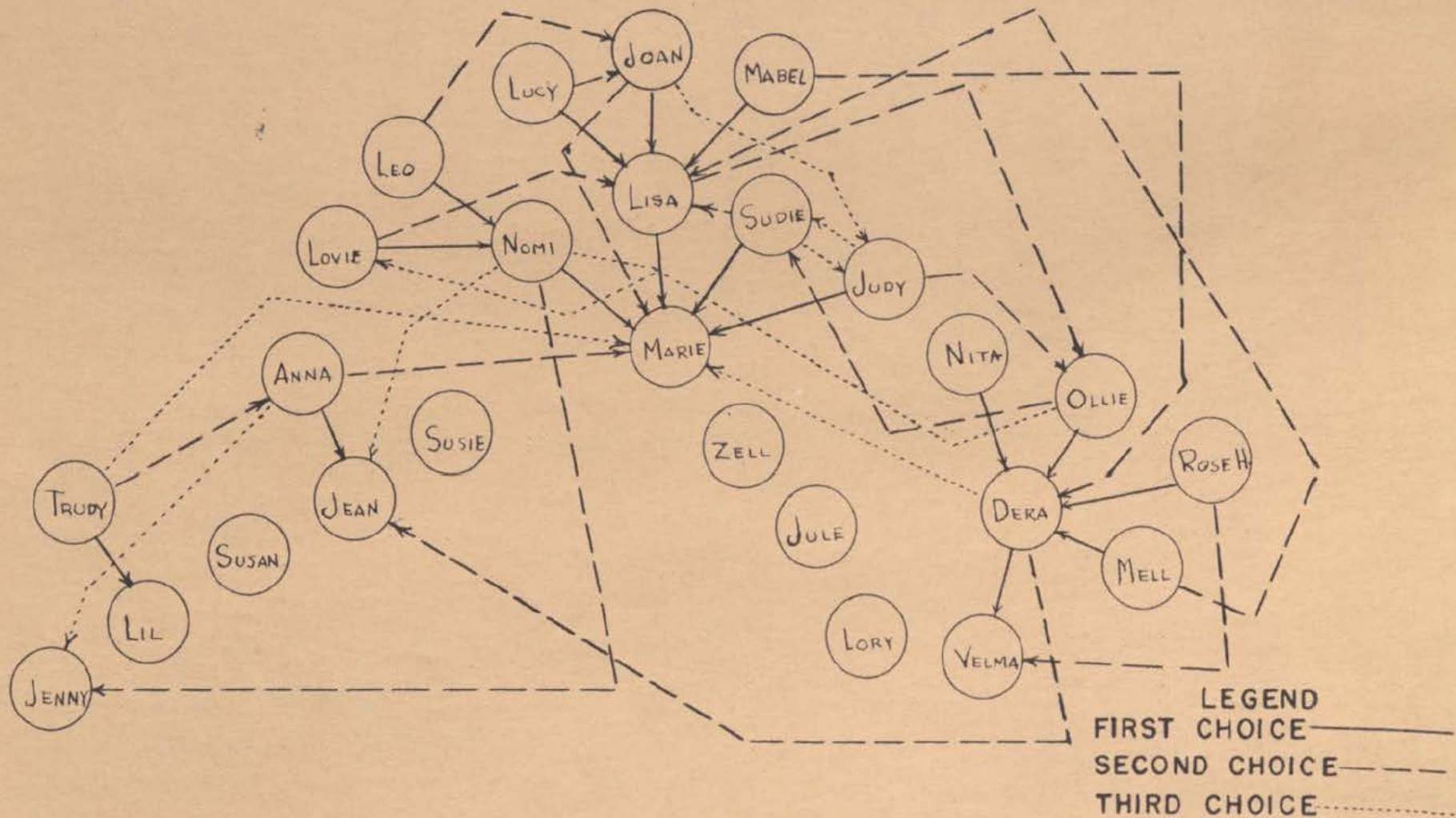before. She doesn't come to our meetings.

The following was said of Lisa:

LEGEND
FIRST CHOICE————
SECOND CHOICE———
THIRD CHOICE············

FIGURE 10-SOCIOGRAM SHOWING STUDENTS' NEGATIVE CHOICES
CLASS•5

She's too fat for her own need. We try to get her to waar a girdle but she only "giggles" and won't talk about it. She doesn't know when to be serious and when to be silly. I don't believe she really knows right from wrong.

Erickson(7) said social problems can only be cared for by group action. Teachers have an opportunity to provide many group activities, they have an opportunity to provide many instructional services closely related to the needs and problems of the students, and they have an opportunity to acquire much information and many insights about students and their experiences. It was assumed that there might be a need for study or preparation for group living.

An analysis of the data revealed from sociograms and student interviews indicated a need for grouping students according to their choices, giving the rejected students their first choices, in order to obtain the maximum development of and satisfaction for. The leader who received a rejection was given her first choice (in most cases), in compensation. After groups were set up in all five (5) classes and all girls were given their optimum choices, the girls were then asked to list the things that made them feel important. In response, they listed:

My personality

To be trusted by others

My scholastic achievements

Compliments from people

Helping someone

Excelling others

When people seem to like me

To be a leader in a club

My position at church

My ability to get along with others

My ability to get along with my family

Having a boy friend

Being able to make my own clothes

Having many friends

Belonging to a club

Being able to ask a question intelligently

Playing in the school band

Being a member of the "Pep Squad"

Being a "Pep" leader for the school

Driving the family car

According to Foshay(42) this information revealed what students valued about themselves and could be developed as a sort of inventory of the symbols of self-importance that the children were consciously employing.

Since interviews also indicated that choices were greatly influenced by certain personality traits and previous class goals, it was evident that instructional service

closely related to the improvement of one's personality was necessary.

A committee brought to the class ten (10) suggestions for personality development. They were: (1) Be conscious of the other person and note what "He" does. (2) Assume that people like you. (3) When you greet a person, greet him emphatically, as: "Good Morning;" not "good morning." (4) Build up the other fellow's feelings of self-worth. (5) Admit your own defects. (6) Practice use of the word, you, and not, I. (7) Admire your friends. (8) Love someone intensely. (9) Change your environment occasionally. (10) Associate with people who are successful and happy. Each girl was asked to practice these suggestions daily.

The next committee reporting had a round table discussion on "What kind of personality do people admire?"

Thirty-five (35) slips were divided equally among the participants seated around the cutting tables. Each participant explained the contents on her slip. According to Newton(12) the findings were:

Be depended upon to do what you say you will do.

Go out of your way to help others.

Do not show off your knowledge.

Do not exaggerate your statements.

Do not reprimand people who do things that displease you.

Do not let yourself feel superior to your associates
and be careful lest they get the impression that you do.

Do not be sarcastic.

Do not be domineering.

Keep your clothes neat and tidy.

Do not be bold and nervy.

Do not laugh at the mistakes of others.

Do not take a vulgar attitude toward the opposite sex.

Do not be inclined to find fault with everyone else.

Do not correct the mistakes of others.

Do not tell jokes at the expense of those listening.

Do not try to have your own way.

Do not take the initiative in an argument.

Smile pleasantly.

Do not talk continuously.

Do not pry into other people's business.

Do not keep your end of the conversation up by asking
questions.

Do not ask favors of others.

Do not be out of patience with modern ideas.

Do not be flattering.

Do not talk about your personal troubles.

Do not spread gossip.

Do not mispronounce words.

Be cheerful.

Be enthusiastic.

Do not be suspicious that people are trying to put something over on you.

Do not be lazy.

Do not borrow things.

Do not tell people what their moral duty is.

Do not tell people what is right and wrong.

Discussions lasted for three (3) days, using one-half (1/2) of the period each day. The committee made mimeographed copies for all classes and asked each girl to check her shortcomings for at least three (3) weeks and note changes, if any, in her personality.

It was assumed that such a study might furnish information which would be valuable in guiding students to group acceptance.

It was explained that everyone was to think of something that would possibly contribute to everyone's getting along with everyone else in order to have perfect peace and harmony in the department. "Buzz" sessions resulted in the following responses:

To learn to work well together

To learn to like everyone

Listen to other people's ideas

To observe health rules (cleanliness)

To be honest

To be truthful

To help those who need help

To control your temper

Don't try to "Show off" or be a "Stuck up"

Learn to control yourself

To be neat and tidy at all times

To recognize the leader of the group

Be able to think independently

To be kind and considerate of others

Have a good reason for everything you do

Don't argue

Co-operate

To make a contribution in group work

All classes contributed to the list that was written on the blackboard.

An open invitation to become a candidate for New Home-makers of America membership for another year yielded seventeen (17) prospective members.

An informal dance was planned in order that the entire department could associate with each other. Boy friends and one more couple were invited. The writer observed that two of the rejected girls sat in the background all evening and did not dance. That was a problem that needed attention. They had worked co-operatively on the planning committee, too.

One had the responsibility of engaging the music. When
they were very casually asked, "Why aren't you dancing?"
One said, "Oh! We don't like these boys."

It was found out later that both had an inferiority
complex about their dancing. This was where the physical
education teachers could help.

Wright(15) said, belonging to a group, being accepted
by the crowd, having friends, and being liked are funda-
mental urges of adolescents. Unconsciously they are
separating themselves from the close contact of the family
circle and seeking security and satisfaction in a circle of
persons of their own age. It is a normal aspect of growing
up and almost all groups of youngsters will greatly appre-
ciate discussions on what makes one popular, how to behave
on dates, and what to do in all kinds of social situations.

At one time or another during the high school years,
all youngsters are concerned with the following:
(1) Becoming popular. This they associate, and rightly so
with the way they look and dress. Make-up and grooming in
general are vital matters. This they associate also with
"having personality" and they are concerned with finding
what kind of behavior will make people like them.
(2) Getting along with people. (3) Boy and girl relation-
ships. (4) Manners or etiquette. (5) Relationships within
the families which include all those "breaking away

conflicts" and all those "breaking down of the family" tragedies. Among these are disagreements the young always seem to have with the older generation regarding morals, manners, and dress. These conflicts also deal with going out at night, using the car, doing chores at home, and getting satisfactory report cards.

Raths and Fleck(23) said almost every home economics teacher is concerned about the students in her classes who have difficulty in learning, are ill frequently, withdraw from the group, or have problems in their relations with others. Again and again it has been emphasized in professional education that these conditions arise when certain needs of individuals are not met. There are certain emotional needs:

The need to belong

The need for achievement and recognition

The need for economic security

The need to be relatively free from fear

The need for love and affection

The need to be relatively free from intense feelings of guilt

The need for self respect and sharing in the values that direct one's life.

The need for guiding purposes in understanding the world in which one lives.

It is granted that there are many other needs of individuals but these eight (8) needs seem unusually important.

The needs theory further infers that if an emotional need is not met, frustration occurs. As frustration develops, one of five (5) conditions may emerge. Individuals may be: (1) hostile, belligerent, or aggressive, (2) nonparticipating, withdrawn, or solitary, (3) victims of psychosomatic illnesses, (4) submissive in behavior, forever yielding, or indecisive in making up his own mind, or (5) have a combination of any two behaviors indicated here. In addition to these symptoms, students give indications of not being able to learn new ideas or to adapt themselves as readily as most individuals.

In an attempt to meet emotional needs, home economics teachers must be guided by certain important points:

1. The teacher should not consider herself as a clinical psychologist.

2. The teacher is not taking the place of home and mother. An attempt is merely being made for the school to do what it can.

3. Teachers are not out to pet or pamper the world, but are acting on the assumption that if a psychological need is indicated, it requires the same attention as a physical need, as when a child needs glasses.

4. Teachers must operate on the assumption that people have emotional needs, and that certain behavior will indicate if the needs have or have not been met.

5. Teachers must identify needs, and find ways to satisfy these needs.

In an attempt to assist the students to locate their needs, they were asked to list their "worries" and check basic needs on "My Wishing Star."[1]

In the girls' own words, some of their "worries" were:

I worry about my grades in sewing.

People don't like me.

I am afraid to try to make a dress in sewing. I just can't sew.

I feel that I am not wanted.

My boy friend won't talk to me.

I don't know how to act at parties.

People say I am loud and boisterous.

I don't have a real mother.

I need more self-confidence.

Teachers don't like me.

People say I have a pug nose.

I just can't sew.

I wish I could carry on a pleasant conversation.

---

[1]Smith, op. cit., p. 84.

I am entirely too tall.

I worry about getting my garment ready for the exhibit.

I have too much to do at home.

I have to come a long distance to school.

My head hurts all the time.

People don't understand me.

I get jealous very easily.

My eyes hurt all the time.

I am too fat.

I just can't seem to like some girls.

I need a quiet place at home to study.

I have difficulty expressing my self in writing.

I don't have money to buy material.

I get jealous of my boy friend easily.

I don't know how to introduce my friends to each other.

We don't have enough money.

I need to learn to be a good listener.

I don't have enough clothes.

How can I go to school and have a job, too?

Students checked these wishes from "My Wishing Star."[2]

I wish my parents really loved me.

I wish my parents did not push me around.

---

[2] Ibid., p. 85.

I wish my family noticed when I did things right.

I wish we did more things together.

I wish I did not have to get up so early.

I wish I could help to make rules.

I wish I were chosen to do things more often.

I wish I were not afraid of being criticized.

I wish I had a "best" friend.

I wish I did not have to play by myself so much.

I wish I belonged to a club.

I wish I felt as though I really belonged in my school group.

I wish people invited me to parties.

I wish I liked more people.

I wish people liked me.

Wishes made by the girls somewhat verify the fact that the home plays a large part in developing confidence and respect for others. The evidence is clear that more guidance is needed in the home.

It was assumed that parents have an important role to play in the growth and development of their children.

After the students had listed their "worries" and checked wishes, from the "Wishing Star," that would make them happier if they came true; the following directions were written on the blackboard in order to keep from repeating them to five (5) classes:

What to do about your problems.

No matter what your problem is, the steps you take to solve it are about the same. You should ask yourself these questions and answer them before you start to work on any problem. It's best to write out the questions and answers.

1. What is my problem?
2. What keeps me from doing something about it?
3. What advantages do I have that will help solve the problem?
4. What are some of the ways the problem can be solved?
5. What will happen if the problem is solved in these ways?
6. After thinking about different answers to the problem, which answer is best for me?

After you have answered each question, you can start the ball rolling. Remember these things:

You are the person who can help most. Your problem will go on until you do something about it--and the sooner the better.

1. Part of growing up is learning to depend on yourself more than on other people. Get all the help you can, but you must make the final answer.
2. Read books and pamphlets. There are several library

books on the writer's desk. You are free to ask any questions that you feel will help solve your problem.

3. Talk to your friends and classmates. You may get many good ideas from people whose problems are much like yours.

4. Talk about your problem with a grown-up. Sometimes it will be hard for you to talk about your problems to other people, but you will find there are many adults who really want to help you if they can. Parents, teachers, your family doctor, counselors will all keep your secrets and be interested in you.[3]

The writer decided that she could do something about the problems concerning sewing. Various teachers who had had students sew for them were contacted and asked if they had some sewing that they wanted done. One teacher wanted some aprons made, another wanted dresses made for a five (5) year old daughter, one (1) teacher brought a bolt of material to make robes for a kindergarten graduation. The writer brought feed sacks and patterns for her five (5) year

[3]H. H. Remmers, and Robert H. Bauemfeind, Examiner Manual for the Science Research Associates, Junior Inventory, Form A.

old daughter. Many other girls in the various classes had similar "worries" because of the requirements to be met by the end of the six weeks. The writer stated: "Now that we have plenty of material to work with, we have nothing to worry about along that line. Those of you who would like to have something to sew may come up and we'll see what can be found for you."

Many throughout the department came to the writer for something to work on. Some who had an inferiority complex about their sewing and thought that they would be criticized or ruin material were encouraged to work with the sacks and assured that the writer had confidence in their doing a good job with her guidance. Three rejected girls ended up with neat sack dresses that were saved for the city-wide exhibit. Amy, a reject, who had been given the simple task (by her group leader) of sewing up robe sleeves was just as proud of the finished product as any girl who had worked on them. The girls, along with the writer, had planned to make the robes in the same procedure used in factories, which provided group activity to help girls grow in the ability to get along with each other, extend their skills for living and working with others, exchange ideas and discover that pooled abilities supplement and complement one another in the end result. Amy seemed just as happy as she would have been if she had made a robe all by herself. It was assumed that this study might promote growth in the ability

to work in groups and thus relate students to each other.
Many others were equally as happy as Amy and realized that
they had made a contribution, too. Individuals made aprons.
Certain girls who had received pay from the other teacher
volunteered to make the five (5) year old girl's dresses.

Through conversation with girls who were attempting to
solve their problems as a result of reading "Inferiority
Complexes" by Geisel(8), the following responses were given
by the girls:

> I am going to make a dress in sewing class,
> if it takes me six weeks to do it.

> I'm going to get some material and work
> hard since John and I are on outs.

> Since I can't make my nose over, I'll try
> to be friendly to everyone, probably people won't
> notice my nose.

> Now that I've been practicing ball room
> dancing in physical education, I am going to
> the next dance, and I am going to dance, if
> anyone ask me.

> I decided to find a pattern where the stripes
> run crosswise in the skirt, perhaps that will
> make me look lower.

This was evidence that the girls had begun to believe
that they were the ones to solve their problems. Many
others were seriously working on theirs. Geisel(8) says,
in inferiority feelings, face the facts, work hard, and try
again, do not blame yourself, devote yourself to some other
activity. You can understand yourself, get along with

others, and make your way, if:

1. You are honest with yourself, face the facts, and
   don't kid yourself along.
2. You are courteous and considerate and observe the
   Golden Rule.
3. You make the most of your abilities and the
   opportunities around you.

It is an odd fact that you become a likable person
when you solve your personal problems; for these problems
represent the things that disturb your personality and your
relations with others. As you understand yourself better
and solve your problems, you gradually acquire certain
traits that other people like in you. A likable person
tries to like other people, is interested in others, is
unselfish, knows how to accept favors, is not moody, is not
self-conscious, is a good co-operator, does not dominate
his friends, helps others to feel important, has faith in
his fellows, speaks well of others, and likes to be of
service.

A day was spent looking at and discussing group activi-
ties that had been filmed from various departments and
classes throughout the school. Some of the outstanding
activities which proved that the individual and the group
were interdependent were those of the band, the chorus in

the music department, the editorial staff of the school paper, the carpentry shop, the metal shop, cosmetology, the home and family life education department, radio and television class, upholstery department, mechanic arts, and many other activities. This film provided a discussion period and the experience of being a good listener.

The city-wide exhibit proved to be one of the most worthwhile activities of vital concern to the students. Everyone wanted something on exhibit and worked toward that goal. As girls finished their projects, they helped others who were in or out of their group in order to make the exhibit a success. Advanced students helped others apply slide fasteners in dresses and skirts. Committees were formed, from various groups in the classes, to contact department stores concerning the use of mannequins to display garments, to contact undertakers concerning the use of their green grass, to contact the carpentry department concerning the repair of wooden racks that were used in the department to display garments, to make mimeographed copies of invitations to be sent to parents, to make a guest book, and to work on necessary decorations for the exhibit. This activity seemed to make girls lose sight of the fact that they had rejected some of their classmates. Everyone was so busy.

The last activity of the year was a formal dance

sponsored by the I. M. Terrell Chapter of the New Home-
makers of America. Twenty-nine (29) of the eighty-four (84)
girls were members of the chapter. It was made possible
for all other girls in the department and their dates to
attend the dance. Experiences were provided in working
with small groups on decoration, refreshments, invitations,
music, and engagement of the gymnasium for the dance.
Occasionally the writer suggested simple roles for the
rejected girls.

Three chapters of New Homemakers of America from
various Junior High Schools in the city were invited. This
dance provided the experience of meeting students from all
sections of the city. Games were provided for all, includ-
ing the eleven (11) teachers and five (5) parents who helped
supervise the dance. The parents had an opportunity to
observe and decide whether their daughters were seemingly
accepted by the group.

Evidence pointed toward the fact that it was a
thrilling experience for the juniors to be invited to a
senior high school dance, and it gave the senior high school
girls a feeling of importance.

In Figure 1, class 1, Kate the only rejected girl
was given her first choice. Jean, whom she had chosen was
given her first choice, Netta, in compensation; Kate also
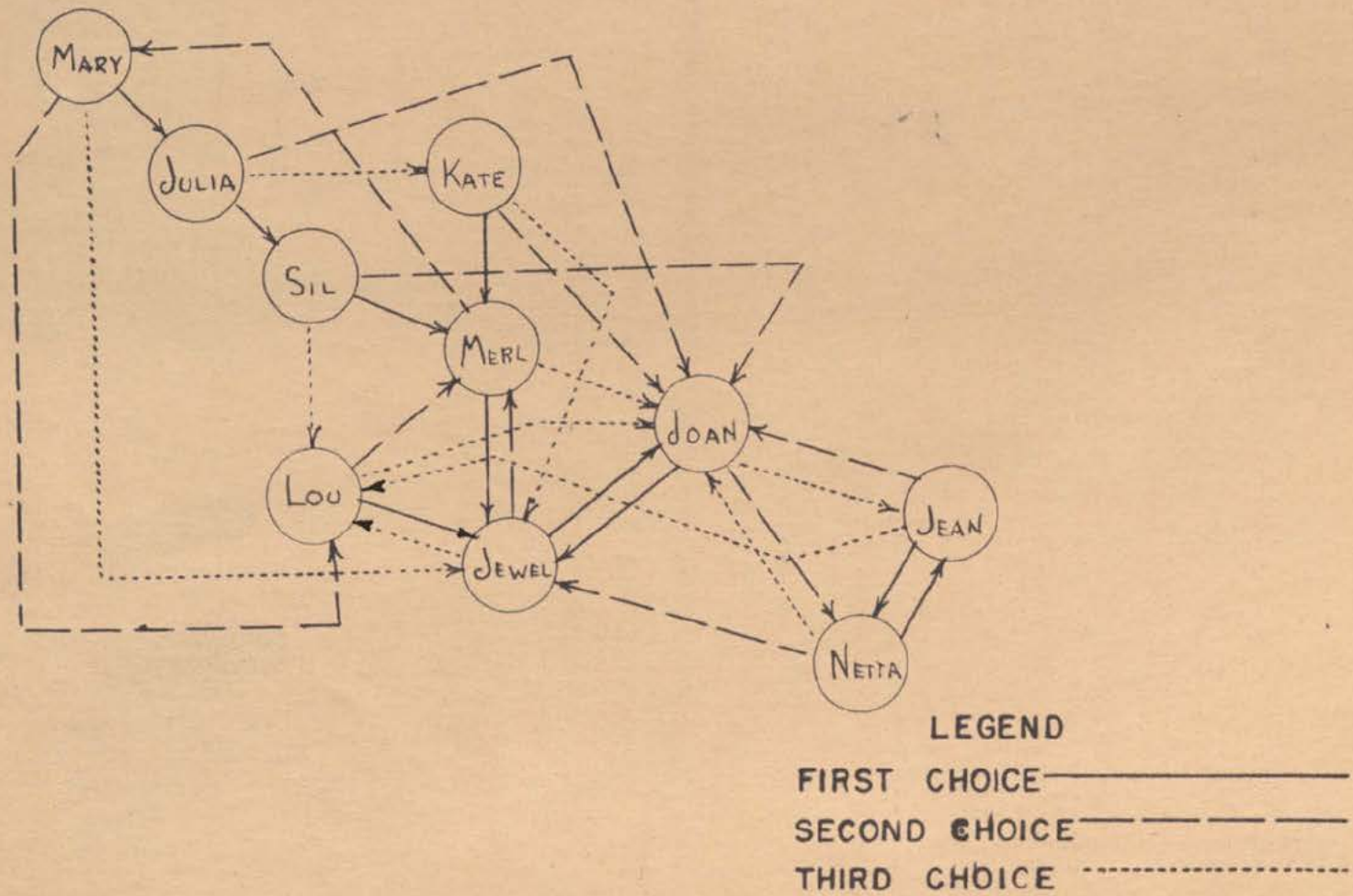chose Netta. This was believed to have been the best group

FIGURE II - ACCEPTANCE SOCIOGRAM AT END OF STUDY - CLASS I

LEGEND

FIRST CHOICE————————

SECOND CHOICE——— ——— ———

THIRD CHOICE ·······················

for Kate, but in Figure 11, Kate did not choose Jean or Netta but chose her second choice, Joan, who did not reciprocate. Julia chose Kate, which meant that she did have one friend but did not especially care about that friend. She had wandered around seeking to be friends with girls who did not necessarily care about her. She was not too happy but still high spirited.

As a result of working on various committees with girls in other groups, many girls extended friendship choices to girls in other groups, thus making new friends as well as keeping old acquaintances.

Girls who had clusters of negative choices in Figure 2, but had not been completely rejected were all chosen by some one in the class, which meant that they were yet accepted by someone.

Figure 12, the acceptance sociogram for Figure 3, class 2 reveals that Ruth J. who was rejected at the beginning of the term had a mutual friend, Bet, who helped her finish a garment for the exhibit. Vern did not have a mutual friend but she did choose three girls who had really helped her finish required work in order that she might be eligible to participate in the senior activities, which goes to show that in order to really belong and be chosen by even people who help you, one must make some contribution herself. However, Vern was chosen by Della who liked Bet
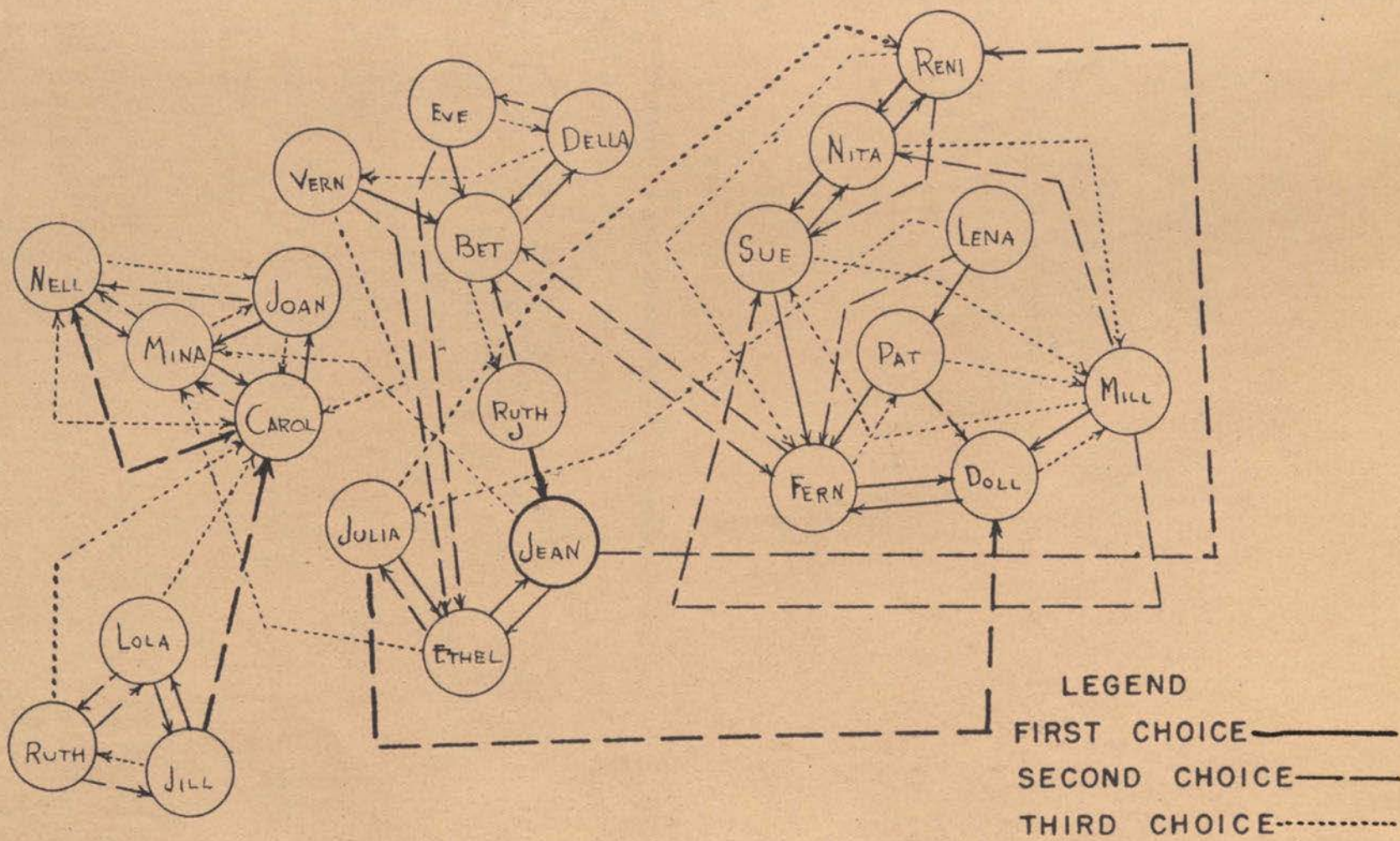
FIGURE 12-ACCEPTANCE SOCIOGRAM AT END OF STUDY - CLASS 2

LEGEND
FIRST CHOICE ————
SECOND CHOICE ——
THIRD CHOICE ············

whom Vern liked, also. Lena was yet unchosen which could probably be accounted for by inattendance.

In spite of the fact that Nell, Mina, Carrol, and Joan again formed a clique at the end of the year, they had helped almost every student in the class in some way. They were advanced students. Ruth, Lola, and Jill again formed a triangle. There was not much of a change in society in this class.

Figure 13, the acceptance sociogram for Figure 5, class 3 reveals a significant change in society for Amy, a reject. She chose Very at the beginning of the term and also Mary. At the end of the term Amy had two mutual friends, Mary and also Mary's best friend, Katy. Katy was the one who asked Amy to sew up sleeves for robes, thus giving her the feeling of belonging. Amy still chose Very as first choice. The students could easily extend their choices of new found friends at the end because they were free to move about and exchange ideas with each other, individual with individual, or group with group. This gave them the opportunity of extending choices to others in the class. Sue who had been out practically three-fourths (3/4) of the time was unchosen at the end.

Figure 14, the acceptance sociogram for Figure 7, class 4 reveals that the structure of student society was almost the same as it was when sociograms were constructed

LEGEND
FIRST CHOICE ———————
SECOND CHOICE —— —— ——
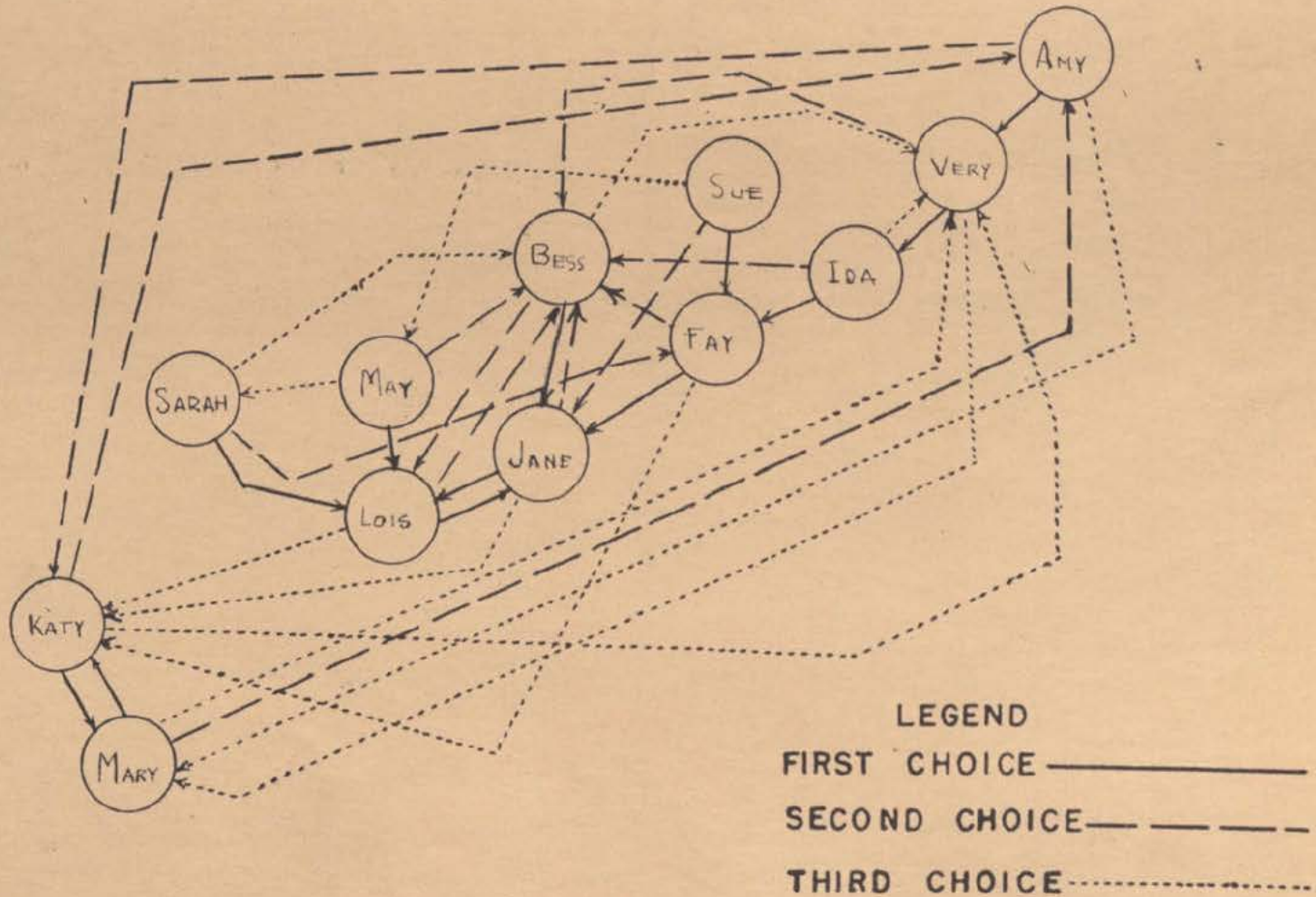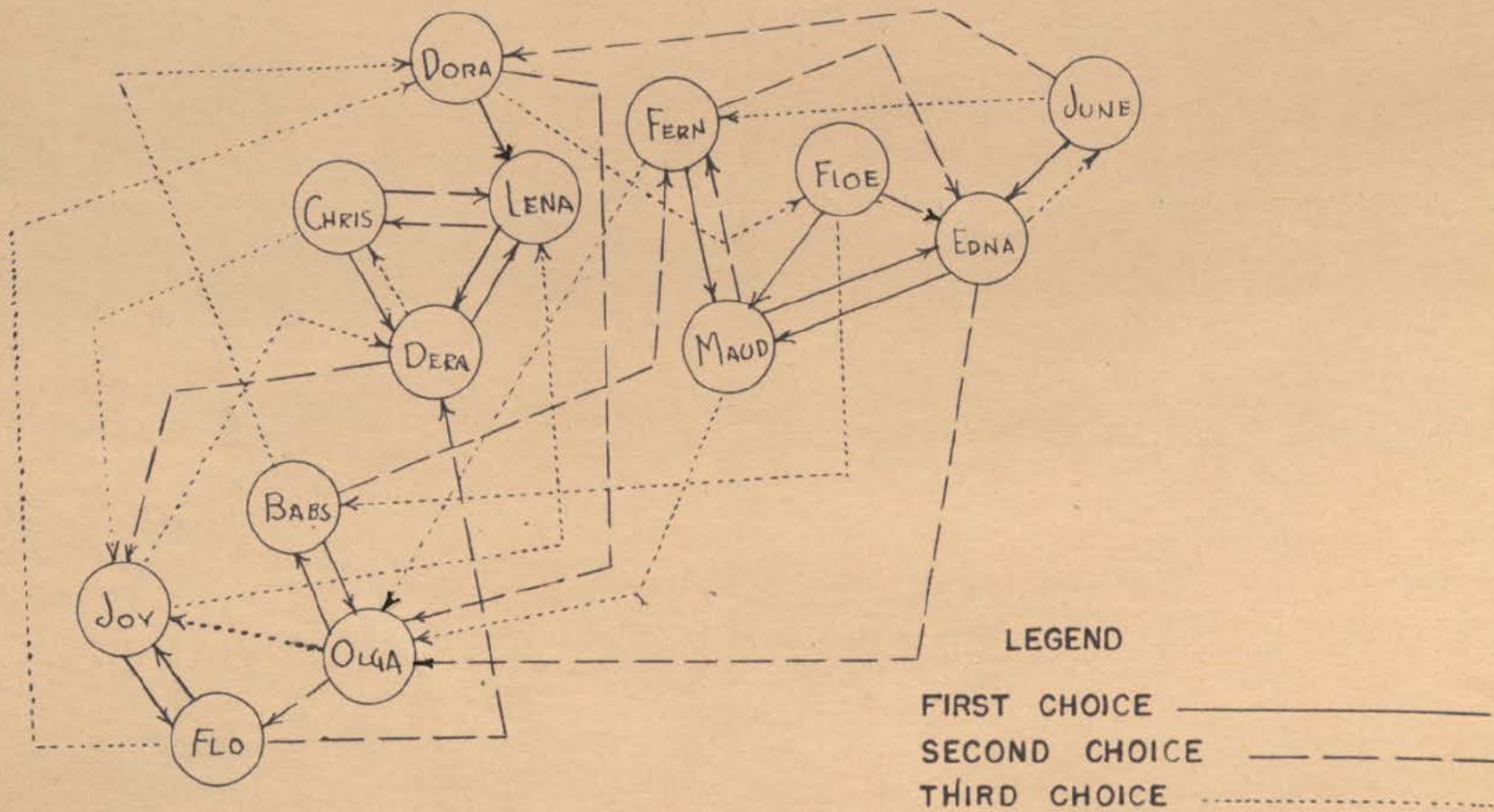THIRD CHOICE ·····················

FIGURE 13-ACCEPTANCE SOCIOGRAM AT END OF STUDY - CLASS 3

at the beginning of the term. June, the only girl who was
completely rejected had received a mutual choice from Edna,
her first choice at the beginning of the term. A few
girls had extended their choices to new friends. Babs en-
tered late, there was not included at the beginning of the
term.

Figure 15, the acceptance sociogram for Figure 9,
class 5 was the most outstanding patterns of the five (5).
One could almost divide the class into groups at a glance.
Joan, who was rejected chose Lory at the beginning of the
semester, but chose Nita, a member of the same group at the
end of the term but was not reciprocated. She had been
accepted by one (1) girl but was not happy because not any
of her choices had been reciprocated. Joan was absent most
of the time and did not get to work with her group often.

According to Jennings(11) the next problem was to
find out something about the atmosphere in which these
children lived at home.

Parents expected a visit and were cordial even
though most of them worked away from home practically all
day and appeared quite tired. They had accepted the club
idea from the girls and most of them were somewhat eager to
know about it. Some of them on the other hand were uncon-
cerned. The first question was asked immediately because
the caller knew that the mothers must be tired and smaller
children must be waiting for dinner to be prepared. The

FIGURE 14-ACCEPTANCE SOCIOGRAM AT END OF STUDY - CLASS 4
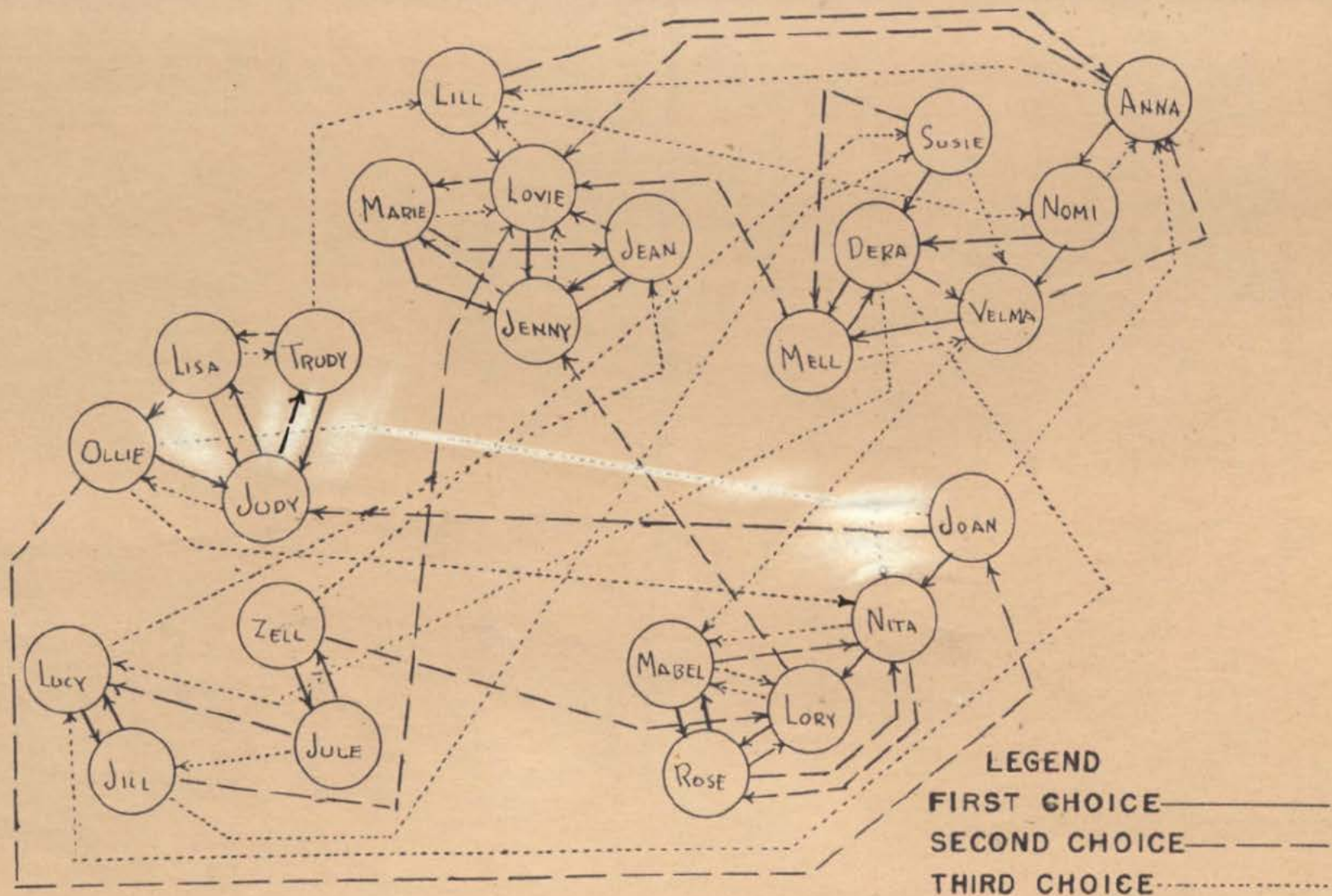
FIGURE 15-ACCEPTANCE SOCIOGRAM AT END OF STUDY - CLASS 5

LEGEND
FIRST CHOICE——————
SECOND CHOICE— — —
THIRD CHOICE·············

question was, "How do you think Lisa is getting along?"
In most instances, parents replied, "Well, I guess she's
doing alright." Parents whose girls had C's and D's on
their report card made similar replies, "What plans do you
and your husband have for Lisa?" This question brought
forth much information on the aspirations parents had for
their children. Some parents held hopes that probably were
too high; others appeared unconcerned; while some seemingly
had not thought about their children's future at all. The
next question asked was, "How do you arrange for her
friends?" Some attempted to select their children's asso-
ciates; some said, "Well they just play with the girls
around here." Others have parties for their daughter in
order to have friends visit her.

> Are there any opportunities you would
> like the neighborhood to offer your child?

That question did not bring any worthwhile informa-
tion in most cases. Two girls lived in the housing project
and one (1), in a "slum" area. Those parents resented that
question because they thought people looked down on them.

> What gives you most pleasure about Lisa?
> What causes you most worry?

Those questions brought out the affectional rela-
tionship between parent and child. At one extreme was the

parent who could find nothing but praise for the child;
on the other hand was the parent who offered only criticism;
in between was a wide range of varying degrees of acceptance
or rejection of the child.

> Is there anything you would like for
> the school to do for you?

That question surprised most parents. Only a few
appeared to have thought of the school as an agency to
serve them. Most parents seemed to accept whatever the
school was doing.

As a result of two meetings, parents decided to
permit their daughters to have their friends of both sexes
in for visits and parties in order that they might know
more about their daughters' associates. It had been
assumed that parents have an important role to play in the
growth and development of their children.

They also decided that clubs among the girls to do
community services would be worthwhile. Parents were made
conscious of the fact that they, too, could be of great
assistance to the school by providing wholesome community
experiences for their daughters.

CHAPTER V

SUMMARY AND CONCLUSIONS

A study of rejections and acceptances of students in each of the five classes in Home and Family Life Education in I. M. Terrell High School, Fort Worth, Texas, revealed not only the identity of the rejected and accepted students, but also who rejected whom and why. This study also revealed what the writer did in an attempt to guide the rejected students to group acceptance.

It was assumed that such a study might furnish information which would be valuable in guiding students to group acceptance. The writer hoped that the study could be used by other teachers to guide their students to group acceptance.

An introduction which gave the title, reason for the investigation, possible use of findings and statements of assumption was written. The writer reviewed studies and recommendations by other authors who had done similar research.

Facts concerning the rejected and accepted students were secured from a sociometric test followed by individual student interviews. Further information concerning students' basic needs was obtained from a list of the students'

"worries" and "wishes." Sociograms were constructed by the writer.

Some of the most outstanding reasons for students' positive choices were:

> She can help me with my classwork; you can depend on her to do what she says she will do. She's neat and clean, and wears appropriate clothes for school. She will listen to other people's ideas. She is kind and considerate. She helps not only her personal friends but anyone who comes to her for help. She is a member of my club. She can take criticism. She's honest. She has a pleasing personality.

Some of the most outstanding reasons for students' negative choices were:

> She's loud and boisterous, and always tries to boss people. She uses profanity when she gets angry. She doesn't mind hurting people's feelings. She steals. She's inconsiderate. She doesn't respect the rights of others. You can't depend on her for anything. She's boy crazy.

The need to belong in a group is a powerful force. Some psychologists claim that it is an innate, basic need. Whatever its origin all agree that it furnishes strong motivation for behavior. The fact that certain individuals chose others to sit near indicated that there was a need that should be met. It was discovered that the placement of students in groups of their choice aided students in finding personal security and helped promote growth in the ability to work in groups and thus relate students to each other.

The opportunities provided by the writer served as a means by which students had new experiences that were conducive to their growth and development. Students also grew in their ability to think through a problem, to consider a variety of possible solutions, and to apply them with some measure of personal satisfaction.

In the acceptance sociograms at the end of the term it was discovered that the number of completely rejected girls dropped from seven (7) to two (2). In addition, individuals who had hostility centered on them in the negative sociograms were yet chosen by someone in the class at the end of the study. Life in school must have become much more pleasant and satisfying for most of the girls.

It is the opinion of the writer that most students grew in the ability to get along with their classmates, extended their knowledge and skills in more areas, developed the ability to function within groups, and found personal security to a fuller extent.

Students have a right to expect fair and impartial treatment in the classroom. Teachers who allow and invite a free exchange of ideas between herself and her students are likely to have a free exchange of ideas among the students in every working group.

Sociograms should be made and studied to guide the teacher in helping the students grow in the ability to get

along with their classmates. They should be made early in the school year and should be followed by interviews with the students and later with the parents.

Programs, parties, and other activities should be planned to help parents recognize their children's needs for happiness in the home and their need to be treated as trusted, responsible persons at the earliest possible age.

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