A NEEDS ASSESSMENT OF POSTSECONDARY CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS IN OKLAHOMA WITH RECOMMENDATIONS FOR CURRICULUM DEVELOPMENT AT OKLAHOMA STATE UNIVERSITY

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CHAPTER I

INTRODUCTION

Clothing construction has historically been an integral component of the home economics curriculum in higher education. In fact, the first course offered in the United States for college credit in the field now encompassed by home economics was "Sewing, Dressmaking, and Millinery" inaugurated at Kansas State Agricultural College in 1873 (13). The early inclusion of sewing in college-level home economics programs is understandable in light of conditions existing in the United States during the late nineteenth century.

Prior to 1900, most apparel worn by families in the United States was produced in the home with the task of sewing the garments being generally delegated to the women. Therefore, it was important for girls to learn to sew. From an early age, young girls were taught to sew by their mothers. Long after mass produced clothing became available, women continued to make a large portion of the family clothing (22).

In the late nineteenth century, attention was focused on education for women. The Morrill Act of 1862 provided funds for the establishment of land-grant universities which were opened to women, as well as men. Some of the land-grant institutions began to develop programs in domestic economy, designed primarily to train females for "their distinctive duties as women--the mothers, housekeepers, and health

keepers of the world" (7, p. 126). Since the early programs in domestic economy were developed especially for women, sewing was an obvious and acceptable subject to include in the curriculum. As the educational programs became more organized, teaching in the homes was gradually lessened. Thus, from the beginning, clothing construction has been an important part of the home economics curriculum in higher education.

Through the years, clothing construction education has been incorporated into home economics programs in middle schools, junior high schools, and high schools. Clothing construction courses are part of the home economics curricula at the junior colleges, senior colleges, and universities. Courses in clothing construction have also been offered by fabric and sewing machine stores, as well as area vocational-technical schools, adult education programs, and extension centers. With courses in clothing construction so widely available from numerous institutions and agencies, the need for training clothing construction teachers becomes apparent. However, the multiplicity of postsecondary clothing construction courses makes the task of planning the clothing construction offerings for colleges and universities more complex.

Educators responsible for planning the clothing construction sequence for a land-grant university are faced with a difficult challenge. Many factors must be considered when making curriculum decisions. To develop the best possible course offerings, extensive information has to be acquired, evaluated, and synthesized.

Pierce (33) emphasized that information about the student is of prime importance when developing course offerings in higher education. Curriculum planners should acquire as many facts as possible about the

prior instruction, the present state, and the aspirations of potential students. Such information should then be used in selecting and organizing a program or a course of study.

In addition to data about student needs and aspirations, knowledge of where students would prefer that courses be taught, as well as the meeting time that would be most preferable would also be useful in curriculum planning. This information, plus knowledge about other postsecondary clothing construction offerings in the state would facilitate development of a clothing construction program that would more adequately meet the diverse needs of all students who enroll in such courses at a land-grant, or any type, institution.

This study should provide current information about the needs and preferences of persons in Oklahoma for clothing construction knowledge and skills at the postsecondary level.

Statement of the Problem

The purpose of the study was to determine the clothing construction knowledge and skills which persons in Oklahoma needed to acquire at the postsecondary level and to formulate recommendations for clothing construction curriculum development at Oklahoma State University. Such a curriculum would include a broad range of clothing construction knowledge and skills, from the beginning to the advanced level, that could become part of the requirements for a bachelor's, master's, or doctor's degree or be chosen as electives. More specifically, the objectives of the study were to:

1. determine the postsecondary clothing construction knowledge and skills currently offered in Oklahoma by area vocational-technical schools (AVTS), junior colleges, independent senior colleges, smaller state universities, and graduate comprehensive universities;

2. determine the clothing construction knowledge and skills, course location, meeting time, and credit preferences of persons in Oklahoma who might enroll between 1975-1977 in postsecondary clothing construction courses--i.e., Teachers, a group which includes extension home economists and clothing specialists, home economics teachers in middle schools, junior high and high schools, as well as clothing construction teachers employed in postsecondary institutions and Students, a group made up of persons enrolled in postsecondary clothing construction courses in Oklahoma;

3. tabulate and analyze the clothing construction knowledge and skills, course location, meeting time, and credit preferences of potential enrollees who indicate a desire to acquire clothing construction education at Oklahoma State University;

4. formulate recommendations for clothing construction curriculum development at Oklahoma State University.

Definition of Terms

The following terminology will be employed for this study.

Clothing construction: all techniques involved in the production of garments. It includes designing, pattern making, and tailoring in addition to basic dressmaking processes.

Knowledge: "accumulated facts, truths, principles, and information to which the human mind has access" (14, p. 325).

Skills: ability to perform the manipulative operations connected with one or more techniques of clothing construction.

Curriculum: "a group of courses and planned experiences which a student has under the guidance of the school or college" (14, p. 157).

Course location: the place where instruction would be offered.

Meeting time: the span of weeks or months in an academic year during which instruction would be offered.

Area vocational education school:

> a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for study in preparation for entering the labor market (43, p. 7).

In Oklahoma, such schools are known as area vocational-technical schools (AVTS). For this study, AVTS refers to the following schools.

Canadian Valley Area Vocational-Technical School

Gordon Cooper Area Vocational-Technical School

Oklahoma Northwest Area Vocational-Technical School

Tri-County Area Vocational-Technical School

Tulsa Area Vocational-Technical School

Western Oklahoma Area Vocational-Technical School

Junior college: a two-year institution of higher learning which offers programs leading to the associate degree (20) (27). In this study, junior college refers to:

Bacone College

Claremore Junior College

Connors State College of Agriculture and Applied Science

Eastern Oklahoma State College

Murray State College

Northeastern Oklahoma A & M College

Northern Oklahoma College

Oscar Rose Junior College

Sayre Junior College

Seminole Junior College

Independent senior college: an institution of higher learning supported by private funds which offers programs leading to a bachelor's or master's degree (20) (27). For this study, independent senior college refers to:

Bethany Nazarene College

Oklahoma Baptist University

Oklahoma Christian College

Smaller state university: an institution of higher learning which is maintained by the state and which offers programs leading to the bachelor's or master's degree (20) (27). In this study, smaller state university refers to:

Cameron University

Central State University

East Central Oklahoma State University

Langston University

Northeastern Oklahoma State University

Northwestern Oklahoma State University

Oklahoma Panhandle State University

Southeastern Oklahoma State University

Southwestern Oklahoma State University

University of Science and Arts of Oklahoma

Graduate comprehensive university: an institution of higher learning which offers a regular undergraduate program, as well as graduate programs leading to the doctor's degree in one or more fields (20) (27). In this study, graduate comprehensive university refers to:

Oklahoma State University

University of Oklahoma

Home Economics Extension:

> formal and informal programs of information, demonstration, and instruction projected into rural and urban communities by the land-grant colleges and universities and other agencies concerned with problems of production, consumption, and family life (14, p. 230).

Postsecondary education:

> formal instruction, research, public service, and other learning opportunities offered by educational institutions that primarily serve persons who have completed secondary education or who are beyond the compulsory school attendance age and that are accredited by agencies officially recognized for that purpose by the U. S. Office of Education or are otherwise eligible to participate in federal programs (44, p. 344).

Limitations of the Study

The investigation was limited to clothing construction only. No other aspect of the clothing, textiles, and merchandising curriculum was investigated.

Only one phase of curriculum development, that of needs assessment, was emphasized in the study. The investigation was not designed as an in-depth study of all phases of clothing construction curriculum development at Oklahoma State University.

Information concerning current offerings was obtained from only those postsecondary institutions in Oklahoma known to offer training in clothing construction at the time of the study.

Data related to needs and preferences for clothing construction knowledge and skills were obtained from only those extension home economists and clothing specialists and home economics teachers in middle schools, junior high or high schools and postsecondary clothing construction teachers employed in Spring, 1975, and those postsecondary students enrolled in college and university clothing construction courses in the spring semester of 1975.

Students enrolled in clothing construction classes in Oklahoma AVTS, middle schools, junior high schools or high schools were not included in the study. Employers of postsecondary clothing construction students were not included in the study.

The attempt to acquire a broad philosophy of the entire area of postsecondary clothing construction education was limited to a study of such materials as:

1. clothing construction programs as described in the catalogs of 40 universities which were members of the Association of Administrators of Home Economics and which had the largest undergraduate and graduate enrollments in Home Economics in Fall, 1975 (Appendix A, page 104);

2. brochure information relating to clothing construction offerings in Oklahoma AVTS (Appendix A, page 109);

3. Oklahoma certification requirements for vocational home economics teachers;

4. home economics accreditation requirements of such agencies as the American Home Economics Association.

The recommendations for the clothing construction curriculum were developed specifically for Oklahoma State University. The recommendations might or might not be appropriate for planning clothing construction offerings in other institutions.

Curriculum plans for the clothing construction programs at Oklahoma State University are generally made two years in advance. Therefore, this study was limited to the years of 1975 to 1977.

Assumptions

Assumptions underlying this study are:

1. The anticipated needs for postsecondary clothing construction knowledge and skills which are indicated by potential enrollees will be determined by each respondent according to the way she perceives her own situation. Some potential enrollees included in the study will know the clothing construction concepts they lack or must acquire. Others will base their decisions solely on personal interest.

2. The preferences indicated for course location, meeting time and credit would apply to any of the clothing construction concepts checked by a respondent.

3. Clothing construction will continue to be a part of the home economics curriculum at Oklahoma State University.

4. The greatest proportion of students enrolled in clothing construction classes at Oklahoma State University will be Oklahoma residents.

5. As the land-grant university, Oklahoma State University has the major responsibility for the education of graduate home economics students within the state.

CHAPTER II

REVIEW OF LITERATURE

Clothing construction has long been a part of the home economics curriculum in higher education. Through the years, educators in this area have endeavored to identify the needs of students relative to clothing construction knowledge and skills and to identify weaknesses in the clothing construction courses being offered. Courses in this area have expanded, and the focus of such courses has shifted as college and university teachers worked to provide instruction that would meet the needs of students, as well as to update and improve clothing construction offerings in higher education.

Determination of Student Needs and Interests in Clothing Construction

In 1930, educators at Kansas State Agricultural College learned that beginning clothing construction students in one college were constructing garments similar to those required for their high school classes. The knowledge spurred a study of clothing construction offerings at this Kansas institution to determine whether current instruction was challenging the interest and abilities of the enrolled students and whether there was excessive duplication of high school work. A common criticism revealed by this 1930 study of the beginning clothing construction course was the duplication of high school work,

especially in processes taught and garments constructed. In general, it was believed that clothing courses typical of those taught in many colleges had little relation to the needs and interests of the students enrolled in them. The investigators called for careful reorganization and revision of courses based on the needs and interests of the students (39).

College educators attending a 1950 clothing and textiles seminar described by Bayor and Wybourn (5) called attention to the changing conditions in our highly industrialized society. These professionals questioned whether clothing and textile programs were really meeting the needs of students. Clothing teachers were urged to reevaluate the curricula and courses in terms of student needs and to include such information in the courses offered. The participants agreed that "well taught" clothing construction courses can be valuable to students.

Alexander (3) designed an evaluation procedure to appraise the effectiveness of a high school clothing curriculum which included clothing construction courses. Needs of students for certain desirable skills, such as using proper equipment and maintaining effective conditions for sewing, were identified by the evaluation process. Suggestions for improving the program included the development of more clearly defined objectives and the use of more short cut construction methods to allow time for studying other aspects of clothing.

Rathbone and Tarpley (34) stated that learnings and skills possessed by students who enroll in clothing construction classes ought to be more accurately assessed. Such information should then be used when planning appropriate learning experiences for each student.

In 1972, Pederson (32) investigated the interest in clothing construction of female undergraduate non-home economics majors at Texas Tech University. Each respondent expressed her level of interest in regard to participating in various clothing construction courses. Almost half of the respondents indicated high interest in a less structured course in which students could choose their own project and receive guidance from an instructor when needed. Other courses receiving high interest were fitting of garments, construction with knits, and construction of pants. While 13 per cent of the respondents showed high interest in clothing construction courses offered by the College of Home Economics, the greatest interest was indicated for clothing construction courses offered free of charge by a non-academic educational agency on campus. Cost and transportation problems prevented some respondents from acquiring certain courses in which they were interested.

Need for Curriculum Improvement in Clothing Construction

A panel of five home economists representing the teaching, extension, and business fields who appeared before members of the Clothing and Textiles Division of the American Home Economics Association in 1948 suggested that the teaching of clothing construction could be improved by using more simplified modern methods, more skillful teachers, and more efficient facilities. Clothing construction teachers were encouraged to include more about selection and buying of patterns and fabrics in their classes. One panelist noted that schools were having to change their clothing construction curriculum to comply with students' interest and that more types of courses were desired than

could be taught (19).

By 1952, Keane (21) was describing "today's clothing laboratory as a distant cousin of yesterday's sewing class" (p. 646). She pointed out that the well constructed garment should fit one's personality as well as one's figure. Modern programs placed as much stress on choice of apparel, its planning, and selection as upon its construction. No longer limited just to sewing techniques, clothing construction should be based upon flexible principles which could be adjusted to the needs of teachers and students. She maintained that such outcomes were not possible unless clothing construction teachers remained alert to new and more effective ways of teaching.

Briscoe (8) stated that clothing construction courses should emphasize objectives of greater educational significance than just to add garments to the wardrobe. In her opinion, clothing construction courses in higher education should involve more experimentation and more opportunities to make discoveries and decisions, as well as to evaluate and draw conclusions. Such experiences should help students improve their ability to apply principles and thus solve problems in clothing construction and in other aspects of their lives.

Werden (49), a staunch advocate of clothing construction in higher education, believed that skill in clothing construction was important. However, she urged that emphasis in college and university clothing construction courses be placed on teaching basic principles of garment construction and their application. More attention should be given to the learnings acquired from projects than to perfection in the finished garments. This educator also believed that the focus of clothing construction in higher education should be adjusted to the social changes

that occur. Werden continues:

> Let's stop apologizing for teaching clothing construction in college; let's stop being on the defensive about it. Let's be constructive; let's think through how we are teaching this subject matter, how should we be teaching it, and how does this one aspect fit into the total program of textiles and clothing.
>
> How many courses in clothing construction should we have? How much credit should it be possible to earn in clothing construction at the graduate level? Should the emphasis here be on using the skills learned in a few basic undergraduate courses to be creative through the medium of flat pattern designing or draping? Should the approach at the graduate level, perhaps, be more experimental, using the techniques of flat pattern and draping in working with new fabrics to produce attractive garments?
>
> The answers to these questions, to a great extent, lie within ourselves. We must each look at our program in our own school. In light of current trends . . . we must give clothing construction its rightful place along with the other phases of textiles and clothing that are essential to a good, sound academic program (p. 341).

Curriculum Improvements Which Have Been Made in Clothing Construction

At Carnegie Institute of Technology, clothing construction teachers desired to strengthen the courses, reduce class hours, and integrate several related areas. In the late forties, a plan was devised to dovetail parallel courses in design and clothing construction. The simple garment designed by a student in costume design was then converted into a pattern in the clothing construction class by the draping or flat pattern method. Third-year students followed a similar process with ensembles. Some of the garments subsequently created were used by merchandising students in displays. History of Costume was dovetailed with an advanced clothing construction class and Costume Design III to produce a tailored suit of an original design which reflected

some feature of one historic costume. While no objective evaluation of the plan was developed, coordinators of the program reported that the method was liked by the participants (45).

Reevaluation of the entire clothing program at Central Michigan College was prompted in the late fifties by changes in enrollment, philosophy, high school home economics programs, and student needs. Clothing courses had to be designed to serve the major, the minor, and the student who elected courses in the area. Under the new plan, the five original offerings--including Costume Design, Textiles, Clothing Selection, Clothing Construction, and Tailoring--were reduced to three integrated courses in which subject matter cut across all areas of clothing. Laboratory hours were reduced, and scheduling of such hours was made more flexible. The objectives of the college, the home economics department, and the clothing and textiles area were considered in working out this revised plan (47).

In response to critics of college level clothing construction who believed that such courses were too narrow and shallow, Heagney, Lyle, and Wilbur (18) undertook a new approach which combined creative designing through draping and pattern making with historic costume and contemporary fashion. Experimentations were conducted at the University of Maryland in the mid-sixties. A minikin, a small mannequin which is one-fifth of an adult size, was used as a teaching instrument. The investigators found the minikin aided students in thinking through and implementing ideas. It provided a form of physical expression by which creative thinking could be analyzed and measured. Presentations of final projects demonstrated that students had reached out to encompass the total picture of fashion and design

with consideration of the influence of the many aspects of clothing.

Innovations in Clothing Construction Education

In recent years some college and university educators have been forward looking and creative in the teaching of clothing construction. At Pennsylvania State University, Reich (35) developed a college level self-instructional programmed course in basic construction. The program, completed in 1970, was designed to help students reach the concept level of learning while integrating manual skills with formal knowledge. The fundamentals of this self-instructional course were eventually organized into a textbook and published commercially (36).

At Ohio State University, Meacham (23) has made extensive use of television teaching in clothing construction, producing more than 50 videotape lessons for instructional use in clothing classes. Since its development a decade ago, numerous revisions have occurred in the course format. Some 1500 students have now received instruction in, at least, one modular-type clothing construction course via closed-circuit television and supplemented by a manual. Meacham is convinced that television is an effective medium for teaching clothing construction.

Clothing Construction Curriculum at Oklahoma State University

Clothing construction courses at Oklahoma State University are offered through the Clothing, Textiles, and Merchandising (CTM) Department. This department was created in 1955 when the Department

of Household Arts was divided. The title reflects the subject matter included in the department (11).

The goals of the CTM Department are

> . . . to provide learning experiences which enable students to become better consumers of clothing and textiles products, and to provide professional education which will enable students to be gainfully employed in semi-professional and professional occupations in education and in areas of business and industry related to clothing and textiles (11, p. 2).

> The Clothing, Textiles, and Merchandising Program focuses on the interaction of people and the near environment and contributes to the mission of the University by encouraging and assisting students to use problem solving procedures and think creatively and critically, better understand others through recognition of the importance of clothing and textiles as used by various cultural groups, become aware of the economic structure in the United States and its relationship to consumer behavior in the area of clothing and textiles, appreciate the value of preservation and study of historic costume and textiles, and become qualified for gainful employment in education and areas of business and industry related to clothing and textiles. In addition, graduate students develop the ability to read, interpret, and apply research findings, and conduct and report research (11, p. 1).

Current faculty within the CTM Department have expertise in fashion merchandising, clothing design and construction, textiles, and the teaching of clothing and textiles. Departmental facilities include laboratories and equipment for textile research, an audiotutorial laboratory containing sewing machines, audiovisual equipment and individual carrels for independent study, and clothing construction and merchandise display laboratories. There is also a collection of historic costumes (11).

The departmental program includes instruction, research, and public service. Within the department, students major in one of two options: 1) Clothing and Textiles or 2) Fashion Merchandising (see

Appendix B, pages 111 and 112). Each option is built on a core of general education courses (approximately 50 hours) and a core of home economics courses (approximately 22 hours). Students can also use the block of unrestricted electives (approximately 18 hours) to acquire courses which would qualify them for a teaching certificate or provide competency in related areas as journalism, marketing, or art. In addition to serving the departmental majors, courses are offered for majors in other departments in home economics. Many students from other colleges, as well as individuals from the general public elect courses from the CTM area (11).

The CTM core curriculum, required of all CTM majors, consists of one course from each of the three areas within the CTM department, e.g., clothing, textiles, and merchandising plus one general course that cuts across the entire field.[1] The content of this core curriculum provides opportunities for students to gain a better understanding of the clothing symbolism and habits of various cultures, the effect of clothing on the behavior patterns of individuals and families and the importance of clarifying personal values and goals relative to consumption of clothing and textiles. The core curriculum also provides opportunities for students to acquire knowledge and skills related to the acquisition, use, and care of clothing and textile products needed in setting up and maintaining a home (11).

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[1]Specific courses in the CTM core curriculum are CTM 1103, BASIC CLOTHING CONSTRUCTION; CTM 2213, CLOTHING IN THE ENVIRONMENT; CTM 2433, FASION INNOVATION AND MARKETING PROCESSES; CTM 2572, TEXTILES FOR MODERN LIVING (31).

Clothing construction is only one part of the total CTM curriculum at Oklahoma State University. There is no "major" in clothing construction per se.

The CTM section of the 1974-75 Oklahoma State University catalog (30) currently lists 10 courses which involve clothing construction knowledge and skills. In addition, there is sometimes an opportunity to acquire additional learnings through a course entitled PROBLEMS IN CLOTHING, TEXTILES, AND MERCHANDISING. Two of the clothing construction courses are offered only at the undergraduate level; the rest have been approved for graduate credit. Following are titles and descriptions of current clothing construction offerings at Oklahoma State University (30).

1103 BASIC CLOTHING CONSTRUCTION. Construction of clothing for the individual. Problems involve fabric selection, basic fitting and sewing techniques.

2323 INTERMEDIATE CLOTHING CONSTRUCTION. Prerequisite: CTM 1103. Development of judgment, originality, and skill in construction; emphasis on pattern selection and alteration, fitting, pressing, and decorative techniques; introduction to flat pattern techniques.

*4013 FLAT PATTERN DESIGN. Prerequisite: CTM 2323. Interpretation of dress design developed through the medium of flat pattern; introduction to pattern drafting.

*4052 DRESSMAKER TAILORING. Prerequisite: CTM 2323. Construction of a coat or suit based on a commercial pattern using the <u>dressmaker method</u> of tailoring.

*4243 DRAPING. Prerequisite: CTM 2323. Interpretation of dress design developed through the medium of draping on dress forms padded to individual measurements.

*4403 CREATIVE COSTUME DESIGN. Prerequisites: 3213, 4013, and 4243 or consent of instructor. Application of design principles and construction techniques in the development of original designs.

*5232 EXPERIMENTAL CLOTHING. Prerequisites: 8 credit hours in clothing and textiles. Independent and creative study of current problems in clothing construction.

*5333 CUSTOM TAILORING. Prerequisites: 4052 or consent of instructor. Techniques of custom tailoring. Construction of a coat or suit.

*5383 METHODS AND MATERIALS FOR TEACHING CLOTHING AND TEXTILES. Discussion, demonstrations and projects for innovative teaching of clothing and textiles.

*5810 PROBLEMS IN CLOTHING, TEXTILES, AND MERCHANDISING. Prerequisite: approval of instructor and head of department. Individual and group investigations and discussions of special problems in the various phases of clothing, textiles, and merchandising (30).

*Approved for graduate credit

Integration, continuity, and sequence have all been considered in the development of clothing construction courses at Oklahoma State University. Each successive course utilizes the knowledge and skills obtained in previous courses and expands them to enable further learning. Concepts which are stressed in the clothing construction classes are integrated into courses which emphasize the socio-psychological aspects of clothing, as well as the textiles and merchandising courses. Concepts from other subjects are also integrated into the clothing construction courses, such as art which relates to garment design, management which relates to work habits and utilization of resources, and mathematics and physics which relate to pattern alteration and garment fit.

Required Clothing Construction Courses

The first course, BASIC CLOTHING CONSTRUCTION (CTM 1103), is part of the CTM core curriculum and is required of all CTM majors (31). This is the only clothing construction course required for students choosing to major in the Fashion Merchandising Option (see Appendix B, page 112).

Students choosing to major in the Clothing and Textiles Option are required to take four clothing construction courses, including, CTM 1103, CTM 2323, and two of the following three courses: CTM 4013, CTM 4052, and CTM 4243 (see course titles and descriptions on page 20). Students in both the Clothing and Textiles Option and the Fashion Merchandising Option choose non-required clothing construction courses as electives (see Appendix B, pages 111 and 112).

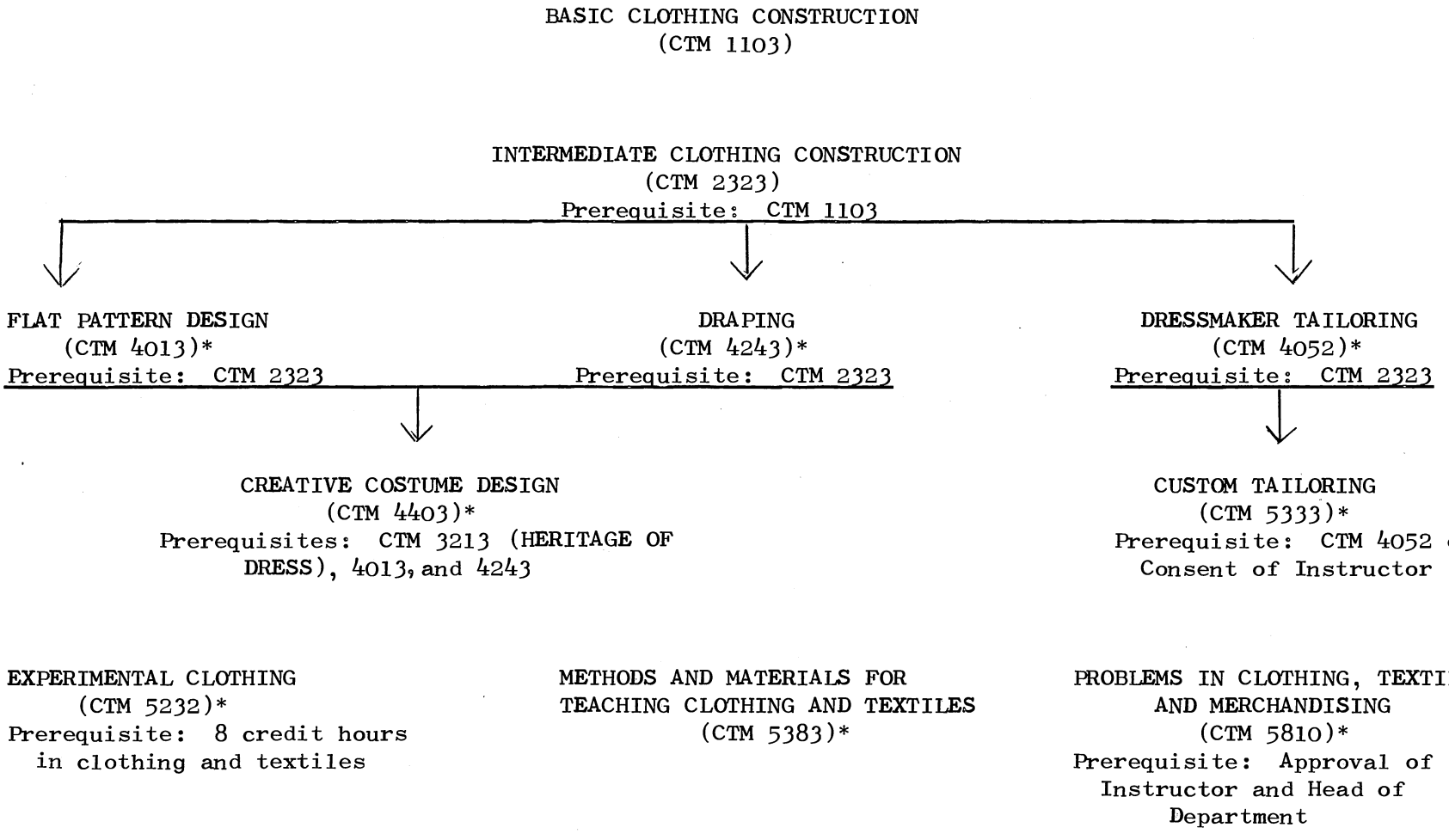
The only other department in Home Economics which requires a clothing construction course is Home Economics Education (31). Students choosing this area must complete CTM 1103 and CTM 2323 (see Appendix B, page 113).

Any of the clothing construction courses can be elected by persons who have completed the required prerequisites. A schematic diagram of clothing construction courses currently offered at Oklahoma State University is presented in Figure 1.

Availability of Clothing Construction Courses

Four of the clothing construction courses listed in the catalog have been offered on the Oklahoma State University campus at least once a year during the past three years. Three other courses are set up on an "alternating year" basis and are offered every other year. CUSTOM TAILORING, CREATIVE COSTUME DESIGN AND PROBLEMS IN CLOTHING, TEXTILES, AND MERCHANDISING are taught upon sufficient demand.

Summer school courses are offered by the CTM Department for the two-week, four-week, or eight-week periods. No one-week summer courses have been offered. There is no pattern regulating summer school offerings.



*Approved for Graduate Credit

Figure 1. Clothing Construction Courses Offered at Oklahoma State University

In the past, the CTM Department has occasionally offered clothing construction courses in off-campus locations. However, no such courses have been offered during the past three to five years due to insufficient funds and lack of demand.

No televised instruction has been used in the area of clothing construction at Oklahoma State University. However, facilities for each instruction are available through the Oklahoma Higher Education Televised Instruction System, a statewide network, and the Oklahoma State University Educational Television Services (ETS), an on-campus, closed-circuit instructional system (1) (28). Equipment needed to receive the latter type of televised instruction is available in the Home Economics Building at Oklahoma State University. Courses offered via ETS must be scheduled approximately one year ahead, and a class on the campus must be scheduled concurrenly with the ETS class.

Curriculum Improvement in Clothing Construction

Over the years, there has been a continuing effort on the part of the CTM faculty to identify needs of students and to update and upgrade the clothing construction curriculum. In 1974, CTM graduates of Oklahoma State University identified clothing construction knowledge and skills as beneficial to their present position and indicated that a few such skills were lacking in their undergraduate program (16).

For more than 15 years, pretests have been used to assess strengths and needs of beginning clothing construction students and to aid in placing them into clothing construction courses appropriate for their needs. Walsh (48), Witt (50), Berry (6), Gould (17), and Souligny (42) are among the Oklahoma State University graduate students

who have developed and evaluated such tests during these years. In 1972, a policy was approved by the Oklahoma State Regents for Higher Education which enabled students to acquire advanced standing credit for previous educational experiences. An advanced standing examination was then devised for use in BASIC CLOTHING CONSTRUCTION, a three credit introductory course. Students who pass this examination are now given three hours advanced standing credit for the course (40).

In 1974, Good (15) developed and evaluated a computer generated test for use in the beginning construction course which enabled students to obtain immediate feedback about their progress and needs in this area.

In an attempt to individualize instruction in clothing construction, an open laboratory system for teaching BASIC CLOTHING CONSTRUCTION was developed in 1972. An existing audiotutorial laboratory was expanded to include a clothing construction laboratory, equipment was arranged to accommodate clothing construction students, and various types of individualized instructional materials were developed by the instructor of the course for independent use by students in laboratory (40). Self-instructional learning packets developed by Rounds (38), a graduate student in the CTM Department, were also incorporated into the course. Sisler's evaluation of the open laboratory system showed that it had definite advantages in teaching clothing construction (40).

Summary

The literature review revealed that educators have long been aware of and responsive to needs of students in clothing construction

classes. Curriculum improvement in this area has been of particular concern to educators in the CTM department at Oklahoma State University. Over the years, through various studies, they have endeavored to identify needs of students enrolled in clothing construction classes at the university and to develop courses which would effectively meet these demands.

CHAPTER III

METHODS AND PROCEDURES

The purpose of the study was to determine the clothing construction knowledge and skills which persons in Oklahoma needed to acquire at the postsecondary level in 1975-1977 and to formulate recommendations for clothing construction curriculum development at Oklahoma State University. Specific objectives of the study were to:

1. determine the postsecondary clothing construction knowledge and skills currently offered in Oklahoma by the area vocational-technical schools (AVTS), junior colleges, independent senior colleges, smaller state universities, and graduate comprehensive universities;
2. determine the clothing construction knowledge and skills, course location, meeting time, and credit preferred by persons in Oklahoma who might enroll in postsecondary clothing construction courses;
3. tabulate and analyze the clothing construction knowledge and skills, course location, meeting time, and credit preferences of persons who indicated a desire to acquire future education in clothing construction at Oklahoma State University; and
4. formulate recommendations for clothing construction curriculum development at Oklahoma State University.

Information presented in this chapter relates to development and testing of the instruments, selection of participants, distribution of questionnaires, and analysis of data.

Development of the Instruments

Three questionnaires were developed for this study. Questionnaire I (Appendix C, page 115) was used to determine postsecondary clothing construction knowledge and skills currently offered in the AVTS, junior colleges, independent senior colleges, smaller state universities, and graduate comprehensive universities in Oklahoma. Questionnaire II (Appendix C, page 118) was developed to determine the postsecondary clothing construction knowledge and skills, course location, meeting time, and credit preferences of persons currently employed to teach clothing construction in Oklahoma, including extension home economists and clothing specialists, home economics teachers in the middle schools, junior high and high schools, and clothing construction teachers in the AVTS, junior colleges, independent senior colleges, smaller state universities, and graduate comprehensive universities. Questionnaire III (Appendix C, page 123) served to determine the same preferences from students currently enrolled in clothing construction courses in the junior colleges, independent senior colleges and smaller state universities, and the graduate comprehensive universities in Oklahoma. Although Questionnaires II and III differed only in the first question, they were developed and handled as two distinct forms for ease in administration and tabulation. To facilitate administration of the instruments, each of the three forms was printed on different colored paper. For economy and convenience in the actual study, the three

questionnaires were combined in various ways and mailed with the appropriate cover letter and business reply envelope.

Designing the Questionnaires

Items for the questionnaires were obtained by the following procedures.

1. Institutions which were members of the Association of Administrators of Home Economics were ranked according to the size of undergraduate enrollment and graduate enrollment as reported in Fall, 1973. The 40 institutions having the largest such enrollments were selected. A recent catalog for each of these universities was obtained (Appendix A, page 104), and the descriptions of the clothing construction courses in each catalog were studied.

2. A review was made of the following literature:

   a) certification requirements for vocational home economics teachers in Oklahoma (29);

   b) accreditation requirements of the American Home Economics Association for home economics programs in higher education (4);

   c) entry-level competencies identified by Waldron (46) for Industrial Sewing, Dry Cleaning, and Laundering, and Alteration Specialist;

   d) clothing construction competencies for the beginning college students identified by Miller (25);

   e) descriptions of vocational and technical education in Oklahoma (2);

f) brochures from AVTS in Oklahoma which described clothing construction courses offered in the various schools (Appendix A, page 109);

g) minutes of staff meetings of the CTM Department at Oklahoma State University in September, 1973 (10);

h) study of the Needle Trade Industry by Reid and Bates (37);

i) results of needs assessment of graduate courses preferred by the Oklahoma extension home economists in 1974 (10).

3. A consultation was held with Helen Brockman, author and professor emeritus of the Fashion Institute of Technology and Kansas State University (9).

A list of 31 items representing postsecondary clothing construction knowledges and skills was compiled from these sources. These 31 items were grouped into five categories according to the nature of the knowledge and skill: Garment Construction, Aesthetics and Creative Design, Theory, Instruction, and Industry. Items related to preferred schools, course location, meeting time, credit, and anticipated uses were also developed for Questionnaires II and III. A final question enabled respondents to make additional suggestions for planning a clothing construction curriculum at the postsecondary level. Letters of transmittal were designed to accompany the various instruments.

Validation and Testing of Instruments

There were two stages in the validation and testing of the instruments. First, the questionnaires and cover letters were reviewed by selected faculty of the CTM Department at Oklahoma State University and the Clothing, Textiles, and Interior Design Department at Kansas

State University for validity and clarity. On the basis of this evaluation, minor revisions were made.

Second, a pilot test of the three questionnaires was conducted with 64 persons from Kansas who met the stated criteria for participants in the study, e.g., extension home economists and clothing specialists, high school vocational or non-vocational home economics teachers, middle school or junior high school home economics teachers, home economics department heads, clothing construction teachers in AVTS, junior colleges, independent senior colleges and smaller state universities, and graduate comprehensive universities plus students currently enrolled in clothing construction classes in junior colleges, independent senior colleges and smaller state universities, and graduate comprehensive universities.

Three useable forms of Questionnaire I, 30 useable forms of Questionnaire II, and 20 useable forms of Questionnaire III were returned, tabulated, and reviewed.

Follow-up testing conducted four months later to determine the reliability of the instruments involved 21 persons representing each group used in the study. Useable responses included two of Questionnaire I, 14 of Questionnaire II, and seven of Questionnaire III.

The overall level of agreement for Questionnaire I between answers of participants in the first and second testing was 80 per cent.

Among teachers responding to Questionnaire II, there was 80.7 per cent agreement between the first and second testing. The overall level of agreement between answers of students to Questionnaire III on the original and follow-up testing was 78.6 per cent.

As a whole, participants tended to be more consistent in their preference of schools where education would be acquired (85.7 per cent), meeting time (87.4 per cent), credit desired (90.5 per cent), and anticipated uses (91.5 per cent). Participants were least consistent in their perception of knowledge and skills to be acquired (72 per cent).

Teachers were more consistent than students in their preference for credit and anticipated uses of clothing construction knowledge and skills. Students were more consistent in their course location and meeting time preferences.

On the basis of pilot test results, revisions were made in the instruments and cover letters. Five types of cover letters (Appendix D, page 128) were developed to explain more clearly the purpose of the research and the manner in which participants were selected, as well as to simplify the directions for administering or completing the forms. By using different cover letter forms, each participant received only those directions needed to complete his specific questionnaire(s).

Selection of the Participants

Participants for Questionnaire I

Information about postsecondary clothing construction education offered in Oklahoma was sought from the head of the home economics department or a clothing construction teacher in all AVTS, junior colleges, independent senior colleges, smaller state universities, and graduate comprehensive universities in the state known to offer post-secondary clothing construction classes. Such institutions were identified by the Home Economics Division of the Oklahoma State Department of Vocational-Technical Education in Oklahoma City, Oklahoma.

The entire population was used in the study consisting of educators in six AVTS, 10 junior colleges, three independent senior colleges, 10 smaller state universities, Oklahoma State University, and the University of Oklahoma.

Participants for Questionnaires II and III

Information about needs and preferences of potential enrollees for postsecondary clothing construction education was obtained from a random sample of 50 per cent of the extension home economists, home economics teachers in the middle schools, junior high and high schools, including teachers of vocational and non-vocational home economics, plus 100 per cent of the clothing construction teachers employed in Spring, 1975, in the AVTS, junior colleges, independent senior colleges, smaller state universities, and graduate comprehensive universities in Oklahoma. Such information was also obtained from cluster samples of students currently enrolled in college and university clothing construction classes in Oklahoma (12). Fifty per cent of the junior colleges and 50 per cent of the independent senior colleges and smaller state universities known to offer clothing construction courses were randomly selected. All students in all clothing construction classes in these institutions were polled. Additionally all students enrolled in one section of each type of clothing construction course offered at Oklahoma State University and the University of Oklahoma in Spring, 1975, were polled.

The names and addresses of the 77 extension home economists and clothing specialists employed in Oklahoma in January, 1975, plus approval to use these persons in the study, was obtained from the

Assistant Director of Cooperative Extension Service for Family Living Programs in Stillwater, Oklahoma.

The names of vocational home economics teachers employed in Oklahoma in 1974-75 were obtained from the Oklahoma State Department of Vocational-Technical Education in Oklahoma City, Oklahoma. This list included persons who were teaching vocational home economics in middle schools, junior high schools, and special schools, as well as high schools. For this study, the middle school and junior high school vocational home economics teachers were combined with the non-vocational home economics teachers and referred to as "non-vocational home economics teachers." Therefore, the final population of high school vocational home economics teachers numbered 366.

Since the names of non-vocational home economics teachers in Oklahoma were not available, participants in this group were obtained in the following manner. The names of all middle schools, junior high schools, and high schools in Oklahoma were acquired from the 1973-74 Oklahoma Educational Directory (26). After removing the names of the 366 high schools known to offer vocational home economics programs, a list of the remaining 407 schools and the name of the principal of each school was compiled. No school with fewer than five total faculty members was included on the list.

Names of home economics department heads or clothing construction educators in the six AVTS, 10 junior colleges, three independent senior colleges, 10 smaller state universities, Oklahoma State University, and the University of Oklahoma were provided by the Home Economics Division of the Oklahoma State Department of Vocational-Technical Education in Oklahoma City, Oklahoma. Three of the smaller state

universities and the University of Oklahoma each employed two clothing construction teachers at the time of the study.

Distribution of Questionnaires

All three types of questionnaires were sent to schools where students, faculty, and administrators were polled. Questionnaire I, II, and III[1] with Cover Letter A (Appendix D, page 129) were sent in February, 1975, to educators in five junior colleges and six independent senior colleges or smaller state universities. Duplicate questionnaires were sent with Cover Letter B (Appendix D, page 130) to Oklahoma State University and the University of Oklahoma.

Questionnaire I and Questionnaire II with Cover Letter C (Appendix D, page 131) were sent to the head of the home economics department or a clothing construction teacher in five junior colleges and seven independent senior colleges and smaller state universities.

Questionnaire II with Cover Letter D (Appendix D, page 132) was mailed in February, 1975, to 38 extension home economists and clothing specialists and 183 high school vocational home economics teachers in

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[1]An estimate of the number of student questionnaires to send to each school was determined by talking with educators having knowledge of such institutions and by perusing college catalogs from the respective schools to ascertain the average number of semester offerings. For the study, a semester average of two courses with 15 students per class was used for junior colleges, independent senior colleges, and smaller state universities. A semester average of three classes with a per class enrollment of 20 students was used for Oklahoma State University and the University of Oklahoma. Using this formula, 30 copies of Questionnaire III were sent to each of five junior colleges and six independent senior colleges and smaller state universities, while 60 copies were sent to Oklahoma State University and the University of Oklahoma, making a total of 450 Questionnaire III forms distributed for the study.

Oklahoma. A duplicate questionnaire with Cover Letter E (Appendix D, page 133) was mailed to 203 principals of middle schools, junior high schools, and high schools. The cover letter requested each principal to either relay the questionnaire to the home economics teacher in the school or to return the form if Home Economics was not offered in the school.

After four weeks, persons who had not responded were contacted by letters (Appendix D, pages 134-137) or phone calls. After three more weeks, second phone calls were made to educators in two schools where students were being polled.

The number of questionnaires sent to participants and the number of useable responses is discussed in Chapter IV.

Analysis of Data

All questionnaires were coded separately on Fortran coding forms. The coding system enabled responses to Questionnaires I, II, and III to be separated and readily identifiable. It was also possible to identify responses from the different institutions, as well as from the various teacher groups used in the research. Names of institutions were translated into a number code that could be processed by the computer. Responses to the open end questions were recorded.

The coded data were punched onto key cards and tabulated at the Kansas State University Computing Center.

Summary

In Chapter III the procedure of this research study was described. Information was included concerning the development of the instruments, selection of the participants, and data analysis. The findings of the study are presented in Chapter IV.

CHAPTER IV

FINDINGS AND ANALYSIS

This chapter includes the findings and analysis of data collected during this research. Findings are grouped according to questionnaire responses, postsecondary clothing construction offerings, preferences of the total group of participants, and preferences of participants indicating a desire to attend Oklahoma State University.

Questionnaire Responses

Total questionnaires sent to participants and useable responses received are shown in Table I. Twenty-two (71 per cent) of the 27 responses received for Questionnaire I were useable in the study.[1]

Approximately 80 per cent (366) of the 459 Questionnaire II forms mailed to participants were returned, and 343 (74.7 per cent) of these responses were useable.[1]

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[1] Responses were excluded from the study because of the following reasons: 1) Home Economics was not part of the curriculum; 2) clothing construction courses were not offered in Spring, 1975; 3) respondents declined to participate; 4) responses were received too late to use in study; 5) respondent taught home economics courses in two schools and thus filled out only one form; 6) respondent was unable to participate unless instrument was approved by Director of Research in the school system and since per cent of useable returns was high, instrument was not submitted.

Replies were not received from two extension home economists, 26 high school vocational home economics teachers, 61 non-vocational home economics teachers, and clothing construction teachers in one AVTS, two junior colleges, and one smaller state university.

TABLE I

NUMBER OF QUESTIONNAIRES SENT TO PARTICIPANTS AND NUMBER OF USEABLE RESPONSES RECEIVED

Type of Institution	Questionnaire I			Questionnaire II			Questionnaire III		
	No. Sent	Useable Responses No.	%	No. Sent	Useable Responses No.	%	No. Sent	Useable Responses No.	%
Middle Schools and Junior High Schools; High Schools with General Home Economics Program	0	0	0.0	203	128	63.1	0	0	0.0
High Schools with Vocational Home Economics Program	0	0	0.0	183	152	83.1	0	0	0.0
Extension Home Economists and Clothing Specialists	0	0	0.0	38	36	94.7	0	0	0.0
Area Vocational-Technical Schools	6	5	83.3	6	6*	85.7	0	0	0.0
Junior Colleges	10	5	50.0	10	5	50.0	150	55	36.7
Senior Colleges and Smaller Universities	13	10	76.9	16**	13**	81.3	180	85	47.2
Oklahoma State University	1	1	100.0	1	1	100.0	60	58	96.7
University of Oklahoma	1	1	100.0	2	2	100.0	60	57	95.0
TOTAL	31	22		459	343		450	228	

* One high school vocational teacher responded that she taught in an AVTS, increasing responses in AVTS from 5 to 6.

**Some schools employ more than one clothing construction teacher.

Useable responses to Questionnaire III were completed by 228 students enrolled in college and university clothing construction courses in Oklahoma in Spring, 1975. The percentage of returns for students in junior colleges, independent senior colleges, and smaller state universities tended to be low because estimated class size exceeded actual class size (see page 35) and because some institutions were not offering clothing construction courses in Spring, 1975.

Postsecondary Clothing Construction Offerings

Questionnaire I (Appendix C, page 115), the instrument used to determine postsecondary clothing construction knowledge and skills currently available in Oklahoma, contained 31 concepts which might be offered in postsecondary institutions. These items were divided into five categories: Garment Construction, Aesthetics and Creative Design, Theory, Instruction, and Industry. Additional offerings could be indicated by completing an open-end question. Thirteen respondents wrote comments to the open-end question. No similarity or special trends were indicated. Thus, this information was not included in the study.

Garment Construction

As shown in Table II, all 22 responding institutions offered instruction in "alteration of commercial patterns for women," "basic techniques of garment construction," and "advanced techniques of garment construction." Instruction in "development of special construction techniques," which involves construction of garments made of specific fabrics or new fabrics, was offered by 90.9 per cent (20) of

TABLE II

KNOWLEDGE AND SKILLS IN GARMENT CONSTRUCTION OFFERED BY OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOLS, COLLEGES, AND UNIVERSITIES IN SPRING, 1975

Knowledge and Skills	AVTS (N=5)		Junior Colleges (N=5)		Independent Senior Colleges and Smaller State Universities (N=10)		Oklahoma State University (N=1)		University of Oklahoma (N=1)		Total (N=22)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Alteration of commercial patterns for women	5	100.0	5	100.0	10	100.0	1	100.0	1	100.0	22	100.0
Alteration of commercial patterns for men	3	60.0	3	60.0	8	80.0	-	--	1	100.0	15	68.2
Alteration of commercial patterns for children	5	100.0	4	80.0	9	90.0	-	--	-	--	18	81.8
Basic techniques of garment construction	5	100.0	5	100.0	10	100.0	1	100.0	1	100.0	22	100.0
Advanced techniques of garment construction	5	100.0	5	100.0	10	100.0	1	100.0	1	100.0	22	100.0
Development of special construction techniques	4	80.0	4	80.0	10	100.0	1	100.0	1	100.0	20	90.9
Tailoring techniques for women	5	100.0	3	60.0	9	90.0	1	100.0	1	100.0	19	86.4
Tailoring techniques for men	3	60.0	1	20.0	8	80.0	1	100.0	1	100.0	14	63.6
Tailoring techniques for children	3	60.0	3	60.0	5	50.0	-	--	-	--	11	50.0

the institutions, while 86.4 per cent (19) of the schools included "tailoring for women" in the curriculum. Approximately 68 per cent of all schools taught "alteration of commercial patterns for men," and 63.6 per cent of the institutions offered instruction in "tailoring for men." Clothing construction courses focused on children's wear were offered only by the AVTS, junior colleges, independent senior colleges, and smaller state universities.

Aesthetics and Creative Design

"Suitability of apparel styling and fabrics for intended use" was a part of the clothing construction curriculum in all responding institutions (Table III). "Development of garment styles by flat pattern" was available in 21 of the schools. Approximately 41 per cent of the institutions offered instruction in "development of garment styles by drafting." "Development of garment styles by draping" was not available in any of the AVTS and junior colleges. The graduate comprehensive universities were the only institutions which offered instruction in all four concepts in this category.

Theory

All of the institutions offered instruction in the theory of garment fit (including effect on fit of fabric grain, darts, seams, gores, and figure problems). "Alteration of ready-to-wear" was included in the curriculum of 17 institutions. "Remodeling of apparel" or, as expressed in contemporary terminology, "recycling of apparel" was offered primarily by the AVTS and junior colleges. These two latter concepts were not part of the clothing construction curriculum

TABLE III

KNOWLEDGE AND SKILLS IN AESTHETICS AND CREATIVE DESIGN OFFERED BY OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOLS, COLLEGES, AND UNIVERSITIES IN SPRING, 1975

Knowledge and Skills	AVTS (N=5)		Junior Colleges (N=5)		Independent Senior Colleges and Smaller State Universities (N=10)		Oklahoma State University (N=1)		University of Oklahoma (N=1)		Total (N=22)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Suitability of apparel styling and fabrics for intended use	5	100.0	5	100.0	10	100.0	1	100.0	1	100.0	22	100.0
Development of garment styles by draping					3	30.0	1	100.0	1	100.0	5	22.7
Development of garment styles by drafting	2	40.0	1	20.0	4	40.0	1	100.0	1	100.0	9	40.9
Development of garment styles by flat pattern	4	80.0	5	100.0	10	100.0	1	100.0	1	100.0	21	95.5

at Oklahoma State University (Table IV).

Instruction

Table V shows that all responding institutions offered instruction in "care and maintenance of sewing equipment." "Development of instructional materials for teaching clothing construction" was available in 86.4 per cent (19) of the schools.

Educational programs emphasizing "methods of teaching clothing construction for secondary schools" were common to the curriculum of most responding institutions (86.4 per cent or 19 schools), and half of the institutions offered instruction in "methods of teaching clothing construction for colleges and universities." Instruction in "methods of teaching clothing construction for middle schools and junior high schools" and "methods of teaching clothing construction for handicapped individuals" was available only in the AVTS, junior colleges, independent senior colleges, and smaller state universities. Such institutions also offered the bulk of existing courses in "methods of teaching clothing construction for adult education;" this concept was included in the curriculum of 63.6 per cent of the schools, including the University of Oklahoma. Instruction in "methods of teaching clothing construction for occupational education" was offered primarily by the AVTS and Oklahoma State University.

Industry

As shown in Table VI, none of the five clothing construction concepts in this category were offered by all responding institutions. Oklahoma State University offered no instruction in any of these areas.

TABLE IV

KNOWLEDGE AND SKILLS IN THEORY OFFERED BY OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOLS, COLLEGES, AND UNIVERSITIES IN SPRING, 1975

Knowledge and Skills	AVTS (N=5)		Junior Colleges (N=5)		Independent Senior Colleges and Smaller State Universities (N=10)		Oklahoma State University (N=1)		University of Oklahoma (N=1)		Total (N=22)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Effect on fit of fabric grain	5	100.0	5	100.0	10	100.0	1	100.0	1	100.0	22	100.0
Effect on fit of darts, seams, and gores	5	100.0	5	100.0	10	100.0	1	100.0	1	100.0	22	100.0
Effect on fit of figure problems	5	100.0	5	100.0	10	100.0	1	100.0	1	100.0	22	100.0
Alteration of ready-to-wear	5	100.0	4	80.0	7	70.0	-	--	1	100.0	17	77.3
Remodeling of apparel	4	80.0	3	60.0	3	30	-	--	-	--	10	45.5

TABLE V

KNOWLEDGE AND SKILLS IN INSTRUCTION OFFERED BY OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOLS, COLLEGES, AND UNIVERSITIES IN SPRING, 1975

Knowledge and Skills	AVTS (N=5)		Junior Colleges (N=5)		Independent Senior Colleges and Smaller State Universities (N=10)		Oklahoma State University (N=1)		University of Oklahoma (N=1)		Total (N=22)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Methods of teaching clothing construction for secondary schools	4	80.0	3	60.0	10	100.0	1	100.0	1	100.0	19	86.4
Methods of teaching clothing construction for middle schools and junior high schools	1	20.0	2	40.0	6	60.0	-	--	-	--	9	40.9
Methods of teaching clothing construction for colleges and universities			3	60.0	6	60.0	1	100.0	1	100.0	11	50.0
Methods of teaching clothing construction for adult education	4	80.0	3	60.0	6	60.0	-	--	1	100.0	14	63.6
Methods of teaching clothing construction for occupational education	4	80.0	2	40.0	1	10.0	1	100.0	-	--	8	36.4

Table V (Continued)

Knowledge and Skills	AVTS (N=5)		Junior Colleges (N=5)		Independent Senior Colleges and Smaller State Universities (N=10)		Oklahoma State University (N=1)		University of Oklahoma (N=1)		Total (N=22)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Methods of teaching clothing construction for handicapped individuals	3	60.0	1	20.0	2	20.0	-	--	-	--	6	27.3
Development of instructional materials for teaching clothing construction	4	80.0	4	80.0	9	90.0	1	100.0	1	100.0	19	86.4
Care and maintenance of sewing equipment	5	100.0	5	100.0	10	100.0	1	100.0	1	100.0	22	100.0

TABLE VI

KNOWLEDGE AND SKILLS IN INDUSTRIAL CLOTHING PRODUCTION OFFERED BY OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOLS, COLLEGES, AND UNIVERSITIES IN SPRING, 1975

Knowledge and Skills	AVTS (N=5)		Junior Colleges (N=5)		Independent Senior Colleges and Smaller State Universities (N=10)		Oklahoma State University (N=1)		University of Oklahoma (N=1)		Total (N=22)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Techniques of hand sewing and machine sewing operations	5	100.0	3	60.0	4	40.0	-	--	1	100.0	13	59.1
Procedures of garment assembly	5	100.0	2	40.0	4	40.0	-	--	1	100.0	13	59.1
Development of block patterns for dress forms by draping	-	--	-	--	2	20.0	-	--	1	100.0	3	13.6
Pattern grading	3	60.0	1	20.0	2	20.0	-	--	-	--	6	27.3
Relationship of styling to fabric, cost, and labor	4	80.0	4	80.0	4	40.0	-	--	1	100.0	13	59.1

With the exception of "pattern grading," all of the concepts were a part of the curriculum at the University of Oklahoma. All AVTS offered instruction in "techniques of hand sewing and machine sewing operations" and "procedures of garment assembly."

Summary

In summary, all responding institutions offered instruction in eight of the 31 clothing construction concepts listed on the instruments. These unanimous offerings included "alteration of commercial patterns for women;" "basic techniques of garment construction;" "advanced techniques of garment construction;" "suitability of apparel styling and fabrics for intended use;" "effect on fit of fabric grain;" "effect on fit of darts, seams, and gores;" "effect on fit of figure problems;" and "care and maintenance of sewing equipment."

Offerings in the aesthetics and creative design area were more common to the curricula of independent senior colleges, smaller state universities, and graduate comprehensive universities, with instruction in all concepts in this area available at Oklahoma State University and the University of Oklahoma.

While all institutions offered instruction in the theory of garment fit, the predominance of courses in "alteration of ready-to-wear" and "remodeling of apparel" were available at the AVTS, junior colleges, independent senior colleges, and smaller state universities.

Educational programs emphasizing methods of teaching clothing construction for various groups were offered more by junior colleges, independent senior colleges, and smaller state universities than by the graduate comprehensive universities. Some instructional programs in

methods of teaching clothing construction were also available in the AVTS.

Courses in industrial sewing procedures were centered in the AVTS, independent senior colleges, smaller state universities, and the University of Oklahoma. Instruction focused specifically on knowledge and skills needed for industrial clothing production was not a part of the clothing construction curriculum at Oklahoma State University.

Preferences of Total Respondents

The postsecondary clothing construction knowledge and skills that persons indicated they planned to acquire or update in 1975-77, as well as the course location, meeting time, and credit preferred for acquiring such information were obtained by means of two questionnaires (Appendix C, pages 118 and 123). One instrument was administered to clothing construction teachers and the other was administered to clothing construction students. To obtain a comprehensive view of the preferences of all persons planning to acquire clothing construction knowledge and skills in 1975-77, the responses from Questionnaires II and III were combined. In areas where the responses of clothing construction teachers and students tended to be similar (knowledge and skills) only the combined data are presented and discussed. Grouped responses of teachers and students are presented in Appendix E, pages 139-147 in Tables XXVII, XXVIII, and XXIX. However, in those areas where teacher and student preferences tended to differ (course location, meeting time, credit, and anticipated uses) combined data, as well as both teacher and student group responses are included in the text. Additional preferences and suggestions could be indicated

by completing open-end questions. One hundred seventy-nine participants responded to the questions. However, as no similarity in the answers was observed, this information was not included in the study.

Clothing Construction Knowledge and Skills

Responses of the total 571 participants to the 31 clothing construction concepts included in the questionnaires are grouped according to the five categories used in the instruments. The data indicate the clothing construction knowledge and skills which participants believed they had already acquired, did not need to acquire at the present time, or planned to acquire or update in 1975-77. Discussion of the data centers around concepts which the total group of 571 participants identified in the "planned to acquire" column (see questionnaires, Appendix C, pages 118 and 123). Responses of the teacher and student groups are presented in Appendix E, Tables XXVII and XXVIII, pages 139 and 143.

Garment Construction

As shown in Table VII the greatest number of respondents indicated a need for instruction in "tailoring for men" (43.5 per cent), and "development of special construction techniques for construction of garments made of specific fabrics or new fabrics"(43.2 per cent). Approximately 39.3 per cent of all participants indicated that they planned to acquire instruction in "alteration of commercial patterns for men" in 1975-77. A need to acquire instruction in "tailoring techniques for women" and "tailoring techniques for children" was indicated by 32 per cent of the respondents. Almost one-third of the

TABLE VII

RESPONSES OF TOTAL GROUP OF PARTICIPANTS REGARDING ACQUISITION OF KNOWLEDGE AND SKILLS IN GARMENT CONSTRUCTION*

Knowledge and Skills	Have Acquired		No Need to Acquire		Plan to Acquire		Total No. of Responses
	No.	%**	No.	%**	No.	%**	
Alteration of commercial patterns for women	438	78.5	23	4.1	97	17.4	558
Alteration of commercial patterns for men	189	37.0	121	23.7	201	39.3	511
Alteration of commercial patterns for children	273	52.4	95	18.2	153	29.4	521
Basic techniques of garment construction	533	93.5	4	0.7	33	5.8	570
Advanced techniques of garment construction	371	65.8	27	4.8	166	29.4	564
Development of special construction techniques	282	50.8	33	5.9	240	43.2	555
Tailoring techniques for women	331	59.4	48	8.6	178	32.0	557
Tailoring techniques for men	179	34.5	114	22.0	226	43.5	519
Tailoring techniques for children	191	37.6	156	30.7	161	31.7	508

* Represents combined responses to Questionnaires II and III.

**Per cent based on total response to each item.

respondents indicated that they planned to acquire instruction in "alteration of commercial patterns for children" and "advanced techniques of garment construction" in 1975-77. Overall, the least number of respondents indicated a need for instruction in "basic techniques of garment construction" (5.8 per cent).

Aesthetics and Creative Design

"Development of garment styles by draping" and "development of garment styles by drafting" were the two items in this category which more than one-third of the respondents indicated they planned to acquire in 1975-77 (Table VIII). Instruction in draping was desired by a total of 206 persons (36.9 per cent) and instruction in drafting was desired by 195 persons (35.7 per cent).

Theory

On the whole, participants indicated less need for the knowledge and skills in this category than for items in any of the other categories (Table IX). However, "remodeling of apparel" was indicated by 30 per cent of the respondents as a concept they planned to acquire in 1975-77.

Instruction

As shown in Table X, 32.7 per cent of the respondents indicated that they needed instruction in "development of instructional materials for teaching clothing construction." Participants also indicated a need for instruction in methods of teaching clothing construction for various groups, with about one-fourth of the total respondents

TABLE VIII

RESPONSES OF TOTAL GROUP OF PARTICIPANTS REGARDING ACQUISITION OF KNOWLEDGE AND SKILLS IN AESTHETICS AND CREATIVE DESIGN*

Knowledge and Skills	Have Acquired No.	%**	No Need to Acquire No.	%**	Plan to Acquire No.	%**	Total No. of Responses
Suitability of apparel styling and fabrics for intended use	421	75.0	30	5.3	110	19.6	561
Development of garment styles by draping	70	12.5	282	50.5	206	36.9	558
Development of garment styles by drafting	105	19.2	246	45.1	195	35.7	546
Development of garment styles by flat pattern	273	53.0	103	20.0	139	27.0	515

* Represents combined responses to Questionnaires II and III.

** Per cent based on total response to each item.

TABLE IX

RESPONSES OF TOTAL GROUP OF PARTICIPANTS REGARDING ACQUISITION OF KNOWLEDGE AND SKILLS IN THEORY*

Knowledge and Skills	Have Acquired		No Need to Acquire		Plan to Acquire		Total No. of Responses
	No.	%**	No.	%**	No.	%**	
Effect on fit of fabric grain	503	88.9	7	1.2	56	9.9	566
Effect on fit of darts, seams, and gores	492	88.3	5	0.9	60	10.8	557
Effect on fit of figure problems	439	80.3	15	2.7	93	17.0	547
Alteration of ready-to-wear	434	76.7	32	5.7	100	17.7	566
Remodeling of apparel	310	55.5	81	14.5	168	30.1	559

* Represents combined responses to Questionnaires II and III.

**Per cent based on total response to each item.

TABLE X

RESPONSES OF TOTAL GROUP OF PARTICIPANTS REGARDING ACQUISITION OF KNOWLEDGE AND SKILLS IN INSTRUCTION*

Knowledge and Skills	Have Acquired No.	%**	No Need to Acquire No.	%**	Plan to Acquire No.	%**	Total No. of Responses
Methods of teaching clothing construction for secondary schools	326	60.8	112	20.9	98	18.3	536
Methods of teaching clothing construction for middle schools and junior high schools	219	45.9	173	36.3	85	17.8	477
Methods of teaching clothing construction for colleges and universities	61	13.5	281	62.3	109	24.2	451
Methods of teaching clothing construction for adult education	215	44.1	148	30.3	125	25.6	488
Methods of teaching clothing construction for occupational education	52	11.6	280	62.4	117	26.1	449
Methods of teaching clothing construction for handicapped individuals	48	10.8	288	65.0	107	24.2	443
Development of instructional materials for teaching clothing construction	264	48.0	106	19.3	180	32.7	550
Care and maintenance of sewing equipment	425	75.4	23	4.1	116	20.6	564

* Represents combined responses to Questionnaires II and III.

** Per cent based on total response to each item.

indicating that they planned to acquire instruction in four of the six concepts related to teaching methods.

Industry

Approximately one-third of the participants indicated a need for instruction in "development of block patterns for dress forms by draping" and "pattern grading." One-fourth of the respondents believed that they would acquire instruction in the "relationship of styling to fabric, cost, and labor" in 1975-77 (Table XI).

Summary

The clothing construction concepts which the greatest number of respondents indicated that they planned to acquire in 1975-77 were "tailoring for men" and "development of special construction techniques," with 43 per cent of the participants selecting these two items. More than one-third of the total 571 respondents indicated a need for instruction in "alteration of commercial patterns for men" (39.3 per cent); "development of garment styles by draping" (36.9 per cent); "development of garment styles by drafting" (35.7 per cent); and "development of block patterns for dress forms by draping" (35 per cent). A need for instruction in "development of instructional materials for teaching clothing construction;" "tailoring techniques for women;" "tailoring techniques for children;" and "pattern grading" was indicated by approximately one-third of the total participants. About 30 per cent of the respondents indicated they planned to acquire instruction in "remodeling of apparel;" "alteration of commercial patterns for children;" and "advanced techniques for garment construction."

TABLE XI

RESPONSES OF TOTAL GROUP OF PARTICIPANTS REGARDING ACQUISITION OF KNOWLEDGE AND SKILLS IN INDUSTRIAL CLOTHING PRODUCTION*

Knowledge and Skills	Have Acquired		No Need to Acquire		Plan to Acquire		Total No. of Responses
	No.	%**	No.	%**	No.	%**	
Techniques of hand sewing and machine sewing operations	320	56.8	155	27.5	88	15.6	563
Procedures of garment assembly	292	52.5	181	32.6	83	14.9	556
Development of block patterns for dress forms by draping	33	6.0	327	59.0	194	35.0	554
Pattern grading	62	11.2	316	57.1	175	31.6	553
Relationship of styling to fabric, cost, and labor	214	38.7	201	36.3	138	25.0	553

* Represents combined responses to Questionnaires II and III.

**Per cent based on total response to each item.

The number of persons who indicated that they planned to acquire instruction in "alteration of commercial patterns for children" and "advanced techniques for garment construction" was slightly smaller (29 per cent).

According to the findings of the study, the smallest number of respondents indicated a need for instruction in "basic techniques of garment construction"(5.8 per cent). The need for instruction in the "effect on fit of fabric grain" and "effect on fit of darts, seams, and gores" was indicated by only 10 per cent of the participants.

Course Location Preferences

The course location most preferred by respondents for acquiring future education in clothing construction was the campus of the institution offering the instruction (Table XII). Of the 528 participants who responded to this question, 52.5 per cent preferred to acquire instruction on the campus of the institution, while 41.9 per cent preferred that the institution arrange to offer the course near their home with a teacher present. Minimal interest (5.7 per cent) was shown in televised instruction. Responses of clothing construction teachers were almost equally divided between preferences for instruction on campus and instruction near their home, while students indicated a strong preference for instruction on the campus.

Meeting Time Preferences

When first and second choices were grouped together, the most frequently chosen meeting time was the two-week summer session. A regular semester, daytime class was the second most frequently selected

TABLE XII

COURSE LOCATION PREFERENCES OF TOTAL GROUP OF PARTICIPANTS

Location	Teachers (N=330)		Students N=198)		Total (N=528)	
	No.	%*	No.	%**	No.	%***
Campus of preferred institutions	150	45.5	127	64.1	277	52.5
Near my home with teacher present	159	48.2	62	31.3	221	41.9
Near my home by television	21	6.4	9	4.5	30	5.7

* Per cent based on number of teacher responses.
** Per cent based on number of student responses.
*** Per cent based on total responses.

time, and the one-week summer session was the third most preferred time.

A daytime class during the regular semester was most frequently selected as first choice, with 131 persons (22.9 per cent) selecting this option. A two-week summer session was chosen by 124 participants (21.7 per cent) as their first choice (Table XIII).

As a second choice, respondents most preferred the two-week summer school option, with 93 respondents (16.3 per cent) choosing this time. Sixty-eight persons (11.9 per cent) selected a four-week course during summer school as their second choice.

The responses in Table XIV indicate that teacher preferences were highest for the one-week and two-week summer school sessions, while students strongly preferred the daytime class during the regular semester.

TABLE XIII

MEETING TIME PREFERENCES OF TOTAL GROUP OF PARTICIPANTS (N=571)

Meeting Time	First Choice No.	First Choice %**	Second Choice No.	Second Choice %**	Total No.	Total %
Summer School, 1 week	98	17.2	48	8.4	146	25.6
Summer School, 2 weeks	124	21.7	93	16.3	217	38.0
Summer School, 4 weeks	40	7.0	68	11.9	108	18.9
Summer School, 8 weeks	24	4.2	59	10.3	83	14.5
Regular Semester, Daytime	131	22.9	32	5.6	163	28.5
Regular Semester, Late Day	15	2.6	48	8.4	63	11.0
Regular Semester, Night	30	5.2	42	7.4	72	12.6
Regular Semester, Saturday Morning	11	1.9	23	4.0	34	5.9
Regular Semester, Saturday (All Dau- One Month)	30	5.2	45	7.9	75	13.1
None of these times	10	1.8	2	0.3	12	2.1
Other	32	5.6	--	--	32	5.6

* Per cent based on total number of participants.

**Per cent does not equal 100 because some participants did not respond to question.

TABLE XIV

MEETING TIME PREFERENCES OF PARTICIPANTS BY TEACHER GROUP AND STUDENT GROUP

Meeting Time	Teachers (N=343)						Students (N=228)					
	First Choice		Second Choice		Total No. Responses		First Choice		Second Choice		Total No. Responses	
	No.	%*	No.	%*	No.***	%*	No.	%**	No.	%**	No.***	%**
Summer School, 1 week	95	27.7	41	12.0	136	39.7	3	1.3	7	3.1	10	4.4
Summer School, 2 weeks	116	33.8	88	25.7	204	59.5	8	3.5	5	2.2	13	5.7
Summer School, 4 weeks	24	7.0	48	14.0	72	21.0	16	7.0	20	8.8	36	15.8
Summer School, 8 weeks	14	4.1	12	3.5	26	7.6	10	4.4	47	20.6	57	25.0
Regular Semester, Daytime	4	1.2	8	2.3	12	3.5	127	55.7	24	10.5	151	66.2
Regular Semester, Late Day	7	2.0	8	2.3	15	4.3	8	3.5	40	17.5	48	21.0
Regular Semester, Night	14	4.1	27	7.9	41	12.0	16	7.0	15	6.6	31	13.6
Regular Semester, Saturday Morning	8	2.3	16	4.7	24	7.0	3	1.3	7	3.1	10	4.4

TABLE XIV (Continued)

Meeting Time	Teachers (N=343) First Choice No.	%*	Second Choice No.	%*	Total No. Responses No.***	%*	Students (N=228) First Choice No.	%*	Second Choice No.	%**	Total No. Responses No.***	%**
Regular Semester, Saturday (All Day-One Month)	25	7.3	37	10.7	62	18.0	5	2.2	8	3.5	13	5.7
None of these times	6	1.7	1	0.3	7	2.0	4	1.8	1	0.4	5	2.2
Other	27	7.9	0	0.0	27	7.9	5	2.2	0	0.0	5	2.2

* Per cent based on total number of teacher participants; per cent may not equal 100 because participants gave two responses or did not respond to the question.

** Per cent based on total number of student participants; per cent may not equal 100 because participants gave two responses or did not respond to the question.

*** Represents combined first choice and second choice responses.

Credit Preferences

Most respondents indicated that they preferred graduate credit for the clothing construction education which they planned to acquire in 1975-77 (Table XV). Of the 541 persons responding to the question, 61.4 per cent preferred graduate credit, 26.1 per cent preferred undergraduate credit, 9.1 per cent preferred no credit, and 3.5 per cent were undecided about credit preference. Clothing construction teachers most preferred graduate credit (83.5 per cent), while the greatest per cent of students (63.0 per cent) desired undergraduate credit. The type of credit preferred for each of the 31 clothing construction concepts is presented in Appendix E, Table XXIX, pages 147-151.

TABLE XV

CREDIT PREFERENCES OF TOTAL GROUP OF PARTICIPANTS

Credit	Teachers (N=333)		Students (N=208)		Total (N=541)	
	No.	%*	No.	%**	No.	%***
Undergraduate	10	3.0	131	63.0	141	26.1
Graduate	278	83.5	54	26.0	332	61.4
No Credit	33	9.9	16	7.7	49	9.1
Undecided	12	3.6	7	3.4	19	3.5

* Per cent based on number of teacher responses.
** Per cent based on number of student responses.
*** Per cent based on total responses.

Anticipated Uses of Knowledge and Skills

As shown in Table XVI the two anticipated uses of clothing construction knowledge and skills most frequently indicated by the total group of 571 respondents were to "sew at home for self and family" (80.0 per cent) and to "teach home economics in middle school, junior high or high school" (61.6 per cent). More than one-fifth of the students indicated that they planned to use the clothing construction education to "work as an extension home economist," "work in a clothing merchandising job," or "work in the garment industry."

TABLE XVI

ANTICIPATED USES OF CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS BY TOTAL GROUP OF PARTICIPANTS

Anticipated Uses	Teachers (N=343)		Students (N=228)		Total (N=571)	
	No.	%[a/d]	No.	%[b/d]	No.	%[c/d]
Sew at home for self and family	264	77.0	193	84.6	457	80.0
Teach clothing courses in AVTS	47	13.7	44	19.3	91	15.9
Teach home economics in middle school, junior high or high school	263	76.7	89	39.0	352	61.6
Teach home economics in college or university	61	17.8	38	16.7	99	17.3
Work as extension home economist	56	16.3	59	25.9	115	20.1

TABLE XVI (Continued)

Anticipated Uses	Teachers (N=343) No.	%[a/d]	Students (N=228) No.	%[b/d]	Total (N=571) No.	%[c/d]
Work in clothing merchandising job	21	6.1	53	23.2	74	13.0
Work in garment industry	10	2.9	49	21.5	59	10.3
Undecided	2	0.6	16	7.0	18	3.2
Adult Education	20	5.8	1	0.4	21	3.7

[a]Per cent based on total number of teacher participants.
[b]Per cent based on total number of student participants.
[c]Per cent based on total number of participants.
[d]Per cent does not equal 100 because some participants responded with more than one answer.

Preferences of Respondents Indicating a Desire to Attend Oklahoma State University

The third objective of the study was to tabulate and analyze the clothing construction knowledge and skills, course location, meeting time, and credit preferences of potential enrollees who indicated a desire to acquire future clothing construction education at Oklahoma State University. The data would then be used to formulate recommendations for clothing construction curriculum development.

To identify the potential enrollees of Oklahoma State University, all participants in the study were asked to list the name of the school(s) to which they would probably go to acquire future education

in clothing construction. Oklahoma State University was chosen by 290 persons (see Appendix F, Table XXX, page 153). It was the first choice of 163 clothing construction teacher respondents and 47 post-secondary clothing construction student respondents, and the second choice of 59 teachers and 21 students. The questionnaire data provided by these 290 potential Oklahoma State University students were combined for use in developing recommendations for the clothing construction curriculum at Oklahoma State University.

In areas where responses of clothing construction teachers and students tended to be similar (knowledge and skills) only the combined data are presented and discussed. Grouped responses of teachers and students are presented in Appendix G, Tables XXXI, XXXII, XXXIII, pages 159, 163 and 167. However, in those areas where teacher and student preferences tended to differ (course location, meeting time, credit, and anticipated uses) combined data, as well as both teacher and student group responses are included in the text.

Clothing Construction Knowledge and Skills

The responses of the 290 participants indicating a desire to attend Oklahoma State University to the 31 clothing construction concepts are grouped according to the five categories used in the instruments. The data indicate the clothing construction knowledge and skills which participants believed they had already acquired, did not need to acquire at the present time, or planned to acquire or update in 1975-77. Discussion of the data centers around concepts which the 290 participants identified in the "planned to acquire" column (see questionnaires, Appendix C, pages 118 and 123). Responses of the

teacher and student groups are presented in Appendix G, Tables XXXI, and XXXII, pages 159 and 163.

Garment Construction

The potential enrollees of Oklahoma State University indicated greatest need for instruction in "tailoring techniques for men" (40.0 per cent); "development of special construction techniques" (37.7 per cent); and "alteration of commercial patterns for men" (37 per cent). In terms of indicated need, these three concepts ranked above the other items in this category, as well as the items in all categories used in the questionnaires. Approximately one-fourth of the 290 participants indicated a need for instruction in "alteration of commercial patterns for children" and "tailoring techniques for children." Only 3.1 per cent of all participants indicating a desire to attend Oklahoma State University believed they would acquire instruction in "basic techniques of garment construction" in 1975-77. Overall, less need was indicated for this concept than for any of the other concepts included in the instruments (Table XVII).

Aesthetics and Creative Design

Approximately one-third of the potential enrollees of Oklahoma State University indicated that they planned to acquire instruction in "development of garment styles by draping" (84 persons) and "development of garment styles by drafting"(86 persons). The responses of participants to the clothing construction items in this category may be seen in Table XVIII.

TABLE XVII

RESPONSES OF PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY REGARDING ACQUISITION OF KNOWLEDGE AND SKILLS IN GARMENT CONSTRUCTION*

Knowledge and Skills	Have Acquired		No Need to Acquire		Plan to Acquire		Total No. of Responses
	No.	%**	No.	%**	No.	%**	
Alteration of commercial patterns for women	246	86.0	9	3.1	31	10.8	286
Alteration of commercial patterns for men	120	44.0	52	19.0	101	37.0	273
Alteration of commercial patterns for children	165	59.4	41	14.7	72	25.9	278
Basic techniques of garment construction	279	96.2	2	0.7	9	3.1	290
Advanced techniques of garment construction	216	75.5	11	3.8	59	20.6	286
Development of special construction techniques	159	56.0	18	6.3	107	37.7	284
Tailoring techniques for women	204	71.1	19	6.6	64	22.3	287
Tailoring techniques for men	115	42.0	49	17.9	110	40.1	274
Tailoring techniques for children	122	45.0	77	28.4	72	26.6	271

* Represents combined responses to Questionnaires II and III.

** Per cent based on total response to each item.

TABLE XVIII

RESPONSES OF PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY REGARDING ACQUISITION OF KNOWLEDGE AND SKILLS IN AESTHETICS AND CREATIVE DESIGN*

Knowledge and Skills	Have Acquired		No Need to Acquire		Plan to Acquire		Total No. of Responses
	No.	%**	No.	%**	No.	%**	
Suitability of apparel styling and fabrics for intended use	233	81.2	15	5.2	39	13.6	287
Development of garment styles by draping	34	11.8	169	58.9	84	29.3	287
Development of garment styles by drafting	56	19.7	142	50.0	86	30.3	284
Development of garment styles by flat pattern	160	58.6	59	21.6	54	19.8	273

* Represents combined responses to Questionnaires II and III.

** Per cent based on total response to each item.

Theory

On a comparative basis, participants indicated less need for instruction in the group of clothing construction concepts in this category than for any of the other categories in the instruments. About one-fourth of the participants who indicated a desire to attend Oklahoma State University believed they would acquire instruction in "remodeling of apparel" in 1975-77. However, the number of respondents who indicated a desire to acquire instruction in any of the other concepts was less than 12 per cent (Table XIX).

Instruction

As shown in Table XX, approximately one-third of the participants indicated a need for instruction in "development of instructional materials for teaching clothing construction." Almost one-fourth of the participants desiring to attend Oklahoma State University indicated that they planned to acquire instruction in 1975-77 in "methods of teaching clothing construction for colleges and universities," "methods of teaching clothing construction for adult education," and "methods of teaching clothing construction for occupational education."

Industry

A need for instruction in "pattern grading" was indicated by one-third of the 290 participants desiring to attend Oklahoma State University. Almost 30 per cent of the respondents indicated a need for instruction in "development of block patterns for dress forms by draping." Twenty-two per cent of the participants indicated that they planned to acquire instruction in the "relationship of styling to

TABLE XIX

RESPONSES OF PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY REGARDING ACQUISITION OF KNOWLEDGE AND SKILLS IN THEORY*

Knowledge and Skills	Have Acquired		No Need to Acquire		Plan to Acquire		Total No. of Responses
	No.	%**	No.	%**	No.	%**	
Effect on fit of fabric grain	273	94.1	5	1.7	12	4.1	290
Effect on fit of darts, seams, and gores	271	94.1	4	1.4	13	4.5	288
Effect on fit of figure problems	252	87.5	7	2.4	29	10.1	288
Alteration of ready-to-wear	244	84.1	12	4.1	34	11.7	290
Remodeling of apparel	178	61.6	40	13.8	71	24.6	289

* Represents combined responses to Questonnaires II and III.

**Per cent based on total response to each item.

TABLE XX

RESPONSES OF PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY REGARDING ACQUISITION OF KNOWLEDGE AND SKILLS IN INSTRUCTION*

Knowledge and Skills	Have Acquired		No Need to Acquire		Plan to Acquire		Total No. of Responses
	No.	%**	No.	%**	No.	%**	
Methods of teaching clothing construction for secondary schools	206	73.8	37	13.3	36	12.9	279
Methods of teaching clothing construction for middle schools and junior high schools	134	56.1	73	30.5	32	13.4	239
Methods of teaching clothing construction for colleges and universities	30	12.9	145	62.5	57	24.6	232
Methods of teaching clothing construction for adult education	140	54.7	53	20.7	63	24.6	256
Methods of teaching clothing construction for occupational education	28	12.0	148	63.2	58	24.8	234
Methods of teaching clothing construction for handicapped individuals	32	14.0	150	65.5	47	20.5	229

TABLE XX (Continued)

Knowledge and Skills	Have Acquired No.	%**	No Need to Acquire No.	%**	Plan to Acquire No.	%**	Total No. of Responses
Development of instructional materials for teaching clothing construction	162	56.8	33	11.6	90	31.6	285
Care and maintenance of sewing equipment	228	79.2	8	2.8	52	18.1	288

* Represents combined responses to Questionnaires II and III.

**Per cent based on total response to each item.

fabric, cost, and labor" in 1975-77 (Table XXI).

Summary

According to the data, the greatest number of participants desiring to acquire future clothing construction education from Oklahoma State University indicated a need for instruction in "tailoring techniques for men." Approximately 40 per cent of the 290 potential enrollees at Oklahoma State University indicated that they planned to acquire instruction in this concept in 1975-77. A need for instruction in "development of special construction techniques" (which includes construction of garments made of specific or new fabrics) and "alteration of commercial patterns for men" was indicated by 37 per cent of the respondents. Approximately one-third of the respondents indicated a need for instruction in "pattern grading," "development of instructional materials for teaching clothing construction," "development of garment styles by drafting," "development of block patterns for dress forms by draping," and "development of garment styles by draping." The smallest number of persons desiring to attend Oklahoma State University indicated a need for instruction in "basic techniques of garment construction." Only 3.1 per cent (nine persons) of the 290 potential enrollees at Oklahoma State University indicated that they planned to acquire instruction in this concept in 1975-77. Less than five per cent of the respondents indicated a need for instruction in the "effect on fit of fabric grain" and the "effect on fit of darts, seams, and gores."

TABLE XXI

RESPONSES OF PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY REGARDING ACQUISITION OF KNOWLEDGE AND SKILLS IN INDUSTRIAL CLOTHING PRODUCTION*

Knowledge and Skills	Have Acquired		No Need to Acquire		Plan to Acquire		Total No. of Responses
	No.	%**	No.	%**	No.	%**	
Techniques of hand sewing and machine sewing operations	160	56.1	89	31.2	36	12.6	285
Procedures of garment assembly	144	50.7	105	37.0	35	12.3	284
Development of block patterns for dress forms by draping	16	5.6	185	64.9	84	29.5	285
Pattern grading	26	9.1	167	58.6	92	32.3	285
Relationship of styling to fabric, cost, and labor	109	38.7	111	39.4	62	22.0	282

* Represents combined responses to Questionnaires II and III.

** Per cent based on total response to each item.

Course Location Preferences

As shown in Table XXII almost 59 per cent of the respondents who indicated a desire to attend Oklahoma State University preferred that instruction be offered on the campus. Slightly more than one-third of the participants preferred that courses be offered at a location near their home. Only 3.5 per cent of the respondents preferred televised instruction. Teachers slightly favored instruction on campus (50.5 per cent) over instruction near their home (45.4 per cent), while students overwhelmingly preferred the campus (86.6 per cent).

TABLE XXII

COURSE LOCATION PREFERENCES OF PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY

Location	Teachers (N=218)		Students (N=67)		Total (N=285)	
	No.	%*	No.	%**	No.	%***
Campus of preferred institution	110	50.5	58	86.6	168	58.9
Near my home with teacher present	99	45.4	8	11.9	107	37.5
Near my home with television	9	4.1	1	1.5	10	3.5

* Per cent based on number of teacher responses.

** Per cent based on number of student responses.

*** Per cent based on total responses.

Meeting Time Preferences

Meeting time preferences of the 290 participants who indicated a desire to acquire future education in clothing construction at Oklahoma State University are presented in Table XXIII. When first and second choices were grouped together, the two-week summer school session was the most frequently chosen meeting time. The one-week summer school option was the second most frequently preferred time, and the regular semester daytime class ranked third in frequency.

The two-week summer session was most frequently selected as first choice, with 76 respondents (26.2 per cent) selecting this option. Sixty-eight persons (23.4 per cent) selected the one-week summer school time as their first choice.

As a second choice the two-week summer school option was the most preferred meeting time, with 61 persons (21.0 per cent) choosing this time. The four-week summer session was selected by 37 persons (12.8 per cent) as their second choice.

The meeting time preferences of teacher participants and of student participants may be seen in Table XXIV. Teacher preferences were highest for the two-week and one-week summer school sessions, while students overwhelmingly preferred the daytime class during the regular semester.

TABLE XXIII

MEETING TIME PREFERENCES OF PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY* (N=290)

Meeting Time	First Choice		Second Choice		Total	
	No.	%**	No.	%**	No.	%
Summer School, 1 week	68	23.4	29	10.0	97	33.4
Summer School, 2 weeks	76	26.2	61	21.0	137	47.2
Summer School, 4 weeks	18	6.2	37	12.8	55	19.0
Summer School, 8 weeks	14	4.8	25	8.6	39	13.4
Regular Semester, Daytime	48	16.6	16	5.5	64	22.1
Regular Semester, Late Day	6	2.0	24	8.3	30	10.3
Regular Semester, Night	13	4.5	22	7.6	35	12.1
Regular Semester, Saturday Morning	6	2.0	17	5.9	23	7.9
Regular Semester, Saturday (All Day-One Month)	21	7.2	29	10.0	50	17.2
None of these times	3	1.0			3	1.0
Other	20	7.0			20	7.0

* Per cent based on total number of participants.

** Per cent does not equal 100 because some participants did not respond to this question.

TABLE XXIV

MEETING TIME PREFERENCES OF PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY BY TEACHER GROUP AND STUDENT GROUP

Meeting Time	Teachers (N=222)						Students (N=68)					
	First Choice		Second Choice		Total No. Responses		First Choice		Second Choice		Total No. Responses	
	No.	%*	No.	%**	No.***	%*	No.	%**	No.	%**	No.***	%**
Summer School, 1 week	67	30.2	27	12.1	94	42.3	1	1.5	2	2.9	3	4.4
Summer School, 2 weeks	73	32.9	60	27.0	133	59.9	3	4.4	1	1.5	4	5.9
Summer School, 4 weeks	14	6.3	33	14.9	47	21.2	4	5.9	4	5.9	8	11.8
Summer School, 8 weeks	11	4.9	7	3.2	18	8.1	3	4.4	18	26.5	21	30.9
Regular Semester, Daytime	2	0.9	6	2.7	8	3.6	46	67.6	10	14.7	56	82.3
Regular Semester, Late Day	4	1.8	4	1.8	8	3.6	2	2.9	20	29.4	22	32.3
Regular Semester, Night	9	4.0	17	7.7	26	11.7	4	5.9	5	7.3	9	13.2
Regular Semester, Saturday Morning	4	1.8	14	6.3	18	8.1	2	2.9	3	4.4	5	7.3

TABLE XXIV (Continued)

Meeting Time	Teachers (N=222) First Choice No.	%*	Second Choice No.	%*	Total No. Responses No.***	%*	Students (N=68) First Choice No.	%**	Second Choice No.	%**	Total No. Responses No.***	%**
Regular Semester, Saturday (All Day-One Month)	20	9.0	27	12.2	47	21.2	1	1.5	2	2.9	3	4.4
None of these times	3	1.4	0	0.0	3	1.4	0	0.0	0	0.0	0	0.0
Other	18	8.1	0	0.0	18	8.1	2	2.9	0	0.0	2	2.9

* Per cent based on total number of teacher participants; per cent may not equal 100 because participants gave two responses or did not respond to the question.

** Per cent based on total number of student participants; per cent may not equal 100 because participants gave two responses or did not respond to the question.

*** Represents combined first choice and second choice responses.

Credit Preferences

Three-fourths of the participants indicating a desire to attend Oklahoma State University preferred graduate credit for future education in clothing construction (Table XXV). Of the 286 persons who responded to the question, 74.5 per cent preferred graduate credit, 16.4 per cent preferred undergraduate credit, 7.0 per cent preferred no credit, and 2.1 per cent were undecided about credit preference. Clothing construction teachers indicated a strong preference for graduate credit (87.2 per cent), while the largest per cent of students (59.7 per cent) preferred undergraduate credit. The type of credit preferred for each of the 31 clothing construction concepts listed in the questionnaires is presented in Appendix G, Table XXXIII, page 167.

TABLE XXV

CREDIT PREFERENCES OF PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY

Credit	Teachers (N=219)		Students (N=67)		Total (N=286)	
	No.	%*	No.	%**	No.	%***
Undergraduate	7	3.2	40	59.7	47	16.4
Graduate	191	87.2	22	32.8	213	74.5
No Credit	18	8.2	2	3.0	20	7.0
Undecided	3	1.4	3	4.5	6	2.1

* Per cent based on number of teacher responses.
** Per cent based on number of student responses.
*** Per cent based on total responses.

Anticipated Uses of Knowledge and Skills

As shown in Table XXVI, the two anticipated uses of clothing construction knowledge and skills most frequently selected by the 290 participants who indicated a desire to attend Oklahoma State University were to "sew at home for self and family" (80.7 per cent) and to "teach home economics in middle school, junior high or high school" (73.7 per cent). Approximately one-third of the students anticipated using clothing construction knowledge and skills to "work as an extension home economist," "work in a clothing merchandising job," or "work in the garment industry." One-fourth of the student respondents anticipated using the clothing construction education to "teach home economics in a college or university" or "to teach home economics in the AVTS.

TABLE XXVI

ANTICIPATED USES OF CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS BY PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY

Anticipated Uses	Teachers (N=222)		Students (N=68)		Total (N=290)	
	No.	%[a/d]	No.	%[a/d]	No.	%[a/d]
Sew at home for self and family	175	78.8	59	86.8	234	80.7
Teach clothing courses in AVTS	29	13.1	17	25.0	46	15.9
Teach home economics in middle school, junior high or high school	180	81.0	34	50.0	214	73.7

TABLE XXVI (Continued)

Anticipated Uses	Teachers (N=222) No.	%[a/d]	Students (N=68) No.	%[a/d]	Total (N=290) No.	%[a/d]
Teach home economics in college or university	33	14.9	17	25.0	50	17.2
Work as extension home economist	40	18.0	25	36.8	65	22.4
Work in clothing merchandising job	17	7.7	23	33.8	40	13.8
Work in garment industry	6	2.7	23	33.8	29	10.0
Undecided	2	0.9	2	3.0	4	1.4
Adult Education	16	7.2	0	0.0	16	5.5

[a]Per cent based on total number of teacher participants.
[b]Per cent based on total number of student participants.
[c]Per cent based on total number of participants.
[d]Per cent does not equal 100 because some participants responded with more than one answer.

CHAPTER V

SUMMARY

The purpose of this study was to determine the clothing construction knowledge and skills which persons in Oklahoma believed they needed to acquire at the postsecondary level in 1975-77 and to formulate recommendations for clothing construction curriculum development at Oklahoma State University. Specific objectives of the study were to:

1. determine postsecondary clothing construction knowledge and skills currently offered in Oklahoma by the area vocational-technical schools (AVTS), junior colleges, independent senior colleges, smaller state universities, and graduate comprehensive universities;
2. determine clothing construction knowledge and skills, course location, meeting time, and credit preferences of persons who might enroll in postsecondary clothing construction courses in Oklahoma in 1975-77;
3. tabulate and analyze the clothing construction knowledge and skills, course location, meeting time, and credit preferences of respondents indicating a desire to acquire future education in clothing construction at Oklahoma State University; and
4. formulate recommendations for clothing construction curriculum development at Oklahoma State University.

Procedure for Data Collection

Three questionnaires were developed for the study and tested for validity and reliability.

Questionnaire I, mailed to 31 educators, was used to determine the postsecondary clothing construction knowledge and skills currently offered at the AVTS, junior colleges, independent senior colleges, smaller state universities, and graduate comprehensive universities in Oklahoma. Useable responses to Questionnaire I were returned by educators in 22 (71.0 per cent) of the institutions contacted.

The clothing construction knowledge and skills which clothing construction teachers in Oklahoma believed they needed to acquire in 1975-77, as well as the course location, meeting time, and credit preferred for such instruction was obtained by Questionnaire II. This questionnaire was mailed to 459 participants including extension home economists and clothing specialists, vocational and non-vocational home economics teachers in middle schools, junior high and high schools, and clothing construction teachers in the AVTS, junior colleges, independent senior colleges, smaller state universities, and graduate comprehensive universities in Oklahoma. A final response of 343 teachers (74.7 per cent) was used in the study.

Students currently enrolled in clothing construction courses in Oklahoma were asked their preferences for clothing construction knowledge and skills, course location, meeting time, and credit by means of the third instrument, Questionnaire III. A total of 450 copies of this form were mailed to colleges and universities. Useable questionnaires were returned by 228 clothing construction students.

The data from Questionnaires II and III were tabulated and analyzed to show 1) preferences of total participants and 2) preferences of participants who indicated a desire to attend Oklahoma State University.

Recommendations were formed for clothing construction curriculum development at Oklahoma State University.

Conclusions

Current Offerings

Eight of the 31 clothing construction concepts included in the instruments were offered by all of the 22 institutions polled in the study. These eight items were:

Alteration of commercial patterns for women

Basic techniques of garment construction

Advanced techniques of garment construction

Suitability of apparel styling and fabrics for intended use

Effect on fit of fabric grain

Effect on fit of darts, seams, and gores

Effect on fit of figure problems

Care and maintenance of sewing equipment

"Development of garment styles by flat pattern" was offered by 21 of the 22 institutions included in the study, and 20 of these institutions included "development of special construction techniques" in the clothing construction curriculum.

Three of the concepts were available in 19 of the institutions. These items included "tailoring techniques for women" (not available at two junior colleges and one smaller state university), "methods of

teaching clothing construction for secondary schools" (unavailable at one AVTS and two junior colleges), and "development of instructional materials for teaching clothing construction" (not offered by one each of the AVTS, junior colleges, and independent senior colleges).

Instruction in concepts related to the construction of men's clothing was available in all types of institutions. Three AVTS, eight independent senior colleges and smaller state universities and the University of Oklahoma offered instruction in "alteration of commercial patterns for men" and "tailoring techniques for men." The former concept was also available in three junior colleges, but only one junior college offered instruction in "tailoring techniques for men." Oklahoma State University also offered instruction in this latter concept.

Instruction in construction techniques related to children's clothing was not included in the curriculum of the graduate comprehensive universities, but was available in many of the AVTS, junior colleges, independent senior colleges, and smaller state universities included in the study.

None of the AVTS or junior colleges offered instruction in "development of garment styles by draping." Only nine of the various institutions offered instruction in "development of garment styles by drafting." All concepts in the aesthetic and creative design category were offered by the graduate comprehensive universities.

Instruction in "alteration of ready-to-wear" and "remodeling of apparel" tended to be provided by the AVTS, junior colleges, independent senior colleges, and smaller state universities. The University of Oklahoma offered the former concept; Oklahoma State University offered neither.

Instruction in "methods of teaching clothing construction for middle schools and junior high schools" and "methods of teaching clothing construction for handicapped individuals" was available only in the AVTS, junior colleges, independent senior colleges, and smaller state universities. These institutions also offered most of the instruction in "methods of teaching clothing construction for adult education." Instruction in "methods of teaching clothing construction for occupational education" was offered primarily by the AVTS and Oklahoma State University.

All of the five concepts related to industrial clothing production were available in at least two independent senior colleges and smaller state universities. None of the concepts were included in the curriculum at Oklahoma State University. However, the University of Oklahoma offered instruction in all of the concepts except "pattern grading." Only six institutions offered instruction in "pattern grading." Instruction in "development of block patterns for dress forms" was available in only three institutions (two independent senior colleges and smaller state universities plus the University of Oklahoma). "Techniques of hand sewing and machine sewing operations" and "procedures of garment assembly" were offered by all AVTS.

Preferences of Total Group of Participants

Knowledge and Skills. The greatest number of the total 571 respondents indicated that they needed to acquire instruction in "tailoring for men," "development of special construction techniques," "alteration of commercial patterns for men," "development of garment styles by draping," "development of garment styles by drafting,"

"development of block patterns for dress forms by draping," "development of instructional materials for teaching clothing construction," "tailoring techniques for women," "tailoring techniques for children," and "pattern grading."

The smallest number of the total 571 respondents indicated a need for instruction in "basic techniques of garment construction," "effect on fit of fabric grain," and "effect on fit of darts, seams, and gores."

Course Location. The course location most preferred by respondents for acquiring future education in clothing construction was the campus of the institution. Students strongly preferred instruction on the campus, while responses of teacher participants were almost equally divided between preferences for instruction on campus and instruction near the home.

Meeting Time. The most frequently chosen meeting time was the two-week summer session, and the regular semester, daytime class was the second most preferred time.

Teachers most preferred the two-week summer session while student respondents overwhelmingly preferred the daytime class during the regular semester.

Credit. Graduate credit was most preferred by respondents for future clothing construction education.

Anticipated Uses. Anticipated uses of clothing construction knowledge and skills most frequently indicated by the total group of respondents were to "sew at home for self and family" and to "teach home economics in middle school, junior high or high school."

Preferences of Participants Indicating a Desire to Attend Oklahoma State University

Knowledge and Skills. The greatest number of the 290 participants desiring to attend Oklahoma State University indicated a need for instruction in "tailoring techniques for men," "development of special construction techniques," "alteration of commercial patterns for men," "pattern grading," "development of instructional materials for teaching clothing construction," "development of garment styles by drafting," "development of block patterns for dress forms by draping," and "development of garment styles by draping." The smallest number of respondents indicated a need for instruction in "basic techniques of garment construction," "effect on fit of fabric grain," and "effect on fit of darts, seams, and gores."

Course Location. Instruction on the campus was the course location most preferred by respondents. Students overwhelmingly preferred instruction on the campus; teachers slightly favored instruction on campus over instruction near the home.

Meeting Time. The two-week summer school session was the most frequently chosen option. The one-week summer school option was the second most frequently preferred time, and the regular semester daytime class ranked third in frequency. Teacher preferences were highest for the two-week and one-week summer school session, while students strongly preferred the daytime class during the regular semester.

Credit. Three-fourths of the participants preferred graduate credit for future education in clothing construction.

Anticipated Uses. The two anticipated uses of clothing construction education most frequently selected by participants were to "sew at home for self and family" and to "teach home economics in middle school, junior high or high school."

Recommendations for Clothing Construction Curriculum Development at Oklahoma State University

One purpose of this study was to determine clothing construction knowledge and skills which persons in Oklahoma needed to acquire at the postsecondary level in 1975-77 and to formulate recommendations for the development of the clothing construction curriculum at Oklahoma State University.

This process of curriculum development is a challenging one and involves the consideration and evaluation of many factors. The clothing construction curriculum must be structured to meet diversified needs, for these courses serve many types of students, including males and females, undergraduates, graduates, departmental majors, as well as other home economics majors, non-home economics majors, plus a variety of persons from the general public who want to acquire the knowledge and skills for personal use. Curriculum development is also influenced by constraints, such as limited finances, areas of faculty expertise, physical facilities, institutional regulations, and time. Continuous education is essential on the part of the faculty in order to remain abreast of new educational trends and technological advances. The faculty in the department could participate in faculty development

workshops and seminars offered by Oklahoma State University and other universities, by professional associations, and, sometimes, by business and industry. In addition, the process of curriculum development involves a continuing evaluation of existing courses in the curriculum.

Oklahoma State University is a graduate comprehensive university, the major land-grant university in the state, and the designated graduate teaching center for Home Economics in Oklahoma. As a part of Oklahoma State University, the Clothing, Textiles, and Merchandising Department (CTM) has a responsibility to meet the needs of departmental majors, as well as non-majors and to assist in training teachers who will teach various clothing construction courses throughout the state. The CTM Department also has the unique responsibility to meet needs of graduate students desiring clothing construction courses.

The existing clothing construction curriculum at Oklahoma State University includes 10 courses, eight of which have been approved for graduate credit (see pages 20, 21, and 23). These courses are generally offered in the clothing laboratories or the audiotutorial laboratory on the Stillwater campus during the regular semester; some of the courses are offered at various times during summer school.

On the whole, the clothing construction curriculum at Oklahoma State University appears to be updated and attuned to the needs of students. Participants in this study indicated a need for instruction in all clothing construction concepts currently offered by the university. However, participants in the study indicated certain needs and preferences for clothing construction education that are not currently a part of the clothing construction program at Oklahoma

State University.

Recommendations

In view of curriculum requirements and limitations and of the results of this study, the following recommendations are suggested for curriculum development at Oklahoma State University.

Subject Matter. The integrative and sequential aspects of the existing clothing construction curriculum could be strengthened by inclusion or expansion of instruction in several clothing construction concepts:

a. Clothing construction for men -

The greatest number of participants who desired to attend Oklahoma State University indicated a need for instruction in clothing construction for men (see Table XVII, page 69). Many motives could underlie the interest of participants in this area. Inflation has caused an increase in the price of ready-to-wear. The casual lifestyle of today's society has led to an acceptance of more casual styles for men, and many of the apparel items can be easily made at home. Compatible fabrics and findings which are easy to sew and are appropriate for menswear are now available. With increased leisure time, people have more time to sew. Men are also getting involved in home sewing as the "do-it-yourself" and "creative" activities have become popular and accepted in society.

The researcher suggests that clothing construction for men be integrated (as one project choice) into DRESSMAKER TAILORING (CTM 4052) and/or CUSTOM TAILORING (CTM 5333). The information could then be elected rather than required of any student.

b. Pattern grading and development of garment styles and block patterns by drafting and draping -

The need for self expression and creative outlets has become an important motive for home sewing in the 1970's. The need indicated by participants desiring to attend Oklahoma State University for instruction in these aesthetic and creative design concepts (see Tables XVIII, page 70, and XXI, page 76) may be a reflection of this current interest in creativity. The desire for instruction in these concepts may also be predicated by the recent impetus in education to train persons for entry-level job competencies.

The researcher suggests that these concepts be included in FLAT PATTERN DESIGN (CTM 4013) and DRAPING (CTM 4243). Extensive offerings in the aesthetic and creative design area are currently available at Oklahoma State University (Table III, page 43). Inclusion of these additional concepts could make the offerings even more comprehensive.

Such courses could be suggested electives for persons interested in occupational home economics programs, fashion design, or industrial clothing production.

c. Methods of teaching clothing construction for adult and occupational education -

Oklahoma State University was among the few institutions in the state, and the only graduate comprehensive university in the state, to offer instruction in occupational education (see Table V, page 46). This position could be further strengthened by developing a new course designed especially for persons desiring to teach clothing construction in adult or occupational programs. The new course could

utilize team teaching which would involve faculty from the CTM Department and the Home Economics Education Department. Formal classroom instruction could be combined with supervised field experience.

d. The subject matter in EXPERIMENTAL CLOTHING (CTM 5232) and METHODS AND MATERIALS FOR TEACHING CLOTHING AND TEXTILES (CTM 5383) should definitely remain in the curriculum -

A large number of the 290 participants in this study indicated a need for instruction in concepts which are currently included in these two courses (see Tables XVII, page 69 and XX, page 73). Therefore, these courses should continue to be offered in 1975-77.

Undergraduate Instruction. Because Oklahoma State University is the major land-grant university in the state, there will be undergraduate students who need instruction in the beginning techniques of garment construction. To meet this responsibility, a comprehensive program of instruction in the basic concepts of clothing construction should continue to be a part of the clothing construction curriculum at Oklahoma State University.

Graduate Instruction. The CTM Department at Oklahoma State University has a major responsibility for the clothing construction education of graduate students. Three-fourths of the participants in this study who desired to attend Oklahoma State University preferred graduate credit for the clothing construction education they planned to acquire in 1975-77 (see Table XXV, page 82). Therefore, a comprehensive, updated program of graduate level instruction should be offered by Oklahoma State University. Such instruction could occasionally be made available off-campus (see Table XXII, page 77). Flexible meeting times could be utilized to provide short courses at

times convenient to employed persons who desire to acquire clothing construction education (see Tables XXIII, page 79 and XXIV, page 80).

Methods of Instruction. In general, the teaching of clothing construction in higher education has tended to follow traditional laboratory methods. However, the CTM Department at Oklahoma State University has the expertise and facilities to implement individualized, audiotutorial instruction, and this type of instruction has been successfully used in clothing construction. Oklahoma State University and the CTM Department have received national recognition in the area of educational innovations and reform (24) (41). This trend could be continued by devising innovative delivery systems for teaching clothing construction concepts. Following are some suggestions that coule be explored.

1. Clothing construction offerings at Oklahoma State University might be set up as competency based, modular instruction on an audiotutorial basis.
2. The use of closed-circuit television and the Televised Instruction System could be explored for teaching clothing construction concepts. However, this method would not be feasible unless attitudes of potential students toward televised instruction changes (see Table XXII, page 77).
3. Televised and formal classroom instruction could be combined in the same course for teaching clothing construction concepts. The classroom instruction could be offered on the campus, to which the students would come, or an instructor might go, at specified times, to a learning center off-campus.

4. Flexible scheduling could be implemented which would allow students to attend class for one or two days a week and then work independently at home or another preferred location for the remaining days.

Recommendations for Further Study

Upon completion of this research, recommendations for further study are:

1. Conduct a similar needs assessment in the midwest or across the nation to determine whether indicated needs for clothing construction knowledge and skills would parallel those determined by this study in Oklahoma.
2. Conduct a similar needs assessment in Oklahoma which focuses on other major areas of the CTM Department, such as textiles or fashion merchandising.
3. Develop and evaluate audiotutorial instructional modules for competency-based, clothing construction education.
4. Use data obtained in this study to identify locations in which to offer off-campus instruction, develop and implement a course in one or more of these locations, and then repeat the needs assessment.

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APPENDIX A

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CATALOGS AND AVTS

BROCHURES

BIBLIOGRAPHY OF UNIVERSITY CATALOGS

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AREA VOCATIONAL-TECHNICAL SCHOOL

BROCHURES

Canadian Valley Area Vocational-Technical School, El Reno, Oklahoma.

Gordon Cooper Area Vocational-Technical School, Shawnee, Oklahoma.

Western Oklahoma Area Vocational-Technical Center, Burns Flat, Oklahoma.

APPENDIX B

UNDERGRADUATE PROGRAMS AND REQUIREMENTS

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN **HOME ECONOMICS**

OKLAHOMA STATE UNIVERSITY

FOR STUDENTS MATRICULATING:

FALL SEMESTER 1975

Student's Name

GENERAL REQUIREMENTS

Total hours	124
Minimum overall grade point average	2.0
Minimum grade point average in major	2.0

CLOTHING, TEXTILES AND MERCHANDISING
CLOTHING AND TEXTILES

MAJOR 5021

DIVISION REQUIREMENTS

SUBJECT	HOURS	TO BE SELECTED FROM
English Composition	6	ENGL 1113, 1323
Biological Sciences and Physical Sciences	12*	Group 1 BISC 1114, 1214; Group 2 CHEM 1114, 1015, 1225 GEOL 1014; PHYSC 1014; ASTRON 1104 *Must include at least 4 hours from Group 1 and 4 hours of Chemistry
Social Sciences	15	HIST 2483 or 2493; POLSC 2013; ECON 1113 or 2123; SOC 1113; PSYCH 1113
Humanities	6	HUMAN 2113 and 2223
Physical Education	2	Activity in Physical Education
Home Economics	21	HEC 1113; FNIA 1112; FRCD 2113; HDCR 2413; HEC 4112. Choose one course from each group listed below: FRCD 3753 or 3142 FNIA 2113 or 3--3 HDCR 2313 or 3413 or 4423
Additional courses required for this major	6	ART 1011 and 1432 SPCH 1713 or 2713 or any 3 hours in Speech.

PROFESSIONAL REQUIREMENTS

CORE COURSES

CTM 1103
2213
2323
2572
3572
3213 or 3533
3102 or 4272
4153 or 4512
and
2 courses from:
CTM 4013
4052
4243

ELECTIVES

GENERAL	CONTROLLED
Electives to complete 124 hours	3 hours in CTM

Lela O'Toole
DEAN

Brenda Lynn Sisler
HEAD

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN **HOME ECONOMICS**

OKLAHOMA STATE UNIVERSITY

FOR STUDENTS MATRICULATING:

FALL SEMESTER 1975

Student's Name

GENERAL REQUIREMENTS

Total hours	124
Minimum overall grade point average	2.0
Minimum grade point average in major	2.0

CLOTHING, TEXTILES AND MERCHANDISING
FASHION MERCHANDISING

MAJOR 5023

DIVISION REQUIREMENTS

SUBJECT	HOURS	TO BE SELECTED FROM
English Composition	6	ENGL 1113, 1323
Biological Sciences and Physical Sciences	12*	Group 1 BISC 1114, 1214 Group 2 CHEM 1114, 1015, 1225 GEOL 1014; PHYSC 1014; ASTRON 1104 *Must include at least 4 hours from Group 1 and 4 hours of Chemistry
Social Sciences	15	HIST 2483 or 2493; POLSC 2013; ECON 1113 or 2123; SOC 1113; PSYCH 1113
Humanities	6	HUMAN 2113 and 2223
Physical Education	2	Activity in Physical Education
Home Economics	21	HEC 1113; FNIA 1112; FRCD 2113; HDCR 2413; HEC 4112. Choose one course from each group listed below: FRCD 3753 or 3142 FNIA 2113 or 3--3 HDCR 2313 or 3413 or 4423
Additional courses required for this major	6	ART 1011 and 1432 SPCH 1713 or 2713 or any 3 hours in Speech.

PROFESSIONAL REQUIREMENTS

CORE COURSES

CTM 1103
2213
2433
2572
3432
3440 (2 hours)
3643
3853
4303
4363
4553

ELECTIVES

GENERAL	CONTROLLED
Electives to complete 124 hours	2 hours from courses in CTM

Lela O'Toole
DEAN

Brooklynn Sisler
HEAD

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN **HOME ECONOMICS**

OKLAHOMA STATE UNIVERSITY

FOR STUDENTS MATRICULATING:

FALL SEMESTER 1975

Student's Name

GENERAL REQUIREMENTS

Total hours	124
Minimum overall grade point average	2.0
Minimum grade point average in major *	2.5

HOME ECONOMICS EDUCATION

MAJOR 5082

OPTION I VOCATIONAL CERTIFICATION AND EXTENSION
OPTION II GENERAL CERTIFICATION AND EXTENSION
OPTION III COMMUNICATIONS

GENERAL EDUCATION REQUIREMENTS

SUBJECT	HOURS	TO BE SELECTED FROM
English Composition	6	ENGL 1113, 1323
Speech	3	SPCH 1713 or 2713
Biological Sciences and Physical Sciences	12	CHEM 1015 and 1225 CHEM 2463 (Omit for Option II) and 4 hours from BISC 1114, 1214; ZOOL 3104; PHSIO 3004
Social Sciences	15	HIST 2483 or 2493; POLSC 2013; ECON 1113; SOC 1113; PSYCH 1113
Humanities	6	HUMAN 2113, 2223
Art	3	ART 1213 or 1011 and 1432
Physical Education	2	Activity in Physical Education
Library Science	1	LIBSC 1011
Home Economics	5	HEC 1113 HEC 4112

OPTION III COMMUNICATIONS

Communications component developed on an individual basis. Minimum - 15 hours.

FIELD OF SPECIALIZATION

(40 hours) - Option I
(30 hours) - Option II & III

CTM 2213 or 4153
2323
2572 (Omit for Option II & III)

FRCD 2113
2330 (Omit for Option II & III)
3753

FNIA 1112
2113
3133 (Omit for Option II & III)

HDCR 2413
3422 and 3421 (Omit for Option II & III)
4423

HDCR 2113
3413

Plus: Electives to equal required hours.

PROFESSIONAL EDUCATION

(24 hours) - Option I
(23 hours) - Option II

C&IED 2113
ABSED 3213 or FRCD 3333
HEED 2102
3313
4210 (Omit for Option II & III)
4213
4332
4720 (7 hours minimum)

ABSED 3203*

*Will be required for all applying for teaching certificates after July 1, 1976.

*The Student must have a grade point average of 2.5 in home economics subject matter and a grade point average of 2.5 in professional courses.

Lela O. Toole
DEAN

Elaine Jorgensen
HEAD

APPENDIX C

QUESTIONNAIRES

QUESTIONNAIRE I

CURRENT OFFERINGS

This questionnaire is to be completed by the Home Economics Department Head or a clothing construction teacher.

1. Check (✓) the clothing construction knowledge and skills offered in your institution.

CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS	CHECK
A. Garment Construction	
(1) Alteration of commercial patterns for: women	
men	
children	
(2) Basic techniques of garment construction (cut, sew, press)	
(3) Advanced techniques of garment construction (intricate design, custom finishes, use of interfacings, underlinings, or linings)	
(4) Development of special techniques for construction of garments made of specific fabrics or new fabrics	
(5) Tailoring techniques for: women	
men	
children	
B. Aesthetics and Creative Design	
(6) Suitability of apparel styling and fabrics for intended use	
(7) Development of garment styles by draping (create design by manipulating fabric on dress form; no pattern used)	
(8) Development of garment styles by drafting patterns and proving them in fabric:	
work from body measurements (drafting method)	
work from basic commercial pattern (flat pattern method)	

C. Theory

CHECK

(9) Effect on fit of: fabric grain _____
darts, seams, gores _____
figure problems _____

(10) Alteration of ready-to-wear (make minor changes in garment) _____

(11) Remodeling of apparel (make over garment) _____

D. Instruction

(12) Methods of teaching clothing construction for:

Secondary Schools _____

Middle Schools and Junior High Schools _____

Colleges and Universities _____

Adult Education _____

Occupational Education _____

Handicapped Individuals _____

(13) Development of instructional materials for teaching clothing construction _____

(14) Care and maintenance of sewing equipment _____

E. Industry

(15) Techniques of hand sewing and machine sewing operations _____

(16) Procedures for garment assembly _____

(17) Development of block pattern for dress form by draping (create sloper by manipulating fabric on dress form; no pattern used) _____

(18) Pattern grading (expand a style into patterns for entire size range) _____

(19) Relationship of styling to fabric, cost, and labor _____

F. Other Clothing Construction Knowledge and Skills (please specify)

		CHECK
(20)		
(21)		
(22)		

QUESTIONNAIRE II

CLOTHING CONSTRUCTION TEACHERS

This questionnaire is to be completed by a clothing construction teacher.

1. Check (✓) where you are employed to teach clothing construction.

Middle or Junior High School	____
High School	____
Area Vocational-Technical School	____
Junior College	____
University	____
Home Economics Extension	____
Other (please list)	____

2. Many individuals in today's society are interested in acquiring varied knowledge and skills in clothing construction. Consider each clothing construction knowledge and skill listed below. Using the following criteria, place a check (✓) in the appropriate column on the right to indicate your position relative to each item. Each knowledge and skill should receive only one response.

Column 1 - I have acquired this knowledge and skill at a level which is adequate for my needs.
Column 2 - I currently have no need to acquire this knowledge and skill.
Column 3 - I plan to acquire or update this knowledge and skill in some school in 1975-1977.

CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS

	CHECK		
	Have Acquired 1	No Need to Acquire 2	Plan to Acquire 3
A. Garment Construction			
(1) Alteration of commercial patterns for: women			
men			
children			
(2) Basic techniques of garment construction (cut, sew, press)			

	CHECK		
	Have Acquired 1	No Need to Acquire 2	Plan to Acquire 3
(3) Advanced techniques of garment construction (intricate design, custom finishes, use of interfacings, underlinings or linings			
(4) Development of special techniques for construction of garments made of specific fabrics or new fabrics			
(5) Tailoring techniques for:			
women			
men			
children			
B. Aesthetics and Creative Design			
(6) Suitability of apparel styling and fabrics for intended use			
(7) Development of garment styles by draping (create design by manipulating fabric on dress form; no pattern used)			
(8) Development of garment styles by drafting patterns and proving them in fabric:			
work from body measurements (drafting method)			
work from basic commercial pattern (flat pattern method)			
C. Theory			
(9) Effect on fit of:			
fabric grain			
darts, seams, and gores			
figure problems			

	CHECK		
	Have Acquired 1	No Need to Acquire 2	Plan to Acquire 3
(10) Alteration of ready-to-wear (make minor changes in garment)			
(11) Remodeling of apparel (make over garment)			
D. Instruction			
(12) Methods of teaching clothing construction for:			
Secondary Schools			
Middle Schools and Junior High Schools			
Colleges and Universities			
Adult Education			
Occupational Education			
Handicapped Individuals			
(13) Development of instructional materials for teaching clothing construction			
(14) Care and maintenance of sewing equipment			
E. Industry			
(15) Techniques of hand sewing and machine sewing operations			
(16) Procedures for garment assembly			

	CHECK		
	Have Acquired 1	No Need to Acquire 2	Plan to Acquire 3
(17) Development of block pattern for dress form by draping (create sloper by manipulating fabric on dress form; no pattern used)			
(18) Pattern grading (expand a style into patterns for entire size range)			
(19) Relationship of styling to fabric, cost, and labor			

F. Other Clothing Construction Knowledge and Skills (please specify)

(20) _____

(21) _____

(22) _____

3. To which school or schools would you probably go to acquire future education in clothing construction? List schools in order of preference. If you have no preference, check "undecided."

(First choice) _____
(Second choice) _____
(Undecided) _____

4. Please check (✓) the location you prefer for instruction in clothing construction. Check only one location.

Campus of preferred institutions listed above _____
Near my home with teacher present _____
Near my home by television _____

5. (a) After reading all of the times listed below, indicate the preferred time for taking classes in clothing construction. Use 1 to indicate your first choice. Use 2 to indicate your second choice. Only your first two preferences should be indicated.

TIME	FIRST AND SECOND CHOICES
Summer school, 1 week	_____
Summer school, 2 weeks	_____
Summer school, 4 weeks	_____
Summer school, 8 weeks	_____
Regular semester, Daytime	_____
Regular semester, Late Day	_____
Regular semester, Night	_____
Regular semester, Saturday morning	_____
Regular semester, Saturday (all day-one month)	_____
None of these times	_____

(b) If you prefer another location or time not listed above, please write in your presferences.

Location _____ Time _____

6. Some courses can be taken for credit or for no credit. Please check (✓) the option under which you would enroll.

Undergraduate credit _____
Graduate credit _____
No credit _____

7. How do you plan to use this education in clothing construction? Check as many as apply.

Sew at home for self and family _____
Teach clothing courses in area vocational-technical school _____
Teach home economics in middle school, junior high or high school _____
Teach home economics in a college or university _____
Work as an extension home economist _____
Work in a clothing merchandising job _____
Work in the garment industry (design, production, illustration) _____
Undecided _____
Other (please specify) _____

8. What other suggestions do you have for planning the clothing construction curriculum? Use back of page if necessary.)

QUESTIONNAIRE III

CLOTHING CONSTRUCTION STUDENTS

This questionnaire is to be completed by each clothing construction student in your school.

1. Please check (✓) your present classification.

First year	_____	Fourth year	_____
Second year	_____	Graduate Student	_____
Third year	_____		

2. Many individuals in today's society are interested in acquiring varied knowledge and skills in clothing construction. Consider each clothing construction knowledge and skill listed below. Using the following criteria, place a check (✓) in the appropriate column on the right to indicate your position relative to each item. Each knowledge and skill should receive only one response.

   Column 1 - I have acquired this knowledge and skill at a level which is adequate for my needs.
   Column 2 - I currently have no need to acquire this knowledge and skill.
   Column 3 - I plan to acquire or update this knowledge and skill in some school in 1975-1977.

CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS

	CHECK		
	Have Acquired 1	No Need to Acquire 2	Plan to Acquire 3
A. Garment Construction			
(1) Alteration of commercial patterns for: women			
men			
children			
(2) Basic techniques of garment construction (cut, sew, press)			

	CHECK		
	Have Acquired 1	No Need to Acquire 2	Plan to Acquire 3
(3) Advanced techniques of garment construction (intricate design, custom finishes, use of interfacings, underlinings or linings			
(4) Development of special techniques for construction of garments made of specific fabrics or new fabrics			
(5) Tailoring techniques for:			
women			
men			
children			
B. Aesthetics and Creative Design			
(6) Suitability of apparel styling and fabrics for intended use			
(7) Development of garment styles by draping (create design by manipulating fabric on dress form; no pattern used)			
(8) Development of garment styles by drafting patterns and proving them in fabric:			
work from body measurements (drafting method)			
work from basic commercial pattern (flat pattern method)			
C. Theory			
(9) Effect on fit of:			
fabric grain			
darts, seams, and gores			
figure problems			

	CHECK		
	Have Acquired 1	No Need to Acquire 2	Plan to Acquire 3
(10) Alteration of ready-to-wear (make minor changes in garment)			
(11) Remodeling of apparel (make over garment)			
D. Instruction			
(12) Methods of teaching clothing construction for:			
Secondary Schools			
Middle Schools and Junior High Schools			
Colleges and Universities			
Adult Education			
Occupational Education			
Handicapped Individuals			
(13) Development of instructional materials for teaching clothing construction			
(14) Care and maintenance of sewing equipment			
E. Industry			
(15) Techniques of hand sewing and machine sewing operations			
(16) Procedures for garment assembly			

	CHECK		
	Have Acquired 1	No Need to Acquire 2	Plan to Acquire 3
(17) Development of block pattern for dress form by draping (create sloper by manipulating fabric on dress form; no pattern used)			
(18) Pattern grading (expand a style into patterns for entire size range)			
(19) Relationship of styling to fabric, cost, and labor			

F. Other Clothing Construction Knowledge and Skills (please specify)

(20) _____

(21) _____

(22) _____

3. To which school or schools would you probably go to acquire future education in clothing construction? List schools in order of preference. If you have no preference, check "undecided."

(First choice) _____
(Second choice) _____
(Undecided) _____

4. Please check (✓) the location you prefer for instruction in clothing construction. Check only one location.

Campus of preferred institutions listed above _____
Near my home with teacher present _____
Near my home by television _____

5. (a) After reading all of the times listed below, indicate the preferred time for taking classes in clothing construction. Use 1 to indicate your first choice, use 2 to indicate your second choice. Only your first two preferences should be indicated.

TIME	FIRST AND SECOND CHOICES
Summer school, 1 week	_____
Summer school, 2 weeks	_____
Summer school, 4 weeks	_____
Summer school, 8 weeks	_____
Regular semester, Daytime	_____
Regular semester, Late day . . .	_____
Regular semester, Night	_____
Regular semester, Saturday morning	_____
Regular semester, Saturday (all day-one month)	_____
None of these times	_____

(b) If you prefer another location or time not listed above, please write in your preferences.

Location _____ Time _____

6. Some courses can be taken for credit or for no credit. Please check (✓) the option under which you would enroll.

Undergraduate credit _____
Graduate credit _____
No credit _____

7. How do you plan to use this education in clothing construction? Check as many as apply.

Sew at home for self and family _____
Teach clothing courses in area vocational-technical school _____
Teach home economics in middle school, junior high or high school _____
Teach home economics in a college or university _____
Work as an extension home economist _____
Work in a clothing merchandising job _____
Work in the garment industry (design, production, illustration) _____
Undecided _____
Other (please specify) _____

8. What other suggestions do you have for planning the clothing construction curriculum? Use back of page if necessary.) _____

APPENDIX D

LETTERS OF TRANSMITTAL

COVER LETTER A

SENT TO GRADUATE COMPREHENSIVE UNIVERSITIES

February 10, 1975

Dear

The enclosed questionnaires constitute an important segment of the research I am conducting as part of my doctoral program in Home Economics Education at Oklahoma State University. The purpose of the study is to determine knowledge and skills in clothing construction needed by persons currently working or preparing to work in this area.

Data obtained about this particular aspect of home economics will be used to design instructional programs in clothing construction. Such information could be made available to anyone in the state involved in developing postsecondary clothing construction courses.

Your assistance is needed in acquiring information about needs and interests in clothing construction. Three types of questionnaires are enclosed. Directions for administering the forms are as follows:

1. Questionnaire I for current offerings (yellow form) is to be filled out by the head of the home economics department or a clothing construction teacher. It requires less than 10 minutes to complete.

2. Questionnaire II for clothing construction teachers (white form) is to be filled out by each clothing construction teacher in your institution. This form requires 10 minutes to complete.

3. Questionnaire III for clothing construction students (blue form) is to be filled out by all students enrolled in one section of each type of clothing construction course offered in your institution this semester. This questionnaire requires 10 minutes to complete. It is hoped that the teacher of each class could administer and collect the forms during a class period.

Please return all questionnaires in the enclosed envelope by February 26, 1975.

Thank you very much for your help.

COVER LETTER B

SENT TO JUNIOR COLLEGES, SENIOR COLLEGES,
AND SMALLER STATE UNIVERSITIES WHERE
STUDENTS WERE POLLED

February 3, 1975

Dear

The enclosed questionnaires constitutes an important segment of the research I am conducting as part of my doctoral program in Home Economics Education at Oklahoma State University. The purpose of the study is to determine knowledge and skills in clothing construction needed by persons currently working or preparing to work in this area.

Data obtained about this particular aspect of home economics will be used to design instructional programs in clothing construction. Such information could be made available to anyone in the state involved in developing postsecondary clothing construction courses.

Your assistance is needed in acquiring information about needs and interests in clothing construction. Three types of questionnaires are enclosed. Directions for administering the forms are as follows:

1. Questionnaire I for current offerings (yellow form) is to be filled out by the head of the home economics department or a clothing construction teacher. It requires less than 10 minutes to complete.

2. Questionnaire II for clothing construction teachers (white form) is to be filled out by each clothing construction teacher in your institution. This form requires 10 minutes to complete.

3. Questionnaire III for clothing construction students (blue form) is to be filled out by all students enrolled in one section of each type of clothing construction course offered in your institution this semester. This questionnaire requires 10 minutes to complete. It is hoped that the teacher of each class could administer and collect the forms during a class period.

Please return all questionnaires in the enclosed envelope by February 21, 1975.

Thank you very much for your help.

COVER LETTER C

SENT TO HOME ECONOMICS DEPARTMENT HEAD OR CLOTHING CONSTRUCTION TEACHER IN AVTS, JUNIOR COLLEGES, INDEPENDENT SENIOR COLLEGES, AND SMALLER STATE UNIVERSITIES

February 3, 1975

Dear

The enclosed questionnaires constitute an important segment of the research I am conducting as part of my doctoral program in Home Economics Education at Oklahoma State University. The purpose of the study is to determine knowledge and skills in clothing construction needed by persons currently working or preparing to work in this area.

Data obtained about this particular aspect of home economics will be used to design instructional programs in clothing construction. Such information could be made available to anyone in the state involved in developing postsecondary clothing construction courses.

Your assistance is needed in acquiring information about needs and interests in clothing construction. Two types of questionnaires are enclosed. Directions for administering the forms are as follows:

1. Questionnaire I for current offerings (yellow form) is to be filled out by the head of the home economics department or a clothing construction teacher. It requires less than 10 minutes to complete.

2. Questionnaire II for clothing construction teachers (white form) is to be filled out by each clothing construction teacher in your school. This form requires 10 minutes to complete.

Please return the completed questionnaires in the enclosed envelope by February 21, 1975.

Thank you very much for your help.

COVER LETTER D

SENT TO EXTENSION HOME ECONOMISTS AND
VOCATIONAL HOME ECONOMICS TEACHERS

February 3, 1975

Dear

Your answers to the enclosed questionnaire will constitute an important segment of the research I am conducting as part of my doctoral program in Home Economics Education at Oklahoma State University. The purpose of the study is to determine knowledge and skills in clothing construction needed by persons currently working or preparing to work in this area.

Data obtained about this particular aspect of your work will be used to design instructional programs in clothing construction. Such information could be made available to anyone in the state involved in developing postsecondary clothing construction courses.

Your assistance is needed in providing information about your needs and interests in clothing construction. The questionnaire requires 10 minutes to complete. Please fill out this form and return it in the enclosed envelope by February 21, 1975.

Thank you very much for your help.

COVER LETTER E

SENT TO PRINCIPALS OF MIDDLE SCHOOLS, JUNIOR HIGH SCHOOLS, AND HIGH SCHOOLS WHICH DID NOT HAVE VOCATIONAL HOME ECONOMICS PROGRAMS

February 3, 1975

Dear Principal:

The enclosed questionnaire constitutes an important segment of the research I am conducting as part of my doctoral program in Home Economics Education at Oklahoma State University. The purpose of the study is to determine knowledge and skills in clothing construction needed by persons currently working or preparing to work in this area. Data obtained about this particular aspect of home economics will be used to design instructional programs in clothing construction.

Your school has been identified as one which might offer courses in clothing construction. If such courses are taught in your school, please give this material to the teacher responsible for the classes, as the questionnaire is to be filled out by persons involved in teaching clothing construction. The questionnaire requires 10 minutes to complete and should be returned by February 21, 1975 in the envelope provided.

If clothing construction courses are NOT taught in your school, please write "no courses offered" at the top of the questionnaire and return it in the enclosed envelope.

Thank you very much for your help.

March 3, 1975

Dear

Several weeks ago, a set of questionnaires was mailed to you concerning a needs assessment of postsecondary clothing construction knowledge and skills in Oklahoma. However, as of this date, I have not received your completed questionnaires. Since this information will become part of a doctoral study, your participation is very important.

The purpose of the study is to determine knowledge and skills in clothing construction needed by persons currently working or preparing to work in this area. Data obtained about this particular aspect of home economics will be used to design instructional programs in clothing construction. Such information could be made available to anyone in the state involved in developing postsecondary clothing construction courses.

Your assistance is needed in acquiring information about needs and interests in clothing construction. Three types of questionnaires are enclosed. Directions for administering the forms are as follows:

1. Questionnaire I for current offerings (yellow form) is to be filled out by the head of the home economics department or a clothing construction teacher. It requires less than 10 minutes to complete.

2. Questionnaire II for clothing construction teachers (white form) is to be filled out by each clothing construction teacher in your institution. This form requires 10 minutes to complete.

3. Questionnaire III for clothing construction students (blue form) is to be filled out by <u>all</u> students enrolled in <u>all clothing construction</u> classes offered in your institution this semester. This questionnaire requires 10 minutes to complete. It is hoped that the teacher of each class could administer and collect the forms during a class period.

Please return all questionnaires in the enclosed envelope by <u>March 14, 1975</u>.

Thank you very much for your help.

March 3, 1975

Dear

Several weeks ago, two questionnaires were mailed to you concerning a needs assessment of postsecondary clothing construction knowledge and skills in Oklahoma. However, as of this date, I have not received your completed questionnaires. Since this information will become part of a doctoral study, your participation is very important.

The purpose of the study is to determine knowledge and skills in clothing construction needed by persons currently working or preparing to work in this area. Data obtained about this particular aspect of home economics will be used to design instructional programs in clothing construction. Such information could be made available to anyone in the state involved in developing postsecondary clothing construction courses.

Your assistance is needed in acquiring information about needs and interests in clothing construction. Two types of questionnaires are enclosed. Directions for administering the forms are as follows:

1. Questionnaire I for current offerings (yellow form) is to be filled out by the head of the home economics department or a clothing construction teacher. It requires less than 10 minutes to complete.

2. Questionnaire II for clothing construction teachers (white form) is to be filled out by each clothing construction teacher in your school. This form requires 10 minutes to complete.

Please return the completed questionnaires in the enclosed envelope by March 14, 1975.

Thank you very much for your help.

March 3, 1975

Dear

Several weeks ago, a questionnaire was mailed to you concerning a needs assessment of postsecondary clothing construction knowledge and skills in Oklahoma. However, as of this date, I have not received your completed questionnaire. Since this information will become part of a doctoral study, your participation is very important.

The purpose of the study is to determine knowledge and skills in clothing construction needed by persons currently working or preparing to work in this area. Data obtained about this particular aspect of home economics will be used to design instructional programs in clothing construction. Such information could be made available to anyone in the state involved in developing postsecondary clothing construction courses.

Your assistance is needed in providing information about your needs and interests in clothing construction. The questionnaire requires 10 minutes to complete. Please fill out this form and return it in the enclosed envelope by March 14, 1975.

Thank you very much for your help.

March 3, 1975

Dear Principal:

Several weeks ago, a questionnaire was mailed to you concerning a needs assessment of postsecondary clothing construction knowledge and skills in Oklahoma. However, as of this date, I have not received a reply from your school. Since this information will become part of a doctoral study, your participation is very important.

The purpose of the study is to determine knowledge and skills in clothing construction needed by persons currently working or preparing to work in this area. Data obtained about this particular aspect of home economics will be used to design instructional programs in clothing construction. Such information could be made available to anyone in the state involved in developing postsecondary clothing construction courses.

Your school has been identified as one which might offer courses in clothing construction. If such courses are taught in your school, please give this material to the teacher responsible for the classes, as the questionnaire is to be filled out by persons involved in teaching clothing construction. The questionnaire requires 10 minutes to complete and should be returned by March 14, 1975 in the envelope provided.

If clothing construction courses are NOT taught in your school, please write "no courses offered" at the top of the questionnaire and return it in the enclosed envelope.

Thank you very much for your help.

APPENDIX E

RESPONSES OF TOTAL TEACHER AND STUDENT GROUPS

TABLE XXVII

RESPONSES OF TEACHER PARTICIPANTS REGARDING ACQUISITION OF CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
GARMENT CONSTRUCTION							
Alteration of commercial patterns for women	308	91.4	10	3.0	19	5.6	337
Alteration of commercial patterns for men	170	54.5	61	19.6	81	26.0	312
Alteration of commercial patterns for children	241	75.5	37	11.6	41	12.9	319
Basic techniques of garment construction	339	98.8	2	0.6	2	0.6	343
Advanced techniques of garment construction	273	81.0	18	5.3	46	13.6	337
Development of special construction techniques	212	64.2	17	5.2	101	30.6	330
Tailoring techniques for women	255	76.6	30	9.0	48	14.4	333
Tailoring techniques for men	155	49.7	59	18.9	98	31.4	312
Tailoring techniques for children	178	58.0	86	28.0	43	14.0	307

TABLE XXVII (Continued)

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
AESTHETICS AND CREATIVE DESIGN							
Suitability of apparel styling and fabrics for intended use	290	86.3	15	4.5	31	9.2	336
Development of garment styles by draping	60	17.8	206	61.1	71	21.1	337
Development of garment styles by drafting	85	25.8	177	53.8	67	20.4	329
Development of garment styles by flat pattern	204	66.7	70	22.9	32	10.5	306
THEORY							
Effect on fit of fabric grain	331	96.8	3	0.9	8	2.3	342
Effect on fit of darts, seams, and gores	323	96.4	3	0.9	9	2.7	335
Effect on fit of figure problems	300	90.6	6	1.8	25	7.6	331
Alteration of ready-to-wear	297	86.8	21	6.1	24	7.0	342
Remodeling of apparel	237	70.3	51	15.1	49	14.5	337

TABLE XXVII (Continued)

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
INSTRUCTION							
Methods of teaching clothing construction for secondary schools	302	92.1	11	3.4	15	4.6	328
Methods of teaching clothing construction for middle schools and junior high schools	192	70.6	71	26.1	9	3.3	272
Methods of teaching clothing construction for colleges and universities	49	19.3	169	66.5	36	14.2	254
Methods of teaching clothing construction for adult education	202	69.7	39	13.4	49	16.9	290
Methods of teaching clothing construction for occupational education	49	19.4	161	63.6	43	17.0	253
Methods of teaching clothing construction for handicapped individuals	46	18.4	153	61.2	51	20.4	250
Development of instructional materials for teaching clothing construction	248	73.6	19	5.6	70	20.8	337
Care and maintenance of sewing equipment	286	83.9	6	1.8	49	14.4	341

TABLE XXVII (Continued)

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
INDUSTRY							
Techniques of hand sewing and machine sewing operations	182	54.0	120	35.6	35	10.4	337
Procedures of garment assembly	163	48.5	141	42.0	32	9.5	336
Development of block pattern for dress form by draping	26	7.8	245	73.6	62	18.6	333
Pattern grading	44	13.2	217	65.0	73	21.9	334
Relationship of styling to fabric, cost, and labor	136	40.8	152	45.6	45	13.5	333

*Per cent based on total number of responses to each item.

TABLE XXVIII

RESPONSES OF STUDENT PARTICIPANTS REGARDING ACQUISITION OF CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS

Knowledge and Skills	Have Acquired		No Need to Acquire		Plan to Acquire		Total No. of Responses
	No.	%*	No.	%*	No.	%*	
GARMENT CONSTRUCTION							
Alteration of commercial patterns for women	130	58.8	13	5.9	78	35.3	221
Alteration of commercial patterns for men	19	9.5	60	30.2	120	60.3	199
Alteration of commercial patterns for children	32	15.8	58	28.7	112	55.4	202
Basic techniques of garment construction	194	85.5	2	0.9	31	13.7	227
Advanced techniques of garment construction	98	43.2	9	4.0	120	52.9	227
Development of special construction techniques	70	31.1	16	7.1	139	61.8	225
Tailoring techniques for women	76	33.9	18	8.0	130	58.0	224
Tailoring techniques for men	24	11.6	55	26.6	128	61.8	207
Tailoring techniques for children	13	6.5	70	34.8	118	58.7	201

TABLE XXVIII (Continued)

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
AESTHETICS AND CREATIVE DESIGN							
Suitability of apparel styling and fabrics for intended use	131	58.2	15	6.7	79	35.1	225
Development of garment styles by draping	10	4.5	76	34.4	135	61.1	221
Development of garment styles by drafting	20	9.2	69	31.8	128	59.0	217
Development of garment styles by flat pattern	69	33.0	33	15.8	107	51.2	209
THEORY							
Effect on fit of fabric grain	172	76.8	4	1.8	48	21.4	224
Effect on fit of darts, seams, and gores	169	76.1	2	0.9	51	23.0	222
Effect on fit of figure problems	139	64.4	9	4.2	68	31.5	216
Alteration of ready-to-wear	137	61.2	11	4.9	76	33.9	224
Remodeling of apparel	73	32.9	30	13.5	119	53.6	222

TABLE XXVIII (Continued)

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
INSTRUCTION							
Methods of teaching clothing construction for secondary schools	24	11.5	101	48.6	83	39.9	208
Methods of teaching clothing construction for middle schools and junior high schools	27	13.2	102	49.8	76	37.1	205
Methods of teaching clothing construction for colleges and universities	12	6.1	112	56.9	73	37.1	197
Methods of teaching clothing construction for adult education	13	6.6	109	55.1	76	38.4	198
Methods of teaching clothing construction for occupational education	3	1.5	119	60.7	74	37.8	196
Methods of teaching clothing construction for handicapped individuals	2	1.0	135	69.9	56	29.0	193
Development of instructional materials for teaching clothing construction	16	7.5	87	40.8	110	51.6	213
Care and maintenance of sewing equipment	139	62.3	17	7.6	67	30.0	223

TABLE XXVIII (Continued)

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
INDUSTRY							
Techniques of hand sewing and machine operations	138	61.1	35	15.5	53	23.5	226
Procedures of garment assembly	129	58.6	40	18.2	51	23.2	220
Development of block pattern for dress form by draping	7	3.2	82	37.1	132	59.7	221
Pattern grading	18	8.2	99	45.2	102	46.6	219
Relationship of styling to fabric, cost, and labor	78	35.5	49	22.3	93	42.3	220

*Per cent based on total number of responses to each item.

TABLE XXIX

CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS WHICH PARTICIPANTS PLANNED TO ACQUIRE BY TYPE OF CREDIT PREFERRED*

Knowledge and Skills	Undergraduate No.	%**	Graduate No.	%**	No Credit No.	%**	Undecided No.	%**	Total No.	%***
GARMENT CONSTRUCTION										
Alteration of commercial patterns for women	46	50.0	33	35.9	8	8.7	5	5.4	92	17.4
Alteration of commercial patterns for men	74	38.7	98	51.3	14	7.3	5	2.6	191	39.1
Alteration of commercial patterns for children	69	46.9	62	42.2	12	8.2	4	2.7	147	29.7
Basic techniques of garment construction	16	51.6	9	29.0	3	9.7	3	9.7	31	5.7
Advanced techniques of garment construction	77	49.0	58	36.9	16	10.2	6	3.8	157	29.4
Development of special construction techniques	89	39.2	111	48.9	15	6.6	12	5.3	227	43.2
Tailoring techniques for women	82	49.4	65	39.2	12	7.2	7	4.2	166	31.5

TABLE XXIX (Continued)

Knowledge and Skills	Undergraduate No.	%**	Graduate No.	%**	No Credit No.	%**	Undecided No.	%**	Total No.	%***
GARMENT CONSTRUCTION (Continued)										
Tailoring techniques for men	78	36.1	112	51.9	19	8.8	7	3.2	216	43.6
Tailoring techniques for children	71	46.7	66	43.4	9	5.9	6	3.9	152	31.6
AESTHETICS AND CREATIVE DESIGN										
Suitability of apparel styling and fabrics for intended use	49	47.1	39	37.5	9	8.7	7	6.7	104	19.5
Development of garment styles by draping	81	41.3	96	49.0	14	7.1	5	2.6	196	37.1
Development of garment styles by drafting	86	45.5	88	46.6	11	5.8	4	2.1	189	36.4
Development of garment styles by flat pattern	69	52.3	53	40.2	7	5.3	3	2.3	132	27.0

TABLE XXIX (Continued)

Knowledge and Skills	Undergraduate No.	%**	Graduate No.	%**	No Credit No.	%**	Undecided No.	%**	Total No.	%***
THEORY										
Effect on fit of fabric grain	30	57.7	16	30.8	4	7.7	2	3.8	52	9.7
Effect on fit of darts, seams, and gores	32	57.1	19	33.9	3	5.4	2	3.6	56	10.6
Effect on fit of figure problems	49	55.7	33	37.5	4	4.5	2	2.3	88	17.0
Alteration of ready-to-wear	45	47.9	37	39.4	8	8.5	4	4.3	94	17.5
Remodeling of apparel	68	43.0	73	46.2	13	8.2	4	2.5	158	29.7
INSTRUCTION										
Methods of teaching clothing construction for secondary schools	47	51.1	36	39.1	7	7.6	2	2.2	92	17.9
Methods of teaching clothing construction for middle schools and junior high schools	43	54.4	27	34.2	7	8.9	2	2.5	79	17.4

TABLE XXIX (Continued)

Knowledge and Skills	Undergraduate No.	Undergraduate %**	Graduate No.	Graduate %**	No Credit No.	No Credit %**	Undecided No.	Undecided %**	Total No.	Total %***
INSTRUCTION (Continued)										
Methods of teaching clothing construction for colleges and universities	41	38.7	58	54.7	5	4.7	2	1.9	106	24.7
Methods of teaching clothing construction for adult education	49	41.2	58	48.7	9	7.6	3	2.5	119	25.6
Methods of teaching clothing construction for occupational education	47	42.0	55	49.1	8	7.1	2	1.8	112	26.0
Methods of teaching clothing construction for handicapped individuals	32	32.0	58	58.0	7	7.0	3	3.0	100	23.7
Development of instructional materials for teaching clothing construction	66	38.8	88	51.8	14	8.2	2	1.2	170	32.5
Care and maintenance of sewing equipment	43	38.4	57	50.9	9	8.0	3	2.7	112	20.9

TABLE XXIX (Continued)

Knowledge and Skills	Undergraduate No.	Undergraduate %**	Graduate No.	Graduate %**	No Credit No.	No Credit %**	Undecided No.	Undecided %**	Total No.	Total %***
INDUSTRY										
Techniques of hand sewing and machine sewing operations	35	41.2	40	47.1	7	8.2	3	3.5	85	15.9
Procedures of garment assembly	34	42.5	36	45.0	7	8.8	3	3.8	80	15.1
Development of block pattern for dress form by draping	76	40.9	92	49.5	11	5.9	7	3.8	186	35.4
Pattern grading	63	37.1	91	53.5	10	5.9	6	3.5	170	32.3
Relationship of styling to fabric, cost, and labor	64	48.9	60	45.8	5	3.8	2	1.5	131	24.9

* Represents combined responses of Questionnaires II and III.

** Per cent based on number of participants who planned to acquire item.

*** Per cent based on total number of participants who responded to item.

APPENDIX F

RESPONSES OF PARTICIPANTS REGARDING SCHOOLS THEY WOULD PROBABLY ATTEND TO ACQUIRE FUTURE CLOTHING CONSTRUCTION EDUCATION

TABLE XXX

RESPONSES OF PARTICIPANTS REGARDING SCHOOLS THEY WOULD PROBABLY ATTEND TO ACQUIRE FUTURE EDUCATION IN CLOTHING CONSTRUCTION

Schools	First Choice		Second Choice	
	Teachers	Students	Teachers	Students
	No. Resp.	No. Resp.	No. Resp.	No. Resp.
AREA VOCATIONAL-TECHNICAL SCHOOLS				
Oklahoma Northwest Area Vocational Technical School				1
Caddo-Kiowa Area Vocational-Technical School			1	
Tulsa Area Vocational-Technical School			1	
Western Oklahoma Area Vocational-Technical School			1	
COLLEGES AND UNIVERSITIES IN OKLAHOMA				
Cameron University	1	4		
Central State University	9	1	12	4
Connors State College		1		
East Central Oklahoma State University	3	5	2	
Northeastern Oklahoma State University	6	1	4	4

TABLE XXX (Continued)

Schools	First Choice		Second Choice	
	Teachers	Students	Teachers	Students
	No. Resp.	No. Resp.	No. Resp.	No. Resp.
COLLEGES AND UNIVERSITIES IN OKLAHOMA (Continued)				
Northwestern Oklahoma State University	3	2	2	
Oklahoma City University			1	
Oklahoma Panhandle State University	1	7	1	
Oklahoma State University	163	47	59	21
Southeastern Oklahoma State University	1		2	
Southwestern Oklahoma State University	5		5	
University of Oklahoma	53	14	65	4
University of Tulsa			1	1
University of Science and Arts of Oklahoma	6		6	

TABLE XXX (Continued)

Schools	First Choice		Second Choice	
	Teachers	Students	Teachers	Students
	No. Resp.	No. Resp.	No. Resp.	No. Resp.
COLLEGES AND UNIVERSITIES OUTSIDE OKLAHOMA				
Arizona State University	1	1		
Brigham Young University		1		
Cornell University		1		
East Texas State University	1		3	
Eastern New Mexico University				1
Iowa State University		4	1	2
Kansas State College of Pittsburg		1		
Kansas State University		4	3	2
Louisiana State University			1	
Massey Junior College				1
North Texas State University		1	2	1
Ohio State University			1	

TABLE XXX (Continued)

Schools	First Choice		Second Choice	
	Teachers	Students	Teachers	Students
	No. Resp.	No. Resp.	No. Resp.	No. Resp.
COLLEGES AND UNIVERSITIES OUTSIDE OKLAHOMA (Continued)				
Southwest Missouri State University		1		
Texas Tech University			3	2
Texas Woman's University	2	1	2	
University of Arkansas			1	
University of Arizona		1		
University of Colorado			1	1
University of Houston				1
University of Minnesota				1
University of Montana				1
University of Texas at Austin			1	
University of Texas at Arlington			1	
University of Wisconsin		1		

TABLE XXX (Continued)

Schools	First Choice		Second Choice	
	Teachers	Students	Teachers	Students
	No. Resp.	No. Resp.	No. Resp.	No. Resp.
MISCELLANEOUS				
Commercial/Professional School for Special Interest	2			
Fabric Store			1	
Industry	1			
Area Vocational-Technical School			2	1
Oklahoma Extension Clothing Specialist	1			
Unspecified	1		2	1
Undecided	76	112	10	9

APPENDIX G

RESPONSES OF TEACHER AND STUDENT GROUPS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY

TABLE XXXI

RESPONSES OF TEACHER PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY REGARDING ACQUISITION OF CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS

Knowledge and Skills	Have Acquired		No Need to Acquire		Plan to Acquire		Total No. of Responses
	No.	%*	No.	%*	No.	%*	
GARMENT CONSTRUCTION							
Alteration of commercial patterns for women	203	92.3	7	3.2	10	4.5	220
Alteration of commercial patterns for men	110	52.6	41	19.6	58	27.8	209
Alteration of commercial patterns for children	157	73.4	26	12.1	31	14.5	214
Basic techniques of garment construction	220	99.1	1	0.5	1	0.5	222
Advanced techniques of garment construction	175	80.3	10	4.6	33	15.1	218
Development of special construction techniques	134	62.0	13	6.0	69	31.9	216
Tailoring techniques for women	171	77.7	16	7.3	33	15.0	220
Tailoring techniques for men	102	49.0	36	16.3	70	33.7	208
Tailoring techniques for children	116	56.0	56	27.1	35	16.9	207

TABLE XXXI (Continued)

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
AESTHETICS AND CREATIVE DESIGN							
Suitability of apparel styling and fabrics for intended use	186	84.9	10	4.6	23	10.5	219
Development of garment styles by draping	30	13.6	145	65.9	45	20.5	220
Development of garment styles by drafting	49	22.6	124	57.1	44	20.3	217
Development of garment styles by flat pattern	135	65.9	50	24.4	20	9.8	205
THEORY							
Effect on fit of fabric grain	215	96.8	3	1.4	4	1.8	222
Effect on fit of darts, seams, and gores	212	96.4	3	1.4	5	2.3	220
Effect on fit of figure problems	201	91.4	4	1.8	15	6.8	220
Alteration of ready-to-wear	196	88.3	12	5.4	14	6.3	222
Remodeling of apparel	153	68.9	35	15.8	34	15.3	222

TABLE XXXI (Continued)

Knowledge and Skills	Have Acquired No.	Have Acquired %*	No Need to Acquire No.	No Need to Acquire %*	Plan to Acquire No.	Plan to Acquire %*	Total No. of Responses
INSTRUCTION							
Methods of teaching clothing construction for secondary schools	196	92.0	7	3.3	10	4.7	213
Methods of teaching clothing construction for middle schools and junior high schools	124	70.9	45	25.7	6	3.4	175
Methods of teaching clothing construction for colleges and universities	26	15.6	114	68.3	27	16.2	167
Methods of teaching clothing construction for adult education	136	70.8	24	12.5	32	16.7	192
Methods of teaching clothing construction for occupational education	27	15.9	112	65.9	31	18.2	170
Methods of teaching clothing construction for handicapped individuals	31	18.7	105	63.3	30	18.1	166
Development of instructional materials for teaching clothing construction	158	72.5	10	4.6	50	22.9	218
Care and maintenance of sewing equipment	183	83.2	4	1.8	33	15.0	220

TABLE XXXI (Continued)

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
INDUSTRY							
Techniques of hand sewing and machine sewing operations	114	52.1	83	37.9	22	10.0	219
Procedures of garment assembly	102	46.8	95	43.6	21	9.6	218
Development of block pattern for dress form by draping	12	5.5	106	75.8	41	18.7	219
Pattern grading	22	10.0	145	66.2	52	23.7	219
Relationship of styling to fabric, cost, and labor	83	38.2	100	46.1	34	15.7	217

*Per cent based on total response to each item.

TABLE XXXII

RESPONSES OF STUDENT PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY REGARDING ACQUISITION OF CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS

Knowledge and Skills	Have Acquired		No Need to Acquire		Plan to Acquire		Total No. of Responses
	No.	%*	No.	%*	No.	%*	
GARMENT CONSTRUCTION							
Alteration of commercial patterns for women	43	65.2	2	3.0	21	31.8	66
Alteration of commercial patterns for men	10	15.6	11	17.2	43	67.2	64
Alteration of commercial patterns for children	8	12.5	15	23.4	41	64.1	64
Basic techniques of garment construction	59	86.8	1	1.5	8	11.8	68
Advanced techniques of garment construction	41	60.3	1	1.5	26	38.2	68
Development of special construction techniques	25	36.8	5	7.4	38	55.9	68
Tailoring techniques for women	33	49.3	3	4.5	31	46.3	67
Tailoring techniques for men	13	19.7	13	19.7	40	60.6	66
Tailoring techniques for children	6	9.4	21	32.8	37	57.8	64

TABLE XXXII (Continued)

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
AESTHETICS AND CREATIVE DESIGN							
Suitability of apparel styling and fabrics for intended use	47	69.1	5	7.4	16	23.5	68
Development of garment styles by draping	4	6.0	24	35.8	39	58.2	67
Development of garment styles by drafting	7	10.4	18	26.9	42	62.7	67
Development of garment styles by flat pattern	25	36.8	9	13.2	34	50.0	68
THEORY							
Effect on fit of fabric grain	58	85.3	2	2.9	8	11.8	68
Effect on fit of darts, seams, and gores	59	86.8	1	1.5	8	11.8	68
Effect on fit of figure problems	51	75.0	3	4.4	14	20.6	68
Alteration of ready-to-wear	48	70.6	0	0.0	20	29.4	68
Remodeling of apparel	25	37.3	5	7.5	37	55.2	67

TABLE XXXII (Continued)

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
INSTRUCTION							
Methods of teaching clothing construction for secondary schools	10	15.2	30	45.5	26	39.4	66
Methods of teaching clothing construction for middle schools and junior high schools	10	15.6	28	43.8	26	40.6	64
Methods of teaching clothing construction for colleges and universities	4	6.2	31	47.7	30	46.2	65
Methods of teaching clothing construction for adult education	4	6.3	29	45.3	31	48.4	64
Methods of teaching clothing construction for occupational education	1	1.6	36	56.3	27	42.2	64
Methods of teaching clothing construction for handicapped individuals	1	1.6	45	71.4	17	27.0	63
Development of instructional materials for teaching clothing construction	4	6.0	23	34.3	40	59.7	67
Care and maintenance of sewing equipment	45	66.2	4	5.9	19	27.9	68

TABLE XXXII (Continued)

Knowledge and Skills	Have Acquired No.	%*	No Need to Acquire No.	%*	Plan to Acquire No.	%*	Total No. of Responses
INDUSTRY							
Techniques of hand sewing and machine sewing operations	46	69.7	6	9.1	14	21.2	66
Procedures of garment assembly	42	63.6	10	15.2	14	21.2	66
Development of block pattern for dress form by draping	4	6.1	19	28.8	43	65.2	66
Pattern grading	4	6.1	22	33.3	40	60.6	66
Relationship of styling to fabric, cost, and labor	26	40.0	11	16.9	28	43.1	66

*Per cent based on total response to each item.

TABLE XXXIII

CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS WHICH PARTICIPANTS INDICATING A DESIRE TO ATTEND OKLAHOMA STATE UNIVERSITY PLANNED TO ACQUIRE BY TYPE OF CREDIT PREFERRED*

Knowledge and Skills	Undergraduate		Graduate		No Credit		Undecided		Total	
	No.	%**	No.	%**	No.	%**	No.	%**	No.	%***
GARMENT CONSTRUCTION										
Alteration of commercial patterns for women	14	45.2	12	38.7	2	6.5	3	9.7	31	11.0
Alteration of commercial patterns for men	26	26.3	64	64.6	6	6.1	3	3.0	99	36.8
Alteration of commercial patterns for children	23	32.4	41	57.7	5	7.0	2	2.8	71	25.9
Basic techniques of garment construction	4	44.4	4	44.4	0	0.0	1	11.1	9	3.1
Advanced techniques of garment construction	19	32.2	33	55.9	5	8.5	2	3.4	59	20.9
Development of special construction techniques	29	27.4	67	63.2	5	4.7	5	4.7	106	37.9
Tailoring techniques for women	25	39.1	34	53.1	2	3.1	3	4.7	64	22.6

TABLE XXXIII (Continued)

Knowledge and Skills	Undergraduate No.	%**	Graduate No.	%**	No Credit No.	%**	Undecided No.	%**	Total No.	%***
GARMENT CONSTRUCTION (Continued)										
Tailoring techniques for men	26	23.9	71	65.1	8	7.3	4	3.7	109	40.4
Tailoring techniques for children	20	28.2	43	60.6	4	5.6	4	5.6	71	26.6
AESTHETICS AND CREATIVE DESIGN										
Suitability of apparel styling and fabrics for intended use	10	25.6	24	61.5	2	5.1	3	7.7	39	13.8
Development of garment styles by draping	27	32.1	53	63.1	3	3.6	1	1.2	84	29.7
Development of garment styles by drafting	30	34.9	51	59.3	3	3.5	2	2.3	86	30.7
Development of garment styles by flat pattern	22	40.7	28	51.9	2	3.7	2	3.7	54	20.1

TABLE XXXIII (Continued)

Knowledge and Skills	Undergraduate No.	%**	Graduate No.	%**	No Credit No.	%**	Undecided No.	%**	Total No.	%***
THEORY										
Effect on fit of fabric grain	6	50.0	6	50.0	0	0.0	0	0.0	12	4.2
Effect on fit of darts, seams, and gores	6	46.2	7	53.8	0	0.0	0	0.0	13	4.6
Effect on fit of figure problems	12	41.4	16	55.2	1	3.4	0	0.0	29	10.2
Alteration of ready-to-wear	15	45.5	16	48.5	1	3.0	1	3.0	33	11.5
Remodeling of apparel	23	33.3	41	59.4	4	5.8	1	1.4	69	24.2
INSTRUCTION										
Methods of teaching clothing construction for secondary schools	15	41.7	19	52.8	2	5.6	0	0.0	36	13.1
Methods of teaching clothing construction for middle schools and junior high schools	15	46.9	14	43.8	3	9.4	0	0.0	32	13.6

TABLE XXXIII (Continued)

Knowledge and Skills	Undergraduate No.	%**	Graduate No.	%**	No Credit No.	%**	Undecided No.	%**	Total No.	%***
INSTRUCTION (Continued)										
Methods of teaching clothing construction for colleges and universities	18	31.6	37	64.9	2	3.5	0	0.0	57	24.9
Methods of teaching clothing construction for adult education	20	32.3	38	61.3	3	4.8	1	1.6	62	24.6
Methods of teaching clothing construction for occupational education	20	34.5	35	60.3	3	5.2	0	0.0	58	25.1
Methods of teaching clothing construction for handicapped individuals	12	26.1	30	65.2	4	8.7	0	0.0	46	20.4
Development of instructional materials for teaching clothing construction	25	28.1	57	64.0	7	7.9	0	0.0	89	31.7
Care and maintenance of sewing equipment	15	29.4	30	58.8	5	9.8	1	2.0	51	18.0

TABLE XXXIII (Continued)

Knowledge and Skills	Undergraduate No.	%**	Graduate No.	%**	No Credit No.	%**	Undecided No.	%**	Total No.	%***
INDUSTRY										
Techniques of hand sewing and machine sewing operations	12	33.3	22	61.1	2	5.6	0	0.0	36	12.8
Procedures of garment assembly	11	31.4	21	60.0	3	8.6	0	0.0	35	12.5
Development of block pattern for dress form by draping	28	33.3	50	59.5	4	4.8	2	2.4	84	29.9
Pattern grading	27	29.3	59	64.1	5	5.4	1	1.1	92	32.7
Relationship of styling to fabric, cost, and labor	22	35.5	38	61.3	2	3.2	0	0.0	62	22.1

* Represents combined responses to Questionnaires II and III.

** Per cent based on total number of participants who planned to acquire them.

*** Per cent based on total number of participants who responded to item.

VITA

Mary Don Campbell Peterson

Candidate for the Degree of

Doctor of Education

Thesis: A NEEDS ASSESSMENT OF POSTSECONDARY CLOTHING CONSTRUCTION KNOWLEDGE AND SKILLS IN OKLAHOMA WITH RECOMMENDATIONS FOR CURRICULUM DEVELOPMENT AT OKLAHOMA STATE UNIVERSITY

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