

A STUDY
OF SUBJECT MATTER CONTENT
FOR HOMEMAKING CLASSES
IN OKLAHOMA

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By

LUCILLE BRANDT MARTIN
BACHELOR OF SCIENCE
NORTHWESTERN STATE COLLEGE
ALVA, OKLAHOMA

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APPROVED BY:

Les H. Wolf

Chairman, Thesis Committee

Millie Pearson

Member of the Thesis Committee

Millie Pearson

Head of the Department

D. C. McIntosh

Dean of the Graduate School

231096

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L.B.H.

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INTRODUCTION

World wide conflicts and confusion accentuated by the second World War, placed the United States in a position of world leadership. As a result, the people of the United States are faced with a tremendous responsibility. To assume this responsibility they need to realize that within the last few years modern technology has brought people in all parts of the world closer together. Therefore, it is not enough for any people to think of themselves as citizens of one country only, but it is necessary to recognize that everyone is really living in "one world" regardless of the nation to which he belongs. Not only must the people of the United States have concern for the well-being of their own country, but they must also be concerned about the welfare of all other countries.

Its democratic system of government makes the United States well qualified for world leadership because the recognition of the worth of every individual and the brotherhood of man are Christian principles which are fundamental to democratic society. People who have a sincere belief in the basic principles of democracy automatically respect others. It is upon this principle that many of the objectives and much of the action taking place today is based. Forward looking educational agencies throughout the nation are striving to teach individuals to appreciate, respect and love their fellow man. Only when the people of the United States are willing to respect the peoples of all other countries will this nation be able to assume effective world leadership. Because in a democracy the people are responsible for the government, they determine the conditions under which they live. Furthermore, a democratic society provides the opportunity for every individual to develop to his fullest capacity. This places upon

each individual in a democratic society both rights and responsibilities. In the opinion of the writer, these ideas are expressed effectively in a recent educational publication, as illustrated by this quotation:

Democratic education teaches through experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority.¹

Though for many generations, people in these United States have been professing to live by the principles of democracy, the writer believes that one need only read or hear the daily news to realize that the meaning of democracy is neither thoroughly understood nor practiced by a large number of citizens in this country. The increasing number of strikes brought on by constant conflicts between capital and labor; the deceit, corruption and extravagance practiced in politics; and the widespread unwillingness to favor the same civil liberties for all citizens are only a few examples of undemocratic practices prevalent in the United States of America today.

Judge Sarah T. Hughes in a talk, on the Oklahoma Agricultural and Mechanical College Campus, said:

If we practice democracy we must first, realize our responsibilities; second, participate fully as a citizen in governmental affairs; third, strive to improve human character; and fourth, have faith in our fellow man.²

American people will not be able to resist the many forces that constantly seek to destroy the ideals of democracy until they as a united group are aware of the values involved in a democratic government. They must likewise have a competent understanding of what is meant by democratic living and then practice the principles of democracy in their daily lives.

¹ Educational Policies Commission, "Learning the Ways of Democracy", p. 37.

² Sarah T. Hughes, Judge of Civil Courts of Appeals, Dallas, Texas. In a speech to National Unitarian Youth conference held on Oklahoma Agricultural and Mechanical College Campus, Stillwater, July 1948.

The writer is fully convinced that education must assume major responsibility for preparing people for democratic living. She also believes that if education is to fulfill this responsibility, every subject matter area and every teacher, from the nursery school through the college, shares in this important undertaking.

Education for democratic living must help individuals understand and accept their place in a world society. In the first place democracy has as its central purpose in education, the welfare of all its people. It seeks to provide an equal educational opportunity for all and to promote an increasing social consciousness as suggested by the Progressive Education Committee in the following quotation:

It is essential for each individual:

1. To have a sufficient number and variety of experiences to build a valid knowledge of the physical and cultural realities with which he must deal.
2. To develop a group of generalizations and attitudes about these physical and cultural realities which will lead him to employ effective patterns of behavior.
3. To understand and adhere to the values that are valid in the culture of which he is a part, and which, look toward the further evolution of society for the common good.
4. To have increasing freedom to direct his own behavior as his knowledge of realities increases.
5. To be given enough responsibility in socially useful undertakings to insure an awareness of the interdependence of persons in our society, the willingness to carry his share of the burden of social responsibility and a sense of his own personal worth and significance as a human being and as an effective member of the culture.³

Education which is founded on such a functional and essential program should meet the needs of every person as he searches for a better way of living so as to promote a happy personal and group life. Only as man works

³ Progressive Education Committee, Its Philosophy and Challenge. p. 12.

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and shares with others in achieving common ends, does he grow and develop a distinctive personality. Teachers should, therefore, become interested in the development and growth of each pupil. To further this growth the teacher should become acquainted with the background of her students, guide them to recognize and solve their problems, assist them to develop habits of sound thinking, provide them with the opportunity to work with others in groups for the good of all, and encourage them with their future undertakings. One experienced college teacher said:

Working together intimately in small groups enables students to become better acquainted with each other, that it widens the area of common concern because each student is interested in the work of each other student as well as in his own work.⁴

The duty of every teacher is to encourage and guide young people to become aware of these needs for effective democratic living and to develop the desire to live a full and useful life. The writer agrees with the philosophy expressed in a recent education reference which states that:

Homemaking, then, offers the opportunity to make daily living meaningful and fulfilling, if through education for homemaking and through family counseling and guidance, we strengthen men and women in their search for the satisfaction and enriching experiences of family living.⁵

This quotation points out that education for home and family life can make a major contribution to education for democracy. Because the attitudes and values of most individuals are formed in the home and because the family is the basic unit of every modern democratic society, education for family living is vital to the continuation of democratic government. The writer believes that every teacher who develops his own curriculum and teaching procedures must clarify his own beliefs about democratic living and government

⁴ Millie V. Pearson, Group Experiences in Homemaking Classes, p. 6.

⁵ The Joint Committee on Curriculum Aspects of Education for Home and Family Living. Family Living and Our Schools, pp. 25-26.

and translate these beliefs into practice. Only when he has done this is he able to help prepare the people for effective citizenship. For this reason the writer felt a need of expressing her thinking about these fundamental principles and as a result hoped to make this study as well as her teaching contribute more effectively to the general promotion and continuation of democratic American ideals.

PROBLEM AND PROCEDURE

Educators in their search for effective ways to prepare young people for democratic living, have experimented with many ideas and procedures in the schools of this country. The constant study and evaluation of the procedures and content of the educational program continually challenge teachers in all subject matter fields. This includes the teachers of homemaking education who are also making an effort to keep the curriculum and the procedures used in their field up to date. In order to fit her work more effectively into the general program for educating for successful living, the writer chose to study some aspect of the homemaking education curriculum.

As a teacher counselor the writer has had the opportunity to observe and to talk with teachers from all parts of the state of Oklahoma concerning the problems they meet in their homemaking programs.⁶ The writer believes that many of the Oklahoma homemaking teachers are confused in regard to the meaning of democracy and the application of democratic procedures to their own class work. They seem to be uncertain about the desirable balance between teacher guidance and the amount of freedom to give students in order to be democratic. Since the school is the only organization that has for its chief purpose the development of well-rounded individuals, teachers should see that the school functions, not as a place where lip service is rendered, but as a real laboratory where true-to-life experiences can be had for boys and girls.

Though the writer believes that homemaking teachers need to analyze both the content and the methods of their whole program to judge its effectiveness,

⁶ Teacher counselors are homemaking teachers selected from small groups of teachers throughout the state to act as leaders in the particular groups. Some of their responsibilities include finding out what teachers feel are their needs, acting as chairman of any group meetings, helping to plan the state program of work, to make decisions applying to all of the teachers in the state, and working closely with the state supervisory staff in meeting teacher and school needs.

she has limited this study to the subject matter content in the area of clothing and textiles at the high school level. The reason for this emphasis on clothing and textiles was that she felt a special need for help and improvement in that area of her own program.

Moreover, when talking and working with other teachers she found that many of them, like herself, had difficulty with the teaching of clothing and textiles. Some of the greatest difficulties appeared to be centered in the following problems:

1. What essential subject matter should be taught in the different units of clothing and textiles in each year of work in the total homemaking education program?
2. What do experienced homemaking teachers think should be the grade placement and logical sequence of difficulty for different problems in clothing and textiles subject matter in order to promote effective learning?
3. Can teachers select subject matter content to make each successive unit of study in clothing and textiles progressively more advanced, so that it will challenge students by providing new learning experiences?

In the hope of contributing to the solution of the foregoing problems, the writer chose this study. As a result, the purpose of this study is to determine the possible content, grade placement and sequence of subject matter in clothing and textiles in junior and senior high school homemaking education classes.

To secure the information necessary for this study a careful analysis was made of texts and reference books in clothing and textiles which are used in the junior and senior high school homemaking classes, recent state courses of study, and a number of current pamphlets and magazines. After analyzing the

problem, the writer decided that one of the most feasible methods for determining what should be taught in the different units of clothing and textiles in Oklahoma was to get the opinions of experienced teachers in the vocational homemaking programs of this state. Assuming that teachers would not know what was best taught on the different grade levels unless they had had experience in teaching them, only those teachers now working in four year programs and those with several years of teaching experience were contacted. In order to obtain the thinking of these teachers about the subject matter to be included in clothing and textiles, its grade placement and sequence, the writer made a simple check sheet of the different subject matter problems arranged alphabetically in outline form. This preliminary check list was made on the basis of her own experience and previous study.

Moreover, the writer tried to include subject matter which would make possible the attainment of certain fundamental goals in homemaking education. For this purpose the following goals were selected, from a recent government publication, on the basis of ideas especially applicable to the area of clothing and textiles:

To help the individual to live a more useful and satisfying personal, family and community life. More specifically the objectives of homemaking education for all age groups are to help individuals to become better citizens through understanding and assuming responsibilities and privileges as members of the family and of the community. Make more efficient use of available resources through wise selection of clothing and equipment, through learning how to save money by construction and repair of tools and equipment----- appreciate beauty which already exists in their environment and to make their homes, clothes and food more attractive----- Experience a sense of accomplishment through knowing how to do work well and through acquiring skills and interests that enable them to express creative ability.⁷

⁷ United States Office of Education, Homemaking Education in Secondary Schools of the United States, p. 1.

In order to develop this trial check list into the kind of instrument desired, the opinions of several vocational homemaking teachers were secured, also those of college teachers of clothing and textiles and of education, mothers of homemaking students and high school homemaking girls. Twenty-five of these people were asked to check each statement for correct wording and to study the content of the whole check list to see whether they thought any subject matter item should be added, revised or left out.

The information and suggestions received were analyzed and used to improve the preliminary check list. The revised form with a letter of explanation was mailed to a selected group of 75 homemaking teachers in Oklahoma.^{8,9} These teachers were chosen from a list supplied by the State Department of Home Economics Education. All of them were experienced teachers and were employed in public schools where a vocational homemaking education program was offered. The information from these teachers was tabulated and analyzed.

⁸ See example of check list, pp 48-54.

⁹ See example of letter, p. 47.

FINDINGS AND CONCLUSIONS

This study was an attempt to determine the content, and sequence for subject matter of clothing and textiles in the high school homemaking education program. The information was obtained by the use of a check sheet answered by 60 experienced homemaking teachers in the state of Oklahoma.¹⁰

The check sheet seemed to be an efficient method of securing data since it could be answered quickly and the findings could be tabulated more easily than opinions obtained by interviews or by questionnaire although it is recognized that the scope of information secured was limited. For this reason, the results are restricted to the opinions of these teachers with regard to the essential subject matter to be taught, the grade in which it likely should be introduced or taught first and the sequence in which it was to be offered. The use of the check sheet demonstrated democratic procedure since it gave homemaking teachers in the public schools, who are most concerned with this problem, an opportunity to express their opinions about it. Moreover, the conclusions were based on the thinking of a majority, 50 per cent or more, of the 60 teachers who answered the check list and were presented merely as suggestions to homemaking teachers--not as a mandatory guide.

On the basis of the majority opinion of these teachers, every item of subject matter in clothing and textiles included in the check list was to be introduced or taught on some grade level in the high school homemaking curriculum. Of the 227 different subject matter problems included, 155 or 68.3 per cent were checked by all the teachers and the remaining 72 were each checked by more than 50 per cent of them. This agreement with regard to the subject matter content seems to indicate that all of the problems included in the check list are considered essential by these teachers.

¹⁰ See Appendix, pp 51-57.

(Though the findings show remarkable agreement about the content of clothing and textiles courses, they reveal widespread disagreement among the same teachers with regard to the grade in which the subject matter is to be introduced or taught first.) This is illustrated by the fact that for only 78 or 34.4 per cent of the 227 subject matter items did as many as 50 per cent of the teachers agree on the grade in which they were to be introduced. In only 19 cases did as many as two-thirds of the teachers agree on the grade placement. These same figures would apply to the sequence in which this subject matter is to be offered because here the sequence was determined by the grade placement teachers made of the various items.

A sign of further disagreement is found in the fact that 128 or 56.4 per cent of the items were checked by these teachers to be introduced on five or more different grade levels. (In not a single case did all teachers agree on the grade in which a certain subject matter problem was to be placed.) For only 26 or 11.5 per cent of the items was the grade placement limited to as few as three separate grade levels. This diversity of opinion with regard to grade placement is found in each of the seven major subject matter areas of clothing and textiles which were included in the check sheet.¹¹ This fact is clearly illustrated in the problem of constructing collars where one teacher checks that convertible collars should be introduced in the eighth grade; 19 in the ninth; 13 in the tenth; 17 in the eleventh; and two in the twelfth. Many similar cases can be found in the tabulated results.¹² The findings portray somewhat greater divergence of opinion among these homemaking teachers with regard to the subject matter to be introduced in the senior high grades

¹¹ See Appendix, pp. 58-65.

¹² Ibid., pp. 58-65.

than for the junior high level. For the 78 subject matter items on which 50 per cent or more of the teachers agreed on the grade placement, 49 or 62.8 per cent were included in the junior high grades. On the twelfth grade level a third of the teachers agreed on the grade placement of only 12 items while in the seventh grade a third agreed on 40 items.

In order to facilitate a closer analysis of the results of this study, the tabulated findings are separated into the seven major divisions which were designated by Roman numerals in the original check sheet. These included the following major subject matter areas arranged in alphabetical order:

- I. Care and cleaning of clothing and household textiles.
- II. Construction processes.
- III. Equipment for sewing.
- IV. Grooming and personal appearance in relation to clothing.
- V. Consumer problems in clothing and textiles.
- VI. Use of sewing machine attachments.
- VII. Variety of articles to construct.

Table I, page 13, presents the tabulated results of the responses of these 60 teachers for the first part of this check sheet. A careful review of the results shown in this table reveals that the majority of teachers seem to believe that all of the subject matter items listed under the care and cleaning of clothing and textiles should be offered at some grade level in the junior and senior high school homemaking education program. Only three, or five per cent, of the teachers omitted two of the items--the cleaning of draperies and of rugs. One teacher omitted cleaning upholstered furniture. Presumably, these teachers did not consider these problems essential, though their reasons are not known since the check sheet did not provide for securing reasons from the teachers for the opinions they expressed.

Wide diversity of opinion can be observed with regard to the grade placement of the different items. Half of these items were placed in five or all six of the grade levels. In only two instances was the grade placement of any

item limited to three levels. For only three problems did 50 per cent or more of the teachers agree on the grade placement. For these three, one half of the teachers placed the study of mending, patching and darning in the ninth grade and doing the family laundry in the tenth; while two-thirds of them placed cleaning and polishing shoes in the seventh grade.

TABLE I
NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF SUBJECT MATTER
ITEMS IN CARE AND CLEANING OF CLOTHING AND TEXTILES

Subject Matter Items	Junior and Senior High School Grade Levels						Total Num- ber of Teachers Checking
	7	8	9	10	11	12	
A. Mending, patching, darning	13	11	30	2	4		60
B. Cleaning draperies		2	5	15	22	13	57
C. Cleaning rugs		2	5	14	25	11	57
D. Cleaning upholstered furniture		2	8	15	21	13	59
E. Cleaning and polishing shoes	45	8	7				60
F. Doing family laundry	4	2	19	30	3	2	60
G. Doing personal laundry	28	17	15				60
H. Pressing	14	11	28	5		2	60
I. Removing spots and stains	5	4	20	22	6	3	60
J. Storing clothing properly	11	6	21	16	5	1	60

Although the teachers showed no unanimity on the grade placement for a specific year, they showed considerable agreement in regard to the placement of problems on the junior and the senior high school levels. When the number checking each item was totaled, it was found that according to this group of teachers certain subject matter items in this area definitely fall in one broad general grouping on either the junior or the senior high school. More than half of these teachers agreed on the placement according to high school level:

Junior High School Seventh, Eighth, and Ninth Grades	Senior High School Tenth, Eleventh, and Twelfth Grades
Mending, patching and darning	Cleaning draperies
Cleaning and polishing shoes	Cleaning rugs
Doing personal laundry	Cleaning upholstered furniture
Pressing	Doing family laundry
Storing clothing properly	Removing spots and stains

From this listing, the individual who is experienced in doing these jobs can see that the teachers were consistent in placing the easier problems in the lower grades and the more difficult problems in the advanced grades. This fact raises the question, can teachers decide on one specific grade for the introduction of certain subject matter content and still make their program flexible enough to meet the needs and interests of different students? May agreement in regard to the general level, junior or senior high school, be as much uniformity as can be expected or even as can be considered desirable? Obviously these questions cannot be answered without further study.

The second section of the check list was made up of a listing of clothing construction problems and processes. Tabulations of the opinions of these 60 teachers regarding the grade placement of the items listed are found in Table II, page 15. (An analysis of the findings in this area revealed that again the majority of teachers considered all the subject matter items listed sufficiently important to include in high school clothing and textiles units.) This is illustrated by the fact that every item was checked by 46 (76.6 per cent) or more of the teachers. Moreover, 30 of the 67 items were checked by all the teachers leaving 37 which were omitted by from one to fourteen teachers. Approximately one third of the items omitted by one or more teachers are found in Section H, "Making hand sewing stitches". Four items listed under the last section entitled, "Renovating and remodeling", were omitted by from three to 23 per cent of the teachers. The only item which was checked by fewer than 50 or 82.2 per cent of the teachers was the re-styling of garments; it received a total of 46 checks distributed through the four grade levels in which it was reported as being introduced. This seems surprising since current high clothing prices and the recent style changes that outmoded many garments of good quality would appear to make a study of this problem particularly valuable at the present time. Again the question arises: Why did fourteen teachers fail

to include this problem on any grade level? May it be because they feel unprepared to teach it; consider it too much work; have a personal dislike for it; believe that the students would not be interested, or are they not aware of current problems that affect the homemaking curriculum?

TABLE II.
NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF THE CONSTRUCTION PROCESSES

Suggested Items of Subject Matter	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
A. Attaching fasteners and finishing openings							
1. buttons	32	18	9				59
2. bound buttonholes			12	33	6	4	55
3. worked buttonholes	3	2	25	22	2	2	56
4. hooks and eyes	17	19	24				60
5. loops	1	3	13	23	7	4	51
6. dress plackets	1	7	46	6			60
7. skirt plackets	7	19	27	5	2		60
8. snaps	26	18	16				60
9. zippers		6	43	10		1	60
B. Making of pockets							
1. set-in							
a. bound			2	19	25	11	57
b. lapped		1	4	13	25	14	57
2. patch	14	12	27	5	1	1	60
C. Constructing collars							
1. convertible	1	3	19	18	17	2	60
2. detached	1	2	9	25	19	2	58
3. flat	1	6	28	18	3	1	57
4. rolled	1	4	17	22	15	1	60
D. Constructing seams							
1. fell or tailored		1	22	26	6	5	60
2. French	4	13	24	13	3		57
3. decorative			8	23	18	6	55
4. lapped		6	20	21	10	2	59
5. plain	44	10	6				60
E. Constructing Sleeves							
1. set-in sleeves without fullness	2	8	36	12	1	1	60
2. set-in sleeve with fullness	2	7	28	23			60

(Table II Continued on Page 16)

TABLE II, Continued
 NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF THE CONSTRUCTION PROCESSES

Suggested Items of Subject Matter	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
3. cap sleeve	3	19	35	3			60
4. kimona (extended shoulder)	11	19	18	7	2		57
5. raglan	1	5	20	21	8		55
6. two piece tailored sleeve				9	26	20	55
7. shirt sleeve with cuff			5	14	17	20	56
F. Finishing edges							
1. binding	3	10	26	15	2	3	59
2. hems							
a. faced or false	2	6	32	11	8	1	60
b. curved		5	23	26	5	1	60
c. straight	27	17	13	2	1		60
d. rolled		7	6	18	20	8	56
3. facing	1	12	43	2	2		60
4. bands	7	14	28	7	1	3	60
5. mitered corners	4	2	15	21	11	7	60
6. seam finishes							
a. bound	2	1	11	17	16	9	56
b. edge stitched		6	22	22	4	1	55
c. pinked	26	19	15				60
d. overcast	1	17	26	3	1	1	49
G. Providing for fullness							
1. making darts	6	25	28	1			60
2. easing in fullness	3	10	39	8			60
3. pleating							
a. box		2	21	30	7		60
b. inverted		2	17	31	7		57
4. tucking		1	13	25	15	4	58
5. gathering	14	22	19	2	3		60
6. smocking	1	1	7	15	26	10	59
7. shirring			13	18	15	7	53
8. mitered corners	3	1	13	18	14	11	60
H. Making of stitches							
1. backstitch	21	8	19	5	1		54
2. basting stitch	44	9	7				60
3. blanket stitch	21	13	16	2			52
4. buttonhole stitch	12	11	31	4	1	1	60
5. catch stitch	9	9	15	16	4	3	56
6. crochet	6	7	9	14	16	4	56
7. embroidery	25	16	10	2	2		55
8. knitting	3	3	17	11	11	7	52

(Table II Continued on Page 17)

TABLE II, Continued
 NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF THE CONSTRUCTION PROCESSES

Suggested Items of Subject Matter	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
9. tailor's tacks	9	11	18	9	4	5	56
10. overhanding	6	9	21	9	6	1	52
11. overcasting	7	14	25	7	3		56
12. running stitches	37	14	6	3			56
13. slant hemming	5	16	22	6	4		53
14. slip stitching	8	19	27	2	2	2	60
I. Renovating and remodeling							
1. making minor changes	2	1	31	18	5	1	58
2. remaking (simple)		1	9	33	13	2	58
3. re-styling of garments			1	7	30	18	46
4. cleaning and reblocking hats				2	12	40	54

The same widespread differences of opinion in regard to grade placement are portrayed in this area as were found in most other areas of the check list. Twenty-three of the 67 construction problems listed in this section were placed in six different grades; 15 in five; 15 in four, and eight in three. In only nineteen instances did 50 per cent or more of the teachers agree on the grade placement of items listed. Seven of these examples of majority agreement on grade placement were found on the senior high level and 12 on the junior high level. Forty-six teachers introduced the dress placket in the ninth grade. This is the instance in which the greatest number of teachers agreed on a specific grade placement, more than for any other problem in the entire list. On only seven of the 67 items did 100 per cent of the teachers check that the problems be introduced on a single general age level, either the junior high or the senior high school. Even when the numbers of teachers checking are totaled, it is found that there is little agreement in regard to the problems that should be introduced on either the junior high or the senior high level. This can be seen by the fact that though a majority of the teachers may introduce a problem on one general

level such as the junior high school, a considerable number, often as many as one third, have introduced the same problem on the high school level. From these facts it is evident that there may be some confusion in the minds of the teachers. Certainly as a group they display little differentiation in their choice of content for different grade levels for almost every problem is introduced at every level. (Are they not aware of the fact that there is a range of difficulty among these problems that needs to be considered in grade placement?) Do they follow the policy of helping students to master fundamental skills before attacking an advanced or more difficult problem? Although the findings of this study show these results for the teachers as a group, the check sheet did not reveal to what extent the same thing may exist for each individual teacher's program. Does the teacher in cooperation with her students and other interested people in the community plan for some differentiation and gradation of content from the seventh through the twelfth grades? Whatever the reason for this radical variation of opinion, it does pose a challenge to interested educators. (Only when good teaching is done can homemaking education really help to promote effective personal development and family life. Only when new problems of increasing difficulty suited to the age and the ability of the students are introduced on each advanced grade level, will the work interest and challenge students to learn.)

(The teachers showed greater general agreement on the grade placement of problems in equipment for sewing than in any other area of clothing and textiles.) This similarity in teacher opinion is seen in Table III, page 19. Here it will be seen that from 55 to 75 per cent of the teachers agreed on the specific grade placement of eight or 42 per cent of these items; however, all instances of this major agreement are found for problems that are to be introduced in the seventh grade. In addition, the majority of teachers agreed on the problems that should be introduced on the junior high level as well as

those for the senior high level. The only two cases in which the problems were checked for every grade level were for the selection, use and care of hem markers and the adjusting and repair of ironing boards. Further evidence

TABLE III.
NUMBER OF TEACHERS CHECKING GRADE
PLACEMENT OF PROBLEMS IN EQUIPMENT FOR SEWING

Subject Matter Items	Junior and Senior High School Grade Levels						Total Num- ber of Teachers Checking
	7	8	9	10	11	12	
A. Selecting, caring for and using							
1. electric irons	26	10	18	3			57
2. electric sewing machines	18	10	21	7			56
3. ironing boards	33	10	17				60
4. pinking machine or pink- ing scissors	21	10	23	2			56
5. steam irons	1		19	23	7	3	53
6. scissors	42	9	9				60
7. treadle sewing machines	37	14	9				60
8. small hand sewing equip- ment							
a. hem gauges	28	20	11	1			60
b. needles	44	10	6				60
c. pins	45	10	5				60
d. tape measures	41	14	5				60
e. thimbles	41	14	5				60
f. thread	41	14	5				60
9. dress forms				3	16	17	39
10. hem markers	10	25	21	2	1	1	60
B. Adjusting and/or making minor repairs							
1. electric irons			11	18	16	8	53
2. electric sewing machines			14	12	18	10	54
3. treadle sewing machines	4		19	13	12	7	55
4. ironing boards	7	6	20	7	8	5	53

of agreement is noticeable in the fact that nine of these 19 problems were placed entirely on either the junior or senior high level by one hundred per cent of the teachers. This degree of conformity of opinion is not found in any other area of subject matter included in this study. Usually a few checks are scattered among the other grades even when the majority of teachers placed an item on one of the levels. All the problems in the

selection, use and care of sewing equipment, with the exception of steam irons and dress forms, were introduced on the junior high level. On the other hand, all problems dealing with the adjustment and repair of equipment, except ironing boards, were introduced on the senior high level. This seems to be a logical division of problems when their difficulty is considered. The greatest concurrence of opinion of the entire study is shown under item 8, small hand sewing equipment, where from 68.2 to 75.0 per cent of the teachers introduced all these items, except one, in the seventh grade. Nevertheless, it is interesting to note that in spite of this unusual agreement, from 16.6 to 23.3 per cent of the teachers checked the same problems for the eighth grade, and 8.3 to 10.3 per cent for the ninth. The writer believes that this variation may be at least partially explained by the statements of some teachers who said that they introduced these problems in whatever grade they begin their homemaking education program. In Oklahoma homemaking education may be started in the seventh, eighth, or ninth grade. A similar explanation may be given for the range of grade placement among the three grades on the senior high level. Generally, teachers try to include some of the problems of the twelfth grade in the eleventh when the homemaking program does not include twelfth grade work. The same policy may be followed on other grade levels. This may account for the fact, at least partially, that the adjusting and making minor repairs of sewing equipment were checked in the ninth, tenth, eleventh, and twelfth grades by comparable numbers of teachers.

The fact that steam irons were checked on the senior high level illustrates consistency among the teachers in grade placement because they also checked the use of materials that would most likely be pressed with steam irons as being introduced on the senior high level.¹³

¹³ See Table V, Section B-3, page 24.

In spite of the fact that unusual examples of concurrence were pointed out in this section, examples of variation in opinion are also evident. Nine or 47.4 per cent of the items in this area were omitted by a range of three to 21 of the 60 teachers though all items were included by a majority of them. The only problems which received fewer than 53 checks was the selection, use and care of dress forms. This item was checked by a total of 39 teachers; this is the smallest number of teachers to check any item. Seemingly teachers consider this problem the least important for high school homemaking students of all items in the check list. Though this conclusion may be refuted by the comments of a few teachers who stated that they did not use dress forms because they had no place to put them. This comment raises the possibility that some of the other items that were omitted by several teachers may have been omitted because teachers lacked facilities to teach them rather than because they considered them non-essential.

The way in which teachers checked the items in that section dealing with problems in grooming and personal appearance makes a different picture than that found in other sections. A comparison of the data included in Table IV, page 22, with that found in previous tables will show the reader that this is the only area in which no problem was checked in all six grades. However, four, or one half of the items were checked in five grades, three in four grades and one in three grades. But in five of these cases only one teacher checked the last grade. A majority of the teachers, or 84 per cent placed all of the problems of grooming and personal appearance in relation to clothing on the junior high level. Apparently, they believe that the younger students are interested in their personal appearance and need to form habits of good grooming early. This is true particularly for principles of neatness and cleanliness and for the relation of clothing to health. Both of them were placed in the seventh grade by 30 or more of the teachers. But how may the fact that

the relation of clothing to posture was placed in the seventh grade by only 25 teachers be explained? Is posture not considered a health factor?

TABLE IV.
NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF PROBLEMS
IN GROOMING AND PERSONAL APPEARANCE IN RELATION TO CLOTHING

Subject Matter Items	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
A. Principles of neatness and cleanliness	45	6	9				60
B. Artistic use of make up	5	10	32	13			60
C. Safe and effective use of deodorants and depilatories	20	13	8	5			46
D. Selection and buying of grooming supplies and equipment	8	10	31	10		1	60
E. Care, use and storage of grooming supplies and equipment	12	10	25	12	1		60
F. Relation of clothing to posture	25	14	16	4	1		60
G. Relation of clothing to health	30	14	13	2	1		60
H. Suitability of clothing for various occasions	14	11	34	1			60

Apparently teachers believe that students do not use make up, nor buy grooming supplies and equipment until they reach the ninth grade, as over one-half of the teachers checked these problems on this grade level. The fact that only 46 of the 60 teachers checked the safe and effective use of deodorants and depilatories seems to indicate that some teachers believe this study not necessary for high school students. Again several teachers included the comment that they did not think that the use of these two cosmetics should be studied at the same age level; that the study of deodorants should precede depilatories, but they give no reason for their opinions. The majority of teachers introduced the study of suitability of clothing for various occasions on the ninth grade level, but there was no majority agreement about the grade placement of safe and effective use of deodorants and depilatories, care and

use and storage of grooming supplies and equipment, and relation of clothing to health.

The findings of Table V, the third longest list of items with a total of 56, disclosed that all teachers considered every item but one sufficiently important to include in some grade in the homemaking education curriculum. The one item, which was omitted by eight teachers, is the use of felt. Observation led the writer to believe that this fabric is not widely used in construction problems at school. The fact that all teachers agreed on the need for including everyone of the items in this section appears to show that they consider consumer problems important in the teaching of clothing and textiles.

TABLE V.
NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF CONSUMER PROBLEMS
IN CLOTHING AND HOUSEHOLD TEXTILES

Subject Matter Items	Junior and Senior High School Grade Levels						Total Num- ber of Teachers Checking
	7	8	9	10	11	12	
A. Selection							
1. pattern							
a. becomingness and appropriateness	7	17	34	2			60
b. size	9	20	29	2			60
c. suited to girls ability	8	19	31	2			60
2. materials with regard to ease of handling							
a. cotton (plain firm weave)	31	14	14		1		60
b. cotton (others)	2	16	28	12	2		60
c. linen		3	15	32	9	1	60
d. felt	1	4	9	5	20	13	52
e. silk and rayon							
1. firm plain weave		2	13	34	11		60
2. sheer			1	10	31	18	60
3. crepe			1	10	33	10	54
4. taffeta			4	18	30	8	60
5. satin			3	6	31	20	60
f. velvet			5	15	40	7	60
g. wool			4	34	15	7	60
h. suede cloth			1	14	15	30	60
i. embroidered and brocad- ed fabrics				8	23	29	60

(Table V Continued on Page 24)

TABLE V. (Continued)
 NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF CONSUMER PROBLEMS
 IN CLOTHING AND HOUSEHOLD TEXTILES

Subject Matter Items	Junior and Senior High School Grade Levels						Total Num- ber of Teachers Checking
	7	8	9	10	11	12	
3. materials and garments with regard to art principles of color, design and line							
a. simple principles of appropriateness and becomingness of wearing apparel	11	11	34	4			60
b. study and application of art principles as to needs of other individuals	1		10	35	13	1	60
B. Buying with regard to suitability, cost and serviceability of							
1. accessories							
a. belt	8	10	28	12	2		60
b. hats	2	3	12	31	10	2	60
c. ornaments	5	6	15	21	12	1	60
d. purses	3	4	18	26	7	2	60
e. shoes and hosiery	7	7	17	26	3		60
f. trimming	4	9	16	28	3		60
g. handkerchiefs	15	7	26	9	3		60
h. gloves	3	5	20	25	5	2	60
2. household textiles							
a. carpets			2	14	30	14	60
b. curtains			3	16	26	15	60
c. draperies			2	13	26	15	56
d. linens (bed)			7	19	20	14	60
e. linens (kitchen)		5	18	13	19	5	60
f. rugs				12	29	19	60
g. upholstery materials				9	31	20	60
3. materials as to fiber content							
a. cotton	9	7	31	7	4	2	60
b. linen		3	18	29	7	3	60
c. rayon		2	22	26	7	3	60
d. silk		1	12	29	15	3	60
e. wool			14	24	16	6	60
f. other synthetic fibers			11	25	11	13	60
4. ready made garments							
a. coats and suits	2	1	12	20	18	7	60
b. dresses (day time)	2	1	18	27	12		60
c. dresses (evening and dinner)		2	2	13	34	9	60

(Table V Continued on Page 25)

TABLE V. (Continued)
 NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF CONSUMER PROBLEMS
 IN CLOTHING AND HOUSEHOLD TEXTILES

Subject Matter Items	Junior and Senior High School Grade Levels						Total Num- ber of Teachers Checking
	7	8	9	10	11	12	
d. rain apparel	2	7	31	10	10		60
e. sleeping wear	4	18	27	6	5		60
f. underclothing	7	15	26	7	5		60
C. Planning for clothing needs							
1. use a clothing budget for self	3	2	18	24	11	2	60
2. keep a record of expenditures for clothing	3	5	23	16	10	3	60
3. estimate economic value of making your own clothes		4	28	25	3		60
4. assist with clothing budget for family and/or others			5	22	20	13	60
D. Developing effective work habits in:							
1. maintaining good posture	41	10	9				60
2. practicing safety	39	11	10				60
3. planning and organization	21	14	25				60
4. using correct procedures	27	11	20	2			60
5. cooperating with others	33	13	14				60
6. providing healthful surroundings	33	13	14				60
7. using time and energy	26	13	17	1	3		60

(The junior high level as indicated by these 60 teachers includes all problems related to the selection of patterns and developing good work habits. This appears to show sound thinking since habits are more readily developed when a person is young; it is also easier to form a good habit when the individual starts a new activity than to break a poor habit later. Besides, more successful work can be done in the advanced classes when good habits and working procedures are learned early in the homemaking education program. The unanimous checking of all teachers for this part is a good indication that they recognize the need for studying the development of good habits.)

The junior high grades also received all the checkings for the use of cotton material with a plain firm weave in its relation to ease of handling, although other cotton materials were checked in a number of different grades. Thirty-two of the teachers checked linen in the tenth grade. The different kinds of silk and rayon materials received a large majority of checkings on the senior high level, as did velvet, wool, suede cloth, and embroidered and brocaded fabrics. The grade placement of these fabrics correlates well with the kind of garments that would most likely be made from them.¹⁴ Tailored garments and dressy apparel were also placed in the upper grades both from the viewpoint of buying and construction. In the buying of materials on the basis of their fiber content, cotton was the only one placed on the junior high level by a majority of teachers. At the same time Table VII shows that the simple garments which are usually made of cotton were listed by a large number of teachers on the junior high level.¹⁵ Linen, silk, wool, rayon and other synthetic fibers received more than half of the total checks on the senior high level.

The study of the art principles of color, design and line applied to materials and garments was checked on four and five different levels. Still this part of Table VI shows some majority agreement since over half of the teachers listed the simple principles of appropriateness and becomingness of wearing apparel on the ninth grade and the study and application of art principles as to the need of others on the tenth grade.

The buying of accessories; namely, belts, shoes and hosiery, and handkerchiefs was placed by more than half the teachers on the junior high level.

¹⁴ See Table VII, Section A-1, p. 30.

¹⁵ Ibid., p. 30.

In contrast, buying of hats, ornaments, trimmings, purses, and gloves, was placed on the senior high level by a similar number of teachers. Though the buying of ready-made garments such as coats and suits was introduced in all grades; it received the highest checkings, one-third of the total, in the tenth grade. Daytime dresses also received the highest checkings in this grade, while evening and dinner dresses were placed in the eleventh grade. The buying of household textiles; such as rugs, curtains, draperies, kitchen and bed linens, and upholstery materials was placed on the senior high level by most of the teachers.

Under the heading, "Planning for Clothing Needs", much disagreement among teachers can be observed, even though all teachers included all items. Not a single example of majority opinion is found. Furthermore, teacher opinion on three of the four items is almost equally divided between junior and senior high. Would this indicate the need for more study in this area? When should students learn about these problems in their homemaking classes? Though teachers displayed an awareness of the need of these problems dealing with money management in relation to clothing, they may hesitate to introduce them when they are not sure about the most opportune time for introducing them.

Here again personal problems received the greater number of checks for the junior high grades while the family problems received the greater number for the senior high. (Throughout this study the teachers have consistently introduced personal problems in the lower grades and family problems in the upper grades.) The reader will recall that in this section the buying of personal articles was generally included in the first three grades while the buying of household textiles was emphasized for the last three. Similar examples can be found in other sections of the study. From a psychological viewpoint this placement appears to suit student interests; the younger

students are usually most interested in themselves while the older ones become more concerned about others and begin to look forward to families of their own.)

Table VI shows the way in which the 60 teachers reporting checked the grade placement of problems dealing with the use of sewing machine attachments. This is the only section of the check list in which every item was checked by every teacher. Obviously, all teachers must consider teaching the

TABLE VI.
NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF THE PROBLEMS
IN USE OF SEWING MACHINE ATTACHMENTS

Subject Matter Items	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
A. Buttonhole		2	28	12	12	6	60
B. Binder			8	26	22	4	60
C. Hemmer	1	1	17	27	14		60
D. Ruffler		1	12	30	14	3	60
E. Tucker			7	29	17	7	60
F. Cording foot		3	29	14	12	2	60
G. Stitching guide	14	12	18	8	6	2	60

use of sewing machine attachments important in high school homemaking education. This is also the only section in which all items but one were placed on the senior high level by the majority of teachers. In spite of the fact that the teachers consider all of this subject matter important, they disagreed about the exact grade placement for everyone of these problems. This is shown by the fact that there was great variation in the grade placement of all the problems. This diversity of opinion is clearly illustrated by the following listing of the grade placement of the teaching of the use of the stitching guide:

<u>Grade</u>	<u>Number of Teachers Checking</u>
Seventh grade	14
Eighth Grade	12
Ninth Grade	18
Tenth Grade	8
Eleventh Grade	6
Twelfth Grade	2

Some of the comments made by teachers seemed to indicate that they were not familiar with this attachment. In only one case did as many as half of the teachers agree on the grade placement; this is the use of the ruffler in the tenth grade. May teachers not be familiar with the use of these attachments to recognize their difficulty of use and the grade in which students could use them most effectively? To what extent do teachers use these attachments in their own sewing?

Table VII, page 30, discloses that out of the thirty items of subject matter listed, 28 were considered essential construction problems by 60 teachers. The two items not checked by all teachers were semi-tailored coats and rayon or silk slips. Of the 52 teachers who checked semi-tailored coats, 50 of them placed this problem on the senior high level. Only 42 teachers checked the making of rayon or silk slips. Of this number 33 introduced this problem on the senior level, though there is much variation among the grades within this level.

Of the 30 items listed in this area nine problems were checked by 50 per cent or more of the teachers as clothing construction processes for junior high school, while eight other problems were selected by the same number of teachers for senior high school. This shows a higher per cent of agreement in regard to the placement of problems on both the junior and senior high levels than within any other section of this study. This table also shows that 17 or 42.5 per cent of the total number of the 40 items were introduced in the same

grade by 50 per cent or more of the teachers. This is the second highest case of agreement within the study. It is surpassed only by the section on grooming and personal appearance in relation to clothing, in which 62.5 per cent of the total number of items were placed in one grade by a majority of teachers.

(May this exceptional agreement in regard to these problems indicate that teachers give more emphasis to clothing construction than to other related problems in their clothing and textiles work, and as a result are these more familiar with them?)

TABLE VII.
NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF
THE VARIETY OF ARTICLES TO CONSTRUCT

Subject Matter Items	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
A. Standard class problems							
1. clothing							
a. apron	44	10	6				60
b. blouse (dressy)		3	10	34	12	1	60
c. blouse (tailored)		2	34	16	5	3	60
d. blouse (plain)	4	25	27	4			60
e. children's clothing		5	3	15	22	15	60
f. dress (dressy)			4	20	18	18	60
g. dress (simple)		17	42	1			60
h. dress (two piece)	1	1	13	39	5	1	60
i. dress (evening)			2	2	44	12	60
j. dress (tailored)				19	20	21	60
k. coat (semi-tailored)		1	1	5	20	25	52
l. housecoat		2	36	17	5		60
m. infant clothing		1	1	19	14	25	60
n. jacket (unlined)		1	3	30	13	4	51
o. jerkin		3	18	29	9	1	60
p. jumper	1	1	33	25			60
q. nightgown	16	14	26	1	3		60
r. pajamas (tailored)	1	2	19	28	9	1	60
s. pajamas (simple)		17	36	5	2		60
t. pinafore	3	21	33	2	1		60
u. slacks or shorts (simple)	1	7	25	19	5	3	60
v. slacks or shorts (tailored)	1	1	3	32	14	9	60
w. slips (cotton)	5	33	19	3			60
x. slips (rayon or silk)		1	8	17	13	3	42

(Table VII Continued on Page 31)

TABLE VII, Continued
 NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF
 THE VARIETY OF ARTICLES TO CONSTRUCT

Subject Matter Items	Junior and Senior High School Grade Levels						Total Num- ber of Teachers Checking
	7	8	9	10	11	12	
y. skirts							
1. four gored	5	14	33	6	2		60
2. circular		5	28	23	2	2	60
3. gathered	9	29	17	3	1	1	60
4. pleated			12	36	7	5	60
5. six to twelve gore			12	26	17	5	60
z. suits (semi-tailored)				5	28	27	60
2. household furnishings							
a. bed spreads			3	14	29	14	60
b. curtains			8	18	22	12	60
c. draperies			1	10	33	16	60
d. pin cushions and pot holders	35	16	8	1			60
e. rugs		2	8	17	27	6	60
f. scarfs and place mats	22	12	20	5		1	60
g. slip covers			1	5	34	20	60
h. table linens		4	11	15	27	3	60
i. towels and pillow cases	15	14	24	4	1	2	60
j. wall hangings	2	1	6	25	15	11	60
B. Additional projects for those who finish early							
1. bean bag	38	15	6			1	60
2. block printing	2	5	11	13	16	6	53
3. bed jackets	1	2	13	20	21	3	60
4. chair sets	5	11	18	15	6		55
5. mittens	2	5	21	14	7	3	52
6. lapel pins	12	20	17	5	2		60
7. scarfs	16	18	18	6	2		60
8. shoe bags	4	20	22	14			60
9. shoulder covers	6	20	29	1	1	1	58
10. slippers (felt)	1	4	21	13	10	5	54
11. slippers (cotton)	3	8	20	16	4		51
12. laundry bags	15	18	19				52
13. covered hangers	8	17	15	11	1	1	53
14. textile painting	4	4	10	16	14	4	52
15. sequins			7	15	18	12	52
16. beading	1	1	6	10	21	12	51
17. assorted napkins (made from cotton scraps)	17	14	26	1	2		60
18. handkerchief holders	16	11	23	1			51
19. clothespin bag	21	17	17	1	2		58
20. hat rack	4	6	19	17	1	2	49

An analysis of this table also reveals an orderly, logical sequence of subject matter. In general, the teachers checked these problems so that they would become gradually more difficult from the seventh through the twelfth grades. This can be demonstrated by selecting the garments for each grade that received the largest number of checks. These were:

- Aprons with 44 checks in the seventh grade.
- Cotton slips with 33 checks in the eighth grade.
- Simple dresses with 42 checks in the ninth grade.
- Two-piece dresses with 39 checks in the tenth grade.
- Evening dresses with 44 checks in the eleventh grade.
- Semi-tailored suits with 27 checks in the twelfth grade.

Further study of this table portrays a tendency to introduce more items in the middle grades than in the seventh, eighth, and twelfth. Most people would probably agree that beginning students would naturally have to progress slowly, for they cannot master fundamental information and skills when they try to learn too many new things at one time. This also applies to the eighth grade, though probably to a lesser extent. However, this is not true for the twelfth. May the fact that the study generally shows fewer problems introduced on this level indicate that teachers believe that the advanced students should have greater freedom of choice; that they should not have many definite problems selected for them? Or does it mean that the twelfth grade may not spend as much time on the study of clothing and textiles as previous grades; that students may devote more time to other phases of homemaking education?

The fact that not a single problem in this section was introduced in the twelfth grade by a majority of the teachers raises further questions. Obviously, students would find the work boring unless new and challenging problems are included. Since the problems which are indicated as twelfth grade are usually the more difficult ones that are appropriate for older students, the teachers appear to recognize the need for a definite sequence of difficulty for subject matter. However, the reader cannot always be sure of this sequence when so

many of the problems are checked in several of these six grades, and when only three out of the entire list were introduced by a majority of teachers in the twelfth grade.

Part B of Table VII, additional projects for those who finish early, presents a striking difference from part A. It shows greater divergence of opinion than any other part of the study. Fifteen or 75 per cent of the items were omitted by two to 11 of the 60 teachers. Besides, only one grade placement was checked by a majority of them, and only one item was placed by all the teachers on either the senior or junior high level. These two isolated cases of agreement were the making of bean bags which was introduced by a majority in the seventh grade, and laundry bags, introduced by a majority in the three junior high grades. Though the tabulation of the opinions of teachers on several items in this section showed that certain ones were considered junior high school level, and others as senior high school level; it also showed that many items were placed on both levels. The writer believes that one would naturally expect difference of opinion for this section because it is not designed to include regular class work. It is reasonable to expect students who finish early to have greater than average skill, hence should have greater freedom in selecting extra problems. Moreover, after having finished minimum class requirements they may have a right to pursue their own interests as long as they do not interfere with the progress of the remainder of the class and the problem selected adds additional learning experiences.

(The fact that a majority of the teachers checked additional projects for those students who finish early suggests that they believe some kind of provision should be made for individual differences. Since this study gave no further opportunity for teachers to show that they are alert to the students'

individual needs, another study would have to be made in order to find out what other things teachers do to meet these differences.

The reader will remember that the check list used had a total of 227 separate items. Throughout this study items have been accepted as suggestions for certain grade placement when 50 per cent or more of the teachers agreed on where they should be introduced. Table VIII, page 35, gives vivid evidence of the fact that the number of grade placements for items on which as many as 50 teachers agreed was small indeed! Moreover, it can be observed that only one of these were included in the eighth grade, and that the number for the twelfth grade is small. May this mean that in these grades little time is given to the teaching of clothing and textiles, or may the teachers not be aware of the fact that they have little new material to offer on these levels? This table also emphasizes that there is little uniformity in regard to the clothing and textiles problems that are offered in the different homemaking education programs of the state. Surely, anyone who attempts to prepare a study guide for the state would be at a loss for suggested problems to include on each grade level, in order to develop a logical sequence of difficulty, if he wants to rely on the majority opinion of these sixty experienced teachers.

TABLE VIII
 SUBJECT MATTER CONTENT IN CLOTHING AND TEXTILES FOR JUNIOR HIGH SCHOOL
 BASED ON THE OPINIONS OF 50 PER CENT OR MORE OF THE TEACHERS

7	Grade Levels 8	9
<u>I. Care and cleaning of clothing and household textiles.</u>		
Cleaning and polishing shoes		Mending, patching, darning
<u>II. Construction Processes.</u>		
Buttons		Dress plackets
Plain seams		Zippers
Basting stitches		Set-in sleeves without fullness
Running stitches		Cap sleeves
		Faced or false hems
		Facings
		Easing in fullness
		Buttonhole stitch
		Making minor changes
<u>III. Equipment for Sewing.</u>		
Ironing boards		
Scissors		
Treadle Sewing Machines		
Needles		
Pins		
Tape measures		
Thimbles		
Thread		
<u>IV. Grooming and Personal Appearance in Relation to Clothing.</u>		
Principles of neatness and cleanliness		Artistic use of make up
Relation of clothing to health		Selection and buying of grooming supplies and equipment
		Suitability of clothing for various occasions

(Table VIII Continued on Page 36)

TABLE VIII, Continued
 SUBJECT MATTER CONTENT IN CLOTHING AND TEXTILES FOR JUNIOR HIGH SCHOOL
 BASED ON THE OPINIONS OF 50 PER CENT OR MORE OF THE TEACHERS

	Grade Levels	
7	8	9
<u>V. Consumer Problems in Clothing and Household Textiles.</u>		
Cotton (plain firm weave) Developing effective work habits in: Maintaining good posture Practicing safety Cooperating with others Providing healthful surroundings		Selection of pattern as to becomingness and appropriateness Suited to girls' ability Buying with regard to materials (cotton) Ready made garments (rain apparel) Simple principles of appropriateness and becomingness of wearing apparel.
<u>VII. Variety of Articles to Construct.</u>		
Aprons Pin cushions Pot holders	Slips (cotton)	Blouse (tailored) Dress (simple) Housecoat Juniper Pajamas (simple) Pinafore Four gored skirts
<u>Additional Projects for Those Who Finish Early.</u>		
Bean bag		

(Table VIII Continued on Page 37)

TABLE VIII, Continued
 SUBJECT MATTER CONTENT IN CLOTHING AND TEXTILES FOR SENIOR HIGH SCHOOL
 BASED ON THE OPINIONS OF 50 PER CENT OR MORE OF THE TEACHERS

10	Grade Levels 11	12
<u>I. Care and Cleaning of Clothing and Household Textiles.</u>		
Doing family laundry		
<u>II. Construction Processes.</u>		
Bound buttonholes	Re-styling of garments	Cleaning and reblocking hats
Box pleating		
Inverted pleating		
Remaking (simple problems)		
<u>V. Consumer Problems in Clothing and Household Textiles.</u>		
Materials with regard to ease of handling	Silk and rayon	Velvet
1. Linen	1. Sheer	Suede cloth
2. Silk and rayon with plain firm weave	2. Crepe	
	3. Taffeta	
	4. Satin	
Study and application of art principles as to needs of other individuals		
Buying: hats	Buying: Carpets Upholstery materials Ready-made dresses (evening and dinner)	
<u>VI. Use of Sewing Machine Attachments.</u>		
Ruffler		

(Table VIII Continued on Page 38)

TABLE VII, Continued
 SUBJECT MATTER CONTENT IN CLOTHING AND TEXTILES FOR SENIOR HIGH SCHOOL
 BASED ON THE OPINIONS OF 50 PER CENT OR MORE OF THE TEACHERS

	Grade Levels		
	10	11	12
<u>VII. Variety of Articles to Construct.</u>			
Dressy blouse		Dress (evening)	
Dress (two-piece)		Draperies	
Jacket (unlined)		Slip covers	
Slacks or shorts (tailored)			
Pleated skirts			

Each of the foregoing tables emphasized the two outstanding tendencies revealed by this study; namely,

- A. A large majority of these 60 experienced homemaking teachers agreed on the subject matter content of clothing and textiles in homemaking education in junior and senior high school.
- B. An equally large number disagreed widely in regard to the specific grade in which each of these subject matter problems should be introduced.

On the basis of the majority opinion of these teachers, this study presents an extensive and apparently fairly complete list of subject matter problems that are important in the study of clothing and textiles in high school.

On the other hand, the great divergence of opinion about the specific grade placement and the resulting sequence poses a number of questions for all interested educators. May this diversity in grade placement of the course content be necessary to provide for the individual differences in abilities and needs among students? Would meeting these differences require a wide variation of subject matter content on the same grade level among schools and even within courses of the same school? To what extent should students be free to select course content in order to promote effective education for democratic living? Would a logical sequence of difficulty in the content of consecutive grades tend to promote effective learning since recent studies indicate that "growth tends to follow an orderly pattern if conditions are such as to permit it." Is it possible to follow a similar orderly pattern of grade placement and sequence for the subject matter content in clothing and textiles? And would this pattern still permit the use of democratic teaching procedures which guide students in intelligent participation in planning course content and learning experiences?

Though educators generally agree that democratic teaching methods demand student participation in selecting course content and procedures, few would advocate that students be free to select without guidance. Surely a careful choice of problems and experiences would facilitate teaching and promote learning. Moreover, the teacher needs to give the students the benefit of her richer background of education and experience through guiding their planning. The teaching of clothing and textiles is no exception; it must also promote student development through the acquirement of skills as well as understandings and appreciation that will result in changed thinking habits. Hence class work in clothing and textiles should promote learning rather than merely help students to replenish their wardrobes. The idea that some planned control of course content and procedures is necessary for effective learning is supported by this quotation:

Growing will occur in some fashion in any culture. Only one deliberately so organized will arrange the conditions and experiences, the materials and relationships, that are appropriate to the varying requirements of individuals at all stages of growing.¹⁶

Some experienced teachers believe that not only should there be some provision for definite content and sequence among classes but also that the number and variety of problems included in a unit of clothing and textiles should be definitely limited so that there will be time and opportunity for thorough teaching and learning.) This theory was advocated in a recent article in a professional magazine as illustrated by this quotation:

"The duplicate method, whereby all the girls in a class, particularly of the beginners, make either the same style garment or use not more than two or three patterns which are similar in style and the construction processes involved is one way to speed learning and results."¹⁷

¹⁶ Committee on Progressive Education, Progressive Education, Its Philosophy and Challenge, p. 10.

¹⁷ M. Francis Henry, "Modern Methods for the Clothing Teacher", What's New in Home Economics, (October, 1948) p. 51.

Even though the teacher might limit clothing problems in one grade so as to introduce new problems and make them more advanced and more difficult in the following grades, the students can still use their own initiative. There is always ample opportunity for choice and individuality in color, fabric, design, and trimming. Besides there is the problem of forming good work habits and learning efficient sewing techniques. Presumably, limiting the variety of problems in clothing classes should help students acquire essential skills. The writer believes the findings give some indication that the 60 teachers would agree to this limiting, at least to some extent, because by designating definite subject matter for different levels they have automatically reduced the variety of problems to be included in any one grade. They have also developed a definite sequence of subject matter from one grade to the next.)

In spite of the fact that limiting the variety of problems may keep some students from carrying out their own ideas, the practice need not be undemocratic. After all, democracy does not mean that every person can always pursue his own ideas; he has to work with others so as to give to all the greatest benefit. As a result he must frequently sacrifice his own personal interest for the sake of the group. The Progressive Education Association accepted this fact in the statement:

.....another truism appears whenever the operation of individual intelligence is permitted within a culture, with no external authority prescribing the limits within which it must operate, or the character of its findings, that culture stands always in danger of frustration through confusion. ¹⁸

The same is probably true of a class that has inadequate teacher pre-planning and guidance of content and procedures.

Since the teachers introduced so many of the items on all of the six grades in junior and senior high school, does it mean that some of them may not be

¹⁸ Committee on Progressive Education, Op. cit. p. 13.

skilled enough in the techniques of clothing construction and related problems to be aware of the range of difficulty among the different problems? May they misinterpret the meaning of democratic procedures, or may they be so concerned with completing a problem and with its outward aspects that they fail to recognize its value as to learning experience?

Do teachers really analyze and plan their entire program so that their thinking is not confused; so that they are sure of their goals and the procedures necessary to reach these goals? Or may the teachers not take seriously the need for completing one problem or attaining a skill before dropping it to begin a new one? The fact that several teachers stated that whenever an advanced grade was not offered, they tried to shift much of that subject into a preceding grade may indicate this possibility.

Many educational leaders believe that homemaking teachers need to do a more thorough job in their teaching in general as well as to develop more skills. May the fact that the majority of teachers introduced many problems on all grades and often a larger number for the lower grades than for the upper ones indicate that this is a possible explanation for this need for more thorough teaching? (Obviously, when teachers try to crowd so many problems into one level of work, they cannot teach any of them well. A challenge dealing with this problem was given to homemaking teachers during the Annual August Conference by the State Director of Vocational Education, when he asked, "Do teachers spread the cream too thin?"¹⁹ His contention was that because homemaking teachers try to cover so much material in their courses, especially during the beginning years, they have inadequate time for teaching the fundamental techniques well.)

¹⁹ J. P. Perky, "Homemaking Teachers Responsibilities", Oklahoma Agricultural and Mechanical College, (August, 1948).

The challenge, the need of developing greater skill in clothing and textiles, is also presented in a recent article in the Journal of Home Economics²⁰ in the following statement:

The clothing teacher must be prepared to teach the buying of fabrics, selection of patterns, construction of garments made from different fabrics and those factors which contribute to efficiency in home sewing. The teacher should learn methods first, then sew for herself so that she has the skill to teach a skill."

Not only must teachers be skilled in the subject matter they teach, but they must also be skilled in planning their program and in methods of teaching. To promote the kind of individuals that a democracy demands they must develop a dynamic, functioning program that challenges students. They must eliminate the confusion and haphazard teaching that results from an over-crowded curriculum with similar problems on every level. This type of program will likely bore students and cause them to dislike the subject to such an extent that they will not use the few things they have learned.

The fact that the instructions for the check list definitely asked teachers to check the one grade level on which they thought a problem should be introduced accounts for the result that in no instance did more than 60 teachers check a single problem. This kept teachers from stating whether they thought the subject matter need be taught on several grade levels. The writer assumed that when effective teaching is done, the problem need be introduced in only one grade level; the next time it is presented it would be review of something taught previously. In this way teachers would be more likely to introduce some new problems on every grade level in order to interest and challenge students.

One indication which led the writer to believe that many homemaking teachers are already concerned with this problem is based on the request made

²⁰ Betty Lou Huston, "Pertinent Problems in Clothing Construction", Journal of Home Economics, XXXX, (September, 1948) p. 365.

by a number of teachers who answered the check list. These teachers expressed their interest in improving their programs by asking for a copy of the findings of this study in order to learn more about the grade placement and subject matter sequence in the area of clothing and textiles. Assuredly, this is a hopeful sign for progress, though further study must be done before any recommendations can be made. Seemingly at the present, interested teachers should become more conscious of the extent and seriousness of the problem and of the urgent need of additional investigation and experimentation.

It seems reasonable to believe that good teaching will lead to more effective student development. Therefore, these findings present a definite challenge to all high school homemaking teachers, as well as to college teachers who are working in the areas of teacher education and of clothing and textiles. In a democratic country where all teachers have a comparative freedom within their subject matter fields, they must work constantly to improve their own programs. (Certainly the findings of this study stress the need for homemaking teachers to strive to select the most essential subject matter, introduce it at the most appropriate grade level, and in the proper logical sequence so that their area will make a worthy contribution to the general educational efforts of the schools of this country.)

SUMMARY OF FINDINGS

After careful consideration of all the data secured through this study, the writer considers the following findings most significant.

The sixty selected experienced homemaking teachers of Oklahoma who teach in schools that have homemaking education programs of four or more years revealed that a majority did agree that all of the subject matter problems included in this study should be taught on some grade level in high school homemaking education classes. In only 78 or 34.4 per cent of the 227 items did a few teachers fail to check every item on some grade level. In only five cases did fewer than 50 or 83.3 per cent of these 60 teachers fail to include all of the 227 subject matter problems.

There was slightly greater agreement among these teachers with regard to the grade placement of subject matter for the seventh, eighth and ninth grades, than for the tenth, eleventh and twelfth grades. This can be seen from the fact that of the 78 items on which there was an agreement by 50 per cent or more of the teachers, 63 per cent were included in the first three grades. Of the 238 cases in which a third or more of the teachers agreed, 56 per cent were again included on the junior high school level and 44 per cent on the senior high level.

A greater proportion of the different 227 subject matter problems of clothing and textiles appeared to be introduced in the first three grades than the last three. Of the subject matter placed in the first three grades, personal problems were emphasized while family problems were more in evidence in the senior high homemaking classes. However, these same teachers showed comparatively little agreement with regard to the grade placement of subject matter in clothing and textiles. On only 78 or 34.3 per cent of a total of 227 different subject matter problems did as many as 50 per cent of these teachers agree in

regard to their grade placement. In only 238 cases out of a possible 1362 opportunities for grade placements did as many as a third of the teachers agree.

The diversity of opinion among the sixty teachers is further illustrated by the fact that every subject matter problem was checked to be introduced in at least three different grade levels. In fact, 128 or 56.4 per cent of the 227 items were introduced in five or all six of the grade levels. For only 26 or 11 per cent of the total items was the range of grade placement limited to three grades. This meant that all of these teachers introduced these 26 problems entirely on the junior high or the senior high grades.

The fact that a majority of these teachers checked additional projects for those students who finish early suggests that teachers believe some kind of provision should be made for individual differences.

In general, the problems which were introduced by a majority of teachers on one grade level presented a fairly consistent and logical sequence of difficulty from one grade to the other—from the seventh through the twelfth.

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STRATHMORE PARCHMENT

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A P P E N D I X

CHMENT

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July 28, 1948

Dear Fellow Teacher:

Someday the State Department of Home Economics Education will be supervising the writing of a new state course of study. Realizing that it is difficult to collect all the information needed to develop a good guide I decided to select a problem for my thesis that would assist in the collection of information with regard to the teaching of clothing and textiles.

In order to obtain this information I think it would be valuable to secure the opinions of experienced homemaking teachers in Oklahoma. Would you therefore please check the attached listing of things to be taught, showing the specific grade levels in which you think they should be introduced.

I would appreciate very much to have your return before the close of the August conference so that I can finish my thesis by November.

Sincerely,

Lucille B. Martin
302 Mass. Avenue
Cherokee, Oklahoma

This is a check sheet prepared in an attempt to help determine the subject matter sequence in units of clothing and textiles in junior and senior high school homemaking classes. Will you please place a check (/) in the space provided showing which grade level you think the subject matter should be introduced?

SUBJECT MATTER OUTLINE

	7	8	9	10	11	12
I. Care and cleaning of clothing and household textiles						
A. Mending, patching, darning						
B. Cleaning draperies						
C. Cleaning rugs						
D. Cleaning upholstered furniture						
E. Cleaning and polishing shoes						
F. Doing family laundry						
G. Doing personal laundry						
H. Pressing						
I. Removing spots and stains						
J. Storing clothing properly						
II. Construction processes						
A. Attaching fasteners and finishing openings						
1. buttons						
2. bound buttonholes						
3. worked buttonholes						
4. hooks and eyes						
5. loops						
6. dress plackets						
7. skirt plackets						
8. snaps						
9. zippers						
B. Making of pockets						
1. set in						
a. bound						
b. lapped						
2. patch						
C. Constructing collars						
1. convertible						
2. detached						
3. flat						
4. rolled						
D. Constructing seams						
1. fell or tailored						
2. French						
3. decorative						
4. lapped						
5. plain						

	7	8	9	10	11	12
I. Renovating and remodeling						
1. making minor changes						
2. remaking (simple)						
3. re-styling of garments						
4. cleaning and reblocking hats						
III. Equipment for sewing						
A. Selecting, caring for and using						
1. electric irons						
2. electric sewing machines						
3. ironing boards						
4. pinking machine or pinking scissors						
5. steam irons						
6. scissors						
7. treadle sewing machines						
8. small hand sewing equipment						
a. hem gauges						
b. needles						
c. pins						
d. tape measures						
e. thimbles						
f. thread						
9. dress forms						
10. hem markers						
B. Adjusting and/or making minor repairs						
1. electric irons						
2. electric sewing machines						
3. treadle sewing machines						
4. ironing boards						
IV. Grooming and personal appearance in relation to clothing						
A. Principles of neatness and cleanliness						
B. Artistic use of make up						
C. Safe and effective use of deodorants and depilatories						
D. Selection and buying of grooming supplies and equipment						
E. Care, use and storage of grooming supplies and equipment						
F. Relation of clothing to posture						
G. Relation of clothing to health						
H. Suitability of clothing for various occasions						

V. Consumer problems in clothing and household textiles

	7	8	9	10	11	12
A. Selection						
1. pattern						
a. becomingness and appropriateness						
b. size						
c. suited to girls ability						
2. materials with regard to ease of						
a. cotton (plain firm weave)						
b. cotton (others)						
c. linen						
d. felt						
e. silk and rayon						
1. firm plain weave						
2. sheer						
3. crepe						
4. taffeta						
5. satin						
f. velvet						
g. wool						
h. suede cloth						
i. embroidered and brocaded fabrics						
3. materials and garments with regard to art principles of color, design and line						
a. simple principles of appropriateness and becomingness of wearing apparel						
b. study and application of art principles as to needs of other individuals						
B. Buying with regard to suitability cost and serviceability of						
1. accessories						
a. belt						
b. hats						
c. ornaments						
d. purses						
e. shoes and hosiery						
f. trimming						
g. handkerchiefs						
h. gloves						
2. household textiles						
a. carpets						
b. curtains						
c. draperies						
d. linens (bed)						

	7	8	9	10	11	12
e. linens (kitchen)						
f. rugs						
g. upholstery materials						
3. materials as to fiber content						
a. cotton						
b. linen						
c. rayon						
d. silk						
e. wool						
f. other synthetic fibers						
4. ready made garments						
a. coats and suits						
b. dresses (day time)						
c. dresses (evening and dinner)						
d. rain apparel						
e. sleeping wear						
f. underclothing						
C. Planning for clothing needs						
1. use a clothing budget for self						
2. keep a record of expenditures for clothing						
3. estimate economic value of making your own clothes						
4. assist with clothing budget for family and/or others						
D. Developing effective work habits in:						
1. maintaining good posture						
2. practicing safety						
3. planning and organization						
4. using correct procedures						
5. cooperating with others						
6. providing healthful surroundings						
7. using time and energy						
VI. Use of sewing machine attachments:						
A. Buttonhole						
B. Binder						
C. Hemmer						
D. Ruffler						
E. Tucker						
F. Cording foot						
G. Stitching guide						

VII. Variety of articles to construct

7

8

9

10

11

12

A. Standard class problems

1. clothing

- | | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------------|---|---|---|----|----|----|
| a. apron | | | | | | |
| b. blouse (dressy) | | | | | | |
| c. blouse (tailored) | | | | | | |
| d. blouse (plain) | | | | | | |
| e. children's clothing | | | | | | |
| f. dress (dressy) | | | | | | |
| g. dress (simple) | | | | | | |
| h. dress (two piece) | | | | | | |
| i. dress (evening) | | | | | | |
| j. dress (tailored) | | | | | | |
| k. coat (semi-tailored) | | | | | | |
| l. housecoat | | | | | | |
| m. infant clothing | | | | | | |
| n. jacket (unlined) | | | | | | |
| o. jerkin | | | | | | |
| p. jumper | | | | | | |
| q. nightgown | | | | | | |
| r. pajamas (tailored) | | | | | | |
| s. pajamas (simple) | | | | | | |
| t. pinafore | | | | | | |
| u. slacks or shorts (simple) | | | | | | |
| v. slacks or shorts (tailored) | | | | | | |
| w. slips (cotton) | | | | | | |
| x. slips (rayon or silk) | | | | | | |
| y. skirts | | | | | | |
| 1. four gored | | | | | | |
| 2. circular | | | | | | |
| 3. gathered | | | | | | |
| 4. pleated | | | | | | |
| 5. six to twelve gore | | | | | | |
| z. suits (semi-tailored) | | | | | | |
| 2. household furnishings | | | | | | |
| a. bed spreads | | | | | | |
| b. curtains | | | | | | |
| c. draperies | | | | | | |
| d. pincushions and pot holders | | | | | | |
| e. rugs | | | | | | |
| f. scarfs and place mats | | | | | | |
| g. slip covers | | | | | | |
| h. table linens | | | | | | |
| i. towels and pillow cases | | | | | | |
| j. wall hangings | | | | | | |

B. Additional projects for those who finish early

- | | | | | | | |
|-------------------|--|--|--|--|--|--|
| 1. bean bag | | | | | | |
| 2. block printing | | | | | | |

E. Constructing sleeves	7	8	9	10	11	12
1. set-in sleeves without fullness						
2. set-in sleeve with fullness						
3. cap sleeve						
4. kimona (extended shoulder)						
5. raglan						
6. two piece tailored sleeve						
7. shirt sleeve with cuff						
F. Finishing edges						
1. binding						
2. hems						
a. faced or false						
b. curved						
c. straight						
d. rolled						
3. facing						
4. bands						
5. mitered corners						
6. seam finishes						
a. bound						
b. edge stitched						
c. pinked						
d. overcast						
G. Providing for fullness						
1. making darts						
2. easing in fullness						
3. pleating						
a. box						
b. inverted						
4. tucking						
5. gathering						
6. smocking						
7. shirring						
8. mitered corners						
H. Making of stitches						
1. backstitch						
2. basting stitch						
3. blanket stitch						
4. buttonhole stitch						
5. catch stitch						
6. crochet						
7. embroidery						
8. knitting						
9. tailor's tacks						
10. overhanding						
11. overcasting						
12. running stitches						
13. slant hemming						
14. slip stitching						

	7	8	9	10	11	12
3. bed jackets						
4. chair sets						
5. mittens						
6. lapel pins						
7. scarfs						
8. shoe bags						
9. shoulder covers						
10. slippers (felt)						
11. slippers (cotton)						
12. laundry bag						
13. covered hangers						
14. textile painting						
15. sequins						
16. beading						
17. assorted napkins (made from cotton scraps)						
18. handkerchief holders						
19. clothespin bag						
20. hat rack						

NUMBER OF TEACHERS CHECKING GRADE PLACEMENT OF SUGGESTED
SUBJECT MATTER CONTENT IN CLOTHING AND TEXTILES.

Suggested Items of Subject Matter	Junior and Senior High School Grade Levels						Total Num- ber of Teachers Checking
	7	8	9	10	11	12	
I. Care and cleaning of clothing and household textiles							
A. Mending, patching, darning	13	11	30	2	4		60
B. Cleaning draperies		2	5	15	22	13	57
C. Cleaning rugs		2	5	14	25	11	57
D. Cleaning upholstered furniture		2	8	15	21	13	59
E. Cleaning and polishing	45	8	7				60
F. Doing family laundry	4	2	19	30	3	2	60
G. Doing personal laundry	28	17	15				60
H. Pressing	14	11	28	5		2	60
I. Removing spots and stains	5	4	20	22	6	3	60
J. Storing clothing properly	11	6	21	16	5	1	60
II. Construction processes							
A. Attaching fasteners and finishing openings							
1. buttons	32	18	9				59
2. bound buttonholes			12	33	6	4	55
3. worked buttonholes	3	2	25	22	2	2	56
4. hooks and eyes	17	19	24				60
5. loops	1	3	13	23	7	4	51
6. dress plackets	1	7	46	6	1		60
7. skirt plackets	7	19	27	5	2		60
8. snaps	26	18	16				60
9. zippers		6	43	10		1	60
B. Making of pockets							
1. set in							
a. bound			2	19	25	11	57
b. lapped		1	4	13	25	14	57
2. patch	14	12	27	5	1	1	60
C. Constructing collars							
1. convertible	1	3	19	18	17	2	60
2. detachable	1	2	9	25	19	2	58
3. flat	1	6	28	18	3	1	57
4. rolled	1	4	17	22	15	1	60
D. Constructing seams							
1. fell or tailored		1	22	26	6	5	60
2. French	4	13	24	13	3		57
3. decorative			8	23	18	6	55
4. lapped		6	20	21	10	2	59
5. plain	44	10	6				60

Suggested Items of Subject Matter	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
E. Constructing sleeves							
1. set-in sleeves without fullness	2	8	36	12	1	1	60
2. set-in sleeve with fullness	2	7	28	23			60
3. cap sleeve	3	19	35	3			60
4. kimona (extended shoulder)	11	19	18	7	2		57
5. raglan	1	5	20	21	8		55
6. two piece tailored sleeve				9	26	20	55
7. shirt sleeve with cuff			5	14	17	20	56
F. Finishing edges							
1. binding	3	10	26	15	2	3	59
2. hems							
a. faced or false	2	6	32	11	8	1	60
b. curved		5	23	26	5	1	60
c. straight	27	17	13	2	1		60
d. rolled		7	6	18	20	5	56
3. facing	1	12	43	2	2		60
4. bands	7	14	28	7	1	3	60
5. mitered corners	4	2	15	21	11	7	60
6. seam finishes							
a. bound	2	1	11	17	16	9	56
b. edge stitched		6	22	22	4	1	55
c. pinked	26	19	15				60
d. overcast	1	17	26	3	1	1	49
G. Providing for fullness							
1. making darts	6	25	28	1			60
2. easing in fullness	3	10	39	8			60
3. pleating							
a. box		2	21	30	7		60
b. inverted		2	17	31	7		57
4. tucking		1	13	25	15	4	58
5. gathering	14	22	19	2	3		60
6. smocking	1	1	7	15	26	10	59
7. shirring			13	18	15	7	53
8. mitered corners	3	1	13	18	14	11	60
H. Making of stitches							
1. backstitch	21	8	19	5	1		54
2. basting stitch	44	9	7				60
3. blanket stitch	21	13	16	2			52
4. buttonhole stitch	12	11	31	4	1	1	60
5. catch stitch	9	9	15	16	4	3	56
6. crochet	6	7	9	14	16	4	56
7. embroidery	25	16	10	2	2		55
8. knitting	3	3	17	11	11	7	52

Suggested Items of Subject Matter	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
9. tailor's tacks	9	11	18	9	4	5	56
10. overhanding	6	9	21	9	6	1	52
11. overcasting	7	14	25	7	3		56
12. running stitches	37	14	6	3			60
13. slant hemming	5	16	22	6	4		53
14. slip stitching	8	19	27	2	2	2	60
I. Renovating and remodeling							
1. making minor changes	2	1	31	18	5	1	58
2. remaking (simple)		1	9	33	13	2	58
3. re-styling of garments			1	7	30	8	46
4. cleaning and reblock- ing hats				2	12	40	54
III. Equipment for sewing							
A. Selecting, caring for and using							
1. electric irons	26	10	18	3			57
2. electric sewing machines	18	10	21	7			56
3. ironing boards	33	10	17				60
4. pinking machines or pinking scissors	21	10	23	2			56
5. steam irons	1		19	23	7	3	53
6. scissors	42	9	9				60
7. treadle sewing machines	37	14	9				60
8. small hand sewing equip- ment							
a. hem gauges	28	20	11	1			60
b. needles	44	10	6				60
c. pins	45	10	5				60
d. tape measures	41	14	5				60
e. thimbles	41	14	5				60
f. thread	41	14	5				60
9. dress forms			3	3	16	17	39
10. hem markers	10	25	21	2	1	1	60
B. Adjusting and/or making minor repairs							
1. electric irons			11	18	16	8	53
2. electric sewing machines			14	12	18	10	54
3. treadle sewing machines	4		19	13	12	7	55
4. ironing boards	7	6	20	7	8	5	53
IV. Grooming and personal appearance in relation to clothing							
A. Principles of neatness and cleanliness	45	6	9				60
B. Artistic use of make up	5	10	32	13			60

Suggested Items of Subject Matter	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
C. Safe and effective use of deoderants and depilatories	20	13	8	5			46
D. Selection and buying of grooming supplies and equipment	8	10	31	10		1	60
E. Care, use and storage of grooming supplies and equipment	12	10	25	12	1		60
F. Relation of clothing to posture	25	14	16	4	1		60
G. Relation of clothing to health	30	14	13	2	1		60
H. Suitability of clothing for various occasions	14	11	34	1			60
V. Consumer problems in clothing and household textiles							
A. Selection							
1. pattern							
a. becomingness and appropriateness	7	17	34	2			60
b. size	9	20	29	2			60
c. suited to girls ability	8	19	31	2			60
2. materials with regard to ease of handling or sewing							
a. cotton (plain firm weave)	31	14	14		1		60
b. cotton (others)	2	16	28	12	2		60
c. linen		3	15	32	9	1	60
d. felt	1	4	9	5	20	13	52
e. silk and rayon							
1. firm plain weave		2	13	34	11		60
2. sheer			1	10	31	18	60
3. crepe			1	10	33	10	54
4. taffeta			4	18	30	8	60
5. satin			3	6	31	20	60
f. velvet				5	15	40	60
g. wool			4	34	15	7	60
h. suede cloth			1	14	15	30	60
i. embroidered and brocaded fabrics				8	23	29	60
3. materials and garments with regard to art principles of color, design and line							
a. simple principles of appropriateness and becomingness of wearing apparel	11	11	34	4			60

Suggested Items of Subject Matter	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
b. study and application of art principles as to needs of other individuals	1		10	35	13	1	60
B. Buying with regard to suitability, cost, and serviceability of							
1. accessories							
a. belts	8	10	28	12	2		60
b. hats	2	3	12	31	10	2	60
c. ornaments	5	6	15	21	12	1	60
d. purses	3	4	18	26	7	2	60
e. shoes and hosiery	7	7	17	26	3		60
f. trimmings	4	9	16	28	3		60
g. handkerchiefs	15	7	26	9	3		60
h. gloves	3	5	20	25	5	2	60
2. household textiles							
a. carpets			2	14	30	14	60
b. curtains			3	16	26	15	60
c. draperies			2	13	26	15	56
d. linens (bed)			7	19	20	14	60
e. linens (kitchen)		5	18	13	19	5	60
f. rugs				12	29	19	60
g. upholstery materials				9	31	20	60
3. materials as to fiber content							
a. cotton	9	7	31	7	4	2	60
b. linen		3	18	29	7	3	60
c. rayon		2	22	26	7	3	60
d. silk		1	12	29	15	3	60
e. wool			14	24	16	6	60
f. other synthetic fibers			11	25	11	13	60
4. ready made garments							
a. coats and suits	2	1	12	20	18	7	60
b. dresses (day time)	2	1	18	27	12		60
c. dresses (evening and dinner)		2	2	13	34	9	60
d. rain apparel	2	7	31	10	10		60
e. sleeping wear	4	18	27	6	5		60
f. underclothing	7	15	26	7	5		60
C. Planning for clothing needs							
1. use a clothing budget for self	3	2	18	24	11	2	60
2. keep a record of expenditures for clothing	3	5	23	16	10	3	60

Suggested Items of Subject Matter	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
3. estimate economic value of making your own clothes		4	28	25	3		60
4. assist with clothing budget for family and/or others			5	22	20	13	60
D. Developing effective work habits in:							
1. maintaining good posture	41	10	9				60
2. practicing safety	39	11	10				60
3. planning and organization	21	14	25				60
4. using correct procedures	27	11	20	2			60
5. cooperating with others	33	13	14				60
6. providing healthful surroundings	33	13	14				60
7. using time and energy	26	13	17	1	3		60
VI. Use of sewing machine attachments:							
A. Buttonhole		2	28	12	12	6	60
B. Binder			8	26	22	4	60
C. Hemmer	1	1	17	27	14		60
D. Ruffler		1	12	30	14	3	60
E. Tucker			7	29	17	7	60
F. Gording foot		3	29	14	12	2	60
G. Stitching guide	14	12	18	8	6	2	60
VII. Variety of articles to construct							
A. Standard class problems							
1. clothing							
a. apron	44	10	6				60
b. blouse (dressy)		3	10	34	12	1	60
c. Blouse (tailored)		2	34	16	5	3	60
d. blouse (plain)	4	25	27	4			60
e. children's clothing		5	3	15	22	15	60
f. dress (dressy)			4	20	18	18	60
g. dress (simple)		17	42	1			60
h. dress (two piece)	1	1	13	39	5	1	60
i. dress (evening)			2	2	44	12	60
j. dress (tailored)				19	20	21	60
k. coat (semi-tailored)		1	1	5	20	25	52

Suggested Items of Subject Matter	Junior and Senior High						Total Number of Teachers Checking
	7	8	9	10	11	12	
l. housecoat		2	36	17	5		60
m. infant clothing		1	1	19	14	25	60
n. jacket (unlined)		1	3	30	13	4	51
o. jerkin		3	18	29	9	1	60
p. jumper	1	1	33	25			60
q. nightgown	16	14	26	1	3		60
r. pajamas (tailored)	1	2	19	28	9	1	60
s. pajamas (simple)		17	36	5	2		60
t. pinafore	3	21	33	2	1		60
u. slacks or shorts (simple)	1	7	25	19	5	3	60
v. slacks or shorts (tailored)	1	1	3	32	14	9	60
w. slips (cotton)	5	33	19	3			60
x. slips (rayon or silk)		1	8	17	13	3	42
y. skirts							
1. four gored	5	14	33	6	2		60
2. circular		5	28	23	2	2	60
3. gathered	9	29	17	3	1	1	60
4. pleated			12	36	7	5	60
5. six to twelve gore			12	26	17	5	60
z. suits (semi-tailored)				5	28	27	60
2. household furnishings							
a. bed spreads			3	14	29	14	60
b. curtains			8	18	22	12	60
c. draperies			1	10	33	16	60
d. pincushions and pot holders	35	16	8	1			60
e. rugs		2	8	17	27	6	60
f. scarfs and place mats	22	12	20	5		1	60
g. slip covers			1	5	34	20	60
h. table linens		4	11	15	27	3	60
i. towels and pillow cases	15	14	24	4	1	2	60
j. wall hangings	2	1	6	25	15	11	60
B. Additional projects for those who finish early							
1. bean bag	38	15	6			1	60
2. block printing	2	5	11	13	16	6	53
3. bed jackets	1	2	13	20	21	3	60
4. chair sets	5	11	18	15	6		55
5. mittens	2	5	21	14	7	3	52
6. lapel pins	12	20	17	5	2		56
7. scarfs	16	18	18	6	2		60

Suggested Items of Subject Matter	Junior and Senior High School Grade Levels						Total Number of Teachers Checking
	7	8	9	10	11	12	
	8. shoe bags	4	20	22	14		
9. shoulder covers	6	20	29	1	1	1	58
10. slippers (felt)	1	4	21	13	10	5	54
11. slippers (cotton)	3	6	20	16	4		51
12. laundry bag	15	18	19				52
13. covered hangers	8	17	15	11	1	1	53
14. textile painting	4	4	10	16	14	4	52
15. sequins			7	15	18	12	52
16. beading	1	1	6	10	21	12	51
17. assorted napkins (made from cotton scraps)	17	14	26	1	2		60
18. handkerchief holders	16	11	23	1			51
19. clothespin bag	21	17	17	1	2		58
20. hat rack	4	6	19	17	1	2	49

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