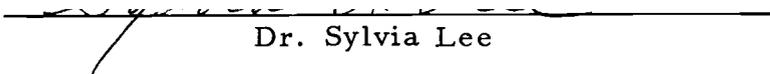


AN ABSTRACT OF THE THESIS OF

COLLEEN MARIE POST for the MASTER OF SCIENCE
(Name) (Degree)
in Home Economics Education presented on July 18, 1972
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Title: SUGGESTED LEARNING EXPERIENCES FOR BEGINNING
CLOTHING CONSTRUCTION BASED ON THE BELIEFS OF
OREGON HOME ECONOMICS TEACHERS

Redacted for Privacy

Abstract approved: 
Dr. Sylvia Lee

The purpose of this study was to determine the beliefs of home economics teachers concerning beginning clothing construction skills. Specifically, the writer was seeking to determine:

1. What sewing skills are essential for beginning clothing construction students to acquire.
2. What sewing skills are important or desirable for beginning clothing construction students to learn.
3. Which of the important or desirable skills are elementary, intermediate or advanced within the beginning clothing construction curriculum.

A questionnaire was sent to a random sample of Oregon home economics teachers who were most likely to be teaching beginning clothing construction. They were asked to indicate their beliefs

concerning 54 individual clothing construction skill statements, which had been obtained after consulting curriculum guides. Of the 80 questionnaires sent out, 50 (63 percent) were returned and 48 (60 percent) were usable.

From the teachers' replies, skills were categorized as Essential, Important/Desirable and Nonessential by numerically weighted scores and the number of responses the skills received in each category. Thirty skills were identified as Essential, eighteen skills were Important/Desirable and six skills were found to be Nonessential. Skills identified as Important/Desirable were further categorized as Elementary Beginner, Intermediate Beginner and Advanced Beginner.

The following conclusions were based on the analysis of the data:

1. More Essential clothing construction skills were identified than Important/Desirable skills, which may indicate that skills in the questionnaire were generally of a beginning level, or that teachers felt more skills were essential to learn as a basis for sewing.
2. Skills identified as Essential by teachers may also be said to be of the Elementary Beginner level, as few of the Important/Desirable skills were so classified.
3. The majority of skills identified as Important/Desirable were

also classified by teachers as being in the Intermediate Beginner level of clothing construction; therefore, these skills may be said to be of the Intermediate Beginner level.

4. There seems to be some similarity in the beliefs of Oregon teachers and the Washington teachers who contributed to the development of sewing levels in the Washington guide concerning the levels of clothing construction skills.
5. There was little emphasis on "levels of difficulty" of clothing construction skills in the curriculum guides the writer reviewed.
6. It is possible to develop suggested learning experiences based on the Essential clothing construction skills that were identified.

The writer developed learning experiences for the Essential clothing construction skills identified by Oregon teachers and suggested sewing projects in which the skills may be used.

On the basis of this study, the writer recommends the following as suggestions for possible future research:

1. Ascertain which, if any, sewing skills would be essential for all students to know by determining what sewing skills are most commonly used by various groups of people (teen-agers, young marrieds, single men and/or women, mothers of young children, mothers of teen-agers, married women, and elderly men and/or women).

2. Develop evaluation devices for use in assessing a student's level of competency in clothing construction.
3. Determine Essential and/or Important/Desirable sewing skills for the intermediate or advanced level of clothing construction.
4. Create a sequence of learning experiences for clothing construction based on students':
 - a. eye-eye; eye-hand coordination
 - b. ability to see abstracts and relationships
 - c. previous sewing experience
 - d. muscle coordination
5. Find the relationship, if any, between sewing and consumer buying skills in concepts relating to home furnishings and clothing for the family.
6. Determine the relationship of sewing skill level to sociological-psychological feelings regarding standards for clothing construction i. e. teacher-student, teacher-teacher, teacher-community, etc.

Suggested Learning Experiences for Beginning Clothing
Construction Based on the Beliefs of Oregon
Home Economics Teachers

by

Colleen Marie Post

A THESIS

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Associate Professor, Head of Department
of Home Economics Education
in charge of major

Redacted for Privacy

Dean of Graduate School

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TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
I.	INTRODUCTION	1
	Need for the Study	1
	Statement of the Problem	3
	Method of Procedure	3
	Limitations of the Study	4
	Definition of Terms	4
II.	REVIEW OF LITERATURE	6
	Home Economics Education Today	6
	The Curriculum	8
	Individualized Instruction	9
	Materials for Individualizing Instruction	9
	Concepts, Generalizations and Behavioral Objectives	11
	Clothing and the Adolescent Girl	12
	Clothing and Psychological Needs	
	Clothing and Behavior	15
	Clothing Construction	15
	Curriculum	15
	New Directions	16
	Skills Relating to Clothing Construction	17
III.	METHOD OF PROCEDURE	21
	Construction of the Questionnaire	21
	Distribution of the Questionnaire	22
	Returns of the Questionnaire	23
	Procedure for Analysis of the Data	23
IV.	ANALYSIS OF DATA, CONCLUSIONS AND RECOMMENDATIONS	26
	Background of the Respondents	26
	Home Economics Teaching Experience of Respondents	26
	Clothing Instruction Taken by Respondents	27
	Preparation of Respondents for Individualizing Instruction	28

<u>Chapter</u>		<u>Page</u>
IV.	Teaching Experience of Respondents in Beginning Clothing Construction	30
	Respondents Currently Teaching Beginning Clothing Construction	31
	Beliefs of Teachers Concerning Beginning Clothing Construction Skills	32
	Conclusions	37
	Recommendations	38
V.	SUGGESTED LEARNING EXPERIENCES FOR ESSENTIAL CLOTHING CONSTRUCTION SKILLS	40
	BIBLIOGRAPHY	47
	APPENDIX A	52
	APPENDIX B	55
	APPENDIX C	63

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1.	Home Economics Teaching Experience of Respondents	27
2.	Clothing Instruction Taken by Respondents	29
3.	Respondents Receiving Preparation for Individualizing Instruction	30
4.	Individualized Instruction Taken by 30 Respondents	30
5.	Teaching Experience of Respondents in Beginning Clothing Construction	31
6.	Respondents Currently Teaching Beginning Clothing Construction	31
7.	Rank of Clothing Construction Skills as Identified by Respondents	33
<u>Appendix Table</u>		<u>Page</u>
8.	Weighted Scores of Clothing Construction Skills	56
9.	Classification of Beliefs by 48 Respondents Concerning Beginning Clothing Construction Skills	59
10.	Levels of Important/Desirable Clothing Construction Skills as Identified by Respondents	64
11.	Comparison of Essential Skills Identified by Oregon Teachers with Levels in the Washington Guide	66
12.	Comparison of Important/Desirable Skills Identified by Oregon Teachers with Levels in the Washington Guide	68

SUGGESTED LEARNING EXPERIENCES FOR BEGINNING CLOTHING CONSTRUCTION BASED ON THE BELIEFS OF OREGON HOME ECONOMICS TEACHERS

I. INTRODUCTION

Home economics teachers today are endeavoring to meet the challenges for the future as set forth by the American Home Economics Association's committee on philosophies and objectives. One such challenge is "to serve more individuals and families and serve them more effectively" (American Home Economics Association, 1959, p. 10-11).

To meet the various needs and interests of individuals, home economics curriculums may include individualized instruction, grouping, specialized classes, cooperative planning and other teaching methods and materials.

However, no matter how much we stress teaching for individualization, all students need some common experiences to help them develop basic concepts on which to individualize (Conceptual Teaching-Learning, 1967).

Need for the Study

Clothing construction can be a frustrating experience for home economics students if projects are too difficult or advanced or too elementary or simple for their ability or if they are in classes of

students with much more or less skill than they. Students will bring to the beginning home economics class varying amounts of sewing experience and interest. The home economics teacher needs to determine the criteria on which to base the beginning clothing construction curriculum; to decide which skills are necessary for students to learn, and which are important or desirable for students to learn as a basis for construction and before they proceed to more advanced or individualized projects.

Too often, certain skills are not learned until the student reaches the grade level at which those skills are taught; conversely, many students are taught skills when they are not ready physically or mentally to learn them.

The trend in clothing curriculums is to spend less time on the construction of a garment, and more time on the consumer-goal oriented aspects of clothing. In order to decrease the time spent in construction, the teacher will need to know the essentials to teach her students so they may move to other aspects of clothing more quickly. By doing so, unnecessary or redundant experiences may be eliminated.

Hopefully, this study will provide a framework for home economics teachers to identify essential sewing skills and to develop and/or identify some suggested learning experiences for the beginning clothing construction curriculum.

Statement of the Problem

The purpose of this study was to determine the beliefs of home economics teachers concerning beginning clothing construction skills. Specifically, the writer was seeking to determine:

1. What sewing skills are essential for beginning clothing construction students to acquire.
2. What sewing skills are important or desirable for beginning clothing construction students to learn.
3. Which of the desirable or important skills are elementary, intermediate or advanced within the beginning clothing construction curriculum.

Suggested learning experiences were identified and/or developed to aid teachers in implementing their beliefs.

Method of Procedure

A questionnaire was devised which asked home economics teachers to indicate their beliefs concerning individual clothing construction skill statements, which had been obtained after consulting home economics curriculum guides. The questionnaires were sent to a random sample of Oregon home economics teachers.

Data from the questionnaires were compiled, analyzed, and learning experiences for beginning clothing construction were developed based on the analysis of the data.

Limitations of the Study

1. This study is restricted to Oregon junior high school home economics teachers and high school home economics teachers if no junior high school home economics teachers were identified in the district, excluding the Portland Public schools.
2. Teachers may have interpreted "beginning clothing construction" more broadly than the writer had intended, as there were considerable differences of opinion concerning the level of classification of some clothing construction skills.
3. Teachers may have classified beginning skills in terms of the length and grade level of the construction unit they were teaching at the time, as 91.6 percent of the teachers were currently teaching a beginning clothing construction class. Some teachers may have taught a ninth grade class all year, however, other teachers may have taught a seventh grade class one semester. These factors may have influenced teachers in terms of what they felt were the most essential skills to teach in beginning clothing construction.

Definition of Terms

Beginning Clothing Construction: Initial or introductory experience in clothing construction.

Nonessential Sewing Skill:

The skill is not a part of beginning clothing construction or is on an advanced level of construction.

Essential Sewing Skill:

The skill is essential for students to know as a basis for clothing construction. These skills must be mastered before other sewing skills can be learned, and are the skills necessary to complete the simplest sewing project.

Important/Desirable Sewing Skill:

The skill is built on essential skills and may be beneficial or of value for beginning students to learn.

Elementary Beginner:

Skills learned are simple, non-complex.

Intermediate Beginner:

Skills learned are moderately difficult.

Advanced Beginner:

Skills learned are complex, but are at the beginning level.

II. REVIEW OF LITERATURE

This review of literature consists of three sections. The first section of the literature reviews home economics education today, encompassing its curriculum and its trends. The second part deals with clothing and the adolescent girl, and how clothing affects her needs and wants. The final section discusses aspects of clothing construction relating to skills, curriculum and the creative and financial values of sewing.

Home Economics Education Today

Home economics serves to better home and family life through

- educating the individual for family living
- improving the services and goods used by families
- conducting research to discover the changing needs of individuals and families and the means of satisfying these needs
- furthering community, national and world conditions favorable to family living

(American Home Economics Association, 1959, p. 4).

Education for home and family living is important today as our society is becoming more complex; society relies primarily on the family unit to maintain an environment conducive to the growth and education of its members, for children to develop basic values and

to learn to relate to others in the home (National Association of Secondary-School Principals, 1964).

Home economics, . . . , has been affected by those social economic, and scientific changes in the American environment which have had an impact on home living. Its chief development as a subject of instruction in the public schools occurred during this century although there was some instruction in certain phases of the subject in the last quarter of the 19th century (Coon, 1964, p. 1).

If the place of home economics in American society is to remain a vital part as it has in the last 50 years, home economics will have to take into account the changing roles of women, the trend toward early marriages, urbanization, rapid mobility, and the higher proportions of women in the professions and technical jobs (Blackwell, 1962). "... the place of home economics in American society will be directly determined by the extent to which its services, its curriculums, and its research programs are tailored to fit these realities" (Blackwell, 1962, p. 449).

Another challenge of home economics for the present and future is to "serve more individuals and families and serve them more effectively" (American Home Economics Association, 1959, p. 11).

To provide ways to help individuals and families deal with their concerns and needs in an ever-changing society, many home economics educational programs are emphasizing preparation for wage-earning outside the home (Lawson, 1963). Programs in vocational home economics, as a result of the Vocational Education

Amendments of 1968, are being expanded to reach youth and adults of both sexes who have varied educational and occupational goals, needs and interests (U.S. Office of Education, 1970).

The Curriculum

Home economics curricula are structured around the nucleus of the family, home and child at leisure and at work. Much thought has been given by home economics educators to the development of diversified patterns of curricula and instruction (Garrett, 1966).

As a field of knowledge, the home economics curriculum is concerned with family relationships; child development; foods and nutrition; home management and family economics; housing and home furnishings; and clothing, textiles and related arts.

Immediately after the second world war, curriculum revision became a major concern in education. Content was up-dated and increased, subject matter was re-organized and new instructional packages were developed (Howes, 1970).

No longer are curricula limited because of a small number of teaching media or restricted learning experiences.

Today, a wide range of methods and media are available to enrich and improve the curriculum. In use, for unique purposes by classes or individuals, are video tapes, television, single concept

films, and programmed materials (Curriculum Trends in Clothing and Textiles, 1969).

A revival concerning individual differences is evident in home economics curricula through programmed learning, flexible scheduling, team teaching and independent study. These practices are potentially valuable for assisting students and teachers to adapt to changing dimensions and needs (Summerfelt, 1970).

Individualized Instruction

Individualized instruction is a learning program organized to allow each student to move at his own pace under the guidance of the instructor. Instruction is usually non-graded, enabling each student to go as far in each subject as his ability permits (Blake, 1969).

Another concept of individualized instruction is phases of instruction, which may vary from the lowest level of a remedial program to the highest academic level (Edling, 1970).

Materials for Individualizing Instruction

Two effective devices for individualizing instruction are programmed learning materials and learning packages. Findings from a study by Summerfelt (1970) indicate that programmed materials can be used to teach motor skills and that students were better able to learn generalizations and principles than when teacher taught.

The learning packages such as HELP (Home Economics Learning Package) or LAPS (Learning Activity Packages) are organized and developed to include the instructional materials necessary for a student to complete a minimum course or segment of a course. The program is self-pacing, so students may individually proceed at their own rates (Summerfelt, 1970).

Maas (1970) conducted a study in which students using individualized instructional packets made more correct responses on a final test than students who did not use the individual packets, which suggests the possible value of such materials.

Programmed materials for clothing construction were developed by Wissink (1968) for use by students to compare the effectiveness of the materials in developing independence in learning. It was found that students were more independent with use of the materials, and less time was used to complete a particular technique when using them. Garments of students using programmed materials were as good or better than those who did not use them.

Campbell (1971) developed self-instructional sewing kits to teach stay-stitching and lapped zipper application. Students indicated that the kits were of most value in helping them learn to follow directions, learn a new technique and to feel more confident when working on their projects. Some conclusions by teachers were: learning and retention was increased, students displayed less

frustration, kits were of most help to average students and the opportunity to practice helped students.

Concepts, Generalizations and Behavioral Objectives

The most successful learning takes place if the curriculum is organized around concepts; the outgrowth of concepts are generalizations and behavioral objectives (Conceptual Teaching-Learning, 1967).

Concepts, according to Mallory (1964, p. 56), are "abstractions used to organize the world of objects and events into a smaller number of categories." The concepts a person holds determine largely what he is and does. It is a complete meaning that includes all one knows, thinks and feels about something (Conceptual Teaching-Learning, 1967).

Generalizations, however help give meaning to concepts, express relationships, and are based on experience, objective data or theory (Mallory, 1964).

Objectives identify where a student is heading and suggest how to tell when the goal has been reached. For objectives to be useful, they should be stated in concrete terms (Mager, 1968).

Clothing and the Adolescent Girl

Most girls in their teens possess a passionate love of dress. That clothing is important to the teen-ager is indicated by Silverman (1945) in her study on the psychological implications of clothing and the adolescent. She found that no girl at any age felt she did not need to give attention to clothes, and 79 percent of girls of all ages thought attractive clothes were necessary for happiness. Some factors which she found as motivators of clothing choice were: desire for approval, internal feelings of poise, self-confidence, and as an advantage in social areas.

Cook (1971) asked high school senior girls to consider the age levels of family members in which family clothing topics should be studied. Over 60 percent said they needed to study their age level (teen-age) in relation to the topics.

Clothing and Psychological Needs

One of the most important functions of clothing for the adolescent is the feeling of security and self-confidence attractive clothing and group conformity can give him. Therefore, dressing in ways which will insure this feeling will contribute significantly to his feelings of group acceptance and approval (Roach, 1969).

According to Garrison (1956), one of the important psychological

needs of the adolescent is the need for belonging. Recognition is also essential for them, since they are so dependent on approval and good peer relations.

In adolescence, a girl's life revolves around her peer group; it is the society within which many or most of her social interactions occur. The group establishes standards for her dress and behavior; she is under tremendous pressure to conform. Silverman (1945) found in her study of adolescent girls, that close conformity in style of dress for daily wear was prevalent not only within age groups, but that among groups, girls ages 12-18 tended to dress in like fashion. "She needs individuality to attract attention, but can't bear to be different from the others" (Moser, 1957, p. 186).

Some reasons for the adolescent's willingness to relinquish his individuality are: "our status seeking, 'live-up-to-the-Joneses' culture has provided the adolescent with a model for conformity. . . ." and the high value placed on popularity and following the crowd (Hurlock, 1966, p. 10-11). Investigations by Cannon, Staples and Carlson (1952) show evidence of a positive relationship between personal appearance and social acceptance in junior and senior high school girls.

Evans (1964) found that among tenth and twelfth grade girls, those who desired to gain recognition through their clothing used varying means of winning it. Most students relied on new and

different styles. In addition, independence took secondary place to having the approval of others. Only seven percent of the 159 students polled were motivated by a desire for independence, while 49 percent were motivated by the desire for recognition.

As a decoration, clothing helps the adolescent establish his own individualism, his separateness from others. Styles in the youth culture serve to help a teen-ager identify his own generation. Establishing this identity is crucial for the teenager. "Many fads and fashions separate the youth from the adult world and so give teenagers ways of emancipating themselves from childhood ties to parents (Duvall, 1966, p. 36). The teen-ager is searching to know himself, and will try out "new modes of behavior within a society which offers many alternatives" (Roach, 1969, p. 695).

With the search for identity comes a new consciousness of self, as "awakening sexual and social instincts induce comparison with others and emphasize personal deficiencies hitherto disregarded." Through dress, the adolescent girl seeks to "reinforce her self-respect and conceal her failings..." (Blanchard, 1920, p. 50). Her self-confidence is boosted if she feels well dressed, while if she believes she is poorly or inappropriately dressed she may feel ill at ease. In a study by Roach (1969) of seventh grade girls, girls experienced feelings of clothing deprivation when they were with peer groups in which they were anxious to be accepted or when they

were at parties in which interaction situations weren't well defined ahead of time.

Clothing and Behavior

Satisfaction or dissatisfaction with clothing probably has a greater effect on the actions and behaviors of the adolescent than at any other period of his life (Ryan, 1966). Studies by Hamilton and Warden (1966) on acceptable and non-acceptable clothing behavior of teen-agers indicated that clothing behavior mirrors one's personal feelings. Non-acceptable clothing (not conforming to the school dress code) affected adversely the relationships of the adolescent and his peer group.

Clothing Construction

Curriculum

East (1966-1967) believes clothing construction should be a required course in the junior high curriculum, but only selectively and occasionally offered as an elective course in high school. She cites studies by Jordan, Loving and Knorr which found that most homemakers did not make their clothes, and that they needed other types of clothing education. East feels we should teach construction to adults and students who depend on it as a livelihood.

In a study by Horn (1959), adolescent girls were asked to rate various topics in the clothing curriculum. In rank order of interest were: (1) grooming, (2) selection, (3) sociological aspects, (4) management, (5) construction and (6) care.

Generalizations drawn by Frank (1963) following a revision and evaluation of a beginning clothing construction unit for ninth grade girls were that individuals and groups have different goals, needs, interests, backgrounds and information, and that learning is promoted when it is based on the students' goals, needs and interests.

Along this line, current trends in clothing construction are emphasizing flexibility and individuality--stressing experiences in construction, alterations or design for individual, rather than similar group goals, creative exploration from set rules, and learning from one's mistakes (Curriculum Trends in Clothing and Textiles, 1969).

New Directions

Sewing has gained stature with women today. Home sewing is no longer a laborious, tedious and difficult activity--a chore intended to produce something serviceable. With today's modern sewing machines and equipment, well-designed patterns, and simplified construction techniques, women can sew for relaxation and creative expression. Clothing construction can meet the individual's needs for creativity and self-expression which the sameness in mass-produced

ready-made clothes does not allow (Johnson, 1960).

Fashion helps bridge the economic gap. It provides earning power at all levels of employment; and sewing does have its place in the economy. "Developing sewing to the point that it becomes an art creates a potential wage earner. . . . Fashion sewing also provides a means for stretching the clothing dollar. This is becoming more and more important in bridging the economic gap as the cost of ready-to-wear mounts" (Gray, 1970 p. 9).

Today there are over 44 million people sewing at home, making over 300 million garments per year. These account for one out of four garments worn by women and children. Over half of the people who sew are under 30 years old, with the largest group in the age bracket of 14-18 years (Devens, 1970).

Skills Relating to Clothing Construction

For too long a time we have not been concerned with the actual ability of our students. We have been more interested in sewing techniques, feeling that a certain experience, such as setting in a sleeve, must occur at a certain grade level We have failed to relate student abilities to sewing activities (Ryan, 1964, p. 50).

The sequence of clothing construction techniques in Washington State's Guidelines for Clothing Education (1972, p. 137) is an attempt to base clothing construction on the difficulty or complexity of the construction process or technique at developmental, rather than at grade level (Appendix C).

Other facts to consider in determining sequence, besides the logical development of a skill based on difficulty, is the "readiness" of pupils for learning, such as eye-hand and eye-eye coordination, ability to reason in abstracts and see relationships, and previous experiences in sewing outside the homemaking program (Guidelines for Clothing Education, 1972, p. 135).

Horn (1959) found that different developmental levels affected a girl's ability to handle such construction tools as the tracing wheel, sewing machine, shears and needle. Girls ages 10.4 to 12.5 years had less ability in the use of the needle, but more ability in the use of the tracing wheel; however, girls 12.5 years were comparable to those of 15.6 years in their ability to use the needle and sewing machine. Girls ages 13.9 to 15.6 years rated much higher on the use of shears than younger girls. Since both ability and interest in clothing construction were high for the 12.5 to 13.9-year-old, Horn feels simple clothing construction techniques should be taught at this age.

MacFarlane (1957) studied skills relating to a beginning clothing construction course and found prior to taking the course, the majority of students could use the sewing machine and adjust the stitch, but only 50 percent could adjust the tension, 41 percent could select, use and care for equipment and only 31 percent could oil and clean the machine.

In a study by Sheppard (1969), students entering the ninth grade were measured by means of a pre and post test to determine effects of previous home or school clothing construction experience. As

determined by the pre-test, there was found to be a significant difference in background knowledge of students who had prior home or school clothing experience and those who had not. After the clothing construction unit, a post-test revealed no differences in scores between the two groups.

Johnson, Clawson and Shoffner (1969) compared teaching methods of the laboratory-demonstration with a self-instructional program to find if skills learned from one method were superior to skills learned from the other. Blouses made by students using the programmed method were superior to blouses made by students who watched the lab-demonstration. Performance of students using the self-instructional method was superior to other students in a one hour performance test measuring ability to apply procedures learned to real-life situations, in the learning transfer to other tasks, in the quality of blouse construction, in a written recall test of facts and principles, and in the attainment of objectives at an application level.

Such findings would indicate the possible need for more programmed instruction in the classroom, to test its utilization and application to other areas of clothing construction and/or home-making. With new innovations becoming a part of the homemaking curriculum, home economics teachers may need to reassess their beliefs about which skills may be valuable for a student to learn and effective teaching methods to demonstrate and explain these skills.

A study was made by Sego (1967) to identify major concepts in clothing construction at three levels of difficulty in the ninth grade, to identify groups of ninth graders according to clothing construction skill as determined by a pre-test, and to plan learning experiences for selected clothing construction concepts at each level. Concepts basic to developing skill in beginning clothing construction were identified and classified into three levels of difficulty. Sego concluded that planning and teaching for differentiated development of concepts for three groups within a class may be more practical than planning for the development of different concepts at different times with individuals.

Sollie (1960) surveyed 125 Oregon home economics teachers to find their goals, beliefs and practices as they taught clothing construction. Of the teachers, 90 percent believed that students should enjoy sewing, learn to select the correct pattern for their needs and figures, learn their sewing limitations and learn to select suitable fabrics for their needs. The majority of the teachers also believed that students should work independently and evaluate their own progress.

III. METHOD OF PROCEDURE

The purpose of this study was to determine the beliefs of home economics teachers concerning beginning clothing construction skills. To do so, teachers were asked to classify their beliefs about individual sewing skills into categories identified as: Essential Sewing Skills, Important/Desirable Sewing Skills and Nonessential Sewing Skills. Skills rated as Important or Desirable were to be further categorized as Elementary Beginner, Intermediate Beginner or Advanced Beginner.

Construction of the Questionnaire

Individual sewing skill statements were compiled after consulting home economics curriculum guides. The writer believed the identified categories provided for sufficient differences in opinion concerning skill statements.

A Q-sort was first developed and pilot tested with ten home economists who evaluated its format, directions and skill statements. Items were revised as the result of evaluative comments regarding clarity of the directions and sewing skill statements and the addition of more sewing skill statements. The results of the pilot test were used to develop the final questionnaire, which used similar directions and the same sewing skill statements and categories.

Two Oregon State University home economics graduate students and three members of the Home Economics Education staff evaluated the introductory letter, directions for the questionnaire and a limited number of skill statements.

The final questionnaire (Appendix A) was clarified so teachers would know when to do each step of the questionnaire.

In assembling the questionnaire, the writer inadvertently stapled one page incorrectly so column headings could not be seen, and was not aware of this until the questionnaires were returned. However, column headings appeared on the preceding and following pages of the questionnaire.

Distribution of the Questionnaire

The population for this study was composed of junior high school home economics teachers from districts that had both high school and junior high school teachers. If there was no junior high school home economics teacher in a district, the high school home economics teacher was chosen for the population. The writer selected only junior high school teachers from districts that had both junior and senior high school homemaking programs, because beginning clothing construction would more likely be included in the curriculum at the junior high school level. Names of the home economics teachers were obtained from the directory of home economics teachers

prepared by the Oregon State Department of Education. Names of the home economics teachers in the Portland school district were not included in the directory, therefore, they were not included in the study.

Using a table of random numbers (Walker and Lev, 1969), a sample of 25 percent was selected from the population of 319 teachers. The questionnaires were mailed to the 80 teachers in the random sample.

A reminder post card was sent to those teachers who had not responded by one week after the date which the questionnaire was requested to be returned.

Returns of the Questionnaire

Of the 80 questionnaires mailed to Oregon home economics teachers, 50 (63 percent) were returned and 48 (60 percent) were usable. The questionnaires not used were returned without following the directions and with incomplete information.

Responses of 60 percent of the Oregon home economics teachers sent questionnaires form the basis for the data in this study.

Procedure for Analysis of the Data

Data pertaining to the respondent's background were obtained by a compilation of information provided by the teachers on the

questionnaires. This information was sought to familiarize the reader with some aspects of the sample.

Clothing construction skill categories identified as Essential, Important/Desirable and Nonessential were given numerical weightings of ten, five, and zero, respectively. These numbers were multiplied by the total number of responses for each skill statement under each category. Products of the categories were totaled to arrive at the weighted score. Data were then arranged in rank order, according to weighted score, and in rank order according to the number of respondents identifying a sewing skill as Essential.

Skills were categorized as Essential, Important/Desirable or Nonessential by natural breaks in the weighted scores and by consideration of the number of times a skill was ranked as Essential, Important/Desirable or Nonessential.

Sewing skills which clearly had the majority of responses in the Essential or Nonessential category were, in concordance with weighted scores, determined to be Essential or Nonessential skills. When a large proportion of responses occurred in the Important/Desirable category, the number of responses in the Essential and Nonessential categories were also considered with the number of responses in the Important/Desirable category. However, with the lowest ranking Essential skills, and the highest ranking Important/Desirable skills, there was little variation between number of

Essential and Important/Desirable responses and only 20 points difference in weighted scores.

There was disagreement among respondents as to whether some skills were Essential, Important/Desirable or Nonessential; therefore, they were categorized as Important/Desirable because a similar number of respondents said they were Essential as well as Nonessential and Important/Desirable.

Levels of the Important/Desirable sewing skills identified by respondents were further classified Elementary Beginner, Intermediate Beginner and Advanced Beginner.

Skills identified by Oregon teachers as Essential and Important/Desirable were also compared in relation to the levels of clothing construction in Washington State's Guidelines for Clothing Education (1972, p. 137, Appendix C).

Learning experiences for the clothing construction skills identified as Essential by Oregon teachers were developed by the author, to be used as supplemental learnings for a beginning clothing construction curriculum.

IV. ANALYSIS OF DATA, CONCLUSIONS AND RECOMMENDATIONS

Discussed in this chapter are the data based on the beliefs of junior high school and high school home economics teachers. The writer first analysed the backgrounds of teachers participating in the study, then based on analyses of their beliefs about beginning clothing construction skills, presented conclusions for the study.

Background of the Respondents

Sixty three percent (50) of the 80 teachers in the sample returned the questionnaire within a reasonable time. The findings for this study were based on the usable returns of 60 percent (48) of the teachers in the sample. Two questionnaires were not used because of incomplete information.

Home Economics Teaching Experience of Respondents

Table 1 shows that most of the respondents have taught three or more years, with the greatest percentage of respondents (43.7 percent) teaching more than five years.

Table 1. Home Economics Teaching Experience of Respondents

Years Taught Home Economics	Total Respondents	
	No.	Percent
Less than 1	2	4
1-2	9	19
3-5	16	33
More than 5	21	44

Clothing Instruction Taken by Respondents

Slightly over one-half (52 percent) of the respondents taught themselves some aspect of clothing construction within the past year, and 13 respondents (27 percent) took a clothing construction course from a fabric shop. Ten respondents (20.8 percent) took clothing construction instruction from an adult education course. Four respondents (8.4 percent) received instruction from a college course within one year. Two respondents (4.2 percent) indicated receiving instruction elsewhere. One respondent learned at school from other home economics teachers, and another received instruction from a workshop-short course.

From two years ago to more than ten years ago, most respondents received instruction from college courses.

Fifty percent and 52 percent of the respondents did not identify having had instruction through adult education and fabric shops,

respectively.

The fact that fewer respondents had not taken any clothing instruction two to four years ago (27.1 percent) and within the past year (27.1 percent) than five to more than ten years ago may be due to the increase in instruction through fabric shops, adult education and self-instruction and the increased use of knit fabrics which require special sewing techniques. These sources of instruction may be more readily accessible to individuals than a college might be. Only a small percentage of respondents received instruction through these same sources more than ten years ago, with 8.4 percent receiving instruction in adult education five to ten years ago.

The variety of clothing instruction taken by respondents and when they took such instruction is shown in Table 2.

Preparation of Respondents for Individualizing Instruction

Over 60 percent of the 48 respondents, as shown in Table 3, had received some preparation for individualizing instruction. Within the past year, nine respondents (18.7 percent) received preparation through workshops or conferences, with fewer respondents receiving preparation through inservice education (16.7 percent) and college courses (12.5 percent). (Table 4).

Table 2. Clothing Instruction Taken by Respondents

Recency of Instruction	<u>College Course</u>		<u>Adult Education</u>		<u>Fabric Shop</u>		<u>Self-Taught (printed instruction)</u>		<u>Other</u>		<u>No Response</u>	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Within 1 year	4	8.4	10	20.8	13	27	25	52	2	4.2	13	27.1
2-4 years ago	21	43.7	10	20.8	9	18.7	2	4.2	2	4.2	13	27.1
5-10 years ago	11	22.9	4	8.4	0	0	1	2.1	0	0	34	70.7
More than 10 years ago	5	9.6	0	0	1	2.1	1	2.1	1	2.1	40	83.3
No Response	7	14.6	24	50	25	52	19	39.6	44	91.6		

Table 3. Respondents Receiving Preparation for Individualized Instruction

Preparation for Individualizing Instruction	Total Respondents	
	No.	Percent
Yes	30	62.6
No	15	31.3
No Response	3	6.2

Table 4. Individualized Instruction Taken by 30 Respondents*

Recency of Preparation	Instruction Taken Through							
	College Course		Inservice Education		Workshops or Conferences		Other	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Within 1 year	5	12.5	8	16.7	9	18.7	1	2.1
2-4 years ago	10	20.8	1	2.1	7	14.6	1	2.1
5-10 years ago	2	4.2	1	2.1	0	0	0	0
More than 10 years ago	1	2.1	0	0	0	0	0	0

*Percentage based on total group of 48 respondents

Teaching Experience of Respondents in Beginning Clothing Construction

Table 5 shows that 20 respondents (41.6 percent) reported teaching beginning clothing construction between three and five years. The number of respondents teaching beginning clothing construction five to ten years and more than ten years is equally distributed, with ten respondents (20.8 percent) each. Eight respondents (16.7 percent) have taught beginning clothing construction less than three years.

Table 5. Teaching Experience of Respondents in Beginning Clothing Construction

Years Taught Beginning Clothing Construction	Total Respondents	
	No.	Percent
Less than 1 year	2	4.2
1-2	6	12.5
3-5	20	41.6
5-10	10	20.8
More than 10	10	20.8

Respondents Currently Teaching
Beginning Clothing Construction

Table 6 shows that the majority of respondents (91.6 percent) are presently teaching beginning clothing construction.

Table 6. Respondents Currently Teaching Beginning Clothing Construction

Currently Teaching Beginning Clothing Construction	Total Respondents	
	No.	Percent
Yes	44	91.6
No	4	8.4

Beliefs of Teachers Concerning Beginning
Clothing Construction Skills

Teachers were asked to classify their beliefs about 54 clothing construction skills into the categories: Essential, Important/Desirable or Nonessential. Sewing skills ranked as Important/Desirable were to be classified into the category in which they should first be learned: Elementary Beginner, Intermediate Beginner or Advanced Beginner.

Following compilation of the data, each clothing construction skill statement was assigned a rank determined by weighted score and a rank by the number of Essential responses. (See Chapter III, page 24, for details.)

Clothing construction skills in Table 7 are arranged in rank order, according to weighted scores. Clothing construction skills numbered 1-30 were identified as Essential, from 31-48 as Important/Desirable and under 48 as Nonessential.

Variations between rank by weighted scores and Essential responses are apparent for most clothing construction skills, as Important/Desirable responses were included in the computation of the weighted score. In addition, some respondents did not check all skills by categories. Weight scores for each skill appear in Appendix B, Table 8, and the number of responses for each skill by categories is shown in Appendix B, Table 9.

Table 7. Rank of Clothing Construction Skills as Identified by Respondents*

	Clothing Construction Skill	Rank by Weighted Score	Rank by Essential Response
1.	Identify lengthwise and crosswise grain.	1	1
2.	Recognize the importance of grain.	2	2.5
3.	Determine when, where, and why one staystitches.	3.5	4
4.	Backstitch or lockstitch on the sewing machine.	3.5	2.5
5.	Pin in a hem before handstitching.	5.5	5.5
6.	Identify characteristics of good stitching.	5.5	8
7.	Properly press seams.	7.5	5.5
8.	Sew an even 5/8" seam.	7.5	8
9.	Use a steam iron for pressing.	9.5	8
10.	Cut fabric using a pattern.	9.5	11
11.	Recognize the need for preparation and careful handling of fabric while constructing garments.	11.5	13.5
12.	Determine the correct layout to use for pattern size, fabric width and fabric characteristics by using the pattern guide sheet.	11.5	11
13.	Pin baste.	13.5	11
14.	Handstitch a hem neatly and evenly.	13.5	15.5
15.	Mark a hem.	15.5	13.5
16.	Sew and press straight darts in the proper direction so that they come to a smooth and secure point.	15.5	17.5
17.	Determine when and how to clip or notch curves.	17.5	19.5
18.	Identify pattern pieces and know the meaning of pattern symbols.	17.5	17.5
19.	Determine and explain the difference between pressing and ironing.	19	15.5
20.	Sew on a button	20.5	22.5

Table 7. Continued

	Clothing Construction Skill	Rank by Weighted Score	Rank by Essential Response
21.	Do basic handsewing as making knots and hand basting.	20.5	19.5
22.	Sew fasteners in the proper location.	22	24
23.	Read and follow directions on a commercial pattern guide sheet	23	22.5
24.	Use the tracing wheel to transfer pattern markings from pattern to fabric.	24	21
25.	Recognize the importance of understitching; when and how to understitch.	25	26
26.	Sew on fasteners.	26	26
27.	Gather on the machine.	27	29.5
28.	Insert a single-lap zipper.	29	29.5
29.	Apply neck and armhole facings to give a neat, finished edge with the facing hidden.	29	26
30.	Blind stitch a hem.	29	28
31.	Choose appropriate seam finishes for the type of fabric.	31	31
32.	Grade seams to prevent unnecessary bulk.	32	33
33.	Hem a garment by hand or machine, using a variety of methods and stitches.	33	32
34.	Select fasteners according to use.	34	38
35.	Set in sleeves with no puckers in the sleeve cap and finish the seam allowance.	35.5	35
36.	Insert a zipper by the centered, or slot application method.	35.5	37
37.	Pin and baste a sleeve into the armscye.	37	35
38.	Construct a simple, doubled waistband with adequate underlap.	38	39
39.	Transfer pattern markings to fabric using tailor tacks.	39.5	40.5
40.	Use a dry iron for pressing.	39.5	35
41.	Determine the appropriate method of zipper insertion to use for side and back openings.	39.5	40.5
42.	Determine the proper pressing techniques for different types of fabrics.	42	46

Table 7. Continued

Clothing Construction Skill	Rank by Weighted Score	Rank by Essential Response
43. Make neat, straight, machine-made buttonholes.	43	45
44. Make a collar.	44	43.5
45. Attach a collar so that both sides of the collar are even and the seamline does not show from the right side.	45	48.5
46. Finish, apply and reinforce pockets neatly and securely.	46.5	43.5
47. Make and apply bias facings.	46.5	42
48. Match plaids or stripes.	48	48.5
49. Insert an invisible zipper with or without the special machine attachment.	49	51.5
50. Sew a french, lapped, and flat felled seam.	50	48.5
51. Make a thread loop used for belt carriers and hook eyes.	51.5	48.5
52. Sew a cuff on a sleeve which has a continuous lap opening.	51.5	53
53. Measure and set in pleats evenly.	53	51.5
54. Select and apply the appropriate method of lining a garment.	54	54

*Ranked in order of weighted score.

Twenty-nine skills had one to two no responses, while one skill had three no responses and another had five no responses. Lack of response may have been due to confusion regarding the instructions for marking the skill categories.

Skills identified as Essential by weighted scores ranged from 455 to 340. The number of people identifying skills as Essential ranged from 43 to 23. Weighted scores of skills identified as Important/Desirable ranged from 320 to 155. A range of 20 to 21 people identified skills as Important/Desirable. More respondents identified the skill with the lowest weighted score as Important/Desirable; however, it received a larger number of Nonessential responses, thus the lower score.

Skills ranging below a weighted score of 155 were considered Nonessential.

Skills identified as Essential and Important/Desirable by Oregon teachers are compared according to level with their respective skills listed in Washington State's Guidelines for Clothing Education (1972, p. 137) (Appendix C, Tables 11 and 12).

The Essential skills identified by Oregon teachers were all found in levels I-III of the Washington guide, while Important/Desirable skills were found in levels II-V of the Washington guide. Some skills could not clearly be classified into a certain level, as they were mentioned in several levels of the Washington guide.

Comparison of the skills identified by Oregon teachers and those listed in the levels in the Washington guide were from the writer's interpretation only.

Classification of the Important/Desirable clothing construction skills into the levels at which respondents think they should first be learned are in Appendix B, Table 10.

Nine clothing construction skills (numbers 1, 2, 3, 4, 6, 11, 12, 13 and 16) appear to be in the Intermediate Beginner level as these skills clearly had the majority of responses in this category.

Three skills (numbers 5, 14 and 15) appear to be in the Advanced Beginner classification on the basis that they each had two or more responses than their respective Intermediate Beginner categories.

In only one case was there a question about a skill being classified as Elementary. Number 10, "use a dry iron for pressing," had an equal number of responses in the Elementary and Intermediate Beginner categories, with fewer responses in the Advanced Beginner category.

Five skills (numbers 7, 8, 9, 17 and 18) were not clearly classifiable into categories because of the fairly even spread of responses over two or three levels.

Conclusions

1. More Essential clothing construction skills were identified than Important/Desirable skills, which may indicate that skills

in the questionnaire were generally of a beginning level, or that teachers felt more skills were essential to learn as a basis for sewing.

2. Skills identified as Essential by teachers may also be said to be of the Elementary Beginner level, as few of the Important/Desirable skills were so classified.
3. The majority of skills identified as Important/Desirable were also classified by teachers as being in the Intermediate Beginner level of clothing construction; therefore, these skills may be said to be of the Intermediate Beginner level.
4. There seems to be some similarity in the beliefs of Oregon teachers and the Washington teachers who contributed to the development of sewing levels in the Washington guide concerning the levels of clothing construction skills.
5. There was little emphasis on "levels of difficulty" of clothing construction skills in the curriculum guides the writer reviewed.
6. It is possible to develop suggested learning experiences based on the Essential clothing construction skills that were identified.

Recommendations

The writer recommends the following as suggestions for possible future research:

1. Ascertain which, if any, sewing skills would be essential for

all students to know by determining what sewing skills are most commonly used by various groups of people (teen-agers, young marrieds, single men and/or women, mothers of young children, mothers of teen-agers, married women, and elderly men and/or women).

2. Develop evaluation devices for use in assessing a student's level of competency in clothing construction.
3. Determine Essential and/or Important/Desirable sewing skills for the intermediate or advanced level of clothing construction.
4. Create a sequence of learning experiences for clothing construction based on students':
 - a. eye-eye; eye-hand coordination
 - b. ability to see abstracts and relationships
 - c. previous sewing experience
 - d. muscle coordination
5. Find the relationship, if any, between sewing and consumer buying skills in concepts relating to home furnishings and clothing for the family.
6. Determine the relationship of sewing skill level to sociological-psychological feelings regarding standards for clothing construction i. e. teacher-student, teacher-teacher, teacher-community, etc.

V. SUGGESTED LEARNING EXPERIENCES FOR ESSENTIAL CLOTHING CONSTRUCTION SKILLS

The following learning experiences were developed for clothing construction skills identified as Essential by Oregon home economics teachers. Sources for the learning experiences were curriculum guides, a current textbook (Dunn et al., 1970) and the writer's own ideas.

No attempt was made to identify all possible learning experiences for each skill, but a variety of examples were included which could supplement a beginning clothing construction curriculum. Learning experiences were developed only for Essential sewing skills, as the writer felt the beginning clothing construction curriculum would include these skills more than the Important/Desirable skills.

Learning experiences which specifically relate to sewing projects are letter coded which indicate that learnings from experiences with the same letters may be combined to comprise a beginning sewing project. All learning experiences were not letter coded because they may be basic learnings necessary to most sewing projects, or because they do not relate to a specific sewing project.

A variety of beginning sewing projects are also described and identified by letter and pattern number so that teachers may simply choose these knowing they include the learning experiences coded with the same letter.

Suggested Learning Experiences for Essential Clothing Construction Skills

Skill

Learning Experience

- | | |
|--|--|
| 1. Identify lengthwise and crosswise grain. | 1. Students complete programmed instruction on what is grain as a preview and/or review of the study of grain.

Students weave with strips of construction paper to simulate how cloth is woven.

Students view transparencies of weave structures or loosely woven fabric on the overhead projector.

Students weave simple projects as belts, headbands, etc.

Students see a demonstration of weaving on a large loom. |
| 2. Recognize the importance of grain. | 2. Students examine articles sewn or printed off grain. If possible, have a student model an off grain garment; students conclude why grain is important.

Students compare garments of a similar style with one garment made on the lengthwise grain, another garment made on the crosswise grain, and another on the bias. Discuss the appearance of the three garments and how they might fall on an individual. |
| 3. Determine when, where and why one staystitches. | 3. Students, using examples of various woven patterns of necklines demonstrate what happens after fabric is stretched, when one side of the neckline has been staystitched and the other has not. Measure or trace necklines to compare differences and bring up reasons for staystitching.

Students examine miniature patterns or their own patterns and conclude where one would staystitch.

Students think about the meaning of the word staystitch and provide their own definitions for the term before teacher explains it to them; compare students' and teachers' definitions. |
| 4. Backstitch or lockstitch on the sewing machine. | 4. Students demonstrate or observe in groups different ways to secure a seam. Conclude why it is important to secure the stitching. a |

Skill

Learning Experience

- | | |
|--|---|
| 5. Pin in a hem before handstitching. | 5. Students view transparencies showing steps in putting in a hem.
Students view demonstration of pinning in a hem. c-f |
| 6. Identify characteristics of good stitching. | 6. Students and teachers prepare a chart for each sewing machine illustrating or describing examples of incorrect stitching and how stitching may be corrected.
Students observe teacher demonstrate what happens to stitching when the sewing machine is incorrectly threaded, tension is unadjusted, etc.
Students observe teacher demonstrating examples of seams stitched with improper stitching and what happens when the seam is pulled apart or a thread is pulled, and when the same is done to a seam stitched with proper stitching; students compare and discuss the results. |
| 7. Properly press seams. | 7. Students examine display of properly pressed seams which shows with arrows which way the seam is to be pressed in relation to its place on the garment.
Students prepare two fabric samples pressing with the grain on one and against the grain on another. Discuss what happened and why. |
| 8. Sew an even 5/8" seam. | 8. Students practice sewing a regulation seam using seam guide or strip of masking tape on sewing machine to aid in making regulation seam. a |
| 9. Use a steam iron for pressing. | 9. Students read directions from manufacturer on use and care of the steam iron.
Individual students demonstrate pressing fabrics at different temperature controls.
Students test samples of their fabric by pressing at different temperatures to determine correct temperature for their fabric. a-g |
| 10. Cut fabric using a pattern. | 10. Students observe illustrative materials which show evidence of poor cutting.
Students observe teacher or experienced student demonstrate cutting out a pattern by
-keeping pattern flat
-proper use of shears
-cutting notches out b-g |

Skill

Learning Experience

11. Recognize the need for preparation and careful handling of fabric while constructing garments.

11. Students baste a 2"x2" square on a small swatch of their fabric, launder, then remeasure square to find if fabric shrank during washing. Discuss why it is important to preshrink fabrics before cutting them.

Students discuss effects the handling of fabric may have on grain, keeping in mind which grain lines are strongest or which stretch the most.

Students discuss storing of garments during construction and its relationship to time-saving and satisfaction while working with the garment.

12. Determine the correct layout to use for pattern size, fabric width and fabric characteristics by using the pattern guide sheet.

12. Students view transparencies showing encircled pattern layout and read description of a girl who is trying to decide which layout to use for her pattern size, fabric width and characteristics. Students determine which layout she should use. c-g

13. Pin baste.

13. Students observe teacher demonstration, then practice by pinning two scraps of fabric together. a

14. Handstitch a hem neatly and evenly.

14, 15. Students observe teacher demonstrate hemming procedures and prepare a list of steps to follow when working with hems on different types of garments.

15. Mark a hem.

Students listen to a tape on hemming procedures to review after watching the demonstration.

Students practice hemming stitches which would be appropriate for a turned edge, seam tape or bias strip on a hem. c-f

16. Sew and press straight darts in the proper direction so that they come to a smooth and secure point.

16. Students construct and press practice darts to pin on the bulletin board. Teacher brings out some of the strong and weak points of the darts. c-e

Teacher holds up against a mannequin or a student a properly and improperly made dart. Students compare the appearance of the two darts from the inside and the outside of the garment and set up guidelines for making a well constructed dart. c-e

17. Determine when and how to clip or notch curves.

17. Students observe teacher illustrate on the blackboard or in large scale with scissors and paper, the difference between clipping and notching; discuss when and where to clip or notch. b-e

Skill

- 18. Identify pattern pieces and know the meaning of pattern symbols.
- 19. Determine and explain the difference between pressing and ironing.
- 20. Sew on a button.
- 21. Do basic handsewing as making knots and hand basting.
- 22. Sew fasteners in the proper location.
- 26. Sew on fasteners.
- 23. Read and follow directions on a commercial pattern guide sheet.
- 24. Use the tracing wheel to transfer pattern markings from pattern to fabric.

Learning Experience

- 18. Students work puzzle showing pattern shapes and symbols to be labeled. Students identify all pattern symbols that appear on their patterns. b-g
- 19. Students define the terms "pressing" and "ironing" and mount fabric samples for display which show which method distorts the grain line the least.
- 20. Students view transparencies showing side views of various methods of sewing on buttons. Students determine when to use these methods. e
Students bring garments from home which need buttons to be sewn on.
Students renovate old garments by creating designs with buttons on them.
- 21. Students learn basic handsewing in an introductory clothing construction unit of creative stitchery. b-g
- 22, 26. Students repair clothes that have loose or missing fasteners, choosing the best fastener for each garment. f
Students make "quiet books" for children utilizing a variety of fasteners.
- 23. Students observe as teacher explains pattern guide sheet by means of transparencies or with the overhead projector.
Students, after reading the pattern guide sheet, set up individual daily plans of work for clothing construction class, incorporating steps from the guide sheet into their plan. b-g
Students quiz each other on information from the pattern guide sheet or may choose sides to play a "spell down" game.
- 24. Students experiment with various types of fabrics, colors of tracing paper, and varieties of tracing wheels to determine the best way to mark fabrics. b-g
Students observe demonstration of accurately marked construction lines of darts with tracing paper and the results of poor techniques as pressing too hard, tracing on the right side of the fabric, tracing lines crooked, etc.

Skill

27. Gather on the machine.
28. Insert a single-lap zipper.
29. Apply neck and armhole facings to give a neat, finished edge with the facing hidden.
30. Blind stitch a hem.

Learning Experience

27. Students compare the appearance of gathers sewn on the sewing machine (stabilized) to gathers sewn by hand (unstabilized). Compare and discuss differences, their advantages and disadvantages.
- Students identify as many places as they can where one would use machine gathering.
- Students, as a class project, make net scrubbing puffs, which require machine gathering in their construction.
28. Students consult a bulletin board showing the step-by-step sequence of putting in a zipper. d
- Students use transparencies or programmed instruction for further review of the steps of zipper insertion.
29. Students listen to a taped demonstration for applying facings and study a chart illustrating each step of the demonstration. c, d, e
30. Students bring from home garments needing re-hemming; blind stitch new hems in these garments. b-g

Sewing Projects

- a. beach or totebag
- b. stuffed animal, Simplicity #8951, 9098
- c. simple sleeveless blouse, Butterick #5687
- d. tunic and pants, Simplicity #9362
- e. smock, Butterick #6504
- f. wrap and tie pantskirt, Simplicity #5082
- g. men's necktie, McCalls #2971

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APPENDICES

APPENDIX A

215 N.W. 26 #4
Corvallis, Oregon 97330
February 22, 1972

Dear Homemaking Teacher,

As a part of my Master of Science Degree at Oregon State University, I am attempting to determine the beliefs of junior high and high school homemaking teachers concerning beginning clothing construction skills. Such information may be useful in:

- helping new teachers plan clothing curriculums
- developing individualized instruction, ability groupings and providing for effective learning experiences
- developing evaluation devices for use in determining student's level of sewing skill

For purposes of the study, I wish to determine:

1. What sewing skills are essential for all beginning clothing construction students to acquire.
2. What sewing skills are important or desirable for beginning clothing construction students to learn.
3. Which of the desirable or important skills are elementary, intermediate or advanced within the beginning clothing construction curriculum.

The study is under the guidance and approval of Dr. Sylvia Lee, Head, Home Economics Education, Oregon State University.

The number at the top of the page is coded for identification purposes only; all responses will be treated confidentially. Upon completion of the questionnaire, please scotch tape or staple together and return to my by March 8, 1972.

Your time and cooperation will be greatly appreciated.

Sincerely,
Redacted for privacy

(Mrs.) Colleen Rodasky Post
Graduate Student
Home Economics Education
Oregon State University

INSTRUCTIONS

In the left column, listed at random, are clothing construction skills. Skills do not include the following, which are not actual construction skills:

- Selection of the pattern
- Selection and preparation of fabric
- Use and care of the sewing machine and equipment

It is assumed that all construction skills stated would be done by the students according to directions, either written or verbal from an instructor, or from other printed material; therefore, the phrase "according to directions" has been omitted from the skill statements.

STEP 1 Carefully read each clothing construction skill and check (✓) in the appropriate columns whether you feel it is a non-essential sewing skill, an essential sewing skill, or an important/desirable sewing skill.

Non-essential
Sewing Skill:

The skill is not a part of beginning clothing construction or is on an advanced level of construction.

Essential
Sewing Skill:

The skill is essential for students to know as a basis for clothing construction. These skills must be mastered before other sewing skills can be learned, and are the skills necessary to complete the simplest sewing project.

Important/
Desirable
Sewing Skill:

The skill is built on essential skills and may be beneficial or of value for beginning students to learn.

COMPLETE STEP 1 FOR ALL SKILL STATEMENTS BEFORE PROCEEDING TO STEP 2.

STEP 2 Now, look at the skills you have checked in the Important/Desirable Sewing Skills column. Reread, carefully determine, and check (✓) in the appropriate column at what level these important/desirable skills should first be learned:

Elementary Beginner: Skills learned are simple, non-complex.

Intermediate Beginner: Skills learned are moderately difficult.

Advanced Beginner: Skills learned are complex, but are at the beginning level.

REMEMBER: These do not refer to grades or ages, only to levels of ability.

	Nonessential Sewing Skills	Essential Sewing Skills	Important/ Desirable Sewing Skills	Elementary Beginner	Intermediate Beginner	Advanced Beginner
Sew on fasteners.						
Sew and press straight darts in the proper direction so that they come to a smooth and secure point.						
Sew fasteners in the proper location.						
Use a steam iron for pressing.						
Properly press seams.						
Sew an even 5/8" seam.						
Read and follow directions on a commercial pattern guide sheet.						
Determine the proper pressing techniques for different types of fabrics.						
Attach a collar so that both sides of the collar are even and the seamline does not show from the right side.						
Finish, apply and reinforce pockets neatly and securely.						
Construct a simple, doubled waistband with adequate underlap.						

	Nonessential Sewing Skills	Essential Sewing Skills	Important/ Desirable Sewing Skills	Elementary Beginner	Intermediate Beginner	Advanced Beginner
Match plaids or stripes.						
Transfer pattern markings to fabric using tailor tacks.						
Identify pattern pieces and know the meaning of pattern symbols.						
Pin baste.						
Identify lengthwise and crosswise grain.						
Determine and explain the difference between pressing and ironing.						
Recognize the importance of grain.						
Blind stitch a hem.						
Gather on the machine.						
Insert a single-lap zipper.						
Sew on a button.						
Use a dry iron for pressing.						
Handstitch a hem neatly and evenly.						
Apply neck and armhole facings to give a neat, finished edge with the facing hidden.						
Make a thread loop used for belt carriers and hook eyes.						
Insert an invisible zipper with or without the special machine attachment.						
Make neat, straight, machine-made buttonholes.						
Determine the appropriate method of zipper insertion to use for side and back openings.						
Hem a garment by hand or machine, using a variety of methods and stitches.						
Set in sleeves with no puckers in the sleeve cap and finish the seam allowance.						
Make and apply bias facings.						
Make a collar.						
Pin and baste a sleeve into the armseye.						
Insert a zipper by the centered, or slot application method.						
Sew a french, lapped, and flat felled seam.						

	Nonessential Sewing Skills	Essential Sewing Skills	Important/ Desirable Sewing Skills	Elementary Beginner	Intermediate Beginner	Advanced Beginner
Select and apply the appropriate method of lining a garment.						
Measure and set in pleats evenly.						
Pin in a hem before handstitching.						
Mark a hem.						
Select fasteners according to use.						
Backstitch or lockstitch on the sewing machine.						
Determine when and how to clip or notch curves.						
Determine the correct layout to use for pattern size, fabric width and fabric characteristics by using the pattern guide sheet.						
Cut fabric using a pattern.						
Choose appropriate seam finishes for the type of fabric.						
Identify characteristics of good stitching.						

	Nonessential Sewing Skills	Essential Sewing Skills	Important/ Desirable Sewing Skills	Elementary Beginner	Intermediate Beginner	Advanced Beginner
Grade seams to prevent unnecessary bulk.						
Do basic handsewing as making knots and hand basting.						
Recognize the importance of understitching; when and how to understitch.						
Sew a cuff on a sleeve which has a continuous lap opening.						
Determine when, where, and why one staystitches.						
Use the tracing wheel to transfer pattern markings from pattern to fabric.						
Recognize the need for preparation and careful handling of fabric while constructing garments.						

Background Data

1. How long have you taught homemaking?

Less than 1 year _____ 1-2 years _____ 3-5 years _____ 5-10 years _____

2. How recently have you personally taken clothing instruction? Check appropriate columns.

	Within 1 year	2-4 years ago	5-10 years ago	More than 10 years ago
a. College course				
b. Adult education				
c. Fabric shop				
d. Self-taught from printed instruction				
e. Other - please specify				

3. Have you had preparation for individualizing instruction? Yes _____ No _____ If yes, check appropriate columns below

	Within 1 year	2-4 years ago	5-10 years ago	More than 10 years ago
a. College course				
b. Inservice education (within local dis- trict or interme- diate education district)				
c. Workshops or con- ferences				
d. Other - please specify				

4. How many years have you taught beginning clothing construction?

Less than 1 year _____ 1-2 years _____ 3-5 years _____ 5-10 years _____
More than 10 years _____

5. Are you teaching beginning level clothing construction at present?

Yes _____ No _____

Dear Colleague:

Your help is still needed to determine the beliefs of homemaking teachers concerning clothing construction skills.

I hope you will find the time to return the questionnaire I recently mailed to you.

If you have already returned your questionnaire, please disregard this notice.

Thank you for your time and cooperation.

Colleen M. Post
Graduate Student
Home Economics Education
Oregon State University

APPENDIX B

Table 8. Weighted Scores of Clothing Construction Skills

Clothing Construction Skills	Weighted Score
Make a thread loop used for belt carriers and hook eyes.	110
Insert an invisible zipper with or without the special machine attachment.	135
Make neat, straight, machine-made buttonholes.	200
Determine the appropriate method of zipper insertion to use for side and back openings.	225
Hem a garment by hand or machine, using a variety of methods and stitches.	305
Set in sleeves with no puckers in the sleeve cap and finish the seam allowance.	285
Make and apply bias facings.	180
Make a collar.	190
Pin and baste a sleeve into the armhole.	275
Insert a zipper by the centered, or slot application method.	285
Sew a french, lapped, and flat felled seam.	120
Select and apply the appropriate method of lining a garment.	75
Measure and set in pleats evenly.	90
Pin in a hem before handstitching.	430
Mark a hem.	400
Select fasteners according to use.	295
Backstitch or lockstitch on the sewing machine.	440
Determine when and how to clip or notch curves.	395
Determine the correct layout to use for pattern size, fabric width and fabric characteristics by using the pattern guide sheet.	415
Cut fabric using a pattern.	420
Choose appropriate seam finishes for the type of fabric.	320
Identify characteristics of good stitching.	430
Sew on fasteners.	350
Sew and press straight darts in the proper direction so that they come to a smooth and secure point.	400

Table 8. Continued

Clothing Construction Skills	Weighted Score
Sew fasteners in the proper location.	375
Use a steam iron for pressing.	420
Properly press seams.	425
Sew an even 5/8" seam.	425
Read and follow directions on a commercial pattern guide sheet.	370
Determine the proper pressing techniques for different types of fabrics.	220
Attach a collar so that both sides of the collar are even and the seamline does not show from the right side.	185
Finish, apply and reinforce pockets neatly and securely.	180
Construct a simple, doubled waistband with adequate underlap.	265
Match plaids or stripes.	155
Transfer pattern markings to fabric using tailor tacks.	255
Identify pattern pieces and know the meaning of pattern symbols.	395
Pin baste.	410
Identify lengthwise and crosswise grain.	455
Determine and explain the difference between pressing and ironing.	385
Recognize the importance of grain.	445
Blind stitch a hem.	340
Gather on the machine.	345
Insert a single-lap zipper.	340
Sew on a button.	380
Use a dry iron for pressing.	255
Handstitch a hem neatly and evenly.	410
Apply neck and armhole facings to give a neat, finished edge with the facing hidden.	340
Grade seams to prevent unnecessary bulk.	310

Table 8. Continued

Clothing Construction Skills	Weighted Score
Do basic handsewing as making knots and hand basting.	380
Recognize the importance of understitching; when and how to understitch.	355
Sew a cuff on a sleeve which has a continuous lap opening.	110
Determine when, where, and why one staystitches.	440
Use the tracing wheel to transfer pattern markings from pattern to fabric.	360
Recognize the need for preparation and careful handling of fabric while constructing garments.	415

Table 9. Classification of Beliefs by 48 Respondents Concerning Beginning Clothing Construction Skills

Clothing Construction Skills	Total Respondents			
	Essential Sewing Skills	Desirable Sewing Skills	Nonessential Sewing Skills	No Response
Make a thread loop used for belt carriers and hook eyes.	5	12	31	0
Insert an invisible zipper with or without the special machine attachment.	4	19	24	1
Make neat, straight, machine-made buttonholes.	7	26	14	1
Determine the appropriate method of zipper insertion to use for side and back openings.	14	17	16	1
Hem a garment by hand or machine, using a variety of methods and stitches.	21	19	6	2
Set in sleeves with no puckers in the sleeve cap and finish the seam allowance.	19	19	9	1
Make and apply bias facings.	9	18	20	1
Make a collar.	8	22	16	2
Pin and baste a sleeve into the armscye.	19	17	11	1
Insert a zipper by the centered, or slot application method.	18	21	8	1
Sew a french, lapped, and flat felled seam.	5	14	29	0
Select and apply the appropriate method of lining a garment.	2	11	34	7
Measure and set in pleats evenly.	4	10	34	0
Pin in a hem before handstitching.	39	8	1	0
Mark a hem.	36	8	0	0
Select fasteners according to use.	17	25	4	2

Table 9. Continued

Clothing Construction Skills	Total Respondents			
	Essential Sewing Skills	Important/Desirable Sewing Skills	Nonessential Sewing Skills	No Response
Backstitch or lockstitch on the sewing machine.	41	6	1	0
Determine when and how to clip or notch curves.	32	15	1	0
Determine the correct layout to use for pattern size, fabric width and fabric characteristics by using the pattern guide sheet.	37	9	1	1
Cut fabric using a pattern.	37	10	0	1
Choose appropriate seam finishes for the type of fabric.	22	20	6	0
Identify characteristics of good stitching.	38	10	0	0
Sew on fasteners.	25	20	0	3
Sew and press straight darts in the proper direction so that they come to a smooth and secure point.	33	14	1	0
Sew fasteners in the proper location.	28	19	1	0
Use a steam iron for pressing.	38	8	1	1
Properly press seams.	39	7	1	1
Sew an even 5/8" seam.	38	9	0	1
Read and follow directions on a commercial pattern guide sheet.	30	14	3	1
Determine the proper pressing techniques for different types of fabrics.	6	32	10	0
Attach a collar so that both sides of the collar are even and the seamline does not show from the right side.	5	27	15	1

Table 9. Continued

Clothing Construction Skills	Total Respondents			
	Essential Sewing Skills	Important/Desirable Sewing Skills	Nonessential Sewing Skills	No Response
Finish, apply and reinforce pockets neatly and securely.	8	20	19	1
Construct a simple, doubled waistband with adequate underlap.	15	23	10	0
Match plaids or stripes.	5	21	20	2
Transfer pattern markings to fabric using tailor tacks.	14	23	11	0
Identify pattern pieces and know the meaning of pattern symbols.	33	13	1	1
Pin baste.	37	8	2	1
Identify lengthwise and crosswise grain.	43	5	0	0
Determine and explain the difference between pressing and ironing.	34	9	3	2
Recognize the importance of grain.	41	7	0	0
Blind stitch a hem.	24	20	4	0
Gather on the machine.	23	23	2	0
Insert a single-lap zipper.	23	22	3	0
Sew on a button.	30	16	1	1
Use a dry iron for pressing.	19	13	11	5
Handstitch a hem neatly and evenly.	34	14	0	0
Apply neck and armhole facings to give a neat, finished edge with the facing hidden.	25	18	4	1

Table 9. Continued

Clothing Construction Skills	Total Respondents			
	Essential Sewing Skills	Important/Desirable Sewing Skills	Nonessential Sewing Skills	No Response
Grade seams to prevent unnecessary bulk.	20	22	6	0
Do basic handsewing as making knots and hand basting.	32	12	4	0
Recognize the importance of understitching; when and how to understitch.	25	21	2	0
Sew a cuff on a sleeve which has a continuous lap opening.	3	16	28	1
Determine when, where, and why one staystitches.	40	8	0	0
Use the tracing wheel to transfer pattern markings from pattern to fabric.	31	10	5	2
Recognize the need for preparation and careful handling of fabric while constructing garments.	36	11	1	0

APPENDIX C

Table 10. Levels of Important/Desirable Clothing Construction Skills as Identified by Respondents*

Important/Desirable Sewing Skills	Total Identifying				
	Skill As Important/Desirable	Elementary Beginner	Intermediate Beginner	Advanced Beginner	No Response
1. Choose appropriate seam finishes for the type of fabric.	20	3	8	5	4
2. Grade seams to prevent unnecessary bulk.	22	6	11	4	1
3. Hem a garment by hand or machine, using a variety of methods and stitches.	19	3	9	2	5
4. Select fasteners according to use.	25	7	14	2	2
5. Set in sleeves with no puckers in the sleeve cap and finish the seam allowance.	19	2	6	10	1
6. Insert a zipper by the centered, or slot application method.	21	5	12	2	2
7. Pin and baste a sleeve into the armhole.	17	1	8	8	0
8. Construct a simple, doubled waistband with adequate underlap.	23	6	9	8	0
9. Transfer pattern markings to fabric using tailor tacks.	23	6	6	7	4
10. Use a dry iron for pressing.	13	5	5	2	1
11. Determine the appropriate method of zipper insertion to use for side and back openings.	17	3	8	3	3
12. Determine the proper pressing techniques for different types of fabric.	32	2	17	11	2
13. Make neat, straight, machine-made buttonholes.	26	0	17	4	5
14. Make a collar.	22	2	7	9	4
15. Attach a collar so that both sides of the collar are even and the seamline does not show from the right side.	27	1	10	12	4

Table 10. Continued

Important/Desirable Sewing Skills	Total Identifying Skill as Important/Desirable	Elementary Beginner	Intermediate Beginner	Advanced Beginner	No Response
16. Finish, apply and reinforce pockets neatly and securely.	20	3	12	5	0
17. Make and apply bias facings.	18	2	6	6	4
18. Match plaids or stripes.	21	1	9	10	1

*No. of respondents varies for each sewing skill
 Skills appear in rank order as identified by respondents

Table 11. Comparison of Essential Skills Identified by Oregon Teachers with Levels in the Washington Guide.

Essential Clothing Construction Skills	Level in Washington Guide
1. Identify lengthwise and crosswise grain.	I
2. Recognize the importance of grain.	I
3. Determine when, where, and why one staystiches.	II
4. Backstitch or lockstitch on the sewing machine.	I
5. Pin in a hem before handstitching.	I
6. Identify characteristics of good stitching.	I
7. Properly press seams.	I or II
8. Sew an even 5/8" seam.	II
9. Use a steam iron for pressing.	I or III
10. Cut fabric using a pattern.	III
11. Recognize the need for preparation and careful handling of fabric while constructing garments.	III
12. Determine the correct layout to use for pattern size, fabric width and fabric characteristics by using the pattern guide sheet.	III
13. Pin baste.	II
14. Handstitch a hem neatly and evenly.	I
15. Mark a hem.	III
16. Sew and press straight darts in the proper direction so that they come to a smooth and secure point.	III
17. Determine when and how to clip or notch curves.	II or III
18. Identify pattern pieces and know the meaning of pattern symbols.	III
19. Determine and explain the difference between pressing and ironing.	I
20. Sew on a button.	I
21. Do basic handsewing as making knots and hand basting.	I
22. Sew fasteners in the proper location.	II
23. Read and follow directions on a commercial pattern guide sheet.	III
24. Use the tracing wheel to transfer pattern markings from pattern to fabric.	III

Table 11. Continued

Essential Clothing Construction Skills	Level in Washington Guide
25. Recognize the importance of understitching; when and how to understitch.	II
26. Sew on fasteners.	II
27. Gather on the machine.	II
28. Insert a single-lap zipper.	III
29. Apply neck and armhole facings to give a neat, finished edge with the facing hidden.	III
30. Blind stitch a hem.	I or III

Table 12. Comparison of Important/Desirable Skills Identified by Oregon Teachers with Levels in the Washington Guide.

Important/Desirable Clothing Construction Skills	Level in Washington Guide
31. Choose appropriate seam finishes for the type of fabric.	IV
32. Grade seams to prevent unnecessary bulk.	III
33. Hem a garment by hand or machine, using a variety of methods and stitches.	III
34. Select fasteners according to use.	II or III
35. Set in sleeves with no puckers in the sleeve cap and finish the seam allowance.	III
36. Insert a zipper by the centered, or slot application method.	III
37. Pin and baste a sleeve into the armhole.	III
38. Construct a simple, doubled waistband with adequate underlap.	II
39. Transfer pattern markings to fabric using tailor tacks.	III
40. Use a dry iron for pressing.	III
41. Determine the appropriate method of zipper insertion to use for side and back openings.	III
42. Determine the proper pressing techniques for different types of fabrics.	IV or V
43. Make neat, straight, machine-made buttonholes.	III
44. Make a collar.	III
45. Attach a collar so that both sides of the collar are even and the seamline does not show from the right side.	III
46. Finish, apply and reinforce pockets neatly and securely.	III
47. Make and apply bias facings.	III
48. Match plaids or stripes.	IV or V

Sequences of Clothing Construction Techniques from Guidelines for
Clothing Education, State of Washington, 1972, p. 137.

LEVEL I

1. Operating a sewing machine
2. Straight machine stitching
3. Recognizing correct machine stitching (tension, length of stitch)
4. Determining grain (lengthwise, selvage, crosswise, bias)
5. Pressing with the grain
6. Simple machine hem and hand hem
7. Finishing a row of stitching (back-stitching)
8. Button application (by hand)

LEVEL II

1. Stay stitching
2. Curved seams
3. Understitching
4. Plain seams
5. Snap and hook and eye application
6. Follow seam guides
7. Machine basting
8. Gathering
9. Pinning and cutting techniques
10. Waist band

LEVEL III

1. Commercial patterns
2. Preparation of fabric
3. Grain perfection
4. Darts - tucks
5. Pattern layout
6. Markings (transfer of)
7. Facings
8. Zipper
9. Hem finishes
10. Collars
11. Set-in sleeves
12. Button holes (machines)
13. Interfacing
14. Trims
15. Pressing
16. Clipping and grading seams

LEVEL IV

1. Fitting
2. Alterations of a garment
3. Bias Seams
4. Seam finishes
5. Underlinings
6. Linings
7. Nap fabrics
8. Preparation of cutting and special fabrics (naps, plaids, wools)
9. Pressing special fabrics and finishes

LEVEL V

1. Hand worked and bound buttonholes
2. Fitting alteration (shell)
3. Interfacings
4. Hand-pick zipper
5. Stretch and knit fabrics
6. Matching designs
7. Hand details
8. Special types of seams and finishes
9. Special pressing techniques
10. Lining