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T H E S I S .

ON

A COURSE IN DOMESTIC ARTS FOR THE
GRAMMAR SCHOOLS AND HIGH SCHOOLS OF OREGON

Submitted to the faculty of the
O R E G O N A G R I C U L T U R A L C O L L E G E
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by

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Dean School of Domestic Science and Art.

Herbert Spencer says, "To prepare us for complete living is the function which education has to discharge."

If education is to prepare for complete living home training has an important place in educational institutions. When a man desires to become an engineer, a lawyer, or a farmer, he makes a special study of engineering, law, or agriculture, and is thus prepared for his life's work. But this is not the case with a woman. Many arts and sciences can be applied day by day in the conduct of a family. A woman must have a knowledge of bacteriology, in order to be able to keep her home in a sanitary condition and the family free from diseases; chemistry, to understand the changes which take place in food; and physiology, dietetics, and home nursing, so that she will understand the human mechanism, the effects which food has upon the body, and the care of the sick.

Few people realize how closely related the science of art is to the home. If a home is to be planned and furnished artistically it is a necessity for the homemaker to have a knowledge of the science of art as applied to the home. It is true that many women are naturally artistic while others are not. However, artistic ability and an appreciation of art may be developed, so one should not give up this accomplishment simply because she is not naturally talented.

The term, Domestic Arts applies in general to a

number of phases of work: plain handsewing, dressmaking, millinery, the planning of a home, the hanging of curtains, the finishing of floors, the tinting of walls, basketry and weaving, house construction, knotting, netting and knitting are included. Sewing is of the most importance because it covers a vast field and a knowledge of it is essential to every woman. It is being realized more every year that it is just as important for women to receive training in sewing and other work in connection with the home as it is for men to be educated in commerce, engineering, agriculture, etc. Yet it has been in the last fifty years only that special courses for women have been offered in our institutions of learning.

The earliest attempts to give sewing as part of the school work were in the "Dames Schools" of the Colonists. Some academies for girls gave instruction in fine needlework. In 1798 girls were taught sewing in the public schools of Boston. But the real beginnings of domestic arts were in the Land Grant Colleges. The Iowa College of Agriculture and Mechanic Arts provided for work in domestic arts in 1869. The work became a regular part of the college course and rooms were well equipped for it in 1875. Illinois established work in domestic arts in 1870. South Dakota Agricultural College introduced the course in 1887, and the Oregon Agricultural College the following year. In 1890 three colleges established domestic art courses; North

Dakota Agricultural College, Washington State College, and Utah Agricultural College. Florida Normal and Industrial School, and Montana Agricultural College introduced the work in 1894. Large numbers of private and church schools have established courses in domestic arts but the most extensive work has been done in the Agricultural Colleges.

Since about two per cent only of the children attend college it makes it necessary to introduce industrial work in the grammar and High Schools if the children obtain this training, and it is of the greatest importance that they receive industrial training. The purpose of modern education is to awaken in the young girl a love for home work while she is in the nascent period. President Eliot says, "The prime motive of the higher education of women is the development in women of the capacities and powers which will fit them to make family life more intelligent, more enjoyable, happier, and more productive, physically, mentally, and spiritually." Persons learn certain things much more quickly when young, and if they become interested in sewing at an early age they are more liable to continue the work through their entire school life than if allowed to complete the grammar and High Schools without this work. For by that time they are likely to become interested in academic subjects, and are thus diverted from their

natural tendencies, not desiring to do the practical work. It is natural for a girl to be domestic and if she is not interested in domestic problems it is because she has been trained away from the home.

It is true that our ancestors were good housekeepers and they did not go to school to learn house-keeping. But conditions have changed in recent years. The mothers of today are too much occupied with social duties to stop and teach their daughters cookery and sewing as our grandmothers did. Some mothers have social ambitions for their daughters and consequently their children grow up to look upon home work as a drudgery instead of a science and the ideal life for a woman. In addition to these facts, manufactories and industries, generally, have developed so rapidly in the last half century that the modern woman must have the best and most thorough training in order to be successful and up to date in her sphere of life. Women who are making a life's study of home economics and keep up with its advancement are more competent and efficient to teach girls than mothers, because the woman with all her home duties has not the time or inclination to devote her efforts to this work.

Aside from the commercial and economic value of educating women in domestic arts, this training creates high ideals, and aids in developing the mind in that it

not only requires neatness and accuracy in work but deep thinking and concentration of the mind.

The possibilities for domestic arts in the Grammar and High Schools are many. To give a person a complete and thorough course it should be introduced into the lower grades. Such work as cutting, weaving, basketry, beading and the making of doll's clothes may be given in the first, second, third, and fourth grades. A course is outlined for the fifth and sixth grades with the intention of offering cookery in the seventh and eighth grades.

If the work is commenced in the lower grades more advanced work may be offered in the fifth, sixth, seventh and eighth grades. Under these conditions, by the time a child has completed the grammar schools she has a fairly good knowledge of plain sewing and is capable of properly caring for and making her clothes. Few girls under the present conditions are able to do this, because they have not had sufficient training.

The domestic art work should be continued through the four years of High School, offering training in drafting, cutting, fitting, and dressmaking, and also in fine handsewing and millinery. After completing this course the student is prepared to do her own sewing and the family sewing if necessary, and to retrim, or make her hats. Even if she does not have the good fortune to attend college she will have received sufficient

training in domestic arts to enable her to intelligently
care for a home along domestic art lines.

The cost of establishing a sewing course in the Grammar Schools amounts to less than is generally supposed. The children should furnish the materials, with the exception of rulers and scissors, and the cost need not exceed one dollar per year.

It is more expensive to introduce Domestic Arts in the High Schools because more equipment is needed to do good work. The necessary equipment consists of:

Machines

Tables

Chairs

Mirror

Squares and Yard sticks

Scissors

Drafting paper

The pupils furnish their own materials which vary in price according to the quality. This is of no extra expense to the pupils, however, because articles to wear or which are useful in the home are made. This saves the expense of employing a dressmaker to do the same work, so the purchasing of the materials for the class work is a saving rather than an expense to the pupils. A parent does not object to buying text books. The materials used in sewing serves the same purpose as text books do in other courses.

A fairly good course in sewing may be given in

schools where there is very little equipment. In this way the community and people of the state become interested in the work and appropriate money to enlarge the course.

This course in Domestic Arts was planned after having had four years of Domestic Art work at the Utah Agricultural College, three years at the Oregon Agricultural College, practice teaching, instructor in sewing during the winter course at the Oregon Agricultural College, and after having made a thorough investigation of the work done in the leading institutions in the United States. I have published some of the courses that are being offered in some of the schools, so one may see the extent to which the Domestic Art work is carried on in the Grammar and High Schools.

Fifth Grade A.

40 minutes a week

Discussion of equipment

Materials

Supplied by the school

Rulers, scissors

Supplied by pupils

Cloth, thread, tapemeasures, needles,
thimbles.

Discussion of sewing terms

Definition

Vocabulary of sewing

Talks on tools

Needles, scissors, emery, thimbles.

Weaving

Study of cloth

Cotton

Growth and manufacture

Preparing of loom

Drills

Threading needle

Making knots

Using thimble

Using scissors

Taking stitches

Exercises

Cutting on thread of material

Basting

Forms

Even

Uneven

Use

Running stitch

General appearance of the line of sewing

Relation of the stitch to the space

Relation of the stitch to the sewing line

Use

Application

Kitchen holder

Exercises

Overcasting

Slant of stitches

Depth of stitches

Use

Overhanding

Compare the appearance and use with overcasting

Hemstitching

Double

Application

Crash hand towel

Fifth Grade B.

40 minutes a week

Exercises

French seams

Hems

Casings

Application

Laundry bags of linen

Exercises

Damask hem

Mitered corners

Square corners

Marking

Application

Napkin

Hemmed and marked

Sixth Grade A.

90 minutes a week

Exercises

Putting on bands

Hemmed and stitched

Strings

Gathering and stroking

Sewing on lace

Putting in insertion

Application

Sewing apron

Drafting, cutting, making.

Exercises

Fancy stitches

Featherstitching

Application

Pin-cushion cover

Exercises

Drafting and cutting out pattern

Felled seam

Use

Bias joining and facing

Applied hem

Sewing on buttons

Taking measurements

Button-holes

Kinds

Round ends

Barred ends

Method of making

Cutting

Outlining

Overcasting

Stitching

Shaping ends

Application

Student's underwaist

Sixth Grade B.

90 minutes a week

Exercises

Repair of Textile Fabrics

Darning

Stocking darn

Running darn

Patching

Hemmed

Overhanded

Application

Stocking

Old garment

Exercises

Use of all the stitches given up to this time

Application

Cookery outfit for use the following year

Sleeve Protector

Cap

Shape

Size

Apron

Gored skirt

Bib

Material

White lawn

High School
Four Year Course
First Year

Two 40 minute periods a week.

Instructions in the use and care of sewing machines.

Use of extras

Gathering

Hemming

Tucking

Pleating

Care

Oiling

Cleaning

Threading

Exercises

Machine sewing

Measurements

Application

Cookery apron

Cookery cap

Material

White lawn

Exercises

Study of Textiles, Dyeing, Cleansing and Pressing

Use of textiles

Discussion of important ones

Cotton, flax, wool, and silk

Dyeing

Materials used

Art of dyeing

Operations preliminary to it

Second Year

Two 40 minute periods a week

Exercises

Simple drafting, cutting, and fitting

Economic cutting

Choice of materials for underclothing

Lace, insertion, embroidery, etc.

Application

Undergarments

Corset Cover

Night Gown

Drawers

Petticoat

Exercises

Drafting, cutting and making an infant's outfit.

Application

Dress

Underskirt

Bands

Hood

Third Year

Two 40 minute periods a week

Plain Dressmaking and Millinery

Exercises

Drafting

Use of bought patterns

Application

Waists

Lined

Unlined, tailored

Wash-dress

Design the dress on paper first

Discussion of

Dress finishings

Dress trimmings

Decoration

Stitchery used

Application to the article

Purchasing dress goods

Millinery

Drafting, making, and covering a buckram hat

Sewing in head linings

Bows and rosettes

Trimming a hat

Fourth Year

Two 40 minutes periods a week

Fine Hand Sewing and Millinery

Exercises

Rolled Hems

Drawn Work

Simple French Embroidery

Initials for marking linen

Application

Handkerchief

Dresserscarf

Center piece

Linen

Table or bed-room linen

History of Costume and Costume Designing

Lectures by the Instructor

Designing by the pupils

Millinery

Wire frames

Making and covering

Hat binding

Facings--shirred, tucked, draped, and folded

Renovating materials

Velvet, ribbon, lace, flowers, etc.

Trimming a straw hat.

Elementary Schools.

New York City

Grades 1st to 4th

Cord and Raffia Work

Grade 4 A.

Advanced stitches applied to small garments.

Mending

Exercises

Overhanding

Hemming

Gathering

Application

Sewing tapes and buttons on garments

Apron

Hemmed patch

Grade 4 B.

Decorative stitches

Repairing garments

Exercises

Buttonhole stitch

Catch stitch

Feather stitch

Application

Small aprons

Patching

Grade 5 A.

Applied design

Repairing garments

Exercises

Outline stitch

Advanced weaving

Mending

Application

Small flannel sack

Skirt

Stocking darning

Grade 5 B.

Drafting, cutting, and making small garments

Exercises

Buttonholes

Mending

Application

Dress darning

Undergarment, small size

Grade 6 A.

Drafting to scale

Estimating quantity of material

Exercises

Drafting, cutting, and making small garments

Application

Fancy apron

Small skirt or waist

Grade 6 B.

Drafting and Sewing

Color harmony and textiles

Garment making

Applied design

Exercises

Drafting garments or the use of bought patterns

Cutting and making garments

Application

Skirts or shirt-waist

Grade 7 A.

Exercises

Drafting, use of patterns

Rolling and whipping ruffles

Napery

Hemming and marking

Application

Full-sized undergarments

Corset-cover

Skirt

Hemming and marking household linen

Grade 7 B.

Exercises

Drafting, and making garments

Hemstitching

French knots

Joining embroidery

Application

Undergarments or

Unlined, cotton shirt waist, or

Child's dress or

Fancy collars and cuffs

Instruction in the economic planning of material and in the application of color schemes.

Grade 8 A.

Drafting and making garments

Applied design

Exercises

Sewing on hooks and eyes

Dress trimming

Application

Small dress skirt

Grade 8 B.

The same as 8 A.

Exercises

Garment making

Application

Unlined cotton dress, or

Infant's outfit, or

Fancy neckwear

Outline of the Domestic Art
Work in the St. Paul High Schools.

Domestic Art I.

Clothing

Study of fibre

Cotton and linen

Varieties and structure of each

Chemical and physical characteristics

Processes of manufacture

Spinning, weaving, bleaching, finishing

Chemical action on textiles

Mercerization

Principles of garment-making

applied to skirt and underwaist

drafted by measurements

Choice and economical cutting of material

Decoration

Stitchery used in decoration

Domestic Art II.

Clothing

This course elaborates and applies the principles established in Domestic Art I, and aims to give increased ability in the practical construction of underwear.

Decoration of undergarments, collars, and dress

Completion of the suit of undergarments begun

in Domestic Art I comprising four pieces.

Domestic Art III.

Drafting and Garment Making

Principles of dressmaking

Measurements

Study of fibres, including the study of the principles of clothing, the history and hygiene of dress.

Fitting and designing

Dress trimmings and finishing

Cut out, fit, and make a shirt waist in cotton or silk, and kimona.

Domestic Art IV.

Dressmaking

Drafting from measurements

Methods of finishing plackets, bottom of skirts, sleeves, trimmings

Summer dress

Alternation of patterns

Relative cost of materials

Art needlework: Designs, stitches, applied to dress and articles for home decorative purposes.

Domestic Art V and VI.

Millinery--Fall and Spring--offered when sufficient numbers desire it to warrant forming classes.

Art needlework continued.

Ontario Agricultural College

Guelph, Canada

Public Schools

1. Color and design

2. Plain sewing

Common stitches

Seams

Bands

Buttonholes

Placquets

Darning

Patching

3. Undergarment

Care and use of the machine

4. Shirt waists

Cutting and making

5. Skirt making

Unlined dress skirts

6. Dressmaking

Cutting, fitting, and making unlined dresses

7. Textiles

Fibres and fabrics made from them

Public Schools

St. Paul, Minnesota

Fifth Grade.

Time: One hour a week.

1. Home.

(a) Repairing, mending stockings, patching clothing.

(b) Articles for use: Laundry-bag, clothes-pin apron, sweeping cap, cooking or work aprons.

2. Linen closet. Pillow-cases, towels with hangers, doilies for doll-house; marking with chain-stitch or cross-stitch.

3. The child's own room. Belt, cuffs, collar, pincushion.

4. School-book bags, gymnasium bags, school banners.

5. Millinery. Trimming raffia hats for dolls. Fitting out a raffia work-basket, pincushion, needle-case, emery, scissors' guard.

6. Crocheting; knitting wristlets, caps, hoods, jackets, for dolls.

Sixth Grade.

Time: One hour a week.

1. Simple underclothing, aprons, short kimona jacket, combing cape.

2. Neckties, collars and cuffs for dresses, embroidered or hemstitched.

3. Towels, work-bags, napkins made and marked, tray-covers, table-scarfs with appliqué design.
4. Small travelling cases for gloves, veils, handkerchiefs. Large cases for shirt-waists, night-dresses.
5. Darning, patching and repairing worn garments.
6. Embroidered book-covers, table-covers, sofa-pillows, chatelaine pocket.
7. Bags for laundry, broom, shoes, sponge or travelling.
8. Crocheting or knitting bedroom slippers, chest-protectors, tam-o-shanters.
9. Simple pattern-making, free-hand drafting of articles and underclothing.
10. Millinery. Hats of raffia or lingerie simply trimmed.

Seventh Grade.

Time: One hour a week.

1. Garment-making, underclothing.
2. Repairing, darning and patching garments, darning stockinet, linen, silk. Repairing worn places in sleeves under arm and elbow.
3. Embroidery travelling cases, opera-glass cases, napkins, doilies, pillows, book and magazine covers.
4. Personal use. Handkerchiefs, collars, cuffs and underwear embroidered.
5. Millinery. Renovating old material, rosette, bow,

- frame-making and trimming.
6. Cutting and fitting. Making patterns, freehand drafting, cutting and fitting clothing.
 7. Laundering. How to launder white and colored embroidery.
 8. Dyeing and mordanting; cotton and linen thread.

Eighth Grade.

Time: One and one-half hour a week.

1. Garment-making. Graduating dress, summer waist.
2. Embroidery. Lingerie embroidery for hat, waist and parts of dress, curtains and table-covers.
3. Cutting and pattern-making, adjusting of patterns to different styles, economical cutting.
4. Millinery. Frame-making and trimming.
5. Use of dyes, mordanting. Stenciling, scarfs and dress trimmings; hangings for school or home.
6. Bleaching designs on dark surfaces, study of color harmony, redyeing; sketchy embroidery stitches, outline work and darning.

Teachers College, Columbia University

New York City.

Textiles and Clothing.

Textiles

This course presents the subject of textiles from the point of view of the purchaser; the manufacture of textiles, and manufacturing conditions which affect value of the material; laboratory work with textile fabrics for identification and adulteration; tests; the dyeing of textile fabrics; laboratory work in identifying and grading market fabrics; and estimates for the clothing of children and adults according to various standards.

Elementary Clothing

The fundamental principles of hand and machine sewing, applied to the making of undergarments and simple dresses, are presented. Domestic Art subject matter is also presented, such as will enable students to give instruction in sewing in elementary schools and first year high school.

Dressmaking

The fundamental principles of dressmaking, the drafting, making and adjusting of patterns to measurements, modelling in crinoline, and the cutting and finishing of gowns, are presented.

Advanced Dressmaking

Crinoline modelling, and more advanced work in cutting, fitting and finishing gowns.

Millinery

Designing and drafting patterns; construction of frames; covering and finishing; making and placing of trimming and making of hats from foundation to trimming, using original designs.

Advanced Millinery

Demonstrations in draping and trimming of hats by each student; designs executed from students' original color sketches; elaborate tinsel, chiffon, straw, etc. trimmings.

Embroidery

This gives the principle stitches used in decorative art, and also their application on the finished article. The decoration of undergarments, fancy waists, household linens and gowns, receives attention.

The H. Sophie Newcomb College

New Orleans, La.

Domestic Art

The courses in Domestic Art provide instruction in all phases of sewing; beginning with sewing in its simplest form and leading to the making of garments, art needle work and millinery.

1. Garment Making.

The fundamental principles of hand and machine sewing used in making underwear, etc.

Taking accurate measurements, use of patterns, choice and economical cutting of materials, care of machines.

2. Dressmaking and Costume Design.

Sketching and designing gowns. The principles of dressmaking, cutting and fitting, making and finishing lined gowns.

3. Millinery

This course includes the construction and trimming of hats beginning with the use of foundation materials, designing and drafting patterns and copying approved models.

4. Advanced Dressmaking, Demonstrations, Discussions, and Manual Work.

This course includes cutting and fitting, adaptation

of patterns, and copying designs in crinoline. It considers the artistic side of dress.

5. Embroidery.

This course aims to give the necessary stitches used in decorative art, and the application of these principles in the completed article. It considers the question of art in applied design.

6. Theory of Teaching Domestic Art. Lectures and Practice Teaching.

This course considers the relation of Domestic Art to education, its relation to the curriculum, the method of teaching it in schools, the planning of lessons and courses of study, and problems of cost and equipment.