

THE ADEQUACY OF THE ALBERTA HIGH SCHOOL
FABRICS AND DRESS COURSE
TO MEET STUDENT NEEDS

by

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A THESIS

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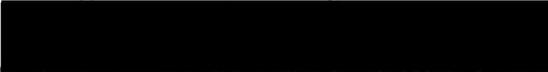
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CHAPTER I
INTRODUCTION

Purpose of Study

It is axiomatic that through the years changes in courses of study in schools have come through changes in society and through the acquisition of new knowledge and new experiences on the part of our educators. An educator must therefore continually reappraise courses, on the one hand, in accordance with social needs and, on the other, by coordinated studies bearing on the psychology of the learning process.

Prerequisite to these considerations is a thorough analysis of what has been done and is being done in connection with any course of study.

The writer has for a number of years had some responsibility for the home economics courses in the province of Alberta. Since more high-school girls enroll in the Fabrics and Dress 10 course than in any other of the home-making curriculum of the province, it is felt that it is particularly worthy of a searching appraisal to test whether it adequately meets student needs and interest. A review of what has been done and what is being done in

that course provides the basis for the present study.

Although this investigation is thus specifically concerned with the Fabrics and Dress 10 course as current in the province of Alberta, the principles and ideas are generally applicable to any school offering a course in clothing.

The result of this study will be of personal value and concern in the writer's further work for the Department of Education in the province.

The purpose of the study is to secure the information that will aid the home economics supervisor and curriculum committee in future revisions of the present course. It is hoped that home economics teachers will adapt the suggestions to their own programs, thereby developing a practical course which meets the needs of girls in their own school and community.

Statement of Problem

This study is to determine the values inherent in the present Fabrics and Dress 10 course to find if it is adequately meeting the needs of the students and in accord with modern trends and practices. An effort has been made to ascertain the following:

1. Do the Fabrics and Dress 10 students feel confident in their ability to use the sewing machine, commercial patterns and sewing equipment efficiently?

2. Do they have confidence in their ability to plan, select and care for their wardrobe?
3. Do they see the relationship of good health, good grooming and development of charm to a clothing course?
4. What are the most frequently chosen sewing projects?
5. Should the choice of fabric and projects be limited?
6. Is a notebook of value in a sewing class?
7. What is the consensus of opinion as to the best time to introduce the making of necessary sewing samples?
8. What additional information or skills does the group feel should be added for the improvement of the course?

CHAPTER II

AN ACCOUNT OF THE OBJECTIVES AND DEVELOPMENT
OF THE CURRICULUM FOR ALBERTA SCHOOLS

An understanding of the philosophy guiding curriculum building in Alberta is necessary to secure an appreciation of the situation.

In common with all Canadian provinces, the curriculum is a provincial matter. The Alberta department of education, according to the foreword in its "Curriculum Guide for Alberta Secondary Schools" (7, p.11) believes the following to be true:

An ever-present task in education is the preparation of course outlines and the publication of other curriculum materials for the guidance of the classroom teacher. In preparing course outlines some degree of uniformity in point of view and style should exist. Such outlines will differ in accordance with the demands of each particular course but they should conform to the same basic principles of curriculum construction.

While course outlines are put together by committees of teachers and educators working together outside the classroom, a sound program of studies is made in the classroom. It will grow in the school system only to the extent to which everyone participates, at least to the degree of thinking the problem through. In this important phase of education we must fully appreciate that (a) curriculum revision is a continuous and never-ending process; (b) there must be wide participation in curriculum building in order to obtain a good and effective program of studies; (c) curriculum workers must be well aware of certain broad trends in education which are evident during any particular period of time; and (d) in the actual work of selecting content and organizing materials for course outlines we must base our

thinking and work on sound and established criteria....

The fundamental purposes of secondary education are concerned with the three major factors of the educative process -- the adolescent, the culture in which he lives, and the natural environment which in degree must influence and direct his activities.

When these basic factors are examined with a view to their significance in the educative process they may be restated as the three general purposes of secondary education in Alberta:

- (a) the fullest realization of the youth's personal potentialities;
- (b) the preservation and improvement of our democratic social order;
- (c) the understanding, utilization and improvement of the physical environment.

Only when curriculum makers consider all three purposes can they hope to devise a program of studies adequate to the educational needs of Alberta youth.

In Alberta, general curriculum committees are chosen for the three main school divisions or levels -- elementary, junior high school and senior high school. These committees are composed of the Director of Curriculum, the Associate Director of Curriculum, the representatives from teachers in the grade level involved, school trustees, the home and school federation, and specialists in the field of education. These committees meet in the provincial department of education several times each year to discuss trends, accept or reject revisions recommended by sub-committees and in general consider the full

curriculum for their grade level.

The program of study for each course is planned or revised by a subcommittee under the direct supervision of the director or his associate. The subcommittee chairman is either a provincial supervisor, superintendent, high-school inspector or a teacher who is well qualified in the particular field. The subcommittee is made up of a group of teachers actively engaged in teaching the course that is under consideration. The members of the group plan and write the course after familiarizing themselves with the latest literature in the field. They study courses of study currently being used in other provinces and in various parts of the United States. In addition they consult teachers, students, parents and other interested people for suggestions. The interim course is then written and copies are sent to members of the curriculum committee for their personal study previous to the general curriculum committee meeting. The interim course is presented by the chairman of the subcommittee at the general curriculum meeting. The course is discussed and approved or suggestions are given to make the course acceptable to the curriculum group. When the interim course meets the approval of the curriculum committee, it is tried in selected schools in the province. The course is evaluated by teachers, students and interested groups in the communities of the test schools. The subcommittee considers these

evaluations, revises the course as required, until it meets the approval of the general curriculum committee.

The fabrics and dress course being considered in this study was prepared by a subcommittee composed of six senior high-school teachers under the supervision of the associate director of curriculum and under the chairmanship of the provincial supervisor of home economics. The subcommittee was a representative group from all parts of the province. It included the city supervisor of Calgary, who also teaches fabrics and dress half of each day; a teacher from the largest high school in the city of Edmonton; one teacher from each of the two smaller cities, Medicine Hat and Red Deer; one teacher from Vegreville, a medium-sized town; and one circuit teacher who teaches each week in the three small towns of Okotoks, Caley and Blackie. This particular committee was weighted heavily toward the city systems because at the time of revision in 1948, the majority of fabrics and dress classes were in city schools. At that time most of the town and circuit schools offered a general homemaking program rather than the specialized courses including the fabrics and dress course.

The home economics program in Alberta attempts to further the objectives of general education by having as its major purpose, according to the "Senior High School

Curriculum Guide for Home Economics" (8, 5p.) the education of youth to enable them to meet and solve problems of everyday living. Furthermore, it is believed that home economics education should provide experiences which will develop attitudes, skills and techniques essential for the maintenance and improvement of the home and which could be of value in wage earning. It should also help the student develop the many personal assets which contribute to satisfying home living and wage earning. These assets, important for both goals, include health, attractive appearance and personality; the use of money to get values most needed for a satisfying life; and understanding of others and good relationships with them.

The objectives of the fabrics and dress course as listed in the curriculum guide (8, p.42) are as follows:

1. To develop good judgment in the selection of styles and materials suitable to the individual girl.
2. To help girls realize that the selection and construction of garments express, to a large degree, traits of personality.
3. To give instruction and help in the processes leading to the construction of projects of varying difficulty suited to the varied abilities of the pupils.
4. To develop a realization that the care of one's clothing is a definite responsibility.
5. To develop an appreciation of textiles and discrimination in their selection and use.

These specific objectives of the fabrics and dress program conform to the objectives recommended in the

curriculum guide for home economics and also contribute to the objectives of general education.

In the explanation of the course outline and general organization contained in the curriculum guide (8, 6p.) it is stated that the course outlines are to be considered a guide. Suggestions are given, and the teachers are expected to use their experience to make the course increasingly effective. Course outlines, therefore, are descriptive rather than prescriptive. The minimum requirements are suggested. It is not expected that all students could cover every topic and every subject listed, but in adapting the course careful consideration should be given to the pupils' needs, interests, abilities, the community where they live and the local problems that exist.

CHAPTER III

HISTORICAL BACKGROUND LEADING TO THE PRESENT
FABRICS AND DRESS COURSE

In order to understand the gradual trend toward the specialized course of fabrics and dress in the high schools, a review of the outstanding events in the history of education which affected home economics in the province should be considered.

When the province of Alberta was organized in 1905, the Department of Education adopted the program of studies in use by the Northwest Territories. In 1908 steps were taken to initiate a new course of studies in Alberta. This was ready in 1912 and there was a general feeling that it compared favorably with the courses in the other provinces of the Dominion. In this first major revision of the Alberta course of studies, according to the annual report of 1939 (4, p.9) a system of 12 grades was introduced and provision made for the teaching of the "special subjects" of art, manual training, household science and health.

The course in household science included sewing for Grade VI girls; sewing and cooking for Grade VII girls; and sewing, cooking and housework for the Grade VIII girls. During the summer of 1915, according to the annual report of 1916 (1, p.52) a course in household arts was developed

for Grade IX and X girls.

In 1921 there was a growing demand that high-school facilities should be brought closer to the people so as to enable rural boys and girls to get a better education. The whole education system, therefore, was reconstructed to provide greater diversity of studies. This revised program came into effect in 1924. There were six alternative courses provided -- normal school entrance, matriculation, agricultural, commercial, technical and general. The last was designed to give the student the widest choice in making up his program. As this multiple curriculum had an obligatory core, the student was free to transfer from one course to another without serious handicap. The number of subjects which could be taken concurrently was reduced. Each subject was to be considered a unit, and promotion was based on subject or unit rather than on grade. Every unit was to have the same credit value and was to require the same time. The diversity of courses and the uniformity of credits resulted in a great impetus being given to the study of household economics. Two general courses, Household Economics I and II, were introduced for the high-school girls in 1920. (2, p.55) In 1929 a technical high school was opened in Calgary and in 1930 one was opened in Edmonton. The specialized courses Fabrics and Dress 1, 2 and 3 were offered in these schools. A complete

revision of all household economics courses was made, according to the annual report of 1932 (3, p.67).

It was assumed that the regular school day of five hours would comprise eight periods of teaching time, each of at least 35 minutes duration, and that the school week would comprise 40 such periods of teaching time. The technical courses were valued at eight credits for the Grade X and XI units and ten credits for the Grade XII unit. The general courses offered in the majority of the schools were valued at four credits.

In 1942 the general high-school home economics courses were revised to include the many aspects of personal and home living taught as an integrated whole rather than as a separate or segregated unit. In the larger school systems and in the well-established smaller centers it was possible for a student to take home economics for five years. In the latter schools this meant five years of general home economics as the junior high school courses had gradually been developed on this general family living theme. At this time the cities of Calgary and Medicine Hat were the only ones offering the Fabrics and Dress 1, 2 and 3 courses.

A growing interest in the specialized courses became apparent. To meet timetable difficulties the course content was divided into two sections, "a" and "b," each worth four credits. In 1949 revision of the high-school

home economics courses had been started and consideration was being given to the desire of many senior students to specialize in a definite phase of home economics (5, p.67). In the school year 1951-52 the interim courses were tried in six centers. In the 1952-53 school year the interim courses were tried in every school offering home economics.

The final revision was completed and the new program was introduced in September, 1953. The program was designed to meet the needs of all students in the province by including the following:

1. two general courses which cover the main phases of home economics,
2. a course which allows three years of specialization in foods and nutrition,
3. a course which allows three years of specialization in fabrics and dress and additional courses of practical and cultural interest.

(6, p.44)

CHAPTER IV

METHOD OF PROCEDURE

Participants Included in the Study

In order to conduct an investigation of the Fabrics and Dress 10 course to see if it was adequately meeting the student needs, the author felt that, since all teachers are encouraged to help the curriculum committee at the time of revision, the study would be of most value if it were made entirely from the students' viewpoint. The Fabrics and Dress 10 course is the first or basic course in this unit of study. It is offered to girls in rural, town and urban centers in all parts of the province and, since the varying backgrounds, interests and abilities of pupils must be considered in appraising the total situation, the author felt that the greatest sampling would be made by employing a questionnaire as a means of collecting data. The author decided to contact all the students of Fabrics and Dress 20 and 30 presently taking the course in the province (Appendix A), and in addition a group of senior high-school students and former students who had taken the first course, Fabrics and Dress 10, but who had not continued in this unit of study (Appendix B).

Construction of the Questionnaire

Resource material used in the construction of the questionnaire included high-school and college text books with particular reference to the one by Clara Brown Army (9), courses of study from other provinces with particular reference to British Columbia (11), Saskatchewan (21) and Ontario (19), several State handbooks from the United States (12, 20, 22), magazine articles concerning methods of teaching clothing and the practices followed in selection of content for courses, information and contacts (15) about criteria for judging sewing courses from Miss Beulah I. Coon, Research Specialist, Home Economics Education, Washington, D.C., discussions with the two city supervisors in the province and with fabrics and dress teachers and from experiences and interests of the writer developed in teaching and supervisory work.

After this preliminary research it was decided to develop two questionnaires. The one for the Fabrics and Dress 20 and 30 students was to be almost entirely a check list to be answered with "yes" or "no." The divisions of this questionnaire were to follow the ones used in the course outline for Fabrics and Dress 10. A question dealing with years of previous study was not asked as the Fabrics and Dress 10 course is supposedly a basic course which can be taken by the students who have

had no previous experience.

The second questionnaire for the former Fabrics and Dress 10 students was slanted toward the use they were making of the training and experience they had gained when they took the one fabrics and dress course. With these suggestions in mind, preliminary questionnaires were made and discussed with several Fabrics and Dress teachers. The questionnaires were revised and forwarded to Miss Dorothy Gatton, Professor of Clothing, Textiles and Related Arts at Oregon State College, for her appraisal and suggestions. A final revision was then made and the questionnaires were sent to the Fabrics and Dress teachers. The questionnaires were sent out shortly after the Easter vacation. This time was considered a good one as it was prior to the busy culmination activities of the school year. The enrollment cards sent in the fall to the provincial supervisor of home economics were checked to find the number and location of students taking the Fabrics and Dress 20 and 30 courses and the names of the teachers offering the courses. As a result 494 of the first questionnaires were sent out and distributed by 43 teachers to their students in class time. (Appendix A)

The second questionnaire was sent to a selected group of teachers where, according to the enrollment cards, Fabrics and Dress 10 had been taught since the interim course was offered in 1949 or shortly thereafter. Ten

teachers and two supervisors were thus contacted and each was asked to distribute ten questionnaires. (Appendix B) Each of these questionnaires was accompanied by a letter of explanation, and participants were asked to forward their questionnaires directly to the writer.

Number of Questionnaires Returned

Questionnaire 1

Of the 494 questionnaires mailed 417 (84.4 per cent) were returned answered. Three teachers had been contacted a second time in order to receive their class questionnaires. The questionnaires from 13 classes were returned in full, indicating that the enrollments in those classes had not changed since the enrollment cards had been sent in to the Department of Education. Enrollment figures caused by "drop-outs," serious illness, death and absentees on the day the questionnaire was answered were given as reasons for not returning the full number of questionnaires.

Questionnaire 2

Of the 120 questionnaires mailed 68 (61.8 per cent) were returned answered. Of those returned, 11 were discarded because ten participants had taken additional fabrics and dress courses and one had never taken the

Fabrics and Dress 10 course. This left 57 or 51.8 per cent of the total questionnaires that were mailed. Of the questionnaires used in this thesis, two were from the class of 1949, two from the class of 1950, two from the class of 1951, five from the class of 1952, 12 from the class of 1953, 21 from the class of 1954 and 13 from the class of 1955.

In order for the writer to gain a better understanding of the situation the participants of the second questionnaire were asked to give their occupation and their years of home economics training; 42 were in school, nine of whom were in Grade X, 12 in Grade XI, 23 in Grade XII, one at university and one in a school of nursing. Eight were working: one as a pharmacy apprentice, one as a receptionist, four as stenographers, one as a store clerk and one as a teacher. Five were married, three of whom were full-time homemakers; two were working, one as a stenographer and one as a teacher. Each of the participants who were full-time homemakers had two children. Of the 57 participants 11 had one year of home economics training, 12 had two years, 13 had three years and 16 had four years.

Conclusion of Research Procedures

The responses made by the two groups have been

tabulated and, where appropriate, have been compared. The next chapter reports upon the responses made by the two groups, and an analysis of the data is made.

The final chapter summarizes the investigation and draws some conclusions for the consideration of the home economics teachers, the supervisors and the curriculum subcommittee.

CHAPTER V

ANALYSIS OF DATA

Machine and Equipment

The Iowa Home Economics Association in its Unit Method of Sewing (16, p.36) believes that knowledge of how to use the machine and equipment efficiently and keeping them in good working condition are contributing factors in maintenance of interest and in producing garments of acceptable quality and appearance. Because the writer also believes this to be true, both groups were questioned as to their knowledge of the technique. Of the 417 students answering this section of the questionnaire, 406 or 97.3 per cent knew how to thread the machine before starting the Fabrics and Dress 10 course. Three hundred and thirty-one, or 79.4 per cent knew how to adjust the stitch, and 205 or 49.6 per cent knew how to select, use and care for sewing equipment. Only 173 or 41.3 per cent indicated, however, that they could adjust tension, and 129 or 31.2 per cent knew how to clean and oil the machine.

Of the 57 former Fabrics and Dress 10 students answering this section of the questionnaire the full group (100 per cent) knows how to thread the machine, 49 or 85.9 per cent know how to adjust the tension, but only 54.3 per cent feel confident in their ability to clean and

oil the machine. It would appear from the data that more stress should be placed on learning how to adjust the tension and cleaning and oiling the machine. This is particularly important for home sewing, since a sewing machine, like all other machines, will not give satisfactory service without proper care and maintenance. Since the number of "sewing center" stores with their trained personnel are limited and local repairmen are not always familiar with sewing machines, it behooves all sewing machine owners to have some knowledge and skill in order to keep their machine in good working condition.

TABLE 1

Percentage of Students with Confidence
in Ability to Use and Care for Sewing
Machines and Equipment

Confidence in ability	No.	Group 1* Per cent	No.	Group 2** Per cent
--to thread machine	406	97.3	57	100
--to adjust stitch	331	79.4	57	100
--to adjust tension	173	41.3	49	85.9
--to clean and oil machine	129	31.2	31	54.3

* In all tables Group 1 refers to the 417 Fabrics and Dress 20 and 30 students who answered their questionnaire.

** In all tables Group 2 refers to the 57 Fabrics and Dress 10 students or former students who answered their questionnaire.

The participants in Group 2 were asked if they could use the buttonhole attachment; 91.2 indicated that they could. Most schools have a buttonhole attachment, and it appears from this data that sufficient training is given in its use.

Personal Value Gained from the Study of the Attributes of Charm

Since well-chosen clothes, good grooming and an attractive personality help achieve success and develop poise and confidence according to Wingo (23, pp.3-4), questions as to the importance of the unit study on the attributes of charm were asked of Group 1. Of the 417 participants in Group 1 answering their questionnaire 385 or 92 per cent found the topic on good grooming of help. Three hundred and seventy-five or 89.9 percent felt that the topic listed in the course of studies as "The Girl and her Charm" was of importance in a sewing course, but only 266 or 63.7 per cent saw the relationship between good health and personal appearance.

Of the 52 participants of both groups offering suggestions for improving the Fabrics and Dress 10 course, 15 suggested that more attention should be given to the study and the practice of aids to good grooming. The study of "good posture and how to model clothes" was suggested by five participants. Three students indicated they "had not taken" this unit of the course but wished they could have, and ten said they had studied it very briefly. Five girls said that the importance of nutrition through selection of necessary foods for health and improved appearance should be studied. Five said they would like help in improving their appearance. It would appear from this survey that the majority of students find this topic of interest and value, and that many feel they need help in improving their appearance.

According to Morton (18, p.25) the attributes of charm are more lasting than mere prettiness and a person can achieve self-made good looks by constant work at self-improvement of the fundamentals: scrupulous cleanliness, a good, clear skin, meticulous grooming, fine posture and carriage, an attractive voice and manner of speaking, and a pleasant facial expression reflecting inner graces. Since 90 per cent of the participants showed an interest in these topics it would appear that this section of the course should be retained.

Ability to Select and Use Commercial Patterns

One of the purposes of this study is to determine what knowledge the students had prior to taking the Fabrics and Dress 10 course and to determine if the students are receiving sufficient training and practice in the use of commercial patterns so that they can use them correctly and efficiently. This is an important section of any sewing course. Mansfield (17, p.49) says that dissatisfaction with a garment usually is due to fitting rather than construction and that in order to get the best possible fit, patterns of the size best suited to the individual should be selected, checked and altered for proportions that vary from the average used by the pattern maker. Proper placement of pattern pieces is essential, and special knowledge is required for fabrics that differ from plain in weave or design.

Of the 417 girls answering the first questionnaire, 350 or 83.9 per cent had used commercial patterns before they entered the Fabrics and Dress 10 course. Since home economics courses for the junior high schools require the use of commercial patterns and since home economics is not offered in all small schools, it is probable that the 69 participants who indicated that they had never used a commercial pattern attended a junior high school not offering home economics. Of the 350 or 83.9 per cent

of the participants who had experience with commercial patterns, only 215 or 61.4 per cent indicated that they had confidence in their ability to use patterns correctly. Only 250 or 59.9 per cent felt that they could select suitable patterns for their own figure. Low affirmative responses of 117 or 33.4 per cent of the participants indicate that additional training is needed in the use of the instruction sheet. The following specific information as to confidence in the ability of the participants in different phases of pattern use are listed in Table 2 for Group 1. Of the 417 participants 76.5 per cent of Group 1 and 77.1 per cent of Group 2 felt confident in their ability to take measurements. In pattern alteration 278 or 67.7 per cent knew how to lengthen patterns, 282 or 68.7 per cent knew how to shorten patterns, but only 111 or 26.8 per cent knew how to increase the bust or hip measurement. Since the majority of participants' answers were not consistently "yes" or consistently "no," it would appear that the students on the whole learned to make necessary adjustments to suit their own figure problems. Tall girls possible learned to lengthen patterns, and short girls learned to shorten patterns in order to sew for themselves. Most teen-age girls appear to be of average hip and bust measurement; this probably explains why only one quarter of the group learned these important measurement adjustment methods before they took Fabrics

and Dress 10.

In laying pattern pieces 382 or 91.6 per cent indicated they could place pattern pieces on plain material, 225 or 54 per cent could place pattern pieces on fabric with a one-way design, but only 145 or 35.2 per cent felt confident in their ability to place pattern pieces on pile fabric. Plaids and striped material evidently gave the most difficulty; only 119 or 26.6 per cent felt confident in their ability to lay pattern pieces on them. The fact that fabrics and sewing projects are limited to a great extent at the junior high school level explains to some degree the low percentage of students with confidence in their ability to use special fabrics and designs.

Dealing with these problems the 57 participants answering the second questionnaire made the following responses: only 22 or 38.5 per cent felt confidence in their ability to adjust and alter patterns; 45 or 78.9 per cent felt they could cut out patterns correctly; 31 or 54.3 per cent felt they could assemble garment pieces; 35 or 61.4 per cent indicated they could fit garments. Three of the participants who replied in the negative added that they could not readily fit themselves. Forty-two or 73.6 per cent felt they could do the finishing details in an adequate manner. Forty-six or 80.7 per cent felt that they could alter purchased garments.

TABLE 2

Percentage of Students with Confidence in
their Ability to Select and Use Commercial
Patterns

Confidence in Ability	Group 1 Number	Per cent
-- to select a pattern to suit the figure	250	59.9
-- to take body measurements	318	76.5
-- to lengthen the pattern	278	67.7
-- to shorten the pattern	282	68.7
-- to increase bust or hip measurement	111	26.8
-- to place the pattern on plain fabric	382	91.6
-- to place pattern on one-way design	225	54.0
-- to place pattern on pile fabric	145	35.2
-- to place pattern on plaids and stripes	119	26.6
-- to follow instruction sheet	117	26.6

Four of this group added the statement that they usually had few alteration problems. Two qualified their negative reply by saying that they could not make difficult alterations. From this data it would appear that

certain problems in adjusting and altering patterns, particularly the hip and bust-line adjustment, give difficulty and require more attention. Pattern placement on pile, plaids and striped fabrics also appear to give difficulty; additional training and practice should prove helpful. Since only 117 participants or 26.6 per cent of the 417 participants felt that they could follow instruction sheets in an adequate manner this important contribution to the development of independence deserves more attention. In an effort to help students gain ability to follow instruction sheets the Unit construction method described in the Iowa Home Economics Association book (16, pp.51-52) should be helpful. Unit construction is an organized way of constructing a garment, unit by unit. When the garment is cut, each piece is a unit. As work progresses, the pieces are combined and form a new unit. Careful planning at the beginning of the sewing project contributes to later facility in construction and finishing.

Purchase of Fabrics and Ready-to-wear Garments and their Care

Whether a large or small part of the income is spent on clothes it takes thoughtful planning and skillful buying to build an efficient and becoming wardrobe. Since proper care contributes to savings and to the protection

of the merchandise, the writer desired to know if the participants felt this topic was receiving sufficient emphasis. According to Table 3, 342 (92 per cent) of Group 1 felt that their study of finishes, weaves, dyeing and printing helped them in selecting fabrics and ready-to-wear garments, and almost an equal percentage of Group 2, 53 or 92.9 per cent, felt that their training in Fabrics and Dress 10 had helped them in selection and buying of ready-to-wear clothing. Three hundred and fifty or 93.9 per cent of Group 1 intimated that this course had made them conscious of the importance of labels, and 44 or 77.1 per cent of the second group actually asked to see the label or inquired about care of the fabric or ready-to-wear garments. Nine of the participants in Group 2 said they "sometimes" ask for this information.

In addition the participants in Group 2 were asked if they believed knowing the meaning of trade names for finishes helps in purchasing. Fifty-three or 92.9 per cent indicated that they did, and two participants felt it was of "some" help.

In addition to choosing the correct fabric for the purpose, correct preparation of the fabric is essential in constructing a well-fitted garment. Because of this, the participants in Group 1 were asked if they knew how to do this before they entered Fabrics and Dress 10.

Two hundred and sixty-nine or 64.5 per cent answered in the affirmative. This evidently is an area which requires emphasis early in the school term. Under the topic of "Care and Repair," 358 or 85.8 per cent of Group 1 said that through their study in the Fabrics and Dress 10 course they had become interested in the special care of fabrics. Of the 57 participants in Group 2, 50 or 92.9 per cent felt confident in their ability to launder different types of material and five of this group said they could "launder some types but not all." Of the Group 2 participants 42 or 73.6 per cent said they knew how to remove stains and four qualified their answer by the word "some."

From Table 3 we also see that 329 or 78.8 per cent of Group 1 knew how to darn before they started class work and 55 or 96.4 per cent of Group 2 said they know how to darn. In comparison, 27.8 or 66.6 per cent of Group 1 knew how to patch and 50 or 87.7 per cent of Group 2 said they knew how to patch. Since the percentages in both areas are fairly high, it would appear that adequate teaching or home practice is done.

In the section of both questionnaires asking for suggestions for the course only four girls made recommendations. Two suggested that more attention should be given to removal of stains and two suggested that more attention should be given to the study of darning and

patching. From the data and from the limited number of suggestions it would seem reasonable to assume that the girls are receiving adequate instruction and have reasonable skill in all phases of care and repair.

Both groups were asked about wardrobe planning, and 395 or 94.7 per cent of Group 1 said that they considered wardrobe planning useful and 48 or 84.2 per cent said they had gained in ability in planning a wardrobe. One participant said she had gained "to some extent." The 417 girls in Group 1 were asked if they were familiar with the topics discussed in the unit on "ethics of shopping," but only 153 or 36.6 per cent said they were. From the information dealing with this section of the investigation it would appear that the girls did not have much previous knowledge of consumer buying before they entered their Fabrics and Dress 10 class and that this topic study is necessary. It would appear, however, that they benefited from this study to some extent in purchasing for their wardrobe.

TABLE 3

Percentage of Participants Able to Select, Purchase and Care for Fabrics and Ready-to-wear Clothing				
Confidence in Ability	Group 1		Group 2	
	No.	Per cent	No.	Per cent
-- to select and purchase	342	92.0	53	92.9
-- to use labels	350	93.9	44	77.1
-- to darn	329	78.8	55	96.4
-- to patch	278	66.6	50	87.7
-- to plan a wardrobe	395	94.7	48	84.2

Selection of Color, Style and Fabrics to Suit the Individual.

Since selection problems are unique for the individual, the program of studies suggests the study of basic rules and factors that do not change with fashion, in order to stimulate the student's interest in her own clothes as an aid in improving her own appearance and making suitable selections for others. The writer felt that this unit in the program of studies might have far-reaching possibilities in its contribution to present and future use and was desirous of finding out the value placed on the topic by the participants.

Three hundred and thirty participants or 79.9 per cent of Group 1 indicated that they had discussed the

choice of pattern and materials suitable for short, tall, slender and stout girls in class. Of the group 250 or 60.1 per cent felt that they could make selections to suit their own figure type before they took the Fabrics and Dress 10 course. Of the 57 participants in Group 2, 47 or 82.4 per cent indicated they had confidence in their ability to make selection for all types. It would appear that since 42 of the participants in Group 2 are still in school the higher percentage shown by Group 2 gained their knowledge probably through the fabrics and dress course.

The Group 2 participants were also asked about their knowledge of color. Of the 57 participants 51 or 89.4 per cent felt that they could select pleasing color combinations and 46 or 80.7 per cent felt that they could select colors which harmonize and enhance their own personal coloring. This would indicate, it can be assumed, that sufficient emphasis is being given to this topic.

Information Relative to Participants' Sewing Experience

As part of the study the writer was interested in finding out to what extent the participants were utilizing their fabric and clothing construction knowledge in their homes, and so a number of pertinent questions were asked. In regard to experience in sewing with four of the main fibers, the full number of participants replied that

they had sewn with cotton, 37 or 64.9 per cent had sewn with wool, 30 or 52.6 per cent had sewn with rayon and an equal number with nylon. The full group also indicated that they had sewn for themselves, and in addition 17 or 29.8 per cent said they had sewn for their mothers. Twenty-one or 36.8 per cent said that they sew for their sisters and 15 or 26.3 per cent said that they sew for other family members or friends. Six of the group indicated that they sew for all groups listed. The three married participants with children indicated that they sew for them. Three of the participants in school said they had sewn sports shirts for their brothers.

Reasons given for not sewing possibly help to explain why more sewing for "others" is not done. No participant said that she disliked sewing, but two indicated that they have eye trouble. Ten or 17.5 per cent said that they did not have a sewing machine. Lack of skill was the reason given by six or 10.5 per cent of the participants, and "lack of time" was given as the reason for not sewing by 37 or 64.9 per cent. Only two considered it less expensive than sewing at home. It would appear from this survey that lack of time and lack of a sewing machine are the two main factors affecting home sewing.

In spite of this a variety of sewing projects have been done in the home. A complete list appears in

Appendix G. According to Erwin (13, p.9) "Career girls and homemakers alike find that the 10 to 13 per cent of income usually available for clothing is inadequate when all the garments are ready-made. In her effort to meet, within her income, her own standards of taste, quality, and workmanship, the average woman feels that sewing effects a great economy." This statement seems to be substantiated at least by the participants who indicated the greatest amount and variety of sewing projects. In reply to the question, "Do you ever remodel discarded clothing?" 27 or 47.3 per cent said that they did. It was interesting to note that four of the married participants answered in the affirmative, four or one-half of the single participants who were working and both the university student and the school of nursing student. An explanation for the responses might lie in the fact that with more experience more possibilities for making over garments are apparent.

A complete list of the participants' experience in this phase is found in Table 4.

TABLE 4

Experiences of Group 2 in Sewing		
Experiences	Number	Per cent
with fabric:		
-- in sewing with cotton	57	100.0
-- in sewing with nylon	30	52.6
-- in sewing with rayon	30	52.6
-- in sewing with wool	37	64.9
with sewing for people:		
-- for herself	57	100.0
-- for her mother	17	29.8
-- for her sister	21	36.8
-- for family or friends	15	26.3
reasons for lack of experience:		
-- dislike sewing	0	0
-- eye trouble	2	
-- lack of a sewing machine	10	17.5
-- lack of skill	6	10.5
--lack of time	37	64.9
-- consider it less expensive to buy	2	
-- other reasons	no reasons given	

Importance of Evaluation as an Aid in Improving Sewing Techniques

The philosophy of evaluation is a part of the philosophy of education and according to Hatcher (14, p.9) research at all grade levels and in different fields of knowledge indicates that learning is most effective when

the learner shares the learning process. With the shift in emphasis from subject matter to student development it is possible to help the student approach and work on problems in ways which will be useful to him throughout life. The writer was interested to know if the participants gained from their experiences in evaluation. Three hundred and seventy-seven or 90.2 per cent of Group 1 indicated that evaluation of their sewing projects helped in improving their sewing and 46 or 80.7 per cent said they had developed ability to judge quality of workmanship, and three said they had developed "some" ability. It would appear from the data that the teachers and students are aware of the importance of evaluation and are working together in an effort to improve their techniques and habits.

Specific Questions Dealing with Students' Choice and Limitation of Projects

Clara Brown Army (10, p.7) states: "One of the most effective ways to secure improvement is to evaluate the present situation objectively and accurately and then attempt to remedy weaknesses and unsatisfactory conditions brought to light."

Since the development of standards by which we can judge our own achievement is important to the individual, both the student and the teacher have questioned the

writer as to the "adequacy of the amount they are achieving" or "the limitations that they are imposing" in an effort to meet the expected standard. The writer, therefore, was interested in student opinion of certain specific problems which will be seen in Table 5. It was gratifying to note that 358 or 85.7 per cent believe that the suggested basic number of three projects is acceptable. It was noted that of the number answering in the negative two had sewn only two projects, possibly indicating lack of skill or interest. Three of the participants, also replying in the negative, said that five can be accomplished. It would appear that three projects are sufficient for the majority, and exceptions could be made as required. It was interesting to note that 350 or 83.9 per cent of Group 1 said they believed a notebook would be of value. This is enlightening since many teachers have indicated that they believe high-school students are not interested in keeping notebooks. The type of notebook is obviously important; five girls qualified their affirmative reply by adding "without too many notes," and six added "if not overdone." Three girls made the suggestion that mimeographed notes should replace note-taking. Two hundred and forty-eight or 59.4 per cent of the students indicated that they believed the first sewing project should be chosen by the group, and 230 or 55.1 per cent felt that the fiber and fabric should be limited in the

first course. Since the opinions were almost equal it would appear that factors such as previous experience, size of the class, amount of equipment and the ability of the teacher influenced the participants' reply. In the matter of limitation of fabric, five students qualified their negative reply by adding "choose in consultation with the teacher," and ten suggested "limit to some extent." This would appear to be another area where preference and ability of the individual class and the teacher's opinion would affect the amount and kind of limitation. For some time there has been much discussion as to the merit of having students make basic construction processes in the form of samples as a group or at the time the individual student requires them. It seemed desirable and necessary to determine the students' own reaction to the two methods. Their reactions were secured by asking two separate questions. Two hundred and eighty-one or 67.3 per cent of the participants were in favor of making all required samples as a group, whereas 136 or 32.6 per cent felt that samples should be made by the individual girl if and when she required one. Since approximately two-thirds of the girls favor making the samples as a group, it might be assumed that the one-third who preferred the individual method may have had more experience in sewing. It would appear that students prefer to learn

necessary construction processes as a group.

Information dealing with the students' opinion of restrictions appears in Table 5.

TABLE 5

Opinion	Number	Per cent
-- of the value of a notebook	350	83.9
-- of three projects as good year's work	358	85.8
-- of limitation of the first sewing project to a group-chosen one	248	59.4
-- of limitation of choice of fiber and fabric in this course	230	55.1
-- basic construction processes in the form of samples being made as a group	281	67.3

Sewing Projects Made by Group 1 and Group 2

The writer desired to know what sewing projects had been made by both groups in school and in addition the garments made by Group 2 at home. According to the data which were compiled the five most frequently chosen school projects by Group 1 were the following: 325 made skirts, 299 made blouses, 254 made dresses, 84 made jumpers and 73 made pajamas. In group 2 51 made skirts at school and

41 at home, 51 made blouses at school and 40 at home, 40 made dresses at school and 28 at home, 35 made aprons at school and 27 at home, 17 made pajamas at school and 20 at home. A complete list of garments indicating the variety of sewing by both groups has been compiled and is listed in Appendixes F and G.

Since there was almost equal repetition in school sewing and home sewing indicated by Group 2, it would appear that the majority of participants who sewed at home chose projects in which they had received training in school and in which they had developed reasonable skill in the construction processes. In addition, from the variety of projects that were sewn it can be assumed that the training students receive at school is adequate and contributes to the development of confidence in their ability to sew.

Suggestions for Additions and Improvement of the Fabrics and Dress 10 Course

As one of the prime purposes of this study was to obtain the reaction of the participants to the present Fabrics and Dress 10 course and to get suggestions as to additional information and skills they felt should be included in the course, both groups were asked to suggest additional topics of study which they thought should be of interest. Group 1 was also asked to list ideas for improving the course. It was gratifying to note that many

of the participants felt instruction and course content was satisfactory and indicated this by the comments "valuable," "just right," "adequate" and "very practical." A total of 17 participants in Group 1, however, gave concrete suggestions as to ideas for improving the present course or the instruction and 52 participants of both groups suggested topics which they felt should be included in the course. The information was studied for duplication and then tabulated and appears in Appendix H and Appendix I.

The five most common suggestions for improvement were already in the course, but it can be assumed that these areas require additional emphasis. They include the following:

1. More attention and practice in fitting clothes
2. More attention to adjustment of patterns
3. Good grooming -- study and practice
4. Learning to use the study guide in patterns
5. Stain removal.

Many of the suggestions given for additional topics of study are included in the senior fabrics and dress courses. They will be introduced, it is assumed, at the Grade XI or XII level. Since not all students take the senior courses, consideration should be given to this matter.

CHAPTER VI

SUMMARY

The purpose of this study was to secure information that will aid the Alberta home economics supervisor and the curriculum committee in future revisions of the present Fabrics and Dress 10 course and which will also be of use to home economics teachers in adapting and developing a practical course which meets student needs in their own community.

The investigation was accomplished by asking all the Fabrics and Dress 20 and 30 students in the 1955-56 classes in the province and students of the Fabrics and Dress 10 course since 1949, from selected schools, to respond to questionnaires prepared by the writer. Students from city, town and circuit schools in all parts of the province were contacted by 43 teachers for the first questionnaire and by two city supervisors and ten teachers for the second questionnaire.

Data were furnished by 417 Fabrics and Dress 20 and 30 students and 57 former Fabrics and Dress 10 students.

Two questionnaires were used. Questionnaire one, for the Fabrics and Dress 20 and 30 students, referred to as Group 1, was designed to get information confined mainly to their beliefs and experiences held prior to the Fabrics and Dress 10 course. The second questionnaire,

for the former students of Fabrics and Dress 10 who had had no further training, was designed to find what beliefs they have and what use they are making of their training. The information from Group 1 is of value in formulating a program based on the needs of students in relation to their previous experience, and the information from Group 2 is of assistance in finding which phases of the program the students do not feel capable in and therefore require additional emphasis in the classroom.

The summary parallels the design of the first questionnaire and the course of study section titles.

Machine and Equipment

Group 1 indicated that prior to the course they could use the sewing machine and adjust the stitch, but only 49.6 per cent could adjust the tension, 41.3 per cent could select, use and care for equipment and only 31.2 per cent could clean and oil the machine. Group 2 were confident in their ability to use the machine, but only 54.3 per cent know how to clean and oil the machine.

The Girl and her Charm

Ninety-two per cent of the participants in Group 1 felt that the study of good grooming was helpful and

89.9 per cent felt that studying the attributes of charm was important to them, but only 63.7 per cent saw the relationship of good health to personal appearance.

Ability to Select and Use Commercial Patterns

In Group 1, 83.9 per cent had used patterns and 61.5 per cent felt confident in their ability to do so, but only 33.4 per cent knew how to follow the instruction sheet. In pattern adjustment only 26.8 per cent knew how to adjust for the hip and bust measurement. Only about one-quarter of this group knew how to lay pattern pieces on pile, plaid and striped fabric. According to the information from Group 2 instruction in all phases of garment construction must be adequate except in the adjustment and alteration of apparel patterns, for only 38.5 per cent have confidence in their ability.

Purchase of Fabrics and Ready-to-wear Garments and their Care

Questions for both Group 1 and Group 2 concerning selection, buying of fabrics and garments, study of finishes, weaves, dyeing, printing, use of labels and trade names, and care of special fabrics were confined to what they had learned in class. Scores ranging from the lowest 73.6 per cent for knowledge of stain removal to the highest 93.6 per cent who said they had become aware of the importance of labels, would indicate that adequate

training is being given in this section. In Group 1, 59.9 per cent said they could select patterns for themselves and 64.5 per cent knew how to prepare the fabric for sewing. Patching and darning were relatively high in both groups, indicating skill in this phase of care and repair. Both groups valued their training in wardrobe planning, as indicated by the scores of 94.7 per cent for Group 1 and 84.2 per cent for Group 2, but only 36.6 per cent of Group 1 said that they understood the implications of the section "Ethics of Shopping."

Selection of Color, Style and Fabric to Suit the Individual

Examination of the findings indicated that this is a section of the course which received sufficient attention, no doubt due to the interest of the girls in their own appearance. Sixty per cent of Group 1 had confidence in their ability to make selection for their own figure type. An increase was shown by Group 2, in that 82.4 per cent had confidence after taking the course.

Information Relative to Participants' Sewing Experience

Study of the question revealed that lack of time (64.9 per cent) and lack of a sewing machine (17.5 per cent) were two main reasons given for the participants in Group 2 not sewing in the home. Lack of skill was

listed by only 10.5 per cent of the group, which is indicative of satisfactory training. The participants were asked to check the four main fabrics with which they had sewn. The study revealed that all had sewn with cotton, 64.9 per cent had used wool and 52.6 per cent had sewn with both rayon and nylon. All participants sewed mainly for themselves, but 36.8 per cent said they sewed for their sisters, 29.8 per cent for their mothers and 26.3 per cent for others. Study of the data in reply to the question to list specific garments which they had sewn showed that a wide variety of garments had been constructed by both groups at school and by Group 2 at home. The five most popular garments made by Group 1, in order of preference, are as follows: skirts, blouses, dresses, jumpers and pajamas. Group 2 had the same preferences as Group 1, except that aprons were substituted for jumpers for both home and school sewing.

Importance of Evaluation as an Aid in Improving Sewing Techniques

Both groups (90.2 per cent of Group 1 and 80.7 per cent of Group 2) evidently feel that learning to evaluate their sewing practices and projects helps to improve their performances.

Specific Questions Dealing with Students' Choice and Limitation of Projects

The Group 1 students were asked questions dealing with this topic. Eighty-five per cent of Group 1 believe that three projects, as suggested in the course of study, are sufficient for a year's work. A class notebook was considered of value by 83.9 per cent of Group 1, for the Fabrics and Dress students. Of the group, 59.4 per cent indicated that they were in favor of the first sewing project being a group-chosen one and 55.1 per cent would be in favor of having the type of fabric and fiber limited.

Suggestions for Improving the Fabrics and Dress 10 Course

Fifty-two participants representing the two groups gave specific suggestions for additional topics for inclusion in the fabrics and dress course. There were many duplications and many topics which appear in the senior courses. The following topics are new or only partially covered in other courses: shortcuts in sewing, how to choose and apply cosmetics, how to line a jacket by the sewing machine rather than by hand, how to model clothes and improve posture, how to repair an electric iron cord, how to make draperies and how to use the sewing machine attachments.

Seventeen participants of Group 1 gave suggestions

for improvement of the course. The majority of the suggestions appear as part of the course of study, but with the findings of the data they prove that clothing courses for high-school girls should capitalize on the interest a girl has in presenting an attractive appearance through the study of the clothing needs of the girl, care of garments, selection of fabrics and ready-to-wear in terms of suitability of design, color and fabrics and proper fit through adjustment and alteration of patterns.

CHAPTER VII

CONCLUSIONS

Analysis reveals that the Fabrics and Dress 10 course contributes to the general objectives of home economics education through its contribution to personal and family living. It provides training in selection, purchase, care and construction of clothing and in addition recognizes the need for proper selection, use and care of equipment. While the accomplishment of skills is important, the greater emphasis should be upon the girl herself. By means of her acquired skills she should be able to direct her own activities, evaluate her own results, work in cooperation with others and be a gracious, poised young woman able to take the responsibility of a problem and carry it through to its completion. From the information received concerning the beliefs and experiences of the two groups the writer has secured information which answers the questions listed in the statement of the problem and which should be useful for future guidance. The questions with their answers follow:

1. Do the Fabrics and Dress 10 students feel confident in their ability to use the sewing machine, commercial patterns and sewing equipment efficiently?

The majority of the participants indicated that they feel capable of using the machine and equipment, but adjusting the tension and cleaning and oiling the machine give difficulty. Commercial patterns can be used quite capably but require special attention, in the use of the guide or instruction sheet, in adjustment and fit, with particular reference to hip and bust measurement and in laying pattern pieces on special fabrics and designs.

2. Do they have confidence in their ability to plan, select and care for their wardrobe?

Reasonable confidence was expressed in all phases with particular emphasis being suggested in selection to suit individual types and in removal of stains.

3. Do they see the relationship of good health, good grooming and the development of charm to a clothing course?

The majority indicated keen interest, but since only 63.7 per cent see the relationship of good health, this vital problem requires emphasis.

4. What are the most frequently chosen sewing projects?

The most frequently chosen projects are skirts, blouses, dresses, jumpers or aprons, and pajamas in order of preference.

5. Should the choice of fabric and projects be limited?

Since only 59.4 per cent of the participants indicated that the first project should be limited and only 55.1 per cent thought the fabric choice should be limited, this is one of the problems which should be decided by the teacher and each individual class. The final decision will depend on, among other things, the previous experience of the class.

6. Is a notebook of value in a sewing class?

The Group 1 participants (83.9 per cent) indicated that a notebook would be of value. Care must be taken that it is a brief, pertinent compilation of worthwhile material.

7. What is the consensus of opinion as to the best time to introduce the making of necessary sewing samples?

Just over 67 per cent of the students indicated that they would recommend the making of sewing samples as a group rather than when the individual requires one. Consideration should

be given to the wisdom of letting the experienced student decide if she needs further practice.

8. What additional information or skills does the group feel should be added for the improvement of the course?

The problems relative to being attractive and suitably dressed centered chiefly around the question of how to utilize time, money and capacities to the best advantage.

Recommendations for Teachers

1. Since the majority of participants felt that lack of time to sew was a major reason for not making better use of their training and in line with modern trends and practices, more emphasis should be placed on adapting and utilizing the quick or short-cut methods to classroom teaching.

2. Since many students have the opportunity to take only one fabrics and dress course in high school, it is important that special attention be given to meet the students' vital needs in line with past experience.

3. Since the problem of selecting becoming clothing and fabrics and caring for them is important to the majority of girls and since a limited number have an opportunity to take the specialized course, "Clothing Selection and

Design," more emphasis should be given to this topic. Special attention should be given to correct fitting and in choosing style and color to suit the individual.

4. Since correct use and care of the sewing machine are conducive to good workmanship and to satisfaction, all students should have this special training and practice.

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APPENDIXES

APPENDIX A

GOVERNMENT OF THE PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATIONEdmonton,
Alberta

Dear Home Economics Teacher:

Last year 2,447 girls took Fabrics and Dress 10 in Alberta High Schools. More girls take this course than any other course in our High School Home Economics program. I am interested to know if this course meets student needs and would be very grateful if you would have your Fabrics and Dress 20 (also Fabrics and Dress 30, if you have any) complete this check list in their next class. They do not need to be signed.

Please mail at your earliest convenience.

Thank you.

Yours sincerely,

A. BERNEICE MACFARLANE
Supervisor of Home Economics

ENCL.

QUESTIONNAIRE

FABRICS AND DRESS 20 AND 30 STUDENTS

"Laboratory and its Equipment"

Please answer YES if you were certain or confident or NO if you were unsure and needed further training.

Before you started your Fabrics and Dress 10 course:

1. Did you know how to thread the machine _____
2. Did you know how to adjust the stitch _____
3. Did you know how to adjust the tension _____
4. Did you know how to clean and oil the machine _____
5. Did you know how to select, use and care for sewing equipment _____

"The Girl and her Charm"

1. Did you see the relationship between good health and personal appearance _____
2. Did you find the topic on "good grooming" of help _____
3. Do you think the topic "The Girl and her Charm" of importance in a sewing course _____

"Construction"

1. Did you know how to take body measurements _____
2. Did you know how to select a pattern to suit your figure type _____
3. Did you discuss patterns and materials suitable for short, tall, slender, or stout girls _____
4. Had you ever used a commercial pattern before _____

5. If so, did you have confidence in your ability to do so correctly _____
6. Did you know how to fit and alter a pattern to: (a) lengthen _____
(b) shorten _____
(c) increase bust or hip _____
7. Did you know how to prepare the material _____
8. Did you know how to place the pattern on:
1. plain material _____
2. one-way design _____
3. pile fabric _____
4. plaids, stripes _____
9. Did you know how to follow the instruction sheet _____
10. Would you recommend that all girls, as a group, make basic construction processes in the form of samples (seams, button-holes, etc.) _____

OR

Would you suggest that samples be made by the individual girl if and when she requires them _____

11. Do you think a group-chosen project is best for the first sewing project or do you think each girl should be allowed to choose her own _____
12. Did you think three projects was a good year's work _____
13. Did you think evaluation of your projects helped in improving your sewing _____

"Textiles"

1. Did your study of weaves, dyeing and printing, and finishes help you in selecting fabrics and ready-to-wear garments _____
2. Did your study of textiles make you more conscious of the importance of labels _____

3. Did you become interested in the special care of fabrics _____

"Care and Repair of Girls' Own Clothing"

When you started your Fabrics and Dress course:

1. Did you know how to darn _____
 2. Did you know how to patch _____

"Economics of Clothing"

1. Were you familiar with the topics discussed in "Ethics of Shopping" _____
 2. Do you think the study of wardrobe planning is useful _____

"Additional Questions"

1. Would you think a notebook would be of value _____
 2. Please list any topics you think should be included in Fabrics and Dress 10:
 3. Please list any ideas for improving the Fabrics and Dress 10 course:
 4. Name the three projects you sewed to meet the basic requirements:
 1. _____
 2. _____
 3. _____
 5. Do you think the choice of material should be limited _____

Thank you,

A. BERNEICE MACFARLANE
 Supervisor of Home Economics
 Department of Education, Edmonton, Alberta

APPENDIX B

April 16, 1956

Dear Former Fabrics
and Dress Student:

Last year 2,447 girls took Fabrics and Dress 10 in Alberta High Schools. More girls take this course than any other course in our High School Home Economics program.

I am interested to know if this course is meeting student needs and would welcome your suggestions.

Would you be kind enough to fill in this questionnaire and return it as soon as possible. It does not need to be signed.

Thank you.

Yours sincerely,

A. BERNEICE MACFARLANE
Supervisor of Home Economics

QUESTIONNAIRE

1. When did you take Fabrics and Dress 10 _____
2. What are you doing now:
 (a) in school _____ grade _____
 (b) working _____ position _____
 (c) married _____ children _____
3. How many years of Home Economics training did you take in school _____
4. What garments have you made: At School At Home
- | | | |
|-------------------|-------|-------|
| apron | _____ | _____ |
| blouse | _____ | _____ |
| skirt | _____ | _____ |
| slip | _____ | _____ |
| pajamas | _____ | _____ |
| dress | _____ | _____ |
| housecoat | _____ | _____ |
| made-over garment | _____ | _____ |
| child's garment | _____ | _____ |
| others (list) | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
5. Have you sewn with: cotton _____
 wool _____
 rayon _____
 nylon or other synthetics _____
6. Do you sew for: yourself _____
 your mother _____
 your sister _____
 anyone else _____
7. Reasons for not sewing at home:
- | | |
|---------------------------------------|-------|
| (a) dislike sewing | _____ |
| (b) eye trouble | _____ |
| (c) lack of sewing machine | _____ |
| (d) lack of skill | _____ |
| (e) lack of time | _____ |
| (f) consider it less expensive to buy | _____ |
| (g) other reasons _____ | _____ |

8. Do you find choosing material and suitable pattern for different figure types easy or difficult _____

9. Have you confidence in your ability to select colors which harmonize and enhance your own personal coloring _____
10. Have you confidence in your ability to select pleasing color combinations _____
11. Do you have difficulty in: measuring _____
adjusting and _____
altering _____
patterns _____
cutting _____
assembling _____
fitting _____
finishing _____
others _____

12. Do you ever remodel discarded clothing _____
13. Could you make necessary alterations in purchased garments _____
14. Do you believe your training in Fabrics and Dress 10 helps you in the selection and buying of ready-to-wear clothing _____
15. Can you care for your clothes:
launder different types of material _____
remove stains _____
press _____
darn _____
patch _____
16. Do you ask to see the label or inquire about care of fabric when you buy materials or ready-to-wear garments _____
17. Do you believe that knowing the meaning of trade names for finishes helps in purchasing _____
18. Did you gain ability in planning a wardrobe _____

19. Can you oil and clean a sewing machine _____
20. Can you thread the machine and use it
efficiently _____
21. Can you adjust the tension _____
22. Can you use the buttonhole attachment _____
23. Have you developed ability to judge
quality of workmanship _____
24. What additional topics do you think should
be taught in the Fabrics and Dress 10
course:

Thank you,

A. BERNEICE MACFARLANE
Supervisor of Home Economics
Department of Education
Edmonton, Alberta

APPENDIX C

THE POPULATION OF CITIES AND TOWNS IN ALBERTA WHERE FABRICS
AND DRESS 20 AND 30 WERE OFFERED IN THE SCHOOL YEAR 1955-56
TAKEN FROM THE 1951 DOMINION CENSUS

Andrew	625	Lacombe	2,277
Athabasca	1,068	Lethbridge	22,947
Banff	2,687	Magrath	1,320
Bawlf	236	Medicine Hat	16,364
Beiseker	325	Mirror	635
Bentley	439	Okotoks	767
Bow Island	653	Pincher Creek	1,456
Calgary	129,060	Provost	676
Cardston	2,487	Red Deer	7,575
Coaldale	2,325	Sedgewick	485
Drumheller	2,601	Stettler	2,442
Edberg	188	Taber	3,042
Edmonton	159,631	Tofield	692
Evansburg	443	Vegreville	2,223
Fort Saskatchewan	1,076	Vilna	378
Grande Prairie	2,664	Vauxhall	393
High Prairie	1,141		
High River	1,888		

TOTAL POPULATION OF ALBERTA: 939,501

Population indicates to some extent the size and type of community.

APPENDIX D

HOME ECONOMICS CENTERS IN ALBERTA WHERE QUESTIONNAIRE
NUMBER TWO WAS SENT FOR DISTRIBUTION

The cities of:

Calgary
Edmonton
Lethbridge
Medicine Hat
Wetaskiwin

The towns of:

Barrhead
Cardston
Coronation
Okotoks
Olds
Raymond
Red Deer

APPENDIX E

The map of Alberta on the following page shows the diversity of area where the 2,447 students took Fabrics and Dress 10 in the school year 1955-56. Classes were in schools as far north as Grande Prairie, a distance of 287 miles from the department of education in Edmonton. They extended in the west as far as Jasper, 234 miles from Edmonton; as far east as Wainwright, 128 miles from Edmonton; and as far south as Cardston, 332 miles from Edmonton.



ALBERTA

APPENDIX F

Sewing Projects of Group I

Participants were asked to list three projects they had sewn to meet the basic requirement. In order of preference they are as follows:

<u>Garment</u>	<u>Number</u>
Skirt	325
Blouse	299
Dress	254
Jumper	84
Pajamas	73

Others: aprons, blazers, bolero, children's clothes, culottes, crinolines, duster, housecoats, jackets, lounging pajamas, pedal pushers, shorts, two-piece dress, unlined summer suits.

Group Projects: costumes for drama class, Junior Red Cross sewing, school draperies.

APPENDIX G

Sewing projects of Group 2 in order of preference on the check list and additional garments listed under "others" were as follows:

<u>Garment</u>	<u>At School</u>	<u>At Home</u>
Skirt	51	41
Blouse	50	40
Dress	40	23
Apron	35	27
Pajamas	20	20
Slip	16	15
Child's garment	12	24
Housecoat	5	11
Made-over garment	4	24

Others: baby clothes (1), bags (2), beach coats (3), blaser (3), coat (3), curtains (2), doll's clothes (1), duster (1), formal (3), half slip (3), halter (4), hat (5), jumper (4), jacket (3) boy's jacket (1) man's jacket (1), laundry bag (6), pedal pushers (5), pillow slips (4), pot holders (9), shirts (3), boy's shirt (3), shorts (6), swim suit (2), table cloth (2).

APPENDIX H

The following is a list of topics for inclusion in the Fabrics and Dress 10 course suggested by Group 1 and Group 2:

1. Short cuts in sewing.
2. How to choose and apply cosmetics.
3. How to line a jacket by the sewing machine rather than by hand.
4. How to model clothes and improve posture.
5. How to repair an electric cord.
6. How to make draperies.
7. How to use the sewing machine attachments.
8. Study nutrition through selection of foods for health and improved appearance.
9. How to get along with others.
10. How to make and choose accessories.
11. How to do handicraft -- knitting, crocheting, etc.
12. How to make different types of pleats.
13. How to finish seams in a jacket with binding.

APPENDIX I

The following is a list of suggestions for improving the Fabrics and Dress 10 course by both groups:

1. More attention and practice in fitting clothes.
2. More attention to adjusting patterns.
3. More attention and help in using the instruction sheet.
4. More help in selecting the proper wardrobe and how to fix what we have.
5. More help in judging quality of fabric and good workmanship.
6. More help with good grooming and include both study and practice.
7. Study more about stain removal.
8. Give more help in cleaning and oiling the machine.
9. Use more illustrative material like samples, so we can see the steps.
10. Use mimeographed sheets so we don't waste time taking notes.
11. More time for sewing.
12. More time for study and discussion and less time for sewing.
13. Longer periods.