DEVELOPMENT OF A BASIC COLLEGE CLOTHING CONSTRUCTION COURSE BASED ON OPINIONS OF HOME ECONOMICS GRADUATES OF OREGON STATE COLLEGE

by

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CHAPTER I

INTRODUCTION AND BACKGROUND

Seldom in the history of education have curricula been examined so critically for their content, methods and effects as they are at present. Courses of study have been developed as a result of changes in society and the acquisition of new knowledge. Consequently, educators are continually reappraising courses and methods.

Until recent years emphasis in home economics instruction has been on the comprehensive approach rather than on specific areas; this was, of course, in keeping with the prevalent attitude toward preparing the student for homemaking in family life. However, recent data collected by the United States Census Bureau (11, 328-348) indicate that extensive social and economic changes are taking place, forcing us to see that the results of our present curricula and teaching methods are often inadequate.

Higher family incomes and a changing family life are recognized as results of these social and economic

changes. Before World War II 30 per cent of the women working were wives, with the highest number being from low income families. Today the number of working wives has increased to 55 per cent, and since 1951 the number of wives working whose husbands earn $7,000 to $10,000 a year has tripled. Another influencing factor is that modern household appliances enable homemakers to keep the home functioning and, at the same time, to work outside the home. Because of this situation, there has been a substantial increase in the number of working wives, especially mothers with children of school or college age. According to the United States News and World Report (11, 328-348) other factors affecting this increase could be the better education and more work experience previous to marriage of the average wife today over the wife of earlier generations.

The data obtained in the United States Census provide evidence that a student must be prepared to become a homemaker and at the same time must be given a greater opportunity to specialize in a specific area of study. The curriculum of a school must be organized with the hope that the resulting education will be of direct benefit in the lives of its students. Recognizing the gap between the existing curriculum and the needs of women today, the faculty of the School of Home Economics

at Oregon State College recently began an evaluation and revision of its curricula. Curriculum content which had been reviewed previously by an appointed committee became the study of the staff as a whole; the entire program is being evaluated and revised by means of small committees and general staff meetings.

To be of value to the greatest number of students, it is desirable that a curriculum should include a general basic background in all of the areas of homemaking and should provide an opportunity to specialize in a selected area. Such a program would follow the core curriculum design. The core curriculum plan, as the name implies, "....is composed of those learnings and experiences thought to be needed by all students at a particular educational level." (10, 563) A student enrolled in the home economics core curriculum would take basic core courses in all the areas of home economics, and in addition would elect further courses in selected areas of concentration.

The majority of the School of Home Economics staff members believe that one clothing construction course should be included as one of the basic core courses. Studies showing the significance of clothing construction as part of the home economics program have been made throughout the nation. Fehlman (2, 10-12) conducted a

study in Colorado in which graduates evaluated a curriculum core and found that 66.2 per cent replied that clothing was very helpful and should be included in the core. A further study showing need for construction techniques was initiated by Mary Wilson (12, 414-417) in a survey of graduates for an evaluation of the program in Brooklyn. It was found that, in light of their present-day needs, if these graduates were to select their programs again, the majority of them would have chosen more clothing courses.

The program now being conducted at Oregon State College requires two lower division construction courses, Elementary Clothing and Clothing Construction (popularly called "sophomore clothing"), as well as one upper division course to be chosen from the general area of clothing, textiles and related arts (7, 328-348). The upper division course may be selected from the wide variety of courses offered in the department, such as construction, textiles, home furnishings, design of fabrics and apparel, or consumer buying.

The present course for fundamental processes is called Elementary Clothing; the course consists of an introductory study of the sewing machine, sewing equipment, commercial pattern selection and use, pattern fitting and alteration, fabric selection and

preparation, basic stitches and seams. Two garments are constructed: (1) a dress which has a bodice and skirt joined at the normal waistline, an applied collar, set-in sleeves with a normal sleeve cap[1] and a button closing; (2) a pair of trousers with a placket and an applied waistband. Both garments are constructed in cotton. Sophomore clothing, which builds upon this foundation, includes the further use of commercial patterns, their adaptation, and their alteration; organization and management by the unit method of construction as applied in a shirt-style cotton blouse; and the construction of a wool dress for fitting and construction principles as applied to wool.

As one purpose of this study was to develop a basic core course which would be the only required clothing construction course for all home economics students[2], it seemed pertinent that a survey be made of graduates of the School of Home Economics at Oregon State College to determine the minimum basic learnings they believed to be necessary in such a course. It is apparent that, although

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[1]The normal sleeve cap is considered by most authorities to measure 5 3/8 inches to 6 1/4 inches in depth (4,113-114).

[2]The exception being of those who desire further study in construction techniques such as in preparation for a clothing and textiles interest or for teaching.

our society is in flux with the rapidly changing responsibilities and roles of women in the home, in the community, and in professional fields, life experiences of the alumnae furnish some clues to the needs of the students. Mrs. Katherine Alderman (1, 13), the first full-time homemaker to be president of the American Home Economics Association, stated, "Unless teachers and leaders are actively dealing with everyday experiences of today's home life, how can they be as aware of home problems and as alert to solving them as their students and followers have a right to expect?"

CHAPTER II

STATEMENT AND PURPOSE OF THE PROBLEM

Statement of the Problem

Course content is often based upon the training of the staff members, their experiences, and their judgment in the selection of content and use of materials to be taught. The writer feels that there is another pertinent consideration in planning curriculum content: what are the practical necessities believed important by graduates; what are the separations graduates make between what might be helpful to know and what it is necessary to know to meet recurring needs. Mrs. Alderman (1, 13) expressed the writer's views when she asked, "Are we not reaching enough people and not making the most of our opportunities with those we do reach because we fail to make our subject matter and its presentation really worth while? ...Does what we teach really make for more better homes the world around or do we emphasize trivia in a world of crisis?" The author concurs with the type of questions raised by Mrs. Alderman. Of what importance is the absence or presence of proper seam finishes if half the world has insufficient clothing? This is not to decry the perfectly constructed garment or belittle the importance

of standards in clothing construction; it is simply to point out the moral or relative values. One must ask if the importance of certain things and the insignificance of others has been unrecognized. Educators in home economics must ask whether the knowledge and experience of the practicing homemaker have been used in adjusting the subject matter to the times--to keeping it in touch with the issues and decisions, the frustrations and rewards, which are the daily fare of women in their homes.

The author believed that much useful information could be obtained from the experience and training of home economics graduates. Therefore a study was made of the opinions of Oregon State College home economics graduates in regard to what they believe would be practical basic learnings in clothing construction. Based upon these findings, a basic core course in clothing construction was developed by the author. This course introduces a student to construction techniques enabling her to meet her minimum needs. Advanced courses will be required for those following a clothing and textile program of study, or in other areas of concentration which demand further knowledge of construction techniques.

Purpose of Study

The purpose of the study was twofold: first, to obtain the opinions of home economics graduates in regard to the minimum basic learnings of clothing construction required for any Oregon State home economics graduate; and secondly, to develop a basic college clothing construction course based on these opinions.

In order to develop a basic course founded on graduates' needs it was necessary to obtain the following opinions of the cooperators:

1. The type of fabrics and garments needed for construction experience;
2. The clothing construction techniques and practices deemed necessary for experience.

CHAPTER III

METHOD OF PROCEDURE

Graduates Included in the Study

This study concerns Oregon State College graduates from the School of Home Economics who completed their work from 1945 through 1955. Graduates were chosen because it is believed that the needs of the alumnae assist one in recognizing the probable needs of today's students. Mrs. Alderman stated this need by expressing the view, "Many values could accrue from the utilization of the experience and talents of the home economists who are homemakers." (1, 13)

The selection of cooperators began with the Oregon State home economics graduates from the years 1950 through 1955. As it was felt that the cooperators selected should have had the opportunity for professional and homemaking experience, the most recent graduates were omitted. The writer then became aware that there could possibly be a degree of difference in the responses of this group from those of graduates who were married and whose children had reached adolescent age. For this reason, a random sampling of fifty graduates of the classes of 1945 through 1949 living in the state of Oregon was included.

Questionnaires were sent to the graduates for whom addresses could be located, excluding those in foreign countries. The questionnaire was mailed to 525 graduates.

Construction of Preliminary Questionnaire

After a preliminary study of graduate needs and course evaluations, the following areas of opinions seemed pertinent:

1. Garments and fabrics needed for basic construction experience;
2. Construction techniques and practices deemed necessary for experience.

Believing that the training of the cooperators could influence their responses, questions were included to record the areas of concentration and clothing construction courses taken.

The preliminary questionnaire was constructed and presented to Oregon State College staff members presently teaching elementary clothing and one instructor in home economics education. On the basis of their suggestions, the questionnaire was revised in February of 1958 and sent to 22 graduate students currently enrolled at Oregon State College and majoring in various areas of home economics. A final revision was made, and the questionnaire (Appendix A) was prepared and sent to the graduates chosen for the sampling.

Number of Questionnaires Returned

Five hundred and twenty-five questionnaires were mailed. The total number of questionnaires returned was 278, or 53 per cent of the sample. Forty-one were returned undelivered. The 278 returned answered questionnaires will be the basis of this study and course development.

CHAPTER IV

INTERPRETATION OF DATA

TRAINING RECEIVED AT OREGON STATE COLLEGE

Instruction in Areas of Concentration

One purpose of this study was to obtain the opinions of home economics graduates regarding their convictions as to the minimum basic learnings of clothing construction. It was believed necessary to determine whether their answers were influenced by their training. Table I shows the number of cooperators in each of the areas of concentration offered in the School of Home Economics at Oregon State College.

The greatest number of graduates reported home economics education as their major interest. Table I shows that 145 (52.1 per cent) of them had concentrated studies in this area. Sixty-two (22.3 per cent) indicated clothing, textiles and related arts as their major study. Family life and home administration ranked third with 32 (11.5 per cent) having concentrated in this field; and foods and nutrition ranked fourth, having 31 or 11.1 per cent. The table shows other cooperators reporting specialized interests in home economics communications with 9 (3.2 per cent); home

economics extension with 9 or 3.2 per cent; institution management with 6 (2.1 per cent); and home economics in social work with 2 or 0.7 per cent. It should be noted that the sampling is not concentrated in one or two areas but is representative of each department.

Table I shows the complete information regarding the areas of concentration which the cooperators selected while in college.

TABLE I

Cooperators' Primary

Undergraduate Area of Concentration

Areas	Number of Responses*	Percentage of Total
Home Economics Education	145	52.1
Clothing, Textiles, and Related Arts	62	22.3
Family Life and Home Administration	32	11.5
Foods and Nutrition	31	11.1
Home Economics Communication	9	3.2
Home Economics Extension	9	3.2
Institution Management	6	2.1
Home Economics in Social Work	2	0.7

* There is an overlapping of responses, as many reported more than one area of concentration. Consequently, the total number exceeds 278, the number of cooperators participating in the study.

Instruction in Clothing Construction

Table II records the clothing construction courses taken by the cooperators. It is understandable that 273 (98.2 per cent) of them enrolled in sophomore clothing, as it, or its equivalent[3], is a required course for graduation in the School of Home Economics at Oregon State College. Elementary clothing ranks second with 217 (78.0 per cent). Even though this is a required course, a student may be exempt if she fulfills one of the following requirements:

1. Successfully passes a clothing construction placement test; or
2. Has taken an elementary clothing construction course in the School of Home Economics while being enrolled in another school at Oregon State College; or
3. Has transferred from another college credits equivalent to those of elementary clothing.

Tailoring ranked third with 185 of the cooperators (65.5 per cent) having taken this course. One factor influencing this number is that until 1954 tailoring was a required course for all students in home economics education who planned to teach homemaking in vocational

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[3]CT 219 is accepted as an equivalent of sophomore clothing; or equivalent credit may be accepted from transfer students from other colleges.

education in Oregon. For others, it may have been the upper division clothing, textile and related arts requirement as explained in Chapter I. Courses in which the number of responses also may have been influenced by the requirement of upper division credit are: draping with 173 (62.2 per cent), which is a prerequisite for tailoring; clothing for children, with 110 or 39.5 per cent; and advanced draping with 21 (7.5 per cent) having been enrolled. Thirteen cooperators (4.6 per cent) indicated they had taken CT 218, a service course elective for students not in home economics degree curricula; 9 or 3.2 per cent of the cooperators had the second term service course, CT 219. These students possibly transferred into the degree programs after completion of these courses. A compilation of the information is found in Table II.

TABLE II

Clothing Construction Courses

Taken by Cooperators in College

Courses	Number of Responses*	Percentage of Total
Sophomore Clothing	273	98.2
Elementary Clothing	217	78.0
Tailoring	185	65.5
Draping	173	62.2
Clothing for Children	110	39.5
Advanced Draping	21	7.5
Services Courses**		
First term	13	4.6
Second term	9	3.2

* The total number exceeds 278, the number of co-operators participating in the study, as many graduates had taken more than one course.

** Service courses are elective construction courses for students not in home economics degree curricula.

Table III shows the number of construction courses taken while enrolled in college. Eighty-one (29.0 per cent) had a combination of three courses. It is understandable that more than one-fourth of the cooperators had this combination, as they have been required to take two lower division courses in clothing construction and also one upper division course, which may have been a

construction course as explained in Chapter I. Seventy-eight (28.0 per cent) indicated they had taken four construction courses. A popular combination may have influenced this number, for many students take the required elementary and sophomore clothing, then elect draping and tailoring. These two latter courses are recommended to those with concentrated studies in clothing and textiles or in home economics education. Those having had five courses ranked third with 57 (20.5 per cent) cooperators indicating this number; 9, or 3.2 per cent, had enrolled in six courses. Cooperators having taken only two courses numbered 49 (17.6 per cent). These graduates possibly may have been exempt from elementary clothing or may have chosen another type of course from the area for their upper division credit. One cooperator (0.3 per cent) reported having taken seven courses, and 1 reported having only one.

The details concerning the number of courses taken may be seen in Table III.

TABLE III

Number of Clothing Construction Courses

Taken by Cooperators in College

Number of Courses	Number of Responses*	Percentage of Total
3	81	29.0
4	78	28.0
5	57	20.5
2	49	17.6
6	9	3.2
7	1	0.3
1	1	0.3

* The number of responses does not correspond with the number of cooperators as two questionnaires were not complete.

OPINIONS OF GRADUATES CONCERNING NECESSARY CONSTRUCTION EXPERIENCE

Opinions Regarding Types of Garments to be Constructed

It was necessary for the writer to know what articles or garments were desired for sewing experience as a basic foundation in clothing construction. The findings were to be used to determine problems in a basic construction course. The graduates' responses indicated that, from their experiences, they believed three

different types of garments are definitely needed to meet present-day sewing problems. Table IV shows the garments selected by both the graduates of 1945 through 1949 and those of 1950 through 1955. The author believed, that, due to a variation of experiences in family life, a different opinion could exist in the two groups. The table shows that the garments chosen by the graduates were: the dress with a total response of 226 or 81.2 per cent, this having been selected by 93.9 per cent of the 1945-1949 graduates and 79.6 per cent of the 1950-1955 graduates; the shirt-style blouse[4] with a total response of 220 (79.1 per cent) or 84.8 per cent of the 1945-1949 graduates and 78.4 per cent of the 1950-1955 group; and the skirt with 75.8 per cent of the 1945-1949 group, 65.7 per cent of the 1950-1955 group, and a total response of 186 or 66.7 per cent. In all cases the 1945 through 1949 graduates made a higher response. It is believed that, even though the percentages of the 1950 through 1955 graduates are not as high, the ranking of the

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[4]The shirt-style blouse is presently considered a shirt style with normal set-in sleeves as explained in Chapter I. Approximately only one out of ten can be found in the pattern books with the shorter cap, or man's shirt sleeve.

selections are the same in both groups because of the influence of similar training and the present popularity of these garments in the wardrobe. Since 98.2 per cent of the total cooperators indicated they had taken sophomore clothing in which a dress is made, the selection of a dress is understandable. A factor which might have influenced the choice of the shirt-style blouse and the skirt is the present popularity of these garments in the wardrobe; graduates who have had training in clothing construction recognize that garments can be made at home at a lower cost and with greater variety than if they are purchased ready made. It is interesting to note that trousers ranked fourth in selection as a requirement. This is the only garment which received a higher percentage of choices from the 1950 through 1955 graduates than from the 1945 through 1949 group. This may be due to the age of the more recent graduates and to the type of casual clothing they wear. Trousers received a total response of 95 or 34.1 per cent. Other garments selected as shown in relative rank were: sleeveless blouse by 81 (29.1 per cent); apron by 79 (28.4 per cent); children's clothing by 4 or 1.4 per cent; pajamas by 3 (1.0 per cent); and a jacket by 2 or 0.7 per cent of the sampling.

Table IV points out the selection by the two graduate groups and total responses.

TABLE IV

Types of Garments Selected

By Graduates for Sewing Experience

Garments Selected	1945-1949 Graduates Number of Responses	1945-1949 Graduates Percentage of Total*	1950-1955 Graduates Number of Responses	1950-1955 Graduates Percentage of Total*	Total Number of Responses	Total Percentage of Total
Dress	31	93.9	195	79.6	226	81.2
Blouse, Shirt-style**	28	84.8	192	79.6	220	79.1
Skirt	25	75.8	161	65.7	186	66.9
Trousers	8	24.2	87	35.5	95	34.1
Blouse, Sleeveless	13	39.4	68	27.8	81	29.1
Apron	15	45.4	64	26.1	79	28.4
Children's Clothing	2	6.1	2	0.8	4	1.4
Pajamas			3	1.2	3	1.0
Jacket			2	0.8	2	0.7

* Percentages are based upon 33 questionnaires from the 1945-49 graduates
245 questionnaires from the 1950-55 graduates

** The shirt-style blouse will be considered as the shirt style with normal set-in sleeves, sleeve cap being 5 3/8 inches to 6 1/4 inches in depth.

Opinions Regarding Fiber Content of Fabric Necessary for Construction Experience

Table V records the fiber content of fabrics which the cooperators felt should be used in order to meet the needs in basic construction. The table shows the opinions of both groups of graduates, 1945-1949 and 1950-1955. Ranking first was cotton as indicated by 272 responses (97.8 per cent); second was wool with 139 or 50 per cent; and third were synthetics with a selection by 94 (33.8 per cent) of the graduates. Other fibers selected were rayon with 44 or 15.8 per cent and silk with 40 or 14.4 per cent. Significant degrees of variation in response percentages can be seen between the two groups of graduates. Cotton was chosen by 100 per cent of the 1945-1949 graduates. Ninety-seven and six-tenths per cent of the 1950-1955 graduates chose cotton; wool was chosen by 90.9 per cent of the 1945-1949 graduates but by only 44.4 per cent of the 1950-1955 group; and synthetics were selected by 63.6 per cent of the 1945-1949 group and by 29.8 per cent of the 1950-1955 group. Rayon was chosen by nearly the same percentage in both groups, 15.2 per cent and 15.9 per cent. Silk was selected by only 9.1 per cent of the graduates from 1945-1949 and by 15.1 per cent from the 1950-1955

graduates. It was felt by the author that the large variation in percentages resulted from the changing practices between the two groups; age and activities would influence this choice greatly. Another possible factor is the concentration of localities of the cooperators (Appendix C). The 1945-1949 graduates were chosen from the State of Oregon only, while the 1950-1955 group were living throughout the United States. It is understandable that the fabrics chosen would be suited to the locality and popularity in the area.

Table V shows complete information of the selection of fibers to be used for the necessary experience in construction.

TABLE V

Fiber Content of Fabrics Considered Necessary by the Graduates for the Minimum Amount of Clothing Construction Experience

Fibers	1945-49 Graduates Number of Responses	1945-49 Graduates Percentage of Total*	1950-1955 Graduates Number of Responses	1950-1955 Graduates Percentage of Total*	Total Number of Responses	Total Percentage of Total
Cotton	33	100	239	976	272	97.8
Wool	30	90.9	109	44.4	139	50.0
Synthetics	21	63.6	73	29.8	94	33.8
Rayon	5	15.2	39	15.9	44	15.8
Silk	3	9.1	37	15.1	40	14.4

* Percentages are based upon 33 questionnaires from the 1945-1949 graduates
245 questionnaires from the 1950-1955 graduates

Graduates' Selection of Garments with Specific Fiber Choices

A total picture of the selection of garments with the specific fibers involved can be seen in Table VI. Cooperators have chosen problems which they feel meet their needs in clothing construction. Selections may have been influenced also by previous training requirements and by present popularity of the types of garments and fabrics in their wardrobes suited to the locality. Garments in the most popular fabrics selected were: the wool dress, selected by 110 cooperators (39.5 per cent); the shirt-style blouse in cotton, with a response of 177 or 63.6 per cent; the wool skirt, chosen by 142 (44.2 per cent); trousers in cotton by 68 or 24.4 per cent; a sleeveless cotton blouse by 68 (24.4 per cent); and a cotton apron by 78 or 28.0 per cent. Four (1.4 per cent) selected children's clothing in cotton; 3 (1.0 per cent) selected cotton pajamas; and 2 (0.7 per cent) selected a jacket in wool. In some instances the number of responses on a selected garment may disagree with Table IV. This may be because the garments were chosen in more than one fabric.

Table VI shows the problems selected in various other fibers.

TABLE VI

Garments and Fibers Selected

as Specific Problems by Home Economics Graduates

Garments Selected	Fiber Selected									
	Cotton		Wool		Synthetics		Rayon		Silk	
	No.*	%	No.*	%	No.*	%	No.*	%	No.*	%
Blouse, Shirt-style	177	63.6	3	1.0	26	9.3	13	4.6	7	2.5
Dress	51	18.3	110	39.5	43	15.4	18	6.4	34	12.2
Skirt	34	12.2	142	44.2	10	3.5	2	0.7	1	0.3
Trousers	68	24.4	27	9.7	6	2.1	2	0.7		
Blouse, Sleeveless	68	24.4			6	2.1	3	1.0	7	2.5
Apron	78	28.0			1	0.3				
Children's Clothing	4	1.4								
Pajamas	3	1.0								
Jacket			2	0.7						

* There is an overlapping of responses, as many requested more than one construction project in a specific fiber. Consequently, the total exceeds 278, the number of cooperators participating in the study.

Graduates' Responses to Construction Techniques and Practices

A list of construction techniques and practices was given on the questionnaire. The graduates were asked to indicate the relative value of including these in the basic construction course by checking them in three ways: (1) those which they believed must be included in a basic course, (2) those they believed should be included if possible, and (3) those they believed were unnecessary.

Table VII shows the techniques and practices ranked in order of preference to be included in the course based upon the total response percentages. The table also shows the selections of each group of graduates, 1940-1949 and 1950-1955. It should be noted that the choices of each group are similar in preference and that their order in rank is closely related in percentages. Techniques and practices which were believed to be necessary to be included in a basic course and which received over 75 per cent of the total responses were: pattern layout and cutting, 97.8 per cent; fitting, 93.9 per cent; use of the sewing machine, 93.5 per cent; stitching by machine, 93.2 per cent; using a pattern guide sheet, 92.8 per cent; understanding grain, 92.1 per cent; putting in hems, 92.1 per cent; setting in sleeves, 91.7 per cent;

attaching collars and cuffs, 88.5 per cent; making plackets, 88.5 per cent; transfer of markings, 87.4 per cent; setting on waistband, 85.6 per cent; joining the waistline, 84.9 per cent; pressing techniques, 83.1 per cent; taking body measurements, 82.4 per cent; making pleats, tucks and darts, 80.6 per cent; using appropriate seams, 80.6 per cent; and making facings and bindings, 76.2 per cent.

Selected by over 50 per cent of the cooperators as being necessary to include were: altering pattern, 73.4 per cent; making machine worked buttonholes, 69.4 per cent; using basic hand stitches, 62.9 per cent; sewing on buttons and fasteners, 62.9 per cent; pattern selection, 62.5 per cent; fabric selection, 61.9 per cent; and using seam finishes, 56.8 per cent.

A significant variation of differences in percentages appeared in other techniques and practices. While "selecting sewing equipment" was chosen by 49.3 per cent of the cooperators who believed it to be necessary, 38.4 per cent felt this should be included only if possible; the "care and repair of the machine" was felt necessary by 47.1 per cent, while 38.1 per cent felt it should be included if possible; "setting on yokes" received responses of being necessary by 42.4 per cent, but 45 per cent indicated this to be included if possible; and

37.4 per cent felt "making pockets" was necessary to include, while 51.8 per cent thought this should be included if possible. It was interesting to note that certain techniques and practices received a significant number of responses in each of the checked areas. "Using sewing machine attachments" was believed to be necessary by 13.7 per cent; 53.2 per cent indicated it should be included if possible; and 29.5 per cent felt it was unnecessary. "Altering ready-to-wear" was believed to be necessary by 20.5 per cent; 50.4 per cent would include this if possible; and 27.3 felt it unnecessary. "Making belts" was checked by 30.2 per cent as necessary to include; 49.3 per cent would include this if possible; and 18.7 per cent felt it unnecessary to include. "Making bound buttonholes" was checked by 40.6 per cent as necessary to include; 48.6 per cent would include this if possible; and 10.4 per cent believed it unnecessary to include. "Darning and mending" was believed to be necessary to include by 21.6 per cent; 46.8 per cent would include this if possible; and 28 per cent felt it unnecessary. "Making hand-worked buttonholes" was believed to be necessary to include by 22.3 per cent; 42.1 per cent would include this if possible; and 33.4 per cent felt it unnecessary to include. "Using decorative stitches" 0.7 per cent believed would be

necessary to include; 36 per cent would include this if possible; and 60.8 per cent felt it unnecessary to include.

Table VII shows selections of techniques and practices made by each of the groups of graduates, 1945-1949 and 1950-1955, and the total responses received.

TABLE VII

Graduates' Responses to Construction Techniques and Practices

Techniques and Practices	Must Include Graduates of 1945-49 * No.	%	1950-55 * No.	%	Total No.	%	Include if Possible Graduates of 1945-49 No.	%	1950-55 No.	%	Total No.	%	Unnecessary Graduates of 1945-49 No.	%	1950-55 No.	%	Total No.	%
Pattern Layout and Cutting	29	87.9	243	99.1	272	97.8	1	3.0	3	1.2	4	1.4			1	0.4	1	0.4
Fitting	28	84.8	233	95.1	261	93.9	2	6.1	10	4.1	12	4.3			2	0.8	2	0.7
Use of Sewing Machine	28	84.8	232	94.5	260	93.5	1	3.0	13	5.3	14	5.0			3	1.2	3	1.1
Stitching by Machine	30	90.9	229	93.5	259	93.2			9	3.7	9	3.2			3	1.2	3	1.1
Using Pattern and Guide Sheet	30	90.9	228	93.1	258	92.8			14	5.7	14	5.0			4	1.6	4	1.4
Understanding Grain	28	84.8	228	93.1	256	92.1	2	6.1	14	5.7	16	6.5			3	1.2	3	1.1
Putting in Hems	30	90.9	223	91.0	256	92.1			22	9.0	22	7.9						
Setting in Sleeves	29	87.9	226	92.2	255	91.7	1	3.0	19	7.8	20	7.1						
Attaching Collars and Cuffs	27	81.8	219	89.4	246	88.5	3	9.1	26	10.6	29	10.4			1	0.4	1	0.4
Making Plackets	29	87.9	217	88.6	246	88.5	1	3.0	27	11.0	28	10.1						
Transfer of Markings	29	87.9	214	87.3	243	87.4	1	3.0	30	12.2	31	11.2			3	1.2	3	1.1
Setting on Waistband	23	69.7	215	87.8	238	85.6	4	12.1	27	11.0	31	11.2	3	9.1	5	2.0	8	2.9
Joining Waistline	26	78.8	210	85.7	236	84.9	4	12.1	32	13.1	36	12.9			3	1.2	3	1.1
Pressing Techniques	27	81.8	204	83.8	231	83.1	3	9.1	38	15.5	41	14.7			2	0.8	2	0.7
Taking Body Measurements	24	72.7	205	83.7	229	82.4	4	12.1	33	13.5	37	13.3	1	3.0	7	2.8	8	2.9
Making Pleats, Tucks, Darts	30	90.9	194	79.2	224	80.6			44	18.0	44	15.8			5	2.0	5	1.8
Using Appropriate Seams	26	78.8	198	80.8	224	80.6	4	12.1	43	17.6	47	16.9			4	1.6	4	1.4
Making Facings and Bindings	24	72.7	188	76.7	212	76.2	5	15.2	51	20.8	56	20.1			6	2.4	6	2.2
Altering Patterns	23	69.7	181	73.9	204	73.4	6	18.2	58	23.7	64	23.0	1	3.0	6	2.4	7	2.5
Making Machine Worked Buttonholes	23	69.7	170	69.4	193	69.4	6	18.2	66	26.9	72	25.9	1	3.0	9	3.7	10	3.6
Using Basic Hand Stitches	21	63.6	154	62.8	175	62.9	9	27.3	81	33.1	90	32.4	1	3.0	11	4.5	12	4.3
Sewing on Buttons and Fasteners	23	69.7	152	62.0	175	62.9	5	15.2	56	22.8	61	21.9	2	6.1	33	13.5	35	12.6
Pattern Selection	23	69.7	151	61.6	174	62.5	6	18.2	71	29.0	77	27.7			21	8.6	21	7.6
Fabric Selection	18	54.5	154	62.8	172	61.9	11	33.3	79	32.2	90	32.4	1	3.0	9	3.7	10	3.6
Using Seam Finishes	18	54.5	140	57.6	158	56.8	10	30.3	95	38.8	105	37.8	1	3.0	8	3.3	9	3.2
Selecting Sewing Equipment	21	63.6	116	47.3	137	49.3	9	27.3	98	40.0	107	38.4			27	11.0	27	9.7
Care and Repair of Machine	11	33.3	120	49.0	131	47.1	14	42.4	92	37.6	106	38.1	4	12.1	32	13.1	36	12.9
Setting on Yokes	12	36.4	106	43.3	118	42.4	18	54.5	107	43.7	125	45.0	1	3.0	32	13.1	33	11.5
Making Pockets	13	39.4	91	37.1	104	37.4	15	15.2	129	52.6	144	51.8	1	3.0	24	9.8	25	8.9
Using Sewing Machine Attachments	3	9.1	35	14.3	38	13.7	14	42.4	134	54.7	148	53.2	11	33.3	71	29.0	82	29.5
Altering Ready-To-Wear	5	15.2	52	21.2	57	20.5	11	33.3	129	52.6	140	50.4	12	36.4	64	26.1	76	27.3
Making Belts	9	27.3	75	30.6	84	30.2	18	54.5	119	48.6	137	49.3	2	6.1	50	20.4	52	18.7
Making Bound Buttonholes	10	30.3	103	42.0	113	40.6	18	54.5	117	47.8	135	48.6	1	3.0	28	11.4	29	10.4
Darning and Mending	8	24.2	52	21.2	60	21.6	12	36.4	118	48.2	130	46.8	9	27.3	69	28.2	78	28.0
Making Hand Worked Buttonholes	6	18.2	56	22.8	62	22.3	12	36.4	105	42.8	117	42.1	11	33.3	82	33.5	93	33.4
Using Decorative Stitches			2	0.8	2	0.7	12	36.4	88	35.9	100	36.0	17	51.5	152	62.0	169	60.8

* Percentages are based upon 33 questionnaires from the 1945-49 graduates
245 questionnaires from the 1950-55 graduates

Number of Clothing Construction Courses in Relation to Responses

Table VIII was developed to show the relation between requirements believed by the graduates to be necessary in a basic course and the amount of training they received. The graduate having had only one construction course felt that 21 techniques and practices were necessary. For those having two construction courses in their background the range of selections was from 9 to 32, and the median deemed necessary was 23. Other combinations of course selections were: three courses, a range of 9 to 35, 24 the median; four courses, a range of 11 to 32, 24 the median; five courses, a range of 9 to 31, 25 the median; six courses, a range of 17 to 31 and 25 the median. Only one individual indicated the combination of seven courses and chose 20 principles and practices for a basic course. It can be noted by the medians that the graduates with a greater background in construction request more extensive training. This is shown in the table with the exception of the response of seven courses. This few per cell cannot be considered for accurate conclusions.

Further details concerning the relationship between the number of the courses and the necessary requirements

may be found in Table VIII.

TABLE VIII

Number of Construction Techniques and Practices Deemed Necessary by Cooperators in Relation to the Number of Clothing Construction Courses Taken

Number of Courses Taken by Cooperators	Number of Practices and Techniques Required			
	Minimum	Maximum	Median	No. of Replies
1	21	21	21	1
2	9	32	23	49
3	9	35	24	81
4	11	32	24	78
5	9	31	25	57
6	17	31	25	9
7	20	20	20	1

CHAPTER V

SUMMARY

This study included graduates of the School of Home Economics at Oregon State College from 1945 to 1955. Graduates were selected for this study in order that their training and experience might be utilized in determining the content of a basic core course in clothing construction to be required of all home economics students at Oregon State College. Data in this study were furnished by 278 graduates who answered a questionnaire prepared by the author. The selected sampling numbered 33 graduates from the classes of 1945 through 1949 and 245 from the classes of 1950 through 1955. This selection was made to recognize any variation in responses due to the changing practices within a family situation.

The specific purposes of the study were first, to obtain the opinions of home economics graduates in regard to the minimum basic learnings of clothing construction to be required for any Oregon State home economics graduate and second, to develop a basic college course based on these opinions.

To determine whether previous training influenced the responses, the cooperators were asked to

indicate the instruction they received while enrolled in college. Areas of concentration in home economics were reported as follows: 145 concentrated in home economics education; 62 in clothing, textiles and related arts; 32 in family life and home administration; 31 in foods and nutrition; 9 in home economics communication; 9 in home economics extension; 6 in institution management; and 2 in home economics in social work.

Specific clothing construction courses taken in college were noted. The number of graduates having had the various clothing courses were: elementary clothing, 217; sophomore clothing, 273; tailoring, 185; draping, 173; clothing for children, 110; advanced draping, 21; and the service courses, first term, 13, and second term, 9.

In order to develop a basic course founded on graduates' needs, it was necessary to obtain the opinions of the cooperators in regard to (1) the type of fabrics and garments needed for construction experience; and (2) the clothing construction techniques and practices necessary for experience. Study of the data revealed that three garments were selected for construction by a majority of the cooperators: the dress by 226, with 110 indicating wool as the fiber; the shirt-style blouse by 220, with 177 requesting

cotton as the fiber; and the skirt by 186, with 142 requesting this in wool. Other garments selected in rank were: trousers, 95; a sleeveless blouse, 81; and an apron, 79.

The questionnaire included a list of construction techniques which the cooperators checked in three ways: (1) those which they believed must be included in a basic course, (2) those which should be included if possible, (3) and those which were unnecessary. Techniques and practices believed necessary to include were ranked similarly in order of preference by both groups, the 1945-1949 and the 1950-1955 graduates. Those techniques which were deemed necessary by over 75 per cent of the total graduates in order of preference were: pattern layout and cutting, fitting, use of the sewing machine, use of pattern and guide sheet, understanding grain, putting in hems, setting in sleeves, attaching collars and cuffs, making plackets, transferring markings, setting on waistbands, joining waistline, pressing, taking body measurements, making pleats, tucks and darts, using appropriate seams, and making facings and bindings. The following techniques and practices were chosen as necessary by over 50 per cent of the graduates: altering patterns, making machine worked buttonholes, using basic hand stitches,sewing on

buttons and fasteners, selecting patterns and fabrics and using seam finishes. Construction of pockets was indicated as necessary by over 25 per cent of the graduates; however, this same technique was selected by over 50 per cent of the cooperators to be included only if possible. Over 50 per cent of the graduates believed that using the sewing machine attachments and altering ready-to-wear should be included only if possible. Over 50 per cent stated that it was unnecessary to include decorative stitches, while 36 per cent suggested that this could be included if possible.

The author was interested in finding whether or not the graduates who took the greatest number of clothing courses in college were also those who requested the greatest number of requirements for the proposed course. One graduate who reported having taken only one course requested 21 techniques and practices as necessary in a basic course. The responses of the 49 having a combination of two courses indicated that a median of 23 construction details was necessary. The responses of the cooperators having three and four course combinations, numbering 81 and 78, respectively, indicated 24 techniques and practices as a median number of choices. Fifty-seven graduates having a combination of five courses chose 25 requirements, as

did those 8 cooperators having six construction courses in their program of study. One graduate indicated she had taken seven courses and believed 20 techniques and practices should be included in the basic course. It can be noted that, with the exception of the cases in which there are too few per cell, those with a greater background of construction training request more extensive requirements to be included in a basic course.

CHAPTER VI

RECOMMENDATIONS

This study has revealed the garments which the graduates want experience in constructing and the practices and techniques they believe are necessary to know, in order to meet their needs. It also has brought into focus many strong points in the Oregon State College clothing construction program. In light of the data revealed in this study, the author makes the following recommendations for the staff of the Department of Clothing, Textiles and Related Arts of the School of Home Economics, Oregon State College:

(1) Because of the vast amount of construction experience the cooperators believed as necessary to meet their minimum needs, and because of the comments (Appendix B) made by the cooperators, it is recommended that the requirement of one basic construction course for all home economics students be one of two basic courses offered by the department. One course would be for students who have had no previous experience in clothing construction; the second course would be for those students who have had a clothing background. Course selection would be determined by a pre-test given to the students by the department.

(2) Because over 50 per cent of the cooperators believed it necessary to include in a basic clothing construction course most of the techniques and practices presently taught in Elementary Clothing, the continued inclusion of these in the proposed basic course is recommended.

(3) Because of the significant percentages of responses to include only if possible techniques of making belts, making bound buttonholes, and making hand worked buttonholes, all presently taught in Elementary Clothing, it is recommended that no major emphasis be placed on these techniques in the proposed course, except at the discretion of the instructor.

(4) Two hundred and twenty-six graduates desired experience in making a dress; therefore, it is recommended to continue this project in the basic construction course.

(5) Because 220 graduates requested instruction on making a shirt-style blouse, it is recommended that the value of including it in the course work be considered.

(6) Because 186 graduates requested construction of a skirt, it is recommended that the possibility of including this instruction be considered.

(7) As graduates gave high responses to having

experience with both cotton (272 responses) and wool (139 responses), it is recommended that both of these fibers be included as requirements in a basic construction course.

(8) Because 63.6 per cent of the graduates felt that a cotton blouse should be made, 44.2 per cent a wool skirt, and 39.5 per cent a wool dress, it is recommended that the value of including these garments in the specified fibers be considered in the course content. The author is fully cognizant of the validity of the cooperators' suggestions, but she also realizes that the problems confronted in constructing all of these garments in the available time would be too numerous to warrant the inclusion of the recommendation as stated in the basic course outline.

(9) Because the content of the present Elementary Clothing course is meeting many of the needs believed most necessary for experience by the graduates, the following outline, varying from the present course only in specific garment problems and fabric selection as revealed necessary in this study, has been prepared by the author as a recommendation for a one-term basic core course in clothing construction:

Basic Clothing Construction

Course Content: Basic study: sewing machine, basic stitches, seams, pattern selection, pattern use and alteration, and fabric selection and preparation. Dress and skirt construction.

Problems: Dress. Shirt-style, bodice and skirt joined at normal waistline, with applied collar, normal set-in sleeves, button closing.

Skirt. Individual's selection with placket and waistband.

Fabrics. The dress is to be cotton. No plaids or large checks. Stripes or small checks must be woven. The skirt is to be of wool or a wool blend, no plaids or large checks.

Lessons:

<u>Basic Study</u>

1
- Sewing Equipment
- Sewing Machine
  - Parts
  - Care
  - Use

2
- Practice Seams
- Basic Stitches

3
- Patterns
  - Selection dress and skirt
  - General Information
- Body Measurements
- Fabric Selection cotton and wool

<u>Dress</u>

4
- Alteration of Patterns
  - Flat Pattern Measurement
- Preparation of Fabric

5
- Pattern Layout and Cutting
- Transfer of Markings
- Interfacing
- Stay Stitching

Lessons:

Dress

6 Fitting
- Preparation
- Fitting the figure

7 Stitching Principles
Pressing Techniques

8 Buttonholes
- Machine
- Bound (at discretion of instructor)

9 Collars, Facings, Cuffs
- Preparation
- Attaching Collars
- Facings and Finishes

10 Setting in Sleeves
- Preparation
- Setting in
- Stitching
- Finishes

11 Belts (at discretion of instructor)

12 Joining Waistlines

13 Zippers and Other Placket Openings

14 Hems
- Selection
- Measurement
- Stitches

15 Fastenings, Finishes
- Buttons
- Belt Carriers
- Snaps
- Hooks and Eyes

16 Skirt
Pattern Alteration
Fabric
- Preparation and Handling

17 Pattern Layout and Cutting

Lessons:

Skirt

18 Marking, Stay Stitching
Preparation for Fitting

19 Fitting and Stitching
Pressing Techniques

20 Zipper

21 Attaching Waistband
Fasteners

22 Hems

Evaluation

A course outline will not be attempted for the more advanced basic course recommended by the author. However, recommendations for this course based upon this study would incorporate the construction of (1) a sports ensemble which would include a shirt-style blouse in cotton, the fabric design being selected at the discretion of the instructor, and a simple cotton trousers problem; and (2) a wool dress, giving further and broader experiences in wool and in construction techniques and practices.

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APPENDIX

APPENDIX A

Dear Home Economist,

In hopes of meeting the needs of its students and graduates more realistically, the School of Home Economics at Oregon State College is presently working toward the revision of its curriculum. Recommendations are now being made for a core curriculum in which basic home economics courses are required of all students working toward a Bachelor's degree in Home Economics. This would mean that a student would have one or more basic courses in each major area of home economics, and further study would be elective in the area of her choice. As you are a graduate, we are requesting your help in developing an outline for a basic clothing construction course--the only course in clothing construction a student would be required to take.

The course will consist of basic learnings in clothing construction which every home economics graduate of Oregon State College needs to understand. The development of such a course would enable all graduates to have enough clothing construction to meet their minimum needs and to have a firm foundation upon which they could work further in this area or in other fields of home economics.

It will be greatly appreciated if you will check carefully the enclosed questionnaire and return it to me by February 26. The findings in this investigation will be used as partial fulfillment of the requirements for the Master of Science Degree at Oregon State College. If you would like a summary of the results of this study, I shall be glad to send it to you upon request.

May I take this opportunity to thank you for your assistance in making this study a success.

Very truly yours,
Aleen Baumer
Clothing, Textiles and Related Arts
Oregon State College
Corvallis, Oregon

Basic Needs in Clothing Construction as Desired by Home Economics Graduates

Realizing that many of the construction techniques and practices used on one kind of garment can be related to many other types of garments, what learnings do you feel are necessary in one basic clothing construction course; what do you consider the minimum amount of experience in clothing construction for a home economics graduate; what does one need to know.....

Check below the items you feel are necessary to include in a basic construction course--1 term, 3 credit hours.

1. What garments and fabrics would give you the minimum amount of sewing experience necessary? Check the fabric to be involved with each specific problem.

	Cotton	Wool	Silk	Rayon	Synthetics
Apron	___	___	___	___	___
Blouse					
Sleeveless	___	___	___	___	___
Shirt-style	___	___	___	___	___
Skirt	___	___	___	___	___
Dress	___	___	___	___	___
Trousers	___	___	___	___	___
_____	___	___	___	___	___

2. What do you feel are the minimum construction techniques and practices which should be learned in a basic course? Check the degree of importance in the course.

	Must	If Possible	Unnecessary
Care and repair of machine	___	___	___
Selecting sewing equipment	___	___	___
Use of sewing machine	___	___	___
Using sewing machine attachments	___	___	___
Altering patterns	___	___	___
Pattern selection	___	___	___
Taking body measurements	___	___	___
Fabric selection	___	___	___
Understanding grain	___	___	___
Using pattern and guide sheet	___	___	___
Pattern layout and cutting	___	___	___
Transfer of markings	___	___	___
Using basic hand stitches	___	___	___

2. (Cont.) Checking techniques and practices felt necessary.

	Must	If Possible	Unnecessary
Stitching by machine	___	___	___
Using appropriate seams	___	___	___
Using seam finishes	___	___	___
Fitting	___	___	___
Making pleats, tucks, darts	___	___	___
Setting on yokes	___	___	___
Attaching collars and cuffs	___	___	___
Making facings and bindings	___	___	___
Setting in sleeves	___	___	___
Joining waistline	___	___	___
Making plackets	___	___	___
Making pockets	___	___	___
Setting on waistband	___	___	___
Making bound buttonholes	___	___	___
Making hand worked buttonholes	___	___	___
Making machine worked buttonholes	___	___	___
Sewing on buttons and fasteners	___	___	___
Making belts	___	___	___
Pressing techniques	___	___	___
Putting in hems	___	___	___
Altering ready-to-wear	___	___	___
Darning and mending	___	___	___
Using decorative stitches	___	___	___
_____	___	___	___
_____	___	___	___

3. What was your primary undergraduate area of concentration in Home Economics? Check one.

Clothing, Textiles and Related Arts _____
Family Life and Home Administration _____
Foods and Nutrition _____
Institution Management _____

Home Economics Education _____
Home Economics Communications _____
Home Economics Extension _____
Home Economics in Social Work _____

4. Indicate construction courses taken in college.

Elementary Clothing (CT 111) _____
Sophomore Clothing (CT 212) _____
Draping (CT 310) _____
Tailoring (CT 312) _____
Children's Clothing (CT 320) _____
Advanced Draping (CT 410) _____
Service Courses (CT 218) _____
(CT 219) _____

APPENDIX B

SUMMARY OF GRADUATES' COMMENTS

Fifty-two graduates gave unsolicited comments relative to their training and to the proposed basic course. Their comments are summarized below:

Comments	Number of Comments
Training	
Have benefitted a great deal from every construction course taken	3
Wished to have taken more courses	3
Need to feel qualified in a particular area, not just general home economics background	2
An over-emphasis of small detail	1
Need to remove overlapping material	1
An area neglected for women is men's clothing	1
Required high school training meeting basic needs. Should teach more advanced techniques in college	1
The pre-test should be continued so inexperienced sewers may have two terms of construction	1
Proposed Course	
One three-hour course will not be enough	16
Incorporate Bishop techniques and more time-saving tricks	9
Two or three courses would be more adequate	4

Comments	Number of Comments
Classes should be set up for those who have had little or no experience and one for those who have had previous training	3
Need a course to put basic skills into practice	3
Emphasis should be placed on pleasure and benefits received rather than on finicky perfection	3
Much information can be obtained by the students through references. Less emphasis needed by instructor	2
Proposed course should receive 4 or 5 credit hours	1
A second term course should be provided to study construction in wool and synthetic garments	1
Must continue to remember Oregon State College reputation at stake	1

APPENDIX C

States in Which Cooperators Included in this Study Live

State	Number of Replies
Oregon	168
California	58
Washington	23
New York	6
Massachusetts	4
Indiana	3
Alabama	1
Colorado	1
Connecticut	1
Iowa	1
Kentucky	1
Maryland	1
Michigan	1
Minnesota	1
New Jersey	1
Pennsylvania	1
South Carolina	1
Texas	1
Washington, D.C.	1
Alaska	1
Hawaii	1
Military Force Abroad	1
Total	278