

SOCIAL CORRELATIVES OF DESIRE FOR CHILDREN

Application of An Accepted
Philosophy To The Teaching of
Clothing

by

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The Introduction

A good school today, according to most educators, must have its own defensible philosophy of education and its individually stated purposes and objectives. It recognizes the nature of the pupils with whom it has to deal and attempts to meet the needs of the community, which it serves. Thus it is in keeping with the nature of American democracy of which it is a part. It may be expected to be functional in the lives of the students if it is based on the common and specific individual needs of youth as listed in the bulletin of the Association of Secondary-School Principals.

- All youth needs to develop salable skills.
- All youth needs to develop and maintain good health and physical fitness.
- All youth needs to understand the rights and duties of the citizen of a democratic society.
- All youth needs to understand the significance of the family to the individual and to society.
- All youth needs to know how to purchase and use goods and services intelligently.
- All youth needs to understand the influence of science on human life.
- All youth needs an appreciation of literature, art, music and nature.
- All youth needs to be able to use leisure time well and to budget it wisely.
- All youth needs to develop respect for other persons.
- All youth needs to grow in ability to think rationally.¹

Most educators agree that the child facing the problems of today's world needs a school that will help him discover, develop, and perfect his innate talents and abilities. He needs a school that attempts to discover and use building processes in developing attitudes of industry, respect for law, accuracy, and productivity. He needs a school that will help him to understand the importance of the home as a basic unit of democracy.

In addition to this, the school must provide fundamental skills of learning. These skills are the tools that will aid the child in forming sound

¹ National Education Association, by the Educational Policies Commission, Planning for American Youth, Bulletin of the National Association of Secondary School Principals, (December, 1944), p. 10.

judgments and in finding and holding a job. They help him to gain confidence in himself, to understand himself, to understand others, to have faith in his fellow men and in his own ability to contribute to the welfare of mankind.

Parents, teachers and students realize that the United States of America has sufficient natural resources, technology and personnel, to provide an efficient and abundant standard of living for all the people, and that these can come into fruition in our time if all such groups will work harmoniously.

It is important that schools promote cooperative learning, where it is a natural thing for teachers and pupils to plan, carry out and evaluate progress together; where children are not measured one against the other; and where there is mutual respect and confidence among the teachers and administrators who have the responsibility for the educational program. In such a system teachers and administrators are accustomed to thinking problems through together. The regular order of the day includes making group decisions and sharing the responsibilities for carrying out and evaluating the place and work of the school in a functioning democracy.

Every teacher and administrator has certain beliefs and assumptions which serve as guides to action and which determine attitudes and practices. These beliefs must be based on commonly accepted principles which serve to guide efforts in devising new techniques and materials needed for translating the accepted philosophy of education into action. In this connection Rugg says: "Curriculum design in operation depends upon what teachers understand to be the purposes of the school, the nature of education and learning, and the restrictions under which they work".²

² Harold Rugg, Editor, John Dewey Society Democracy and the Curriculum, Yearbook III, pp. 433.

In order to carry on such a program a good teacher must have high standards of instruction, must be acquainted with a wide variety of good teaching methods and have facility in using and adapting methods to the needs of the situation with particular emphasis on accepted psychological principles.

A good teacher is a dynamic individual who is continually promoting human growth by:

1. fostering security and satisfaction
2. promoting cooperative learning
3. helping pupils develop self direction
4. fostering creativity
5. helping pupils develop values
6. providing opportunities for social action
7. helping pupils evaluate learning.³

These seven means of helping individual development indicate the teacher's responsibility for guiding the learning process in terms of democratic values, and at the same time understanding the limitation of the environment. The Tulsa, Oklahoma public school system proposes a program for carrying out the purposes it advocates. This program as it was presented to the staff follows:

I. For the Individual Child

To provide conditions that will give every child a maximum opportunity to feel socially secure, free from abnormal fears and anxieties, and happy in the belief that his achievements are worthy and acceptable.

To develop those understandings and attitudes that foster sound physical health.

To develop fundamental attitudes toward good social behavior.

To develop poise, resourcefulness, and increasing self-direction.

To develop interests of intellectual, social and recreational value.

To give direction in the selection of a worthy, satisfying vocation which is compatible with the individuals interests and aptitudes.

To develop a sense of personal responsibility for group welfare.

To develop self-control in terms of the best interests of the group and the attitudes and abilities of cooperating successfully with others.

To develop an understanding and a wholesome respect for the acceptance of one's own capabilities and limitations as well as for those of other people.

³ Yearbook of 1949, Association for Supervision and Curriculum Development, Toward Better Teaching, pp. 3.

II. For the Organization and Operation of the School

To place the needs of individual personalities above mere consideration of school procedure.

To provide conditions such that children actively participate in planning and successfully carrying through group activities.

To provide a curriculum and working conditions with which each individual child may work successfully to the limit of his ability.

To provide professional service for teachers to aid in developing the skills and techniques necessary for counseling in the classroom.

To provide materials for testing and recording data necessary for an understanding of the child's needs, aptitudes and interests.

To provide health services that will aid in detecting physical conditions that may be causing maladjustment.

To provide for counseling with parents, where it is needed, in order to help in the adjustment of the pupil.

To provide specialized services for those individuals who cannot be adjusted through group procedure or through the individual efforts of the classroom teachers.⁴

The educational system is in a position of strategic importance at this time, especially when communism in many countries is challenging the very existence of democracy. If the democratic way of life is to survive, then education must provide for developing a knowledge and understanding of the meaning of democracy and likewise abundant demonstrations of the way it functions in actual living.

Teachers need to become acquainted with the philosophy of the school and the way the school attempts to implement its philosophy in practice. They should know how it is in accord or differs from their personal philosophy.

The faculty of Daniel Webster High School in Tulsa, Oklahoma has accepted an educational philosophy based on its concern for promoting democratic living.

Our responsibility, as a school staff is to help students to recognize their needs and to create an interest that will lead to learning experiences which bring about the necessary growth toward satisfactory participation in our community and society as a whole. In every child there is capacity for useful citizenship.

Every teacher, as a counsellor, takes the child where he is and helps him develop to his capacity by providing meaningful educational experiences in a democratic situation wherein he learns the need of accepting responsibilities as well as enjoying privileges.

⁴ Board of Education, Tulsa, Oklahoma, Department of Curriculum

In such a situation creative leadership is alert to see and utilize every opportunity for the desirable growth of the child and take into consideration individual differences in the development of skills, habits, or study, and academic learning which are most important when developed with proper understanding and attitudes.

Teacher personality and group personality determine classroom procedures.

Through group discussion and planning--cooperative thinking, teacher-pupil relationship becomes one of mutual interest, satisfaction, and respect, and are influential in determining what kind of member of a democracy an individual will be.

The basic belief that the group is capable of solving its own problems, and the wholesome teacher-pupil relationship in which the pupil feels that the teacher is a friend and confidant is necessary for the realization of our philosophy.

The nature of the Daniel Webster curriculum and the needs or demands of a community are determined by the philosophy of the faculty and the interpretation of student needs. It is therefore incumbent on the faculty to see that beliefs are implemented in terms of action.⁵

Daniel Webster High School has gone a long way in writing a good philosophy of education which is entirely in accord with the belief of the writer; but as a new teacher in the system she was greatly dissatisfied when she became aware of conflicts between theory and practice.

A new teacher is prone to think when a school has an accepted philosophy that it will be applying this philosophy in every aspect of its program. One is often heard to say "well you say you believe this, why aren't you doing it", without recognizing that the stated philosophy and purposes are in reality, standards toward which to work and not reports of accomplishments. Many school philosophies are written and never mentioned again, others are accepted and conscientious efforts are made toward their implementation and some are actually applied in effecting changes. However, it is very difficult for a new teacher coming into the system to see progress at first. Certain limitations exist, merely because of the size of a school. Size, alone, makes for slow movement and progress is frequently delayed.

⁵ Faculty of Daniel Webster High School, Philosophy of Daniel Webster High School.

One of the problems that disturbed the writer was the apparent lack of interest on the part of the administration in eliminating conditions which she believed to be inconsistent with the accepted philosophy of the school.

Each clothing class in Daniel Webster High School may be elected by any student. There is no division into beginning, intermediate and advanced levels. Combined in one class will be girls who had never threaded a needle, some who had had wide experience in other classes and a large number who knew some elementary construction techniques but needed constant supervision.

The teacher felt overwhelmed when she attempted to teach individually the 25 to 37 students per class--five classes per day. The students each with different past experiences in clothing, were not getting adequate help and were learning little. They had developed a pattern of class procedure which required all individual instruction, thus preventing economy in the use of the teacher's time.

Class work could not be built on the past experiences of students and a logical or psychological sequence of work could not be developed. As can be seen, this situation gave rise to definite problems in teaching, such as:

1. guiding pupils choice of problems in color, design, equipment and material.
2. evaluating progress and accomplishments.
3. planning the years program to meet the needs of all the students.
4. making good use of time.
5. developing good construction techniques.

Such heterogeneous grouping seemed to demand individual instruction, yet there was not enough time for this. The students worked until they needed help, but when they did not receive it, they became tired of waiting for the teacher and went ahead without instructions. This resulted in poor workmanship and consequently discouragement and dissatisfaction on the part of both the teacher and the students.

The effort and time required in trying to give individual instruction in and out of class made it impossible to do the kind of pre-planning or evaluation

that the teacher believed was necessary for group instruction. Because students saw no value in group work, they rebelled against any organized teaching; and this resulted in an unplanned, pupil dominated situation.

The lack of group organization and planning resulted in self centered individuality on the part of the students and in poor workmanship which in turn caused the department to be criticized by the community.

This study grew out of the writer's desire to do something specific which would help improve the situation. Her concern gave rise to these questions:

Was the heterogeneous grouping of students and the resulting difficulties due to administrative policy?

Was the subject matter area, itself, the cause of the situation?

Should teachers expect schools to apply the philosophy to which they subscribe?

Could it be that the teacher did not understand how to implement the philosophy in terms of methods of teaching?

To what extent can the individual teacher control or change accepted patterns?

To what extent can an individual teacher make progress in implementing a philosophy?

At first the writer was inclined to believe that the previously described situation in Daniel Webster High School was due to a lack of understanding of the Family Life Program in clothing on the part of the administration. As time went on an attempt was made to look at the situation more objectively. The teacher began to ask herself such questions as:

Do any of the students in the large heterogeneous classes have similar or common experiences?

Is there sufficient similarity in experience within these large classes that teacher time can be saved and more adequate instruction given by using group instruction?

At this point the teacher identified her problem only as "A Study of the possibilities of homogeneous groupings." After some study she became conscious of the fact that real homogeneity is never fully realized nor may it be entirely desirable. If one common concern can be found no matter how small, it tends to tie people together. She felt that if she could find homogeneity in one respect in each of her classes she would have sufficient basis for going ahead.

She felt that while she might not expect to change the school situation she could change and improve her methods of teaching, thus the emphasis changed to "Meeting the needs of non-homogeneous groups by improved methods of teaching."

Since local environment is an all important factor in determining the way a school meets the needs of youth, it is important that the reader understand the kind of school and community in which this study took place.

The district served by Daniel Webster High School of Tulsa, Oklahoma extends from the Arkansas River south and west to cover approximately nineteen square miles. The school is the only four year high school in the Tulsa system, because it serves a nearby overcrowded Junior High School.

The district is on a gradual slope of the Arkansas River Basin. This makes it ideal for agriculture, stock raising and truck farming. Two large oil refineries are located within its boundaries. Approximately one-fourth of the students live on small tracts outside the corporate limits of Tulsa.

Since there is no demand for professional or highly trained men, many of the people in this district work in the two large oil refineries for average wages. Others, especially the unskilled laborers, make less than the average scale established by the United States Employment Agency for their particular type of work.

Probably the greatest social force in the community is the religious influence as indicated by the great number of churches, especially the more democratic cults. Other important forces are the many fraternal groups, garden clubs, civic clubs and the eight schools which serve as centers of important community activities.

The schedule of the school is planned on a floating system, whereby, one class is dropped each day and the schedule moved up one period. This makes possible an assembly period each Friday without penalizing any one group or class. The periods of the day are seventy minutes in length with the exception

of the first, which is fifteen minutes longer, to include homeroom activities. The lunch periods are thirty-five minutes in length and for some schedules, the time varies from day to day.

Clothing is an elective course. The students are enrolled in six clothing classes but only five are taught each day due to the floating schedule.

The teacher of clothing in the Family Life Program in this high school believes a good homemaking program is one planned and developed cooperatively by the principal, teacher, pupils, and parents as a part of the total educational offering. Class work should grow out of the needs and life experiences of individuals and family groups. It should be an "on-going" program and should work toward increased competency, and satisfaction in home and family living.

Pre-planning on the part of the teacher, followed by teacher-pupil planning of units of work is very important. The situations, needs and interests of pupils, should determine the type of learning experiences and the sequence of problems for each class. The teacher believes that the majority of learning experiences should be centered around problems common to the group because practice in group thinking and action is an important objective in any school which proposes to prepare individuals for life in a democracy.

It is felt that definite plans are essential for good teaching and purposeful activity among pupils. Good teachers use plans to direct desirable learning experiences, to arouse and hold interests of pupils, to utilize time advantageously and to evaluate achievement.

The teacher attempted to improve her methods and techniques in the teaching of clothing by using various pre-tests to ascertain past experiences and ability of students; to determine what past experiences were common among the groups and to discover the interests and needs of students in relation to clothing. She was convinced that this background information was essential to sound planning for improved instruction.

The organizational activities she used are briefly outlined.

1. Studying characteristic adolescent traits and needs.⁶

One of the most important needs of girls at this age is to be attractive, this to give them the right start in extra-curricular and social activities of the school and community. The clothes many girls wear indicate the need for information and changed practices in selecting and constructing clothing. Girls are usually eager to begin work in this area when their choices are so guided that they can achieve success.

2. Making a chart of the previous training in clothing of each girl.⁷

When completed, this showed that two-thirds of the students had one semester each of clothing in both 7th and 8th grades. Seventeen students had no previous training, thirty had completed one year in high school, and eleven had completed two years.

3. Obtaining and studying records from the Junior High School teachers showing learning experiences in seventh and eighth grades.⁸

The records indicated that skills in construction were stressed most. They indicated lack of instruction in buying, planning of work, standards of evaluation and choice making in terms of selection of color, line and design.

4. Making a tentative outline of all learning experiences for groups and individuals to be used in clothing classes utilizing the record of the 7th and 8th grade homemaking teacher.⁹

5. Giving a pre-test to help girls discover their own needs.¹⁰

At the beginning of the term each girl was given a mimeographed instruction sheet, on the making of a table or place mat. This mat, when made, was to serve as a test of sewing abilities and of personal growth. The teacher explained the test and discussed with the students the importance of finding what each could do and how the work for the year could be planned to better advantage if they were aware of their abilities. Pupils were shown two examples of place mats, one showing steps of construction and the second, showing the finished product.

⁶ Citizenship Education Study, "Democratic Citizenship and Development of Children", Bulletin of Detroit Public School and Wayne University, 1949.

⁷ Appendix A

⁸ Appendix B

⁹ Appendix C

¹⁰ Appendix D

6. Interviewing students to ascertain value of past experience and further needs.¹¹

Ninety-three girls, enrolled in clothing in Webster High School, were interviewed concerning their opinion of clothing courses they had taken. The interviews were carried on for the purpose of helping to determine the type of garments made in 7th and 8th grade, the difficulties experienced and the type of instruction given. The interviews were conversational in nature, many being carried on when the student came into the department for other reasons. At first a general explanation was given to each girl as to the purpose of the study in order to find students attitude toward clothing experience and present interests. The girls were asked to indicate the difficulties encountered in taking clothing in Junior and Senior high school and the information which they considered very important, often, seldom or never used and to list other topics of interest that might be included in a clothing class.

The personal interview, while requiring more time and effort was considered more satisfactory than a questionnaire. It gave an opportunity for careful explanation of what was sought, thereby insuring the reliability and validity of the answers. The usual difficulty of securing the return of questionnaires was eliminated, and time was used for checking and evaluating the returns. In some cases the girls interviewed checked the answers, in others it was done by the interviewer, and frequently it was done by the cooperative effort of both.

7. Developing a clothing course designed to utilize improved methods.

During the fall term of 1949, the teacher with the help of the students, attempted to work out the class problems including basic understandings, learning experiences, evaluation techniques and expected outcomes. They also developed "step by step charts" of the various clothing construction problems. As this procedure developed, the teacher kept in mind the difficulties encountered and the opinions and interests of the class.

8. Recording results of cooperative effort to improve the teaching of clothing.

The development of the study is shown through some of the materials, techniques, and devices used in the teacher's record that follows.

9. Summarizing the experiences.

A course in clothing is a guide for developing personality, charm and self-assurance; and a booster for morale; not just sewing a fine seam. An attractive personal appearance, is to a great extent, dependent upon the proper selection and care of one's clothes. The clothing area should include problems of personal appearance; planning the wardrobe; purchasing clothes both ready made and to-be-made; considering cost and advisability in relation to other family needs; selecting and caring for sewing equipment; constructing garments; caring for, repairing, and storing of clothing; and selecting suitable designs.

The teacher and pupils should select the clothing experiences most appropriate to the needs of the specific situation keeping in mind abilities of students, materials available and the needs of the family situation.

A girl who takes clothing should be a well groomed person, well dressed on the amount of money available, and should enjoy sewing. She should also be increasingly aware of the human relationships involved. The objectives toward which teachers and pupils should work cooperatively were tentatively formulated by the teacher. These were:

- To increase in each student her ability to reason and solve individual and family clothing problems.

- To encourage students to improve homemaking skills and work habits.

- To provide experiences for each student to check her own progress and to finish what she starts, thus increasing her self-reliance.

- To improve the physical and mental health of students through better safety practices, health habits, self-expression and creative experiences.

- To guide student's practice in desirable relationships with individuals and groups in society.

These objectives if cooperatively planned and carried out would no doubt provide evidence of implementing the school philosophy which was presented earlier.

Later, class objectives were actually set up cooperatively and accepted by the teacher and the pupils. They included:

- Recognizing present knowledge and information needed to select and make attractive clothes.

- Guiding choices in selecting garments that girls need and have ability to make within the budget of the various families.

- Understanding the effect of line on the appearance of the figure.

- Recognizing the problems to be considered in choosing a becoming color.

- Recognizing a few fundamental principles in selecting fabrics for simple garments.

- Selecting, using and caring for sewing equipment.

- Judging and evaluating plans and the work done.

- Realizing individual progress and need.

A comparison of the teachers objectives and those developed and accepted by the students calls attention to the fact that students tend to plan more specifically and in more detail than the teacher. The teacher is concerned

with the growth of the student as a human being while student objectives tend to be personalized, yet in the end they move in the same direction and toward similar goals.

The teacher and pupils together summarized the results of the experience in terms of planned goals. Their summary includes the following learning experiences:

Guiding pupils choice in the selection of problems that meet individual needs so they are within the family budget and are simple enough in construction so that students may achieve success in the time allowed.

Guiding pupils choices in the selection of line, design, color and fabric.

Guiding pupils choices in the selection, use and care of sewing equipment and machines.

Guiding pupils choices in methods of buying, in using guides for the buyer, and in buying according to needs.

Guiding pupils choices in planning, carrying out, and evaluating the year's work; and in making and using individual plans of work.

Guiding pupils choices in setting up standards for evaluation. Cooperatively setting up standards for each problem studied before starting construction.

Guiding pupils choices in planning use of time and sequence of problems.

Developing clothing construction techniques.

Developing techniques in planning, selecting, buying, caring for and using materials and equipment.

Developing abilities and techniques in getting along in groups by accepting responsibilities as well as sharing privileges.

Planning and carrying out democratic procedures in the classroom.

A record was kept of all class activities used in clothing I and II classes in an effort to implement an accepted school philosophy. This record included specific examples of techniques used by the teacher and a wide variety of learning experiences.

The importance of pre-planning by the teacher, followed by student-teacher planning, and student participation in planning learning activities and evaluation of plans was stressed.

Certain basic understandings were accepted as bases for the development of units in the teaching of clothing.

Effort was made to provide a wide variety of learning experiences so that students could learn in terms of their own needs, and their own abilities.

Evaluation was a part of the total learning experience. It was used to help students see individual growth in terms of the goals they themselves had accepted and was a very important part of the learning process.

Each problem was organized in terms of the basic understandings developed, the learning experiences provided, the evaluating activities used, and the actual outcomes in terms of student behavior.

Before meeting the class the teacher made careful preparation for the entire semester's work. While all plans were tentative the brief outline which follows indicates the kind of pre-planning she felt desirable and useful. The tentative list of probable activities represents her basic thinking and served as a guide in developing cooperative planning later with the students.

TEACHER-STUDENT PLANNING

- I. Analyze some of the sewing processes commonly used in garments made by high school girls to find what steps are required in their construction and the difficulties often encountered.

seams	hems	darts	facings	distributing gathers
plackets	finishes	fasteners	gathering	putting on bands

- II. Examine illustrative material that illustrates common needs and difficulties of high school students in clothing work.

- III. Prepare for specific lessons.

Secure garments showing both good and poor construction techniques.

Secure worn garments that illustrate how a particular process has been used and how it has stood up under the wear to which it has been subjected.

Bring new garments that show processes likely to be used.

Make large samples of each process showing a completed example and the steps in making it.

Secure charts that show construction details.

Provide a bulletin board for class use.

Select garment with specific processes partially completed.

Provide contrasting good and poor examples of workmanship.

IV. Locate different points where teacher help is often needed.

1. Learn which students are ready for help with a definite process and when others will be ready for assistance.
2. Provide a place where there is good lighting and comfortable seating space convenient so a group may see and examine illustrative materials.
3. Make sure that the group is comfortable.
4. Have a general understanding of the values to be secured by getting together and studying how to go about executing the process needed.
5. Analyze new garment illustrating use of various processes.
6. Examine worn garment to locate processes that need emphasis or show mistakes to avoid.
7. Examine detailed samples, and from this develop a plan which shows the steps in the procedure.
8. Provide material and equipment for use in developing ability to work out processes.
9. Develop and accept appropriate standards.
10. Make processes on separate material, consulting standards accepted until satisfying success has been achieved stressing such points as accurate measuring, using a gauge, securing thread ends, and pinning.
11. Plan for opportunities to make specific processes on the garment under construction with a minimum of help.
12. Evaluate progress according to standards developed.
13. Plan experiences which develop desirable work habits and provide checking opportunities for progress.

Problems Included in Ninth Grade Clothing

Daniel Webster High School

First Semester 1949-50

- A. Helping Students Find and Understand Their Needs.
- B. Selecting Small Equipment Needed for Individual Work in Clothing.
- C. Developing Skills and Abilities in Basic Hand Sewing.
- D. Cooperating With Others in Using Sewing Equipment and Teacher's Time.
- E. Making Sure of A Working Knowledge of the Sewing Machine.
- F. Helping Students to Shop Wisely.
- G. Guiding Pupils Choices in the Selection of A Problem They Can Complete In A Given Length of Time and Achieve Success.
- H. Developing an Outline of Class Work for First Eight Weeks.
- I. Guiding Pupils Choices in Selection of Line Suitable for the Individual.
- J. Selecting a Suitable Pattern.
- K. Guiding Pupils Choices in the Selection of Color as Suited to the Individual.
- L. Guiding Pupils Choices of A Good Design in Fabric.
- M. Selecting Material.
- N. Using A Pattern.
- O. Making A Plan of Work.
- P. Making A Blouse.

TEACHER'S RECORD OF CLASS WORK IN NINTH GRADE CLOTHING
DANIEL WEBSTER HIGH SCHOOL, TULSA, OKLAHOMA

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Problem A. HELPING STUDENTS FIND AND UNDERSTAND THEIR NEEDS.			
Homemaking instruction should be meaningful and make a difference in the way people live.	Discussed past experiences in homemaking classes and ways of determining the quality of those experiences.	Made a table mat that evaluated individual skills and personal growth. Evaluated personal growth in terms of ability to follow instructions, standard of neatness, use of time, quality of product, independence,	Students became aware of what they could do well and likewise what they needed to learn.
Class activity and discussion should be based on the experiences and understandings of the group.	Listed on the blackboard: What students know how to do. What are the new things they need to learn?	interest, cooperation, persistence, emotional stability, and attitude. Evaluated skills as: threading the sewing machine, making a hem gauge, measuring accurately with hem gauge and tape line, basting accurately, fastening threads, fringing, using thimble, cutting accurately, folding material, and pressing.	Students had an objective measure of own skills and ability to follow instructions.
Individuals should be encouraged to develop their own potentialities.	Set up goals to measure what they learn.		Students gained a feeling of security.
Planned group work on common problems is an economical way of learning.	Students showed their abilities and weaknesses by making a table mat of fabric indicating what they could do and charted their progress.	Made decisions regarding skills to be measured.	Students expressed themselves in favor of such evaluation. Several students made a complete set of mats for home use.
The desire to accept responsibilities may be stimulated if the teacher and pupils work together.	Students judged accomplishments and planned future work.	Developed standards for skills to be measured.	Students were helped to recognize difficulties often encountered that had not been considered previously - following instruction;
Work whether individual or group,	Teacher developed a summarization of facts and future experiences that students felt were valuable in planning future class activities and that would eliminate unnecessary repetition.	Compared individual ability with standards.	
		Saw individual and common needs for the whole class.	

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>should bring pleasure and satisfaction.</p> <p>The teacher should be enthusiastic and teach girls, rather than teach facts.</p> <p>Objectives should be based on interests and needs of students.</p>		<p>Planned as a class, developed objectives, and planned for teaching effectually.</p>	<p>selecting, using, and sharing equipment; having good habits of work and orderliness; planning use of time and energy wisely; and working with others.</p> <p>Students participated intelligently in setting up class objectives.</p>

Problem B. SELECTING SMALL EQUIPMENT NEEDED FOR INDIVIDUAL WORK IN CLOTHING.

<p>Students select sewing equipment more satisfactorily when they know what kind and quality to look for.</p>	<p>Teacher displayed a variety of types of sewing boxes, thimbles, shears, tape lines, needles, thread, pins, and such sewing aids as tailor's chalk and tracing wheel.</p>	<p>When sewing tools were brought to class, teacher commented on the quality and suitability.</p>	<p>Students used standards developed in selecting various pieces of equipment needed.</p>
<p>Using the right kind of equipment makes work more enjoyable, easier and of better quality.</p>	<p>Class examined the exhibit of suitable sewing equipment that had been provided and developed standards that could serve as guides when selecting small equipment</p>	<p>Class discussed the quality and usefulness of equipment selected by self and others.</p> <p>Teacher administered a test to use in selecting equipment.¹</p>	<p>Students brought back to class accounts of difficulty in finding equipment that met the standards set up by the class.</p>

¹ Appendix F

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
	<p>at home or in the stores, such as a thimble that is comfortable and fits well; scissors or shears that are of good length and that have smooth fitting edges and a sharp point; tape line that is reversible, plainly marked, has firm ends and is 60 to 75 inches long; needles and thread suitable size for the type of fabric used and for work to be done and pins that are fine with sharp points.</p> <p>Class discussed the way each piece of equipment could be labeled and marked.</p>		Students made better selections of small equipment than previous groups had made.

Problem C. DEVELOPING SKILLS AND ABILITIES IN BASIC HAND SEWING.

Nothing contributes more to good habits or work than skill in the use of one's tools.	Teacher demonstrated correct posture and lighting for hand sewing.	Student demonstrated to the teacher that she had mastered each step before proceeding to the next.	Students did more work with ease and efficiency.
Every girl should acquire good habits of work in sewing so that she may work with more ease and efficiency.	Teacher demonstrated using tape measure, pulling threads, straightening of fabric, and use of scissors in cutting long even strokes. Students practiced using tape line.	Form for recording progress posted on bulletin board. ² As the teacher and student decided that a step had been mastered, the student placed a check opposite her name.	Students expressed satisfaction with their progress.
	Teacher demonstrated how to make a gauge and use it.	Students used such work habits	Students made real effort to improve.
			The quality of workmanship im-

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>Students sew more accurately after skills and abilities in hand sewing are developed and have become established habits.</p>	<p>Students made and used a gauge.</p> <p>Teacher demonstrated different pressing methods and the use of the steam iron.</p>	<p>as correct posture for hand sewing; correct lighting and correct position in relation to lighting; ability to use hand sewing equipment correctly; handling fabric correctly; using thimble correctly; correct pinning for cutting, basting and fitting; measuring and cutting thread; using needle and thread; making a knot in thread; fastening thread at ends of permanent sewing; making and using a gauge; measuring; and pressing.</p>	<p>proved greatly.</p> <p>Students cared for equipment properly without specific direction.</p> <p>Students held fabric with ease and pulled threads to straighten fabric without being reminded.</p> <p>Students habitually held fabric in an approved way.</p>
<p>The difficulties encountered in achieving correct habits usually lie in the lack of definite concrete help in analyzing the learning processes, and in having concrete directions, for mastering a few fundamental techniques.</p>	<p>Teacher demonstrated using needle and thread.</p> <p>Teacher gave each student a mimeographed publication on steps necessary to acquire the coordination necessary in hand sewing with emphasis on the use of the thimble.</p> <p>Class time was given for drill in use of sewing equipment.</p> <p>Students practiced the steps necessary in doing correct hand sewing, as when trying to get accustomed to a well fitted thimble it was worn through three or four class periods until it no longer felt awkward. Later they learned the correct position of the thimble and needle, how to control the thimble finger, how to put the needle through the fabric, how to thread the needle and how to make even straight stitches in hand sewing.</p>		

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
	Teacher demonstrated holding fabric correctly. Students practiced.		
Problem D. COOPERATING WITH OTHERS IN USING SEWING EQUIPMENT AND TEACHER'S TIME.			
Organized groups work together in better harmony and with less loss of time and energy, when members share equipment and responsibilities following a plan that has been developed cooperatively.	Teacher developed discussion of how a class needs to work together in sharing equipment, time, and responsibility and set up standards for a clothing class.	After plans were made for use and care of equipment and used several weeks they were evaluated and opportunity given for making changes.	Students showed pride in the department by sharing responsibility and showing it to others.
Sharing responsibilities lightens the work for all.	Students and teacher made a plan for using teacher's time to greatest advantage for all.	Students evaluated efficiency in carrying out hostess duties.	Equipment was kept in order.
Many things are learned through recognizing and accepting responsibilities: planning work saves time and helps one	Students developed a check sheet for evaluating participation in hostess duties. ³	Students made and used a chart to check themselves on work habits. ⁴	Students kept boxes in order.
	Common problems were discussed before class or small groups. Students noted on blackboard the order in which they would request help.	Students judged work habits by criteria listed on check sheet.	Everyone knew where to go to find illustrative material needed.
	Teacher made a list of		Students developed a habit of putting irons away.
			Students developed

³ Appendix H

⁴ Appendix I

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
enjoy it; the room will be neat and orderly if everyone does her share in caring for it; time can be saved if each pupil keeps supplies and equipment in order; if individual equipment is properly marked, it is easily identified; time can be saved and all may get along well together if everyone takes her turn in using common equipment.	<p>questions on blackboard each day as: Have you fastened thread? Have you pressed?</p> <p>Class made a plan for care of supplies, equipment and the room.</p> <p>Teacher and students working together divided responsibilities for daily care of the room and equipment, including what was to be done, who was to do it, what time it should be done and how it was to be done.</p> <p>Students and teacher developed a check sheet on work habits.</p>		<p>independence and initiative.</p> <p>Groups of students assumed responsibility for helping other individual members.</p> <p>Students worked independently to use good techniques in making attractive clothes.</p>

Problem E. MAKING SURE OF A WORKING KNOWLEDGE OF THE SEWING MACHINE.

Students can sew more accurately when they know how to use equipment properly.	Teacher and students discussed the different kinds of sewing machines used in their homes.	Students checked themselves on knowledge and skills in using the sewing machines by using a form developed by the teacher. ⁵	Students did a better job when they understood how to use the sewing machine and applied this knowledge in their actual workmanship.
Caring for equipment makes it work more easily, efficiently, and last longer.	Teacher used sewing machine chart to help students recognize the parts of the machine used in treadling.	The class developed standards of good machine stitching.	
	Teacher demonstrated:	The class decided all students	

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Students can use the sewing machine better when they have developed rhythm.	opening and closing the sewing machine; getting correct light; throwing belt on drive wheel; connecting and disconnecting electricity; threading machine and bobbin; starting stitching smoothly; running sewing machine smoothly; stopping machine and removing garment correctly; fastening machine stitches; back stitching on the machine; putting machine away; shortening or lengthening stitch; regulating the tension; replacing the needle; using a hemming gauge; turning a corner; putting the slide on the machine and ripping machine stitching.	should know the following: how machine works; how to thread quickly; how to stitch well; how to fasten threads; how to keep machine in good condition; and how to make simple repairs when needed as putting in needle and adjusting stitch.	Students tested the sewing machine stitch before starting to sew.
Using the presser foot as a gauge helps to stitch an even distance from the edge.			Students selected appropriate thread for the purpose.
People with little experience in using the sewing machine can stitch more easily when they stitch slowly.		Students were divided into groups of four and each girl tested her knowledge by demonstrating different techniques in the use of the sewing machine. ⁶ as: opening and closing machine; threading, connecting and disconnecting electricity; winding bobbin; replacing needle; lengthening stitch; putting on slide; and making a good stitch.	Students developed creative self-expression by using the different attachments on the sewing machine.
Good sewing machine stitching is equally tight on both sides.	The teacher demonstrated difficulties in adjusting the machine as: stitches too long; machine skipping stitches; threads of fabric pulling; upper thread lying flat on fabric; thread knotting when starting to stitch; and needle coming unthreaded.		Students developed self-reliance when they discovered they could do one thing well.
Sewing machines operate efficiently only when the same size and type of thread is used on both the bobbin and the top.	Care of machine was emphasized by teacher with such suggestions	All members of the group did the same demonstration with the chairman checking.	
		Students tested their stitching on scraps of fabric and checked the following: size of stitch suitable for fabric; tension the same on both sides; and a	

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
	as: use two hands to raise or lower the head of machine; always have something under the presser foot when you stitch on the machine; if needle is broken be sure to replace; always replace slide if it comes off; always unband treadle before closing the machine.	<p>needle that does not pull the fabric.</p> <p>The class learned to make adjustments as needed.</p> <p>Check sheets were developed to use in order to encourage habits of caring for the sewing machine.</p> <p>Evaluation devices were developed to check knowledge of parts of the sewing machine and their functions.⁷ Check sheets for noting development of sewing skills were developed and used.</p>	

Problem F. HELPING STUDENTS TO SHOP WISELY.

Careful planning makes money go farther.	Class discussed how a well dressed girl looks.	Students and teacher developed the following check sheet to use in evaluating purchases:	Students had a better idea of what they needed.
Before buying a wise shopper will check her wardrobe to determine which garments may be worn without alterations; which may be put to use by a little	Discussed budget of families outlining the amount of money that should be spent for various items and how the money might be divided among the various members of the family.	Do I honestly and truly need this?	Students appeared to have a greater feeling of security in making decisions.
	Students made inventory of present wardrobe.	Can I afford it? Will it wear well? Is it a good buy for me? Is it worth the price? Is it appropriate for the occasion for which I plan to wear it? How does it fit in with the	A realization of the existence of buying problems of which they were

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>repairing; which ones should be changed in order to be up-to-date; and which should be given away.</p>	<p>The class listed three garments they thought they needed, could afford and successfully make during the semester; they talked this over with their mothers.</p>	<p>rest of my wardrobe? Is it a design or style that will bring out my good points and hide my weak ones?</p>	<p>previously scarcely aware,</p>
<p>The types of stores available, different methods of buying, quality versus quantity, advertising, sales and labels are very important factors to consider in shopping.</p>	<p>Students made a list of the activities or occasions to which they planned to wear the clothes they proposed to make.</p>	<p>Is the color suitable to my personality and will it harmonize with my other clothes? Does it fit comfortably? What information does the label give about the kind of fabric, the finish, the durability, and care?</p>	<p>Students developed judgment in buying.</p>
	<p>Students listed what should be considered in garments to be made and garments to be bought.</p>	<p>Students reported to the class their experiences on shopping trips.</p>	<p>Students made decisions after carefully analyzing needs.</p>
	<p>Students considered the amount of time available; their sewing ability; difficulty of garments; possible care and upkeep of garments and cost in relation of family income and needs.</p>	<p>Students evaluated good and poor advertisements in class.</p>	<p>Students became more money wise.</p>
	<p>Students and teacher discussed points to consider in shopping and made a shopping list and organized factors to be considered while shopping.</p>	<p>Students evaluated clothing already owned by making an inventory.⁸</p>	<p>An appreciation of the part that low rate stores play in the variation of prices of similar products.</p>
	<p>The group discussed what to look for in advertisements,</p>		

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
	quality, merchant selling price and special promises.		
	Students also discussed; why stores have sales, seasonal merchandise, quality of garments, and effect of overstocking.		
	They discussed the advantages and disadvantages of different methods of paying for goods: cash purchases, charge accounts, and installment buying.		
Problem G. GUIDING PUPILS CHOICES IN THE SELECTION OF A PROBLEM THEY CAN COMPLETE IN A GIVEN LENGTH OF TIME AND ACHIEVE SUCCESS.			
Before any decision can be made as to garments to be con- structed it is essential to know the amount of time available.	Teacher investigated fashion magazines that carried patterns suitable for girls of this age group, selecting styles that were simple enough to be attempted by the class.	The group developed standards for the blouse to be made. It should be easily laundered, be fast colored, be attractive, be simple in line and style, be easy to make, be easy to iron, and be comfortable.	Students showed ability to do better thinking.
Some construction processes take more time than others. It is necessary to keep time consuming processes at a minimum if time is limited.	Qualities of good blouses were listed on blackboard.	Students decided, especially for the inexperienced student, not more than two new difficult processes should be attempted on the first garment.	Students selected blouses that were simple in line and construction and that could be made in the time allotted while at the same time be attractive and serve the purpose.
Some construction	Teacher selected and mounted pictures showing desirable designs to class.	Objective standards for a good blouse were developed and used for evaluating the selection of a blouse.	Students were happy as they felt they had a part in the
Teacher showed features in garments where the worker had experienced difficulties.			

Basic Understanding Developed

processes require more skill for successful completion than girls with little experience possess. It is wise to keep the number of difficult processes in any one garment at a minimum.

Careful planning for the selection of a problem makes it possible to finish work in a shorter time, with better workmanship; therefore, resulting in greater satisfaction.

The problem of the teacher is to so guide the choices of pupils that they will be able to eliminate problems too time consuming to be completed in the time allotted.

A pre-test may be used to secure this information.

Learning Experiences Provided

Teacher and pupils studied magazines to distinguish features that presented too much difficulty.

Teacher showed statements made by other girls who had experienced difficulties with specific techniques thus guiding students in listing the kinds of problems that should be kept at a minimum.

Teacher and students decided how many difficult processes should be attempted on a given garment.

The teacher and students developed standards for the finished product through such questions as:

What do you want your blouse to look like?

What blouses are suitable for different occasions?

What is a good blouse?

The teacher modeled a blouse that a high school girl had made. Students judged it silently using the standards they had developed.

The teacher suggested that every girl select a blouse

Evaluating Activities

In spite of standards accepted students were free to make own choices.

The teacher guided choice by securing student participation, pointing the way and keeping to the point.

Outcomes

planning.

Good teacher and pupil relationships were developed.

Basic Understanding
Developed

A knowledge of the past experiences, skills and abilities of students in clothing will help the teacher in guiding their choices.

Learning Experiences
Provided

and tell why it was her choice or in what particulars it was undesirable.

A list of desirable and undesirable features were developed.

Teacher suggested that each student take a blouse and summarize the good and bad points. Students did this. The teacher led the group to summarize what blouse would be a wise choice and asked who had a blouse that did not meet the standards mentioned above.

Teacher used a negative approach and showed an example of a bad blouse made in another class and asked "Why didn't the student take this blouse home?" Students pointed out good and bad points, showing where the sewer had had difficulty. Teacher showed good and bad construction processes she had salvaged from old blouses.

Class decided what would help to make their sewing experiences a pleasant and profitable one.

Evaluating
Activities

Outcomes

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Problem H. DEVELOPING AN OUTLINE OF CLASS WORK FOR THE FIRST EIGHT WEEKS.			
Better class work results when plans are based on real needs.	Groups discussed all possibilities of class work from the stand point of needs, interests and ability.	Plans were made and time allowed for possible changes from time to time as needed.	Students participated in actually planning of class work.
Careful planning and good management saves time, energy, and money.	Teacher guided students in developing a proposed outline of class work for the first eight weeks of the semester. ¹⁰	As class work progressed standards for each construction process were developed with the students. These were used as guides in judging progress.	Students have more interest as result of their part in the planning.
Teacher-student planning of class work is an important factor in learning.		Changes were made on the basis of considered judgment.	Better understanding of work to be accomplished developed between the teacher and students.
			Students were considerate of each other and the teacher.
Problem I. GUIDING PUPILS CHOICE IN SELECTION OF LINE SUITABLE FOR THE INDIVIDUAL.			
To be properly and beautifully dressed at all times and on all occasions is desired by every thoughtful person. Achievement of this desire requires an understanding of the principles of	Teacher lead a discussion on the principles of design that applies in choosing clothing and used illustrative material to establish important points.	Students selected illustrations of points to be remembered in planning clothes.	Students were conscious of the importance of line and design in the well dressed person.
	Teacher developed basic principles of design.	Each student studied her silhouette and planned her construction problem to take advantage of her assets and conceal her defects.	Students showed a growing understanding of art principles

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>design.</p> <p>Garments that follow the principles of good design will not go out of style as quickly as one that does not.</p> <p>To select attractive clothes that are well-designed one must study the principles of design - proportion, balance, center of interest, rhythm, and harmony.</p>	<p>Sketches were shown illustrating variations in line to alter the appearance of the figure and to show how types of lines may be used to alter the effect.</p> <p>Teacher developed a guide to follow in selecting line and applied it to the shape of the face.</p> <p>Books were used to bring out underlying art principles.</p> <p>Teacher showed how three types of lines may be used to alter the appearance; repetition; contradiction; and transition.</p> <p>Pictures were collected of dresses from fashion magazines illustrating the effect of line in historical costumes.</p> <p>Pictures were studied to find the center of interest and sub-ordinate points of emphasis.</p> <p>Silhouette drawing of each member of the group was made from posture pictures used in the physical education department.</p>		<p>and were able to apply them to home furnishings as well as to dress.</p>

Basic Understanding
Developed

Learning Experiences
Provided

Evaluating
Activities

Outcomes

The posture of each member of the group was analyzed and suggestions were made for improvement.

Notebooks were prepared including pictures of dress designs with attractive features to contrast with weak ones, showing emphasis correctly and incorrectly placed.

The class examined pictures showing what to do about common figure problems.

The class discussed how to select patterns for figure types.

Problem J. SELECTING A SUITABLE PATTERN.

Careful planning for the selection of a pattern makes it possible to finish work in a shorter time, with better workmanship, and therefore results in greater satisfaction with the garment.

Some construction processes take more

Teacher lead class discussion on things to consider in choosing a pattern. The following points were brought out:

What is the purpose of my blouse? (Standards were reviewed)

What shall I take into consideration in selecting my blouse?

Teacher showed different kinds of patterns that were

Class examined fashion magazines and choose styles to be made, then evaluated the ones selected.

Individuals estimated amount of time needed for the completion of the garment.

Each student selected a simple but an attractive pattern to obtain a pleasing result.

Students made more intelligent selections of patterns.

Later in the unit students re-evaluated original

Basic Understanding
Developed

time than others.
It is wise to keep
the number of time
consuming processes
in any one garment
to a minimum.

The problem of the
teacher is to guide
the pupils in the
selection of a
pattern so they will
eliminate too many
difficult processes
and thus prevent
unnecessary dis-
couraging
experiences.

Learning Experiences
Provided

simple in construction to
fit the different figure
types.

Teacher showed figure problems
and demonstrated briefly
several means of emphasizing
good points.

Each student examined a
pattern envelope and consulted
it to get suggestions for
amount and suitability of
fabric.

Teacher displayed several
types of patterns.

Teacher demonstrated taking
of measurements.

Students worked in groups
taking measurements of bust,
waist, and hips in order to
find size of patterns and
determine the amount of
fabric they needed.

Students practiced reading
directions for the use of
different patterns to know
how much fabric to buy for
different widths, sizes and
views.

Evaluating
Activities

Outcomes

choices for the
benefit of a
visitor and told
of their experiences
in working with a
pattern that was
supposed to be
simple, but was in
reality quite
difficult and
time consuming.

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Problem K. GUIDING PUPILS CHOICE IN THE SELECTION OF COLOR AS SUITED TO THE INDIVIDUAL.			
A knowledge of color is important in learning to select clothing.	Teacher developed fundamentals of color, through discussion.	Students selected suitable colors for themselves and for the garments to be made. They were able to give reasons for the choice.	Students developed interest in making effective color combination.
A color may be emphasized or accented as: by its complement; by repetition.	Teacher acted as a model and by using samples of varied hue values and intensities demonstrated how they affect the coloring of an individual.	Each student experimented with the affect of color on features.	Students developed an increased appreciation of color.
A color plan simplifies and unifies one's clothing.	Teacher showed a picture with subdued mingled colors and showed the effect of the juxtaposition of color fabric samples.	The class developed a guide for selecting becoming colors.	Students selected good color combinations and desirable color for various occasions and uses.
Hues combine more pleasantly if they vary in amounts used.	Teacher discussed how colors may be strengthened or subdued.		Girls chose colors suited to their individuality and were happy in their choices.
A good color combination has some contrast in hue value and intensity.	Students listed the colors they enjoy wearing and gave reasons for selecting these colors.		Students demonstrated ability to apply principles of color to clothing and home furnishings.
When two or more hues are used in combination one should predominate.	Students wore school dress that was most becoming in color to them. They decided why these colors are becoming.		
If the wardrobe is limited then the basic color should	Illustrations were presented showing how colors make people look larger or smaller.		
	Colors suitable for the season		

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>be conservative.</p> <p>In planning a wardrobe it is important to choose a good basic color.</p>	<p>or colors that are attractively used together were illustrated.</p> <p>Students studied color harmonies found in nature and discussed the color relationship.</p>		
Problem L. GUIDING PUPILS CHOICE OF A GOOD DESIGN IN FABRIC.			
<p>Students appreciate and understand design in fabric when they know what to look for.</p>	<p>Teacher showed examples of good structural and decorative design.</p> <p>Teacher and students developed standards by which to judge structural design.</p>	<p>The teacher praised students when fabrics chosen were of good design.</p> <p>Students judged samples of fabric brought from home according to standards developed in class.</p>	<p>Students were motivated to select own clothing and fabrics.</p> <p>Increased interest and desire to improve appearance were evident in the selections made.</p>
<p>Textile design of pattern fabrics may be natural, conventional, or abstract.</p>	<p>Teacher showed several examples of good structural design followed by contrasting poor and students directed the class in recognizing differences.</p>		
<p>In judging structure it is well to consider whether the design is simple, suited to purpose, suited to material and good in proportion.</p>	<p>Teacher provided examples of good, bad, and indifferent designs in a variety of uses. Class judged and gave reasons for choices.</p> <p>Teacher showed examples of good decoration in fabric and in other articles.</p>		

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
	The class analyzed good examples to select factors that made for excellence in design.		
	Student brought one good and one bad design to class and analyzed them in terms of criteria developed.		
Problem M. SELECTING FABRIC.			
Knowing what to look for in fabric helps one in making a wise selection.	Teacher provided samples of fabric suitable for garments to be made. Ready made and old garments of suitable fabric to be used were also provided.	Students evaluated many fabrics brought to class in terms of the criteria suggested in questions.	Students made wiser choice in selecting fabric when they knew what to look for.
Some fabrics are easier to sew on than others depending largely on weave and weight.	Girls examined fabric and selected those suitable for the garment to be made. Questions such as the following ones helped girls in making wise selections:	Students complimented one another on wise selections.	Students received a great deal of satisfaction from selecting fabrics.
Knowing the exact amount of fabric to buy often saves money and grief.	For what purpose will the garment be used?	Students reported experiences from shopping trips when looking for fabrics.	Students expressed their personal satisfaction with choices.
With the new fabrics on the market it is necessary to know the kinds of fibers used in order to learn what service can be expected from these fabrics	Will the fabric fade?	From a group of three patterns the students selected the one that could be made quickly and easily.	Better workmanship resulted when appropriate fabric was selected.
	Will the fabric launder easily?	Students examined examples of matched plaids in ready made and home made garments and rated them as excellent.	Students became better consumers as result of
	Will the fabric be easy to handle?		
	Is the fabric suited to the pattern selected?		
	Is the fabric durable?		
	Will the fabric shrink?	The class developed a criteria	

Basic Understanding
Developed

and what care should be given them and the purpose for which they are designed.

Learning Experiences
Provided

Is the texture and design suited for the individual?
How much money do you have to spend?
Is the color becoming to me?

Girls bought patterns and practiced telling how much fabric was needed for the garments they wished to make considering width of fabric and size of pattern.

Students studied plaids to find what makes matching difficult. Samples of types of fabric to be used in the garment were shown and were discussed with the teacher and presented to the class.

Group discussed such questions as:

Have you ever bought fabrics that were not satisfactory?

Were you misled by advertising?

Did you "just buy" because the fabrics were pretty?

What is a bargain?

What is in a good label?

Students brought labels to class and told why they were good or bad.

Evaluating
Activities

for judging films to be used in class.

Students recognized cotton, silk, linen and wool through various tests used in class.

Outcomes

knowing about labels and terms used on labels.

Students became conscious of weaves of fabrics.

Noticeable improvement was made in judging quality in fibers.

Students were more conscious of factors relating to quality in choosing visual aids.

Basic Understanding
Developed

Learning Experiences
Provided

Evaluating
Activities

Outcomes

The class group investigated certain federal regulations passed to help the consumer. They searched current newspapers and magazines for such news.

Students gave reports on different fibers, fiber combinations and synthetics.

Teacher showed film "How Fabrics are Made", and the group discussed its usefulness.

The teacher showed samples of different fabrics and asked class to identify them.

The class discussed simple tests for judging fabrics.

Problem N. USING A PATTERN.

It is necessary to study the pattern carefully before cutting out a garment.

The information on the pattern envelope and the guide sheet are important and worth careful study and will prove helpful in cutting out

Students read all the pertinent information on the back of the pattern envelope. Teacher brought out the fact that this information is valuable and worth reading.

Students checked measurements with those for their size pattern and checked fabric needed to see if they are ready to begin work.

Students summarized their knowledge of patterns by checking themselves on such questions as:

What pieces do I need to use?
Is my name on each piece?
Can I recognize each pattern piece?
Do I know what marking indicates the fold of fabric?
Which piece do I place on the fold?
Do I know which marking shows

Students achieved success in cutting out and constructing garments.

Most of the students understood the pattern and guide sheet.

Students developed a better understanding of the

Basic Understanding Developed

and constructing
a garment.

The pieces of the
pattern must be
marked so that they
will be easily
recognized as to
which part of the
pattern it is and
to whom it belongs.

Each make of
pattern is marked
differently, so
each girl must study
the one she uses
in order to know
what the markings
indicate.

Fitting pattern
carefully before
cutting fabric
often saves time
and trouble.

Learning Experiences Provided

Each student took pattern
from envelope and wrote her
name on each piece.

Each student identified
different pieces of pattern
with her partner and fitted
them to her body.

Each student carefully
marked each piece of the
pattern.

Students studied different
layout guides on the guide
sheet.

Each student chose a style
that was most appropriate in
size and design to her figure.

Each student chose the pieces
she would use in making her
garment.

Students folded the pieces
that were not to be used,
pinned them together, and
put them away in the envelope.

Teacher demonstrated markings
employed on various patterns.

Teacher developed a chart
to show comparative markings
on various makes of patterns.

Evaluating Activities

the straight of fabric so I
can place my pattern on my
fabric correctly?

Which pieces are cut single?

Which pieces are cut double?

Where are darts, tucks,
pleats, etc. placed?

What marks indicate seam
allowances?

Can I fit pieces of pattern
together?

Have I read my guide sheet,
do I know how to use it so
that it will be helpful?

Each student examined her
pattern to find the markings
which indicated fold of
fabric, seam allowance, darts,
and joinings. They made a
chart to indicate the
markings used by each pattern
company; marking on a pattern.

The group discussed reasons
for having notches on patterns.
They were shown that such
markings are necessary for
fitting pieces together.

Students pinned pieces of
pattern together matching
notches to test pattern for
fitting.

Teacher demonstrated fitting

Outcomes

patterns on the
market.

Students worked
more accurately
when they knew how
to use patterns.

Students became
aware of the
importance of
fitting pattern
before cutting out
fabric.

Students found
success easier
to achieve if they
worked accurately.

to indicate fold, straight of fabric, darts, joinings and seams.

of a pattern on one girl. Class worked in pairs to fit pattern. A large wall chart on blackboard was used for ready reference while fitting.

Students found how much hem allowance was given and pinned hem before putting on pattern. Partners adjusted the patterns on fellow students very carefully.

Teacher consulted with students while fitting.

Students marked the pattern then removed it and checked pieces to see if the markings were correct.

Problem 0. MAKING A PLAN OF WORK.

Careful planning from the beginning made it possible to work more easily.

The group discussed how many class periods were available for the clothing construction problem chosen.

Made, tried out, and revised plans.¹¹

Better work habits developed with less waste of time and energy.

A good plan makes allowances for necessary revisions.

Students consulted guide sheet to find what processes were needed and listed them

Work plan was changed from time to time.

Students made a daily plan by jotting down what was expected.

Students were better able to solve basic problems which gave

¹¹ Appendix F

Basic Understanding Developed

A good plan is an incentive to use better work habits.

When difficulties are recognized plans may be made for meeting them.

The ability to interpret printed directions and ability to apply basic information to new situations is even more important than merely executing the correct technique. The two types of learning may occur simultaneously when both are included in the planning.

Learning Experiences Provided

in the order in which they were needed.

Teacher guided students when special help was needed.

Students were guided in estimating time needed to complete a garment.

Students were guided in making a tentative plan. They tried it out for two days and revised it as needed.

Students were encouraged to make a daily plan by jotting down what was expected at the end of each period to see the extent to which the estimate was accurate.

Teacher made a note of emergencies or special problems that required more time than was estimated as a means of helping others make plans and discussed them with students.

As work progressed, difficult processes in each garment were listed for the benefit of girls another year.

Evaluating Activities

At the end of period students checked to see extent to which estimate was accurate.

Outcomes

then a broader understanding of clothing construction problems and developed ability to apply principles to new problems.

Idleness was at a minimum among students.

Students understood the "why" as well as the "how" after using a plan of work.

Basic Understanding
Developed

Learning Experiences
Provided

Evaluating
Activities

Outcomes

Teacher and students planned ways of using time more wisely.

Problem P. MAKING A BLOUSE.

Illustrative material which shows clearly the steps in making a particular process aids the student in visualizing what is to be done.

Careful analysis of learning difficulties helps the teacher to demonstrate how to master even the more difficult techniques.

Demonstrations that are given at the time a student feels the need of specific help may be expected to be of greatest educational value.

Teacher presented samples of different kinds of construction processes suitable for different fabrics.

Charts showing details of processes and finishes were displayed.

Class discussed what construction processes should be completed before the first fitting; marking warp and filling with colored thread; basting to mark center back, center front, grain of fabric in sleeves, darts, tucks, and pleats.

Teacher demonstrated the first fitting when the first student was ready for fitting. The teacher brought out such points as: checking center

Class examined different kinds of seams and evaluated them as to their suitability to the garment in question.

Students used standards for judging construction process in judging their work.¹²

Students participated in fitting.

Students styled dresses and each girl evaluated her blouse as to cost and time and excellence of workmanship.¹³

Students used "The Clothing Guide Sheet"¹⁴ and Workmanship Standards¹² to guide and evaluate work all through construction stages.

Garments fitted well.

Students enjoyed the garments they made.

Students expressed great satisfaction in the making of a blouse.

They made and wore blouses with pride.

The workmanship was of good quality, as much time and planning was spent in the selection of a blouse with few difficult processes.

Garments fitted

¹² Appendix Q

¹³ Appendix R

¹⁴ Appendix S

Basic Understanding Developed

Encouragement when the student does a thing well provides an impetus toward future endeavor.

All students should know how to select suitable seam finishes.

All students should know how to judge fitting in making a blouse.

Construction techniques demonstrated with well plan illustrative material develops initiative in students, saves time, and results in better quality of workmanship.

Students need to be able to evaluate her own work and that of others in the class.

Learning Experiences Provided

front and center back and pinning in position; making any changes needed to make a dress fit; getting teacher's approval of changes.

When the first student was ready for second fitting the teacher demonstrated fitting and stressed points to be emphasized as: pinning garment on owner as in the first fitting; marking position of collar and other neck finishes.

Teacher again demonstrated the techniques employed in the third fitting as soon as one student was ready. The processes checked were sewing in sleeves, placing cuffs, and determining blouse length.

Students listed the finishes they needed to be able to do by hand.

Evaluating Activities

Students compared work with standards.

Students developed cumulative record¹⁵ to be used from year to year.

Outcomes

unusually well but in previous classes this had been a big problem.

Students tended to improve the quality of work.

CONCLUSIONS

During the summer of 1949, a teacher of clothing in the Home and Family Life Department of Daniel Webster High School, Tulsa, was enrolled as a graduate student in Oklahoma's Agricultural and Mechanical College. She analyzed the causes for her dissatisfaction with the results of her prior teaching. When she first attempted to formulate the problem for study she felt that the chief responsibility was with the administration of the school; but after looking at the situation objectively she realized that at least a large part of the difficulty lay in the methods employed.

The philosophy of education accepted by Daniel Webster High School was worthy but practice seemed inconsistent with theory. Careful study and comparison of educational procedures resulted in the belief that it was part of the responsibility of the individual teacher to implement the philosophy accepted by the school to the best of her ability in the classes for which she was responsible.

Classes in this high school seemed too large for individual instruction and individual differences were so great, so that the amount of help students received was limited. The few minutes the teacher could give to each individual was entirely inadequate. It was felt that the teacher's time could be used to greater advantage if she were in a position to locate the common needs, interests and abilities of students and then be able to present instruction to a few groups rather than try to teach each student individually. Such a procedure would provide more time for teacher planning, which is a prerequisite to rapid progress.

Further study and analysis of the situation brought about an understanding of some of the problems of administration. Sometimes the size of classes could not be controlled because of the physical plant and the fluctuating needs of the total school situation.

Such was the problem under which an earnest effort was made to discover what one teacher could do through improved methods to implement the philosophy of education which she accepted.

The teacher's record indicates how the study was carried on and many of the changes that were effected. Some of the more obvious results are noted in the following listing of changes observed.

- I. During registration for the second semester of 1950, due to better understanding between the administrators and the teacher, beginning students were placed in a separate clothing class. They were not scattered through all classes as had been true previously.
- II. Interest created by changes in teaching procedures resulted in a larger enrollment with more clothing classes. One advanced class was added and five beginning classes were scheduled.
- III. The teacher found when she analyzed the situation that the effort and change of method on her part had created interest and a cooperative attitude of other teachers. This proved to her that when people work together they can solve many seemingly insurmountable difficulties.
- IV. Throughout this study special emphasis was placed on improved methods in the classroom. At the beginning of the year the teacher did careful over all planning for each class. When this was followed by student-teacher planning, and the use of varied teaching procedures many changes in the results of class work was evident. Observers felt that the needs of students were more adequately met when interest was aroused and students' participation utilized in formulating goals.
 - A. Students responded particularly well to the use of carefully prepared illustrative material--"the show how way", they called

it. Often "showing how" was done by the teacher, or by especially skilled students who used effective illustrative material. This material was carefully analyzed in relation to specific learning problems. A skill or procedure in clothing construction or textiles was demonstrated to the class or group immediately preceding students attack of problem in the class. The finished product was first shown, then the techniques involved. Students were encouraged to ask questions and carry out specific steps under teacher guidance. Often alternate methods were demonstrated thus providing choices for the students.

- B. Illustrative material showing construction processes was found to be a definite aid in increasing the speed and efficiency of learning. An efficient use of laboratory and teacher time was planned. This made possible a minimum amount of individual instruction. Interest, initiative, judgment, personal responsibility and higher standards of accomplishment were obtained when the students understood the 'why and how' of techniques in clothing construction. One of the aims in teaching clothing construction was to help students master the techniques used as skillfully and as quickly as possible. Illustrative material served this purpose when it was clearly and effectively presented in a form readily usable by the students, and adapted to their learning level.

A sizeable collection of illustrative material and of construction processes was assembled, and use was made of a wider variety of methods. Some illustrative material was mounted on 8 $\frac{1}{2}$ "x 11" tag board, placed in manila folders and filed in steel file cabinets where it was available for students' use when needed. Most of the

separate pieces of illustrative material were of actual garment size and showed step by step procedures used in construction processes. They were made of appropriate material with clearly stated directions attached. Finished garments which demonstrated the use of particular procedures were made available for study.

- C. Group teaching was another method the writer found very helpful in developing teaching procedures that would be economical in the use of time and equipment. A big problem could be attacked from many angles simultaneously while responsibility for developing different methods of attack could be distributed among class members. The entire class participated in the planning and evaluated individual and group progress.

Each group developed its procedures to meet the needs of the situation. First, objectives which all had in common were developed to give direction or purpose. Each group utilized effective techniques of problem solving as they went along. Opportunity was provided for groups to exchange experiences and thus the entire class profited by any mistakes and learned from desirable experiences. Habits of work and ways of behaving improved among individual members, and standards of helpfulness, a spirit of happiness and joy in achievement became characteristic of the class. Such group teaching is largely dependent on careful pre-planning. Pupil-teacher planning is a procedure of primary importance in the development of group teaching for this reason-the teacher should provide opportunities for student to draw specific conclusions to tie the work of all groups together.

- D. An important technique used was a pre-test to determine the

background of knowledge, skills, abilities and attitudes of students. This was necessary in order to find what might reasonably be expected of them. Pre-tests are particularly valuable in large classes where students have had varied past experiences. Unless both teacher and students know what they can or can not do, it is difficult for the teacher to do effective teaching and for students to work with purpose.

- V. The teacher found many evidences of student growth by observation, by listening to students remarks, through reading written statements, through evaluating work accomplished, through hearing the comments of others, and keeping an achievement record. Evidences of growth appeared frequently enough to give both the students and the teacher a feeling of progress and security in their ability to select purposeful learning experiences.
 - VI. One of the greatest improvements noted in the classroom was the decrease of disciplinary problems. Increased speed in workmanship activities with less talking was very noticeable.
- Construction problems were analyzed and planned in advance by the pupils and the teacher. This was a decided departure from procedures used in previous years. Because the students had accepted responsibility for having materials to work with when needed, there was little or no delay in starting construction work, thus avoiding idleness.
- VII. Better plans for work on the part of students were made and work progressed more rapidly and with assurance because they had accepted goals. Students were beginning to understand the 'why' as well as the 'how process' and to see clothing work as a whole instead of in small parts. In other words the techniques of reflective thinking were

applied in clothing classes.

VIII. Students, as a whole, developed a better understanding of the possibilities of group work in the class, and of the part a participant in a group must play. Not the least accomplishment was that much time was saved through group teaching. At the beginning of the year students resented the time taken by the teacher for giving general instructions. This resulted in a compromise in regard to the use of time but the teacher worked very hard to do effective teaching and to make students responsible for their own learning. The students gradually developed an understanding of the value of such instruction and accepted it willingly.

IX. A better standard of work was accomplished by nearly every student through the help of pertinent illustrative material, because they knew what standard was expected.

Most educators are in agreement that the teaching of homemaking should be closely related to living. Much of living centers around doing physical things and the more such activity is intelligently guided, the more satisfactory it may be expected to be. Such guidance, it is believed, is more effective when it is a part of the initial experience in any area or field of endeavor. Therefore, only the best teachers in homemaking should teach beginning classes, and special emphasis should be placed on developing effective methods of teaching in those classes whether they are in Junior or Senior High School.

The influence of poor methods of teaching persists throughout life, therefore it is most important that all teachers use effective methods, and it is imperative that initial student effort in any area be marked with success.

If teaching is to be effective, the teacher must be able to analyze

student needs from the students point of view. She must be able to utilize parent, teacher, and student planning and she must avoid merely assuming that students have ability. In order to do this she must have and use adequate illustrative material including finished products to show step by step construction.

Clothing can and should be taught so students will be proud of what they have done, and so both teacher and students can evaluate progress. The use of carefully considered teaching techniques is very important in guiding choices of students. The success of any teacher is based largely on the teacher's personality, knowledge of subject matter and the techniques of presentation employed. The major aim of the clothing teacher is to teach students to think, to make wise choices and to react normally as human beings.

When a teacher believes in herself and her job, is willing to make an unbiased appraisal of her teaching, and strives to find ways of improving, she is well on to the road of success. Such a teacher will find a positive method of attack. She will analyze learning difficulties and will secure and use pertinent illustrative material. She will make it available for student use. She will work with students in setting up a tentative program of work including methods of procedure, constantly keeping in mind that it is the student who must desire to make growth and who must see evidences of both the quality and quantity of such growth.

When teacher and pupils work together toward common goals, it is believed they will plan for the material changes and conditions that make for maximum efficiency in classroom procedure. When such conditions prevail there is a marked change in students' attitude toward homemaking, teachers, and classmates. There is an atmosphere of cooperation, of enterprise and of achievement. Even the most casual observer can note that growth is being made in democratic living. Such change is noted also in relationships with other teachers and departments, including the administration. The entire school is aware that a very potent leaven is at work.

The writer believes that along with a friendly personal relationship between

student and teacher, methods of teaching play a most important part in the success of any teacher.

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Appendix

APPENDIX A

Chart Of The Grades and Previous Training of Students Enrolled in Clothing Classes at Daniel Webster High School

Class Schedule	No Experience	One semester in 7th grade One semester in 8th grade	First year in high school	Second year in high school	Number enrolled
First Hour	1	9	10	8	28
Second Hour	7	21	3	2	33
Third Hour	4	20	4		28
Fourth Hour	3	19	3		25
Fifth Hour	1	21	5		27
Sixth Hour	1	22	5		29
Total	17	112	30	10	170

APPENDIX B

MINIMUM ABILITIES IN CLOTHING AND TEXTILES WHICH A
JUNIOR HIGH SCHOOL GIRL SHOULD HAVE ON ENTERING
THE SENIOR HIGH SCHOOL

Seventh Grade: Reasonable ability to:

1. Follow directions
2. Name the principal parts of the sewing machine
3. Use the sewing machine; to thread, wind bobbin, put on band, and operate machine
4. Judge when the machine is adjusted properly
5. Stitch fairly straight on the correct line
6. Clean and oil machine
7. Replace a broken needle
8. Wear and use thimble correctly
9. Use needle correctly
10. Use a tape measure
11. Straighten material
12. Hold work correctly
13. Make a gauge
14. Baste on seam allowance
15. Remove bastings correctly
16. Place pins correctly in material preliminary to basting
17. Make hemming stitch
18. Overcast and pink raw edges
19. Overhand
20. Use tailor tack
21. Construct plain seam
22. Gather
23. Stitch, clip and turn a square corner
24. Fit bands to gathered material
25. Turn and measure hems
26. Construct narrow and wide hems
27. Put loops on hand towels
28. Make outline stitch.

Eighth Grade: Reasonable ability to perform the 7th grade skills and the following ones:

1. To use a simple commercial pattern
 - a. To know the symbols of standard makes
 - b. To identify pieces of pattern
 - c. To take own measurements for a pattern
 - d. To test pattern, using own measurements
 - e. To alter pattern to own measurements
 - f. To follow guide sheet
2. To identify common cotton materials of the plain weave
3. To judge the quality of common cotton materials
4. To purchase own materials and finishings for garments to be made in class
5. To choose becoming colors
6. To choose becoming styles

7. To pin, baste and assist in fitting a simple garment
8. To make darts and pleats
9. To cut and apply bias correctly
10. To apply facings correctly
11. To set in a zipper correctly
12. To set in sleeves and apply a collar
13. To make buttonholes
14. To press a dress correctly
15. To darn stockings
16. To mend ripped seams
17. To keep hems in repair
18. To launder own underwear and hose
19. To practice good grooming every day

Ninth Grade: Ability to perform the 7th and 8th grade skills and the following new ones:

1. To make an accurate inventory
2. To determine clothing needs
3. To plan a suitable wardrobe in line with the family clothing needs

APPENDIX C

Proposed Sequence of Learning Experiences for High School Clothing Classes Based on Past Experiences of Students.

Students' Experiences as Shown by Teacher's
Outline of Work Taught at Clinton Junior
High School.

Proposed Sequence of Learning Experiences
in Clothing Classes

Seventh Grade	Eighth Grade 16	First Year	Second Year
Articles and Garments Hand Towels Apron	Hand Towel Gathered Skirt	Make simple garments as skirts, very simple blouses and slips.	Dresses Skirts Blouses Suits Clothing for self and family
Selection of articles to be made and materials to be used.	Choose becoming styles. Choose becoming colors. Judge the quality of common cotton materials.	Construct garment easy to make. Determine clothing needs. Choose material to be used. Keep cost within family income.	Inventory of wardrobe. Clothing plan. Budget for clothing.
Sewing Equipment 1. Selection of thread, needles, thimble, pins,	Same as 7th grade	Develop standards for sewing equipment. Study different kinds and brands of sewing equipment on the	Emphasize points developed.

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Appendix B. Clinton Junior High School, Minimum abilities in Clothing and Textiles which A Junior High School Girl Should Have on Entering the Senior High School.

Seventh Grade	Eighth Grade	First Year	Second Year
<p>tape measure, scissors.</p> <p>2. Marking of equipment</p> <p>3. Care of equipment</p> <p>4. Use small equipment use needle correctly; use a tape measure; hold work correctly; wear and use thimble correctly; make a gauge.</p>		<p>market.</p> <p>Use and care for irons and ironing boards.</p>	
<p>Sewing Machine</p> <p>1. Name principal parts of sewing machine.</p> <p>2. Use the sewing machine to thread, wind bobbin, put on band, and oper- ate machine.</p> <p>3. Judge when the machine is adjusted properly.</p> <p>4. Care and repair of machine: clean and oil machine; replace a broken needle.</p>	<p>Review of 7th grade</p>	<p>1. Eliminate causes of machine troubles: thread breaking; needle coming unthreaded; skip stitches; thread knots up when beginning to sew; tension.</p> <p>2. Use attachments: hemmer; hem- stitcher; gatherer; buttonhole; zig- zag.</p>	<p>Oiling and cleaning the machine</p>
<p>Pattern</p> <p>1. Measurement use of tape measure; make tailor tacks.</p>	<p>1. Use a simple commercial pattern know the symbols of standard makes;</p>	<p>1. Name of commercial patterns: use; size; fit pattern; markings; alterations; cutting</p>	<p>1. Alteration of pattern to help minimize figure faults</p>

Seventh Grade	Eighth Grade	First Year	Second Year
	identify pieces of pattern; take own measurements for a pattern; test pattern using own measurements; follow guide sheet.	follow directions on pattern guide.	2. Combination of patterns. 3. Altering designs to suit different personalities
Buying Buy sewing equipment	Purchase own materials and finishings for garments to be made in class.	1. Prepare and follow a buying list. 2. Study types of stores. 3. Consider methods of buying. 4. Make comparison of costs and values of cotton fabrics.	1. Buy according to needs of the girls. 2. Use guides for buying. 3. Make a comparative study of fabrics.
Plan of Work Make a very simple plan of work with teacher's help.	Make a plan of work and revise as needed.	Teacher and students make plan of work together using direction sheet. Stress use of textbook information and pattern direction sheet.	Pupils make plan of work using textbook, references and guide sheet; evaluated with teacher.
Evaluation Standards set up in class and used as an evaluation.	Evaluate one's own work and the work of others.	Teacher and students set up standards for each process as studied before construction is started.	Each girl sets up standards for judging finished garments. Compare cost, time and

Seventh Grade	Eighth Grade	First Year	Second Year
		Teacher and students make plans for evaluating finished garments. Judge garments in class.	construction with ready made garments.

Repetition of many construction problems will be necessary on each grade level.
These problems should be approached as old ones with additional experiences and more abilities at each level.

Processes in Construction			
<p>Specific Processes:</p> <ol style="list-style-type: none"> 1. straighten material 2. threading needle 3. tying knots 4. use a gauge 5. place pins correctly in material 6. bastings preliminary to basting 7. baste on seam allowance 8. remove bastings correctly 9. making hemming stitch 10. overcast and pink raw edges 11. overhand 12. construct plain seams 13. gather 14. stitch, clip and turn a square corner 	<p>Specific Processes:</p> <ol style="list-style-type: none"> 1. pin baste and assist in fitting a simple garment 2. make darts and pleats 3. apply facings correctly 4. set in sleeves and apply a collar 5. make buttonholes 6. press a dress correctly 7. darn stockings 8. mend ripped seams 9. keep hem in repair 	<p>Specific Processes:</p> <ol style="list-style-type: none"> 1. shrink fabric 2. straighten fabric 3. seams and seam finishes <ol style="list-style-type: none"> (a) French (b) plain (c) fell 4. to fit others 5. shaped facings 6. simple plackets and zippers <ol style="list-style-type: none"> (a) neck (b) side (c) sleeve 7. bands 8. patch pockets 9. buttonholes <ol style="list-style-type: none"> (a) machine (b) worked 10. ruffles, tucks, pleats 11. neck finish 	<p>Specific Processes:</p> <ol style="list-style-type: none"> 1. shrinking wool fabrics 2. bound buttonholes 3. set in pockets 4. straight stitching 5. shoulder pads <p>Tailoring</p>

Seventh Grade	Eighth Grade	First Year	Second Year
15. fit bands to gathered material 16. turn and measure hem 17. construct narrow and wide hems 18. put loops on towels 19. make outline stitch 20. sew on buttons, hooks and eyes and snaps		(a) convertible collar (b) shaped collar attached with bias facing 12. sleeves (a) set in sleeves (b) gusset 13. join waist and skirt 14. stitch flat on skirt 15. darning stockings 16. mending three cornered patch	Special seams Special decorative stitches and trim Mending on the machine
Color Fundamentals of color Color Wheel Hue Value Intensity Apply principles of color	Review 7th grade work Work out color schemes	Apply all color schemes previously studied. Apply art principles to dress and home living.	
Design Study types of line vertical horizontal	Review 7th grade work Study decorative and structural design in relation to figure.	Discuss use of fabrics in relation to line and design. Illustrate ways in which lines create special effects.	

APPENDIX D

MAKING OF A TABLE OR PLACE MAT

OBJECTIVES:

To help the student recognize her skills and weaknesses in clothing construction and in following directions.

MATERIALS NEEDED:

1. A piece of Indian Head material, one-half yard in length, thirty-six inches wide.
2. Small equipment - pins, needles, tape measure, ruler, thread to match color of mat, basting thread and a fully equipped sewing machine.

DIRECTIONS:

1. You will be allowed 2 hours for this problem. You may or may not finish in the time allowed.

The purpose of this problem is to see in what sewing areas you have skills, where you need help and how well you can follow directions.

You will have a clearer picture of your own strength and weaknesses if you do not have help from anyone while doing the work.

2. You are to construct a table mat, eleven inches by sixteen and three-fourth inches when complete.
3. Note the time on the paper when you actually began to work.
4. You may use and observe the finished illustrative mat on hand.
5. Steps in making the place mats:
 - a. Straighten the material
 - b. Cut off selvage
 - c. Measure piece of material, twelve by eighteen inches
 - d. Pull thread for accurate cutting
 - e. Cut
 - f. Measure five-eighths inch on each end for the fringe
 - g. Pull the thread that is five eights inches from the end
 - h. Pull the second thread
 - i. Stitch along the line made by pulling the thread
 - j. Fringe by pulling the thread all the way across each time
 - k. With gauge measure hem for the sides, one-fourth inch turn under
 - l. Crease with fingers
 - m. Measure and crease one-fourth inch for finished hem
 - n. Pin baste and thread baste hem
 - o. Machine stitch
 - p. Finish hem by tying thread or re-stitching
 - q. Take out basting
 - r. Press

How to Score:

1. Each student will score her work the following day by the score sheet.
2. Results will be used in planning units of work.

STEP BY STEP OF CONSTRUCTION:

1. Straighten the material
2. Cut off selvage
3. Note the time on the paper when you actually began to work

4. Pull thread for accurate cutting
5. Cut
6. Measure five-eighths inch on each end for the fringe
7. Pull the thread that is five-eighths inches from the end
8. Pull the second thread
9. Stitch along the line made by pulling the thread
10. Fringe by pulling the thread all the way across each end
11. With gauge measure hem for the sides, one-fourth inch turn under
12. Crease with fingers
13. Measure and crease one-fourth inch for finished hem
14. Pin baste and thread baste hem
15. Machine stitch
16. Finish hem by tying thread or re-stitching
17. Take out basting
18. Press

MAKING OF A TABLE OR PLACE MAT Score Sheet

Personal Growth

Skills and Techniques

Students Name

1. Ability to follow directions
2. Standard of Neatness
3. Length of time versus quality
4. Independence
5. Interest
6. Cooperation
7. Persistence
8. Emotional stability
9. Attitudes
10. Skills

1. Threading sewing machine
2. Straight stitching
3. Making a hem gauge
4. Measuring accurately with gauge
5. Accurate basting
6. Fasten threads
7. Fringe
8. Use of thimble
9. Accurate cutting
10. How to hold material
11. How to press

APPENDIX E

INTERVIEW FORM FOR STUDENTS ENROLLED IN CLOTHING

- I. What did you like best about the books used in clothing?
- II. What was the worst thing about the books used in clothing?
- III. Which were easier to understand, the printed book or the instructions given by the teacher?
- IV. Which of the things the teacher used, helped you most - the demonstrations, illustrative material, the posters, films or the textbooks?
- V. Which of the following topics studied in clothing have you used since you finished the class?
- VI. List other topics you wished you had more information on in clothing.
 1. _____
 2. _____
 3. _____
- VII. List garments you have made in previous clothing classes.
- VIII. What were some of the difficulties encountered in your clothing class?

Directions: Please check each item carefully as to information which you consider very important, often used, seldom used, and never used.

	Very Important	Often Used	Seldom Used	Never Used
1. How to use money wisely				
2. How to select the following				
a. patterns				
b. colors to fit the person and occasion				
c. material				
d. ready to wear dresses				
e. under garments				
f. shoes				
g. hose and socks				
h. blouses				
i. hats				
3. How to do the following				
a. take measurements properly				
b. alter patterns				

continued

	Very Important	Often Used	Seldom Used	Never Used
c. mark and cut a garment properly				
d. use the sewing machine				
e. use a thimble				
f. make a garment fit or simple remodeling				
4. How to keep well groomed				
a. how to handle clothes properly				
b. how to keep one's shoes clean and in good shape				
5. How to repair and care for clothes				
a. how to patch				
b. how to darn				
c. how to dye fabrics				
d. how to remove stains				
e. how to wash, starch and iron school clothes				
f. how to wash sweaters				
g. how to wash hose, socks, and underwear				

APPENDIX F
EVALUATION
SELECTING SMALL SEWING EQUIPMENT

Objective: Ability to select good quality in small sewing equipment. Used as pre-test. After demonstration given as an evaluation.

Directions: Good sewing equipment is essential for a well finished garment. You need to select the small equipment you need in order to make the garment easily and well.

The column at the extreme left lists the kinds of equipment needed. Following the name of the equipment are words that help to describe the kind and quality that is best to use in making your garment. Read across the line and draw a circle around the word that describes the quality you believe is desirable. Then in the column at the extreme right give your reason for selecting the equipment you selected.

Equipment	Quality			Reason
Pins	brass banker	Steel dressmaker	Silk pins	
Needles Size	Sharps No. 8	Crewels No. 1	Between No. 12	
Scissors	3-4 inch	4-5 inch	5-6 inch	
Shears	60 inch	39 inch	36 inch	
Tape Measure	Paper	Cloth	Metal	
Thimble	Size 6-7 Silver	Gold	Plastic	
Thread for cotton material	100	50-60	200	

APPENDIX G

EVALUATING ACTIVITIES

Objective: Develop the ability to use thimble and needle, to handle material and to tie knots.

Directions: A sheet of paper is posted on the bulletin board listing each step across the top of the sheet and the pupils' names vertically as the teacher and pupil decide that a step has been mastered, the pupil puts a check opposite her name.

Name of Girl	<u>Step I</u>	<u>Step II</u>	<u>Step III</u>	<u>Step IV</u>		<u>Step V</u>
	Is accustomed to the thimble	Controls thimble finger	Learns to put needle through material	Thread Needle	Makes Stitches	Ties Knots
Mary	x	x				
Alice	x	x				
Sally	x	x	x			
Jane	x					

APPENDIX H
HOSTESS DUTIES

Week	Ventilation and Lighting	All Chairs to table	All Equipment put up	Put bobbins and scissors on scissor board	All scraps off floor	Care of Flowers	Put up books and magazines
1.	Name of girls						
2.							
3.							
4.							
5.							

Two girls from each class served as hostess for one week during semester.

Each class has responsibility for bulletin board three weeks during semester.

APPENDIX I

WE CHECK OURSELVES

Directions: This check list is planned to help us see how we are improving our sewing habits. Place an (X) in the appropriate column if you have done this activity in an excellent manner, (-) if you have done it only fairly well, and (O) if performed poorly.

Habits of work	OCTOBER	NOVEMBER	DECEMBER	JANUARY
1. Keep work box orderly	X			
2. Maintain good posture	O			
3. Secure the best possible light	X			
4. Work quietly	X			
5. Share and put away your part of the equipment	X			
6. Listen to group instruction in class	X			
7. Use thimble	X			
8. Cut thread with scissors	O			
9. Press each seam after stitching				
10. Remove dress when fitting a garment				
11. Use basting threads no longer than arm's length	X			
12. Test machine stitch before beginning to sew				
13. Keep pins out of mouth	X			
14. Pick up all scraps when through	X			
15. Made progress this week	O			

APPENDIX J

SURVEY OF SEWING MACHINES AND KNOWLEDGE AND SKILLS IN USING THEM

Objective: To find how many homes have sewing machines and skills and knowledge of each girl in using the sewing machine. This information will be used in planning class instruction on the use of a sewing machine.

PLEASE CHECK YES OR NO IN THE RIGHT HAND COLUMN	YES	NO
1. We have a sewing machine at home		
2. I can do the following:		
A. Open and close the machine		
B. Thread machine		
C. Fill bobbin - insert bobbin case		
D. Regulate length of stitch		
E. Regulate top and bottom tension		
F. Oil and clean head of machine		
G. Use machine gauge		
H. Prepare thread for sewing		
I. Remove work from machine		
J. Use machine gatherer		
K. Use buttonhole attachment		
L. Use zipper foot		
M. Use hemmer		
N. Use ruffler		
O. Use zig-zag		
P. Use hemstitcher		
Q. Replace the slide		

continued

	YES	NO
R. Turn a corner		
S. Connect and disconnect electric machine		
T. Insert needle		
3. Do you know what causes the following and how to correct the difficulty?		
A. Stitch too long for material used		
B. Machine skips stitches		
C. Threads of material pull		
D. Upper thread lies flat on material		
E. Lower thread lies flat on material		
F. Thread breaks when starting to stitch		
G. Threads knot when starting to stitch		
H. Needle comes unthreaded		

APPENDIX L

EVALUATION

Directions: Recognize the important parts of a sewing machine and know how these parts effect the running of the machine. In order to use the machine effectively one must know the parts and function of each part.

1. Below is a picture of a machine head. Point out, and label the following parts on machine head as listed in Column A.
2. Select from Column A the name of the part described in Column B.

Example

- | A. | B. |
|------------|--|
| 1. Tension | 4. Regulates the tightness or looseness of stitch. |

Column A

1. Needle
2. Thread guide
3. Tension
4. Thread take up spring
5. Needle bar
6. Presser bar lift
7. Feed dog
8. Pressure foot
9. Bed slide

Column B

1. Used to hold material in place as you sew on it.
2. Small teeth under presser foot which go up and down.
3. Vertical plate at left of arm which may be removed to give more access to needle, presser bar and take off.
4. To hold thread in place.
5. The part that puts the thread into the material.
6. Part that holds needle in place
7. Part by which presser foot is raised or lowered

8. Hold thread from tension.
9. Part that needle fits in.

THIS
SPACE
PROVIDED
FOR
ATTACHING A
DRAWING OF
A SEWING
MACHINE
HEAD

APPENDIX M

CLOTHING INVENTORY

What I Have	Which clothes should be given away and to whom	Which clothes need a little repair	Which garments can be worn without any alteration	Color	What I Need	How much can I spend
Coats						
Suits						
Sports						
Casual						
Afternoon						
Evening						
Accessories						
Extras						

APPENDIX N

SCORE CARD

Objective: To choose a pattern where success is possible in a given length of time.

Situation: First year clothing class in Daniel Webster High School.

Directions: Listed below are characteristics which would make a blouse easy to make. Check each blouse for these characteristics and place the checks in column number, corresponding to blouse number. Determine which you believe to be best selection.

SCORE CARD

	Blouse Numbers				
	1	2	3	4	5
1. Has straight seams					
2. Has few pieces					
3. Small amount of trimming					
4. Small amount of handwork					
5. No set in sleeve					
6. Round neck					
7. No tucks					

My selection would be No. _____ because I have done the following construction processes:

a.

b.

c.

APPENDIX C

PROPOSED OUTLINE OF CLASS WORK FOR FIRST EIGHT WEEKS

Dates	First Day	Second Day	Third Day	Fourth Day
Sept. 12-16	Getting acquainted with girls.	Have a pre-test to help students recognize skills and weakness in clothing construction.	Pre-test continued	Evaluate the pre-test to help students recognize her skills and weaknesses.
Sept. 19-23	Set up class organization providing for 1. work habits 2. best use of laboratory	Discussed and set up goal for class.	Finish goals and arrange in logical sequence.	Guide students choice in the selection of a problem.
Sept. 26-30	Considered lines becoming to high school girls; illustrate how the appearance of figure may be influenced by line.	Examine and learn to recognize art quality in fabrics girls wear. Learn how fabrics are made. Studied characteristics of good design in printed fabrics.	Recognize fabric suitable for simple garment. Judge quality of fabrics. Study labels found on fabrics. Summarize points to consider in choosing fabrics.	Discuss and illustrate use of lines to emphasize effect of structural and decorative line on figure. Set up guide to choose becoming lines for figure types in class.
Oct. 3-7	Study figure of individual girl and select pattern for garment. Demonstrate measuring for pattern size.	Study colors girls are wearing. Discuss and illustrate elementary color principles.	Set up guides for choosing becoming colors. Try colors on each color type in class.	Discuss, selection and purchase of sewing equipment. Plan a shopping trip with attention to types of stores, shopping practices, and courtesy rules.

Dates	First Day	Second Day	Third Day	Fourth Day
Oct. 10-14	Review practice and demonstrate use and care of the sewing machine.	Divided class into groups of four for sewing machine practice. Chairman checked following: open and close machine, threading, winding bobbin, stitching, starting to stitch and back stitch.	Teacher and pupils discussed good habits of work. Check sheet worked out and hostess and secretary duties developed.	Study pattern and identify markings. Mark pattern pieces.
Oct. 17-21	Teacher-pupil made out work plan from guide sheet for problem under construction.	Demonstrate fitting and altering pattern. Demonstrated straightening and shrinking of fabric.	Summarize factors to be kept in mind when laying pattern on fabric. Explain use of the guide sheet.	Demonstrate cutting and marking with tracing wheel. Developed standards for pressing and added to score card.
Oct. 24-28	Discussed "stayline" stitching. Demonstrated "stayline" stitching to keep grain in place. Review seam needs. Developed standards and added to score card.	Demonstrate darts, seams, tucks. Developed standards and added to score card. Demonstrate pressing. Pin and baste darts, shoulder and side seams.	Demonstrate how to do various processes as: 1st fitting stitch dart, seams, alter if needed.	Demonstrate neck finishes and notched collar. Developed standard for notched collar. Demonstration given on finishing of neck with bias tape. Developed standards for facing.
Oct. 31 to Nov. 4	Demonstrate finishing the armhole. Developed standards for sleeves.	Demonstrate how to put hem in blouse. Demonstrated using the buttonhole attachment. Show good and poor buttonholes. Each	Wear garments in class and evaluate from score card.	

continued

Dates	First Day	Second Day	Third Day	Fourth Day
		<p>girl made a buttonhole and sewed on button. Developed standard and added to score chart.</p> <p>Teacher pupil work on final evaluation that has been going on all through nine weeks.</p>		

APPENDIX P

DAY TO DAY WORK PLAN

(Modell's work plan, for day to day work, in order to finish blouse in the twenty days allowed.)

Monday	Tuesday	Thursday	Friday
Select pattern, material, thread, and buttons.	Study pattern guide - made out work plan.	Prepare material - preshrunk and even ends.	Fit pattern and pin it on material.
Continue from Friday and cut material.	Mark all darts, tucks, and seam allowance with tracing wheel.	Baste darts, shoulder and side seams. Ready for first fitting.	Fit wrong side out. Make several alterations.
Machine stitch darts, shoulder seams and side seams. Press	Baste and stitch collar, sleeve, and cuffs. Press	Put in sleeves	Fit and press
Put on cuffs. Press	Put on collar	Finish putting on collar and collar facing.	Put hem in blouse and press.
Make buttonholes	Sew on buttons	Press	

FLOAT ON
WEDNESDAY

APPENDIX Q

STANDARDS DEVELOPED BY CLASS MEMBERS FOR USE IN CLOTHING CLASS

Directions: These standards are to be used as a guide in clothing class.

Check each construction process as it is completed, check in appropriate column: Excellent, 3 points; good, 2 points; unsatisfactory, 1 point.

	1st Problem			2nd Problem		
	3	2	1	3	2	1
I. Personal Growth						
A. General Attitude						
B. Ability to apply knowledge						
C. Cooperation						
D. Sense of responsibility						
E. Personal appearance						
F. Growth and development						
II. Techniques						
A. Habits of work						
1. using thimble						
2. keeping supplies orderly						
3. maintaining good posture						
4. pressing from start to finish						
5. securing best possible light						
6. testing stitch before beginning to sew						
7. accepting responsibility as hostess and secretary in class						
B. Management						
1. using time wisely						
2. using energy wisely						
3. working quietly						
III. Evaluation of finished garment						
A. General appearance						
1. neatness - well pressed						
2. beauty of lines and color						
a. suitability of lines to wearer						
b. suitability of color to wearer						
c. suitability to the occasion						
3. fit						
a. grain lines correctly placed						
b. construction lines correctly placed						
(1) necklines						

continued

		1st Problem			2nd Problem		
		3	2	1	3	2	1
	(2) waistlines						
	(3) hemlines						
	(4) sleeves						
	(5) skirt seams						
B.	Value						
	1. relation of garment value to cost in time and money						
	2. cost and value as compared to ready made						
	3. cost of upkeep						
IV.	Workmanship of construction processes						
A.	Cutting						
	1. long even strokes						
B.	Marking with tracing wheel						
	1. center front						
	2. center back						
	3. notches						
	4. all seam allowances						
C.	Seams						
	1. width						
	a. are they wide enough, 5/8 to 1/2"						
	b. are they the same width all along?						
	2. stitching						
	a. is size of stitch correct for fabric?						
	b. is tension correct?						
	c. are threads tied or stitching retraced?						
	d. are bastings removed?						
	3. finish						
	a. is it appropriate to the fabric?						
	b. will it be durable?						
D.	Sleeves						
	1. sleeve setting						
	a. if sleeve is to show fullness, have gathers or darts been placed properly?						
	b. if sleeve is to appear flat, has fullness been eased in to make it invisible?						
	c. is seam finished correctly?						
	2. finish at the bottom						
	a. hem						
	(1) is it correct for the fabric?						

continued

		1st Problem			2nd Problem		
		3	2	1	3	2	1
	(2) is it the same width all way around?						
b.	facing						
	(1) does it fit so that it lies flat?						
	(2) is it the same width all the way around?						
	(3) are hemming stitches invisible on the right side?						
c.	cuffs						
	(1) does cuff fit sleeve perfectly?						
	(2) are outside cuffs and facings exactly the same size so that cuff lies flat?						
d.	band on gathered sleeve						
	(1) are gathers properly distributed?						
	(2) is opening neatly finished?						
	(3) are fasteners sewed on properly?						
	(4) does opening lap in the right direction and without gaping?						
E.	Neck Finish						
	(collar, binding, revers, facing, etc.)						
	1. are corners rounded or square as directed?						
	2. have seams been trimmed to prevent bulkiness at corners and edges?						
	3. is binding or facing even all around? are hemming stitches invisible						
	4. do collars and revers lie flat?						
	5. is finish free from puckering caused by poor stitching or by pulling of fabric?						
F.	Darts						
	1. does stitching taper so that last few stitches are along the fold?						
	2. are threads tied?						
	3. are darts placed in accordance with the lines of your figure?						
G.	Flacket						
	1. is it as invisible as possible?						
	2. does it lie flat and without gaping?						
	3. machine stitching does not show?						
H.	Fasteners						
	1. is there a double thickness under them?						
	2. are they placed evenly?						

continued

		1st Problem			2nd Problem		
		3	2	1	3	2	1
	a. equal distance from the edge?						
	b. equal distance between the fasteners?						
3.	are they firmly attached?						
4.	are stitches invisible?						
5.	if buttons, is there some give between the buttons and the garment?						
I.	Pockets						
1.	are they placed so that they comply with the principles of design and are convenient?						
2.	is hem across top even?						
3.	are hand hemming stitches invisible?						
4.	is outside stitching straight and properly placed?						
5.	are size of stitch and tension correct for fabric used?						
J.	Pleats or tucks						
1.	are they even?						
2.	have pleats been placed on lengthwise thread?						
3.	is outside stitching straight and properly placed?						
4.	are size of stitch and tension correct for fabric used?						
K.	Gathering or shirring						
1.	are threads fastened securely?						
2.	is fullness evenly distributed?						
L.	Zipper						
1.	is zipper completely covered?						
2.	is stitching an even distance from edge?						
3.	are threads fastened securely?						
M.	Hem						
1.	width						
a.	is the hem the same width all around?						
b.	is the hem finished in a manner suitable to the fabric and the garment?						
c.	width of hem depends on the type of skirt, (straight or circular) and the fabric. Usual width of a circular skirt 1" to 1½" depending on the amount of fullness. Usual width of a straight skirt is 2" to 3".						

continued

				1st Problem			2nd Problem		
				3	2	1	3	2	1
2. workmanship									
a. is hem finished with suitable stitch?									
b. is the hem invisible on the right side?									
c. if there is fullness has it been evenly distributed?									
N. Pressing									
1. did you press after each process?									

SCORE CARD DEVELOPED BY STUDENTS FOR EVALUATING BLOUSE

Scored these points before blouse is put on:	Score for satisfactory blouse:	Score by pupil:	Teacher's score:
1. Blouse attractively made	10		
2. Material suited to purpose	5		
3. Material attractive	5		
4. Color of blouse suited to wearer	10		
5. Style of blouse suited to wearer	10		
6. Bastings out, threads tied and cut off	5		
7. Blouse neatly pressed	10		
8. All seams $\frac{5}{8}$ inches wide	5		
9. No seams puckered	5		
10. All types of seams correctly made	10		
11. Facing even in width	5		
12. Collar on straight	5		
13. Hem uniform	5		
14. Gathers in sleeves even	5		
15. Button and buttonholes correctly done	5		
	100		
Scored these points after blouse was on its owner:			
1. Blouse goes on and off easily	20		
2. Blouse looks nice on	20		
3. Enjoys wearing blouse	60		
	100		

APPENDIX S

THE CLOTHING GUIDE SHEET

PERIOD _____

NAME _____

DATE _____

PROBLEM _____

- | | | |
|----------------------|-------------------------|---------------------|
| 1. Pattern No. _____ | Size _____ | 2. Cost of Problem: |
| (a) bust _____ | (c) width of back _____ | (a) pattern _____ |
| (b) waist _____ | (d) sleeve length _____ | (b) material _____ |
| | | (c) markings _____ |

Reference: Sharing Home Life pp. 103-108
Your Home and You pp. 411, 432,
 481, 497,
 and 519

3. Select pieces of pattern to use-fold together the pieces that you will not use and return them to the envelope.
4. Label envelope, guide sheet and all pieces of pattern - Name, period, grade.
5. Study pattern: Reference: Sharing Home Life pp. 108-109; Your Home and You pp. 529.
6. Alter if necessary: Reference: Sharing Home Life pp. 109-11; Your Home and You pp. 532.
7. Material
 - (a) kind (c) yardage
 - (b) width (d) smooth and even ends
 - (e) hold and stretch diagonal corners of material to straighten.

Reference: Sharing Home Life p. 112
8. Select and circle diagram on guide sheet for placing pattern
 Reference: Sharing Home Life p. 113; Your Home and You p. 532
9. Placing pattern
 - (a) largest pieces on first: Reference: Clothes for Girls p. 71
 - (b) pin 1" inside cutting line - pin perpendicular with edge of pattern.
10. After securing approval, cut out the material. Remember to cut notches away from pattern.
11. Mark with tracing wheel: Reference: Sharing Home Life pp. 114-117
 - (a) notches (c) gathers
 - (b) darts (d) seam allowances
12. Waist
 - (a) Seams-select type to use (sample 3)
 1. pin before basting - right angle - matching all notches
 2. baste with $\frac{1}{4}$ " running stitch $\frac{1}{2}$ " from edge (18" thread)
13. Basting for 1st fitting: Reference: Sharing Home Life p. 119; How to Make It p. 114
14. First fitting - fit waist: Reference: Sharing Home Life pp. 121-122; 565; 566; 568; How to Make It p. 115; Your Home and You pp. 567-571
 - (a) alter when necessary and refit
15. Stitch darts, pleats, tucks, side and shoulder seams.
 - (a) finish well (tie threads) (b) Press: Reference: Sharing Home Life p. 585
16. Finish neck
 - (a) follow directions from samples: Reference: No. 2-3 and guide sheet

17. Make sleeve; Reference: No. 4
 - (a) follow directions on guide sheet
 - (b) baste in sleeves
18. Second fitting
 - (a) alter if necessary and refit
 - (b) stitch in sleeves
19. Stitch in sleeves
 - (a) two rows of stitching
20. Put on snaps, hooks and eyes or buttons and buttonholes.
21. Finish all seams, tie threads and press.
22. Put in hem; Reference: No. 7
23. Grade garment and turn in score card.

APPENDIX T

CUMULATIVE RECORD OF CLOTHING CONSTRUCTION

Name _____

CLOTHING

1st Semester

2nd Semester

1st Problem _____

1st Problem _____

Steps in Construction

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Score

1. Finished in amount of time allowed _____
2. Enjoy wearing garment _____
3. Did the best construction I could _____
4. Need to improve the following techniques:
 - 1.
 - 2.
 - 3.
 - 4.

2nd Problem _____

Jean E. Meeks