

A COMPARISON OF TWO
VOCATIONAL EDUCATION PROGRAMS OFFERED
BY
MUSKOGEE CENTRAL HIGH SCHOOL

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TABLE OF CONTENTS

INTRODUCTION	1
STATEMENT OF PROBLEM	5
TRADE AND INDUSTRIAL EDUCATION	16
HOMEMAKING EDUCATION	20
DESCRIPTIVE ANALYSIS OF WORKING SITUATIONS	24
CONCLUSIONS	46
BIBLIOGRAPHY	47

LIST OF TABLES

TABLE I	Opinions of 148 High School Girls Regarding Grade Placement of Sewing Processes.	27 and 28
TABLE II	Summary of Grade Placement of Articles and Garments Checked by 148 High School Students.	29 and 31
TABLE III	Opinions Expressed by 66 Mothers On Grade Placement of Articles and Garments.	33 and 34
TABLE IV	Grade Placement of Sewing Processes for Secondary Students Made by 50 Business Women.	37 and 38

INTRODUCTION

The purpose of education is progress. Educational progress is estimated or determined by the amount and kind of progress. In order to solve any current problem one must look objectively at present conditions, analyzing strengths and weaknesses with the idea of doing something about them. Progress in education should parallel that made in fields of business and industry. Here progress is accelerated because of competition resulting in new discoveries and inventions, many of which have caused remarkable changes in home and family life. In the last century the introduction of new fuels; new methods of lighting and heating; refrigeration; plumbing; and the use of factory made textiles, furniture and prepared goods have made home life quite different from that of fifty years ago. Despite the many improvements successful homemaking still requires many hours a day and a consciousness of the values of home and family life. The homemaker must have not only basic knowledge and managerial skill, but an experimental attitude. The very multiplication of inventions and improvements requires considerable training in their proper use.

The management of a household today involves a broader type of training than that followed by our grandmothers. The school, if it is to prepare for homemaking and for vocations closely related to homemaking must plan its program to meet the new demands of both the home and industry. Education for homemaking should prepare boys and girls, men and women to make adequate use of present day household facilities as well as help them create and maintain those values which make for wholesome, satisfying personal, home and family life. Training for vocations, to be effective

must meet specific current needs. This makes it vital that a wide variety of effective teaching methods be used and that learning situations be provided which enable students to use and compare equipment in industry with that in modern homes. Where schools make little or no attempt to keep their equipment and practices up to date, students are immediately faced with conflicts caused by trying to work under differing conditions. Efficiency acquired in one situation is disrupted by modifications which must be made in the other. Therefore, vocational training for homemaking or for industry must be in keeping with the times and the changes made by home, business and industry.

People are different and feeling or emotion accompanies all conscious human experiences. In other words, individuals are shaped by the experiences of living. The function of public education is to provide learning experiences for all, so that they may develop to the maximum of their capacity. Such education, if it is to be effective, must be planned in the light of the local surroundings. In order to show the relationship of the ideas here presented to the needs of the individuals concerned it is first necessary to describe the local situation.

Muskogee often called "The Capital of the Five Civilized Tribes" is a town that reflects a colorful and romantic story. It was a leading community when our present Oklahoma was known as Indian Territory. Muskogee is almost a century older than the state of Oklahoma of which it is a part, and is its third largest city with an estimated population of 40,000. Located near the three forks of the Arkansas, Grand, and Verdigris Rivers, early settlers thought that this trade center would connect the Mississippi River commerce with the overland trade moving toward Santa Fe and the Spanish Provinces.

The history of the Indians, especially the Creeks, have colored the development of Muskogee. Four of the five tribes, Creeks, Chickasaws, Choctaws, and Seminoles belonged to the linguist group called Muscogee, Maskoki, Muskhogee or Muskogee. The white man found these Indians located in what is now the States of Georgia, Mississippi, and Alabama, nevertheless he came in and forced them to move to an undeveloped country and start life over again. This location of the Creeks, a Muskogean people gave the city its name and much of its trade. Since 1874 Muskogee has been the location of the consolidated Indian agency from which the government administers the business of the Five Civilized Tribes. Muskogee as a trade center without the Missouri, Kansas and Texas Railroad and the Indian agency would probably have never been any larger than many other nearby places.

The city government and the public schools have been political footballs since 1893 when Muskogee was the headquarters of the Dawes Commission. Political upheavels have retarded the schools and have kept Muskogee from being the thriving city it rightfully should have been because of its location.

Muskogee is in the midst of one of the finest agricultural and dairy sections of the state of Oklahoma. Fine farm lands surround it for a great distance. This has caused the establishment of other communities which rely upon Muskogee as a shipping and distributing center because of its five railroads operating in nine directions. The city has many beautiful homes, churches, a public library, schools, and a modern business district. With new forthcoming flood control and navigation projects on nearby rivers Muskogee is thought to be on the way to new growth and development.

Because Muskogee is an industrial and agricultural center, has fine transportation facilities, many recreational opportunities, the Indian business for this region and because it offers many opportunities youth tend to stay in the community. Since this is true, educational facilities provided should meet the needs of youth through a planned program which is sufficiently varied and broad enough to prepare them for the kinds of personal, professional and vocational lives they expect to follow. For some, this means preparation for college entrance and a possible profession; for others, training in specific industrial skill; for still others, training in salesmanship and business management; and for all, general training in good citizenship and in home and family life. With this understanding of conditions and needs the writer has undertaken to plan and propose certain changes in the physical setting of the home economics department and its educational program.

STATEMENT OF PROBLEM

Like many other schools in Oklahoma as well as in other states, the city schools of Muskogee were so busy making financial ends meet and taking care of the problems caused by a rapidly increasing enrollment, that they for a long period of years continued the home economics program with their initial equipment even though they realized it was not meeting the needs of the students. Since teaching methods and procedures necessarily must be closely related to the type of equipment used there also had been few changes made in this area. Because of the lack of funds and the inability to keep the department up to date teachers could not change their practices in keeping with the times. As a result of this status quo, interest in home economics has declined. This is shown by school enrollment records. School officials and former teachers report that this lack of up-to-dateness had resulted in the better students taking other courses, while townspeople were very critical of the equipment used and the method of teaching. Although a few changes have been made recently many of the students still felt that much needs to be done before they can profit by taking home economics. Some feel it so strongly that they do not enroll in homemaking. Since some changes in equipment and teaching practices have been initiated this past year the enrollment has increased considerably. Changes come slowly and for the reader to understand what they were and how they actually took place it is necessary to give a detailed description of the department when the writer first took the planning of this problem.

In the fall of 1947-48 the new superintendent, high school principal and home economics teachers began selling the board of education and the

public in general on the idea that the home economics department of Muskogee Central High School should be completely renovated, providing for the teaching of both general and vocational homemaking. Such renovation necessitated equipment for all aspects of homemaking and for some closely related vocations. Since part of the program then under way was a trades class called commercial stitchery, reimbursed by the State and Federal Department of Trades and Industrial Education, an effort was made to meet the needs of not only these students, but also those planning to be homemakers who were not going into business and industry. Plans were made and an application for vocational reimbursement filed in the State Department of Vocational Home Economics. The state and district supervisors were contacted. The district supervisor, then in office suggested that as a first step large pieces of equipment, such as stoves and refrigerators be purchased immediately. This equipment helped, but it also pointed out other inadequacies of the department.

In the summer of 1948 the incoming state and district supervisors of home economics visited the school and saw at once that many changes were necessary and much new equipment needed before the approval by the State Department could be made. Photographs taken and Floor plans drawn before any renovation began show that the equipment was old and worn, as well as, out of date. The entire home economics department was poorly lighted, very crowded and had old inadequate storage spaces. Not only was the majority

1

Photograph of Muskogee Central High School Foods Laboratory 1947 and 1949 pp. 7-11.

2

Floor Plan of Home Economics Department, Muskogee Central High School, 1947 and 1951, pp 12-13.



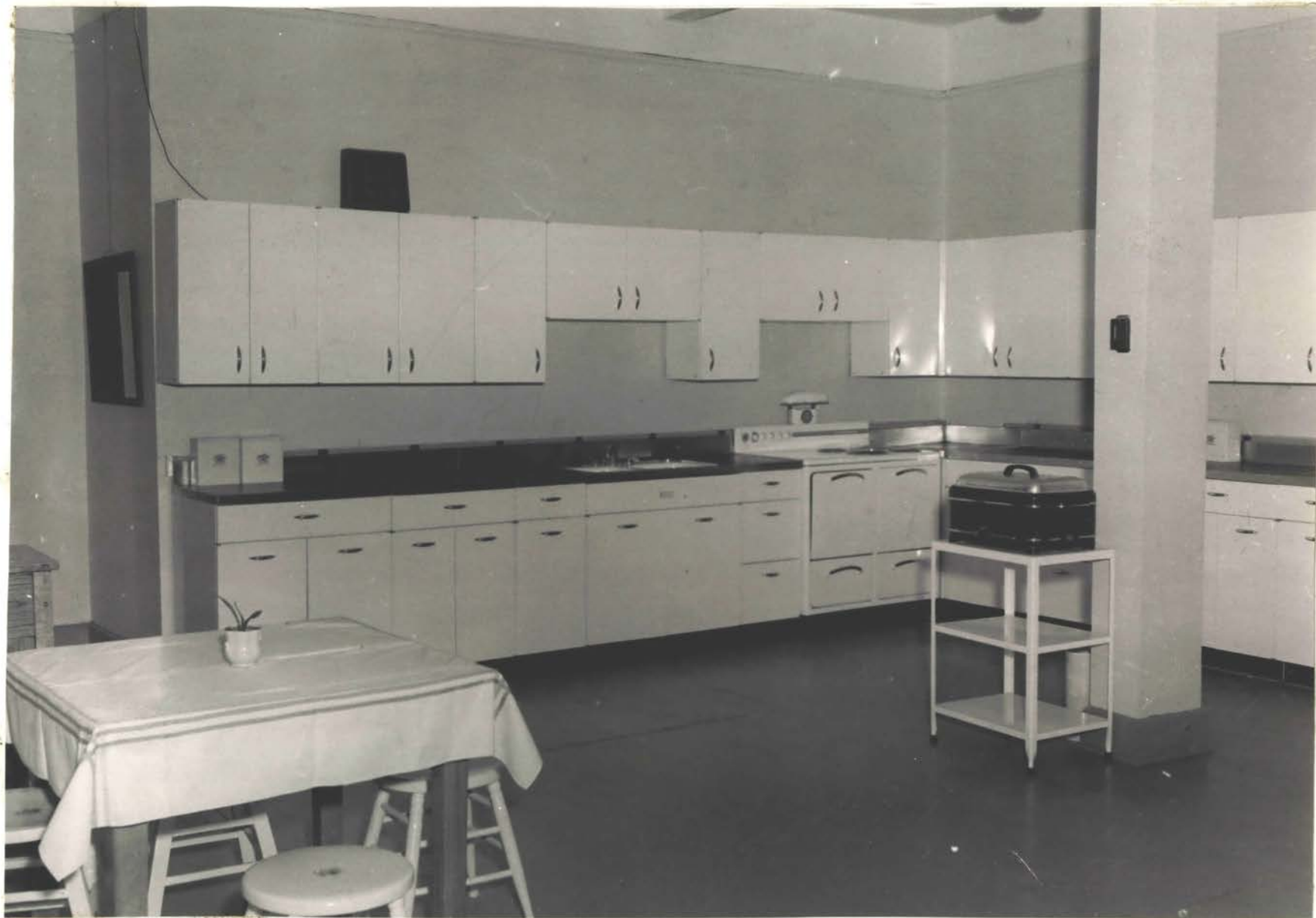
CLOTHING STORAGE UNIT MUSKOGEE CENTRAL HIGH SCHOOL 1947



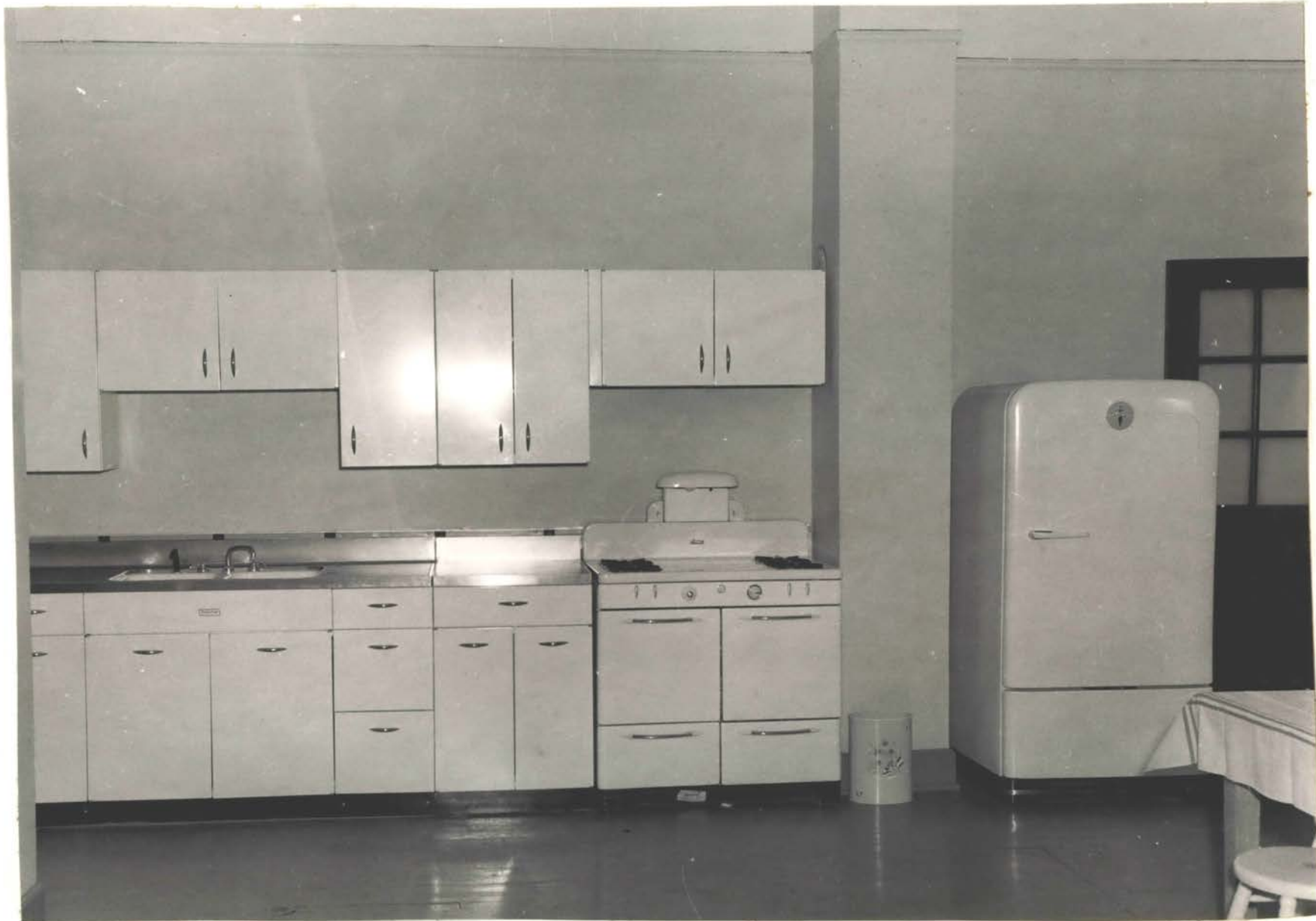
FOODS LABORATORY MUSKOGEE CENTRAL HIGH SCHOOL 1947



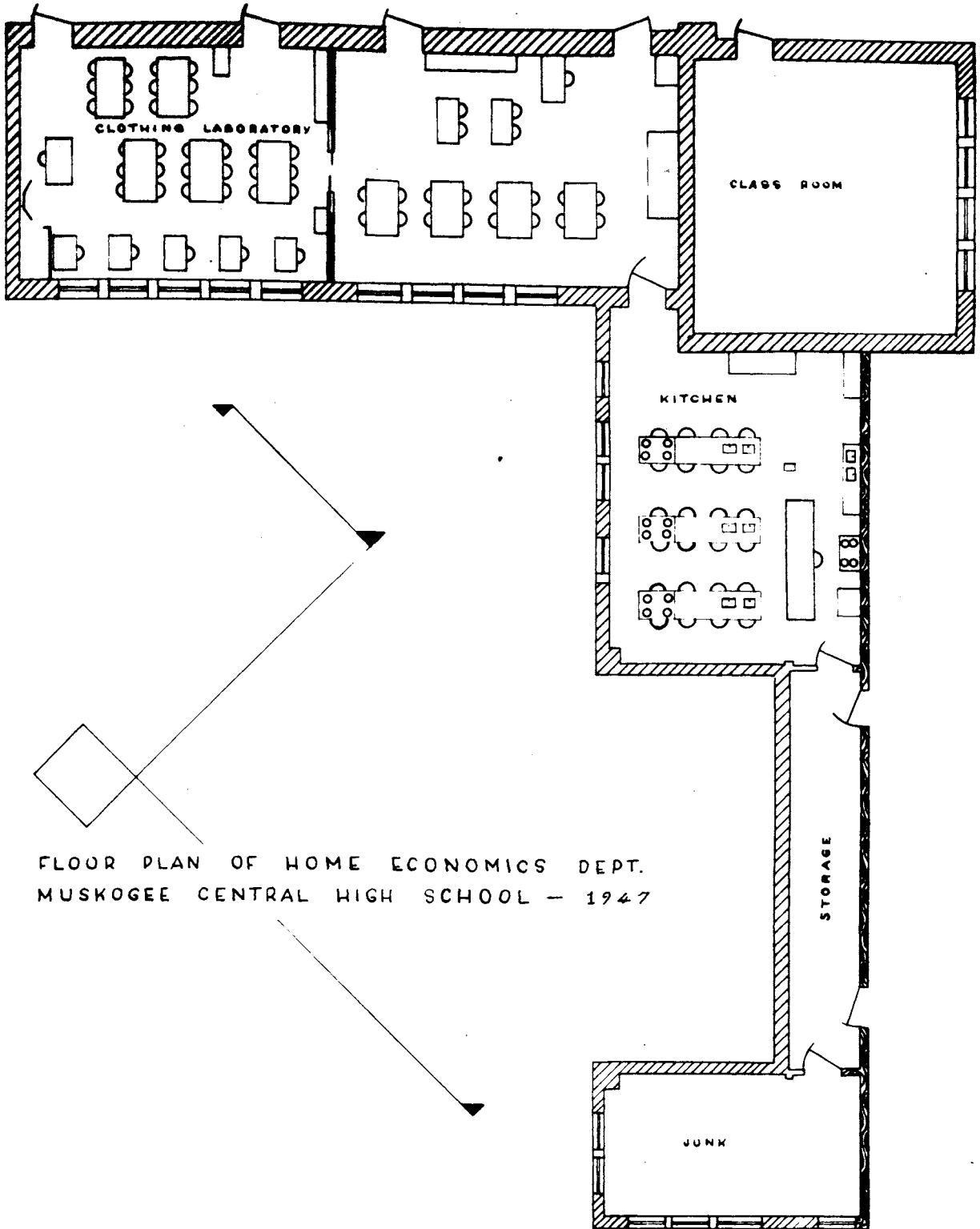
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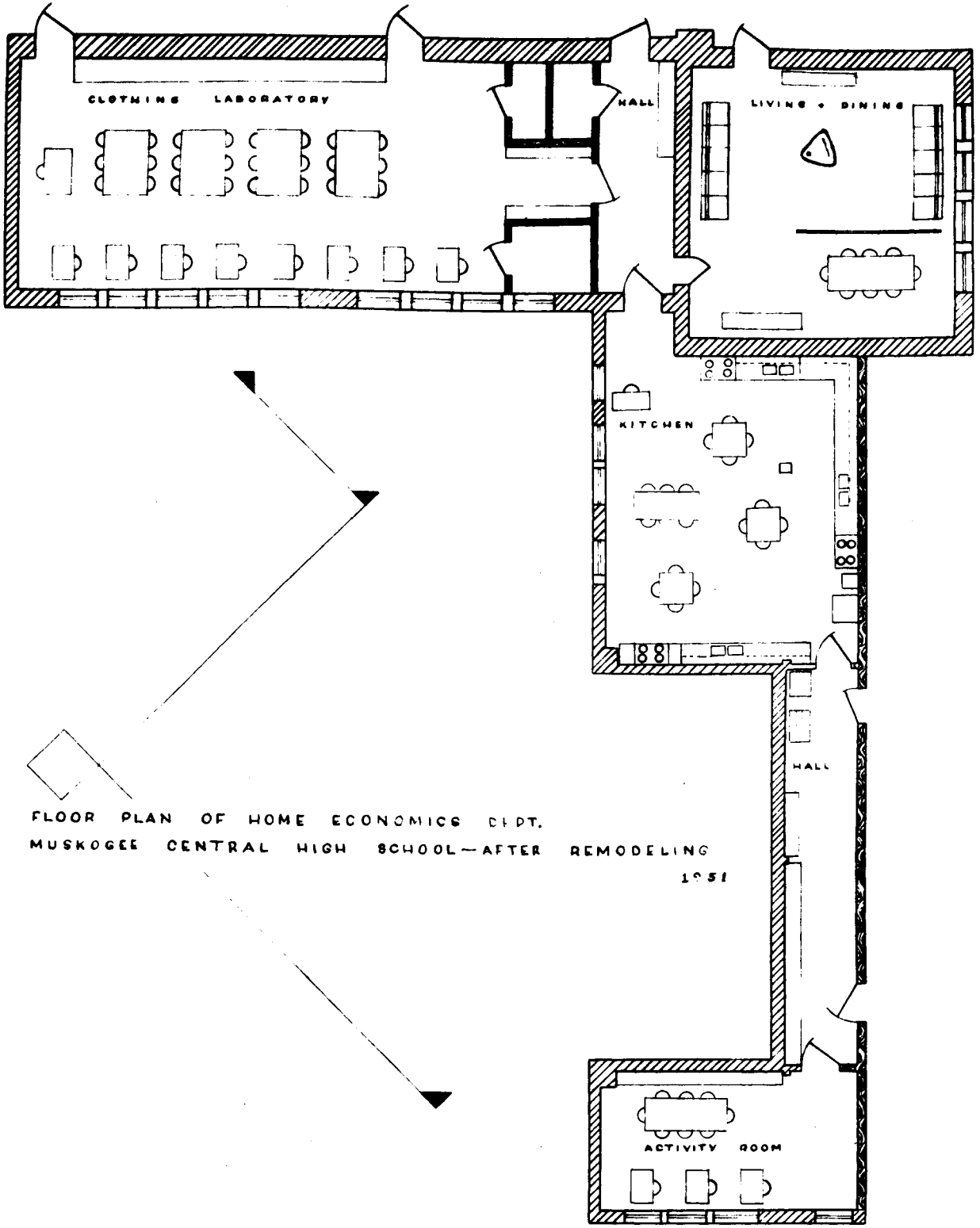
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FOODS LABORATORY MUSKOGEE CENTRAL HIGH SCHOOL 1949



FLOOR PLAN OF HOME ECONOMICS DEPT.
MUSKOGEE CENTRAL HIGH SCHOOL - 1947



FLOOR PLAN OF HOME ECONOMICS DEPT.
MUSKOGEE CENTRAL HIGH SCHOOL—AFTER REMODELING
1951

of this equipment old and inadequate for teaching either vocational home-making or the trade and industrial class, but much of it was so worn that it could never be repaired. In fact, these rooms had become store rooms for broken equipment which had not been disposed of because of state laws regarding school property. However, there were several usable tables and sewing machines. The library for the department contained very few books. These were no longer adequate because of their out dated information. After much measuring, figuring, planning, and working, a five year renovation plan was decided on and approved first by the superintendent and the school board, then by the State Supervisor of Vocational Home Economics.

According to the most reliable information available it seems that no program had been planned or no definite goals set up for the commercial stitchery class. The work done in the class had been mainly embroidery, crochet, knitting and a small amount of machine sewing, with little reference to students' preparation for earning.

Because of this situation and the condition of the home economics department the writer undertook the planning of a cooperative department to serve the widely differing needs of two groups of students; one, those interested in general preparation for homemaking as a vocation; the other, those who expected to be engaged in industries and businesses necessitating skills in certain specific activities closely related to homemaking.

Not only does the writer propose to initiate necessary changes in plant and equipment but also to plan an educational program for the two groups of students in the light of recent trends in psychology and philosophy.

In order to show the difference in the general thinking and in the

procedures followed by general homemaking and trades and industrial education, an attempt is made to show the general principles on which each operates.

TRADES AND INDUSTRIAL EDUCATION

There was a time when parents frowned upon the idea of their daughters going to school. Back in the pioneer days of our country people thought that a girl's place was in the home learning to assume the duties of the household. To express such a worldly ambition as the desire for a formal education was condemned and most certainly such a privilege was denied. The Industrial age has changed the attitude of many parents. Most of them believe it is essential to prepare their daughters as well as their sons to meet the demands for specialized occupations and that both must be prepared to earn a satisfactory living.

Trade and industrial education offers facilities for the training of various groups of people, not job training alone, but direction toward, and training for, complete and satisfactory living. In this training five factors are involved—occupational information, guidance, training in industrial skills, induction in-to employment, and in-service training. There are three general plans for organizing trade and industrial classes—the evening industrial class, the part-time school or classes and the day trade industrial school or classes. Only the day trade class will be discussed here since it is the type that is offered in Central High School in Muskogee.

The day trade class provides preliminary training in a definite trade closely related to homemaking for young people fifteen years of age or over who have had at least two years of basic training in general homemaking and have chosen their field of work. In addition to this day trade class students also study related and general educational subjects to complete at least six hours per day per week. Work is taught in classes composed wholly of students

taking the trade courses. Equipment and facilities must be adequate and comparable to those where the student will work. The controlling purpose is to furnish general training in trade and industrial occupations preparatory to an apprenticeship in a trade.

The trade class for girls offered in this school provides training and related information on general sewing, dressmaking and tailoring and is called "Commercial Stitchery". Girls who wish to become skilled in some phase of the dressmaking trade and at the same time fulfill the academic requirements for a high school diploma enroll in this three hour class. Here emphasis is placed on dressmaking skills and related units which will aid the student in learning and preparing for her trade. Those who have had this training help operate dressmaking establishments, and become custom dressmakers and alterationists holding well paid positions in dress shops, department stores and garment factories.

Learning to sew or to be a dressmaker requires one major skill—sewing. How to accomplish this and stay within the amount of money girls can afford to spend has been a problem which has been worked out thus far by three different methods. The first, operating class assembly line production problems such as, making shorts by the dozen for a department store, or making two or three dozen dresses the same style and pattern for an employer or for some group. When such is done a small fee is charged and the money thus obtained used for more materials or for something needed in the department. The assembly line method has proved beneficial in teaching industrial methods as well as in developing speed and confidence.

A second method of getting materials for the class use is through a class project where students' work and time is given to some charitable or-

ganization or some unfortunate group. One such project was that of making two dozen dresses for unfortunate children in Muskogee County, the material being furnished by county and city welfare boards.

The third method of securing additional laboratory materials is through individual projects. A customer may plan a garment with the student who is to make it, buy all materials, and come to class for fittings. In this case, the work is done under the cooperation and supervision of both the teacher and the customer. The customer is charged at the recognized rate for apprentice work. The student girl doing the work receives the money using it as she sees fit, usually to buy material for a garment for herself.

Through the efforts of the vocational supervisor and teacher, many girls who start as part time employees have full time jobs waiting for them upon graduation. When opportunities for a job in some phase of the dressmaking trade arise a girl who has had training in the commercial stitchery class may be immediately transferred from the class to a shop or a store, thereby giving class credit for work experience.

After a girl has been placed, the teacher keeps in contact with the employer, checking on the girl's progress to see that she has adapted herself to the situation satisfactorily and is getting the necessary help and guidance from the employer.

Two students in this year's class have already been placed as part-time employees and will become full time workers as soon as school closes. Jane works for a sporting goods store operating a power machine which makes chenille letters and numbers on ball suits and robes. She also operates a monogramming machine. She uses original designs and color combinations thus enabling schools to place orders and feel that their suits are smart and

different. She is happy in her work and her employer is pleased and proud that he planned with the school the working out of this department for his shop. Sue is working as an assistant fitter and alterationist in one of the large department stores. Here she is able to use the fundamental principles of sewing learned at school thereby quickly making adjustments to shop situations. Her employers are so well pleased with her work that they have assured her of full time employment upon graduation and they have asked for additional girls from commercial stitchery for their drapery department. The combination of school and work experiences in Muskogee, Oklahoma came about because the vocational supervisor recognized that many girls did not go on to college and that many were thrust into a working world with no place for them, not because they lacked intelligence but because they lacked training.

Since time does not permit making a complete report regarding the close coordination of class and work experiences in this part of the trades and industrial program it is hoped that this brief statement of general purposes and these examples of student life will show the reader the overall purposes of this part of class work. It will be remembered that this report is an effort to plan the learning experiences in trades and industrial education in such a way that they could be carried on in the same physical setting as that of the program in homemaking. In order to understand wherein these two rather widely differing programs may join forces in the use of equipment it is necessary not only to review the type of work carried on by trades and industrial education but also that done by homemaking education.

HOMEMAKING EDUCATION

Homemaking today is education for personal, home and family life and is as much concerned with social development as with particular skills and the acquisition of knowledge. In application, this philosophy demonstrates the ways in which the economic technological and social advancements and changes may be adapted and applied to the improvement of the individual standard of living in each home. It considers, too, the many varieties of family life represented in America. The net result of such a program is gracious and effective living on the part of future homemakers. In expressing the warmth and hospitality of the ideal home in the classroom the community interests, cultures, traditions, aspirations and economic resources must be accurately interpreted and faithfully reproduced in each individual department. Therefore, in the home economics department of Muskogee, Central High School an attempt is made to provide learning experiences in all areas of responsibilities in the home. These experiences include the selection of food for the family; the selection, care and construction of clothing; the selection, furnishing and care of the home; the selection and use of home equipment; the maintenance of health; and the home care of the sick; consumer buying; the management of all material and human resources available; the maintenance of satisfactory family relationships and the application of the principles of art and science to the home.

One class period each day is used for individual and small group conferences. Through the use of the conference hour individual needs are discovered and plans and suggestions made for attacking problems. Students make adjustments in their home, school, and community life because of this

opportunity for quietly talking over the problems with an adult.

Home visits and other contacts with parents help establish friendly relationships with families and help secure a better understanding of home and community situations.

Home projects are learning experiences which are an important part of the total homemaking program. These are planned and carried out to promote individual growth and to develop a better understanding between home and school. It is desirable that these experiences parallel each year's work so the student may acquire more ability and skill in jobs involved in homemaking.

Activities in beginning clubs which are closely related to class work should not be overlooked for they too are valuable learning experiences. The Future Homemakers of America is a national organization for girls enrolled in homemaking. This club or organization provides opportunity for—the development of leadership ability among members through active participation in improving personal, home, school and community living and through participation in cooperative planning and group action, thereby, promoting fellowship and good will among youth. At the present time Muskogee Central High School has an active chapter of Future Homemakers. However, not all of the girls enrolled in home economics classes are members, but requests for membership next year indicate a rapidly growing interest in this type of school activity.

The homemaking education program in Muskogee Central High School is planned to meet the needs of two specific groups, the first of these is that of girls who desire a general background of practical training for use in their home, since many marry before or immediately after finishing high school. The second is for those who expect to become professional home economists and

must have preliminary training. Home economists have definitely made a place for themselves in industry, governmental service and education. The work of the professional home economist involves less competition with men because it is generally recognized to be women's work.

The work of the homemaking department varies greatly from that of the Trade and Industrial department, in that it attempts to help students with problems in all types of homemaking activities rather than to develop specific skill in any one area. Here all training is pointed toward the everyday problems being met in the home and not toward those found in commercial production. Class work tends to be broader in scope and more generalized in nature. Some recognition is given to home work but no class credit is allowed for home learning experiences. Another outstanding difference is that homemaking education attempts to incorporate and integrate a study of several phases of homemaking activity within a single year of school work, giving students as broad a view as possible of what homemaking really is. True, this is sometimes done in Trade and Industrial Education but it is not repeated year after year, with each year planned to give the student a better understanding of the whole homemaking process. Instead Trades and Industrial education helps the student to choose a specific area of training and encourages him to develop the special skills needed. Homemaking education helps the student also in the development of skills, but in the development of many general skills rather than a few specialized ones. Understanding is emphasized with the hope that it will create sufficient interest and initiative for the individual to continue his study and practice after leaving school. Four years of homemaking education above the Junior High School are offered in Muskogee Central High School beginning with Homemaking I and continuing

through Homemaking IV. Since the trade and industrial class in commercial stitchery is based upon at least two years of general homemaking education all students take Homemaking I and II before any differentiation is made in the class work of the two educational programs. The reader will remember that the work of the Commercial Stitchery class has already been described, but Homemaking III and IV for girls interested in becoming homemakers is different. Here students in their two last years of high school work study family relationships, maternity and infant care, consumer buying, interior decoration, house planning, food preservation, meal planning, and table service and nutrition for the family.

The coordinating of the interests of two educational programs is not a simple task, however, it is made easier where the major teacher involved has had training and experience in both programs and has the support of all co-workers and administrators. True, the changes made in educational programs as well as those in the physical environment must necessarily be slow and must be planned with care, making sure that all needs and interests are included.

The remainder of this report is concerned with the results of a survey of the needs and interests of the students, the school, and community as determined through the use of check sheets.

A DESCRIPTIVE ANALYSIS OF THE WORKING SITUATION

Educational or teaching programs must go on even on the basis of inadequate information. The department operated as previously described in 1948-49, nevertheless the teachers involved were fully aware that they were operating on best hunches and that much more detailed information needed to be assured before any further plans could be made. This paper deals largely with types and kinds of information secured about the school, community and students which have a definite bearing upon the educational program followed in home economics, in Central High School, Muskogee, Oklahoma.

Much information was secured locally from the school administration, former teachers, business men, key people in the community, students and friends who understood the local situation. This information was secured through special interviews, conferences, home visits and class work. More information was gathered during summer school sessions through home economics education classes; special conferences with leading home economists, other key people on the Oklahoma A. & M. Campus; and specialists from the state department of Trades and Industrial Education and Vocational Homemaking Education.

From the information gathered regarding educational programs and procedures it seemed necessary that the department be completely renovated and new teaching processes initiated. Because at the time the department was built home economists believed in teacher dominated classes in which individual students did the same thing at the same time thereby requiring much individual equipment. Now they attack larger and more all inclusive problems from several angles, and doing so put a premium on group work. For example in an organized

clothing class one may find one group of girls selecting most suitable colors, another group studying style trends and selecting patterns, probably another group experimenting with and collecting information on fabrics. All of this requires extra equipment not found in older departments. The information secured also pointed out the fact that to meet the needs of students in Muskogee Central High School, plans should be made for a joint program of vocational homemaking and the commercial stitchery class in trades and industrial education.

As previously mentioned, there is close correlation between the two programs, even though the same instructors ordinarily do not work in both. The major differences in the two departments comes in the learning experiences provided students in the upper classes. In Muskogee Central High School Commercial Stitchery class the skills in clothing construction and related information needed in the trade is emphasized, while Homemaking Education tries to give information and understanding regarding the whole process of homemaking. However until real interest in further study is shown both programs are identical. Yet preceding the time the writer started this thesis little effort had been made to analyze the two programs and to plan for both their integration and their differentiation. Realizing this condition existed the writer set to work to secure information regarding student needs from students, mothers, and business people. In order to find what students in both the homemaking programs thought they needed to know about clothing construction 160 high school girls in Muskogee Central High School were asked to check a list of sewing processes commonly used and to indicate in what grade they thought each should be taught. Personal opinion may or may not be a reliable source of information to be used in curriculum planning but it was hoped that it would be an indication of the students' ability and interest. Only 148 of the check sheets on clothing construction processes

distributed were returned. A summary of the responses made by these girls will be found in Table I, page²⁷; and 28.

The reader will note that responses were made regarding a six year home-making education program as well as a commercial stitchery class. Students were asked to say they didn't know rather than leave spaces blank. Since there is a wide variation in ability indicated in the construction processes listed these responses will be discussed as the work of lower and upper groups. The lower group includes grades seven and eight and Homemaking I, while the upper group includes Homemaking II, III, IV and the Commercial Stitchery classes.

An analysis of the table reveals that the commonly used simple and easy-to-make stitches were almost all placed on the lower level and it is probable that most of these were first made while students were still in junior high school. Students placed the more difficult stitches in the work of the upper group and that of the Commercial Stitchery class. This recognition of difficulty is shown in the responses made regarding pockets. The simple patch pocket was checked by 104 girls in the lower group and by 44 girls as belonging in the upper group. This is a ratio of 70.27% of the students checking patch pockets as belonging on the lower level of achievement to 29.7% placing them in the upper or more difficult group. The side seam pocket was checked by 26 students as belonging in the lower group (16.5%) while 122 placed it in the upper group (82.1%). The bound pocket was placed in the lower group by only six girls while 116 placed it in the upper group. Ten girls thought it too difficult for high school girls and 16 said they didn't know where it belonged. This was only 4% of the students placing the bound pocket in lower class work but 78.7% of the girls placed it in the work of upper classes. Twenty-three thought it too difficult for high school girls and 12 didn't know. Judging

TABLE I

 OPINIONS OF 148 HIGH SCHOOL GIRLS REGARDING GRADE
 PLACEMENT OF SEWING PROCESSES

PROCESSES	NUMBER OF RESPONSES								SUGGESTIONS OR REMARKS
	7th Grade	8th Grade	Homemaking I	Homemaking II	Homemaking III	Homemaking IV	Com. Stitchery	Too Difficult for High School Girls	
Even Basting	65	40	30	13	-	-	-	-	
Uneven Basting	65	32	18	23	-	-	10	-	
Diagonal Basting	-	-	-	14	18	40	66	-	10 (Didn't Know)
Slip-Stitch Basting	-	-	-	14	18	40	56	-	20 (Didn't Know)
Running Stitch	65	40	26	18	-	-	-	-	
Backstitch	50	36	36	10	18	-	4	-	
Overhanding	2	4	10	28	30	18	56	-	
Whipping Stitch	50	30	36	10	8	-	14	-	
Slip-Stitch	2	5	9	29	18	29	56	-	
Catch Stitch	20	30	40	30	4	2	22	-	
Cross Stitch	19	26	28	14	11	10	40	-	
Chain Stitch	20	25	45	29	3	-	16	-	
Blanket Stitch	20	25	45	20	3	-	16	-	
Feather Stitch	20	25	45	29	3	-	16	-	
Lazy Daisy Stitch	20	25	45	29	3	-	16	-	
Satin Stitch	-	15	40	27	18	12	36	-	
Wheat Stitch	-	2	6	30	30	40	42	-	
French Knots	20	25	45	29	1	1	17	-	
Single Hem Stitching	2	6	18	23	31	20	48	-	
Smocking	-	-	2	10	30	18	58	-	20 (Didn't Know)
Crocheting	6	28	48	35	6	-	23	-	
Knitting	-	18	28	60	22	-	30	-	
Tatting	2	6	10	22	30	35	-	-	
Plain Seam	56	54	20	7	6	5	-	-	
Overcast Seam	50	30	36	10	18	4	-	-	
Pinked Seam	21	23	40	25	4	-	23	-	
Plain Seam, stitched edges	4	10	20	48	30	15	21	-	
Seam Bound Edges	-	-	-	25	43	32	48	-	
French Seam	2	5	19	24	30	20	48	-	
Flat Fell Seam	2	8	20	30	50	10	28	-	
Welt Seam	-	-	-	4	15	40	53	18	18 (Didn't Know)
Curved Seams	-	-	10	16	30	18	52	-	22 (Didn't Know)
Lapped or Tuck Seam	-	-	-	-	14	35	79	12	8 (Didn't Know)
Gathering	20	30	40	30	4	2	22	-	

TABLE I
cont.OPINIONS OF 148 HIGH SCHOOL GIRLS REGARDING GRADE
PLACEMENT OF SEWING PROCESSES

PROCESSES	NUMBER OF RESPONSES								SUGGESTIONS OR REMARKS
	7th Grade	8th Grade	Homemaking I	Homemaking II	Homemaking III	Homemaking IV	Com. Stitchery	Too Difficult for High School Girls	
Shirring (Attachment)	2	6	18	23	31	20	48	-	
Ruffling (Attachment)	3	5	17	24	31	20	48	-	
Bias Facing	20	30	69	20	9	-	-	-	
Shaped Facings	-	-	16	24	30	56	22	-	
Bias Binding	6	28	48	35	6	-	25	-	
Tailored Collar	-	6	14	46	30	6	46	-	
Detachable Collar	-	-	-	16	58	33	41	-	
Shirt Collar	-	-	6	8	30	38	40	10	6 (Didn't Know)
Patch Pocket	33	42	29	14	12	8	10	-	
Bound Pocket	-	-	6	8	30	38	40	10	5 (Didn't Know)
Side Seam Pocket	2	6	18	23	31	20	48	-	
Flap Pocket	-	-	-	3	26	31	53	23	2 (Didn't Know)
Improved Dress Placket	6	10	48	45	19	-	20	-	
Faced Placket	2	5	19	24	30	20	48	-	
Continuous Placket	2	8	20	30	50	10	28	-	
Hemmed Placket	23	32	39	14	21	9	10	-	
Slide Fastener	2	8	30	20	50	10	28	-	
Hook and Eyes	20	25	45	29	12	-	17	-	
Snap Fastener	20	25	45	29	12	-	17	-	
Buttons	20	25	45	29	12	-	17	-	
Hand-Worked Buttonholes	2	6	18	23	31	20	48	-	
Machine Buttonholes	-	5	20	46	30	6	41	-	
Bound Buttonholes	-	-	-	16	58	43	31	-	
Turning Skirt Hem	20	25	45	29	12	-	17	-	
Machine-Stitched Hem	16	29	40	20	16	-	27	-	
Hem with seam binding	-	-	16	18	30	48	36	-	
Circular Hem	-	4	19	24	30	46	25	-	
Hem Facing	2	4	17	22	32	41	30	-	
Making Darts	6	10	18	48	35	11	20	-	
Pleating	-	-	10	16	30	28	52	-	2 (Didn't Know)
Making and Attaching Linings	-	-	-	14	30	38	50	6	10 (Didn't Know)
Darning	12	16	20	41	33	-	26	-	
Patching	12	14	22	41	33	-	26	-	

from the number of students responding on each of these items it looks as if 70% of the 148 girls believe that the patch pocket is simple and that it should be learned first while they think the side seam pocket is more difficult and should be next in order, placing the bound pocket last. The flap pocket according to their responses should be left to the more advanced group of students if ever made in high school. Further study of the data in this table points out the fact that these girls have made their placement of clothing construction in the order of its difficulty. When check sheets of the 24 students in the commercial stitchery class were tabulated separately it was found that their responses on processes checked as belonging in the lower group and in Homemaking II were similar to the responses of students in the homemaking classes. But when these girls in commercial stitchery checked the more difficult processes they tended to place them in their own advanced class. All but 4 of these girls placed all difficult processes in the commercial stitchery class. The fact that they eliminated none of the processes listed seems to indicate that they felt they should learn all that was possible about the trade.

The 160 girls were also asked to check a list of articles and garments and to indicate at what instructional level they thought each should be taught. Their responses were then studied and tabulated as shown by Table II, page³⁰. An analysis of this table shows that these students were thinking of an orderly logical sequence of subject matter. In general the articles and garments were checked in such a way that they indicated the use of progressively more difficult construction processes. This can be shown by selecting garments with sewing problems known to be increasing in difficulty and studying how students checked them.

TABLE II

SUMMARY OF GRADE PLACEMENT OF ARTICLES AND GARMENTS
CHECKED BY 148 HIGH SCHOOL STUDENTS

ARTICLES AND GARMENTS	NUMBER OF RESPONSES								SUGGESTIONS OR REMARKS
	7th Grade	8th Grade	Homemaking I	Homemaking II	Homemaking III	Homemaking IV	Com. Stitchery	Too Difficult for High School Girls	
Pot Holders	50	30	36	10	18	-	4	-	
Hand Towels	20	40	50	38	-	-	-	-	
Tea Towels	78	26	37	17	-	-	-	-	
Table Cloth	-	-	16	20	30	25	53	-	10 (Didn't Know)
Lunch Cloth	-	10	16	24	40	30	28	-	
Napkins	-	10	16	24	40	30	28	-	
Scarfs (Household)	6	14	18	23	29	39	19	-	
Laundry Bags	4	32	38	7	17	2	4	-	
Pillow Cases	-	15	25	30	40	28	10	-	
Sheets	-	11	12	28	34	63	-	-	
Plain Curtains	50	24	43	4	-	-	27	-	
Ruffled Curtains	-	-	7	23	28	30	60	-	
Drapes	-	-	-	-	23	40	80	5	
Head Scarfs	60	43	25	16	4	-	-	-	
Handkerchiefs	33	42	29	14	12	9	9	-	
Beanies	-	2	6	10	22	30	35	23	20 (Didn't Know)
Aprons	60	73	5	-	-	-	10	-	
Pinafores	42	61	30	10	-	-	5	-	
Halters	67	54	20	7	-	-	-	-	
Slips	20	30	40	30	4	2	22	-	
Gowns	19	26	18	14	3	1	67	-	
Dickies	23	42	30	16	2	-	15	-	20 (Didn't Know)
Housecoat	-	6	14	46	30	6	46	-	
Robes (Bath)	-	4	10	30	40	10	36	-	18 (Didn't Know)
Brunch Coat	-	-	12	36	30	14	56	-	
Simple Dress (Easy placket probably no sleeves, bias facings)	6	28	63	45	6	-	-	-	
Party Dress (Formals or dinner dress)	-	-	-	-	52	61	35	-	
Two Piece Dress (Bound button-holes, difficult pockets)	-	-	10	29	56	12	41	-	

TABLE II
cont.SUMMARY OF GRADE PLACEMENT OF ARTICLES AND GARMENTS
CHECKED BY 148 HIGH SCHOOL STUDENTS

ARTICLES AND GARMENTS	NUMBER OF RESPONSES								SUGGESTIONS OR REMARKS
	7th Grade	8th Grade	Home- making I	Home- making II	Home- making III	Home- making IV	Com. Stitchery	Too Difficult for High School Girls	
Dress, (Set in sleeve, darts, and pleats, attach blouse and skirt, zipper, fitted facings)	-	18	18	60	34	8	10	-	
Baby Clothes (Dress, gown, bands, slip)	-	-	-	-	14	35	79	-	20 (Didn't Know)
Tots Dresses	-	-	3	6	30	43	66	-	
Dirndl or gathered skirt (Hemmed placket)	53	41	47	6	1	-	-	-	
Gored Skirt (Zipper placket)	20	30	69	29	-	-	-	-	
Simple Blouse	53	41	47	6	1	-	-	-	
Tailored Blouse	20	30	69	29	-	-	-	-	
Dress or date blouse	2	6	18	23	31	20	48	-	
Shirts	-	-	4	14	18	43	34	27	10 (Didn't Know)
Shorts	-	-	15	38	48	30	27	-	
Pedal Pushers	-	-	10	31	50	30	37	-	
Slacks	-	-	-	14	30	30	62	-	12 (Didn't Know)
Pajamas	-	20	30	60	10	-	28	-	
Jackets	-	-	6	8	30	38	40	10	16 (Didn't Know)
Coat or Topper	-	-	-	3	26	31	53	23	12 (Didn't Know)
Dressmaker Suit (lining)	-	-	-	-	20	43	51	20	14 (Didn't Know)
Tailored Suit	-	-	-	-	10	20	43	55	20 (Didn't Know)

One finds that;

Aprons were checked by 133 of the 148 girls as belonging in the seventh and eighth grades.

A simple dress was placed by 108 girls in the ninth and tenth grades.

A dress which had set in sleeves and a zipper was listed by 90 students as work belonging to the tenth and eleventh grades.

However the two piece dress was considered by 119 girls as part of the eleventh and twelfth grades and the commercial stitchery class.

Similarly 149 girls considered the party dress as belonging in the eleventh and twelfth grades and the commercial stitchery class.

Further study of this table shows that these high school girls placed more items in the middle grades. This however is in keeping with the ideas home economics teachers have regarding the problem which should be included in clothing classes. They believe that students naturally progress slowly in the development of skills and that new learning experiences introduced to beginners should be few in number and less difficult than those introduced later. However, they also believe that the upper classman is interested in and capable of attacking much more difficult problems and that these likely will take longer and therefore be fewer in number than those for the beginner.

The information gained from students through the two check sheets was not sufficient so 100 of the mothers concerned were also asked to check the list of articles and garments indicating the grade placement they thought best. Sixty-six mothers responded. Four of the mothers wrote notes saying they didn't know enough about sewing to express an intelligent opinion and asked to be excused. A summary of the responses made by these mothers will be found in Table III, page 33, and 34.

The reader will note that the information secured from the students and

TABLE III

 OPINIONS EXPRESSED BY 66 MOTHERS ON GRADE PLACEMENT
 OF ARTICLES AND GARMENTS

ARTICLES AND GARMENTS	NUMBER OF RESPONSES								SUGGESTIONS OR REMARKS
	7th Grade	8th Grade	Homemaking I	Homemaking II	Homemaking III	Homemaking IV	Com. Stitchery	Too Difficult for High School Girls	
Pot Holders	30	22	10	4	-	-	-	-	
Hand Towels	15	15	14	12	-	-	-	10	
Tea Towels	50	10	6	-	-	-	-	-	
Table Cloth	-	-	10	14	22	10	10	-	
Lunch Cloth	4	6	10	12	14	10	10	-	
Napkins	-	-	10	14	22	10	10	-	
Scarfs (Household)	13	14	21	18	-	-	-	-	
Laundry Bags	25	20	14	7	-	-	-	-	
Pillow Cases	-	6	12	25	12	-	11	-	
Sheets	-	3	12	25	12	4	10	-	
Plain Curtains	23	22	14	7	-	-	-	-	
Ruffled Curtains	-	-	-	18	25	12	11	-	
Drapes	-	-	-	-	14	20	22	10	
Head Scarfs	25	20	18	3	-	-	-	-	
Handkerchiefs	25	18	18	15	-	-	-	-	
Beanies	-	-	14	12	15	10	5	-	10 (Didn't Know)
Aprons	30	21	15	-	-	-	-	-	
Pinafores	10	15	18	16	7	-	-	-	
Halters	31	23	12	-	-	-	-	-	
Slips	2	8	11	25	-	-	20	-	
Gowns	6	8	9	12	12	10	9	-	
Dickies	20	15	14	10	7	-	-	-	
Housecoat	-	-	10	15	17	11	13	-	
Robes (Bath)	-	-	-	-	20	16	30	-	
Brunch Coat	-	5	5	12	15	11	18	-	
Simple Dress (Easy placket probably no sleeves bias binding facings)	-	10	15	18	13	-	10	-	
Dress (Set in sleeve, darts, and pleats, attach blouse and skirt, zipper, fitted facings)	-	9	16	20	10	-	11	-	
Party Dress	-	-	-	-	-	-	-	-	
Formals or dinner dress	-	-	2	6	13	20	25	-	

TABLE III
cont.OPINIONS EXPRESSED BY 66 MOTHERS ON GRADE PLACEMENT OF
ARTICLES AND GARMENTS

ARTICLES AND GARMENTS	NUMBER OF RESPONSES								SUGGESTIONS OR REMARKS
	7th Grade	8th Grade	Home- making I	Home- making II	Home- making III	Home- making IV	Com. Stitchery	Too Difficult for High School Girls	
Two Piece Dress, (Bound buttonholes, difficult pockets)	-	-	6	21	20	10	9	-	
Baby Clothes (Dress gown, bands, slip)	-	-	-	-	14	16	25	11	
Tots Dresses	-	-	4	9	16	16	21	-	
Dirndl or gathered skirt (Hemmed Placket)	22	16	15	13	-	-	-	-	
Gored Skirt (Zipper pockets)	16	20	15	15	-	-	-	-	
Simple Blouse	25	20	14	7	-	-	-	-	
Tailored Blouse	10	15	18	16	7	-	-	-	
Dress or date blouse	-	-	14	12	15	10	18	-	
Shirts	-	-	3	9	10	12	15	17	
Shorts	4	6	10	12	14	10	10	-	
Pedal Pushers	2	6	12	12	14	9	11	-	
Slacks	8	10	14	14	8	12	-	-	
Pajamas	4	6	10	12	14	8	12	-	
Jackets	-	-	-	4	6	10	14	15	17 (Didn't Know)
Coat or Topper	-	-	-	2	5	6	15	20	18 (Didn't Know)
Dressmaker Suit (Lining)	-	-	-	3	4	6	20	25	8 (Didn't Know)
Tailored Suit	-	-	-	2	3	6	22	27	6 (Didn't Know)
Three-Piece Suit	-	-	-	2	3	6	21	28	6 (Didn't Know)

from the parents was similar on such garments as aprons, dirndl skirts and simple blouses. Many of the mothers felt that the more difficult and expensive garments and household articles were too difficult and expensive for high school girls. This is evident in the way in which tailored suits, jackets, toppers, suits, and coats with linings were checked. Some exceptions however were made by the mothers of girls taking commercial stitchery for the second or third year. They evidently wanted their daughters to learn all they could about clothing construction. These mothers may have realized that their daughters likely would not have the opportunity for further study after high school and were eager for them to get as many learning experiences as possible while still in school.

Since parents and students likely do not know all the experiences that a girl will need to have before starting her career in the dressmaking fields the writer felt it best to get the advice and opinions of those in business. Fifty business women, in sewing or related fields, were contacted by girls in the commercial stitchery class and asked to check the list of clothing construction processes referred to earlier and to make suggestions regarding the kinds of information needed by a business woman in this area. The following is a list showing the number of women contacted and the fields of specialization represented.

- 15 Alterationists and fitters
 - 1 Assistant home demonstration agent
 - 1 Awningshop seamstress
 - 2 Buyers in piece goods and pattern departments
 - 3 Buyers in ready to wear departments
 - 3 Curtain shop seamstresses
 - 6 Custom dressmakers
 - 1 Home demonstration agent
 - 4 Home economics teachers in Muskogee schools
 - 1 Home economist for Oklahoma Gas and Electric Company
 - 1 Home economist for Oklahoma Natural Gas Company

- 1 Monogramming operator
- 3 Pattern and notion counter clerks
- 2 Professional dressmakers
- 3 Sewing speciality shop seamstresses
- 1 Sewing machine shop sewing instructor
- 2 Upholstering shop seamstresses

A summary of the processes checked by business women will be found in Table IV, page 37. A study of this table shows that these women placed 21 of the 67 processes listed in the seventh grade. While they checked 22 of the more difficult ones as needing to be learned in the commercial stitchery class. One does not know why these specialists, most of whom were engaged in some form of commercial activity, placed approximately one-third of the list of clothing construction processes in the beginning year and one-third in the more advanced classes, leaving the introduction of the other third for the middle classes. Their responses did not suggest as even a distribution of class work through the different school years as did those made by the students and their mothers. It may be that business women have done some of these processes so many times that they do not realize the difficulty a beginner might have. One lady expressed the belief that the student should learn the fundamental processes early and by intelligent practice become skilled in them before attacking difficult problems. Another suggested that after learning to do a process a girl should practice until she became skilled before attempting another more difficult problem.

When the suggestions made to the girls in high school regarding information needed by business women were carefully reviewed and summarized it was found that they fell into rather general groupings.

These were as follows:

TABLE IV

 GRADE PLACEMENT OF SEWING PROCESSES FOR SECONDARY
 STUDENTS MADE BY 50 BUSINESS WOMEN

PROCESSES	NUMBER OF RESPONSES								SUGGESTIONS OR REMARKS
	7th Grade	8th Grade	Home- making I	Home- making II	Home- making III	Home- making IV	Com. Stitchery	Too Difficult for High School Girls	
Even Basting	21	8	4	6	-	-	11	-	
Uneven Basting	21	11	4	3	-	-	11	-	
Diagonal Basting	-	-	-	3	7	16	24	-	
Slip-Stitch Basting	-	-	-	2	3	7	18	-	
Running Stitch	22	10	7	20	1	-	8	-	
Backstitch	21	12	4	2	-	-	-	-	
Overhanding	22	8	5	4	1	-	10	-	
Whipping Stitch	19	12	7	3	-	-	9	10	
Slip-Stitch	18	17	6	3	-	-	-	-	5 (Didn't Know)
Catch-Stitch	31	12	4	3	-	-	-	-	
Cross-Stitch	31	12	4	3	-	-	-	-	
Chain-Stitch	31	12	4	3	-	-	-	-	
Blanket-Stitch	22	11	9	8	-	-	-	-	
Feather-Stitch	28	12	8	2	-	-	-	-	
Lazy Daisy Stitch	26	12	8	4	-	-	-	-	
Satin Stitch	2	4	5	6	4	4	25	-	
Wheat Stitch	2	4	6	5	3	3	17	-	10 (Didn't Know)
French Knots	22	12	4	2	-	-	10	-	
Single Hemstitching	2	4	10	6	10	4	14	-	
Smocking	22	5	8	3	2	-	-	-	
Crocheting	17	6	23	4	-	-	-	-	
Knitting	8	6	12	3	-	-	21	-	
Tatting	2	4	6	5	3	3	17	-	10 (Didn't Know)
Plain Seam	20	13	17	-	-	-	-	-	
Overcast Seam	20	12	7	8	3	-	-	-	
Pinked Seam	20	12	7	8	3	-	-	-	
Plain seam, stitched edges	2	8	7	10	2	-	21	-	
Seam Bound Edges	-	-	-	3	7	10	29	-	
French Seam	2	8	6	21	2	-	-	-	
Flat Fell Seam	17	12	18	3	-	-	-	-	
Welt Seam	-	-	-	2	5	6	18	10	17 (Didn't Know)
Curved Seams	7	8	9	12	-	-	14	-	
Lapped or Tuck Seam	-	-	-	-	5	5	20	7	7 (Didn't Know)
Gathering	2	5	5	5	3	8	22	-	

TABLE IV
cont.GRADE PLACEMENT OF SEWING PROCESSES FOR SECONDARY
STUDENTS MADE BY 50 BUSINESS WOMEN

PROCESSES	NUMBER OF RESPONSES								SUGGESTIONS OR REMARKS
	7th Grade	8th Grade	Home- making I	Home- making II	Home- making III	Home- making IV	Com. Stitchery	Too Difficult for High School Girls	
Shirring (Attachment)	-	-	-	3	4	6	20	8	9 (Didn't Know)
Ruffling (Attachment)	-	-	-	3	6	8	14	8	10 (Didn't Know)
Bias Facing	10	9	3	4	8	-	16	-	
Shaped Facings	-	1	6	8	10	11	14	-	
Bias Binding	11	2	5	5	7	8	12	-	
Tailored Collar	8	5	22	3	1	-	4	-	
Detachable Collar	-	-	6	7	12	-	15	-	10 (Didn't Know)
Shirt Collar	-	-	-	5	10	11	24	-	
Patch Pocket	32	10	5	3	-	-	-	-	
Bound Pocket	-	-	-	-	8	9	12	10	11 (Didn't Know)
Side Seam Pocket	-	-	3	7	9	10	21	-	
Flap Pocket	-	-	-	4	10	11	24	-	1 (Didn't Know)
Improved Dress Placket	-	-	-	3	5	6	20	-	16 (Didn't Know)
Faced Placket	8	13	12	17	-	-	-	-	
Continuous Placket	7	12	10	-	8	2	11	-	
Hemmed Placket	22	18	5	5	-	-	-	-	
Slide Fastener	2	4	4	6	15	4	15	-	
Hooks and Eyes	20	12	16	2	-	-	-	-	
Snap Fasteners	20	27	17	1	-	-	-	-	
Buttons	20	12	16	2	-	-	-	-	
Hand-Worked Buttonholes	2	6	8	10	11	2	11	-	
Machine Buttonholes	-	-	-	9	7	12	22	-	
Bound Buttonholes	-	-	-	-	5	14	21	10	
Turning Skirt Hem	2	6	8	10	11	2	11	-	
Machine Stitched Hem	10	11	10	11	8	-	-	-	
Hem with Seam Binding	-	-	3	6	8	10	23	-	
Circular Hem	-	-	-	3	10	12	25	-	
Hem Facing	-	-	2	6	8	11	23	-	
Making Darts	3	4	6	6	6	6	19	-	
Pleating	-	-	-	-	7	12	25	6	
Tucking	-	-	-	-	6	7	20	17	
Making and Attaching Linings	-	-	-	-	2	6	10	21	11 (Didn't Know)

SUMMARIZED STATEMENTS	NUMBER OF WOMEN ANSWERING
Altering men's clothes as well as general sewing	2
Business like attitude when working	4
Take instructions cheerfully	4
Accurateness in cutting and stitching	6
Time belongs to employer	6
Business success is based upon courtesy	8
Fundamental sewing processes and technical name of each	9
Speak correctly	10
Promptness is important	13
Ability to cooperate with fellow workers	18
Dress appropriately and safely	18

The statements made seem to indicate that business women think young people who are preparing to enter the several needle trade occupations should have training not only in the sewing skills, art, science, mathematics, health, and other related fields, but should develop those habits and attitudes necessary to living and working with others. They also seem to believe that each individual should be taught to enjoy as much freedom, success and importance as his abilities and personality permit.

The data in the above charts seems to indicate that in teaching clothing careful consideration should be given to the content, the grade placement, and the logical sequence of difficulty of the problems presented so that class work will interest and challenge students by providing new learning experiences. From the suggestions made the following clothing construction processes should be taught in the seventh and eighth grades.

Basting; even and uneven
Stitches; running, back, outline, whipping, blanket
Seams; plain, overcast
Hems; straight

Gathering: machine
 Placket: hemmed
 Pocket: patch
 Fasteners: snaps, hooks and eyes

When this list of construction processes is compared with the articles and garments suggested for the seventh and eighth grades one finds that they are similar because the processes named are the ones actually used in making the articles and garments listed.

Pot holders
 Tea towels
 Laundry bags
 Plain curtains
 Head scarf
 Handkerchief
 Aprons
 Pinafores
 Dirndl skirt
 Simple blouse

Slightly more difficult clothing construction processes were listed for Homemaking I. They include such things as:

Stitches: catch, chain, blanket, feather, lazy daisy
 Seams: pinked
 Facing: bias
 Placket: improved dress
 Hems: machine stitched, evening and turning

These processes plus the ones listed as belonging in the seventh and eighth grade work are these needed for the list of articles and garments for

Homemaking I.

Hand towels
 Luncheon cloth
 Plain dress
 Pinafore
 Plain gored skirt

Here again students, mothers and business women show consistency in their

checking of processes with their listing of articles and garments to be made. The reader will notice that several processes were checked by approximately the same number of persons as belonging in Homemaking I and II.

Those listed for Homemaking II include:

Stitches:	slip, overhanding, satin, wheat and french knots
Seams:	plain seam with stitched edges
Facings:	fitted
Placket:	zipper
Collar:	tailored
Fasteners:	hand worked buttonholes, buttons, machine worked buttonholes
Mending:	darning and patching

The corresponding articles and garments for Homemaking II suggested by the two groups of persons checking these lists are:

Pillow cases
 Dress (set in sleeve, zipper, fitted facings)
 Housecoat
 Brunch coat
 Gown

There seemingly is a greater divergence of opinion regarding the placement of the more difficult construction processes. This may have been because there was no significant range of difficulty in these processes or the persons checking may have been influenced by their own ability or by style trends. Whatever the cause there still seems to be a few construction processes which fall in Homemaking III

Stitches:	hemstitching, crocheting
Seams:	curved, flat fell
Hems:	curcular hem easing in fullness and using hem tape
Collar:	round, detachable
Fastener:	bound buttonholes
Adding fullness by:	pleating, tucking, shirring

Here too, garments and articles suggested for Homemaking III are consistent with the clothing construction processes listed for this level.

They are:

Table cloth and napkins
Two piece dress
Pajamas, slacks, pedal pushers
Tailored dress with bound buttonholes

As was expected fewer new construction processes and more difficult articles and garments were suggested for Homemaking IV. These responses from the persons contacted substantiated the belief of the teacher that much consideration should be given in this class to style trends, good materials, figure problems and correct fitting. The processes suggested were:

Stitches:	smocking, knitting
Seam:	bound
Use of Attachments:	hemmer, gatherer, tucker
Linings:	making and attaching

In Homemaking IV as in earlier classes the articles and garments suggested were in keeping with the processes needed for their construction; and like Homemaking III few different articles and garments were checked as belonging in this year. They were:

Ruffled curtains
Tailored dress
Plain tailored suit
Party dress

The suggestions made for commercial stitchery class indicate that the people contacted believe that all the clothing construction processes mentioned should be learned beginning with the simple easy to make garments and progressing to the more difficult. The content for clothing construction in vocational homemaking education and trades and industrial education is similar

but the differences are in the kind and amount of laboratory learning experiences provided. Through training stations and the assembly line method of teaching, many processes are learned by individuals in the commercial stitchery class before they start constructing garments. While in homemaking education students work together in discussion groups and laboratory experiences making their garments as they learn the construction processes. Homemaking students are then expected to develop skill in doing the things learned at school through home practice and planned home projects since sufficient equipment cannot be had in the department for all the learning experiences needed for either group of students. The commercial stitchery students get their specific skills through actual laboratory practice and in training on the job where power machinery is used; while homemaking students secure their more general skills through home practice.

Opinions of high school girls, mothers and business women substantiate the belief the writer has regarding the sequence and grade placement of clothing construction problems and is in keeping with statements made by a number of prominent educators. Educators are agreed that student interest is promoted when the individual is challenged by progressively more difficult learning situations.

Personal experience for the last two years leads the writer to believe that the commercial stitchery class of the Trade and Industrial Education program and the Vocational Homemaking Education classes can be carried on using the same school equipment and that each is definitely needed in Muskogee Central High School. She is also convinced that trades and industrial classes could and should be offered in other phases in home economics.

In the effort to change the arrangement and equipment of the department to meet the needs of both the students in homemaking education and those in trade and industrial education considerable headway has been made this year. The foods laboratory has been changed from one with open gas burners on top of out dated tables with worn and inadequate individual equipment to a bright cheerful room equipped with three kitchens with their home like serving centers and a reading center. Modern family sized equipment has been installed where students may prepare and serve family sized meals. True, this laboratory is not equipped with institutional equipment and students are limited in their opportunity to learn to be institutional cooks and waitresses. But here, as in the clothing work, in-school class work could be supplemented with out-of-school work experiences which would provide the type of learning situations desired. The contrast between the old foods laboratory and the remodeled one can be seen by referring to before and after photographs on pages 7-11. Changes in the usage of departmental floor space can also be observed by comparing drawings which show the departmental floor plan as it was in 1947 and as the school expects to have it in 1951. The reader will note that one large clothing laboratory with a fitting room and two closets has been made from two ordinary class rooms. The fitting room and closets were placed to form a hall which has openings into the kitchen, clothing laboratory, the living-dining room and the main corridor of the building. This hallway was needed to provide passage-way into the kitchen which had formerly been cut off by another classroom. A door was made through a partition of another regular class room connecting it with the hall in the home economics department. This room will be the dining-living room. The back room that previously was used as a junk room has been

cleared, painted and made into an activity room. Here students may work on special projects such as refinishing and reupholstering furniture; making door hangings, drapes and curtains; and making costumes. New lights will be put in the entire department because the lights in the department were tested and it was found that they were furnishing less than 50% of the light needed. The hall between the kitchen and activity room will be painted, have a linoleum floor covering laid and will be made into a laundry and storage unit. Other improvements to be added in the next two or three years are a floor covering for the foods laboratory; new small equipment; also living-dining room furniture and floor coverings. The reader will note that these improvements are to be made within a five year period. The reader will also note that these changes largely serve the work of the beginning year and the regular homemaking education program. No effort has as yet been made to make any room into a true trade and industrial laboratory, and that many trade and industrial laboratory experiences using power machinery if provided for students will still need to be field work experiences. Otherwise power equipment must be provided in the school. Work experiences probably are much less expensive than power equipment, however they do require much supervision and more time on the part of the teacher. However where enrollment is still small supervised work experiences seemed to be the most plausible in light of all other expenses of a public school system. Nevertheless counseling and guidance are necessary for trade and industrial students, if any evaluation of student progress is made.

CONCLUSION

From this study and personal experience in the department the writer feels that the Trades and Industrial Education and Vocational Homemaking Education programs can be carried on simultaneously using the same school equipment and that each is definitely needed in Muskogee Central High School. The homemaking education classes and the trade and industrial class now offered have many similarities and are carried on alike through junior high school and Homemaking I and II. Training that far can be the foundation for either program. The differentiation begins when the student enrolls in advanced classes. Students who desire a general background of practical training for youths in their homes, or those who expect to become professional home economists can continue in the vocational homemaking program, while those expecting to earn may enroll in the trade and industrial class.

To further the Trades and Industrial Education program in the commercial stitchery class the following ideas are to be tried; better organize and plan the work experience training program; create a representative advisory committee; be alert for new ideas and methods in teaching the trade; continue to work with business people and know the local needs in order to help in the placement of students.

Plans to improve skills through time and management studies are being made. The use of moving pictures as a teaching device along with other new visual aids will be a real asset in both programs.

As long as the in-school training is the same, plans for classwork and the equipment used can be identical and a high school can buy the necessary equipment at a reasonable cost. This likely will be true for all areas of home economics as it is for clothing construction. However where the trade

and industrial education program places emphasis upon the development of specific skills and the vocational homemaking program emphasizes the development of attitudes and general understanding, therefore the programs must be separated in part if not entirely. Small schools likely cannot afford the expensive equipment needed for training women in business. They can profit by keeping their in-school class work general, differentiating between the two educational programs through the out-of-school class experiences provided. Here closely supervised work experiences can meet the major needs of students in the Trade and Industrial Education program while planned home projects are sufficient out of class learning experiences for students in Vocational Homemaking classes.

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