

A SURVEY OF HOME ECONOMICS TEACHERS IN OKLAHOMA
TO DETERMINE THE EDUCATIONAL PREPARATION
AND EXPERIENCE IN CLOTHING

By

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INTRODUCTION

The goal of American education today turns attention to the development of the democratic individual, or the optimal development of the human personality. In turn, education is concerned largely with the nature of the individual and the nature of learning which places the American college in a responsible position for contributing to optimal physical, mental, moral, and social growth of individuality in order that each person holds respect for human personality, learns to work and live cooperatively with others, and to think reflectively in real life situations.

If education is to function effectively in the lives of the people, the capacity of each individual must be developed. Living a satisfying life brings into full play faith in the intelligence of man to cooperatively solve problems of common concern; the use of intelligence in formulating and carrying out plans for group progress; the exercise of good relationships with no discrimination of races, classes, or creeds; the development of a consistent set of values designed for living, and conceived for achieving it in a state of continuous modification in the light of a rapidly changing world. Many of us possess conflicting, confusing, and selfish values that lead consciously in no direction. We push aside the opportunity for developing democracy in group and personal relationships along with the richness of a lasting peace, to put increasing interest

on material things such as new gadgets, latest fashions, and home furnishings, forgetting that lives without serious purpose are not directed toward full development of the individual. Dr. Ivol Spafford in a report to A. H. E. A. said:

It is not too late to achieve richness of life for all people and an accompanying peace. We shall achieve it, however, only as we put our faith in democracy wholeheartedly to work in our living and in our teaching.¹

Since in a democracy, people chart their future and determine the conditions under which they live, it is a challenge to creative intelligence to devise a scheme of controls that will make possible the extension of the fruits of education to each person so that he may realize individual responsibility in formulating a democratic society. The essence of democracy is respect for the individual, accompanied by the realization that personal and group responsibility go hand in hand.

Democratic education teaches through experience that every privilege entails a corresponding duty, every authority responsibility, every responsibility an accounting to the group which granted the privilege or authority.²

The greatest resources of any nation lie in the potentialities of all its people, the recognition and appreciation of the worth of every individual because each individual is believed to have within himself resources of creative expression which he has a right and responsibility to develop.

¹Ivol Spafford, "Charting Our Future," Journal of Home Economics, XL (January, 1948), 5.

²Educational Policies Commission, Learning the Ways of Democracy, 37.

Individual, democratic responsibility is further illustrated by Dr. Milton Eisenhower in a speech to the meeting of the association of land-grant colleges and universities:

The best service the average American can immediately give to the cause of peace is the education of himself; the replacement of his own prejudices by sympathetic understanding, the permeation of his own private interest with an objective rationality. In this enterprise of his, we have an obligation to help.³

Certain reactions which tend to meet the challenge of responsibility, are found in the nature of individuals, for there seems to be a dynamic development of the whole being in interaction with active environment. The physical, intellectual, and emotional aspects of behavior are inseparable. They act as a unity in behavior. The goals of the individual, his interests, ideals, wants, and needs provide the driving power for development. Human behavior seems essentially purposeful and goal-seeking, but the ability to think reflectively varies with individuals, yet all individuals possess ability in some degree and can improve through appropriate training.

The tendencies involved in learning processes follow a relatively constant trend among all individuals. These were illustrated in a discussion of the secondary education level, but the writer believes that they might apply to the college level as well:

³Milton I. Eisenhower, "We - You and I - are UNESCO," Journal of Home Economics, XLII (March, 1950), 175.

There is effective learning when there is reconstruction of experience Reconstruction of experience begins when equilibrium is upset by doubt, confusion, perplexity Integration is a process of restoring the upsets. Most effective learning occurs when goals are already seen Reflective thinking is most effective.⁴

Reflective thinking has been defined as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends."⁵

If most effective thinking occurs as a result of reflective thinking, then that thought must occur in an organized chain or line of thought involving a sequence or a consecutive order in such a way that each section is dependent on the previous one. Worthwhile thought aims at a conclusion and demands a solution of perplexity. Education today is not hindered with a lack of subjects to furnish curiosity or learning capacity. The need is for individuals who coordinate experiences, organize them in natural sequence, think reflectively, and observe keenly. The leadership demanded here involves both a national and an international system of education in which the college has a major role, for it is the school that provides the educative environment directed toward optimal development of the individual regardless of intelligence level, and social, or economic status. The school should provide each student with the richest possible experience

⁴Harold Alberty, Reorganizing the High School Curriculum, 68.

⁵John Dewey, How We Think, 9.

in democratic living and help the student to intellectualize such experiences in terms of democratic values. The school should further provide for growth in mental health defined in terms of adequate functioning in democratic living and develop the utilization of intellectual methods of solving problems, discovering the extent of the student's interests and ability to meet his needs, and helping him weave the things learned into a consistent, unified design for living. The educational institution should supplement the home in achieving culture through democratic examination of life values and practices. A changing world demands of its people the ability to decide on actions in terms of goals and values.

✓ Alberty explains the school's responsibility as follows:

School should be concerned primarily with the conditions of healthful living; the extension of common interests; the sharing of experience; the problem of everyday living in the home, and the immediate wider community, and the development of social philosophy.⁶

The subject is further discussed by the Federal Security Agency in its curriculum study:

Any nation organized on a democratic basis must depend upon the activity of its citizens to study and solve problems intelligently and cooperatively. Each institution contributing to the education of the citizens of a democracy, therefore, should be effective as a force in the development of the intelligence and the special capacities of each individual and in the development of a desire and ability to cooperate in promoting the welfare of the larger group.⁷

⁶Alberty, op. cit., 44.

⁷Federal Security Agency, Curriculum Development in Home Economics in Six Colleges and Universities, 1.

The curriculum and course of study should be chiefly concerned with the orientation, guidance, instruction, and participation of youth in those significant areas of living for which education should supplement the work of other social institutions. One group of educators has said that:

The results of the learning process should include (1) factual information and knowledge, (2) meanings and understanding, (3) abilities for knowledge and understanding, (4) desirable attitudes, (5) worthy ideals, purposes, appreciations and interests, (6) resultant intelligent participation in general life activities.⁸

Constant adaptation and development of curriculum is necessary, because change is universal. This undertaking should be a cooperative enterprise engaging all staff members, carried on under competent leadership, and using all available resources. The cooperative Study of Secondary School Standard states that:

Carefully conducted and supervised experiment for curriculum development is particularly valuable. Pupils should be prepared for participation and leadership in present and future situations and activities.⁹

The weaknesses involved in curriculum evaluations are usually a lack of common understanding of purpose, a failure to consider all aspects of the situation and a tendency to base decisions on irrelevant or inadequate evidence and a lack of objectivity.

Home economics has an important place in the curriculum

⁸Cooperative Study of Secondary School Standards, Curriculum and Courses of Study, 1-4.

⁹Ibid.

because a changing world demands of its people the ability to decide on action in terms of goals and values. Organized education has a responsibility to the home as an educational institution. Among the objectives are found: the desire to prepare students to be better family members, parents, and citizens; to be better consumers; to develop an international understanding of home and family life; to develop a personal satisfaction in life; and to prepare for wage earning in vocations that stem from a concern for the affairs of the home. Some institutions are concerned with bringing home economics to the many instead of the few, to men as well as women. The function of the college home economics program of today is directed toward effective functioning of the individual as a citizen, and as a homemaker; and toward preparation for a vocation other than homemaking which is aimed at improvement of home and family life.

Cornell University offers some valuable objectives:

Students should become increasingly able to think clearly, concisely, and accurately, to weigh constructively, to express themselves clearly, concisely and accurately, to weigh values, and to attach and solve problems. They should be able to make and be responsible for their own decisions, to take initiative, to assume leadership, and carry responsibility. With these qualities must be the disposition to use and develop the democratic way of life in its largest sense. This should enable students to meet changing conditions and situations in such a way that they will continue to grow into living that is increasingly intelligent and humane.¹⁰

¹⁰Cornell University, Home Economics Announcement, XXXIX (May, 1948), 6.

One should learn to cooperate, assume responsibility, develop interest in an appreciation for beauty and to adjust to social, economic, and religious problems for effective functioning in all phases of living.

In homemaking, the student should learn to deal successfully with experiences; in a vocation, be able to give satisfaction, understand technical aspects about her work, assume responsibility, and understand the demands of her job and associates. Through the home, the modicum of health, happiness, wholesomeness, effectiveness, and charm is developed.

With a changing philosophy of education, home economics brings a wealth of educational experiences and materials to contribute to education in all relationships of life. Today more than ever before, there are found new demands, new brand names, new retail outlets, new equipment, and new ideas that serve to convince one that the new position of women provides a non-static, dynamic field for many. Their duties include selecting food, clothing, a place to live, feeding, housing, managing family and individual resources, protection and care of the sick, growth and development of the members of the family, child care, social, religious, political, and economic development of individual and group interest.

College men and women should be the best homemakers, the most social-minded, and the strongest believers and practitioners of democracy. They should be top-flight performers in all walks of life. Through professional training in home economics,

colleges have the opportunity and responsibility to influence thinking as to methods for obtaining goals and of meeting life situations.

The curriculum builder would draw from the best of what his field has to offer, one in which clothing and textiles may be classified. For the college student, clothing and textiles provide avenues for improvement of attitudes and appreciations, satisfactions in personal living and grooming, selection of personal and family clothing, construction and care of clothing, beautification of the home, development and care of furnishings, use of management in control of expenditures, familiarizing one with production and consumption, development of responsibility in buying, plus intangible understandings and appreciations as well as abilities.

Specifically, one of the trends in household and related arts deals with the study of color and line to secure becomingness; learning to select or differentiate between good and poor quality fabrics, design, and suitability; learning to handle fabrics and to design correctly with them; and to discover creative ingenuity. Textiles and clothing provide points of growing concern for the consumer. New desirable properties for textiles have been developed such as increased strength, resistance to abrasion, increased dimensional stability, resistance to burning, water repellents, moth repellents and resistance to crushing. The science of color in textiles is making important advances. Mechanical properties of fibers and fabrics, such as elasticity and

resilience are being studied intensively. New equipment for testing various fibers and fabrics is constantly being developed. Many studies are being made on the disintegration of textiles caused by microbiological organisms, wear and care, and repeated stress and strain. Results of such research may be comparatively slow in reaching the consumer, however, many of them are appearing on the market now. Ultimately they mean better textiles on the counters, in our clothing, and in our homes.

Other valuable present-day trends point toward: functionally-designed clothes, which give comfort, efficiency, health, serviceability, and durability; the effects of dry cleaning and laundering of fabrics; adequate informative labeling and establishment of grades and standards for consumer protection; and a larger program of research in colleges and universities.

Since changes in home economics, as well as in other areas, come about largely through changes in social situations, on one hand, and through the acquisition of new knowledge and new experiences on the other, all of these have a part in presenting a challenge to the home economist in the field of clothing and textiles in preparing her students to meet the demands of democratic living. This throws certain responsibilities on the college. Ruth T. Lehman said: "The majority of home economics students in the college are found in the big

public institutions; particularly the land-grant and state universities have come to set the pattern for all the rest."¹¹

Land-grant colleges and universities can set the pattern for the curriculum and research work in clothing and textiles for other institutions, thereby take the responsibility as larger institutions to expand and strengthen the programs so that a steady supply of better-prepared teachers may be available for guidance and leadership. The college position in this responsibility is illustrated by Alderman, who says that our strength in the college lies: "(1) in extending scope of subject matter, (2) including emphasis on social and economic aspects, and (3) improve quality and extent of our preparation for wage earning."¹²

The college should also make frequent examinations of the curriculum that it provides in order to meet the demands of a changing world. This idea is also illustrated by Alderman:

As we chart our future, we must re-examine our entire program. Such an appraisal should begin with a critical study of our philosophy of life and of education, the goals we have set up for our work, the practices we are using to achieve the goals and our success in achieving them.¹³

¹¹Ruth T. Lehman, "Present Scenes in Colleges and Universities - Part II," Journal of Home Economics, XL (January, 1948), 243.

¹²Katherine M. Alderman, "Expressing Our Philosophy," Journal of Home Economics, XL (January, 1948), 6.

¹³Ibid.

The re-examination must be kept on a constructive level where critical analysis of courses of study and teaching methods take place in order to give the teacher an opportunity to improve practices and procedures used. The critical analysis and evaluation of the curricula offered in any situation provide information of value to the teacher in planning her professional growth and has implications for others interested in teaching problems. One of the most effective ways of securing improvement is to evaluate the present situation objectively and accurately, and then attempt to eliminate weaknesses and unsatisfactory conditions which are brought to light. The study carried on as a part of this thesis is an attempt to analyze and evaluate the curriculum offered in clothing and textiles at Oklahoma Agricultural and Mechanical College through an analysis of the situation as reported by selected Oklahoma homemaking teachers.

CHAPTER I

THE PROBLEM AND ITS SCOPE

The Problem

The main purpose of this study was to determine some of the factors which affect the teaching of clothing and related arts in the schools of Oklahoma. This involved four minor problems: (1) preparation through the college, (2) experiences since graduation, (3) additional educational needs, and (4) evaluation of the college curriculum.

Need for the Study

An investigation of educational resource material dealing with the factors affecting the teaching of clothing and related arts revealed a definite lack of information concerning clothing teachers in the secondary schools and junior colleges. There seemed a need for the study of the opinions, preparations, and reactions regarding the teaching of clothing because: (1) it would serve to stimulate interest in keeping up with developing funds of information in the areas of clothing, textiles, and related arts, (2) it would help the teacher who participated in the study to find satisfying outlets for self-expression or democratic planning for an effective way of strengthening her teaching, (3) it would encourage a deeper and richer appreciation for a well-rounded curriculum and bring certain satisfaction from being a well

qualified teacher, and (4) it would aid curriculum planning so that the college staff might offer the courses most valuable to the teacher, adding the most essential courses and eliminating any considered unnecessary.

Delimitations

The problem was delimited for several reasons. Only questions that applied to clothing and related arts were used. The questionnaire method for securing the desired data was employed because personal contact was impossible. This limited, to some extent, the exactness of information received. It was decided that information, which would be representative of the clothing instructor in the state, could be best secured from teachers in schools of various sizes throughout the state. Many teachers did not respond to the request for information, therefore, some sections of the state were not represented in the study.

Method of Approach

The instrument developed and used as a method for securing information was a questionnaire constituting three major parts: experiences in college preparation, experiences since graduation, and additional needs with suggestions for the college curriculum. It was decided that data would be presented by use of discussion and tables to show comparisons. The study was a result of the desire to learn whether or not the clothing courses offered in the Oklahoma Agricultural and Mechanical College were adequate to meet the needs of the teachers in the field.

In order to determine the items and problems to be included in the study, available literature was examined and teachers of clothing in secondary schools, and instructors of clothing and related arts, and of home economics education at Oklahoma Agricultural and Mechanical College were interviewed. Each one was asked to check the wording and content of each item in the questionnaire and to give suggestions. The information received was analyzed and used to constitute the questionnaire. The form, with a letter of explanation, was mailed to one hundred-fifty homemaking teachers in the state. These teachers, vocational and non-vocational, were chosen from a list of schools furnished by the Oklahoma State Department of Education. The list of teachers answering the questionnaire included those with experience ranging from one to thirty-two years. From the questionnaires filled out, the information was analyzed and tabulated.

CHAPTER II

QUALIFICATION OF TEACHERS

The object of this part of the study was to determine the qualifications and experiences of the average homemaking teacher in the state of Oklahoma, to find what her educational needs were, and to get her opinion on the adequacy of the college undergraduate clothing curriculum. The information was obtained by use of the questionnaire checked by sixty-eight experienced teachers in the state.

The questionnaire seemed to be the most effective method for securing data since personal interview was not feasible. The use of the questionnaire gave the homemaking teachers who were contacted an opportunity to express personal opinions about their work. The conclusions were based on a majority, fifty per cent or more, of the teachers who returned the questionnaire.

Sixty-seven of the sixty-eight teachers who answered the questionnaire held bachelor's degrees, some of which had been issued thirty-two years ago. These degrees were granted by thirteen colleges in the state of Oklahoma, and one each by Kansas, Arkansas, and New Mexico. Twenty-six of the Oklahoma degrees were granted by Oklahoma Agricultural and Mechanical College, the first of these having been issued in 1918 and the latest in 1949. Other Oklahoma colleges represented are shown in Table 1, page twenty.

A total of seventy-five bachelor's degrees were held by the sixty-eight teachers who participated in the study. Evidently a few of the teachers held two or three bachelor's degrees. An analysis of the areas in which degrees had been received showed that one was in speech, two in English, two in social studies, one in art, and one in elementary education.

Further study revealed that fifteen, or 22 per cent of the teachers, held master's degrees. Nine of these teachers had graduated from Oklahoma Agricultural and Mechanical College, five from Oklahoma University, and one from Colorado University, during the years between 1939 and 1950.

Since some of the persons furnishing data for the study failed to indicate the dates during which they had attended colleges for refresher courses, the number of persons has been calculated, rather than stating percentages. These are also indicated in Table 1, page twenty.

Most of the teachers were prepared for teaching only home economics. These were divided into two general classifications, those who were prepared for general-type programs and those who were prepared for the vocational-type programs. Fifty-two of the sixty-eight persons filling out questionnaires were prepared for the vocational-type program, twelve of these checked both types. The remaining sixteen persons were prepared for only non-vocational programs. Some of the teachers were qualified to teach the following subject matter: social studies, four; mathematics, three; music, one; elementary education, eight; English, seven; speech, three; and science, three.

The second section of the questionnaire was composed of a number of courses most usually found in both the undergraduate and graduate curricula for the homemaking major. This list was divided into two parts, the first section referred to training in other areas that are offered to parallel the clothing and textile field. Specific reference showing all of these items are listed in the Appendix on page fifty. These parallel areas were listed for the purpose of helping to get a better understanding for the reasons for weaknesses that might have appeared. This was illustrated by the fact that forty-two persons who checked the list indicated that they had had an average of only 2.63 hours in costume design, yet twenty of these persons showed that costume design was one of their most meaningful courses while on the job. It would seem that 2.63 hours in costume design was relatively little preparation in a field so important, but obviously, courses in art and applied art furnished specific help in teaching principles needed in costume design, for the average number of art hours was 4.08 and the average number of applied-art hours was 5.22 for the undergraduate. Twenty-three persons checked art and thirteen checked applied art as having been courses particularly meaningful on the job.

Of the total number of sixty-eight persons who filled in the questionnaire, only fifty-three gave definite information. Tabulations of the opinions of these fifty-three teachers regarding the average number of semester hours taken in each courses are shown in Table 2, page twenty-two.

An analysis of the findings in this area revealed that the majority of the teachers considered all of the subjects which they had taken sufficiently important to check them most valuable. A number of teachers indicated that their personal handicaps consisted of an insufficient amount of time to include many of the courses which were needed on the job. This was illustrated by the fact that twenty-one or 40 per cent of the teachers had had ten hours or less of clothing construction. Nine of these had had only six hours, two had had five, and one had had seven hours.

Clothing selection and elementary construction seemed to be the most popular courses and the ones of particular value to the greatest number of people. The average number of hours in these was 5.25 with a total number of thirty-nine who checked them as most meaningful. Fifty-three or 100 per cent checked that they had taken some work in this area. This high percentage was due to the fact that in most colleges and universities these courses are required for degrees in homemaking, and to the fact that they offer numerous basic techniques so often required of the secondary or junior college teacher.

Costume design with forty-two persons having had the course, textiles with thirty-eight persons, and advanced clothing construction with thirty-seven persons, seemed to be the top-ranking courses for numbers of people having credit in them. These also seemed to have been the most meaningful, however, their sequence appeared in slightly

different order. Advanced clothing construction ranked first with twenty-seven persons who checked it as the most meaningful, followed by tailoring with twenty-six, costume design twenty, and textiles seventeen. Only seventeen persons had undergraduate credit in tailoring, but it was the most popular of all courses in the graduate level, with nineteen persons indicating that they had had the course. This number was much higher than there were persons in the study who had master's degrees. This indicated that a number of teachers were taking graduate work.

The correlation of the courses most meaningful on the job and courses most often taken would seem to point to definite guidance of the teaching curriculum through channels in which the teacher feels best prepared. This was illustrated in the area of foods and nutrition, where the total number of persons having been enrolled totaled fifty-two, or 98 per cent; the persons who checked most meaningful, forty; and the average number of hours was 11.81. The total enrollment in family relations and child development, was fifty-three, or 100 per cent. The number of persons who checked courses meaningful was thirty-nine, and the average number of hours per person was 7.06.

TABLE 1

COLLEGES GRANTING DEGREES

Date	OU	A&M	OCW	Gen.	East Gen.	South east	South west	North east	North west	BPC	OBU	Lang- ston	Out state	Tot.	Ret. to study	Did not return
1916-1920	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0
1921-1925	0	0	1	1	0	0	0	0	0	0	0	0	1	3	3	0
1926-1930	2	3	0	3	0	1	0	0	0	0	0	0	1	10	5	5
1931-1935	2	2	0	1	0	1	0	2	1	1	0	1	0	11	8	3
1936-1940	4	6	0	1	0	2	0	0	2	0	0	0	0	15	9	6
1941-1945	0	5	2	0	0	0	0	0	1	1	0	1	0	10	7	3
1946-1950	1	9	2	1	1	1	1	1	0	1	1	2	1	22	7	15
Not Checked	1	1	1	0	0	0	0	0	0	0	0	0	0	3	0	3
Total	10	27	6	7	1	5	1	3	4	3	1	4	3	75	40	35

TABLE 2

AVERAGE PREPARATION FOR THE TEACHING OF CLOTHING
AS REPORTED BY SIXTY-EIGHT HOME MAKING TEACHERS

A. Clothing Courses Taken in College	Average Number of Semester Hours Taken		Total Number of Persons Checking:		Number Checking Courses as Meaningful
	Undergraduate	Graduate	Under-graduate	Graduate	
Clothing Selection and Elementary Construction	5.25	2.25	53	4	39
Advanced Clothing Construction	2.56	3.83	37	12	27
Planning and Designing Garments from Basic Patterns	2.56	4.00	16	2	14
Pattern Adjustment and Alteration	2.43	6.00	7	1	11
Tailoring	3.06	3.11	17	19	26
Draping	3.50	2.25	4	4	2
Clothing Renovation	2.33	2.00	6	1	4
Children's Clothing	2.27	----	11	---	5
Costume Design	2.63	3.67	42	3	20
Textiles	2.68	4.67	38	6	17

(Table 2 Continued on page 23)

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TABLE 2 - Continued

B. Courses Other Than Clothing and Textiles					
Other Courses Taken in College	Average Number of Semester Hours Taken		Total Number of Persons Checking:		Number Checking Courses as Meaningful
	Undergraduate	Graduate	Undergraduate	Graduate	
Art	4.08	3.00	49	3	23
Applied Art	5.22	2.00	23	1	13
Biological Science	9.50	5.50	42	2	17
Physical Science	7.57	3.67	37	3	6
Economics	4.43	4.00	39	2	3
Sociology	3.89	3.00	40	2	9
History	9.90	----	52	--	4
English	14.68	3.00	50	1	16
Family Relations and Child Development	7.06	4.50	53	14	39
Foods and Nutrition	11.31	5.85	52	13	40
Furniture Renovation	2.85	2.00	20	11	22
Home Management	4.47	2.75	47	8	25
Consumer Education	3.24	3.33	21	9	20
House Planning and Furnishing	3.42	3.40	46	5	19
Interior Decoration	2.89	2.75	28	4	13
Methods and Practice Teaching in Home Economics	8.03	9.00	49	14	24
Educational Psychology	5.77	4.00	47	6	16
Miscellaneous	10.57	7.50	21	5	6

CHAPTER III

EXPERIENCES SINCE GRADUATION

Information received from the questionnaires which were sent to sixty-eight homemaking teachers revealed that forty-seven or 70.2 per cent of the teachers were teaching in vocational homemaking programs, while nineteen or 28.8 per cent taught in non-vocational schools. Part of this decided difference in response from the teachers was due to the fact that possibly more vocational teachers were contacted, since several questionnaires were obtained from persons attending summer school. Information revealed that in previous positions the number of vocational and non-vocational teachers was almost equal with a total of thirty-two vocational and thirty-one non-vocational.

The average number of years of experience in all areas was 11.46. Teachers of vocational homemaking had an average of 5.63 years, and non-vocational teachers had 6.49 years of experience. All of these teachers had an average of 7.64 years of experience in areas other than homemaking. Further comparisons of positions have been shown in Table 3.

TABLE 3

PRESENT AND PREVIOUS POSITIONS HELD BY THE SIXTY-EIGHT TEACHERS

Position	Teacher of Vocational Homemaking	Teacher of Non-vocational Homemaking	Teacher in Junior High School	Teacher in Senior High School	Teacher in Jr. College
Present	47	19	20	59	1
Previous	32	31	18	39	3

Concerning the type of schools in which the teachers taught, fifty-nine or 86.8 per cent of the teachers indicated that their positions were either in high school or junior college. Twenty teachers taught in junior high school, nine of these had combination junior and senior high school work.

It was revealed that forty-nine or 72.1 per cent of the teachers did not share their teaching time with areas other than homemaking. Nineteen persons, however, taught in other areas: one in biology, three in elementary work, one in home nursing, two in speech, four in social science, five in English, one in mathematics, and one in bookkeeping. These outside teaching areas seemed to occur in instances where the school enrollment was lower than average, and where the teaching load in homemaking could not possibly require a full time teacher. Further study revealed that the average enrollment for the homemaking departments was 109.3 students. Some of the smaller schools carried almost the total high school enrollments in homemaking classes. The largest department found in the study had three hundred seventy-five students, followed by enrollments in other schools of two

hundred twenty-eight and two hundred twenty-two. Nineteen departments had enrollments between one and two hundred. Twenty-nine departments had enrollments ranging from twenty-five to one hundred.

Further study suggests the correlation of the average homemaking department and the average number of students enrolled in junior and senior high schools, shown in Table 4.

TABLE 4

AVERAGE NUMBER OF STUDENTS ENROLLED IN SCHOOLS REPRESENTED

Junior High	Senior High	Junior College	Home Economics
288	243	176	109

Four junior colleges were found in the study, though their particular localities were not known, since none of the answer sheets included names and addresses. One of the junior colleges listed a total enrollment of six hundred students, while others totaled respectively forty, forty, and thirty. This brought the average enrollment for the four schools to 177.5 students.

Tabulation on size of communities in which the teachers were working revealed an average population of 9,195 compared to a population of 10,577 where they had taught previously. Presumably, this fact is due in part to the difference in the number of persons who checked the two items in the answer sheet. Tabulations in Table 5, page twenty-eight, shows that a total of sixty-five persons checked on present

positions compared to thirty-seven checkers in previous positions. Except in a few extreme cases, where teachers had taught in unusually large systems, the individual check sheets showed a tendency toward the moving of teachers into larger schools, yet the few extremely large schools in previous positions caused the average to drop.

Responsibilities which involved the use of clothing and textiles included a wide range such as making stage costumes and band suits, sewing for numerous school projects, sponsoring 4H clubs, Future Homemakers of America, N.Y.A. church groups, high school classes, Junior Red Cross work, Girl Scouts, and stagecraft, conducting adult classes, helping with junior college sewing projects, and doing home furnishings and furniture renovation.

TABLE 5
 SIZE OF COMMUNITIES REPRESENTED

Size	Present position	Previous position
125,000-135,000	1	2
15,000-40,000	11	5
10,000-15,000	7	1
5,000-10,000	7	3
4,000-5,000	3	1
3,000-4,000	9	5
2,000-3,000	6	6
1,000-2,000	9	5
125-1,000	12	9
Total teachers checking	65	37
Average size community	9,195	10,577

CHAPTER IV

SUBJECT MATTER TAUGHT IN CLOTHING CLASSES IN JUNIOR AND SENIOR HIGH SCHOOLS IN THE LAST THREE YEARS

In order to facilitate a closer analysis of the results of this study, teachers were asked to devote a section of their answers on the questionnaire to the time spent in their classroom procedure in some areas of subject matter which involved the use of clothing. Since there had seemingly been a need for "determining the possible content, grade placement and sequence of subject matter in clothing and textiles in junior and senior high school homemaking education classes,"¹ there seemed to be a correlation of this sequence of study to the time spent in the classroom in each division of clothing and related areas. It was assumed that teachers chose their individual course of study, with possibly some suggestions from supervisors or instructors, and it was found that most teachers used approximately the same list of subject matter units, however, opinions varied greatly concerning the amount of time that should be spent in each unit. A majority of the teachers agreed that the

¹Lucille Brandt Martin, A Study of Subject Matter Content for Homemaking Classes in Oklahoma, 7.

list, including application of art principles to clothing selection, grooming, buying of personal clothing, and techniques of clothing construction should be included in the course of study, though only five of seventeen teachers of the seventh grade made use of buying of personal clothing in that grade level.

The teaching of the application of art principles to clothing selection showed a tendency to have been stressed most at the ninth grade level, with an average of 3.21 weeks having been spent in that area. The eighth grade ranked second with 3.00 weeks used, and 2.9 weeks in each of the seventh and ninth grades. The eleventh grade ranked lowest in time spent in this area.

The study showed a wide range in the number of weeks spent in each grade level. This was illustrated by the fact that in the seventh grade, one teacher carried instruction in the application of art principles in clothing over a period of twelve weeks. All other teachers use from one to four weeks in this area. At the eighth grade level, one teacher spent twelve weeks, one spent four weeks, two spent three weeks, and all others used only one or two weeks. One teacher in the ninth grade used eighteen weeks, one used twelve, and all others from one to four weeks. One teacher in the tenth grade and one in the twelfth used eighteen weeks, while the highest number in the eleventh grade was six weeks.

In grooming, the study again showed widespread opinion. At the seventh grade level, one teacher used twelve weeks,

and one four weeks, others used from one to three weeks. In the eighth grade, one instructor used twelve weeks, one, ten; two, six; and others from one to four weeks. The tendency changed a little in the freshman year where nine teachers used six weeks on grooming, two used one, and all others from two to four weeks. Two persons did not include grooming in their sophomore, junior and senior courses of study; presumably, they thought it unnecessary. Other teachers used from one to six weeks.

Buying of personal clothing seemed to have been used least in the seventh and eighth grade levels since only five teachers in the seventh grade and ten in the eighth introduced it at that particular level. All instructors of every grade used from one to four weeks teaching buying. One teacher in the sophomore and one in the senior year indicated that they did not teach buying. This might have some relation to the fact that these teachers had not taken any courses in textiles.

According to the survey, the study of techniques in clothing construction consumed time ranging from two to thirty-one weeks. Is it any wonder that students come to college with such wide ranges in their backgrounds for doing clothing construction, or that some who have had several years of homemaking cannot sew, or follow instruction? Table 6, showing the average number of weeks spent in all of the listed areas, suggested that in no grade level was there more than an average of 10.27 weeks spent in techniques of clothing

construction. This showed a comparison of teacher training in this area and the number of weeks spent in the secondary school on clothing techniques. One teacher used eighteen weeks in clothing techniques with the seventh grade, while others used twelve, ten, seven and six weeks. The picture repeats itself in the eighth grade with eighteen weeks, one; fifteen weeks, one; fourteen weeks, one; twelve weeks, five; and all others, ten, eight and six weeks.

One teacher used thirty-one weeks for clothing techniques in the ninth grade followed by eighteen, two; fourteen, one; twelve, five; and others ranging from two to ten weeks. The average is 10.1 weeks in clothing techniques.

Eighteen weeks were used by two teachers in the sophomore year followed by sixteen weeks, one; fourteen, two; thirteen, three; twelve, five; and all others from four to ten weeks.

In the junior year there were eighteen weeks, one; sixteen, one; fifteen, one; fourteen, four; thirteen, two; twelve, six; and all others from four to ten weeks.

The senior year showed much the same pattern with eighteen weeks, three; sixteen, one; fifteen, one; fourteen, four; thirteen, two; twelve, seven; and others from four to ten weeks.

TABLE 6

SUBJECT MATTER TAUGHT IN CLOTHING CLASSES IN JUNIOR
AND SENIOR HIGH SCHOOLS IN THE LAST THREE YEARS

Grades in School	Clothing Taught		Major Emphasis in Clothing Units Offered. Time in Weeks				No. of Teachers Reporting That They Thought They Were Pre- pared to Teach These Units		
	Yes	No	Application of Art Prin- ciples to Clothing Selection	Groom- ing	Buying of Per- sonal Cloth- ing	Tech- niques of Clo- thing Construc- tion	Yes	Par- tially	No
7	17	--	2.90	3.50	2.60	10.30	15	1	--
8	30	--	3.00	3.92	1.90	10.80	23	3	--
9	54	--	3.21	3.46	1.95	10.10	41	10	--
10	61	--	2.90	2.37	2.04	9.97	48	11	--
11	53	--	1.96	1.60	2.12	10.27	43	12	--
12	53	--	2.84	1.86	2.45	11.11	32	19	--

According to the check, a majority of the teachers believed that they were prepared to teach subject matter units which they were using. No instance was offered where the teacher thought that she was unprepared to teach. Partial satisfaction was checked by one person for the seventh grade, three in the eighth, ten in the ninth, eleven in the tenth, twelve in the eleventh, and nineteen in the twelfth. This showed a constant decrease of stability with the increase in grade level.

Many of the teachers, particularly those who taught in vocational programs, had given assistance to adults. Forty-

three of the teachers showed that they had helped with elementary sewing, twenty-nine with tailoring, thirty-two with clothing renovation, twelve with clinics, thirty-five with consultations, fourteen with workshops, thirty-seven with exhibits and six with consumer education, and others.

In view of the fact that homemaking instructors are expected to practice their profession, it seemed wise to include in the study, the application of training in clothing construction. The check list was divided into two parts, the first one involved use of clothing construction in the personal wardrobe, and the second, application to the wardrobe of others. These findings have been tabulated in Table 7.

TABLE 7

APPLICATION OF TRAINING IN CLOTHING CONSTRUCTION

1. To My Own Wardrobe	Yes	No	Sometimes
Underwear	18	18	15
Dresses	59	1	5
Suits	37	5	17
Coats	29	9	21
2. To the Wardrobe of Others	Yes	No	Sometimes
Underwear	25	10	10
Dresses	51	1	8
Suits	55	9	8
Coats	28	9	10

Observation of Table 7 revealed the fact that fifty-nine teachers made their own dresses, only one never did make them, and fifteen indicated that they made them sometimes. One person did not check this section of the list. Thirty-seven persons made their own suits compared to five who never made them and seventeen who made them sometimes. Coats were made by twenty-nine persons, while nine persons made them sometimes and twenty-one never made them. Further comparisons may be seen in Table 7, page thirty-four.

CHAPTER V

ADDITIONAL EDUCATIONAL NEEDS

In a majority of instances teachers who were asked to check whether they believed that they needed more adequate preparation in clothing through college work answered positively. Fifty or 74.6 per cent of the teachers agreed that they desired or needed further college training, however, the range of courses desired was widespread. Thirteen of the teachers suggested that they found no particular need for further training. Only one teacher omitted this question.

Preferred courses that teachers listed have been outlined in Table 8, page thirty-nine in the order that they appeared most needed. The number of persons who suggested each course was included, since this seemed to reveal the greatness of the need and because some persons checked two or more classifications for the same course.

The study revealed most need for tailoring, presumably because of its popularity among adults as well as junior and senior high school girls. As was brought out earlier in this study, tailoring was considered most meaningful on the job to a majority of the teachers who had work in that area. Further study showed that a majority of the teachers preferred that it be taken during the junior and senior year. Nine of the twenty-six teachers preferred that it be designed

for the junior year, while fifteen voted for the senior year. Five suggested that the course be offered in the graduate plan, however, three of these considered the choice between senior and graduate levels optional. One teacher definitely wanted tailoring to be made a requirement for a teacher's certificate in homemaking.

Draping was second in demand with fourteen persons indicating that they had found need for it. It has been the experience of the investigator that in this area, one has opportunity to get experience in fitting problems so vitally needed in the teaching of clothing. Verbal suggestions from teachers of clothing indicated that fitting presented a major problem, since teaching introduces a wide variety of fitting problems for others. In draping one can find needed help, particularly in the relationship of grain to curved surfaces. The course is available to juniors, seniors, and graduate students.

Practice in construction of home furnishings presented the third greatest need, though some of this work was offered in interior decoration classes, ten persons have found the need sufficient to suggest courses offered in this particular field. Certainly efficiency in the making of curtains, slip-covers, draperies, etc., could not be accomplished in a two to four week unit furnished by an already crowded course of interior decoration. The majority of persons suggested that the course be introduced in the junior and senior years.

Furniture repair or renovation was needed by nine persons. Possibly this need has occurred in the individual home, in doing pieces of furniture for different departments in the school, and in adult work. The investigator has found a need for it in renovating the teacher's reception room, stage, and her own department.

Eight persons found a need for clothing construction, with part of this in the basic techniques which were either not taken or accepted without serious thought. The same number of teachers found need for clothing renovation, though the instances in which these needs occurred were not indicated. Other comparisons may be made from closer observation of Table 8, page thirty-nine.

Many of the needs listed in this table were repeated in the section of the study entitled, "In-service Training that You Would Welcome While on the Job."¹ Again, tailoring heads the list with sixteen persons checking, eleven of whom preferred that it be offered in clinics and five by extension. Furniture renovation and short cuts in sewing were among the greatest demand for clinics, extension classes, or short courses. Others desired help in the following: clothing construction, new teaching methods, design, new textile fabrics, clothing renovation, interior decoration, industrial methods of clothing construction, special trims, children's clothing, drapery construction, child development, crafts, and use of machine attachments.

¹See Appendix, 51.

TABLE 8

AREAS OF PREPARATION NEEDED AS REPORTED BY SIXTY-EIGHT TEACHERS

Courses Needed	Number Checking	When in the College Curriculum They Should Be Included				
		Freshman	Sophomore	Junior	Senior	Grad.
Tailoring	26	--	--	9	15	5
Draping	14	--	1	7	9	7
Sewing Home Furnishings, Draperies, etc.	10	--	1	3	5	2
Furniture Renovation	9	--	2	6	4	4
Clothing Construction	8	2	6	4	3	2
Clothing Renovation	8	--	3	7	3	1
Machine Attachments	6	3	1	--	2	--
Pattern Alteration	6	2	--	2	2	1
Children's Clothing	5	--	2	3	2	1
Interior Decoration	4	--	--	--	--	2
New Methods	4	--	1	--	1	3
Short Cuts in Sewing	4	--	--	--	--	4
Color and Design	3	2	1	1	--	--
Textiles	3	--	--	2	1	--
Illustrative Materials	2	--	--	--	2	--
Clothing Alteration	2	--	--	2	--	--
Orientation	2	1	1	--	--	--

TABLE 8 - Continued

Courses Needed	When in the College Curriculum They Should Be Included					
	Number Checking	Freshman	Sophomore	Junior	Senior	Grad.
Consumer Education	2	1	1	--	--	--
Audio Visual	2	--	--	--	--	2
Advanced Clothing Construction	2	1	1	2	--	--
Men and Boys' Clothing	2	--	--	--	2	1
Crafts	2	--	--	1	1	--
Guidance	1	--	--	--	1	--
Teaching Problems	1	--	--	--	1	--
Consumer Problems	1	--	--	1	--	--
Sequence of Subject Matter in High School	1	--	--	--	1	--
Pattern Design	1	--	--	1	1	--
Practice Teaching	1	--	--	--	1	--
Family Life	1	--	--	--	1	--
Marriage	1	--	--	--	1	--
Planning Wardrobes	1	1	--	--	--	--
Millinery	1	--	1	--	--	--
Home Care of the Sick	1	--	1	--	--	--

CHAPTER VI

COMPENDIUM OF REMARKS CONCERNING THE UNDERGRADUATE AND GRADUATE CLOTHING CURRICULA IN COLLEGE

As a result of the opportunity given to offer suggestions about the present curriculum, twenty-five or 36.8 per cent of the teachers had no comment. Some of these stated that they were not well informed concerning the present curriculum.

A few of the teachers who had their undergraduate work in schools outside of Oklahoma or in smaller schools in the state, suggested that such courses as tailoring, advanced tailoring, textiles, children's clothing, dress and pattern alterations, and intermediate clothing construction be added to the curricula. All of these courses were already included in the course of study at Oklahoma Agricultural and Mechanical College. Men and boys' clothing was suggested by persons evidently not aware of the fact that these items might be made in the advanced tailoring class when the need arose. Sewing for the home, involving the construction of slip-covers, curtains, tablecloths, rugs, bedspreads, etc. was also suggested. Investigation of the Agricultural and Mechanical College curriculum revealed that some work in this area was offered in advanced interior decoration classes, however, few teachers seemed to find time to include this course in their plans of study, especially since prerequisites are necessary.

Perhaps a course in this area would be helpful in meeting the needs of the teachers.

In no case did teachers suggest that courses in clothing construction be completely omitted in the curriculum. A few teachers suggested that courses in history, social, and physical science be excluded, however, these courses were recommended by the state department of education and were considered essential by a majority of recognized educators.

Short cuts in sewing, which had been a highlight in clothing construction in college classes in recent years, seemed to be of greatest demand. Several teachers suggested that in many clothing classes, the students had lost interest in pin fitting garments. Suggestions were offered for substituting tape measure comparisons for pattern testing, and pin fitting for regular basting. These suggestions were already practiced in the curriculum. One teacher revealed that she needed training for effective guidance of girls in selecting problems sufficiently simple to avoid discouragement in garment construction.

Another stated that she had not planned to teach at the time she took clothing construction and had spent years learning simple techniques that she should have gotten in class had she applied herself. Another teacher, who completed her master's degree recently, ventured the statement that many teachers found themselves a little hesitant about admitting weaknesses in foundation training, and that instructors working with graduate students would be surprised

to know how much good they could do by including basic, elementary procedures at the graduate level.

Further study revealed that use of machine attachments was among the most popular requests for change in course content, since they were valuable instruments in the production of industrial finishes so popular in a modern age such as ours.

A group of favorite teaching methods in clothing which provided most assistance for teachers included: demonstrations, illustrative materials, laboratory practice, films, slides, exhibits, and field trips.

The final section of the questionnaire involved courses desired for advanced work in summer school. The most popular of these areas was short cuts in clothing construction. Thirty-five per cent of the checkers desired work in this area. Other courses suggested as desirable for summer school work have been listed in the order that they seemed most important: advanced tailoring, sewing for the home, clothing renovation, textiles, furniture renovation, draping, children's clothing, appropriate dress, pattern alterations and combinations to produce desired design, costume making for stage suited to the period and setting, and advanced clothing construction designed to give a distinguished ready-made appearance. Further study of the present graduate curriculum revealed that areas involving the use of all this subject matter was offered in the summer as requested by students who planned to attend that particular summer session.

SUMMARY AND CONCLUSIONS

A study of homemaking teachers in the state of Oklahoma to determine the educational preparation and experiences in clothing was made by the use of a detailed questionnaire answered by sixty-eight homemaking teachers in Oklahoma.

The data received were grouped into three major parts: the qualifications of teachers, experiences since graduation, and additional needs with suggestions for the college clothing curricula.

Information pertaining to qualifications of teachers was studied further and grouped into two divisions, namely, certification and average number of hours per person. Sixty-seven of the sixty-eight teachers held bachelor's degrees and fifteen held master's degrees. Thirteen Oklahoma colleges were represented. Oklahoma Agricultural and Mechanical College had issued forty per cent of these degrees. On the average, teachers had returned to school within the last 5.83 years, however, thirty-seven or 56.9 per cent of these teachers had been back to school within the last five years, twelve had not returned from five to ten years, six from eleven to fifteen years, three from sixteen to twenty years, and three from twenty-one to twenty-two years. Fifty-two or 76.5 per cent of the teachers were prepared for teaching vocational homemaking and 23.5 per cent had non-vocational training.

The average number of hours in clothing courses was 2.93 for each area listed, based on the number of persons who

actually checked that particular section of the questionnaire. Courses in which teachers had taken the greatest number of hours usually proved most meaningful on the job.

In regard to experiences since graduation, the average number of years for vocational teachers was 5.63, for non-vocational teachers 6.49 years, and the average for all teachers in all areas was 11.46 years. Senior high schools employed 86.8 per cent of the teachers contacted for this study. Seventy-two per cent of the teachers did not share teaching time with other areas. The average enrollment for homemaking departments was 109.3 students.

There was a decided difference among the teachers in regard to the number of weeks spent on clothing techniques in homemaking classes. Some teachers used as little as two weeks in this area, while others used as many as thirty-one weeks, however, the average was 10.42 weeks for all grade levels. From the study, it is evident that instructors who spent the shortest time in teaching clothing construction were those who had the least preparation in the field. While the average number of college hours, for all teachers, in clothing and related areas might be considered adequate foundation for teaching, many do not have the average. Fifteen teachers out of the fifty-three who answered that section of the questionnaire had not had any textiles; thirty-five had not had planning and designing garments from basic patterns; and seventeen had never had tailoring. Twenty-one, or 40 per cent, had ten hours or less in clothing

construction, nine of whom had only six hours and two had only five. According to the check, a majority of the teachers believed that they were well prepared, though fewer in the higher grade level felt that their preparation was adequate. A great proportion of those included in the study applied their training to the construction of a portion of their personal clothing.

There was a definite demand, from those who had not attended school recently, for extension classes and short courses. Fifty, or 74.6 per cent of the teachers desired further college training, including courses in such areas as tailoring, draping, construction of home furnishings, furniture and clothing renovation, clothing construction, machine attachments, and pattern alteration.

After careful consideration of all data secured through this study, the investigator considered the following findings significant.

The Oklahoma Agricultural and Mechanical College clothing curriculum is adequate to meet the needs of the majority of teachers in the field. Courses involving use of machine attachments, and construction of home furnishings, including draperies, slip-covers, rugs, curtains, bedspreads, etc., would be helpful.

The average teacher needed more training in clothing construction and textiles than was required for a teacher's certificate in homemaking.

Teachers who had not returned to school for refresher courses for a number of years, as well as other teachers, showed a definite tendency to favor use of extension classes and short courses in clothing and related areas.

The study of qualifications and experiences in clothing and textiles to determine to some extent the adequacy of teacher preparation in college, has strengthened the convictions of the investigator that the college clothing curriculum has a definite place in the aims of democratic education for developing the individual as a member of society, and as a teacher of homemaking.

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APPEND IX

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APPENDIX I

May 17, 1950

Dear Homemaking Teacher:

A study is being made of home economics teachers in Oklahoma to determine the educational preparation and experience in clothing, for the purpose of evaluating the curricula in household arts in colleges. In order to have accurate data on which to base our evaluation we need an immediate reply from you.

If you would be so kind as to fill in the enclosed questionnaire and return it in the envelope as soon as possible, we would appreciate your cooperation.

Yours truly,

/s/ Adaline M. Ledbetter

(Mrs.) Adaline M. Ledbetter, Head
Household Arts Department
Division of Home Economics

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APPENDIX II

Oklahoma A. & M. College
 Division of Home Economics
 Household Arts Department

A SURVEY OF HOME ECONOMICS TEACHERS IN OKLAHOMA TO DETERMINE
 THE EDUCATIONAL PREPARATION AND EXPERIENCE IN CLOTHING
 1949-1950

I. College Education

A. Degrees earned _____ Dates received _____

 Place _____

B. Institutions attended: (Indicate dates attended)

 O.U. A.&M. O.C.W. Gen. Gen. east west east west

Other Colleges _____

C. Prepared mainly for:

1. Teaching Home Economics: General _____ Vocational _____
 2. Other _____

G. Courses completed - Approximate number of hours:
 If any of these subjects have been incorporated in
 broader courses indicate which by (v) rather than
 stating number of hours.

Description	Under Graduate	Graduate	Indicate with (v) courses most meaningful to you on the job.
Clothing			
1. Clothing Selection and Elementary Construction			
2. Advanced Clothing Construction			
3. Planning and Designing Garments from Basic Patterns			

Courses completed (Continued)

4. Pattern Adjustment and Alteration			
5. Tailoring			
6. Draping			
7. Clothing Renovation			
8. Children's Clothing			
9. Costume Design			
10. Textiles			
11. Others			
Description	Under graduate	Graduate	Indicate with (v) courses most meaningful to you on the job

Courses other than Clothing and Textiles:

1. Art			
2. Applied art			
3. Natural Sciences			
Biological			
Physical			
4. Social Sciences			
Economics			
Sociology			
History			
5. English			
6. Family Relations & Child Development			

Courses completed (Continued)

7.	Foods and Nutrition		
8.	Furniture Renovation		
9.	Home Management		
10.	Consumer Education		
11.	House Planning and Furnishings		
12.	Interior Decoration		
13.	Methods and Practice Teaching in Home Economics		
14.	Educational Psychology		
15.	Others		

II. Experience since graduation

A. Professional

1. Present position

a. The type of position

(1) Teaching Home Economics

Type of program: Vocational Non-vocational Type of school: Jr. H. Sr. H. Jr. Col. (2) Other subjects which you teach at present (3) Size of community: (state population) (4) Number of students enrolled in: Jr. High Sr. High Jr. College Home Economics

2. Previous positions

Give number of years in each position held previously

a. Teaching Home Economics

(1) Type of program: Vocational Non-vocational Type of school: Jr. High Sr. High

B. Application of training in clothing construction

1. To my own wardrobe	Yes	No	Sometimes
Underwear			
Dresses			
Suits			
Coats			

2. To the wardrobe of others	Yes	No	Sometimes
Underwear			
Dresses			
Suits			
Coats			

III. Additional Education Needs

A. In your teaching experience, do you feel the need of more adequate preparation in clothing through college work? Yes _____
 No _____

List courses for which you feel the need	Indicate when in college curriculum they should be included				
Example:	Freshman	Sophomore	Junior	Senior	Graduate
Draping					

B. In-service training you would welcome while on the job (Ex. - Clinic Tailoring):

1. Clinics _____ 2. Extension classes _____
 3. Other _____

IV. Suggestions for improving the present undergraduate college clothing curriculum:
 Courses to be added:

Courses to be dropped:

Subject matter changes within clothing courses:

Methods of teaching which you prefer for suggested courses:

Other suggestions:

V. Suggestions for advanced classes in clothing for summer school work for teachers. Courses to be offered:

Suggested content for these courses:

Other suggestions:

Typist Carolyn Leonard