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OPINIONS OF HOME ECONOMICS GRADUATES  
CONCERNING THE USE AND VALUE OF CLOTHING AND TEXTILE INSTRUCTION  
AT THE WOMAN'S COLLEGE

by

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57003

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Approved by

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Adviser

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## CHAPTER I

### INTRODUCTION

Leaders in the field of home economics have recognized the value of studying and evaluating the learning experiences offered in home economics at college and secondary levels to ascertain whether the curriculum is meeting the needs of students. Attempts are being made to focus the instruction in this field to the needs of the modern homemaker through the family centered program.

#### I. BACKGROUND FOR THE PROBLEM

It is necessary to determine the strengths and weaknesses of the present instruction<sup>1</sup> in order to formulate a curriculum in clothing and textiles that will offer learning experiences with the family centered emphasis. In a program in which the majority of students are training for professional work, some emphasis must be placed upon knowledge and development of technical skills. In discussions of the present curriculum in clothing and textiles, some questions have been raised in regard to the value of the courses to the homemaker.

Does this training provide the knowledge, experiences, and skills needed by the homemaker of today as she makes or purchases wearing apparel or household articles?

What are the articles most frequently made at home?

What value does the homemaker place on the instruction she received?

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<sup>1</sup> The term "instruction" as used in this study means knowledge and experience gained and skills developed in clothing and textiles.



What parts of this instruction should receive more emphasis in a program that is to be directed at meeting needs of the family?

In order to be more certain of the value of the various aspects of the clothing curriculum, it was recognized that the opinions of those who had taken the courses would be helpful. These opinions would have developed through their application of the instruction to experiences in their daily living.

The purposes of this study were:

1. To determine the use and recognized value of instruction in the clothing and textile courses.
2. To determine the instruction in clothing and textiles that is considered most needed by graduates.
3. To consider suggestions for a basic course in clothing and textiles.

## II. METHOD OF PROCEDURE

Personal interviews, using an opinionnaire devised for the purpose, were conducted with twenty-five home economics graduates of the Woman's College of the University of North Carolina in the years 1946-1950 who are now homemakers in Guilford County and vicinity.

The staff members of the Clothing and Textile Division of the School of Home Economics of the Woman's College of the University of North Carolina assisted in the preparation of an opinionnaire to be used in obtaining views of graduates relative to this study. Outlines of the clothing and textile courses as offered in recent years (1942-1950) were used as a basis for the topics included in the opinionnaire. Staff members in clothing and textiles clarified major learning experiences in the courses offered and suggested possible ways in which they might be incorporated into the opinionnaire.

The material was organized into the following parts: (1) a personal data sheet; (2) a check list for the clothing and textile courses taken as an undergraduate as well as any instruction in clothing and textiles received after graduation; (3) a check list for the type and frequency of sewing done for the family and for the home; and (4) a check list for determining the personal value recognized by the homemaker of the knowledge, experiences, and skills gained in the college clothing and textile courses. Opportunity was given to the homemaker to state the knowledge, experiences, and skills needed that she did not have, or did not remember having, in her clothing and textile courses in college. Provision was made for the expression of opinions concerning the content of a basic course in clothing and textiles.

The original plan was that copies of the opinionnaire be mailed to 150-200 graduates in home economics. It was hoped that at least 100 of these would be returned. It was learned that responses to such inquiries in the past have been very meager, and mailing the opinionnaire would entail much expense. Because of these factors, it was decided that the sample should be limited to homemakers and that the opinions be procured by personal interview using the opinionnaire. Changing the sample and method of obtaining the desired information necessitated the making of minor changes in the opinionnaire. After the changes were effected, copies of the opinionnaire were submitted to a group of seniors in home economics. Their comments and questions formed the basis for further revisions. A copy of the revised opinionnaire used for the interviews appears in the Appendix.

Personal interviews were arranged with twenty-five homemakers in Guilford County and vicinity who majored in home economics at the Woman's College of the University of North Carolina in the graduating classes of 1946-1950. Personal interviews were used in order that topics in the opinionnaire and the responses given could be explained more fully. Guilford

County and vicinity was selected as the area, because it was easily accessible for the investigator. The graduates of the years 1946-1950 would have had time to marry, establish a home, and have a young family.

An effort was made to obtain interviews with those graduates who were full-time homemakers. There was an insufficient number in the area selected; therefore, those who were homemakers with full-time or part-time employment were included.

## CHAPTER II

### REVIEW OF THE LITERATURE

Much has been written recently relative to the family centered program in home economics. Many of these writings seem important to this study, dealing directly or indirectly with it.

Literature on the family centered emphasis of the home economics program. Kirk writes, "Today, as always, the primary purpose of home economics education is the improvement of family living."<sup>1</sup>

In order to place more emphasis on family living, many colleges and secondary schools have made changes in their curricula. Coon in discussing the roles home economics must play in college education says in part:

. . . Some institutions have set up a "core" of courses directed more specifically to home and family living which all home economics majors take. These may include: nutrition, the child and the family, clothing selection (seldom do we find family clothing problems), family meals, home management, housing, home furnishing, and family relations. When this is done, our majors probably gain some understanding of homes and families and some ability to function more effectively as homemakers. Unfortunately, however, many catalogues indicate that exceptions are made for certain professional groups and many majors do not take this core of courses.

Where there is a core of common requirements, two further steps should be taken: Set up the courses so that they actually focus on important personal, home, and family problems--instead of merely covering a given amount of subject matter. Reorganize the courses in the professional

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<sup>1</sup> Alice Kirk, "Improved Clothing Laboratories," Journal of Home Economics, 43:426, June, 1951.

sequences so that they build on these common requirements.

Sometimes home economists have all but lost sight of their responsibility to prepare for home and family living. Contrast two catalogue statements of purposes. "The courses in home economics are planned to meet the need of: Those who wish to prepare themselves for one of the professions in home economics or for graduate study. Those who wish a broader knowledge of the sciences and arts pertaining to the home." And "The School of Home Economics seeks to serve directly or indirectly all aspects of home and family life. The courses offered give a well-rounded liberal education for those who wish to become homemakers as well as those who plan for a career in the professional field."<sup>2</sup>

At the November, 1951, meeting of the Research Committee of the Eastern College Conference of Teachers of Clothing and Textiles, "It was stressed that we are training teachers who must function in family centered programs in secondary schools; . . ."<sup>3</sup>

Smith<sup>4</sup> questions how much we should stress homemaking in comparison with other vocations in home economics. There is a great demand for home economists in education and business; yet many of the graduates in home economics marry and are homemakers. Those in education and business will be working with the homemaker and her family.

Coon<sup>5</sup> adds that teachers may have been so concerned in training their students for professions that they have failed to make clear, or

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<sup>2</sup> Beulah I. Coon, "Our Roles in College Education," Journal of Home Economics, 43:337, May, 1951.

<sup>3</sup> Members of the Research Committee of the Eastern College Conference of Teachers of Clothing and Textiles, "Implications for Clothing and Textiles in Family Centered College Programs," Journal of Home Economics, 44:271, April, 1952.

<sup>4</sup> William M. Smith, Jr., "Home Economics in Education for Living," Journal of Home Economics, 46:227, April, 1954.

<sup>5</sup> Coon, op. cit., p. 338.

perhaps failed to remember, that their broad objective is the education for home and family living. She urges:

. . . Let's keep a strong professional program which will attract more students. At the same time, we need to reconsider sequence and emphasis in courses in order to better prepare all major students as home economists who understand and are able to function intelligently in the various areas of homemaking.<sup>6</sup>

Literature on the clothing and textile programs with family centered emphasis. In discussing the family centered clothing course Wybourn writes, "It is generally agreed that clothing has a vital contribution to make to democratic living and happier and more effective social and family relationships."<sup>7</sup>

Blanchard, who has been associated with the textiles industry for forty years, has this to relate about the revolution in our clothing:

. . . Although the casual wear trend was well underway before World War II, since the war it has taken on renewed vigor.  
.....

What accounts for this urge toward informality, which has long gone beyond the stage of a temporary style trend? It has given every indication of being much more than that, of having its roots deep in the changed conditions of modern living.

One reason, of course, is economic. . . .  
.....

The trend to suburban life and the tremendous growth in recreational activities--aided by shorter working hours, Saturday closings, more holidays--have played a great part in the changes in what we wear. So also has travel. Television entertaining in homes lends itself to informality. And the breaking down of class barriers and the rise in the standard of living of workers in our factories and on our farms has taken some of the stiffness and formality from the "carriage trade" and helped all to meet more nearly on equal terms in their clothes as well as in their incomes.<sup>8</sup>

<sup>6</sup> Ibid., p. 367.

<sup>7</sup> Marjory Wybourn, "Family Centered Clothing Course," Journal of Home Economics, 44:627, October, 1952.

<sup>8</sup> Fessenden S. Blanchard, "Revolution in Clothes," Harper's Magazine, 206:60-61, March, 1953.

Reporting on a study of high school clothing curriculum, Alexander writes:

. . . From an analysis of the curriculum material the following five major types of objectives in the area of clothing were identified:

1. The development of appreciation in the area of clothing
2. The acquisition of information necessary for intelligent selection, construction, and care of clothing
3. The development of an interest in clothing selection, construction, and care
4. The development of the ability to deal effectively with problems arising in regard to clothing selection, construction, and care
5. The development of suitable work habits and skills in relation to clothing construction and care.<sup>9</sup>

Monroe<sup>10</sup> writes that clothing teachers in trying to make their teaching more realistic have asked themselves several questions. What about the family budget? Are the teachers giving clothing too **great** an emphasis? Have they changed the content of the clothing courses to keep pace with the modern trend in sewing practices? Do they set standards so high that the girl is likely to feel she can not meet them? Do they tend to overemphasize the importance of dress? Do they give a relative emphasis to purchasing of garments? Is the clothing and textile teaching doing its part in the student's general education?

In studying the content of family centered clothing courses, Wybourn reported:

Clothing teachers are asking themselves, "Will the traditional clothing construction courses enable the student

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<sup>9</sup> Margaret Alexander, "The High School Clothing Curriculum," Journal of Home Economics, 44:701-702, November, 1952.

<sup>10</sup> Day Monroe, "Making the Teaching of Clothing More Realistic," Journal of Home Economics, 45:648-650, November, 1953.

to meet and share responsibility effectively for his own and his family's clothing?" "Will courses which are primarily construction enable the student to use clothing as a means to happier social and family relationships?" "Are clothing courses helping the student understand, recognize, and seek the values in clothing which will give him and the other members of his family the maximum satisfaction?"

.....  
 . . . Some of the [family centered] objectives, as defined by the group, are:

1. To acquire some knowledge of general patterns of income and expenditures for clothing a family
2. To become more aware of the clothing needs of each family member
3. To understand some of the social and psychological aspects of clothing
4. To appreciate the role of mass production and distribution in bringing suitable clothing to all people at a price they can afford to pay
5. To recognize the interrelation of problems among the producer, distributor, and consumer and the responsibilities of each
6. To obtain some knowledge of pre-market information available to the consumer, through labels, publications, organizations, and research bureaus
7. To be able to appraise low- and medium-priced garments and to be able to find value at various price levels<sup>11</sup>

Smith<sup>12</sup> asks what students should know about children's clothing.

He suggests that the study of children's clothing should cut across several areas in the field of home economics--clothing and textiles, management, child development, and family relationships.

Wybourn<sup>13</sup> stated that the third item in importance in the family budget is clothing. She adds, "More and more people are purchasing the majority of their clothing ready-made, as there is a steady increase and improvement in mass production and distribution."<sup>14</sup>

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<sup>11</sup> Wybourn, loc. cit.

<sup>12</sup> Smith, op. cit., p. 225.

<sup>13</sup> Wybourn, loc. cit.

<sup>14</sup> Loc. cit.



In regard to the clothing of families in which the mother is working, the members of the Research Committee of the Eastern College Conference of Teachers of Clothing and Textiles had this to reveal:

The panel members agreed that if one out of four married women living with their husbands is working outside the home, we, as clothing and textile teachers, must do more to help her with planning, purchasing, and upkeep not only of her own wardrobe but of the family wardrobe as well. Principles of simplification of wardrobe and upkeep need new research as well as application.<sup>15</sup>

Along somewhat the same line Coon asks, ". . . How much of the clothing and textiles taught is basic to selecting ready-made garments on the incomes most college students have and will have when they marry?"<sup>16</sup>

Literature on the type of construction done. In a study done in Radford, Virginia,<sup>17</sup> relative to clothing the preschool child, it was found that clothing for girls was constructed at home in more cases than was clothing for boys. The homemakers gave reasons why they did, or did not, make their children's clothing. Some of their reasons for making them were the saving of money, the desire to sew, and to get a better fitting garment. Some of their reasons for not making their children's clothing were the inability to sew, the dissatisfaction with fit or appearance of homemade garments, the saving of time, and the lack of a sewing machine.

Literature on the evaluation of clothing and textile programs.

From the members of the Research Committee of the Eastern College Conference of Teachers of Clothing and Textiles came this report:

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<sup>15</sup> Members of the Research Committee of the Eastern College Conference of Teachers of Clothing and Textiles, loc. cit.

<sup>16</sup> Coon, op. cit., p. 338.

<sup>17</sup> Evelyn Blake, Oris Glisson, and Mildred T. Tate, "A Study of the Preschool Child's Clothing in 100 Families of Radford, Virginia," Journal of Home Economics, 45:183-184, March, 1953.

. . . It was the consensus of the group that perhaps in the past we had put too much stress on the individual and her clothing needs. Today, could we not educate the individual in relation to the family in learning to cooperate and grow to maturity by emphasizing the family and its clothing preferences and satisfactions? Joint family planning to meet clothing needs, budgeting, choice of clothing, and its maintenance were stressed. Men as well as women should be educated in this field. Many illustrations were given of clothing and textile teachers' being used in other subject matter divisions to do this very thing. Others brought men into their classes to present the man's or the husband's point of view in joint family planning of clothing budgets. . . . Others suggested that clothing and textile departments should cooperate with child development and home and family life departments in teaching and research on choice of clothing as well as clothing in relationship to personality growth and adjustment. It was the belief of the group that choice-making, budgeting, and maintenance of clothing had significant bearing on the development of mature personalities needed to make a success of family living in today's world.<sup>18</sup>

Henkel and Seronsky in discussing a first course in clothing and textiles stated:

Results from questions relating to specific study units show that somewhat too much time was spent on the unit relating to selection of textiles and too little time on those of grooming, clothing selection, and planning and care of the wardrobe.

. . . Several changes have been made in this introductory course:

1. On the basis of the opinion questionnaire, less time is devoted to the selection-of-textiles unit, and more time has been given to planning and care of wardrobe. The grooming unit is now assigned as a special problem, and the student is encouraged to investigate her special problems through library references and conferences with the instructor.
2. The students ranking in the upper 5 per cent on the home economics test and the psychological test combined are excused from the beginning course and have the privilege of electing successive clothing and textile courses.<sup>19</sup>

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<sup>18</sup> Members of the Research Committee of the Eastern College Conference of Teachers of Clothing and Textiles, loc. cit.

<sup>19</sup> Jean Henkel and Louise Baird Seronsky, "First Course in Clothing and Textiles," Journal of Home Economics, 43:197, March, 1951.

The worth of the clothing and textile program is directly related to the type of experiences of those who are doing the evaluating. Teachers and students often do not agree as to the most worthwhile experiences that might be included in a clothing course. The ideas of mothers may vary from those of teachers or students. According to Biddle and Spencer,<sup>20</sup> construction and selection of garments are the more important phases of a clothing course in the students' opinions, while many of the mothers regard maintenance as the important phase. There must be some give-and-take and unity of opinions before a satisfactory program can be planned.

In an unpublished research paper Coleman writes:

The items which are concerned with planning and constructing garments for others in the family, with remodeling clothes, and with care of clothing and household textiles, in the area, "Clothing and Textiles for Personal and Family Needs," need consideration in an evaluation or in a curriculum building program.

As for purchasing garments and fabrics, the seniors seemed to feel both prepared and secure, although eight did indicate lack of preparation in the purchase of garments.

Especially was the group confident in their preparation and their feeling of security in constructing garments for oneself. Not one of the 43 students answered negatively.<sup>21</sup>

Kirk in referring to improved clothing laboratories warns:

We must make sure that home economics laboratories and equipment measure up to a fair standard of efficiency in much the same way that we insist upon modern methods of teaching. Actually, the two are closely related, since

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<sup>20</sup> Gwendolyn Tucker Biddle and Lilly Hester Spencer, "Family Background and Interest as Basis for Clothing Instruction," Journal of Home Economics, 46:105-106, February, 1954.

<sup>21</sup> Faye T. Coleman, "Opinions of Senior Students in Home Economics Education Concerning Their Technical Preparation at the Woman's College of the University of North Carolina," (unpublished minor research paper, The Woman's College of the University of North Carolina, Greensboro, 1953), p. 28.

modern teaching methods cannot easily survive in surroundings that are drab and inefficient or where equipment is inadequate or outmoded.<sup>22</sup>

Until very recently all students in home economics in a college were enrolled in the same beginning clothing course with little regard for their backgrounds in clothing construction. Wright and Henkel<sup>23</sup> have related that colleges are realizing differences in student preparation and are trying to organize their beginning courses so that there is little repetition of material. These courses are so arranged that the students generally fall into either the "advanced," the "intermediate," or the "beginner" classification. The more advanced students are urged to choose the more difficult problems for their assignments.

Literature on suggestions for inclusions in the family centered clothing and textile curriculum. In showing the importance of consumer education Wybourn asks these questions:

. . . What are some of the problems faced in trying to meet the needs of the consumer? How can the consumer make known his wants? How can better channels of communication be developed between consumers, retailers, and producers? What is the place of informative labeling on wearing apparel? Who assumes the responsibility for providing such labeling? What are the functions of the various types of retail stores? What particular group of consumers is served by each? In what ways can the consumer cooperate with the retailer? What economies in distribution are being used to bring to the consumer maximum value for the price?<sup>24</sup>

The study done in Radford, Virginia, referred to earlier in this chapter, indicated: ". . . Homemakers need help in clothing the preschool

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<sup>22</sup> Kirk, loc. cit.

<sup>23</sup> Janet Smith Wright and Jean Henkel, "Achievement in Clothing Construction," Journal of Home Economics, 43:626, October, 1951.

<sup>24</sup> Wybourn, op. cit., p. 628.

child. They need more training for selecting children's clothing and more suitable children's clothing within a normal price range from which to select."<sup>25</sup>

Wybourn mentions methods of including various aspects of family clothing:

. . . Garments such as women's functional work dresses or children's play clothes may be designed and constructed and evaluated in terms of use of time, money spent, performance expected, and satisfactions that can be obtained as compared to similar garments in ready-to-wear.

On the completion of the projects each group presents the results to the class for evaluation and discussion. Garments which have been selected to represent the desired values and satisfactions for the money to be spent are borrowed from the cooperating retail stores and brought to the classroom. These selections and their evaluation by the entire group give the student an opportunity to use the information, principles, and generalizations which have been presented through reading, discussion, and other methods. Such experiences involve life situations which call for critical thinking and problem solving.<sup>26</sup>

Paul D. Gilbert, president of Gilbert's Men's Clothing Store in South Bend, Indiana, addressed a meeting of the textiles and clothing division at the 1953 meeting of the American Home Economics Association. He said in part:

. . . Maybe it is natural for more attention to be paid to women's wear. Women can make their own clothes. Style changes in women's wear are faster than they are in men's wear. And, too, the women's wear manufacturers and retailers have always been far, far ahead of their counterparts in the men's wear field when it comes to appealing to their consumers. As a result, the poor male of the family usually gets what's left of the clothing budget after the ladies' wants are satisfied. But even these and other considerations do not excuse the facts, as I find them, that home economists practically ignore men's wear in their studies and teachings. Let me repeat: from the point of view of the

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<sup>25</sup> Blake, Glisson, and Tate, op. cit., p. 186.

<sup>26</sup> Wybourn, loc. cit.

family budget, the apparel for the male deserves at least half the attention given by your profession to the distaff side.<sup>27</sup>

. . . Part of your job is to improve the standard of living. That includes the standards of apparel living for the man as well as the woman.<sup>28</sup>

Alexander<sup>29</sup> suggests that snort-cut methods should be introduced into the construction phase of clothing courses, so that more time may be had for other phases of clothing.

Literature on the suggestions for a basic course in clothing and textiles. Henkel and Seronsky have reached this conclusion:

The beginning course in any area of study is of great importance. It may serve to introduce a student to a new area of knowledge, but it may also be required to serve as an agent to bring together earlier learnings into a basic pattern. The success of such a course lies not only in academic achievement of the students but also in the interests and attitudes that are created toward the new field.

. . . Assuming that any college course should be of higher quality than any courses taken at a lower level, can a faculty organize a course that will take care of variation in early training so as to offer satisfactory learning experiences to all and foster favorable attitudes toward the subject.<sup>30</sup>

Kirk says, ". . . Improvements will come and changes will be made; but beginnings, too, are important, for from them the best plans are evolved."<sup>31</sup>

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<sup>27</sup> Paul D. Gilbert, "Men's Wear is Important," Journal of Home Economics, 46:76-77, February, 1954.

<sup>28</sup> Gilbert, op. cit., p. 78.

<sup>29</sup> Alexander, op. cit., p. 703.

<sup>30</sup> Henkel and Seronsky, op. cit., p. 195.

<sup>31</sup> Kirk, op. cit., p. 427.

In light of these readings the fundamental idea is that teaching in all areas of home economics should be more family centered than much of it has been in the past. This is as true for clothing and textiles as for the other areas. By evaluation of clothing and textile programs and by studies of homemakers, it is possible to tell what should be included in well-rounded clothing and textile courses. New learning must be based on old learning; therefore, it is necessary to note the student's previous learning and interests, and, beginning there, help her to progress as far as possible.

## CHAPTER III

### PRESENTATION OF DATA

Data were obtained from twenty-five homemakers in Guilford County and vicinity who graduated from the Woman's College of the University of North Carolina in the period 1946-1950.

#### I. PERSONAL DATA

The personal data obtained included: (1) the year of graduation; (2) the major area in home economics; (3) the occupational status of the homemaker when interviewed; (4) the location of the community in relation to a city or town; and (5) the number in the immediate family and the age range of the children (Table I).

Ten of the twenty-five persons interviewed graduated from the Woman's College in 1947, and eight of them in 1949. There were two graduates each for the years 1946 and 1950 and three in the class of 1948. Seventeen (68 per cent) of the participants majored in home economics education as undergraduates. Three persons majored in the area of clothing and textiles and three in institution management. There was one each in child development and foods and nutrition.

Twelve of the participants were full-time homemakers at the time they were interviewed, while thirteen (52 per cent) were employed full-time or part-time outside the home. Five of those employed were teachers in vocational home economics, three were teachers in non-vocational home economics, and one was a teacher of clothing and textiles in a college.



TABLE I  
SUMMARY OF PERSONAL DATA  
OF TWENTY-FIVE GRADUATES INTERVIEWED

<u>Distribution as to year of graduation</u>		
1946		2
1947		10
1948		3
1949		8
1950		2
<u>Distribution as to major area in home economics</u>		
Home economics education		17
Clothing and textiles		3
Institution management		3
Child development and family relationships		1
Foods and nutrition		1
Housing and management		0
<u>Distribution as to occupational status when interviewed</u>		
Homemakers only		12
Homemakers with outside employment		13
<u>Distribution as to location of community</u>		
Town or city		17
Within ten miles of town or city		6
Within twenty miles of town or city		2
<u>Distribution as to family members</u>		
Husbands		25
Children		7
Boys		
Age range of boys - $4\frac{1}{2}$ months - 5 years		10
Girls		
Age range of girls - 3 months - $4\frac{1}{2}$ years		

There was one person in each of the following occupations: laboratory technician in a textile plant; assistant director of residence halls in a college; therapeutic dietitian in a hospital; and industrial home economist.

Of those interviewed seventeen lived in towns or cities with 7,701 - 87,811 population, according to the 1950 census of North Carolina.<sup>1</sup> These were of sufficient size to afford a shopping center. Six lived within ten miles and two within twenty miles of such a town or city.

The families included, in addition to the twenty-five husbands, a total of seventeen children. There were seven boys, the ages ranging from four-and-one-half months to five years, and ten girls with ages ranging from three months to four-and-one-half years. These seventeen children were in thirteen of the homes visited. One person had three children; two of them had two children each. Two of the participants were expectant mothers, and one of these had a relative staying with her at the time.

Generally the person interviewed was responsible for the housework and care of her family. One did have a full-time maid, while two others had part-time help.

## II. CLOTHING AND TEXTILE INSTRUCTION

Those homemakers interviewed were asked to tell in which courses in clothing and textiles they were enrolled as undergraduates and in which

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<sup>1</sup> Mrs. J. C. B. Ehringhaus and Mrs. Carl Goerch, North Carolina Almanac and State Industrial Guide, 1954-55 (Raleigh: Almanac Publishing Company, 1953), pp. 100, 103.

college courses, if any, they were enrolled as graduates. They were asked to report any instruction in clothing and textiles that they may have had since graduation.

As undergraduates the entire group had had the freshman clothing course (Home Economics 101 or its equivalent). That was the only course in the clothing and textile division that four of the persons had had as undergraduates (Table II). Twenty (80 per cent) had had the courses in pattern construction and costume design (Home Economics 301 and 311). Of these twenty, seventeen had majored in home economics education and three in clothing and textiles. Only those who had majored in clothing and textiles had been enrolled in the courses in the history of costume (Home Economics 331), the history of textiles (Home Economics 421), and advanced clothing construction (Home Economics 401). There were five who had been enrolled in the beginning course in textiles (Home Economics 341). None of the other clothing and textile courses had been taken by more than one person.

As graduates, seven of the participants had had nine of the clothing and textile courses (Table II). Two persons each were enrolled in the following courses: Textiles; Advanced Clothing Construction; Advanced Costume Design and Construction; Clothing the Family; and Materials and Methods for Teaching Clothing. One each had had History of Costume, History of Textiles, Clothing Selection and Care, and Clothing and Textile Economics.

Some of those interviewed had made efforts to follow trends in clothing and textiles. Most of them read "household" magazines. One of the participants was married to a chemist and dyestuff salesman of a textile industry. She indicated that she read many of his professional magazines. Two of the homemakers, who had been home demonstration agents

TABLE II  
 FREQUENCY OF CLOTHING AND TEXTILE COURSES  
 TAKEN IN COLLEGE  
 BY TWENTY-FIVE GRADUATES INTERVIEWED

Courses offered*	Number taking courses as undergraduates	Number taking courses as graduates
Fresman clothing (Home Economics 101)	25	0
Pattern construction (Home Economics 301)	20	0
Costume design (Home Economics 311)	20	0
History of costume (Home Economics 331)	3	1
Textiles (Home Economics 341)	5	2
Clothing selection and care (Home Economics 351)	1	1
Advanced clothing construction (Home Economics 401)	3	2
Advanced costume design and construction (Home Economics 411)	1	2
History of textiles (Home Economics 421)	3	1
Clothing the family (Home Economics 451)	1	2
Clothing and textile economics (Home Economics 461)	1	1
Materials and methods for teaching clothing (Home Economics S547)**	0	2

\* The course numbers were those used at the time those interviewed were enrolled in the courses.

\*\* This course was taught in summer session, so the number was not in the catalogue for the regular school session.

before their marriages, had had some courses with the Extension Service. Two others had followed trends through participation in home demonstration clubs. One had purchased a sewing machine recently and was planning to take the free lessons to which she was entitled.

### III. SEWING DONE BY THE HOMEMAKER

The twenty-five homemakers were asked what type of sewing they did for their families and homes. They were encouraged to add items that were omitted from the list in Tables III and IV. Also, they were asked to list the items made for others outside their immediate families.

Sewing done for the family. A study of the construction of wearing apparel for the family revealed that approximately one-half of those interviewed had never made lined or unlined coats or suits for themselves (Table III). Only one homemaker made her husband's suits and separate coats--lined and unlined. Two of the others occasionally made lined coats for for their husbands. None of the others had made lined or unlined coats or lined suits, and none of the twenty-five homemakers had made unlined suits for their husbands. Eight out of thirteen mothers had made lined coats for their children; five had not. Four had made unlined coats and lined and unlined suits for their children; nine had not constructed unlined suits for their children; nine had not constructed unlined coats or suits, and eight had not made lined suits for their children.

Only three usually made their slacks, while twelve made their own shorts. Eighteen had not made slacks, and six had never made shorts. One person usually made her husband's pants and shorts. Another occasionally made her husband's shorts. The others had not made pants and shorts for their husbands. None of them had made their husband's slacks. Three had made, and seven had not made, pants for their children. Five had usually

TABLE III  
 FREQUENCY OF SEWING DONE FOR THE FAMILY

Type of sewing	For adult females			For adult males			For children*		
	U.	O.	N.	U.	O.	N.	U.	O.	N.
Wearing apparel									
Coats (lined)	4	9	12	1	2	22	5	3	5
Coats (unlined)	5	6	14	1	0	24	3	1	9
Suits (lined)	8	7	10	1	0	24	3	2	8
Suits (unlined)	8	5	12	0	0	25	3	1	9
Pants				1	0	24	3	3	7
Slacks	3	4	18	0	0	25	0	0	13
Shorts	12	7	6	1	1	23	5	2	6
Skirts	17	6	2				4	1	8
Dresses (dress-up)	12	8	5				4	3	6
Dresses (everyday)	15	8	2				5	2	6
Blouses (dress-up)	13	6	6				2	1	10
Blouses (everyday)	13	8	4				3	1	9
Shirts (dress)				0	0	25	1	1	11
Shirts (everyday)				2	8	15	2	1	10
Formals	7	8	10				0	0	13
Slips	1	1	23				3	2	8
Petticoats	0	6	19				1	1	11
Pajamas	10	3	12	2	4	19	7	1	5
Nightgowns	5	3	17				1	1	11
Aprons	12	6	7				0	0	13
Clothing renovation									
Darning	10	5	10	11	6	8	6	1	6
Mending	19	5	1	19	5	1	11	1	1
Patching	8	5	12	10	6	9	7	3	3
Remodeling clothing	8	11	6	1	2	22	2	4	7

\* This is reported as the number of mothers who do sewing for their children.

U. is usually; O is occasionally; N. is never.

constructed shorts for the children; six had not. None of them had made slacks for their children.

More than one-half of those interviewed usually made their own skirts, everyday dresses, and blouses. Forty-eight per cent usually made their dress-up dresses. About one-fifth of the homemakers never made their dress-up dresses or their blouses, while two persons never made their skirts nor their everyday dresses. Four usually made their children's skirts and dress-up dresses; five made their everyday dresses. Eight never made the children's skirts, while six never made their dresses. Ten never made dress-up blouses and nine never made everyday blouses for their children.

None of the homemakers had made dress shirts for their husbands. Eight of them occasionally made everyday or sport shirts for their husbands; fifteen never had made them. Eleven had never made dress shirts for their children, and ten had never made everyday shirts for them. Two usually made everyday shirts for their boys.

Seven of the participants usually made their own formals. Eight occasionally made formals, while ten had never made them. None of the thirteen mothers had made formals for their children. (The oldest child was five years old.)

Twenty-three of those interviewed had not made slips for themselves, and nineteen had not made their own petticoats. Eight of these homemakers had not made slips for their children; three usually made them. Eleven of them had not made petticoats for the children; one person usually made them.

Ten of those interviewed usually made pajamas for themselves; twelve never made them. Seventeen never made their nightgowns; only five usually did. Nineteen had never made pajamas for their husbands, while four occasionally made them. Seven usually made their children's pajamas,

although five never made them. Eleven of the participants never made night-gowns for the children.

Twelve of those interviewed usually made aprons for themselves. Only seven never made them. None of the homemakers made aprons for their children.

The participants mentioned some items that were not on the list in Table III. Two of them had made their wedding dresses, and one of these two had made the dresses for her wedding attendants. One homemaker usually made her bathing suits. Three persons made the layettes for their babies. The following items of children's clothing were made by one each homemakers. These were snow suits, overalls, sunsuits, rompers, bathing suits, and caps.

As to clothing renovation, ten usually did the darning for themselves, while ten did not (Table III). Eleven (44 per cent) usually did the darning for their husbands. Six usually darned their children's clothes, while six did not.

Nineteen (76 per cent) did most of the mending for themselves and their husbands, while eleven (85 per cent) of the mothers did the mending for their children. Only one never did any mending. The clothing in need of mending was put aside until she was visited by her mother or mother-in-law. Eight patched their own clothes, while twelve did not. Ten did the patching for their husbands, while nine never did. Seven usually patched their children's clothes.

Eleven homemakers occasionally remodeled their own clothing, but six never did this. One person remodeled her husband's clothes for others in the family; twenty-two did not. Only two participants remodeled their children's clothing, while seven never remodeled these garments.



To those items on the list in Table III one added that she did the alterations of her ready-to-wear garments. Another added that she occasionally did alterations for her husband; that is, she shortened the sleeves of his summer dress shirts for his comfort, since he was in a profession which made it necessary for him to wear a coat at all times.

Sewing done for the home. A study of the frequency of sewing done for the home disclosed that eleven of the homemakers usually made their curtains, and thirteen occasionally did this (Table IV). Fourteen persons (56 per cent) usually made their draperies, while nine occasionally made them. Ten usually made their own slipcovers; seven never made slipcovers.

TABLE IV  
FREQUENCY OF SEWING DONE FOR THE HOME

Type of sewing	Usually	Occasionally	Never
Curtains . . . . .	11	13	1
Draperies . . . . .	14	9	2
Slipcovers . . . . .	10	8	7
Bedspreads . . . . .	3	14	8
Sheets . . . . .	1	1	23
Pillowcases . . . . .	0	7	8
Tablecloths . . . . .	2	7	16
Place mats . . . . .	4	17	4
Napkins . . . . .	3	10	12
Scarves . . . . .	0	6	19
Guest towels . . . . .	2	6	17
Dish towels . . . . .	8	8	9
Pillows . . . . .	3	8	14

Fourteen of the homemakers occasionally made their bedspreads, but eight never did. One usually made her sheets; twenty-three participants (92 per cent) never made sheets. Seven occasionally made their pillowcases.

(These were the hand-embroidered ones.) Eighteen never made their pillow-cases.

Only two usually made their own tablecloths, while sixteen did not make them. Seventeen occasionally made place mats. Ten occasionally made napkins, while twelve did not.

Nineteen of them never made scarves, and seventeen never made guest towels. Eight usually made dish towels, eight occasionally did, while nine never did. Eight occasionally made pillows, although fourteen participants never made them.

Added to the above items were dust ruffles, dressing table skirts, upholstering, fabric lamp shades, rugs, and a new covering for a bassinet--all these articles were mentioned by one homemaker each.

Sewing done for those outside the immediate family. Some of the sewing done for those outside the immediate family was done free of charge for relatives, for neighbors, or as gifts; other items were made for payment.

More wearing apparel was made for those outside the family than any other type of sewing for others (Table V). Two of the homemakers made lined coats, and three made lined suits for adult women. Seven made dresses, four made blouses, and five made formals for adults.

Two had made men's sport shirts. One each had made men's suits, pants, shorts, and pajamas.

Two each had made skirts, dresses, and blouses for children. One each had made other items for children--boys' suits, pants, and shirts, girls' formals, and pajamas and sunsuits for boys and girls.

Miscellaneous sewing was listed by one homemaker each for the following: mending, remodeling clothing, fitting garments, and making buttonholes.

TABLE V  
 FREQUENCY OF SEWING DONE  
 FOR THOSE OUTSIDE THE IMMEDIATE FAMILY

Type of sewing done	Number of times mentioned
Wearing apparel	
Adult female	
Coats (lined) . . . . .	2
Suits (lined) . . . . .	3
Shorts . . . . .	2
Skirts . . . . .	3
Dresses . . . . .	7
Blouses . . . . .	4
Formals . . . . .	5
Slips . . . . .	1
Aprons . . . . .	2
Dusters . . . . .	1
Housecoats . . . . .	1
Bathing suits . . . . .	1
Adult male	
Suits . . . . .	1
Pants . . . . .	1
Shorts . . . . .	1
Shirts (sport) . . . . .	2
Pajamas . . . . .	1
Children	
Suits (boys') . . . . .	1
Pants (boys') . . . . .	1
Skirts . . . . .	2
Dresses . . . . .	2
Blouses . . . . .	2
Shirts . . . . .	1
Formals . . . . .	1
Pajamas . . . . .	1
Sunsuits . . . . .	1
Miscellaneous sewing	
Mending . . . . .	1
Remodeling . . . . .	1
Altering . . . . .	2
Fitting . . . . .	1
Making buttonholes . . . . .	1
Household sewing	
Draperies . . . . .	2
Slipcovers . . . . .	1
Place mats . . . . .	1

Two had done alterations for others. One of these had been employed in the alteration department of a women's specialty shop.

Sewing done for other households included draperies, slipcovers, and place mats. Two of those interviewed had made draperies, while only one each had made slipcovers and place mats.

#### IV. PERSONAL VALUE RECOGNIZED BY THE HOMEMAKER OF INSTRUCTION IN CLOTHING AND TEXTILES

Knowledges, experiences, and skills were listed from the courses of study for the courses in clothing and textiles. The homemakers were asked to evaluate this instruction in relation to their homemaking. Also, they were asked to tell in which of the topics they remembered having no instruction (Tables VI - XV). Flexibility in teaching methods may have accounted for the course variations that were present.

The majority of persons interviewed valued the topics listed. Some of the participants considered them of great value. Attention will be directed toward the number of persons who considered the topics of great value and of no value. The number of persons who recalled no instruction will be reported in the discussion of certain topics.

Recognized value of pattern knowledge. In reference to the use of commercial patterns sixteen (64 per cent) of those interviewed thought their instruction in the use of printed patterns had been of great value, while only thirteen (52 per cent) thought the same of perforated patterns (Table VI). Three considered their instruction concerning printed patterns of no value. Four persons reported the same for perforated patterns. Three remembered no instruction regarding perforated patterns.

TABLE VI  
 VALUE OF PATTERN INSTRUCTION  
 ACCORDING TO THE USE MADE OF IT AS A HOMEMAKER

Pattern knowledge through these experiences	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
Use of different types of commercial patterns				
Printed	0	16	6	3
Perforated	3	13	5	4
Application of basic principles of				
Trueing a pattern	2	13	5	5
Altering a pattern	0	15	5	5
Fitting a pattern	1	17	5	2
Use of a master pattern	5	5	10	5

Instruction in the application of basic principles of trueing a pattern had proved of great value to thirteen homemakers. Five said this instruction was of no value. Fifteen thought instruction in pattern alteration of great value; five thought it of no value. Seventeen (68 per cent) of the homemakers believed their instruction in fitting a pattern was of great value, while only two thought it had been of no value.

Five participants had received great value from the use of their master (or basic) pattern. Ten stated that it was of some value, and five thought it of no value. Five of those interviewed had had no instruction in the use of a master pattern. (These were the persons who had had only the freshman course in clothing.)

Recognized value of clothing and grooming knowledge. Fourteen of the homemakers had recognized some value in the instruction regarding fitting problems which related to irregular figures, while fifteen had found some

value in the instruction of those fitting problems which related to faulty posture (Table VII). Four remembered no instruction dealing with these problems.

Sixteen participants said their knowledge of the worth of a pleasing personal appearance had proved of great value. Thirteen stated that instruction in ways of enhancing personal coloring had been of great value, while ten said it had been of some value. Fourteen said knowledge of ways of dressing to temperament had been of great value; seven remembered no instruction in this.

Eleven persons each revealed great value and some value for the instruction received in methods of analyzing their personal wardrobes. Thirteen said that instruction in methods of skillfully planning their wardrobes had been of great value. Ten thought that knowledge of the proper place of clothing in the family budget had been of great value; nine said of some value.

TABLE VII

VALUE OF CLOTHING AND GROOMING INSTRUCTION  
ACCORDING TO THE USE MADE OF IT AS A HOMEMAKER

Clothing and grooming knowledge	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
Fitting problems caused by				
Irregular figures	4	3	14	4
Faulty posture	4	0	15	6
Value of a pleasing personal appearance	0	16	7	2
Ways of enhancing personal coloring	1	13	10	1
Ways of dressing to temperament	7	14	1	3
Methods of analyzing your personal wardrobe	1	11	11	2
Methods of skillfully planning your wardrobe	2	13	8	2
Proper place of clothing in the family budget	2	10	9	4

Recognized value of design knowledge. More than one-half of those interviewed believed the instruction in the design essentials--line, dark and light, color and color combinations, texture and texture combinations, balance, proportion, and emphasis--had been of great value (Table VIII). Ten said their knowledge of silhouette had been of great value, while ten said of some value. Eleven reported some value for knowledge of mass and ten for knowledge of rhythm. Eight said their knowledge of rhythm was of some value.

Thirteen homemakers recognized great value in their knowledge of the relation of design to fabric, while fifteen realized great value in the knowledge of the relation of design to figure problems. Fourteen reported some value in the knowledge of the relation of design to temperament.

The value received from instruction regarding the determination of hem widths varied little for the group. Nine recognized great value in that portion dealing with fabric type, while ten thought this was of some value. Nine each reported great value and some value for knowledge of determination of hem widths relative to length and width of skirt. Seven said that knowledge of determination of hem widths for probable fashion changes had been of great value, while seven said the same for design feature hem widths. Five persons remembered no instruction as to hemming for probable fashion changes, and six remembered none in reference to using hem widths as a design feature.

Nine participants considered their ability to express original ideas in design of great value; eleven believed this to be of some value. Ten thought their knowledge of techniques used in costume illustration had been of no value, while five remembered no instruction relative to this. Only two thought it was of great value.

TABLE VIII  
 VALUE OF DESIGN INSTRUCTION  
 ACCORDING TO THE USE MADE OF IT AS A HOMEMAKER

Design Knowledge	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
<b>Essentials</b>				
Line--vertical, horizontal, and diagonal	1	16	7	1
Silhouette	2	10	10	3
Mass	3	8	11	3
Form	3	9	10	3
Dark and light	1	14	9	1
Color and color combinations	1	16	7	1
Texture and texture combinations	1	15	7	2
Balance	1	16	7	1
Proportion	1	14	9	1
Rhythm	3	12	8	2
Emphasis	2	13	8	2
<b>Relation of design</b>				
To fabric	2	13	8	2
To figure problems	1	15	7	2
To temperament	4	4	14	3
<b>Determination of hem widths</b>				
For fabric type	4	9	10	2
For width and length of skirt	4	9	9	3
For probable fashion changes	5	7	9	4
For design feature	6	7	7	5
<b>Ability in the expression of original ideas</b>				
Knowledge of techniques in costume illustration	3	9	11	2
<b>Appreciation of fashion as a means toward achieving style and individuality in dress</b>				
Knowledge of the meaning of style	5	2	8	10
Knowledge of historical costume	2	11	11	1
	1	13	10	1
	6	1	8	10

Eleven of those interviewed received great value, and eleven received no value in regard to their instruction in appreciation of fashion as a means toward achieving style and individuality of dress. Thirteen



believed their knowledge of the meaning of style to be of great value, while ten believed it to be of some value.

Only one considered her knowledge of historical costume of great value. Ten recognized it as of no value. Six persons remembered no instruction in historical costume.

Recognized value of equipment knowledge. Fourteen of those interviewed recognized that their instruction in the selection of small equipment had been of great value, and thirteen thought the same for the use of small equipment (Table IX). Two reported remembering instruction in neither the selection nor the use of small equipment.

Twelve homemakers believed their instruction in the operation of treadle sewing machines had been of great value, while sixteen believed their instruction in the operation of electric sewing machines had been of great value. Six said that their instruction in the operation of treadle sewing machines had been of no value. Twelve thought that the ability to recognize major parts of the sewing machine had been of great value, while eight said it had been of some value. Seventeen each regarded instruction in the correct adjustment of tension and the correct regulation of stitch length as having been of great value.

Twelve persons said that learning the care of sewing machines by experience had been of great value, while seven remembered no learning of this kind. Six believed the knowledge concerning the care of sewing machines obtained by observation had been of some value. Twelve (48 per cent) remembered no instruction in this subject.

More than one-half of those interviewed regarded their instruction in pressing equipment--the use of dry and steam irons, press cloths, sleeve and ironing boards--as having been of great value. Twelve persons thought

TABLE IX  
 VALUE OF EQUIPMENT INSTRUCTION  
 ACCORDING TO THE USE MADE OF IT AS A HOMEMAKER

Equipment knowledge	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
Selection of small equipment	2	14	7	2
Use of small equipment	2	13	8	2
Operation of sewing machines				
Efficient operation of				
Treadle machines	0	12	7	6
Electric machines	0	16	7	2
Recognition of major parts of the sewing machine	1	12	8	4
Correct adjustment of tension	1	17	3	4
Correct regulation of stitch length	1	17	4	3
Care of sewing machines				
By experience	7	12	3	3
By observation	12	3	6	4
Use of pressing equipment				
Dry irons	4	16	3	2
Steam irons	1	18	5	1
Press cloths	1	17	5	2
Pressing pads	3	12	9	1
Spanker	9	3	4	9
Sleeve boards	2	13	8	2
Ironing boards	2	16	4	3

instruction in the use of pressing pads had been of great value, while nine believed it had been of some value. Nine saw no value in their instruction in the use of a spanker. Nine remembered no instruction in regard to the use of a spanker. (Seven of the nine did not know what a spanker is.)

Recognized value of fabric knowledge. Eighteen participants (72 per cent) reported great value in their recognition of quality and value and their appreciation of beautiful texture in fabrics. One remembered no instruction in these (Table X).

TABLE X  
 VALUE OF FABRIC INSTRUCTION  
 ACCORDING TO THE USE MADE OF IT AS A HOMEMAKER

Fabric knowledge	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
Recognition of quality and value	1	18	5	1
Appreciation of beautiful texture	1	18	4	2
Judgment in selection of fabric				
Knowledge of				
Fibers	0	14	8	3
Weaves	0	13	10	2
Finishes	0	13	9	3
Suitability to design and purpose	2	17	4	2
Cost	1	12	10	2
Preparation				
How to straighten fabric	2	17	4	2
How to recognize grain line	2	17	5	1
How to shrink cotton	1	11	11	2
How to shrink wool	1	13	9	2
Lay-out techniques	2	19	2	2
Cutting techniques	2	18	3	2
Skills developed in handling fabrics	3	16	3	3
Correct methods of pressing				
Cotton	3	16	4	2
Linen	3	13	6	3
Silk	3	10	9	3
Wool	2	16	6	1
Rayon	3	15	5	2
Nylon	4	10	8	3

More than one-half of those interviewed perceived great value in their judgment of fabrics. Ten found some value in their knowledge of weaves and cost of fabrics, while nine recognized some value concerning their knowledge of fabric finishes. Eight regarded their knowledge of fibers as of some value.

Seventeen realized great value in the preparation of fabrics--straightening fabric and recognition of grain line. Two persons reported

no instruction in either of these. Eleven thought their instruction in shrinking cotton of great value, while eleven others thought it had been of some value. Thirteen of these homemakers thought knowledge of the shrinking of wool was of great value, while nine said it was of some value.

Nineteen persons believed their instruction in lay-out techniques had been of great value. Eighteen thought the same for cutting techniques. Two remembered no instruction in either of these.

Sixteen participants thought their skills developed in handling fabrics had been of great value. Three thought these skills had been of no value.

More than one-half of the participants thought that the instruction in the correct methods of pressing cotton, linen, wool, and rayon fabrics had been of great value. Ten thought instruction in methods of pressing silk fabrics had been of great value, while nine considered this of some value. Ten recognized great value in their knowledge of the correct pressing methods for nylon fabrics. Four remembered no instruction in pressing nylon fabrics.

Recognized value of textile knowledge. Thirteen realized their knowledge of fiber classification and identification to be of some value; three persons said this was of no value (Table XI). Four recalled no instruction regarding fiber classification and identification.

About one-half of those interviewed recognized some value in the knowledge of production, properties, and fabrics of cotton, linen, silk, wool, rayon, and nylon. Three remembered no instruction for any of these.

Ten persons recognized some value in their knowledge of yarn construction; six realized no value. Five said they had had no instruction along this line. Approximately one-third of those interviewed received

TABLE XI  
 VALUE OF TEXTILE INSTRUCTION  
 ACCORDING TO THE USE MADE OF IT AS A HOMEMAKER

Textile knowledge	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
Knowledge of				
Fiber classification and identification	4	5	13	3
Production, properties, and fabrics of				
Cotton	3	6	13	3
Linen	3	4	15	3
Silk	3	3	12	7
Wool	3	5	14	3
Rayon	3	4	14	4
Nylon	3	5	12	5
Yarn construction	5	4	10	6
Fiber properties contributing to their acceptance and serviceability and cost				
Weave	2	7	8	8
Thread count	3	5	9	8
Finishes	3	6	9	7
Labeling of textiles	2	11	6	6
Care of fabrics				
Soaps and detergents	6	11	7	1
Spotting and staining	6	10	8	1
Textile testing procedures	7	2	7	9
Appreciation of the value of textile tests	6	2	10	7
Understanding of factors influencing the correct selection of household fabrics	5	11	5	4

some value from their instruction in fiber properties contributing to their acceptance, serviceability and cost; one-third could see no value. Eleven persons saw great value in their knowledge of labeling of textiles. Six recognized no value in their instruction concerning the labeling of textiles.

About 40 per cent of the participants realized great value in their knowledge of care of fabrics. Six persons each recalled no instruction in

regard to care of fabrics with soaps and detergents or in regard to spotting and staining.

Nine persons could see no value in their knowledge of textile testing procedures. Seven reported no instruction. Ten saw some value in their appreciation of textile tests. Seven recognized no value.

Eleven of those interviewed reported great value in their understanding of factors influencing the correct selection of household fabrics. Five remembered no instruction in regard to factors influencing the correct selection of household fabrics.

Recognized value of industrial knowledge. Eleven (44 per cent) of the participants realized that their understanding of present-day systems of textile manufacturing and merchandising had been of no value, and five remembered no instruction in these (Table XII). Ten said their understanding of consumer interests and responsibilities had been of some value; five reported no value, and five remembered no instruction. As to their understanding of aspects of fashion as businesses, only two recognized great value, while ten said no value; six did not remember any instruction.

Ten persons found some value in their appreciation of the numerous problems encountered in the production and marketing of textiles. Seven saw no value, and six had had no instruction. Twelve recognized no value in their appreciation of the personal responsibilities of those in the fashion field; five remembered no instruction regarding this.

Eight recognized some value in their knowledge of the influence of social and economic forces on the development of the clothing and textile industry. Nine saw no value. In their understanding of governmental controls imposed to protect the consumer, seven perceived great value, while six recognized no value. Eleven participants found some value in knowing

TABLE XII  
 VALUE OF INDUSTRIAL INSTRUCTION  
 ACCORDING TO THE USE MADE OF IT AS A HOMEMAKER

Industrial knowledge	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
An understanding of				
Present-day systems of textile manufacturing	5	3	6	11
Merchandising	5	5	4	11
Consumer interests and responsibilities	5	5	10	5
Aspects of fashion as businesses--styling and designing, garment production, and labor problems	6	2	7	10
An appreciation of				
The numerous problems encountered in the production, manufacture, and marketing of textiles	6	2	10	7
Personal responsibilities of those in the fashion field	5	2	6	12
A knowledge of				
The influence of social and economic forces on the development of the clothing and textile industry	5	3	8	9
Governmental controls imposed to protect the consumer	4	7	8	6
The difference between needs and wants in consumer purchases of textiles	4	3	11	7
The forces dominating fashion and fashion changes	5	3	14	3

the difference between needs and wants in consumer purchases of textiles. Seven of them saw no value in this knowledge. Fourteen reported some value from their understanding of forces dominating fashion and fashion changes. Five had had no instruction regarding the forces dominating fashion and fashion changes.

Recognized value of reference materials knowledge. Nine of the homemakers believed their ability to interpret written reference materials and to transfer knowledge in related courses to be of great value (Table XIII). Four thought this ability had been of no value, while six remembered no instruction.

TABLE XIII

VALUE OF REFERENCE MATERIALS KNOWLEDGE  
ACCORDING TO THE USE MADE OF IT AS A HOMEMAKER

Reference materials knowledge	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
Ability in interpreting written reference materials and in transferring knowledge in related courses	6	9	6	4
A stimulated interest in the further study of art prin- ciples, color, and textiles	3	11	7	4
A knowledge of fashion sources	5	6	9	5

Eleven considered the stimulation of interest in the further study of art principles, color, and textiles of great value. Four persons believed this was of no value.

Six of the participants stated that their knowledge of fashion sources had been of great value, while nine said it had been of some value. Five of those interviewed could recall no instruction regarding fashion sources.

Recognized value of intangibles. Fourteen of the homemakers considered their development of a personal clothing philosophy to be of great value, while nine thought it of some value (Table XIV). Twelve believed



TABLE XIV  
 VALUE OF INTANGIBLES  
 ACCORDING TO THE USE MADE OF THEM AS A HOMEMAKER

Intangibles	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
Development of				
A personal clothing philosophy	1	14	9	1
Poise and self-confidence	1	12	10	2
Creative ability	0	11	10	4
Skills in workmanship	3	19	2	1
High standards of workmanship	3	16	5	1
Standards for judging progress	4	15	6	0
Keeness of observation	3	15	7	0
Stimulation of managerial ability in the organization of plans and procedures incidental to the provision of individual and family clothing	4	12	6	3

their development of poise and self-confidence in their clothing courses had been of great value; ten thought it had been of some value.

Eleven persons regarded the development of creative ability as having been of great value. Ten considered this development of some value; four recognized no value.

Nineteen participants believed their skills developed in workmanship to have been of great value. Three remembered no instruction. Sixteen thought the high standards of workmanship developed had proved of great value. Three could recall no instruction relative to the development of high standards of workmanship.

Fifteen each of those interviewed said their development of standards for judging progress and keenness of observation had been of great value. There were none who believed these had been of no value.

Twelve thought the instruction relative to the stimulation of managerial ability in the organization of plans and procedures incidental to the provision of individual and family clothing had been of great value. Four could recall no instruction.

Fourteen of the persons interviewed gave examples of their managerial ability in clothing. They cited such examples as the following: (1) planning for clothing in their own wardrobes at least one season in advance with the planning based on need of garments, cost of garments, and time used in construction of garments; (2) planning for clothing in their children's wardrobes; (3) purchasing of garments at sales, after careful planning; and (4) purchasing of fabrics at end-of-season sales and storing them until they are needed.

One of the homemakers had access to a department store owned by her husband's family. She could get clothes at cost to the store. Another person mentioned that she tried to avoid purchasing many major items in any one season. A third homemaker said she planned new color schemes for the next season's wardrobe around previously bought accessories; she rotated the system the next season.

Recognized value of experiences and skills. Eleven of the homemakers recognized great value in their experience with even hand basting, while nine saw some value in their experience with uneven basting (Table XV). Three saw no value in their experience in even basting, and four saw none in uneven basting. Five realized no value in their instruction in diagonal basting, while six remembered no instruction. Eleven believed they had received great value from the instruction in slip basting. Twelve persons saw great value in their instruction in basting with the sewing machine; six (24 per cent) received no instruction. Sixteen received great value

TABLE XV  
 VALUE OF EXPERIENCES AND SKILLS  
 ACCORDING TO THE USE MADE OF THEM AS A HOMEMAKER

Experiences and skills	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
Bastings				
Thread				
Hand stitches				
Even . . . . .	2	11	9	3
Uneven . . . . .	5	9	7	4
Diagonal . . . . .	6	5	9	5
Slip . . . . .	3	11	7	4
Machine stitches . . . . .	6	12	5	2
Pin . . . . .	0	16	8	1
Belts				
Interfaced . . . . .	5	8	8	4
Belt carriers				
Thread . . . . .	5	7	8	5
Fabric . . . . .	8	4	8	5
Collars				
Set-on (with facing)				
Rolled . . . . .	3	14	4	4
Flat . . . . .	3	14	3	5
Standing . . . . .	5	11	6	3
True bias . . . . .	6	13	4	2
Convertible . . . . .	6	11	2	6
Cut-in-one with blouse . . . . .	8	9	2	6
Detachable . . . . .	9	7	4	5
Construction details				
Darts				
Essential . . . . .	1	18	4	2
Decorative . . . . .	5	13	4	3
Tucks . . . . .	2	16	6	1
Folds . . . . .	5	14	5	1
Gathers . . . . .	2	16	5	2
Pleats . . . . .	5	14	5	1
Shirring . . . . .	5	12	3	5
Matching seams . . . . .	2	20	1	2
Clipping and grading seams . . . . .	1	18	4	2
Matching stripes and plaids . . . . .	3	19	2	1
Mitering corners . . . . .	2	16	5	2
Joining bias strips . . . . .	3	17	2	3

TABLE XV (Continued)  
 VALUE OF EXPERIENCES AND SKILLS  
 ACCORDING TO THE USE MADE OF THEM AS A HOMEMAKER

Experiences and skills	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
<b>Cuffs</b>				
Attached with facing . . . . .	3	14	6	2
Cut-in-one with sleeve . . . . .	8	11	3	3
Detachable . . . . .	9	8	5	3
<b>Facings</b>				
Fitted (shaped)				
Armhole . . . . .	3	14	6	2
Neckline				
With collar . . . . .	2	15	6	2
Without collar . . . . .	5	13	6	1
Placket . . . . .	1	18	3	3
Skirt . . . . .	4	15	4	2
Hem . . . . .	3	14	7	1
<b>Bias</b>				
As an edge finish . . . . .	5	14	4	2
In applying collars, etc. . . . .	2	15	6	2
<b>Fastenings</b>				
Buttons				
Eye type . . . . .	3	15	6	1
Shank type . . . . .	3	16	5	1
Buttonholes				
Machine-worked . . . . .	4	12	3	6
Hand-worked . . . . .	3	9	9	4
Bound				
Patch method . . . . .	5	9	6	5
Strip method . . . . .	11	7	2	5
Buttons with loops				
Thread loops . . . . .	8	8	6	3
Fabric loops . . . . .	7	10	4	4
Slide fasteners				
Set-in faced seam opening . . . . .	3	13	6	3
Closed seam method . . . . .	8	12	2	3
Hooks and eyes				
Wire eyes . . . . .	4	14	6	1
Thread eyes . . . . .	5	13	3	4
Thread eyes . . . . .	4	14	6	1
Snaps . . . . .	4	14	6	1

TABLE XV (Continued)  
 VALUE OF EXPERIENCES AND SKILLS  
 ACCORDING TO THE USE MADE OF THEM AS A HOMEMAKER

Experiences and skills	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
Hem finishes				
Taped . . . . .	2	19	3	1
Pinked and catch-stitched . . . . .	4	11	7	3
Edge turned under and stitched . . . . .	3	13	6	3
Method of handling fullness at top of hem				
Shrinking . . . . .	4	13	5	3
Easing . . . . .	1	16	7	1
Interfacings				
Necklines . . . . .	7	12	3	3
Collars and cuffs . . . . .	4	14	5	2
Button and buttonhole sections . . . . .	6	9	6	4
Waistband . . . . .	5	11	5	4
Pockets . . . . .	5	11	7	2
Peplums . . . . .	7	6	5	7
Markings				
Thread markings . . . . .	4	11	6	4
Pins . . . . .	2	17	4	2
Tailor's chalk . . . . .	3	15	4	3
Tailor's tacks . . . . .	4	9	6	6
Tracing wheel and dressmaker's carbon.	7	9	4	5
Pockets				
Patch . . . . .	4	12	5	4
Inset . . . . .	7	11	4	3
Seams				
Plain . . . . .	1	19	3	2
Lapped . . . . .	4	14	5	2
French . . . . .	2	14	8	1
False French . . . . .	5	7	4	9
Flat felled . . . . .	2	16	6	1
Slot-seam . . . . .	9	4	4	8
Seam finishes				
Plain . . . . .	1	16	3	5
Pinked . . . . .	2	18	3	2
Pinked and stitched . . . . .	3	10	8	4
Overcast . . . . .	1	12	9	3
Bound . . . . .	4	10	10	1
Edge turned under and stitched . . . . .	1	14	8	2

TABLE XV (Continued)  
 VALUE OF EXPERIENCES AND SKILLS  
 ACCORDING TO THE USE MADE OF THEM AS A HOMEMAKER

Experiences and skills	Number of persons recognizing			
	No instruction	Great Value	Some Value	No Value
Sleeves				
Set-in . . . . .	1	20	2	2
Cut-in-one with blouse				
Raglan . . . . .	6	12	3	4
Kimono				
With a gusset . . . . .	5	8	7	5
Without a gusset . . . . .	5	12	4	4
Stays				
Neckline . . . . .	7	11	3	4
Waistline . . . . .	7	12	3	3
Stayline stitching . . . . .	5	12	5	3
Trim stitching				
By hand . . . . .	5	7	8	5
By machine . . . . .	6	8	7	4

from their instruction in pin basting; only one person thought this instruction of no value. None of the twenty-five reported no instruction in pin basting.

Eight had found their experience in making interfaced belts of great value, while four found it of no value. Five remembered no instruction in making interfaced belts. Five homemakers realized no value from making thread or fabric belt carriers. Five others recalled no instruction in the making of thread belt carriers, while eight remembered no instruction in the making of fabric belt carriers.

Fourteen homemakers each received great value from their experience in setting-on rolled and flat collars with facings. Five saw no value in their experience in setting on flat collars. Eleven perceived great value in their experience in setting-on standing collars; five could remember no

instruction in this. Thirteen persons believed their experience in setting-on true bias collars had been of great value; six of them recalled no instruction concerning collars cut on the true bias. Eleven saw great value in their experience with convertible collars. Six saw no value in this experience, while six others remembered no instruction regarding convertible collars. Nine believed experience in making a collar cut-in-one with a blouse had been of great value; eight remembered no instruction concerning this type of collar. Seven thought the instruction in the making of detachable collars had been of great value; five said it had been of no value, and nine persons could remember no instruction concerning the making of detachable collars.

More than one-half of those interviewed found that their instruction in the construction details--darts, tucks, folds, gathers, pleats, matching seams, clipping and grading seams, matching stripes and plaids, mitering corners, and joining bias strips--had been of great value. Twelve thought that their instruction in shirring had been of great value, while five said it had been of no value. Five homemakers each recalled no instruction in making decorative darts, folds, pleats, and shirring.

Fourteen homemakers saw great value in their experiences pertaining to putting-on cuffs with a facing; only three remembered no instruction. Eleven homemakers realized great value in their experiences with cuffs cut-in-one with the sleeve, while eight remembered no instruction. Eight recognized great value in their instruction in making detachable cuffs; nine persons recalled no instruction.

More than one-half of the homemakers recognized great value in their experiences with facings, fitted and bias. Five persons each could

remember no instruction in fitted neckline facings without a collar and in using a bias facing as an edge finish.

Fifteen thought they had received great value from their experiences in using buttons of the eye type, while sixteen believed the same for snank type buttons. Three persons could remember no instruction in the use of either type.

Twelve homemakers could see great value in their experiences in making machine-worked buttonholes; six saw no value in the experiences; four could remember no instruction concerning machine-worked buttonholes. Nine persons perceived great value in their use of hand-worked buttonholes, while four recognized no value, and three could remember no instruction. Nine saw great value in their making of bound buttonholes by the patch method; seven recognized great value in the use of the strip method. Five persons each could realize no value in the patch method or the strip method of making bound buttonholes. Five could remember no instruction in the patch method, and eleven could remember no instruction in the strip method. Eight saw great value in the making of thread loops; eight remembered no instruction. Ten saw great value in the use of fabric loops for fastenings, while seven could recall no instruction.

Thirteen realized great value in their experiences in putting in a slide fastener in a faced seam opening. Twelve recognized great value in the insertion of a slide fastener using the closed seam method; eight persons could remember no instruction.

More than one-half of those interviewed believed they had received great value in their experiences with hooks and eyes and snaps. Five persons could recall no instruction in the use of thread eyes.

Nineteen persons recognized great value in their experiences in



taping the edge of a hem as a finish. Eleven recognized great value in using a pinked and catch-stitched edge as a hem finish; four could remember no instruction in this method of hem finishing. Thirteen saw great value in their instruction in turning under the edge of the hem and stitching it as a finish. More than one-half of those interviewed recognized great value in their instruction concerning the handling of fullness at the top of a hem. Four could recall no instruction in the shrinking of the top of the hem to relieve the fullness, while only one person could recall none in easing of the fullness.

Twelve recognized great value in their experiences in interfacing necklines, while fourteen saw great value in relation to collars and cuffs. Seven remembered no instruction regarding the interfacing of necklines, and four did not remember any regarding the interfacing of collars and cuffs. Nine saw great value in their use of interfacings for button and buttonhole sections, while six could recall no instruction. Eleven persons each recognized great value in their use of interfacing in waistbands and pockets; five each could recall no instruction concerning these. Seven saw no value in their experience in interfacing peplums, and seven could remember no instruction.

Eleven persons realized great value from their experiences concerning thread markings; four remembered no instruction in the use of thread markings. Seventeen saw great value in the use of pin markings. Fifteen homemakers recognized great value in the use of tailor's chalk. Nine believed their experiences in making tailor's tacks had been of great value, while six believed these experiences of no value. Nine thought their experiences with the tracing wheel and dressmaker's carbon had proved of great value. Five said these experiences had been of no value, while seven reported no instruction in the use of a tracing wheel and dressmaker's carbon.

Twelve saw great value in their instruction in the use of patch pockets, while four each reported no value and no instruction. Eleven persons had received great value from their use of inset pockets, but seven remembered no instruction.

More than one-half of the participants recognized great value in the use of the plain seam, the lapped seam, the French seam, and the flat felled seam. Seven persons realized great value in the use of the false French seam, while nine reported no value, and five remembered no instruction. Eight saw no value in their use of the slot seam, while nine recalled no instruction.

Approximately one-half of the participants saw great value in the use of hem finishes--plain, pinked, pinked and stitched, overcast, bound, and the edge turned under and stitched. Five could see no value in their learning to leave a seam with a plain finish. Four persons remembered no instruction in binding the edge of a seam.

Twenty persons had recognized great value from their experience in setting in a sleeve; only one recalled no instruction. Twelve participants had found raglan sleeves of great value, while six remembered no instruction. Eight persons thought the use of kimono sleeves with a gusset had proved of great value, while five each reported no value and no instruction. Twelve saw great value in the use of kimono sleeves without a gusset; four thought this of no value, and five remembered no instruction.

Eleven perceived great value in their experiences with neckline and waistline stays. Seven persons each recalled no instruction. Twelve received great value from their experiences in stayline stitching, while five reported no instruction.

Seven persons believed instruction in trim stitching by hand had been of great value, while eight said the same of machine trim stitching. Five

persons saw no value in hand trim stitching, and five reported no instruction. Six remembered no instruction in the use of machine trim stitching.

#### V. INSTRUCTION NEEDED BY THE HOMEMAKERS

Those homemakers interviewed were asked what types of instruction they had needed as homemakers that had not been included in the courses in which they had been enrolled as undergraduates. Expressions varied considerably. Some participants expressed few needs, while others offered many suggestions. The latter were generally those who had received the least instruction as undergraduates.

Nine(36 per cent) of the participants had needed instruction that could have been obtained from a course in tailoring. Two persons thought that a course in textiles would have proved helpful. One would have liked a course in retailing.

Three of the homemakers had needed more instruction regarding the construction of children's clothes; one had wanted more in regard to the purchasing of children's clothes. Three believed a study of men's and boys' apparel would have been worthwhile.

Four persons had seen a need for knowledge and skill in the use of sewing machine attachments. One wanted to know more about a sewing machine. Another would have liked to have known more concerning the use of a tracing wheel and dressmaker's carbon.

One homemaker had recognized a need for more instruction in setting-up clothing budgets. Three had needed more instruction concerning consumer buying.

Two of the homemakers realized a need for more instruction concerning fabric identification. There were five who expressed a need for knowledge

of the care of fabrics. Two mentioned the washing, ironing, and storing of garments. Three had wanted more information pertaining to removal of spots and stains from fabrics.

Two participants had recognized a definite need for instruction and experience in making household articles such as curtains, draperies, and slipcovers.

Two believed that more instruction in design and construction of dress trimming would have been worthwhile. One homemaker each would have liked to have learned the closed-seam method of inserting a slide fastener, the correct method for putting in stays, and the correct method for stayline stitching. One would have liked to have learned more "short cuts" in clothing construction. Four homemakers recognized a need for more knowledge concerning the construction of pockets and the making of buttonholes. One wanted to know more about the use of interfacings, one had needed instruction in turning a man's shirt collar.

Two had needed more instruction in fitting garments and in pattern alteration. One person thought experience in darning and mending would have proved helpful. Another thought instruction in knitting and other handwork would have been useful.

Two of those interviewed had needed no instruction other than that they had received in their college courses in clothing and textiles.

One of the homemakers who had had only the freshman course in clothing would have liked to have had a more advanced course. She had participated in the 4-H Club program for eight years prior to the time she entered college. She considered the clothing course in her freshman year a waste of her time, because she was unoccupied much of the time, while the girls who had never done any sewing learned the beginning techniques.

## VI. SUGGESTIONS FOR A BASIC COURSE

The participants were asked to express their opinions concerning the subject matter content for a basic course to be titled "Clothing the Family." They were to consider that all students in home economics would be enrolled in this course, and that this would be the only time they had opportunity for study in clothing and textiles.

The opinions given were quite varied. Some of the homemakers proposed several subjects for presentation in the course; others mentioned only one or two.

Eleven (44 per cent) of the participants thought basic garment construction should be included. Seven homemakers believed familiarity with patterns to be important. One person said that proper cutting of garments should be stressed. Two were convinced that speed and "short cuts" in construction should be emphasized.

Two each believed the use of sewing machine attachments and the use and care of equipment should be given some place in the course.

Four persons expressed the opinion that the study of construction and purchasing of children's clothes should be included. Two thought the same for men's clothes.

Fifteen (60 per cent) of the homemakers saw a need for study of the proper care of fabrics. Five believed that instruction in fiber and fabric properties should be included. Ten thought fabric selection belonged in the program.

Five persons believed mending and altering techniques should be included in the course. Three thought patching and darning techniques should be included. One considered renovation of clothing and fitting of ready-to-wear garments as important in such a course.

Ten homemakers believed that instruction in selection of clothing for appropriateness to the occasion should be included. One of them considered the knowledge of good design and art principles important. Another thought that good grooming should be included. A third person suggested the offering of instruction in styles and fashions.

Ten participants thought the course should include a study of the cost of garments constructed at home versus the cost of ready-to-wear garments in relation to output in money, time, labor, and care. Six suggested the study of clothing budgets. Three thought consumer information regarding labeling should be included. Three considered instruction in balanced wardrobe planning for the family worthy of inclusion. One person thought that careful planning should be emphasized in all phases of the course.

One believed that some knowledge should be gained relative to the purchasing of household articles made of fabric.

One who had had only the elementary course in clothing believed that students who would be enrolled in only one course in clothing and textiles should wait until their third year in college or later. She thought that a student would not value the course as much in her freshman year as she would at a later date.

## CHAPTER IV

### SUMMARY OF DATA

Personal interviews were conducted with twenty-five homemakers in Guilford County and vicinity who were graduates in home economics from the Woman's College of the University of North Carolina. The opinions of these graduates were procured to determine the use and recognized value of instruction in clothing and textiles that is considered most needed by graduates, and to consider suggestions for a basic course in clothing and textiles.

#### I. PERSONAL DATA

Seventeen (68 per cent) of the homemakers majored in home economics education as undergraduates; three majored in clothing and textiles and three in institution management; one majored in foods and nutrition and one in child development.

There was a total of seventeen children in thirteen (52 per cent) of the homes visited. Of the seventeen children seven were boys, whose ages ranged from four-and-one-half months to five years, and ten were girls, whose ages ranged from three months to four-and-one-half years.

Twelve of the participants were full-time homemakers. Thirteen had part-time or full-time employment outside the home. Twenty-two (88 per cent) of them were entirely responsible for the care of their homes. One person had a full-time maid, and two persons had part-time help.

## II. CLOTHING AND TEXTILE INSTRUCTION

All of those interviewed had been enrolled in the freshman clothing course as undergraduates. This was the only course that four of the participants had had. Twenty (80 per cent) of them had had the courses in pattern construction and costume design. Seventeen of these twenty had majored in home economics education, and the other three in clothing and textiles. Five (20 per cent) had been enrolled in the beginning course in textiles. Two of these five majored in home economics education, and three majored in clothing and textiles. Only those who majored in clothing and textiles were enrolled in the courses in history of costume, history of textiles, and advanced clothing construction. As graduates not more than two persons were enrolled in any of the courses in clothing and textiles. Seven persons of the twenty-five had been enrolled in one or more courses in clothing and textiles.

Many of them had made efforts to follow trends in clothing and textiles by such means as reading "household" magazines, reading professional magazines, participating in home demonstration clubs, and taking advantage of lessons made available by sewing machine companies.

## III. SEWING DONE BY THE HOMEMAKER

No effort was made to determine how many of the articles listed in Tables III and IV in Chapter Three were used by the families and in the homes. The investigator was primarily interested in the frequency with which these articles were made.

Approximately 50 per cent or more of the homemakers indicated that they usually made shorts, skirts, dresses, blouses, and aprons for themselves. Approximately 50 per cent or more never made coats, unlined suits,



slacks, pajamas, or nightgowns for themselves. More than 75 per cent never made slips or petticoats for themselves.

Only one person usually made coats, lined suits, pants, and snorts for her husband, while two persons usually made everyday (or sport) shirts and pajamas for their husbands. More than 88 per cent never made coats, suits, pants, snorts, or dress shirts for their husbands. Sixty per cent never made everyday (or sport) shirts, while 76 per cent never made pajamas for them.

Pajamas was the only item of children's clothing made by more than 50 per cent of the mothers. Approximately 50 - 75 per cent of the mothers never made suits, unlined coats, pants, snorts, skirts, dresses, blouses, everyday shirts, or slips for their children. More than 75 per cent of them never made dress shirts, petticoats, or nightgowns. None of the mothers had made slacks, formals, or aprons for the children. The oldest children were four-and-one-half to five years old, so they had had no need for these articles.

Forty per cent of the homemakers usually did the darning for themselves, while another 40 per cent never did this. Seventy-six per cent did their own mending. One person did most of her mending with press-on tape. Forty-eight per cent never did the patching of their own clothes. Thirty-two per cent usually remodeled their own clothes.

Nineteen (76 per cent) of the homemakers usually did the mending for their husbands. One person remodeled her husband's clothes for others in the family. Eighty-eight per cent of the participants never remodeled their husbands' clothes for others in the family.

Approximately 50 per cent of the mothers usually darned their children's clothes, while approximately 50 per cent never did this. More

than 75 per cent of them did the mending for their children. More than 50 per cent usually patched their children's clothes, while more than 50 per cent never remodeled the children's clothes.

Draperies were the only articles for the home made by more than 50 per cent of the homemakers. More than 50 per cent of them occasionally made curtains, bedspreads, and place mats. Approximately 50 - 75 per cent never made pillow cases, tablecloths, napkins, guest towels, or pillows. Seventy-six per cent of them never made scarves, and twenty-three persons (92 per cent) had never made sheets. Many of the homemakers commented that they were still using sheets obtained as wedding gifts.

Less than one-third of the homemakers did sewing for others outside their immediate families. Seven persons made dresses, five made formals, four made blouses, and three each made skirts and lined suits for women. Two persons each made lined coats, shorts, and aprons for women, sport shirts for men, skirts, dresses, and blouses for children, and draperies for the home. Two persons made alterations of ready-to-wear garments. One of these two was employed in the alterations department of a women's clothing specialty shop. No other items were made by more than one person each.

#### IV. PERSONAL VALUE RECOGNIZED BY THE HOMEMAKER OF INSTRUCTION IN CLOTHING AND TEXTILES

The homemakers had received great value or some value from most of the knowledges, experiences, and skills listed in Tables VI - XV in Chapter Three. Some of their instruction had proved of no value in their homemaking. For some of the topics the homemakers reported remembering no instruction.

More than 50 per cent of the homemakers reported great value in their instruction regarding the use of printed and perforated patterns, as well as in the application of basic principles of trueing, altering, and fitting a pattern. Five persons recognized great value in the use of a master pattern, while five persons saw no value in its use. One participant commented that she believed the time spent in making the master pattern should have been used in altering commercial patterns. Five persons reported no instruction in the use of a master pattern. These were the persons who had majored in institution management, foods and nutrition, and child development.

Fifty per cent or more of the participants recognized some value in their understanding of fitting problems caused by irregular figures and faulty posture. More than 50 per cent indicated that they had received great value from their instruction related to the worth of a pleasing personal appearance, ways of enhancing personal coloring, ways of dressing to temperament, and methods of skillfully planning wardrobes. Forty to fifty per cent recognized great value in their knowledge of methods of analyzing their personal wardrobes and of the proper place of clothing in the family budget.

Approximately 50 per cent realized great value from their knowledge in design essentials--line, dark and light, color and color combinations, texture and texture combinations, balance, proportion, rhythm, and emphasis. Thirty to forty per cent indicated great value in their instruction regarding silhouette, mass, and form. More than one-half of those interviewed perceived great value in their knowledge of the relation of design to fabric and to figure problems. The same proportion recognized some value in their

understanding of the relation of design to temperament.

Fewer than 50 per cent of the homemakers reported in each of the categories "great value," "some value," "no value," or "no instruction" in regard to their instruction concerning the determination of hem widths. Hem widths were considered in light of the fabric type, the width and length of skirt, probable fashion changes, and as a design feature.

Eighty per cent of the participants acknowledged value in their ability to express original ideas. Only two persons recognized great value in their knowledge of techniques in costume illustration. Eighty-eight per cent realized value pertaining to the appreciation of fashion as a means toward achieving style and individuality in dress. More than 50 per cent believed they had received great value from their knowledge of the meaning of style. Only one person recognized great value in her knowledge of historic costume; however, only three persons had had specific instruction in the history of costume as undergraduates. Historic costume was considered briefly in some of the other clothing courses.

More than one-half of the homemakers realized great value in their knowledge concerning the selection of small equipment, the use of small equipment, and the operation of sewing machines. Approximately 50 per cent gained great value from their instruction in the care of sewing machines. Approximately 50 per cent remembered no observation of the care given to sewing machines.

Approximately one-half of the homemakers had received great value in their use of pressing equipment--dry and steam irons, press cloths, pressing pads, sleeve boards, and ironing boards. Only three reported great value pertaining to the use of a pressing spanker. Nine had received no value, and nine recalled no instruction relative to a spanker. The

first spanker was brought to Woman's College in 1949; therefore, it is not surprising that seven of the nine who recalled no instruction did not know the meaning of the term "spanker."

Fifty per cent of those interviewed believed their instruction in the following topics had been of great value: recognition of quality and value of fabrics; appreciation of beautiful texture; judgment in selection of fabrics; preparation of fabrics for use; lay-out and cutting techniques; skills developed in handling fabrics; and correct methods of pressing cotton, linen, wool, and rayon. Two persons reported no instruction in lay-out and cutting techniques. Forty per cent of the participants had received great value from their instruction in the correct methods of pressing silk and nylon. It is recognized that nylon was not as widely used in the years 1942-1950.

Approximately 50 per cent of the participants placed some value on their knowledge of the following: fiber classification and identification; and production and properties of cotton, linen, silk, wool, rayon, and nylon. Only **those** three participants who had majored in clothing and textiles had been enrolled in a comprehensive course in textiles. Fewer than 50 per cent of the homemakers reported in each of the categories "great value," "some value," "no value," or "no instruction" pertaining to their knowledge of the following: yarn construction; fiber properties contributing to their acceptance, serviceability, and cost; labeling of textiles; care of fabrics; and textile testing procedures. Fewer than 50 per cent reported in each of the categories relative to their appreciation of the value of textile tests and their understanding of factors influencing the correct selection of household fabrics.

Only those who had majored in clothing and textiles had had any specific instruction regarding the clothing and textile industry. There was only one item pertaining to the textile industry in one of the categories of "great value," "some value," "no value," or "no instruction" that was recognized by as many as one-half of those interviewed. Fifty-six per cent realized that their knowledge of the forces dominating fashion and fashion changes had been of some value.

Nine persons recognized great value in their ability to interpret written reference materials and to transfer knowledge in related courses, while six could remember no instruction in this. Eleven (44 per cent) acknowledged great value in relation to a stimulated interest in the further study of art principles, color, and textiles. Sixty per cent of the participants recognized value in their knowledge of fashion sources. Five persons remembered no instruction concerning fashion sources.

Approximately 50 per cent of the participants recognized great value in their development of the following: a personal clothing philosophy, poise and self-confidence, creative ability, skills in workmanship, high standards of workmanship, standards for judging progress, and keenness of observation. Twelve persons realized great value in their instruction pertaining to the stimulation of managerial ability in the organization of plans and procedures incidental to the provision of individual and family clothing. Four persons recalled no instruction relative to such a stimulation of managerial ability.

Fourteen of those interviewed gave examples of their managerial ability in clothing. Most of them planned their wardrobes one season in advance. Those with children planned their children's wardrobes a season in advance. Some purchased garments and fabrics at sales.

One-half or more of the participants acknowledged value from their experiences in basting. Sixty-four per cent recognized that their experiences in pin basting had been of great value. Forty-eight per cent believed their experiences with machine stitch basting had proved of great value. Six persons could remember no instruction in basting with machine stitches.

More than 50 per cent believed their experiences in making interfaced belts had been of value. Sixty per cent realized value from their experiences in making belt carriers of thread; forty-eight per cent realized value from their experiences in making belt carriers of fabric. Eight persons (32 per cent) could recall no instruction relative to the making of fabric belt carriers.

Approximately 50 per cent of those interviewed recognized great value in their experiences in setting-on collars with a facing and making convertible collars. Fewer than 50 per cent believed they had received value from their experiences with collars cut-in-one with the blouse and with detachable collars. Eight persons remembered no instruction relative to the collar cut-in-one with the blouse, and nine remembered none pertaining to detachable collars.

More than 50 per cent of the participants recognized great value from their experiences with these construction details: making darts, tucks, folds, gathers, pleats; matching seams; clipping and grading seams; matching stripes and plaids; mitering corners; and joining bias strips. Forty-eight per cent indicated that they had received great value from their experiences in shirring. Five persons each reported no instruction in the making of decorative darts, folds, and pleats, and in shirring.

One-half or more of the participants received value from their experiences in constructing cuffs attached with a facing, cuffs cut-in-one

with the sleeve, and detachable cuffs. Eight persons recalled no instruction concerning cuffs cut-in-one with the sleeve, and nine remembered none relative to detachable cuffs.

Fifty per cent or more recognized great value in their experiences with facings, fitted and bias.

More than one-half of those interviewed recognized great value in their experiences with fastenings--buttons, slide fasteners, hooks and eyes, and snaps. More than 50 per cent indicated they had received value from their experiences with machine-worked buttonholes, hand-worked buttonholes, buttonholes bound by the patch method, and loops for buttons. Eleven persons (44 per cent) reported no instruction in making bound buttonholes by the strip method.

Seventy per cent or more recognized value from their experiences with hem finishes.

The investigator found that more than 60 per cent indicated that they had received value from their experience with interfacings in necklines, collars and cuffs, button and buttonhole sections, waistbands, and pockets. Twenty-eight per cent had received no value from the use of interfacing for peplums, and another 28 per cent had received no instruction in the use of interfacings for peplums.

More than one-half of those interviewed acknowledged value received from their experiences with markings. Seven persons recalled no instruction pertaining to the use of a tracing wheel and dressmaker's carbon.

Fifty per cent or more reported value from their experiences in making pockets. Seven persons recalled no instruction relative to the construction of inset pockets.

More than 50 per cent of the participants recognized great value from the use of these seams: plain, lapped, French, and flat felled. Nine



persons (36 per cent) believed their instruction in the making of false French seams had been of no value, while five persons remembered no instruction concerning the making of a false French seam. Eight persons (32 per cent) realized no value from their experiences in making a slot-seam, while nine persons (36 per cent) could remember no instruction relative to the making of a slot-seam.

Seventy per cent or more indicated that they had received value from their experiences with seam finishes. Three persons reported no instruction concerning the pinking and stitching of a seam edge as a finish, and four recalled no instruction pertaining to bound edges as seam finishes.

Twenty persons (80 per cent) reported great value from their experiences in setting in sleeves. Only one person reported no instruction in setting in sleeves. More than 50 per cent recognized value from their experiences with sleeves cut-in-one with the blouse. Six persons reported no instruction pertaining to a raglan sleeve, and five persons remembered no instruction concerning a kimono sleeve.

More than one-half of the participants recognized value from their experiences in putting in stays. Seven persons remembered no instruction in the use of stays at the neckline and the waistline.

Forty-eight per cent of those interviewed believed they had received great value from their experiences with stayline stitching. Five persons could recall no instruction relative to stayline stitching.

Sixty per cent of the participants recognized value from their experiences with trim stitching. Five persons could remember no instruction regarding trim stitching by hand, while six recalled none pertaining to trim stitching by machine.

## V. INSTRUCTION NEEDED BY THE HOMEMAKERS

The homemakers were asked to list the instruction for which they had recognized a need that had not been included in the courses in clothing textiles in which they had been enrolled as undergraduates. Many phases of such needed instruction were mentioned.

Nine persons (36 per cent) of those interviewed had recognized a need for the knowledge that could have been obtained from a tailoring course. Four persons believed they had needed instruction in the use of sewing machine attachments. One of these four spent a total of eighteen hours in three days in learning to use the attachments with her sewing machine.

Three persons each had indicated a recognized need for instruction in the following: purchasing and construction of men's clothing, construction of children's clothing, removal of spots and stains from fabrics, and purchasing of fabrics and ready-to-wear.

Two persons each had recognized a need for instruction in the following: washing, ironing, and storing of fabrics; fitting of garments; construction of household articles made of fabric; and design and construction of dress trimmings. Two persons believed they had needed no instruction in addition to that given in the courses in which they had been enrolled.

Many of the phases of needed instruction recognized by the homemaker were mentioned by only one person. Some of these were: "short cuts," budgeting, purchasing of children's clothing, pattern alteration, darning, knitting and other handwork, use of tracing wheel and dressmaker's carbon, techniques of putting in stays and doing stayline stitching, and the closed seam method of inserting a slide fastener.

## VI. SUGGESTIONS FOR A BASIC COURSE

The homemakers were asked to offer suggestions for subject matter which might be included in a basic course in clothing and textiles titled "Clothing the Family." The subject matter content suggested and the number of persons making the particular suggestions are given in Table XVI.

TABLE XVI  
SUGGESTIONS FOR SUBJECT MATTER CONTENT  
FOR A BASIC COURSE IN CLOTHING AND TEXTILES

Specific suggestions for content	Frequency of Suggestions
Proper care of fabrics . . . . .	15
Basic garment construction . . . . .	11
Selection of fabrics . . . . .	10
Selection of clothes appropriate to the occasion . . . . .	10
Garments constructed at home versus ready-to-wear garments relative to money, time, labor, and care . . . . .	10
Commercial patterns . . . . .	7
Clothing budget in relation to the total budget . . . . .	6
Mending and altering techniques . . . . .	5
Fibers and fabrics . . . . .	5
Children's clothing (construction and purchasing) . . . . .	4
Labeling information . . . . .	3
Good design and art principles . . . . .	3
Balanced wardrobe planning for the family . . . . .	3
Patching and darning techniques . . . . .	3
Use of sewing machine attachments . . . . .	2
"Short cuts" to increase speed in construction . . . . .	2
Use and care of sewing equipment . . . . .	2
Purchasing of men's clothing . . . . .	2

All of the suggestions for subject matter content that were made by two or more persons are included in Table XVI. Several homemakers mentioned one suggestion. Some of these were: good grooming, buying of household articles made of fabric, renovation and fitting techniques, and construction of men's clothing.

One of the persons interviewed who had majored in institution management expressed the opinion that the course in clothing and textiles should be included in the curriculum at the third year level of college work for those who will have only one course.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

Members of the staff of the School of Home Economics and the persons interviewed for this study showed great interest in the subject. The value of instruction given has been the object of study and discussion by staff members for some time.

Although the sample was small and confined to a limited area, the results of the study indicated the use and value to the twenty-five participants of instruction given in the courses in clothing and textiles. It also indicated what instruction the homemakers had needed in their opinions and subject matter topics to be considered for inclusion in a basic course in clothing for the family. The conclusions reached from this study were:

1. The majority of those interviewed made many articles of wearing apparel for themselves. Few of them made wearing apparel for children, and even less made articles of clothing for men.
2. The instruction given in the clothing and textile courses had proved of great value to the majority of persons interviewed. Those graduates who had majored in institution management and in foods and nutrition recognized no value and no instruction for topics of instruction more frequently than did those who majored in other areas of home economics.
3. The homemakers expressed sincere opinions regarding the instruction they had needed that had not been included in the courses in which they had been enrolled as undergraduates. Many of the topics that were suggested are included in courses in clothing and textiles other than those taken by the participants making those suggestions.
4. Their suggestions for topics to be included in a basic course titled "Clothing the Family" placed as much emphasis on the purchasing of garments and the care of garments for the family as on the construction of garments.

Staff members of clothing and textile departments may find the information brought out in this study useful in revising outlines for the subject matter content of courses in clothing and textiles. Should the organization of a basic course in clothing and textiles pertaining to clothing the family seem advisable, the portion of this study dealing with suggestions for a basic course may be reviewed.

Although this study was done with a small, selected sample, it presented many possibilities for future investigation. It is recommended that portions of this study be repeated with much larger samples to obtain more valid information. Suggestions for further study are as follows:

1. Finding the sewing done by homemakers with no outside employment.
2. Ascertaining the value recognized by homemakers of the instruction in clothing and textiles received while in college. Replies of the participants would be more effective if separated according to the areas of home economics in which the participants majored.
3. Procuring the opinions of these homemakers concerning the instruction needed that was not included in the college courses.
4. Obtaining suggestions for subject matter topics to be included in a basic course in clothing and textiles titled "Clothing the Family." It is suggested that opinions be sought from a random sample of graduates who are homemakers, because all graduates in home economics have had at least one course in clothing.

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APPENDIX

APPENDIX

School of Home Economics  
Woman's College of the University of North Carolina  
Greensboro, North Carolina

OPINIONNAIRE FOR THE EVALUATION OF CLOTHING AND TEXTILE COURSES AT THE  
WOMAN'S COLLEGE

Name \_\_\_\_\_

Maiden Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Year of graduation \_\_\_\_\_

Major area in home economics \_\_\_\_\_  
\_\_\_\_\_

Occupational Experiences

Dates

Homemaking:

Professional:  
  
\_\_\_\_\_

What is the location of your community? Please check which of the following:

City \_\_\_\_\_ Within 10 miles of city \_\_\_\_\_

Who is your immediate family? Please check which of the following:

Father \_\_\_\_\_ Mother \_\_\_\_\_ Brother(s) \_\_\_\_\_ Sister(s) \_\_\_\_\_

Husband \_\_\_\_\_ Children--No. of boys \_\_\_\_\_ Age range \_\_\_\_\_

No. of girls \_\_\_\_\_ Age range \_\_\_\_\_

Check the clothing and textiles courses that you took while you were an undergraduate.

- Freshman Clothing (Home Economics 101)
- Pattern Construction (Home Economics 301)
- Costume Design (Home Economics 311)
- History of Costume (Home Economics 331)
- Textiles (Home Economics 341)
- Clothing Selection and Care (Home Economics 351)
- Advanced Clothing Construction (Home Economics 401)
- Advanced Costume Design and Construction (Home Economics 411)
- History of Textiles (Home Economics 421)
- Clothing the Family (Home Economics 451)
- Clothing and Textile Economics (Home Economics 461)
- OTHERS: (PLEASE LIST)

Have you had any clothing or textiles instruction since graduating from Woman's College? \_\_\_\_\_

If the answer is YES, describe the type of instruction and tell where it was taken. (This may have been class work, adult work, additional college work, home demonstration club work, individual instruction, etc.)

- 3 -

Key: U - Usually  
 O - Occasionally  
 N - Never

What type of sewing do you do for your family? Please check the frequency.

Type	For Adult			For Adult			For children		
	Females			Males					
	U	O	N	U	O	N	U	O	N

#### Wearing Apparel

Coats (lined) \_\_\_\_\_  
 Coats (unlined) \_\_\_\_\_  
 Suits (lined) \_\_\_\_\_  
 Suits (unlined) \_\_\_\_\_  
 Pants \_\_\_\_\_  
 Slacks \_\_\_\_\_  
 Shorts \_\_\_\_\_  
 Skirts \_\_\_\_\_  
 Dresses (dress-up) \_\_\_\_\_  
 Dresses (everyday) \_\_\_\_\_  
 Blouses (dress-up) \_\_\_\_\_  
 Blouses (everyday) \_\_\_\_\_  
 Snirts (dress) \_\_\_\_\_  
 Snirts (everyday) \_\_\_\_\_  
 Formals \_\_\_\_\_  
 Slips \_\_\_\_\_  
 Petticoats \_\_\_\_\_  
 Pajamas \_\_\_\_\_  
 Night gowns \_\_\_\_\_  
 Aprons \_\_\_\_\_  
 Others (Please list) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### Clothing Renovation

Darning \_\_\_\_\_  
 Mending \_\_\_\_\_  
 Patching \_\_\_\_\_  
 Making-over clothing \_\_\_\_\_  
 Others (Please list) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Type	Usually	Occasionally	Never
Home Furnisnings			
Curtains			
Draperies			
Slip covers			
Bedspreads			
Sheets			
Pillowcases			
Table cloths			
Place mats			
Napkins			
Scarves			
Guest towels			
Dish towels			
Pillows			
Others (Please list)			

Have you done any sewing for persons other than your family? \_\_\_\_\_  
 If the answer is YES, please tell of what type.

What specific knowledge, experiences, and skills that were provided in the clothing and textile courses that you took while an undergraduate have been of value to you? Check the amount of value, according to the use you as a homemaker have made of them, either in the construction or in the purchase of clothing.

Knowledge, Experiences, and Skills	Great Value	Some Value	No Value
<b>Pattern knowledge through these experiences</b>			
Use of different types of commercial patterns			
Printed			
Perforated			
Application of basic principles of			
Trueing a pattern			
Altering a pattern			
Fitting a pattern			
Use of a master pattern			
<b>Clothing and grooming knowledge</b>			
Fitting problems caused by			
Irregular figures			
Faulty posture			
Value of a pleasing personal appearance			
Ways of enhancing personal coloring			
Ways of dressing to temperament			
Methods of analyzing your personal wardrobe			
Methods of skillfully planning your wardrobe			
Proper place of clothing in the family budget			
<b>Design knowledge</b>			
<b>Essentials</b>			
Line--vertical, horizontal, diagonal			
Silhouette			
Mass			
Form			
Dark and light			
Color and color combinations			
Texture and texture combinations			
Balance			
Proportion			
Rhythm			
Emphasis			
<b>Relation of design</b>			
To fabric			
To figure problems			
To temperament			

Great Value	Some Value	No Value
-------------	------------	----------

Determination of hem widths

- For fabric type \_\_\_\_\_
- For width and length of skirt \_\_\_\_\_
- For probable fashion changes \_\_\_\_\_
- For design feature \_\_\_\_\_

Ability in the expression of original ideas \_\_\_\_\_

Knowledge of techniques in costume illustration \_\_\_\_\_

Appreciation of fashion as a means toward achieving style and individuality in dress \_\_\_\_\_

Knowledge of the meaning of style \_\_\_\_\_

Knowledge of historical costume \_\_\_\_\_

Equipment knowledge

Selection of small equipment \_\_\_\_\_

Use of small equipment \_\_\_\_\_

Operation of sewing machines

Efficient operation of

Treadle sewing machines \_\_\_\_\_

Electric sewing machines \_\_\_\_\_

Recognition of major parts of the sewing machine \_\_\_\_\_

Correct adjustment of tension \_\_\_\_\_

Correct regulation of stitch length \_\_\_\_\_

Care of sewing machines

By experience \_\_\_\_\_

By observation \_\_\_\_\_

Use of pressing equipment

Dry irons \_\_\_\_\_

Steam irons \_\_\_\_\_

Press cloths \_\_\_\_\_

Pressing pads \_\_\_\_\_

Spanker \_\_\_\_\_

Sleeve boards \_\_\_\_\_

Ironing boards \_\_\_\_\_

Fabric knowledge

Recognition of quality and value \_\_\_\_\_

Appreciation of beautiful texture \_\_\_\_\_

Judgment in selection of fabric

Knowledge of

Fibers \_\_\_\_\_

Weaves \_\_\_\_\_

Finishes \_\_\_\_\_

Suitability to design and purpose \_\_\_\_\_

Cost \_\_\_\_\_

Preparation

How to straighten fabric \_\_\_\_\_

How to recognize grain line \_\_\_\_\_



- 7 -

	Great Value	Some Value	No Value
--	----------------	---------------	-------------

How to snrink cotton	_____	_____	_____
How to shrink wool	_____	_____	_____
Lay-out techniques	_____	_____	_____
Cutting techniques	_____	_____	_____
Skills developed in handling fabrics	_____	_____	_____
Correct methods of pressing	_____	_____	_____
Cotton	_____	_____	_____
Linen	_____	_____	_____
Silk	_____	_____	_____
Wool	_____	_____	_____
Rayon	_____	_____	_____
Nylon	_____	_____	_____
<b>Textile knowledge</b>			
Knowledge of			
Fiber classification and identification	_____	_____	_____
Production, properties, and fabrics of:	_____	_____	_____
Cotton	_____	_____	_____
Linen	_____	_____	_____
Silk	_____	_____	_____
Wool	_____	_____	_____
Rayon	_____	_____	_____
Nylon	_____	_____	_____
Yarn construction	_____	_____	_____
Fiber properties contributing to their acceptance and serviceability and cost	_____	_____	_____
Weave	_____	_____	_____
Thread count	_____	_____	_____
Finishes	_____	_____	_____
Labeling of textiles	_____	_____	_____
Care of fabrics	_____	_____	_____
Soaps and detergents	_____	_____	_____
Spotting and staining	_____	_____	_____
Textile testing procedures	_____	_____	_____
Appreciation of the value of textile tests	_____	_____	_____
Understanding of factors influencing the correct selection of household fabrics	_____	_____	_____
<b>Industrial knowledge</b>			
An understanding of			
Present-day systems of textile manu- facturing	_____	_____	_____
Merchandising	_____	_____	_____
Consumer interests and responsibilities	_____	_____	_____
Aspects of fashion as businesses-- styling and designing, garment pro- duction, and labor problems	_____	_____	_____

Great Value	Some Value	No Value
-------------	------------	----------

An appreciation of  
 The numerous problems encountered in the  
 production, manufacture, and marketing  
 of textiles \_\_\_\_\_

Personal responsibilities of those in the  
 fashion field \_\_\_\_\_

A knowledge of  
 The influence of social and economic  
 forces on the development of the  
 clothing and textile industry \_\_\_\_\_

Governmental controls imposed to protect  
 the consumer \_\_\_\_\_

The difference between needs and wants  
 in consumer purchases of textiles \_\_\_\_\_

The forces dominating fashion and fashion  
 changes \_\_\_\_\_

Reference materials knowledge

Ability in interpreting written reference  
 materials and in transferring knowledge  
 in related courses \_\_\_\_\_

A stimulated interest in the further study  
 of art principles, color, and textiles \_\_\_\_\_

A knowledge of fashion sources \_\_\_\_\_

Intangibles

Development of

A personal clothing philosophy \_\_\_\_\_

Poise and self-confidence \_\_\_\_\_

Creative ability \_\_\_\_\_

Skills in workmanship \_\_\_\_\_

High standards of workmanship \_\_\_\_\_

Standards for judging progress \_\_\_\_\_

Keeness of observation \_\_\_\_\_

Stimulation of managerial ability in the  
 organization of plans and procedures  
 incidental to the provision of in-  
 dividual and family clothing \_\_\_\_\_

(Please give an example of this in the  
 space below.)

Great Value	Some Value	No Value
-------------	------------	----------

Experiences and skills

Bastings

Thread

Hand stitches

Even \_\_\_\_\_

Uneven \_\_\_\_\_

Diagonal \_\_\_\_\_

Slip \_\_\_\_\_

Machine stitches \_\_\_\_\_

Pin \_\_\_\_\_

Belts

Interfaced \_\_\_\_\_

Belt carriers \_\_\_\_\_

Thread \_\_\_\_\_

Fabric \_\_\_\_\_

Collars

Set-on (with facing)

Rolled \_\_\_\_\_

Flat \_\_\_\_\_

Standing \_\_\_\_\_

True bias \_\_\_\_\_

Convertible \_\_\_\_\_

Cut-in-one with blouse \_\_\_\_\_

Detachable \_\_\_\_\_

Construction details

Darts

Essential \_\_\_\_\_

Decorative \_\_\_\_\_

Tucks \_\_\_\_\_

Folds \_\_\_\_\_

Gathers \_\_\_\_\_

Pleats \_\_\_\_\_

Shirring \_\_\_\_\_

Matching seams \_\_\_\_\_

Clipping and grading seams \_\_\_\_\_

Matching stripes and plaids \_\_\_\_\_

Mitering corners \_\_\_\_\_

Joining bias strips \_\_\_\_\_

Cuffs

Attached with facing \_\_\_\_\_

Cut-in-one with sleeve \_\_\_\_\_

Detachable \_\_\_\_\_

Facings

Fitted (Shaped)

Armhole \_\_\_\_\_

Neckline

With collar \_\_\_\_\_

Without collar \_\_\_\_\_

Placket \_\_\_\_\_

Skirt \_\_\_\_\_

Hem \_\_\_\_\_

Great Value	Some Value	No Value
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Bias  
 As an edge finish \_\_\_\_\_  
 In applying collars, cuffs, etc. \_\_\_\_\_

Fastenings

Buttons  
 Eye type \_\_\_\_\_  
 Shank type \_\_\_\_\_

Buttonholes  
 Machine-worked \_\_\_\_\_  
 Hand-worked \_\_\_\_\_  
 Bound  
 Patch method \_\_\_\_\_  
 Strip method \_\_\_\_\_

Buttons with loops  
 Thread loops \_\_\_\_\_  
 Fabric loops \_\_\_\_\_

Slide fasteners  
 Set-in faced seam opening \_\_\_\_\_  
 Closed seam method \_\_\_\_\_

Hooks and eyes  
 Wire eyes \_\_\_\_\_  
 Thread eyes \_\_\_\_\_

Snaps \_\_\_\_\_

Hem finishes  
 Taped \_\_\_\_\_  
 Pinked and catch-stitched \_\_\_\_\_  
 Edge turned-under and stitched \_\_\_\_\_  
 Method of handling fullness at top of hem  
 Shrinking \_\_\_\_\_  
 Easing \_\_\_\_\_

Interfacings  
 Necklines \_\_\_\_\_  
 Collars and cuffs \_\_\_\_\_  
 Button and buttonhole sections \_\_\_\_\_  
 Waistband \_\_\_\_\_  
 Pockets \_\_\_\_\_  
 Peplums \_\_\_\_\_

Markings  
 Thread markings \_\_\_\_\_  
 Pins \_\_\_\_\_  
 Tailor's chalk \_\_\_\_\_  
 Tailor's tacks \_\_\_\_\_  
 Tracing wheel and dressmaker's carbon \_\_\_\_\_

Pockets  
 Patch \_\_\_\_\_  
 Inset \_\_\_\_\_

Seams  
 Plain \_\_\_\_\_  
 Lapped \_\_\_\_\_

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	Great Value	Some Value	No Value
French			
False French			
Flat felled			
Slot-seam			
Seam finishes			
Plain			
Pinked			
Pinked and stitched			
Overcast			
Bound			
Edge turned-under and stitched			
Sleeves			
Set-in			
Out-in-one			
Raglan			
Kimona			
With a gusset			
Without a gusset			
Stays			
Neckline			
Waistline			
Stayline stitching			
Trim stitching			
By hand			
By machine			

What other specific knowledge, experiences, and skills have you as a home-maker needed either in the construction, care, or purchase of clothing?

If you were planning a basic course in clothing and textiles entitled "Clothing the Family," what knowledge, experiences, and skills either in the construction, care, or purchase of clothing would you include?