

A HOME ECONOMICS CURRICULUM STUDY IN THE FIELD OF CLOTHING
FOR AN AREA VOCATIONAL-TECHNICAL SCHOOL IN KANSAS

by

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION TO THE STUDY	1
The Problem	3
Importance of the Study	4
Previous studies.	5
II. REVIEW OF LITERATURE	9
Vocational Education	10
Employment	19
Curriculum Development and Implementation	33
III. PROCEDURES	46
Library Research	46
Identification of Personal Traits and Skills.	47
Interview with Survey Consultant	47
IV. FINDINGS.	49
V. LEARNING EXPERIENCES IN CLOTHING RELATED TO WAGE-EARNING OCCUPATIONS	73
Development of the Course	73
The Course of Study	85
Preparation of Pupils	101
Teaching Materials	102

CHAPTER	PAGE
VI. SUMMARY AND RECOMMENDATIONS	103
Statement of the Problem	103
Procedures	104
Major Findings	106
Recommendations	110
BIBLIOGRAPHY	112
APPENDICES	118

LIST OF TABLES

TABLE	PAGE
I. Characteristics Deemed Important by Sixteen Respondents for Success in Dressmaking, Alteration, Tailoring and Dry-Cleaning Occupations, Winfield, Kansas, 1964	52
II. Frequency of Construction by Five Seamstresses of Selected Items of Women's Clothing, Winfield, Kansas, 1964	54
III. Frequency of Construction by Five Seamstresses of Selected Items of Children's Clothing, Winfield, Kansas, 1964	55
IV. Frequency of Construction by Five Seamstresses of Selected Items for Special Occasions, Winfield, Kansas, 1964	56
V. Frequency of Construction by Five Seamstresses of Selected Specific Category Items, Winfield, Kansas, 1964	57
VI. Items of New Construction Most Frequently Made by Five Seamstresses, Winfield, Kansas, 1964	58
VII. Frequency of Renovation by Five Seamstresses of Selected Garments, Winfield, Kansas, 1964 .	59

TABLE	PAGE
VIII. Frequency of Alteration, Women's Clothing, by Five Seamstresses and Six Alteration Personnel, Winfield, Kansas, 1964	61
IX. Frequency of Alteration, Men's Clothing, by Five Seamstresses and Four Alteration Personnel, Winfield, Kansas, 1964	62
X. Rating by Five Seamstresses and Six Alteration Personnel of Sewing Skills Deemed Important in Their Work, Winfield, Kansas, 1964	64
XI. Rating by Two Tailoring Shop Owners of Skills Deemed Desirable for Employees, Winfield, Kansas, 1964	66
XII. Skills Rated Highest by Three Dry Cleaners- Launderers, Winfield, Kansas, 1964	67
XIII. Occupational Classifications, Cowley County, Kansas, (Including Winfield), May, 1964	70
XIV. Winfield High School Pupils Available to the Labor Market 1961-1963	71

CHAPTER I

INTRODUCTION TO THE STUDY

Accelerated automation and other technological advances have had their effects on the youth of today. Twenty-six million young workers will start work during 1960-1970. Three million women will switch from housework to jobs during this same period. These are in addition to the fifty-eight million now at work who will still be employed and who may need retraining to understand new procedures of operation and new materials.¹

Over the nation there has been concern evidenced over the number of pupils who do not remain in high school to be graduated. Many pupils who are graduated from high school do not continue their education in college. In the past high school graduates or pupils who dropped out of school could expect to find opportunity for employment in industry or on farms. Today, however, since technical and/or vocational training is required for most occupations,

¹Panel of Consultants on Vocational Education, Education for a Changing World of Work: Report of the Panel of Consultants on Vocational Education, p. 2.

employment for youth who have dropped out of school, or who do not plan to continue their education, presents an urgent problem. In 1960 it was estimated that seven hundred thousand youth who were between the ages of sixteen and nineteen were unemployed.¹

Recognizing that automation and technological developments had an impact on the employment situation, in 1961 President Kennedy appointed a panel drawn from the education profession, labor-industry, and agriculture, as well as the lay public, together with representation from the Departments of Agriculture and of Labor, charged with the responsibility for reviewing and evaluating the current national Vocational Education Acts and making recommendations for improving and redirecting the program.² As a result of the work of this panel and its ensuing report the area vocational-technical school came into more prominence than ever before.

As one result of the Panel report, Congress passed the Vocational Education Act of 1963, Public Law 88-210,

¹United States Senate, Republican Policy Committee, The Forgotten Youth, p. 4.

²Panel of Consultants on Vocational Education, op. cit., p. 19.

which provided in part that

persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.¹

To assist in meeting the needs for training these youth and adults the Kansas Legislature enacted a law providing

a means whereby the state of Kansas in cooperation with local communities can provide facilities for training and preparation of students for productive employment as technicians and skilled workers, and to more nearly equalize educational opportunity.²

THE PROBLEM

The purposes in this study were (1) to investigate and compile selected literature in the field of vocational education, employment, and curriculum development and

¹United States Congress, Senate, Public Law 88-210, 88th Congress, H. R. 4955, Vocational Education Act, December 18, 1963, p. 1.

²Kansas Legislature, Senate Bill No. 438, 1963, p. 1. (Mimeographed.)

implementation; (2) to relate this body of knowledge to curriculum development for home economics-related occupations; and (3) to develop a portion of the clothing curriculum for an area vocational-technical school in Kansas, based on local and state needs. This study will be in relation to curriculum development in the field of clothing, specifically related to the occupations of alteration of ready-to-wear, clothing construction and repair, and renovation of clothing.

IMPORTANCE OF THE STUDY

To date, eight locations have been approved in Kansas for area vocational-technical schools. Buildings or facilities must be secured to house these schools. Kansas law has provided that instruction must be offered in at least three of four general areas of vocational and technical training in each vocational-technical school. Home Economics is one of these four areas.

There exists an urgent need today to develop a curriculum in home economics for these schools. This curriculum will of necessity, need to have a somewhat different focus than home economics as taught today and will include emphasis on wage-earning aspects as well as the vocation of homemaking. To develop a curriculum in

home economics related to wage-earning competences, it was deemed necessary to gain an understanding of history and development of vocational education, the foundation upon which it was built, and the enactment of legislation to provide funds for this program. Automation and technological advances, coupled with the increased number of women and youth entering the labor market, have had an impact upon the employment situation. It becomes imperative to identify the skills and training these women and youth will need to prepare them for the world of work. A basic understanding of principles of curriculum development and implementation is needed by teachers as new curricula are developed. New approaches to learning may be applied to educational endeavors related to wage earning.

A background of information as presented in this study may be helpful to other educators in Kansas and the United States as they work to develop courses of study for home economics related to wage-earning occupations.

Previous studies. A few recent studies have been made which have a bearing upon this study. One completed in Kansas by Dauma recommended the establishment of county, area or state vocational high schools which would provide

opportunities for terminal education in areas which include home economics.¹

Hodgson indicated that the Distributive Education program in Kansas, which offers training and job opportunities, met the needs of many high school pupils, especially those who were not planning to go to college but did plan to enter occupational fields.²

The need for emphasizing vocational aspects of home economics was pointed out in Buchanan's study of selected concepts in home economics. She concluded that home economics education should emphasize vocational aspects as well as homemaking.³

¹Dora Lee Dauma, "A Study of Certain Background Factors and the Present Status of Pupils Who Dropped Out of the LaCrosse, Kansas, Rural High School from 1940-1950," unpublished Master's thesis, p. 86.

²Owen E. Hodgson, "Some Phases of Reimbursable Part-Time Distributive Occupational Education in Kansas with Some Special Study of the Salina Program," unpublished Master's thesis, p. 79.

³B. Buchanan, "An Analysis of Opinions Concerning Selected Concepts in Home Economics Education," unpublished Doctor's dissertation, p. 138.

Romero's study indicated that schools could perhaps do more to help prepare teen-agers for employment and to "guide them in realistic recognition of the kinds of jobs which they might conceivably obtain and perform satisfactorily."¹

The need for vocational guidance in developing a curriculum for an area vocational-technical school was indicated in Bernard's study. It was revealed that measurable psychological differences existed among new enrollees in the vocational curriculum, certain of which are significantly related to later success or failure in that curriculum.²

That desirable personal traits and abilities of the person determine and contribute to the success in available sewing jobs, in addition to mastery of techniques, was

¹Rose Marie Romero, "Attitudes Toward Part-Time Employment of Teen-Age Girls," unpublished Master's report, p. 42.

²Jack Bernard, "Selection of Technical School Students: An Investigation of the Relationship between Certain Personality Characteristics, Interests and Abilities and Success in a Radio and Television Curriculum," published Doctoral dissertation, Publication Number 10,620, p. 81.

reported in Norwood's study of employment opportunities in the field of sewing.¹

Nesbit's study of needs and interests of adults and out-of-school youth indicated the areas of clothing construction that presented problems. Clothing construction experiences for which need was expressed by more than 60 per cent of the respondents were: setting in sleeves, putting in a zipper, straightening and laying the pattern on material, and making bound buttonholes.²

With the additional focus of home economics related to occupational competence, with new challenges in curriculum, there is need for research in the field of home economics education in order that pupils may be provided with opportunity for learning skills related to existing employment opportunities.

¹Delores Paige Norwood, "A Study of Employment Opportunities in the Field of Sewing in Lower Delaware as a Basis for Revision of the Dressmaking Program at the William C. Jason Comprehensive High School," unpublished Master's thesis, p. 59.

²Susie Pendergrass Nesbit, "A Study of the Needs and Interests of Adults and Out-of-School Youth of the Hampton High School Community, Dickinson County, Tennessee, as a Basis for Planning a Homemaking Program," unpublished Master's thesis, p. 17.

CHAPTER II

REVIEW OF LITERATURE

The concept of vocational education is as old as civilization. From primitive man to the era of the pyramids in Egypt, from the ancient cultures of the world to the guild systems of Europe, from the home factories of the colonists to the advanced technology in America today, vocational education, or the training for occupations, has been a part of the progress of mankind.

In February, 1961, the late President Kennedy, in concern over unemployment and educational opportunities of youth today, appointed a panel of consultants to review and re-evaluate existing vocational education acts. The summary report of this panel has created an awakened interest of both educators and lay people to the responsibility that is faced today in the preparation of youth for the world of work.

Educators are challenged to develop new methods and curricula to equip better the predicted twenty-six million young workers for a place in tomorrow's labor force. The purpose of this chapter is to review literature related to vocational education, employment and curriculum development and implementation.

VOCATIONAL EDUCATION

Vocational education as a means of developing occupational competency is not new. Prosser and Quigley stated that primitive vocational training was acquired in one of two forms. "It was either acquired by the youth in the family, or it was acquired by him through observation and practice from the more mature members of the social group."¹ Struck reminded us that in earliest civilization "fathers taught sons, mothers instructed daughters, and the elders of the tribe trained eager youth in arts and crafts . . ."²

Many of the early developments in vocational education were obscured because of lack of communication or available records. Thus it was not until the Egyptians left records of their attempts to conquer the Nile and build the pyramids, that evidence of an organized program for the development of manual skills was in evidence. These were slave projects in which learning was by imitation.³

¹Charles A. Prosser and Thos. H. Quigley, Vocational Education in a Democracy, p. 3.

²F. Theodore Struck, Vocational Education for a Changing World, p. 3.

³John A. McCarthy, Vocational Education: America's Greatest Resource, p. 5.

Apprenticeship, which is another form of organized training for occupations, has been traced back to the era before the Caesars, and was also practiced in Greece and Rome.¹ Apprenticeship later developed into guilds, which continued until the machine age.

An apprenticeship program that retained characteristics developed in Europe was established in the early colonial period in America.² This was also a period of home industries which were centered around family needs. The invention of the steam engine by James Watts opened the door to the use of steam with machinery. His invention led to the centralization of many home industries by applying the power of the steam engine to groups of machines and also increased production.³

Evidence of an occupational emphasis in training of youth was noted as early as the beginning of the 19th century when "the original purpose of American high schools, as stated in the report of the Boston committee appointed in 1820, was to prepare youth for occupational life."⁴

¹Struck, loc. cit.

²Layton S. Hawkins, Charles A. Prosser and John C. Wright, Development of Vocational Education, pp. 6-7.

³McCarthy, op. cit., p. 13.

⁴F. Theodore Struck, Vocational Education for a Changing World, p. 3, citing Nicholas Ricciardi and Ira W. Kibby, Readings in Vocational Education, Chapter 1.

Vocational education as an organized program was accepted by many as having its beginning with the passage of the Smith-Hughes Act, which was signed by President Wilson on February 23, 1917. This act, also referred to as the National Vocation Act was to "provide for the promotion of vocational education."¹ Other purposes were:

to provide for cooperation with the states in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the states in the preparation of teachers of vocational subjects; and to regulate the expenditure of money appropriated for this purpose.²

Home economics was included in the trades and industries classifications, an arrangement which displeased the home economics groups because they felt their activities were limited by the stipulation that they might not use more than 20 per cent of total trade and industrial funds.³

The plan made by the Kansas State Board of Education for cooperation with the Federal Board for Vocational

¹McCarthy, op. cit., p. 39.

²Ibid.

³Ibid., pp. 39-40.

Education, 1917-1918, referred to employment opportunities by stating that the

controlling purpose of all instruction offered in (home economics) must be to fit for useful employment, and must be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm, the work of a trade or industrial pursuit, or of home management.¹

National home economics groups were successful, with the assistance of leaders in the field of agriculture and the support of the American Vocational Association, in securing passage of the George-Reed Act in 1929, which gave home economics a separate appropriation for funds.²

Subsequent acts, the George-Ellzey Act of 1934 and the George-Deen Act, were all efforts to provide funds for short term planning. The George-Deen Act is significant in that it was enacted in 1936, a period of time when the country was in an economic depression with the largest group of unemployed in the history of the nation.³

Still feeling the need for more funds to broaden the scope of programs, the American Vocational Association

¹State of Kansas, Department of Education, Vocational Education, 1918, p. 1.

²McCarthy, op. cit., pp. 67-68.

³Ibid., pp. 68-73.

provided leadership to develop a proposal to increase programs in occupational information and guidance, public service occupations and certain types of commercial education subjects. This resulted in the enactment in 1946 of the George-Barden Act which provided funds on a permanent basis. McCarthy stated that technically this was not new legislation, and while it did eliminate the George-Deen Act, the Smith-Hughes Act continued to be recognized as the basic act for federal aid for vocational education. McCarthy also reported that "this new legislation gave legal status to the use of the term, 'Smith-Hughes Act'," and from this date on all federally aided vocational programs operated under the provisions of two pieces of federal legislation, the Smith-Hughes Act and the George-Barden Act.¹

Subsequent acts which provided additional funds for training of personnel in specific fields included the National Defense Education Act of 1958, the Area Redevelopment Act of 1961, and the Manpower Development and Training Act of 1962.²

¹McCarthy, op. cit., pp. 74-75.

²Panel of Consultants on Vocational Education, loc. cit.

The National Defense Education Act provided for intensive technical training in vocational-technical high schools, technical institutes and junior and municipal colleges. Arnold, in referring to the success of this act, stated:

With the requirements for vocational competence increasing constantly, it is evident that public education's big task is to recondition itself to preparing boys and girls for a changed world of work.¹

The Area Redevelopment Act provided for the establishment of an effective program to "alleviate conditions of substantial and persistent unemployment and underemployment in certain economically distressed areas."²

The Manpower Development and Training Act authorized the "retraining of persons displaced from their jobs by automation or other technological development, foreign competition, relocation of industry, shift in market demands or other changes in the structure of economy."³

In the early 1960's unemployment, particularly among youth, became a problem of national concern. This was

¹Walter M. Arnold, "Meeting Manpower Needs Through Technical Education," American Vocational Journal, 37:9, December, 1962.

²Panel of Consultants on Vocational Education, loc. cit.

³Ibid.

evidenced in 1961 when President Kennedy, in his message to Congress, announced that:

The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these acts, with a view toward their modernization.¹

It was then that President Kennedy requested the Secretary of Health, Education and Welfare to appoint the committee to review and re-evaluate the past vocational education acts and to recommend ways of improving or implementing new acts as has been discussed earlier.²

The Panel report developed by this committee pointed to the urgent need for legislation to assist vocational educational programs. As a result of this report, Public Law 88-210 was enacted in 1963 and signed by President Johnson in 1964. This bill provided for the authorization of Federal grants to states for vocational training for wage-earning occupations suited to the needs, interests and abilities of persons of all ages, from high school youth to adults. Section 4 of this law provided for use of Federal funds for the construction of area vocational education school facilities.³

¹Ibid., opposite p. 1.

²Ibid.

³United States Congress, Senate, Public Law 88-210, op. cit., Sec. 4, p. 3.

Section eight of this Act defined the term "area vocational education school" to mean a school

- (A) principally used for the provision of vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market, and
- (B) available to all residents of the State or of an area thus designated and approved by the State Board administering a State plan approved under section 5.¹

Arnold suggested that the area vocational school, secondary or post-secondary, was a growing feature of the public vocational education program.² He later highlighted some advantages of an area administrative organization by stating:

An area administrative organization has many advantages. Usually it is more flexible and effective than local administration because of its broader administrative and taxing base, the possibility of enrolling more students from a larger geographical area, the wider ranges of courses it can provide, and the variety of facilities and equipment it can make available to meet the specific and immediate training needs of employed workers as well as of students preparing to enter occupations.³

¹Ibid., p. 6.

²Walter M. Arnold, "Meeting Manpower Needs Through Technical Education," American Vocational Journal, 37:9, December, 1962.

³Walter M. Arnold, "Area Concept Assets," American Vocational Journal, 38:13, September, 1963.

In 1963 Swanson evaluated the scope of vocational programs to date. He listed major difficulties which had limited vocational services. Lack of adequate and effective counseling, and the differing images of vocational education held by educators and the public were two of the difficulties listed. Swanson also stated that administration of vocational programs was difficult because of limited academic and manipulative aptitudes of many pupils. Qualified teachers and appropriate text-books and instructional materials for such programs were often lacking.¹

However, Swanson identified five reasons why vocational education would achieve increasing importance in the future. These were:

1. Many more youth will enter the labor market. Severe unemployment will result if these youth do not have knowledge, skills and attitudes which will make them employable.
2. Many employment possibilities today demand more extensive knowledge and more exacting skills.
3. Federal and state laws, mechanization of industry and agriculture, and socio-economic forces hold youth in school longer and close many of the traditional opportunities for work experiences for youth.

¹J. Chester Swanson, "Education for Occupational Competence," Phi Delta Kappan, 64:324, April, 1963.

4. Continuing education is becoming a fact of life for a large per cent of the working force . . .
5. Unemployment of large numbers of youth will cause grave social and economic problems.¹

EMPLOYMENT

In the United States today, a serious employment situation is developing. Many factors have, and are, contributing to the rapidly diminishing opportunity for employment. Among these are the mobility of workers, urbanization, new advances in technology, and the population explosion. A relationship is indicated between the amount of education a youth receives and his opportunity for employment. The entrance of women into the world of work has also had a bearing upon the employment situation. Two additional problems which teachers should consider are the guiding of youth into vocations and the transition which they make from school to work.

Many implications of the Panel report have been noted by educators. Moore's review of the report summarized the problem of employment:

An explosive population reflected in the mass movement into the labor force. A rapidly increasing mechanization leading to automation in production, with

¹Ibid.

its decrease in employment for many, and its increase in service jobs to keep the machines running. A scientific revolution with its concomitant demand for newly trained technicians. Urbanization which finds its reflection in new distributive, office, business and service requirements . . . An increasing employment of women outside the home with imperatives for new educational patterns for women to assure dual competence as homemakers and as efficient employees. A mobility of peoples and a fluidity in jobs that places all education--basic and vocational--in a position where flexibility, variation, and diversity can only begin to meet the requirements of a nation dedicated to the "education of all the children of all the people."¹

Willis reported that, "Vocational education must be seen against the backdrop of mobility, urbanization, technological advance, and population explosion . . ." ² He also reported that the Panel specifically recommended that there be education for the vocation of homemaking which would replace the presently used terms, vocational homemaking and general homemaking, to describe high school classes.³

Willis stated that nearly one of every five Americans changes his address every year, and that one in every four

¹Bernice Milburn Moore, "Review of Report of the Panel of Consultants on Vocational Education," Journal of Home Economics, 55:706, November, 1963.

²Benjamin C. Willis, "Vocational Education in the Years Ahead," American Vocational Journal, 38:34, February, 1963.

³Ibid., p. 35.

lives at the present time in a state that is different from the one in which he was born.¹ "Job mobility is now the highest in the nation's history," stated McLure in discussing the rapid change that the occupational structure in the United States has been undergoing. Ten per cent of employed persons change jobs each year. He stated that this situation has resulted from developments in science and technology, which force farmers and miners and other kindred workers to face new jobs which demand skills and knowledge which they do not possess.²

The trend to urbanization creates an employment problem because of the grouping of population in fewer areas. Willis stated that the United States Bureau of Census reported that in 1890, two-thirds of the United States population lived in rural areas, while in 1950 the reverse situation was true, with one-third living in rural areas, and two-thirds living in metropolitan areas.³

The population explosion may be explained by indicating the growth in population. The first census in 1790

¹Ibid., p. 19.

²William P. McLure, "The Challenge of Vocational and Technical Education," Phi Delta Kappan, 63:212, February, 1962.

³Ibid.

in the United States counted four million people. The 1960 census counted one hundred and eighty million, and by 1975 the population is expected to reach a total of two hundred and twenty-six million people.¹ The population increase, coupled with a decreasing number of jobs due to automation and technological advances, have aggravated problems of unemployment.

The population explosion has had its effects on the size of the labor force. From seventy-three million in 1960, the labor force is expected to grow by 1975 to ninety-three million, including almost two million more youth in the eighteen-year-old group. This will mean twenty million more workers by 1975!²

The Department of Labor identified the relationship of population to employment:

Work and jobs exist because there is a population to be served. The larger the population the more needs there are to be met, hence more jobs. The changing age composition and other characteristics of the population will also affect to some extent the kinds of goods and services that will be needed, which in turn will influence the kinds of jobs that will develop.³

¹United States Department of Labor, Bureau of Labor Statistics Bulletin #1375, Occupational Outlook Handbook, 1963-1964, p. 13.

²Ibid., p. 13.

³Ibid., p. 11.

Rogers referred to automation as another industrial revolution, "whose hallmark is the development of machines to perform the work of men's senses: to measure, to decide, and control."¹ He further stated:

The impact of this narrowing gap on employment and on human skills cannot be overemphasized. Rapidly changing machinery, in an age where machinery affects teachers, doctors and lawyers as well as factory workers, requires rapidly changing skills; it may mean that many people must learn several totally different occupations in their lifetime. This rapid rate of change is a characteristic not of automation alone, but of the entire technological revolution of which it is a part.²

Automation and technological change make it imperative, reported Flemming, that education must be a continuous life-long process, providing for constant updating of knowledge, in addition to skills, if man is to function effectively as a wage earner.³

The relationship between education and employment has become increasingly important. Levitan indicated that it has become increasingly difficult for youth to secure

¹Virgil M. Rogers, "What Teachers Should Know About Automation," National Education Association Journal, 52:50, October, 1963.

²Ibid., p. 52.

³Arthur S. Flemming, "Automation and Education," National Education Association Journal, 51:33, October, 1962.

jobs and to maintain continued employment without having adequate educational preparation.¹ He further stated that in occupations in which the median educational attainment was less than the ninth grade, or nine years of formal schooling, the number of jobs declined nearly a million during this decade. The greatest employment rise was in occupations in which the median educational attainment was greater than a high school education.²

Wickens emphasized the importance of education to employability, emphasizing that ". . . those boys and girls who stay in high school and graduate, who are well trained, and who have some experience will find it easier to get the jobs of tomorrow."³

The Department of Labor confirmed the need for a good basic education by making this suggestion:

Young people who have acquired a skill or a good basic education will have a better chance at interesting work, good wages, steady employment, and greater satisfaction with life in general. Getting as much

¹Sar A. Levitan, "Youth Employment Act," The W. E. Upjohn Institute for Employment Research, p. 4., February, 1963.

²Sar A. Levitan, Vocational Education and Federal Policy, The W. E. Upjohn Institute for Employment Research, p. 13, May, 1963.

³Aryness Joy Wickens, "Employment Opportunities of the 1960's," Journal of Home Economics, 55:27, January, 1963.

education and training as one's ability and circumstances permit should, therefore, be high on the list of things to be done by today's youth.¹

Freedman indicated that there is a definite trend toward more advanced skill requirements, with education being valued increasingly as a means to educational advancement.²

A decline in jobs in many industrial occupations has forced youth with inadequate education to accept jobs in service occupations. Thomas defined the service worker as one that is nonprofessional, with the occupations of the service workers differing greatly in prestige and income.³

Conant suggested that service occupations might be the area of employment that would offer hope for slow learners or dropouts who constitute an increasing number of our youth facing employment. Conant stated:

The growth in the number of service workers in the past ten years was second only to the growth in the number of professional workers. These service occupations are largely important in the economy of the

¹United States Department of Labor, Bureau of Labor Statistics, Bulletin No. 1375, op. cit., p. 26.

²1960 Golden Anniversary White House Conference on Children and Youth, Survey Papers, Children and Youth in the 1960's, Marcia K. Freedman, "Work and the Adolescent," p. 150.

³Lawrence G. Thomas, The Occupational Structure and Education, p. 60.

large cities--all the jobs ranging from hotel bellboys to messengers to laundry operatives.¹

The Department of Labor, in referring to service occupations, stated that since World War II, service occupations have "sprinted ahead of the labor force growth as a whole."² They stated:

The increased demand for services of all kinds reflects not only the needs of a growing population but of the greater concentration of people in urban areas, an increasing number of women who go out to work and hence need these services, and generally rising income levels. By 1975, we can expect a numerical growth of service workers to about twelve and a half million, half again as many as in 1960.³

An indication of the number of youth who may need training in these service occupations was indicated by Gardner's report that in 1960 there were about eight hundred thousand boys and girls who had been graduated from high school and who were not going to college, and an additional nine hundred thousand who dropped out even before high school graduation.⁴

¹James Bryant Conant, Slums and Suburbs, p. 51.

²United States Department of Labor, Bureau of Labor Statistics, Bulletin No. 1375, op. cit., p. 24.

³Ibid.

⁴John W. Gardner, From High School to Job, p. 3.

In a study made recently of the cause of dropouts, respondents were asked to indicate from sixteen given reasons why they had dropped out of school. Four reasons were given by nearly 78 per cent of respondents. In order of frequency of listing these were: (1) lack of interest, (2) lack of success, (3) economic reasons other than cost of going to school, and (4) marriage and pregnancy.¹

Dix, in a survey of school leavers of Winfield, Kansas, for school years 1959-1963 reported three main reasons in rank order were: (1) lack of interest in school work, (2) marriage, and (3) needed at home.²

A study by the National Education Association in 1962 determined that in Kansas approximately 21 per cent of pupils drop out of school between ninth grade and graduation.³

Smith, in referring to the school dropout, stated that while some may become successful, the conditions that caused them to drop out of school may be the same reasons that cause them to fail when out of school. Failure to

¹Percy V. Williams, "Dropouts," National Education Association Journal, 52:12, February, 1963.

²Ann Dix, "Research Study of School Leavers or Dropouts of Winfield High School," p. 5. (Mimeographed.)

³National Education Association, Project-School Dropouts, p. 4, Citing U. S. Department of Health, Education, and Welfare, Office of Education, Studies and Surveys Branch.

learn to read and write or do functional arithmetic, failure to achieve emotional stability, and lack of motivation are some of these influencing factors. He further stated that out-of-school training of the school dropout is particularly difficult to accomplish because of the emotional block that the dropout may have developed against any kind of formal schooling.¹

The impact of women on the labor force is a factor noted by many. Statistics collected by the President's Commission on the Status of Women indicated that one worker in every three is a woman. Among married women one in three is working and among non-whites almost one in two. Many of these women, nearly a third, work part time. In an average month in 1962 there were twenty-three million women at work. The prediction for 1970 is that thirty million women will be working.²

Occupations for women workers vary widely. One source indicated that women were holding down jobs in every one of the 479 occupations in the Department of Labor's official list, from geologist to coal miners and bus drivers.

¹Harold T. Smith, Education and Training for the World of Work, p. 37.

²President's Commission of the Status of Women. American Women, p. 27.

However, the largest concentration was in the clerical field, with service workers second in importance.¹

Fleming stated that "an invisible revolutionary is quietly changing the entire pattern of American life." The revolutionary he referred to was the working wife, named as the "Incomer" by advertising personnel.²

Zapoleon stated that economic reasons were paramount as the single reason for women's working, either to make a living for themselves or for others.³ She further stated that:

Both men and women in the course of a life-time usually have three major areas of responsibility involving others: home and family; gainful employment; and community responsibilities, including citizenship.⁴

Hawkes referred to the multiple role of women today and indicated that women are going to be breadwinners and community workers, as well as political participants. She indicated that the average age at which a girl is married

¹"Working Wives: A Roundup of Facts and Implications for Family Finance Educators," Teaching Topics, 13:8, Spring, 1964.

²Thomas J. Fleming, "The World of Women at Work," The Kansas City Star This Week Magazine, February 9, 1964, p. 2.

³Marguerite Wykoff Zapoleon, Occupational Planning for Women, p. 31.

⁴Ibid., p. 9.

today is twenty years. She predicts that this girl will have an average of three children, the last child entering school when the mother is, on an average, thirty-three years old. The life expectancy of women today is seventy-two years. Therefore this average young woman has the greater part of her life to live after all of her children have entered school.¹

Mulcahey stated that part-time work is an ideal way for women to get back into the labor market and acquire valuable experience and a satisfying income at the same time. She added that over ten million women work part time, the largest number being women from thirty-five to sixty-four years of age.² Miller and Evans presented another aspect of part-time employment for women by stating that employers are finding that "when women work fewer hours per day or fewer per week, their energy, accuracy, and general productivity increase, and absences from work decrease."³

¹Anna L. Rose Hawkes, "The Fault, dear Brutus . . .," P. E. O. Record, 76:8-9, June, 1964.

²Alice Mulcahey, "Part-Time Job Bonanza," The Kansas City Star This Week Magazine, February 9, 1964, pp. 6-7.

³Mae Josephine Miller and Helen J. Evans, "Pre-Employment Education by Home Economics Teachers," Illinois Teacher, 5:294, March, 1962.

Guidance in selecting an occupation is an important factor for continuing employment. Freedman stated that the most characteristic fact about the picture of youth employment is frequent job changes.¹ He further suggested that the term "floundering" was often applied to this pattern, which might indicate that the change is random and meaningless to the young worker. However this frequent job change by youth is often a means of vocational exploration.²

Kohler and Fontaine indicated that parents have a responsibility for assisting youth in selecting a vocation. Many parents are seekers of status for their children, holding a desire that their children achieve an education that the parent was not able to attain. Sometimes they do not consider the ability of the child. These writers suggested that parents consider the ambitions they have for a child and then match these with the child's ability. They also suggested that parents should keep in close touch with counselors and teachers for advice on the best career plan for their children.³

¹Freedman, op. cit., p. 148.

²Ibid.

³Mary Conway Kohler and Andre Fontaine, "Are You Cheating Your Child Out of a Living?," Good Housekeeping, 157:127, 129, September, 1963.

Rogers suggested the responsibility of the teacher in guiding youth in relation to employment by suggesting that

the informed teacher can reinforce the work of the skilled counselor by preparing students for promising areas of employment and orienting them to the changing nature of these vocations.¹

Barkin stated that guidance of young people extended beyond the need for preparing for a specific range of employment to a whole lifetime of changing jobs and occupations.²

Nunnery and Sharp also referred to the possibility of changes existing throughout life. They indicated that factors which affect vocational choices were previous decisions individuals had made and the choice between desires and types of jobs available. They referred to vocational choice in terms of "families" of vocations, since most individuals can qualify for a number of specific vocations.³

¹Virgil M. Rogers, "Help Wanted, 1964," National Education Association Journal, 53:53, February, 1964.

²Solomon Barkin, "Educating Students for Personal and Economics Growth in a Dynamic Technological Society," American Vocational Journal, 36:38, November, 1961.

³Michael Y. Nunnery and Bert L. Sharp, "Nature of Vocational Choice," American Vocational Journal, 38:29, October, 1963.

The problem of transition of youth from school to job is of importance today. Gardner offered six suggestions for an effective transition. These were: a work-study program, with part-time on the job and part-time in school; night school programs; training programs with industrial corporations; educational programs of labor unions; armed services programs for training in occupational specialties; and special schools for occupational training, such as nursing, photography, or designing.¹

Understanding the employment situation that exists in the local community can stimulate educators and other individuals interested in youth to provide training opportunities for effective preparation of youth for occupational competence.

CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Educators today are aware of the importance of a curriculum that allows for flexibility to help pupils meet the changing needs of society. Otto stated that "society is not static; nor is knowledge. Consequently, curricula in school programs ought to be constantly changing."²

¹Gardner, op. cit., pp. 8-9.

²Arleen Otto, "Can We Afford Obsolescence?" Journal of Home Economics, 55:625, October, 1963.

Miel further emphasized the importance of flexibility in the curriculum when she said that "there is considerable agreement among educators today that the school curriculum is a changing assemblage of opportunities for educative experience."¹

Hawkins, Prosser and Wright identified the necessity for flexibility in curriculum dealing with vocational education, when they explained:

The most fundamental characteristic of vocational education is that it is built around the training needs of the individual, of the job, and of society. As these needs grow and change with time, so also must the training program grow and change. This means that vocational programs must be kept flexible, alive and adapted to changing needs and economic conditions.²

With new emphasis on home economics education to prepare individuals for wage-earning occupations, a study of curriculum development and implementation may serve as resource material for program planning. The writer has investigated three areas of curriculum, (1) general information on curriculum development; (2) specific needs in Kansas, particularly in home economics; and (3) building the curriculum for wage earning in home economics.

¹1960 Golden Anniversary White House Conference on Children and Youth, Survey Papers, Children and Youth in the 1960's, Alice Miel, "Trends in Curriculum, Teaching and Guidance," p. 115.

²Layton S. Hawkins, Charles A. Prosser, and John C. Wright, Development of Vocational Education, p. 204.

Criticism has been made of the success of the existing educational system in preparing youth for the world of work. One such criticism, reported by the 1960 White House Conference on Children and Youth, was:

It is common knowledge that many employers are shocked at the poor state of preparation of some new entrants into the labor force and that school attendance and other laws are not well enforced in many places, to the detriment of educational opportunity for many youth.¹

The same Conference suggested that the school curriculum should develop not only basic skills and special talents, but also:

. . . qualities such as healthy civic attitudes, character, responsibility, and discipline. It should include exploration and preparation for further educational and vocational opportunity, with emphasis on helping the youth adjust to an automated world.²

A redefinition of the scope of home economics education was made by Tripple: "It is time we gave some thought to the monetary reimbursement aspect of vocational home-making in the general high school."³

¹1960 White House Conference on Children and Youth, "Some Guidelines for Consideration of the Dropout and Youth Unemployment Problems," p. 7.

²Ibid., p. 23.

³Patricia A. Tripple, "Tomorrow's Teaching," Journal of Home Economics, 53:661, October, 1961.

Simpson reminded teachers that pupils come with many differing abilities.¹ These pupils may include those with differing intellectual ability and those who are disadvantaged or divergent. Pupils may have differing interest levels, with some being even potential dropouts.

Disadvantaged youth are sometimes referred to as those that are culturally deprived. These may be pupils who come from poverty areas. They may be those whose parents, through job mobility, have moved from area to area and who have not had the advantages of many American youth. Baynham stated that the culturally deprived pupil was usually poor in communication skills and that this condition proved to be a handicap in all other subjects.²

Riessman reported that

the most successful teachers in terms of the culturally deprived children seem to combine the traditional concepts of structure, order, discipline, and strong external demands for achievement with the newer methods of down-to-earth learning by doing.³

Divergent youth are identified as those with emotional problems, those not interested in achieving in school,

¹Elizabeth Simpson, "Selected Issues and Problems in Secondary Education," Journal of Home Economics, 55:14-15, January, 1963.

²Dorsey Baynham, "The Great Cities Projects," National Education Association Journal, 52:17, April, 1963.

³Frank Riessman, "Teaching the Culturally Deprived," National Education Association Journal, 52:21, April, 1963.

potential dropouts, or those who do not adjust to a normal school situation. Pupils of limited academic ability may be included in this group. Bedell stated that

the ones who are finding themselves in deep trouble and who are causing society the deepest concern are those who are unable to follow accepted patterns of behavior, either in school or out of school.¹

Halverson referred to consideration for individual differences among pupils:

There must be balance in the provision of wide offerings in the curriculum so that there are opportunities for all kinds of learners to achieve success and satisfaction to the limit of their capacities.²

Denemark, in "The Curriculum Challenge of Our Times," stated:

One approach that merits careful reflection by all educators is to focus upon the identification of the fundamental principles, the broad concepts, the big ideas in the various subject fields.³

Hunzinger indicated the role concepts play in learning:

Effective identification of concepts by students can assist in meaningful learning in any course or field.

¹Earl L. Bedell, "Vocational Education for Divergent Youth," American Vocational Journal, 37:30, January, 1962.

²Paul M. Halverson, "The Meaning of Balance," 1961 Yearbook Balance in the Curriculum, p. 9.

³George W. Denemark, "The Curriculum Challenge of Our Times," National Education Association Journal, 50:11, December, 1961.

When students and teachers identify and understand significant ideas in a body of knowledge, ability to apply principles, to build or develop depth and breadth and to use knowledge effectively is made possible.¹

Tyler suggested that opportunities for attaining the following abilities should be given:

- (1) understanding of important facts and principles
- (2) familiarity with dependable sources of information
- (3) skill in interpreting data . . .
- (4) application of principles
- (5) skills in studying and reporting the results of the study²

In addition, pupils should be guided toward the development of broad and mature interests and to social rather than selfish attitudes in this area.³

Tyler suggested the use of a two-dimensional chart, which would contain a vertical list of content and a horizontal list of behavioral aspects, as a means of clarifying for the teacher the objectives that are being sought and how each objective is defined in terms of behavioral

¹Maxine Lovell Hunziger, "An Exploratory Study to Identify Concepts and Determine Concept Attainment in a Home Economics Education Course," (unpublished Master's thesis, Kansas State University, Manhattan, 1963), p. 76.

²Ralph W. Tyler, Basic Principles of Curriculum and Instruction, p. 31.

³Ibid.

aspect and content areas. This would allow the teacher to see relationship between content and behaviors.¹

Tyler summarized the responsibility of teachers when developing or expanding curriculum. He stated that

. . . a school or college in developing its curriculum will need to examine carefully current changes in the world, particularly those that have direct implications regarding developing needs and opportunities . . .²

He indicated another trend of major importance in planning the curriculum was that

accelerating developments in science and technology make it likely that the knowledge and skills required for most occupations will be changing at such a rate that education should emphasize flexibility, adaptability, and continued learning.³

Major objectives of a Federally reimbursed program in home economics, according to the 1962 Annual Report of the State Boards for Vocational Education, are:

to prepare young people for the vocation of homemaking and to supplement the homemaking skills of adults. In addition programs are now being developed to give basic training to both youth and adults for wage-earning in home-related and community service occupations.⁴

¹Tyler, op. cit., p. 32.

²Ralph W. Tyler, "Education in a World of Change," op. cit., p. 531.

³Ibid.

⁴U. S. Office of Health, Education, and Welfare, Digest of Annual Report of State Boards for Vocational Education, p. 10.

The area vocational-technical schools in Kansas may be one of the methods to aid Kansas in reaching its economic potential. Thaine McCormick, State Supervisor of Vocational Education stated: "Kansas has an abundance of trainable labor." He continued:

The extent, however, to which Kansas youth and adults can be trained is directly dependent upon the educational opportunities provided them. . . . For many Kansas youth and adults, the educational program best suited for the realization of economic potential is the vocational educational program.¹

The need for courses in Home Economics related to wage earning in Kansas was emphasized by Helen Scheve, Kansas State Supervisor of Vocational Homemaking, who wrote in 1964: "Home economics is now charged with the responsibility of preparing for wage earning as well as for the vocation of homemaking." She further suggested that curricula would need to be developed to help girls "function both as homemakers and wage earners."²

Three major factors that should be considered by teachers and curriculum consultants before developing a

¹Thaine D. McCormick, "Vocational Education and Kansas Economic Development," Kansas Business Review, 16:5, March, 1963.

²Helen Scheve, "Homemaking Education for Wage Earning," Vocational Homemaking Bulletin, 34:1, April, 1964.

program of education for wage-earning occupations related to home economics are: (1) evidence in the community of job opportunities, (2) needs and abilities of pupils who will enter the training program, (3) responsibilities and qualifications of the teacher.

Van Horn recommended that the "justification for establishment of a program for wage earning in any community must be determined by evidence of job opportunities."¹ She further suggested that the local Employment Service Office might assist in a job opportunity survey, and that the high school guidance staff and the home economics staff might work with a local advisory board composed of representatives of various employers to determine job opportunities in a local community.²

Cohen and Fremon suggested that secondary schools need a sound basis for developing vocational programs. They recommended

that the schools be informed about the future plans of local industries. Does an industry prefer, for example, to hire those with a good general background and train

¹Rua Van Horn, "Home Economics Education for Wage Earners," American Vocational Journal, 39:24, April, 1964.

²Ibid.

them on the job, or does it want students already trained in the skills the industry will need?"¹

Swanson stated that in a wage-earning program pupils must have the "capacity and motivation to learn the skills and acquire the knowledge the occupation requires." He also indicated that enrollment in vocational education programs should be limited to the number of employment possibilities.² It is unrealistic to prepare more individuals than there are existing jobs.

Work-study programs have been recommended by many as a realistic approach to home economics education in relationship to preparation for wage earning. Stratemeyer noted that skills "are best learned in the situations calling for their use." She further explained:

Teachers and learners together identify and deal with situations calling for new skills or better use of skills just as they identify and deal with any other persistent life situation. The starting point is the need for the skill in the day-by-day life of the learners. The time devoted to learning the skill will depend on the competencies, generalizations, and understandings needed to cope with the situation.³

¹Eli Cohen and Suzanne Fremon, "Will There Be Jobs for Our Children," Parents Magazine, 38:100, November, 1963.

²J. Chester Swanson, "Whither Vocational Education?" National Education Association Journal, 52:60, October, 1963.

³Florence B. Stratemeyer, et.-al., Guides to a Curriculum for Modern Living, pp. 49-50.

Today's home economics curriculum must provide for opportunities for thinking by pupils. Peterson indicated that high school home economics pupils can gain skill in thinking critically "if learning situations are developed with skill in thinking as a goal."¹

Brown also referred to the ability to think: "It is only through developing his ability to think and to continue learning that modern man can develop the intellectual power to direct his life."²

Tyler also emphasized the importance of understanding basic principles and "the development of ability to apply these principles to new situations as they are encountered." He continued:

The focus in home economics, as in other fields, will need to be placed upon continued learning, development of interest in the study of new problems as they arise, ability to investigate questions in the areas of home economics, and attitudes appropriate to dealing with changing conditions and opportunities in this field.³

¹Bernadine H. Peterson, "Problem Solving in Home Economics," Journal of Home Economics, 55:179, March, 1963.

²Marjorie Brown, Home Learning Experiences in the Home Economics Program, p. 6.

³Ralph W. Tyler, "Education in a World of Change," Journal of Home Economics, 54:533, September, 1962.

The teaching of home economics, according to Hall and Paolucci, involves three basic and consecutive steps:

- (1) determining and stating objectives encompassing home economics content and a specific behavior change desired in the learner
- (2) providing the kinds of experiences that make possible the attainment of these objectives, and
- (3) seeking pertinent and reliable evidence for deciding whether these objectives have been achieved.¹

Simpson listed responsibilities of the home economics teacher in developing courses related to wage earning. These responsibilities were:

Make applications of basic facts, principles and generalizations developed in class to employment situations as well as to homemaking.

Make a genuine effort to help students see the possibilities for home-economics-related occupations requiring varying levels of training or education . . .

Teach directly for development of those personal traits and habits that make for employability . . .

Work with those in other areas of vocational education, including guidance, in developing and maintaining a meaningful work-study program, especially for the slow learning and unmotivated students . . .

In units of study and with groups of students where a pre-employment emphasis might add a new dimension to motivate, provide a sense of reality, and perhaps

¹Olive A. Hall and Beatrice Paolucci, Teaching Home Economics, p. 149.

provide for the development of some skills that make for greater employability, and experiment with this approach.¹

Qualifications of teachers for such programs are of major importance. Van Horn suggested that these qualifications vary in some respects from the teachers of homemaking programs today. She stated that both types of teachers need current knowledge in the area of home economics, skill in methods, and an understanding of problems that American families face today.² In addition, Van Horn stated, the teacher of home economics related to wage-earning occupations must have had experience in getting and holding a job, success in the job, and knowledge of employer-employee relationships. She further indicated that the actual work experience of the teacher is of such value that it may often be more desirable, if a teacher with a degree and work experience is not available, to select a teacher with work experience and less than the baccalaureate degree in home economics.³

¹Simpson, op. cit., p. 12.

²Rua Van Horn, loc. cit.

³Ibid.

CHAPTER III

PROCEDURES

A variety of means was used to obtain background data for this study. These included: (1) library research to develop the background of vocational education, employment, and curriculum development and implementation used in the development of the clothing course in this study; (2) questionnaires developed and administered to individuals engaged in the occupations of seamstress, alteration work, tailoring and dry-cleaning-laundry in Winfield, Kansas, to identify personal traits and skills deemed desirable for success in these occupations; (3) an interview with a survey consultant engaged in compiling information relative to the location of an Area Vocational-Technical school in the Winfield-Arkansas City-Wellington area.

LIBRARY RESEARCH

Library research was divided into three areas. Reading was done in the area of vocational education to provide a source of information and understanding of the history of vocational education and legislation.

Investigation was made of literature pertaining to employment, with emphasis on the implications of the

President's Panel of Consultants on Vocational Education on problems of employment in addition to the factor of automation. Relationship of education and employment was also studied, particularly as it effected dropouts. Woman's entrance into the labor market was reviewed.

Literature on curriculum development, content and implementation, particularly as it related to wage-earning opportunities was reviewed. New trends in curriculum development were also investigated.

IDENTIFICATION OF PERSONAL TRAITS AND SKILLS

A set of questionnaires (Appendix A) was developed to ascertain desirable personal traits and sewing skills, frequency of construction or alteration of certain clothing items, and skills considered necessary for success in dry-cleaning-laundering establishments and tailoring shops. The population for these questionnaires was all known seamstresses, alteration personnel, dry-cleaners, and tailors in the community of Winfield, Kansas.

INTERVIEW WITH SURVEY CONSULTANT

An interview was held with the survey consultant, Winfield-Arkansas City-Wellington area, who was compiling

information to submit to the Kansas State Board for Vocational Education on the feasibility of establishing an Area Vocational-Technical School in that part of Kansas. One purpose of the interview was to secure information on employment opportunities in Cowley County. The employment opportunities were divided into groups. A second purpose of the interview was to secure statistical information on the number of youth from Winfield, Kansas, who were available to the labor market, 1961-1962 and 1962-1963. This information had been secured from the Winfield High School Guidance and Counseling Department to be submitted in the survey report.

CHAPTER IV

FINDINGS

Findings in this chapter are arranged in the following order: (1) characteristics and skills deemed important for success in dressmaking, alteration work, tailoring, and dry cleaning occupations by individuals connected with these occupations; and (2) employment opportunities in Cowley County, Kansas, and youth available to the labor market in Winfield, Kansas.

Personal Traits and Skills

Four questionnaires were developed for the purpose of making a survey of characteristics and skills deemed important for success in dressmaking, alteration work, tailoring, and dry cleaning occupations. Sixteen individuals were located and all consented to participate in the survey. There were five seamstresses, six alteration personnel, three dry cleaners and two owners of tailoring shops selling men's wear.

The purposes of this survey, which was conducted by means of questionnaires, were to identify:

1. personal traits deemed important for dressmakers, alteration personnel, dry cleaning or laundry assistants, and tailoring assistants by individuals in these fields

2. frequency of new construction, women's clothing, children's clothing, special occasion items, and specific categories of construction completed by seamstresses
3. frequency of various types of alterations in women's or girl's clothing and men's or boy's clothing
4. frequency of garment renovation
5. skills deemed important for prospective employees in these areas of sewing, dry cleaning, and laundering.

The first section of each of the four questionnaires was the same for all occupations. This section was the identification of personal traits that were deemed important for success in the fields.

Data in Table I show that all the respondents believed that personal cleanliness, dependability, neatness in dress, accuracy in work, ability to work well with hands, and acceptance of criticism were important personal traits for dressmakers, alteration personnel, dry cleaning assistants, and tailoring assistants. Three of the sixteen respondents indicated they felt that patience was not an important trait. Only one indicated that the ability to get along with others, willingness to work and a pleasant personality were not essential traits.

The greatest difference was in the acceptance of good health as an important characteristic. Ten indicated that it was an important trait; however, six felt that it was not important. One respondent interpreted the question to imply exclusion of handicapped individuals, and justified his response because of this factor.

Additional traits were listed by respondents. Good eyesight was listed by three, willingness to learn by two respondents. The ability to think and honesty were each listed by one respondent.

TABLE I
 CHARACTERISTICS DEEMED IMPORTANT BY SIXTEEN RESPONDENTS
 FOR SUCCESS IN DRESSMAKING, ALTERATION, TAILORING
 AND DRY-CLEANING OCCUPATIONS
 WINFIELD, KANSAS, 1964

Personal Traits	Number Reporting
Personal cleanliness	16
Dependability	16
Neatness in dress	16
Accuracy in work	16
Ability to work well with hands	16
Acceptance of criticism	16
Ability to get along well with others	15
Willingness to work	15
Pleasant personality	15
Patience	13
Good health	10
Others	
Good eyesight	3
Willingness to learn	2
Ability to think	1
Honesty	1
Self-confidence	1

Self-confidence was listed by one respondent. One respondent stated that ". . . individual in alteration should know how to do the job--then be able to sell the customer on the fact that the job will be a satisfactory and successful alteration."

The second portion of the questionnaire administered to seamstresses was designed to determine types of sewing done by these individuals. Items were listed under four divisions: new construction of women's clothing, of children's clothing, of special occasion garments, and specific categories of clothing construction. The five seamstresses were asked to indicate whether the article was one that was made frequently, sometimes, or seldom. Articles reported to be made "seldom" were not considered important enough to be reported in the study.

Skirts, day-time dresses, informal dress clothes, and suits were most frequently constructed by these seamstresses. These were indicated by three of the respondents, while two indicated that the most frequently made items were blouses, slacks, shorts, Bermudas, coats, weskits and formals (see Table II).

TABLE II

FREQUENCY OF CONSTRUCTION BY FIVE SEAMSTRESSES
 OF SELECTED ITEMS OF WOMEN'S CLOTHING
 WINFIELD, KANSAS, 1964.

Items	Number Reporting	
	Frequently	Sometimes
Skirts	3	2
Day-time dresses, house dresses	3	1
Informal dress clothes	3	1
Suits	3	1
Blouses	1	1
Coats	1	1
Formals	1	1
Slacks, shorts, Bermudas	1	1
Weskits	1	

As shown in Table III the item most frequently made for children by seamstresses was dresses. Three of the seamstresses checked this item and one indicated that holiday dresses, specifically Christmas velvets, were made frequently. Two respondents recorded playclothes as made "frequently."

TABLE III

FREQUENCY OF CONSTRUCTION BY FIVE SEAMSTRESSES
OF SELECTED ITEMS OF CHILDREN'S CLOTHING
WINFIELD, KANSAS, 1964

Items	Number Reporting	
	Frequently	Sometimes
Dresses	3	
Playclothes	2	1
Holiday dresses (Christmas velvets)	1	

The making of bridal gowns; attendant's gowns; and bridal accessories, including veils, hats, pillows and tablecloths, were mentioned as items frequently constructed by seamstresses. Data in Table IV show that three of the respondents listed the making of bridal attendant's gowns and two listed the construction of bridal gowns as their most frequent tasks. Other bridal accessories, hats, veils, pillows and tablecloths, were constructed "frequently" by one of the respondents.

TABLE IV

FREQUENCY OF CONSTRUCTION BY FIVE SEAMSTRESSES
OF SELECTED ITEMS FOR SPECIAL OCCASIONS
WINFIELD, KANSAS, 1964

Items	Number Reporting	
	Frequently	Sometimes
Gowns for bridal attendants	3	
Bridal gowns	2	
Bridal hats	1	
Bridal pillows	1	
Bridal tablecloths	1	
Bridal veils	1	
Special costumes (Cheerleaders, etc.)	1	1
Designing-construction of hats	1	
Wool uniforms for private school	1	

The making of special costumes, uniforms for cheerleaders and wool uniforms for private schools, were checked by one of the group. An additional respondent indicated that they frequently made and designed hats.

Specific items that were made "frequently" by seamstresses for women who constructed their own garments but needed assistance with some phases of the construction process are indicated in Table V. Two of the seamstresses

frequently made bound buttonholes and covered belts and buckles, while one frequently made machine buttonholes. Pockets were indicated as another item that customers frequently employ seamstresses to complete, especially the welt pocket. This was noted by one of the respondents.

TABLE V

FREQUENCY OF CONSTRUCTION BY FIVE SEAMSTRESSES
OF SELECTED SPECIFIC CATEGORY ITEMS
WINFIELD, KANSAS, 1964

Specific Category Items	Number Reporting	
	Frequently	Sometimes
Bound buttonholes	2	2
Belt and buckle covering	2	
Machine buttonholes	1	3
Welt pocket	1	

Table VI presents a compiled list of items of clothing most frequently constructed by seamstresses. Knowledge of clothing items and garments made by these individuals served as a guide in developing the clothing course in this study.

TABLE VI
 ITEMS OF NEW CONSTRUCTION MOST FREQUENTLY
 MADE BY FIVE SEAMSTRESSES
 WINFIELD, KANSAS, 1964

Items	Number Reporting
Skirts	3
Day-time dresses, house dresses	3
Informal dress clothes	3
Suits	3
Children's dresses	3
Gowns for bridal attendants	3
Children's playclothes	2
Bridal gowns	2

The third portion of the questionnaire was related to the frequency of certain types of alterations made by seamstresses and alteration personnel. It was divided into three sections: (1) renovation of garments, (2) frequency of alterations on women's clothing, and (3) frequency of alterations on men's clothing. Respondents included five seamstresses and six alteration personnel.

Renovation of garments may be a task assigned to seamstresses. Data in Table VII indicate that making a woman's suit from a man's suit was frequently done by two

seamstresses. The recutting of fronts of women's outdated suits and coats and the changing of sleeves were also reported as frequent alterations. Occasionally seamstresses were requested to make a jacket from a long coat, or to make a child's garment from an adult's garment.

TABLE VII
 FREQUENCY OF RENOVATION BY FIVE SEAMSTRESSES
 OF SELECTED GARMENTS
 WINFIELD, KANSAS
 1964

Renovation	Number Reporting	
	Frequently	Sometimes
Making woman's suit from man's suit	2	
Recutting fronts, woman's outdated suit and coat	1	
Remodeling sleeves, woman's outdated suit and coat	1	
Making jacket from long coat		2
Making child's garment from adult garment		1

Differences were reported by seamstresses and alteration personnel regarding the frequency of doing certain alterations on women's clothing. However, as shown in Table VIII, adjusting of hems was the most frequent point of alteration for both seamstresses and alteration

personnel. Replacing of zippers and alteration of sleeves in either length or width were the next most frequent alterations by seamstresses, while making garments smaller and adjusting waist lines rated next in frequency by alteration personnel.

TABLE VIII

FREQUENCY OF ALTERATION, WOMEN'S CLOTHING, BY FIVE
SEAMSTRESSES AND SIX ALTERATION PERSONNEL
WINFIELD, KANSAS, 1964

Alteration	Number Reporting			
	Seamstresses		Alteration Personnel	
	Frequently	Sometimes	Frequently	Sometimes
Adjusting hems	4	1	5	1
Replacing zippers	3	2	2	2
Altering sleeve length or width	3	2	2	3
Making garment smaller	2	3	4	1
Adjusting waist lines	2	3	4	1
Enlarging garment	2	2	2	2
Adjusting shoulder seams	1	4	1	2
Adjusting hip irregularity	1	3	1	3
Changing zipper location	1	1	1	
Adjusting armseye	1	3		2
Changing dart placement		5		2
Changing neckline		4		2

Five seamstresses and four alteration personnel (two of the six did not alter men's clothing) responded to frequency of alterations on men or boy's garments. Data in Table IX indicate that cuffing of trousers and making trousers smaller were tasks most frequently requested of these individuals. Enlarging of trousers ranked next in frequency.

TABLE IX

FREQUENCY OF ALTERATION, MEN'S CLOTHING, BY FIVE SEAMSTRESSES AND FOUR ALTERATION PERSONNEL WINFIELD, KANSAS, 1964

Alteration	Number Reporting			
	Seamstresses		Alteration Personnel	
	Frequently	Sometimes	Frequently	Sometimes
Cuffing trousers	2	2	4	
Making trousers smaller	1	2	3	1
Enlarging trousers		1	2	2
Replacing pockets	1	2		1
Replacing zippers		3		3

One of the five seamstresses also indicated that she frequently adjusted sleeves of coats, tapered men's shirts and adjusted sleeve length of shirts. One of the seamstresses reported that she sometimes changed double breasted suits to single breasted. One of the alteration personnel

reported that she sometimes adjusted sleeves of coats and also made adjustments on the collars of suits.

The fourth portion of the questionnaire was concerned with sewing skills deemed important by seamstresses and alteration personnel. A rating scale of three was used: (1) skills of greatest value, (2) skills considered important, and (3) skills of some value.

A comparison of responses from seamstresses and alteration personnel disclosed that only one skill, recognition of good fit, was listed by all respondents in both groups as being of greatest value.

Differing opinions may be noted in Table X in the rating of various skills. Highest in rank, by alteration personnel, in addition to recognition of good fit, was the skill of working with various fabrics. This skill was rated of greatest value by only two of the seamstresses. Three skills rated of greatest value by seamstresses, in addition to recognition of good fit, were measuring for correct pattern size, altering pattern, and setting in sleeves. The three skills rated highest by alteration personnel were working with various fabrics, adjusting waistline, and finishing hems in various fabrics.

Additional requirements suggested by seamstresses were knowledge of pressing techniques, knowledge of newer fabrics, and ability to adjust pattern for material of less yardage than amount indicated on the pattern. Knowledge of pressing and ability to work with a variety of fabrics were suggested as additional skills by alteration personnel.

Owners of tailoring shops were asked to indicate importance of a list of selected skills used in their work. Data in Table XI indicate the rank in importance of skills deemed desirable for employees by these two individuals.

TABLE XI

RATING BY TWO TAILORING SHOP OWNERS OF SKILLS
DEEMED DESIRABLE FOR EMPLOYEES
WINFIELD, KANSAS, 1964

Skills	Number Reporting		
	1	2	3*
Pressing	2		
Replacing zippers	1	1	
Reweaving	1		1
Altering trousers		2	
Cuffing trousers		2	
Replacing pockets			2
Sewing on buttons			2
Sewing insignia on uniforms			2

- *1 - of greatest value
2 - important
3 - of some value

Other skills suggested were those necessary for alteration of coat neck, and of sleeves and body.

There are three dry cleaners in Winfield, Kansas, with one of these a laundry-dry-cleaning combination. Skills deemed desirable in prospective employees for proficiency in dry cleaning or laundry employment are shown in Table XII in rank order of importance. Pressing

techniques, spotting, knowledge of fabrics, and ability to make repairs were listed by all of the respondents as those of greatest value.

TABLE XII

SKILLS RATED HIGHEST BY THREE DRY CLEANERS-LAUNDERERS
WINFIELD, KANSAS, 1964

Skills	Number Reporting		
	1	2	3*
Pressing	3		
Repairing	3		
Spotting technique	3		
Knowledge of fabrics	3		
Replacing of zippers	2	1	
Replacing of pockets	2	1	
Sewing insignia on uniforms		1	1
Embroidering names by machine on work or athletic clothing		1	1
Re-weaving		1	1

- *1 - of greatest value
2 - important
3 - of some value

Findings that could serve as a basis for developing a course of study in relation to clothing skills were drawn from responses to these questionnaires and guided the investigator as the clothing course in this study was developed.

Interview with Survey Consultant

An interview was scheduled with the survey consultant who is compiling information concerning the Winfield-Arkansas City-Wellington area. This information is to be submitted to the Kansas State Board for Vocational Education to substantiate the need for an area vocational-technical school in this area.

The consultant had contacted all businesses in the area that had ten or more employees. Table XIII shows the total labor force in Cowley County and a division of occupations with the total employed in each division. It can be noted that service workers and operatives who were semi-skilled were 3,942 of the total employed. Those who will be trained in the areas of clothing in new construction, alteration, tailoring, or dry-cleaning-laundering would be included in this group. Since his investigation was only with businesses having ten or more employees, additional employment available in the area is not shown on Table XIII.

This consultant also supplied findings from a survey of the Winfield High School graduating classes, 1961-1963. These findings showed a slightly increasing trend for graduates to attend business or trade schools. As can be seen on Table XIV, eight of the 1961-1962

TABLE XIII

OCCUPATIONAL CLASSIFICATIONS, COWLEY COUNTY, KANSAS,
(INCLUDING WINFIELD), MAY, 1964*

Occupations	Total Employed	1963 New Hires
Professional, Technical and Kindred	1,536	7
Managers and Proprietors	1,030	Not available
Clerical	1,759	7
Sales	1,080	51
Craftsmen, Foremen, (skilled)	1,944	9
Operatives and Kindred (semi- skilled)	2,240	490
Service Workers (except private householders)	1,702	79
Laborers (un-skilled)	636	103
Private Household Workers	252	269
Farmers, Farm Workers, and Farm Laborers	1,382	128
Occupations not reported	421	
Sub-total	13,982	1,143
Unemployed and Army	643	
Total Labor Force	14,625	
Population, Cowley County 1960	37,861	

*Kansas State Employment Service

TABLE XIV
WINFIELD HIGH SCHOOL PUPILS AVAILABLE TO THE LABOR MARKET 1961-1963

Date	Seniors in class		Number Graduated		Breakdown by sex		Entering College - Fall		Attending Business or Trade School		High School Dropouts Remaining in Community		Graduates Remaining in Community		Total Graduates and Dropouts Available to the Labor Market
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
1961-1962	78	83	34	49	8	0	17	17	36	34	104				
1962-1963	83	83	43	48	9	5	18	21	31	30	100				

graduates attended a business or trade school. These were all girls. In 1962-1963, fourteen of the graduating class attended business or trade school. Nine of this number were girls and five were boys.

Of the total number of one hundred and four drop-outs and graduates available to the labor market in 1961-1962, fifty-three were girls and fifty-one were boys. In 1962-1963, forty-nine of these available to the labor market were girls and fifty-one were boys.

The survey of the Winfield, Kansas, graduating seniors of 1961-1962 disclosed that one hundred and four class members were available to the labor market. Of the 1962-1963 class, one hundred class members were available to the labor market. Table XIV indicates that in this two-year period over two hundred untrained youth in the Winfield area may have been faced with problems of unemployment.

CHAPTER V

LEARNING EXPERIENCES IN CLOTHING RELATED TO WAGE-EARNING OCCUPATIONS

There exists a need to develop courses of study for areas in home economics related to wage-earning occupations. Knowledge in home economics, development of related skills, and acquiring of attitudes can be channeled into areas of profitable and satisfying employment.

This course in clothing related to wage earning was planned in view of findings in the literature of vocational education, employment, and curriculum, and the questionnaires administered in the area of clothing related to the occupations of clothing construction, alteration and repair.

DEVELOPMENT OF THE COURSE

The objectives for pupils in this course are: to become increasingly aware of opportunities existing in the world of work related to clothing; to gain skills that will be marketable in the area of clothing construction, alteration, and repair; to develop an awareness of the importance of personal traits as a prerequisite to success in employment; to see relationships between classroom learnings and on-the-job experiences; and to transfer classroom learnings to wage-earning experiences.

The introduction to this course includes an overall picture of employment opportunities in the area of clothing specifically related to clothing construction, alteration and repair, available to pupils who have had a background of home economics training related to the area of clothing. A list of selected occupations that might be secured with skills to be acquired in this clothing class is found in Appendix G.

During personal interviews at the time the questionnaires were administered, one respondent expressed a felt need for pupils to receive guidance in relation to appropriate procedures when applying for a position and appropriate dress to be worn by the applicant. It was felt that other respondents might have stressed the importance of the development of these skills if the question had been asked directly of all. A unit, "You Meet Your Employer," has been developed to help pupils understand the importance of the approach of employee to employer and to provide opportunity for pupils to gain basic information pertinent to the job, such as remuneration, employee benefits, training or skills needed, job security, and contracts or verbal agreements. The problem of appropriate dress has been included in a later unit. Learning experiences have been developed to provide opportunity for pupils to gain

skill in applying for a job, writing application letters, and completing application forms. A counselor or principal will explain certain aptitude tests that are given by many companies and/or employers. The school or local lawyer will explain contracts and verbal agreements between employer and employee.

Findings from this study indicated that desirable personal traits were considered important. Personal cleanliness, dependability, neatness in dress, accuracy in work, ability to work well with hands, and willingness to accept criticism were considered of greatest importance by all respondents. Because of the apparent importance of these personal traits, objectives for the second unit, "Your Employer Meets You," are to understand the value of the development of personal traits that will be an asset in employment, and to understand the importance of neat personal appearance in obtaining and holding a job. Resource persons in the community and representatives of employment services and employers will be involved in presenting this unit. Films will be viewed. Pupils may become more able to judge their appearance through the use of check sheets. It is expected that this awareness will lead to a high level of personal appearance and personality traits leading to employability.

Seamstresses were asked to indicate the frequency with which selected items in the area of women's clothing, children's clothing, special occasion items and others, such as machine and bound buttonholes, were made, and how often they were asked to cover belts and buckles. An additional portion of the questionnaire asked seamstresses to rate the sewing skills they deemed were of greatest importance in their work. Three units were developed: "Sewing for Others," "Making Accessory Items for Pay," and "Sewing for Tots," based on these responses.

All seamstresses indicated that recognition of good fit and skill in measuring for correct pattern size were of "greatest" value. Pattern alteration and the technique of setting in sleeves were rated of "greatest" value by eighty per cent of the respondents. Other skills rated of greatest importance by sixty per cent of the respondents were waist-line adjustment, zipper application, selecting and applying innerfacings, finishing hems on various fabrics, laying pattern on fabric correctly and making bust line dart changes. Items constructed most frequently in women's clothing were reported by seamstresses to be skirts, day-time dresses, informal dress clothes and suits. With this information in mind the unit "Sewing for Others" was developed. Objectives for this unit are to gain skill in

measuring individuals for correct pattern size, to understand and be able to apply techniques of pattern alteration, to gain skill in fitting garments for various types of figures, to recognize good fit in a garment, to gain increased knowledge of skill in construction details, and to know differing techniques of sewing and/or pressing on various fabrics. Class members will measure one another to determine size and then, using a basic pattern, construct a muslin shell for this person. This would involve fitting another person. This experience will also be a means for evaluation of the ability to fit another person and could serve as a guide for solving future fitting problems.

A home project related to this unit will be the construction of a garment for an adult. In order to gain skill in fitting garments for various types of figures, each class member will select an adult woman with a fitting problem, such as pendulous bust, dowager's hump, large hips, or enlarged thighs. Fitting will be done at school under the supervision of the teacher. Garments made in this unit may include skirts and blouses, day-time dresses, informal dresses, or suits, and experiences will include, in addition to solving fitting problems, techniques of setting in sleeves, making buttonholes and covered belts and buckles, and applying zippers and innerfacings. If a skirt is made, a blouse must accompany to give experience

similar to that of constructing a dress. These garments will be constructed at home, with checking by instructor at intervals on progress and techniques being used. Final evaluation will be made at school, with garment modeled by individual for whom it was made.

The unit "Personalizing Garments Through Alteration," was developed because more than sixty per cent of seamstresses indicated that adjusting hems, replacing zippers, and altering sleeve length or width were most frequent alterations on women's wear. Alteration personnel rated adjusting hems, making garments smaller and adjusting waistlines as most frequent alterations on women's wear.

Cuffing of trousers was the most frequent alteration in men's wear, with making trousers smaller or larger ranking next with alteration personnel. Seamstresses also reported cuffing trousers frequently. Tailoring shop owners rated ability to press of greatest value, with skills in cuffing of trousers and alterations of trousers as important. With this information in mind, objectives for this unit were determined. They are to identify needed alteration; acquire skill in making common alterations on women's and men's garments; and to gain knowledge on deciding the amount to be charged for each alteration.

Learning experiences in this unit will utilize the problem-solving technique by projecting pictures of poorly

fitting garments on the screen, with class discussion of evidence of faulty fit and means of correcting these faults. Each class member will be asked to make an alteration on a garment for another individual, preferably an adult who has a fitting problem. Several types of alteration will be included and these will provide class members with the opportunity to observe certain alterations they do not actually perform themselves. The fitting and final evaluation of alterations completed will be done in class. In addition, each pupil will be required to adjust the hem of a garment, make one other alteration on a woman's garment, and cuff a man's trouser. These may be done in or out of class and will be evaluated by pupil and instructor upon their completion. A representative of an alteration department will be asked to discuss prices suggested for alteration.

A unit entitled "Management Skills for the Seamstress" was developed to assist pupils in gaining skill in management of materials and time, and to gain skill and confidence in meeting the public with whom they will have contacts. The importance of teaching management skills was stressed by Mrs. Mary Mark Sturm at a recent seminar in Home Economics Education held at Kansas State University. This seminar was devoted to teaching home economics for

home and community service occupations. Mrs. Sturm, Director of the Bureau of Home Economics, Chicago Public Schools, stated that "We must place more emphasis on management skills."¹ In an interview with Mrs. Sturm, she stressed the importance of teaching pupils organization of time and ability to sew quickly enough to be "good producers." This unit will also include opportunities for pupils to visit manufacturers and alteration departments for first hand experience in observing possible job opportunities and use of time and motion.

The unit "Making Accessory Items for Pay" was developed as a short interest unit to help pupils develop creative abilities in making gift items and to develop skills in making extra accessories for bridal parties. A number of respondents reported that they frequently made bridal accessories, such as hats, pillows, tablecloths and veils, and one respondent indicated she had made doll clothes and other gift items profitably, particularly personalized gifts. Skills required in making such items would be those used by seamstresses. Creativity will be needed in addition to basic sewing skills. During this unit pupils will compile lists of items that could be made

¹Statement by Mary Mark Sturm, Home Economics Education Seminar, Kansas State University, Manhattan, Kansas, June, 1964.

profitably and sold as gifts and bridal accessories. The class will be divided into four groups, each group preparing a chest of bridal accessories in a different color. This might include the cloth for the bridal table, gift table or guest book table; attendant's mitts; hats; ring-bearer's pillow; kneeling pillows; and table decorations. The group will decide on style, size and number of accessories. Completed projects, which will be evaluated by class upon completion, may be sold to potential brides, retained in the home economics department for rental, or retained by pupils as samples to show when taking future orders. An additional class experience might be the securing of an agreement with a future bride to assist in making the extra accessories for her wedding.

Clothing maintenance has been indicated as a likely source of employment in service occupations related to home economics. All dry cleaners and launderers consulted listed pressing knowledge, repair and spotting techniques, and knowledge of fabrics as being of greatest value. This information has been used in developing the unit, "Clothing Maintenance." Objectives are to understand important factors in clothing maintenance; to develop skill in "spotting" clothing; to acquire ability to make minor repairs, including re-weaving; to understand and be able to

use correct procedures of laundering and pressing; and to become increasingly aware of the skills needed for employment in a laundry or a dry cleaning shop. Laboratory experiences in removal of various stains from fabrics will be provided. Pupils will complete minor repairs, such as replacing pockets, zippers, buttons, and other closures. Members will visit a laundry and a dry cleaning establishment to study skills needed and use of time and motion. Class participation in doing a laundry for a family will help to develop understanding and skill in completing laundry, ironing, packaging for return, and determining price.

The unit "Sewing for Tots" was developed not only on the basis of findings here, but also because of interviews with mothers who indicated the need for knowing where children's clothing could be made. Sixty per cent of respondents to the questionnaire indicated that they frequently made children's dresses. Twenty per cent indicated that holiday dresses, such as Christmas velvets, birthday or Easter dresses were frequently made. The objectives for this unit are to develop understandings of growth, self-help features, reinforcements needed and the fitting problems involved in the making of children's clothing. Skills required when cutting and steaming of velvets will be demonstrated. Pupils will complete a child's dress at

home. The children will be brought to school for fitting and final examination.

An eight-week unit providing on-the-job experience has been entitled "Entering the Business World." The period of time devoted to this experience will be outside the classroom. This unit will be in the latter part of the second semester in order to provide opportunity for pupils to gain sufficient background information and to develop skills before on-the-job experience is gained. The objectives for this unit are to gain background experience in working for and with others, to develop skills before on-the-job experience is gained, and to apply past learnings to a marketable situation. It is recommended that pupils participate for two hours each school day outside of school time in this experience. Pupils will not be paid for their services. However, if the employer desires to employ the pupil in addition to the time required by the school program, remuneration will be made on the local scale. Each pupil will be assigned to an establishment which will give on-the-job training, through a previously arranged agreement with an employer. Each pupil's time will be determined jointly by the employer, the school and the pupil. Class time will involve evaluation and comparison of work experiences.

The final unit in the course of study will be "Taking Stock." This unit will be planned as an experience for pupils in evaluating course work and acquired abilities in terms not only of past experiences but projecting transfer of learnings to future situations.

Unit plans included here will serve as a framework for a pilot course and may be developed more fully by each teacher in her own situation in view of local needs.

THE COURSE OF STUDY

CLOTHING KNOWLEDGE AND SKILLS RELATED TO WAGE-EARNING

Objectives for Pupils

1. To become increasingly aware of opportunities existing in the world of work related to clothing
2. To gain skills that will be marketable in the area of clothing construction, alteration and repair
3. To develop an awareness of the importance of personal traits as a prerequisite to success in employment
4. To see relationship between classroom learnings and on-the-job experiences
5. To transfer classroom learnings to wage-earning experiences

This course of study has been planned for one year with a fifty-five minute period daily for class work. The course outline follows.

CLOTHING KNOWLEDGE AND SKILLS RELATED TO WAGE EARNING

Unit Title	Suggested Time in Weeks
I. THE WORLD OF WORK	1
II. YOU MEET YOUR EMPLOYER	2
III. YOUR EMPLOYER MEETS YOU	2
IV. SEWING FOR OTHERS	6
V. PERSONALIZING GARMENTS THROUGH ALTERATION	6
VI. MANAGEMENT SKILLS FOR THE SEAMSTRESS	2
VII. MAKING ACCESSORY ITEMS FOR PAY	2
VIII. CLOTHING MAINTENANCE	3
IX. SEWING FOR TOTS	3
X. ENTERING THE BUSINESS WORLD	8
XI. TAKING STOCK	1
Total	36

CLOTHING KNOWLEDGE AND SKILLS RELATED TO WAGE EARNING

Unit Title	Objectives	Learning Experiences
I. THE WORLD OF WORK	To develop an increasing awareness of opportunities in wage-earning occupations available to pupils who have had a background of home economics training, particularly in the area of clothing, specifically related to occupations of clothing construction, alteration and repair.	Secure Chamber of Commerce chairman or mayor to talk to class on the importance of youth in employment. View film from <u>All America Wants to Know Series</u> , " <u>Why Johnnie Can't Get a Job.</u> " Discuss implications (Appendix D). Survey employment opportunities related to clothing in local area, surrounding area and in state related to clothing (Appendix D).

Suggested Evaluation

Summarize reasons why "Johnnie Can't Get a Job."

Prepare a map of the State of Kansas with available job opportunities in the area of clothing, specifically related to occupations of commercial clothing construction. A second map of area within fifty mile radius and a chart of available employment opportunities in field studied may be prepared.

Study State Employment Resource Bulletins (Appendix E).

Unit Title	Objectives	Learning Experiences
III. YOUR EMPLOYER MEETS YOU	<p>To understand the value of the development of personal traits that will be an asset in employment.</p> <p>To understand the importance of a neat personal appearance in obtaining and holding a job.</p>	<p>Symposium presenting employer's concept of "The Kind of an Employee I Would Like to Have" (three local business men).</p> <p>Importance of appearance and value of desirable personal traits discussed by a representative of the Kansas State Employment Service or local employment service.</p> <p>View film, "You and Your Work," and discuss application to probable future responsibilities (Appendix D).</p> <p>View and discuss film, "Personal Qualifications for Job Success," (Appendix D).</p>

Unit Title	Objectives	Learning Experiences
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III. (continued)

Suggested Evaluation

Complete personal appearance survey and check sheet, each student evaluating his personal appearance, listing needs for improvement, and keeping a two-week record (Appendix B).

List personal traits that were indicated in symposium and discuss with class. Draw implications for self.

Unit Title	Objectives	Learning Experiences
IV. SEWING FOR OTHERS	<p>To gain skill in measuring individuals for correct pattern size.</p> <p>To understand and be able to apply techniques of pattern alteration.</p> <p>To gain skill in fitting garments for various types of figures.</p> <p>To recognize good fit in a garment.</p> <p>To gain increased knowledge of and skill in construction details, including the making of bound and machine buttonholes and covering of belts and buckles.</p> <p>To realize differing techniques of sewing and/or pressing on various fabrics.</p>	<p>Measure other pupils to determine pattern size. Using basic pattern, construct basic shell garment for another class member.</p> <p>Make garment for an adult woman with a fitting problem. Garment may be made at home, fitting and final project evaluated at school.</p> <p>Demonstration by instructor of techniques used in applying zippers, hems and inner-facings in different fabrics, closures, linings and pressing techniques.</p>

Learning Experiences

Objectives

Unit Title

IV. (continued)

Suggested Evaluation

Develop check list to score garments. Grade another pupil's basic shell garment.

Evaluate basic shell garment to gain greater experience in recognizing good fit in a garment.

Evaluate garments, each pupil evaluating garment made by another. Pupil who graded each garment will explain reasons for grade to other class members.

Unit Title	Objectives	Learning Experiences
V. PERSONALIZING GARMENTS THROUGH ALTERATIONS	<p>To identify needed alteration and acquire skill in making these alterations.</p> <p>To gain confidence in making common alterations on women's and men's garments.</p> <p>To gain knowledge on deciding amount to be charged for each alteration.</p>	<p>Solve problems related to fitting. Project on screen pictures which show needed alterations. Identify alteration and appropriate correction. Discuss.</p> <p>Complete an alteration on a garment for another person, an adult who has a figure problem. Observe work done by other class members.</p> <p>Adjust the hem of a garment, make one other alteration on a woman's garment, and cuff a man's trousers.</p> <p>Develop check sheet to evaluate type of alterations completed, quality of results, and suggested price.</p> <p>Instructor demonstrate cuffing of trousers, enlarging or making trousers smaller.</p> <p>Alteration person discuss appropriate charges for services.</p>

Unit Title	Objectives	Learning Experiences
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V. (continued)

Suggested Evaluation

Identify needed alterations and indicate corrections from pictures projected on screen.

Evaluation of alterations made on garments for another individual.

Determine remuneration for garments altered in class.

Unit Title	Objectives	Learning Experiences
VI. MANAGEMENT SKILLS FOR THE SEAMSTRESS	<p>To gain skill in management of materials, organization of materials and time.</p> <p>To gain skill and confidence in meeting the public with whom you have contacts.</p>	<p>Field trips to clothing and manufacturing establishments to see management in operation and to observe use of time and motion.</p> <p>Field trips to alteration departments to see alterations in progress.</p> <p>Discuss observations and draw conclusions.</p>

Suggested Evaluation

- List learnings from time and motion observations made during field trips.
- List ways of saving time and motion in construction and alteration.

Unit Title	Objectives	Learning Experiences
VII. MAKING ACCESSORY ITEMS FOR PAY	<p>To develop creative abilities in making of gift items.</p> <p>To develop skills in making "extra accessories" for bridal parties.</p>	<p>Compile lists of items that could be made profitably and sold as gifts, such as doll clothes and personalized gifts.</p> <p>As an additional experience secure an agreement with a future "bride-to-be" to make extra accessories for bridal attendants, wedding receptions, and other related areas.</p>

Suggested Evaluation

List bridal accessories that might form a chest of accessories. Divide class into four groups, each group preparing a chest of accessories in a different color, with group determining style, size and number of accessories. New experience of working with net and other bridal fabrics will be evaluated by class. Class will evaluate workmanship, appearance, creativity of each group's project.

Unit Title	Objectives	Learning Experiences
VIII. CLOTHING MAINTENANCE	<p>To understand important factors in clothing maintenance.</p> <p>To develop skill in "spotting" clothing.</p> <p>To acquire ability to make minor repairs, including re-weaving.</p> <p>To understand and be able to use correct procedures of laundering and pressing.</p> <p>To become increasingly aware of skills needed for employment in laundry or dry cleaning shop.</p>	<p>Laboratory experiences in removing frequently encountered stains on various materials.</p> <p>Class participation in minor repairs (replacing zippers, pockets, buttons, other closures, rips and re-weaving moth or burn holes.)</p> <p>Visit laundry to study skills needed and use of time and motion.</p> <p>Visit dry cleaning shop to observe skills needed and use of time and motion.</p> <p>Participate in doing laundry for a community member. Each class member bring laundry to school to complete, iron, package for return and determine price.</p>

Suggested Evaluation

One-half of class observe other class members while doing laundry to list improvements that could be made in time and motion. Reverse procedures. Combine two lists to determine improvement needed in use of time and motion.

Unit Title	Objectives	Learning Experiences
IX. SEWING FOR TOTS	<p>To develop understandings of growth, self-help features and reinforcements needed when sewing for tots.</p> <p>To become aware of certain fitting problems when making children's clothing.</p>	<p>Make a child's garment, perhaps for Red Cross or other agency for needy families. Project begun at school, work done at home, fitting and evaluation completed at school.</p>
<u>Suggested Evaluation</u>		
Evaluate children's garments.		
Discussion of important principles to observe. Develop evaluation chart for checking children's garments.		

Unit Title	Objectives	Learning Experiences
X. ENTERING THE BUSINESS WORLD	<p>To provide opportunity to gain background experience in working for and with others.</p> <p>To develop skills before on-the-job experience is gained in an apprenticeship program.</p> <p>To apply past learnings to a marketable situation.</p>	<p>On-the-job experience. Each pupil is assigned to an establishment which will give on-the-job training through a previously arranged agreement with an employer. Each pupil will work ten hours per week, time to be determined between employer, school and pupil. For time beyond minimum, pupil is to be paid according to local pay scale. This period of time devoted to "on-the-job" experience will be in addition to class time. Pupil will be supervised by the teacher and graded by the teacher.</p>

Suggested Evaluation

Class time will involve evaluation and comparison of work experiences.

The employer will complete an evaluation of the pupil's work.

Unit Title	Objectives	Learning Experiences
XI. TAKING STOCK	<p>To evaluate year's program in order to:</p> <p>Assist pupils in evaluating their experiences and acquired abilities.</p> <p>Project further desires in pupils for additional training or training in specialized areas related to clothing.</p>	<p>Discuss how to evaluate own experiences and acquired abilities.</p> <p>List job possibilities as a result of this course. (Appendix G)</p>

PREPARATION OF PUPILS

One, or preferably two, years of previous home-making experience will be a prerequisite for entrance into this course. This previous experience will give the pupil a general background in home economics and provide a basis for training for wage earning. Pupils entering this program will indicate a desire to participate and a willingness to work. It is recommended that the pupils be juniors or seniors in high school, or fifteen or sixteen years of age or more. Adults who wish to enter the labor market or desire to upgrade present skills may also be included in this class. Certain adjustments in course content and in learning experiences may be made for adults, depending upon previous experiences and skills already developed.

TEACHING MATERIALS

Teaching materials will include textbooks in clothing, textiles, personal development and management, and vocational guidance. (Appendix D)

Some related multi-sensory techniques are available, such as film strips or films. (Appendix D)

The Kansas Employment Service has many booklets and pamphlets which may serve as excellent means for orienting the student to the world of work. Many of these, published by the United States Department of Labor will provide material for class discussion and information. (Appendix E)

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Automation and other technological advances have had their effects upon employment opportunities for youth today.

There is evidence of a need to develop courses of study for various areas of homemaking related to wage-earning occupations. This study dealt with curriculum development in the field of clothing, specifically related to the occupations of alteration of ready-to-wear, clothing construction, and repair and renovation of clothing.

STATEMENT OF THE PROBLEM

The purposes of this study were (1) to investigate and compile selected literature in the field of vocational education, employment and curriculum development and implementation; (2) to relate this body of knowledge to curriculum development for home economics-related occupations; and (3) to develop a portion of the clothing curriculum for an area vocational-technical school in Kansas, based on local and state needs. It dealt specifically with occupations related to alteration of ready-to-wear, clothing construction, repair and renovation.

PROCEDURES

Literature in the areas of vocational education, employment, and curriculum development and implementation were reviewed to serve as background information for the development of a portion of the clothing curriculum in home economics for an area vocational-technical school in Kansas, based on local and state needs.

The literature indicated that vocational education is not new, with evidences presented in early history of youth learning skills by observation, by apprenticeship and on-the-job training programs. Records in America dating back to 1820 indicated interest in vocational education in the secondary school, with reference to "preparation for occupational life." Legislation enacted since 1917 continued to place emphasis on the need to train youth for occupational competence. Progress was noted in the interest of the nation in vocational needs of youth, from the Smith-Hughes Act of 1917, to the more recently enacted Public Law 88-210, which provided for establishment of area vocational-technical schools with Federal, State, and community cooperation in the program. Kansas has indicated a desire to participate in this program and to date eight locations have been accepted for the establishment of these schools by provision of Senate Bill 438.

The literature concerning employment indicated that the unemployment situation today is influenced by a population explosion, urbanization, mobility of individuals, and technological advances. The entrance of women into the labor market has also been a contributing factor. The entire nation has been concerned about the number of school dropouts and the difficulties these individuals experience in finding a place in the world of work. Literature indicated, however, that with automation and technological advances there still exists a need for service workers, with a direct relationship between the level of one's education and his employment opportunities. Enactment of recent legislation, Public Law 88-210, provides opportunity for developing programs for training for divergent, culturally deprived and other youth who do not plan to continue their education. Development of courses of study to provide such information and training for employment was urged by many educators.

The review of principles of curriculum development indicated possibilities for application to the development of courses to provide preparation for employment. Emphasis on learning by concept attainment and by gaining an understanding of basic principles which provide transfer of learnings to future experiences may well be adopted in courses

of study for wage earning. Problem solving may be more important to the work trainee than absorption of specifics in unrelated fields. On-the-job training incorporated in a course with emphasis on wage earning may provide the stimulus for a pupil to develop personal traits and characteristics that are desirable for employability and for general success in life, and confidence in working with and for others.

Two means were used to obtain information related to occupations for this study: (1) questionnaires were developed and administered to individuals engaged in the occupations of seamstress, alteration, tailoring and dry-cleaning-laundry in Winfield, Kansas; and (2) an interview was held with a survey consultant engaged in compiling information relative to the location of an area vocational-technical school in the Winfield-Arkansas City-Wellington area.

MAJOR FINDINGS

Four questionnaires were developed and administered to seamstresses, managers or owners of stores supporting alteration departments, dry cleaners, and representatives of tailoring shops selling men's wear.

Findings from the survey made by use of the questionnaires which would be of value in this study were:

1. Development of personal traits was considered important for success in these occupations, with personal cleanliness, dependability, neatness in dress, accuracy in work, ability to work well with hands, and acceptance of criticism heading the list.

2. Skirts, day-time dresses, informal dress clothes, suits, children's dresses and bridal attendant's dresses were items of clothing most frequently constructed by seamstresses.

3. The most frequent renovation of selected garments was the making of a woman's suit from a man's suit. Findings would indicate that there is little demand for personnel to do renovation of clothing.

4. While there was some variance in the frequency of certain alterations on women's clothing by seamstresses and alteration personnel, both listed adjusting hems as a most frequent alteration. Seamstresses listed replacing of zippers and altering sleeve length or width as items next in rank of frequency, while alteration personnel listed making a garment smaller and adjusting waist lines next in frequency.

5. The most frequent alteration reported by seamstresses and alteration personnel on men's clothing was the cuffing of trousers.

6. Recognition of good fit was listed of greatest value by both seamstresses and alteration personnel. In

ranking sewing skills, seamstresses rated measuring for correct pattern size, pattern alteration and ability to properly set in sleeves next in order of value, while alteration personnel considered working with various fabrics and waistline adjustment as skills of next greatest value.

7. Pressing skill was rated of highest value for employment in a tailoring shop, with ability to replace zippers or to re-weave as next in rank.

8. Dry-cleaners listed pressing knowledge as a skill of greatest value. In addition they indicated knowledge of fabrics, ability to repair and to spot fabrics as skills of greatest value.

As data from this study were reviewed, three major implications were noted: (1) the projected course of study should include a unit on personal traits that are important to success in the studied occupations; (2) there are definite sewing skills which pupils should acquire before seeking employment in an occupation related to clothing care, repair or construction; and (3) certain alterations and certain constructions in new clothing are made more frequently than others, and these should probably receive major emphasis in a clothing course related to preparation for wage earning.

Major findings from the interview with the survey consultant were that employment opportunities do exist in the Winfield, Kansas, area, and that a sizeable number of graduates and dropouts from the Winfield, Kansas, high school will be entering the labor market. These pupils may need training to be more competent in their jobs or to give them experiences which may direct them to job opportunities.

As a result of these findings and information gained from the review of literature, a course of study, "Clothing Knowledge and Skills Related to Wage Earning," was developed. Objectives were based on findings from this study. These objectives were: (1) to become increasingly more aware of opportunities existing in the world of work related to clothing; (2) to develop an awareness of the importance of personal traits as a prerequisite to success in employment; (3) to gain skills that will be marketable in the area of clothing construction, alteration and repair; (4) to see relationship between classroom learnings and on-the-job experiences; and, (5) to transfer classroom learnings to wage-earning experiences. Learning experiences were developed to assist pupils in attaining these objectives. Evaluation devices were selected to help pupils and the teacher assess the amount and kind of learnings acquired by pupils.

RECOMMENDATIONS

This study has been a pilot effort to develop a course of study in clothing related to wage-earning occupations where the use of sewing knowledge, skills and abilities would be an essential qualification for employment. Certain revisions in this pilot course may be required to adapt it to changing local needs. If adults are to be participants in the program, revisions may be made to relate course content and learning experiences to their needs.

Additional evaluation devices may be developed for the course of study suggested here. These may include questionnaires and check sheets pertaining to evaluation of items and garments in the process of construction and the completed garments. These evaluations should include time and motion evaluations in addition to assessment of skill attainment.

Additional supplementary teaching materials for this course in clothing may be developed. These teaching materials may include forms to be used when surveying a community for occupations related to clothing; interview sheets to be used with employers to check employment possibilities, skills and abilities needed for employment; statements relating to acceptance of pupils for on-the-job training; letters to parents containing information about the program and

permission for their daughter to participate; and a form to be completed by pupils indicating their willingness to participate. A handbook may be developed which contains information relative to the program.

This study was conducted in one area of Kansas. Similar or comparative studies might be conducted in other localities to assess local needs and to serve as guides in curriculum development.

Research in specific areas where clothing manufacturers are located might provide additional information of importance for program development in relation to clothing knowledge and skills of use to individuals seeking employment.

Further research and study are needed in areas of child care, food services, home management, housing and home furnishings, and health so that courses in these areas may be developed in relation to wage-earning occupations.

The writer recommends that an adaptation and/or expansion of the developed course of study be made available for use by vocational home economics teachers in small and medium-sized communities in Kansas.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR DRY-CLEANING-LAUNDERING PERSONNEL

Name Date

Occupation or Title Address

This questionnaire has been developed to learn certain skills and abilities that may be desirable if individuals are to find employment in occupations related to clothing.

PART I What personal traits are important for dressmakers, alteration personnel, dry-cleaning assistants or tailoring assistants?

Directions: Check those you feel are most important.

- () 1. Patience
- () 2. Personal cleanliness
- () 3. Dependability
- () 4. Neatness in dress
- () 5. Accuracy in work
- () 6. Ability to work well with hands
- () 7. Ability to get along well with others
- () 8. Acceptance of criticism
- () 9. Willingness to work
- () 10. Good health
- () 11. Pleasant personality
- () 12. Others (list)

PART II What skills do you feel that prospective employees should develop to become more proficient for dry cleaning employment?

Directions: Check the items by using this scale:

- (1) Of greatest value
- (2) Important
- (3) Of some value

- () 1. Repair
- () 2. Spotting
- () 3. Re-weaving
- () 4. Replacement of zippers
- () 5. Replacement of pockets
- () 6. Sewing insignia on uniforms
- () 7. Embroidering names by machine on work clothing
or athletic clothing
- () 8. Knowledge of fabrics
- () 9. Pressing skill
- () 10. Others (list)

QUESTIONNAIRE FOR TAILORING PERSONNEL

Name

Date

Occupation or Title

Address

This questionnaire has been developed to learn certain skills and abilities that may be desirable if individuals are to find employment in occupations related to clothing.

PART I What personal traits are important for dressmakers, alteration personnel, dry-cleaning assistants or tailoring assistants?

Directions: Check those you feel are most important.

- () 1. Patience
- () 2. Personal cleanliness
- () 3. Dependability
- () 4. Neatness in dress
- () 5. Accuracy in work
- () 6. Ability to work well with hands
- () 7. Ability to get along well with others
- () 8. Acceptance of criticism
- () 9. Willingness to work
- () 10. Good health
- () 11. Pleasant personality
- () 12. Others (list)

PART II What skills do you feel that prospective employees should develop to become more proficient for tailoring employment?

Directions: Check the items by using this scale:

- (1) Of greatest value
- (2) Important
- (3) Of some value

- () 1. Replacement of pockets
- () 2. Re-weaving
- () 3. Replacement of zippers
- () 4. Cuffing of trousers
- () 5. Sewing on buttons
- () 6. Sewing insignia on uniforms
- () 7. Alteration of trousers
- () 8. Pressing skill
- () 9. Others (list)

QUESTIONNAIRE FOR SEAMSTRESSES

Name

Date

Occupation or Title

Address

This questionnaire has been developed to learn certain skills and abilities that may be desirable if individuals are to find employment in occupations related to clothing.

PART I What personal traits are important for dressmakers, alteration personnel, dry-cleaning assistants or tailoring assistants?

Directions: Check those you feel are most important.

- () 1. Patience
- () 2. Personal cleanliness
- () 3. Dependability
- () 4. Neatness in dress
- () 5. Accuracy in work
- () 6. Ability to work well with hands
- () 7. Ability to get along well with others
- () 8. Acceptance of criticism
- () 9. Willingness to work
- () 10. Good health
- () 11. Pleasant personality
- () 12. Others (list)

PART II How often are you asked to make the following items for customers?

Directions: Place a check mark in the response or responses that are most applicable to your situation.

	Fre- quently	Some- times	Seldom
<u>I. New Construction - Women's Clothing</u>			
Blouses			
Skirts			
Slacks, shorts, Bermuda's, etc.			
Day-time dresses, housedresses			
Informal dress clothes			
Formal dresses			
Suits			
Coats			
Robes			
Others (list)			
<u>II. New Construction - Children's Clothing</u>			
Playclothes			
Dresses			
Coats			
Others (list)			

	Fre- quently	Some- times	Seldom
III. New Construction - Special Occasion			
<u>Bridal Gowns</u>			
<u>Bridal Attendants</u>			
<u>Special Costumes - Cheer-leaders, Halloween, etc.</u>			
<u>Others (list)</u>			
IV. Specific Categories			
<u>Bound Buttonholes</u>			
<u>Machine Buttonholes</u>			
<u>Mending or repair of garment or seam</u>			
<u>Re-weaving (acid, moth, cigarette holes)</u>			
<u>Belt and Buckle Covering</u>			
<u>Others (list)</u>			
V. Renovation of older garment			
<u>Making child's garment from adult garment</u>			
<u>Making jacket from long coat</u>			
<u>Making ladies suit from man's suit</u>			
<u>Others (list)</u>			

	Fre- quently	Some- times	Seldom
<u>VI. Alteration of Clothing - Women or Girls</u>			
<u>Enlarging women's dresses</u>			
<u>Making women's dresses smaller</u>			
<u>Re-hemming or adjusting hems</u>			
<u>Replacement of zippers</u>			
<u>Adjusting shoulder seams</u>			
<u>Adjusting waist lines</u>			
<u>Adjustment - hip irregularity</u>			
<u>Changing dart placement in bust or skirt</u>			
<u>Changing neckline</u>			
<u>Changing location of zipper</u>			
<u>Changing sleeve length or width</u>			
<u>Armseye adjustment</u>			
<u>Others (list)</u>			
<u>VII. Alteration of Clothing - Men or Boys</u>			
<u>Replacement of pockets</u>			
<u>Replacement of zippers</u>			
<u>Cuffing of trousers</u>			
<u>Making trousers larger</u>			
<u>Making trousers smaller</u>			
<u>Others (list)</u>			

PART III What sewing skills do you feel are important in your work?

Directions: Check the items by using this scale:

- (1) Of greatest value
- (2) Important
- (3) Of some value

- () 1. Measuring individual for correct pattern size
- () 2. Alteration of patterns for various figure types
- () 3. Combination of two or more patterns to create new pattern
- () 4. Changing necklines of patterns
- () 5. Bustline dart changes
- () 6. Waistline adjustment
- () 7. Set-in sleeves
- () 8. Zipper application
- () 9. Snaps, hooks and other closure application
- () 10. Pleating
- () 11. Selecting and applying inter-facing
- () 12. Finishing seams for various types fabrics
- () 13. Finishing hems for various types fabrics
- () 14. Lining a garment, suit, coat
- () 15. Making slash pockets
- () 16. Techniques of set-on pockets
- () 17. Application of design
- () 18. Covering belt and buckle
- () 19. Recognition of good fit in a garment

- () 20. Laying pattern on fabric
- () 21. Working with various fabrics
- () 22. Special techniques of reinforcement in children's clothing

QUESTIONNAIRE FOR ALTERATION PERSONNEL

Name Date

Occupation or Title Address

This questionnaire has been developed to learn certain skills and abilities that may be desirable if individuals are to find employment in occupations related to clothing.

PART I What personal traits are important for dressmakers, alteration personnel, dry-cleaning assistants or tailoring assistants?

Directions: Check those you feel are most important.

- () 1. Patience
- () 2. Personal cleanliness
- () 3. Dependability
- () 4. Neatness in dress
- () 5. Accuracy in work
- () 6. Ability to work well with hands
- () 7. Ability to get along well with others
- () 8. Acceptance of criticism
- () 9. Willingness to work
- () 10. Good health
- () 11. Pleasant personality
- () 12. Others (list)

PART II How often are you asked to make the following items for customers?

Directions: Place a check mark in the response or responses that are most applicable to your situation.

	Fre- quently	Some- times	Seldom
<u>I. Renovation of older garment</u>			
<u>Making child's garment from adult garment</u>			
<u>Making jacket from long coat</u>			
<u>Making ladies suit from man's suit</u>			
<u>Others (list)</u>			
<u>II. Alteration of Clothing - Women or Girls</u>			
<u>Enlarging women's dresses</u>			
<u>Making women's dresses smaller</u>			
<u>Re-hemming or adjusting hems</u>			
<u>Replacement of zippers</u>			
<u>Adjusting shoulder seams</u>			
<u>Adjusting waist lines</u>			
<u>Adjustment - hip irregularity</u>			
<u>Changing dart placement in bust or skirt</u>			
<u>Changing neckline</u>			
<u>Changing location of zipper</u>			
<u>Changing sleeve length or width</u>			

	Fre- quently	Some- times	Seldom
II. (continued)			
Armseye adjustment			
Others (list)			
III. Alteration of Clothing - Men or Boys			
Replacement of pockets			
Replacement of zippers			
Cuffing of trousers			
Making trousers larger			
Making trousers smaller			
Others (list)			

PART III What sewing skills do you feel are important in your work?

Directions: Check the items by using this scale:

- (1) Of greatest value
- (2) Important
- (3) Of some value

- () 1. Measuring individual for correct pattern size
- () 2. Alteration of patterns for various figure types
- () 3. Combination of two or more patterns to create new pattern
- () 4. Changing necklines of patterns
- () 5. Bustline dart changes
- () 6. Waistline adjustment
- () 7. Set-in sleeves
- () 8. Zipper application
- () 9. Snaps, hooks and other closure application
- () 10. Pleating
- () 11. Selecting and applying inter-facing
- () 12. Finishing seams for various types fabrics
- () 13. Finishing hems for various types fabrics
- () 14. Lining a garment, suit, coat
- () 15. Making slash pockets
- () 16. Techniques of set-on pockets
- () 17. Application of design
- () 18. Covering belt and buckle
- () 19. Recognition of good fit in a garment

- () 20. Laying pattern on fabric
- () 21. Working with various fabrics
- () 22. Special techniques of reinforcement in children's clothing

APPENDIX B

PERSONAL APPEARANCE CHECK SHEET

Date _____

This "Personal Appearance Check Sheet" is your evaluation of your appearance and personal habits. This sheet will be of value only if you complete the information asked for on the sheet, and then keep a two-week record of completion of personal tasks which will add to appearance. (This sheet will be for your use only or for conference.)

Section I. Personal Inventory

(Age)

(Height)

(Weight)

According to chart shown in class, are you overweight, underweight or nearly right? (Circle one)

Check one of the following:

	Good	Fair	Improve- ment Needed
1. Hair, clean and attractive			
2. Face, clean with make-up carefully applied			
3. Teeth, clean and in good repair			
4. Hands, clean			
5. Nails, clean and shaped			
6. Dress, clean, in good repair			
7. Dress, attractive for me			

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9. Shoes polished, in good repair														
10. Make-up carefully applied														

Section III. My Goals

To make myself more attractive I need to _____

APPENDIX C

CHECK LIST FOR GARMENTS

52 Possible Points

Check Score

Area of Garment	Check Score			
	4	3	2	1*
1. General appearance of garment				
2. Pressing				
3. Set-in sleeve, on grain, placed properly				
4. Darts tapered and pressed Thread secured				
5. Seams correctly selected and correctly finished				
6. Waistline seam placed and finished appropriately				
7. Zipper, correctly applied for fabric. Stitching neat				
8. Innerfacing. Correctly installed				
9. Hems. Suitable depth, even, and correct stitch used for application				
10. Buttonholes. Evenly placed, correct size				
11. Belt. Covered correctly for type of material. Smooth				
12. Buckle. Covered correctly				
13. Fit on the owner of garment				

* 4 Very good

3 Good

2 Fair

1 Needs improvement

Total Points _____

APPENDIX D

TEACHING MATERIALS FOR THE CLOTHING COURSE

I. TEXTBOOKS AND REFERENCE BOOKS FOR PUPILS

American Home Economics Association. Textile Handbook.
Washington, D. C.: American Home Economics Association,
1963.

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II. FILMS

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APPENDIX E

PUBLICATIONS

Employment

U. S. Department of Labor
 Memo to Employers
 Manpower: Challenge of the 1960's
 Planning Summer Job Programs for School Youth
 The Youth You Supervise
 Keep Them in School
 School. . .Or What Else
 Teenagers Can be Hired
 Job Guide for Young Workers
 Counseling and Employment Service for Youth
 Youth Employment Program of the United States
 Employment Service

National Committee on Employment of Youth
 Just a Minute
 Job Placement Programs for Teenagers
 Youth Employment Checklist for Communities
 Youth and Work

Department of Public Relations; General Motors
 Can I Get the Job?

Bureau of Employment Security
 Choosing Your Occupation

The President's Committee on Employment of the Handi-
 capped
 Pathways to Action Jobs for the Handicapped

Clothing

U. S. Government Printing Office
 Men's Suits How to Judge Quality, Bulletin No. 54
 Pattern Alteration, Farmers' Bulletin No. 1968

APPENDIX F

EQUIPMENT AND FACILITIES

The following list is a suggested list of basic equipment and facilities deemed desirable for teaching the course developed in this study.

Equipment

1. Cutting Tables - (six)
2. Sewing Machines - (1 machine for 2 pupils)
It is recommended that one machine be a power sewing machine. Singer recommends Model #188 which retails to schools for \$285.00.
3. Pressing Equipment - (steam iron and ironing board for each table)

Pressing Ham	Point Presser
Press Cloths	Pounding Block
Sleeve Board	
4. Small tools

Teacher's Desk and Chair

Students' Chairs

Fitting Stand

Filing Cabinets

Storage Facilities

1. Illustrative Materials
2. Materials to be used by students, including tote trays
3. Closets for completed garments

Mirrors

Adequate lighting

Chalk and Tackboards

Note: The room should be attractive in appearance and large enough to contain adequately the equipment needed.

APPENDIX G

WAGE-EARNING OCCUPATIONS RELATED TO CLOTHING

- Alteration in women's department store or small shops
- Alteration in department store - both men's wear and women's wear
- Alteration in tailoring shop or men's shop
- New construction in clothing area
- Repair and other related responsibilities in dry-cleaning-laundering establishment
- Repair and other related responsibilities in laundry
- Housekeeper responsibility - linens in hospital, nursing homes and similar institutions
- Demonstrator of sewing machines
- *Making drapes and curtains
- *Making slip covers, and other related items (bedspreads)
- *Fabric salesperson in department store or shop
- *Ready-to-wear salesperson in department stores or shops
- *Window or display trimmer in shops, department stores
- *Drapery salesperson in shop or department store
- Clothing maintenance specialist

*Starred items indicate need for courses of study in addition to the course developed.

Note: One hundred fifty-seven manufacturers are located in Kansas, specializing in these clothing areas. A complete list may be secured from:

Kansas Economics Development
 State Office Building
 Topeka, Kansas

A HOME ECONOMICS CURRICULUM STUDY IN THE FIELD OF CLOTHING
FOR AN AREA VOCATIONAL-TECHNICAL SCHOOL IN KANSAS

by

THELMA MINNIE BIESEMIER

B. S., Iowa State College, 1932

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

Kansas State University
Manhattan, Kansas

1965

ABSTRACT

Automation and technology combined with the population explosion have had their effects on employment possibilities that exist for youth today. The report of the President's Panel in 1961 indicated that twenty-six million young workers will start work during 1960-1970. To assist in meeting the needs for training these youth, the Kansas Legislature enacted legislation providing a means whereby local communities, in cooperation with the State of Kansas, through the State Board for Vocational Education, could provide facilities and training to prepare these youth for productive employment. Eight locations in Kansas have been approved for area vocational-technical schools. Kansas law has provided that in these schools instruction must be offered in at least three of four general areas of vocational and technical training. Home Economics is one of these four areas.

The purposes in this study were (1) to investigate and compile selected literature in the field of vocational education, employment, and curriculum development and implementation; (2) to relate this body of knowledge to curriculum development for home economics-related occupations; and (3) to develop a portion of the clothing

curriculum for an area vocational-technical school in Kansas, based on local and state needs.

The investigator identified, through means of questionnaires, the personal traits and skills considered necessary to acquire success in employment related to clothing, specifically in the areas of new construction, alteration and repair. This information was obtained from seamstresses, alteration personnel, department store managers or owners, dry-cleaning-laundry owners and representatives from tailoring shops in Winfield, Kansas.

Literature relating to vocational education, employment, and curriculum development, together with the findings from these questionnaires provided a basis for planning a course of study in clothing related to wage-earning occupations. This course, planned for one year, was divided into eleven units. They included an orientation to opportunities in the world of work related to clothing; employer-employee relationships; the development of personal traits; the importance of personal appearance; experiences in the area of new construction and alteration; making gift items; and skills needed for personnel in dry-cleaning-laundrying occupations. An eight-week period of on-the-job training was included at the close of the second semester to give pupils experience in applying knowledge to the world of work.

The investigator recommended that further research be conducted to develop additional aspects of the clothing curriculum. There was also a recognized need for investigation of employment possibilities and for the development of courses of study in areas of foods, housing and home furnishings, home management, child care, and health related to wage-earning occupations.