

Effects of Compulsory Courses for Boys and Girls
on Knowledge of Dressmaking Terminology and Skills
in High School Home Economics
— Comparison of Survey Results before Compulsory
Coeducational Home Economics Education and a Survey
taken about 20 Years Later —

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..... **Abstract**

A survey about dressmaking terminology was conducted for first-grade junior high school students (97 boys and 97 girls) and college students (54 males and 89 females) after high school home economics became compulsory in 2007. We compared the results with those obtained from a similar survey conducted in 1989, before the subject became compulsory.

The results were as follows;

- 1) It became clear that the knowledge of dressmaking terminology and skills of male college students had improved remarkably, but that of boys and girls in the first grade of junior high school and of female college students had decreased slightly compared with results in the previous survey.

Given the fact that the number of homemaking lessons in elementary school and the opportunity to engage in needlework in daily life had declined compared with 1989, we think that the level of knowledge and the skill of boys and girls in the first grade of junior high school and of female college students had decreased, in contrast, male college students' knowledge and skills improved because the subject had become compulsory.

- 2) It became clear that dressmaking skills such as fixing a button on cloth of first grade junior high school and college students after the subject became compulsory were about the same level according to the results obtained in the previous survey. As a result, it can be concluded that most students learned to fix a button on cloth in elementary school, and that this skill was retained.

Key words: dressmaking terminology, compulsory for boys and girls, junior high school student, college student