

The Integrated Treatment of the Needlework and the Handcraft in Hand Sewing Subject of Elementary Schools

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Abstract

The objective of this paper are to describe educational background of the integrated treatment of needlework and handcraft, and to examine the effects of this relationship on the educational materials and contents in hand sewing classes at an elementary school level. My findings are summarized as follows;

1. Due to the emphasis on handcraft in an elementary school level dressmaking course, the importance of improvement and creativity in daily life, the creation of the dress culture, the training of the ability to organize the materials, and the learning of womanly behaviors and manners came to be given more recognition.
2. A damp cloth, a bag for waste thread, a beanbag, a pincushion, a handbag, an apron, a luncheon wrapper, a wrapping cloth, and other such teaching materials reflected both sewing and handcraft. Additionally, design, coloring, form, decoration were included in these materials.
3. In making small accessory items, an emphasis was placed on learning to be original and ingenious, and to economize by using the available and wasted materials.
4. In the needlework section of the Government's Guidelines, the emphasis on skill acquisition has declined whereas that of utilizing the skills in daily life has increased. In addition to the basic knowledge of sewing and dressmaking, skills in enriching daily life and ability to solve problems are emphasized. This can be seen in making small accessory items in elementary school level sewing classes.

Key words: handcraft, manual training course, dressmaking course, originality and ingenuity