

1933

## Student interest in the economic and learning aspects of clothing construction classes

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STUDENT INTEREST  
IN THE ECONOMIC AND LEARNING ASPECTS OF  
CLOTHING CONSTRUCTION CLASSES

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STUDENT INTEREST IN THE ECONOMIC AND LEARNING  
ASPECTS OF CLOTHING CONSTRUCTION CLASSES

By  
Ella Mahoney

THESE SUBMITTED IN PARTIAL FULFILLMENT  
OF REQUIREMENT FOR DEGREE OF  
MASTER OF SCIENCE

Massachusetts State College  
Amherst, Massachusetts.

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## STUDENT INTEREST IN THE ECONOMIC AND LEARNING

### ASPECTS OF CLOTHING CONSTRUCTION CLASSES

Problem:--To find out whether the Home Economics student desires an educational or an economic return from her clothing construction work.

To find whether the economic value of garments made in Home Economics classes as represented by their commercial evaluation justifies the economic aspect of clothing construction classes.

## Chapter I

### Introduction

In teaching clothing construction in public schools, one sometimes hears this question asked by adults in the community: "Do the materials which go into the garments made in Home Economics classes cost more or less than similar garments bought ready made?" The writer has heard this question asked by students in Home Economics classes.

People who ask the above question are considering the commercial price of a garment similar to that made in a Home Economics class as a just evaluation of the economic value of that garment.

People who ask the above question are not looking upon the development of skills and judgments as of great importance.

A study was therefore made to find out whether the desire for economic satisfaction from clothing class work was a reality. For this purpose a questionnaire was sent to Home

Economics students.

From that study, it will be known whether the number of people interested in the economic aspect is of such a number as to demand attention. Will there be any reason for a change in the policy of the teacher of clothing in Home Economics classes? Will it be necessary for the Home Economics teacher to change the emphasis which she puts on the educational aims of clothing construction in order to justify the economic aspect?

### Chapter II - Review of Literature

The reason for interest first being given to the problems of the present treatise is, as has been said, because of community interest. In regard to community interest, Miss Zuill in a recent number of the Journal of Home Economics (1) says:

1. The public school systems, in addition to all other social and economic institutions are being carefully scrutinized to determine the worth of the work done in various departments.
2. The American public has become more conscious of price than they have been ever before.
3. Special attention is being given to anything which bears a connection to the high tax rate.
4. Public appraisal is not expressed in the terminology commonly used in scholastic rating scales.

Miss Zuill's statement on the public interest in the wise expenditure of money reinforces the belief that a study of the economic aspect of clothing construction is worthwhile.

Clothing for economic use has been made in the schools. An article "Solving the Depression Problem in the Clothing Department" in the November 1932 "Practical Home Economics" (2) tells of such work. The following is the summary of this article by Miss Stackhouse:

1. Teaching was difficult when three-fourths of the children came from homes where the father was out of work.
2. A canvas for old clothes was made through local organizations as the Parent Teacher Association and the Rotary Club.
3. The requirements for sewing classes were made elastic enough to provide for the making over of clothes.
4. Wearable garments were made and given to needy people.
5. Community interest was aroused by the project.

An article by Leona Beaver, "How Clothing Classes May Serve a Community" was published in the January 1932 Journal of Home Economics. A brief report of that article follows:

1. Old garments were donated.
2. Girls remodeled garments.
  - a. Example - Boys' shirts for the needy were made from blue uniforms given by school nurses.
3. Fifty-seven infant nightgowns were made for the municipal hospital.

4. A number of garments made in class were sold in city stores and in the schools.
5. Each girl in the Clothing Courses made at least four wearable garments.

From the two articles just reviewed, it is evident that one of the aims of the clothing construction in these classes was to produce garments for immediate use.

To find the economic value of articles made in clothing classes, the garments were priced by a commercial buyer. This pricing resolved itself into a comparative study of ready-made and individually made garments. Similar studies have been made before.

A study was made at Iowa State College in 1917 to find the comparative values of ready-made and individually made garments.(4) The figures from this work would be of little use to the present study. They were too old.

In 1928, a study was made by Eppel and Williams to find out whether it was profitable to make infants' garments or to buy them ready-made.(5) This study took into consideration the time element. The number of garments made was 335.

Among the authors' conclusions was the following, "In general the garments in the layette in which design and material are most standardized are also the cheapest to purchase ready-made and the ones least profitable to make at home."

Chapter III - Procedure

In order to solve the problems first stated:

A. To find out whether the Home Economics student desires an educational or an economic return from her clothing construction work.

B. To find whether the economic value of garments made in Home Economics classes as represented by their commercial evaluation justifies the economic aspect of clothing construction classes,

work has been carried on in the following manner:

Students who are interested in learning how to make a garment. - The "learning" end.

Students who are interested in producing a garment to take the place of a garment which they would otherwise be obliged to buy. - The "garment" the end.

Relationship of one group to the other.

Commercial evaluation of garments made in Home Economics classes to discover whether clothing construction is justified to the student who is primarily interested in the economic aspect.

Study to find out what use the students will later have for their skill and information of clothing construction.

Results of Study in Relation to the Teaching of Home Economics.

Chapter IV - Collection of Data

To determine whether the interest of the student lay in the learning process or in the garment itself, questionnaires were sent out. The teachers in the Home Economics classes of Belchertown, Amherst, Greenfield, Westfield, and Springfield gave out 1649 questionnaires. Of these 1569 were returned with the question answered.

The following is the form of the question given to the students:

When you buy material for use in a Home Economics class,

- (a) Are you interested in learning how to make a garment? \_\_\_\_\_ or
- (b) Are you interested in making a garment to take the place of one which you otherwise would be obliged to buy? \_\_\_\_\_

Although the question was phrased to get one definite answer, some checked both parts. In many cases the student stated that she was equally interested in both aspects of the question.

The following chart is the data collected from this study:

Table I-A  
Results of Student Questionnaire  
Economic and Educational Aspects of Clothing Construction

| City or Town            | Questionnaires | Number who checked both. |      | "Are you interested in learning how to make a garment?" |      | "Are you interested in having a garment to take the place of a garment which you would be obliged to buy?" |      |
|-------------------------|----------------|--------------------------|------|---|------|--|------|
|                         |                | No.                      | %    | No.   | %    | No.  | %    |
| Belchertown High School | 34             | ---                      | ---  | 34  | 100  | ---  | ---  |
| Amherst Jr. High        | 20             | 3                        | 10.  | 23  | 76.6 | 4  | 13.3 |
| Sr. High                | 64             | 3                        | 4.6  | 45  | 70.3 | 16   | 25.  |
| Total                   | 94             | 6                        | 6.3  | 68  | 72.3 | 20   | 21.2 |
| Greenfield              | 125            | 7                        | 5.1  | 126   | 62.5 | 41   | 32.  |
| Springfield             |                |                          |      |   |      |  |      |
| Buckingham              | 310            | 79                       | 25.4 | 212   | 68.3 | 19   | 6.1  |
| Central                 | 71             | 2                        | 2.6  | 48  | 67.6 | 21   | 29.5 |
| Commerce                | 506            | 17                       | 3.3  | 356   | 70.  | 134  | 26.5 |
| Technical               | 264            | 25                       | 9.5  | 197   | 70.8 | 52   | 19.7 |
| Total                   | 1151           | 123                      | 10.6 | 802   | 68.8 | 226  | 19.6 |
| Westfield High          | 114            | ---                      | ---  | 102   | 69.4 | 12   | 10.5 |
| Total                   | 1569           | 136                      | 8.6  | 1134  | 72.2 | 239  | 19.  |

Table I-B  
Summary of Results  
Student Questionnaire on Economic and Educational Aspects  
of Clothing Construction

1569 Questionnaires

| Classification   | Number | Per Cent |
|--|--------|----------|
| Students who checked, "Are you interested in learning how to make a garment?"  | 1134   | 72.2     |
| Students who checked, "Are you interested in making a garment to take the place of one which you otherwise would be obliged to buy?" | 299    | 19.      |
| Students who checked both answers.   | 136    | 8.6      |

In order to discover whether or not clothing construction is justified to the student who primarily is interested in the substitution price sewing class garments were priced by commercial buyers.

This work has been done in Amherst, where the garments were priced by Mr. Jackson of Jackson and Cutler's; and in Springfield, where the work was priced by Mrs. Peppin and Miss Copp of Forbes and Wallace, and Miss Snell of Steiger's.

The complete number of garments on which work was done is included below:

| <u>Amherst</u>                            |                  |
|---|------------------|
| <u>Garments Submitted</u>                 | <u>Evaluated</u> |
| 51  | 51               |
| <u>High Schools in Springfield</u>        |                  |
| 86  | 46               |
| <u>Junior High Schools in Springfield</u> |                  |
| 60  | 14               |
| Total 197                                 | 111              |

For the high school work in Springfield, thirty dresses, one skirt, and fifteen slips were evaluated. The greatest number of the slips were silk. Forty dresses were submitted. Only thirty were chosen for evaluation because of lack of time on the part of the store buyer. One slip of each style and each different type of material was priced, fifteen in all.

From one of the Junior High Schools, thirty four dresses were submitted; nine two-year old size; three one-year old size; three ten-year old size. Since these were all made for the Red Cross, the dresses of each size were of the same pattern and quality of material. Therefore, it was decided to take one

dress of each size to be priced.

Twenty blouses were submitted from the same school. Several of them were of similar material and style. The buyer priced three representative blouses.

No attempt was made to calculate the time which was spent in the making of the garments. It was assumed that the time spent in the making was spent in accomplishing the aims of the educator, the development of skills and judgments, just as we assume that a child in a history class develops judgment and attitudes, and acquires knowledge comparable to the time spent in that class.

Each time that a child in a sewing class starts on a clothing construction problem, she must buy the material to make the article. Does the child who is working for an economic purpose and who uses her class time in learning skills and standards of work, find that the commercial value of garments presents a justifiable return for the cost of the material?

The buyers examined each garment. They decided what article in their own stock, the class garment was most like. They evaluated the class article at the price of the stock article. In some cases garments were given to the buyer, which were not like any garment in stock. Then the buyer found the difference in the price of the material used from the price of material of a similarly made stock garment. Thus a price was given. For instance, some of the Red Cross dresses sub-

mitted were made from chambray. The buyer had no childrens' dresses of chambray in her stock. Like models of broadcloth were examined. An approximation was made between the value of the material in the class dress and the ready-made dress. Thus the class article was given a price.

The following is the data collected from the study of evaluating garments made in Home Economics classes:

Table II-A  
Results of Commercial Pricing of Class Garments  
Amherst Junior and Senior High Schools

| Garment         | Cost of Materials | Commercial Evaluation |
|-----------------|-------------------|-----------------------|
| 1 slip (cotton) | .62               | .59                   |
| 1 slip "        | .77               | .59                   |
| 1 slip "        | .63               | .59                   |
| 1 slip "        | .63               | .59                   |
| 1 slip "        | .71               | .50                   |
| 1 slip "        | .60               | .59                   |
| 1 slip "        | .70               | .59                   |
| 1 slip "        | .43               | .59                   |
| 1 slip "        | .24               | .59                   |
| 1 slip "        | .40               | .59                   |
| 1 slip "        | .50               | .40                   |
| 1 slip "        | .41               | .39                   |
| 1 slip "        | .46               | .50                   |
| 1 slip "        | .60               | .59                   |
| 1 slip "        | .55               | .59                   |
| 1 slip "        | .60               | .49                   |
| 1 slip "        | .30               | .39                   |
| 1 slip "        | .40               | .59                   |
| 1 slip "        | .61               | .59                   |
| 1 slip "        | .25               | .59                   |
| 1 slip "        | .50               | .59                   |
| 1 slip "        | .86               | .59                   |
| 1 slip "        | .45               | .50                   |
| 1 slip "        | .55               | .29                   |
| 1 slip "        | .35               | .29                   |
| 1 slip "        | .50               | .39                   |
| 1 slip "        | .65               | .75                   |
| 27 Total        | 14.55             | 13.85                 |

Table II-A (continuation of)

| Garments           | Cost of Materials | Commercial Evaluation |
|--------------------|-------------------|-----------------------|
| 1 "shorts"         | .20               | .25                   |
| 1 "shorts"         | .24               | .25                   |
| 1 "shorts"         | .29               | .25                   |
| 1 "shorts"         | .22               | .25                   |
| Total              | <u>.95</u>        | <u>1.00</u>           |
| 1 pajamas          | .79               | .79                   |
| 1 pajamas          | .89               | 1.00                  |
| 1 pajamas          | .81               | 1.00                  |
| 1 pajamas          | .77               | 1.00                  |
| 1 pajamas          | .85               | 1.00                  |
| 1 pajamas          | .98               | 1.00                  |
| 1 pajamas          | .90               | 1.00                  |
| 1 pajamas          | .95               | 1.00                  |
| 1 pajamas          | 1.23              | 1.00                  |
| 1 pajamas          | 1.15              | 1.00                  |
| 1 pajamas          | .79               | .75                   |
| 1 pajamas          | 1.35              | 1.00                  |
| 1 pajamas          | .95               | 1.00                  |
| Total              | <u>11.71</u>      | <u>12.24</u>          |
| 1 jumper dress     | 2.21              | 2.95                  |
| 1 skirt            | 2.29              | 1.95                  |
| 1 skirt            | 1.29              | 1.95                  |
| 1 jumper ensemble  | 6.65              | 6.00                  |
| 1 blouse           | .88               | 1.00                  |
| 1 child's dress    | .35               | .59                   |
| 1 blouse and skirt | 2.07              | 2.95                  |
|                    | <u>15.74</u>      | <u>18.29</u>          |

Table II-B  
Results of Commercial Pricing of Class Garments  
Summary for Amherst Junior and Senior High Schools

Totals in Each Group

| Garments                       | Costs of Materials | Commercial Evaluation |
|--------------------------------|--------------------|-----------------------|
| Slips                          | \$14.55            | 13.84                 |
| "Shorts"                       | .95                | 1.00                  |
| Pajamas                        | 11.71              | 12.54                 |
| Dresses, Skirts<br>and Blouses | 15.74              | 13.39                 |
| Total                          | <u>42.95</u>       | <u>40.77</u>          |

Averages in Each Group

| Garments                        | Costs of Materials | Commercial Evaluation |
|---------------------------------|--------------------|-----------------------|
| Slips                           | \$ .53             | .51                   |
| "Shorts"                        | .237               | .25                   |
| Pajamas                         | .90                | .97                   |
| Dresses, Skirts,<br>and Blouses | 2.25               | 2.63                  |

Table III-A  
Results of Commercial Pricing of Class Garments  
Central and Technical High Schools

| Garments                  | Cost of Materials | Commercial Evaluation |
|---------------------------|-------------------|-----------------------|
| 1 slip (silk)             | 2.09              | 2.95                  |
| 1 slip "                  | 2.07              | 1.59                  |
| 1 slip "                  | 1.46              | 2.95                  |
| 1 slip "                  | 1.39              | 2.00                  |
| 1 slip "                  | 2.34              | 1.98                  |
| 1 slip "                  | 2.67              | 1.98                  |
| 1 slip "                  | 1.76              | 1.98                  |
| 1 slip "                  | 2.78              | 2.95                  |
| 1 slip (rayon)            | 1.33              | 1.25                  |
| 1 slip (silk)             | 1.88              | 1.59                  |
| 1 slip "                  | 2.54              | 2.50                  |
| 1 slip "                  | 1.61              | 1.98                  |
| 1 slip "                  | 1.06              | 1.25                  |
| 1 slip "                  | 1.84              | 1.98                  |
| 1 slip "                  | 2.96              | 2.59                  |
| Total                     | 33.78             | 51.51                 |
| 1 dress                   | 1.91              | 1.58                  |
| 1 dress                   | 3.10              | 3.95                  |
| 1 dress                   | 2.20              | 3.95                  |
| 1 dress                   | 6.00              | 10.75                 |
| 1 dress                   | 3.30              | 5.50                  |
| 1 dress                   | 3.05              | 4.95                  |
| 1 dress                   | 2.92              | 3.98                  |
| 1 dress                   | 2.70              | 3.98                  |
| 1 skirt                   | 2.25              | 1.98                  |
| 1 dress                   | 2.76              | 3.98                  |
| 1 dress                   | 5.24              | 3.95                  |
| 1 dress                   | 2.23              | 2.95                  |
| 1 dress                   | 3.27              | 1.98                  |
| 18 dresses and<br>panties | 4.41              | 1.59                  |
| Total                     | 7.38              | 26.62                 |
|                           | 26.75             | 51.42                 |

Table III-B  
Results of Commercial Pricing of Class Garments  
Summary for Central and Technical High Schools

Totals for Each Group

| Garment               | Cost of Materials | Commercial Evaluation |
|-----------------------|-------------------|-----------------------|
| Slips                 | \$33.78           | \$31.31               |
| Dresses and<br>Skirts | 45.51             | 34.50                 |
| Totals                | <u>79.29</u>      | <u>\$115.81</u>       |

Averages for Each Group

| Garment               | Cost of Materials | Commercial Evaluation |
|-----------------------|-------------------|-----------------------|
| Slips                 | \$2.25            | \$2.08                |
| Dresses and<br>Skirts | 2.50              | 4.45                  |

Table IV-A  
Results of Commercial Pricing of Class Garments  
Buckingham Junior High School

| Garments            | Cost of Materials | Commercial Evaluation |
|---------------------|-------------------|-----------------------|
| 1 dress-1 yr. size  | .20               | .59                   |
| 1 dress-2 yr. size  | .20               | .79                   |
| 1 dress-4 yr. size  | .23               | .79                   |
| 1 dress-6 yr. size  | .23               | .79                   |
| 1 dress-10 yr. size | .26               | 1.00                  |
| Total               | <u>\$1.12</u>     | <u>\$3.96</u>         |
| 1 blouse            | .46               | 1.00                  |
| 1 blouse            | .46               | 1.00                  |
| 1 blouse            | .40               | 1.25                  |
|                     | <u>\$1.32</u>     | <u>\$3.25</u>         |
| 1 "shorts"          | .40               | .69                   |
| 1 "shorts"          | .10               | .39                   |
| 1 "shorts"          | .30               | .59                   |
| 1 "shorts"          | .24               | .59                   |
| 1 slip              | .58               | .75                   |
| 1 nightgown         | .62               | 1.00                  |
|                     | <u>\$2.24</u>     | <u>\$4.01</u>         |

Table IV-B  
Results of Commercial Pricing of Class Garments  
Summary for Buckingham Junior High

Totals in Each Group

| Garments           | Costs of Material | Commercial Evaluation |
|--------------------|-------------------|-----------------------|
| Children's Dresses | \$1.12            | \$3.96                |
| Blouses            | 1.32              | 3.25                  |
| Underwear          | 2.24              | 4.01                  |
|                    | <u>\$4.68</u>     | <u>\$11.22</u>        |

Averages in Each Group

| Garments           | Costs of Material | Commercial Evaluation |
|--------------------|-------------------|-----------------------|
| Children's Dresses | \$.22             | \$.79                 |
| Blouses            | .44               | 1.08                  |
| Underwear          | .37               | .67                   |

Table V  
Results of Commercial Pricing of Class Garments  
Summary for All Groups

Totals for All Groups

| Classification according to schools | Total Costs of Materials | Total Commercial Evaluation | Number of Garments |
|-------------------------------------|--------------------------|-----------------------------|--------------------|
| Amherst Schools                     | \$ 42.95                 | \$ 48.57                    | 54                 |
| Central and Technical High Schools  | \$ 79.29                 | \$115.81                    | 46                 |
| Buckingham Junior High School       | \$ 4.68<br>\$126.92      | \$ 11.22<br>\$175.60        | 14<br>114          |

Averages for All Groups

| Classification according to schools | Average Cost of materials | Average Commercial Evaluation | Average Gain |
|-------------------------------------|---------------------------|-------------------------------|--------------|
| Amherst Schools                     | \$ .80                    | \$ .90                        | \$ .10       |
| Central and Technical High Schools  | \$ 1.72                   | \$ 2.52                       | \$ .80       |
| Buckingham Junior High              | \$ .33                    | \$ .80                        | \$ .47       |
| Averages for All Groups             | \$ 1.11                   | \$ 1.54                       | \$ .43       |

This work just reviewed has been to find out whether the garment made in the Home Economics class has a possibility for economic use equal or greater than the cost of materials.

Another study was made to find out what use the students will later have for their skill and information of clothing construction. The amount of clothes made in homes at the present time is one indication of the number of garments which will be made in homes when the students will be adults.

To find out the amount of clothing made in homes at the present time, questionnaires were sent to 1649 Home Economics students. These students were from Amherst, Belchertown, Greenfield, Springfield, and Westfield. Of the 1649 questionnaires sent out, all were returned with some information.

The following is the form of the questionnaire:

Which of the following garments were made in your home?

|                     | All Made | Some Made | All Bought |
|---------------------|----------|-----------|------------|
| Cotton Dresses      |          |           |            |
| Silk Dresses        |          |           |            |
| Woolen Dresses      |          |           |            |
| Children's Garments |          |           |            |
| Sleeping Garments   |          |           |            |

The following data is the result of this study:

Table VI  
Results of Study on Home Garment Construction  
Home Economics Students of Belchertown High School

| Garments               | Question-<br>naires | Students who<br>did not<br>check this<br>item. |      | Garments,<br>All<br>Made. |      | Garments,<br>Some<br>Made |      | Garments,<br>All<br>Bought. |      |
|------------------------|---------------------|--|------|---------------------------|------|---------------------------|------|-----------------------------|------|
|                        |                     | No.  | %    | No.                       | %    | No.                       | %    | No.                         | %    |
| Cotton<br>Dresses      | 34                  | ---  | ---  | 7                         | 20.6 | 25                        | 73.2 | 2                           | 5.9  |
| Silk<br>Dresses        | 34                  | 2  | 5.9  | 3                         | 8.8  | 17                        | 50.1 | 12                          | 37.5 |
| Woolen<br>Dresses      | 34                  | ---  | ---  | 5                         | 14.7 | 18                        | 52.9 | 11                          | 32.3 |
| Children's<br>Garments | 34                  | 9  | 26.5 | 5                         | 20.  | 17                        | 68.  | 3                           | 12.  |
| Sleeping<br>Garments   | 34                  | 5  | 14.7 | 29                        | 41.3 | 14                        | 48.2 | 3                           | 10.3 |

Table VII  
Results of Study on Home Garment Construction  
Home Economics Students of Amherst Junior and Senior High Schools

| Garments               | Question-<br>naires | Students who                   |      | Garments,    |      | Garments,    |      | Garments,      |      |
|------------------------|---------------------|--------------------------------|------|--------------|------|--------------|------|----------------|------|
|                        |                     | did not<br>check this<br>item. |      | All<br>Made. |      | Some<br>Made |      | All<br>Bought. |      |
|                        | Number              | No.                            | %    | No.          | %    | No.          | %    | No.            | %    |
| Cotton<br>Dresses      | 101                 | 2                              | 2.9  | 11           | 11.2 | 66           | 67.3 | 21             | 21.4 |
| Silk<br>Dresses        | 101                 | 10                             | 9.9  | 5            | 5.4  | 28           | 30.7 | 58             | 63.7 |
| Woolen<br>Dresses      | 101                 | 10                             | 9.9  | 4            | 4.3  | 31           | 34.  | 56             | 61.7 |
| Children's<br>Garments | 101                 | 17                             | 16.8 | 9            | 10.7 | 54           | 64.2 | 21             | 25.  |
| Sleeping<br>Garments   | 101                 | 8                              | 7.9  | 13           | 13.9 | 43           | 46.2 | 37             | 39.8 |

Table VIII  
Results of Study on Home Garment Construction  
Home Economics Student of Greenfield High School

| Garments               | Question-<br>naires | Students who<br>did not<br>check this<br>item. |      | Garments,<br>All<br>Made. |      | Garments,<br>Some<br>Made |      | Garments,<br>All<br>Bought. |      |
|------------------------|---------------------|--|------|---------------------------|------|---------------------------|------|-----------------------------|------|
|                        |                     | No.  | %    | No.                       | %    | No.                       | %    | No.                         | %    |
| Cotton<br>Dresses      | 135                 | 7  | 5.2  | 29                        | 22.6 | 80                        | 62.5 | 19                          | 14.8 |
| Silk<br>Dresses        | 135                 | 15   | 11.1 | 5                         | 4.1  | 30                        | 25.  | 85                          | 70.8 |
| Woolen<br>Dresses      | 135                 | 23   | 17.7 | 5                         | 4.5  | 46                        | 41.4 | 61                          | 54.  |
| Children's<br>Garments | 135                 | 50   | 36.2 | 15                        | 17.6 | 44                        | 51.7 | 26                          | 30.5 |
| Sleeping<br>Garments   | 135                 | 27   | 20.  | 14                        | 13.  | 43                        | 39.8 | 51                          | 47.2 |

Table IX  
Results of Study on Home Garment Construction  
Home Economics Students of Buckingham Junior High School

| Garments               | Question-<br>naires | Students who<br>did not<br>check this<br>item. |      | Garments,<br>All<br>Made. |      | Garments,<br>Some<br>Made |      | Garments,<br>All<br>Bought. |      |
|------------------------|---------------------|--|------|---------------------------|------|---------------------------|------|-----------------------------|------|
|                        |                     | No.  | %    | No.                       | %    | No.                       | %    | No.                         | %    |
| Cotton<br>Dresses      | 357                 | 2  | .5   | 49                        | 13.8 | 216                       | 60.8 | 90                          | 25.3 |
| Silk<br>Dresses        | 357                 | 25   | 7.   | 30                        | 9.   | 110                       | 33.4 | 192                         | 57.8 |
| Woolen<br>Dresses      | 357                 | 44   | 12.3 | 35                        | 11.  | 73                        | 23.1 | 208                         | 65.8 |
| Children's<br>Garments | 357                 | 83   | 23.2 | 48                        | 17.5 | 130                       | 47.4 | 96                          | 35.  |
| Sleeping<br>Garments   | 357                 | 29   | 8.1  | 52                        | 15.8 | 112                       | 34.1 | 164                         | 50.  |

Table X  
Results of Study on Home Garment Construction  
Home Economics Students of High School of Commerce

| Garment                | Question-<br>naires | Students who<br>did not<br>check this<br>item. |      | Garments,<br>All<br>Made. |      | Garments,<br>Some<br>Made. |      | Garments,<br>All<br>Bought. |      |
|------------------------|---------------------|--|------|---------------------------|------|----------------------------|------|-----------------------------|------|
|                        |                     | No.  | %    | No.                       | %    | No.                        | %    | No.                         | %    |
| Cotton<br>Dresses      | 540                 | 23   | 2.3  | 85                        | 16.4 | 322                        | 62.3 | 110                         | 21.3 |
| Silk<br>Dresses        | 540                 | 10   | 1.9  | 21                        | .4   | 230                        | 43.4 | 279                         | 52.6 |
| Woolen<br>Dresses      | 540                 | 61   | 11.2 | 17                        | 3.5  | 125                        | 26.  | 337                         | 70.5 |
| Children's<br>Garments | 540                 | 203  | 35.7 | 38                        | 11.3 | 148                        | 44.3 | 148                         | 44.3 |
| Sleeping<br>Garments   | 540                 | 57   | 10.6 | 57                        | 11.8 | 150                        | 30.  | 277                         | 5.8  |

Table XI  
Results of Study on Home Garment Construction  
Home Economics Students of Central High School

| Garment                | Question-<br>naires | Students who<br>did not<br>check this<br>item. |      | Garments,<br>All<br>Made. |      | Garments,<br>Some<br>Made. |      | Garments,<br>All<br>Bought. |      |
|------------------------|---------------------|--|------|---------------------------|------|----------------------------|------|-----------------------------|------|
|                        |                     | No.  | %    | No.                       | %    | No.                        | %    | No.                         | %    |
| Cotton<br>Dresses      | 97                  | 5  | 5.2  | 15                        | 16.3 | 47                         | 51.1 | 30                          | 32.6 |
| Silk<br>Dresses        | 97                  | 7  | 7.2  | 6                         | 6.7  | 37                         | 41.1 | 47                          | 52.2 |
| Woolen<br>Dresses      | 97                  | 11   | 12.4 | 3                         | 3.5  | 28                         | 32.6 | 55                          | 64.  |
| Children's<br>Garments | 97                  | 38   | 39.2 | 2                         | 3.4  | 24                         | 40.6 | 33                          | 55.9 |
| Sleeping<br>Garments   | 97                  | 15   | 15.5 | 4                         | 4.9  | 21                         | 25.5 | 57                          | 69.5 |

Table XII  
Results of Study on Home Garment Construction  
Home Economics Students of Technical High School

| Garments               | Question-<br>naires | Students who<br>did not<br>check this<br>item. |      | Garments,<br>All Made. |      | Garments,<br>Some<br>Made |      | Garments,<br>All<br>Bought. |      |
|------------------------|---------------------|--|------|------------------------|------|---------------------------|------|-----------------------------|------|
|                        |                     | No.  | %    | No.                    | %    | No.                       | %    | No.                         | %    |
| Cotton<br>Dresses      | 269                 | 3  | 1.1  | 69                     | 25.9 | 166                       | 61.1 | 31                          | 11.6 |
| Silk<br>Dresses        | 269                 | 14   | 5.1  | 24                     | 9.4  | 120                       | 51.  | 101                         | 33.6 |
| Woolen<br>Dresses      | 269                 | 23   | 8.5  | 16                     | 6.5  | 103                       | 41.3 | 127                         | 51.6 |
| Children's<br>Garments | 269                 | 91   | 33.8 | 31                     | 17.4 | 80                        | 44.9 | 67                          | 37.6 |
| Sleeping<br>Garments   | 269                 | 33   | 12.6 | 25                     | 10.5 | 77                        | 32.6 | 133                         | 56.3 |

Table XIII  
Results of Study on Home Garment Construction  
Total for All Springfield Schools

| Garments            | Questionnaires | Students who did not check this item. |   | Garments, All Made. |      | Garments, Some Made. |      | Garments, All Bought. |      |
|---------------------|----------------|---------------------------------------|---|---------------------|------|----------------------|------|-----------------------|------|
|                     |                | No.                                   | % | No.                 | %    | No.                  | %    | No.                   | %    |
| Cotton Dresses      | 1263           | 33                                    |   | 218                 | 17.5 | 750                  | 60.5 | 261                   | 2.1  |
| Silk Dresses        | 1263           | 56                                    |   | 81                  | 6.8  | 507                  | 41.5 | 619                   | 51.7 |
| Children's Garments | 1263           | 418                                   |   | 119                 | 14.1 | 382                  | 45.2 | 244                   | 40.2 |
| Sleeping Garments   | 1263           | 134                                   |   | 138                 | 12.2 | 360                  | 31.9 | 631                   | 55.9 |
| Woolen Dresses      | 1263           | 136                                   |   | 71                  | 5.6  | 329                  | 26.  | 727                   | 57.5 |

Table XIV  
Results of Study on Home Garment Construction  
Home Economics Students of Westfield High School

| Garments               | Question-<br>naires | Students who<br>did not<br>check this<br>item. |      | Garments,<br>All Made. |      | Garments,<br>Some<br>Made. |      | Garments,<br>All<br>Bought. |      |
|------------------------|---------------------|--|------|------------------------|------|----------------------------|------|-----------------------------|------|
|                        |                     | No.  | %    | No.                    | %    | No.                        | %    | No.                         | %    |
| Cotton<br>Dresses      | 116                 | ---  | ---  | 23                     | 19.8 | 77                         | 66.4 | 16                          | 13.8 |
| Silk<br>Dresses        | 116                 | 6  | 5.1  | 1                      | .9   | 39                         | 33.5 | 70                          | 63.6 |
| Woolen<br>Dresses      | 116                 | 13   | 11.2 | 3                      | 2.8  | 29                         | 27.1 | 72                          | 69.9 |
| Children's<br>Garments | 116                 | 20   | 17.2 | 10                     | 10.4 | 55                         | 57.3 | 31                          | 32.3 |
| Sleeping<br>Garments   | 116                 | 8  | 6.9  | 17                     | 15.7 | 56                         | 51.9 | 35                          | 32.4 |

Table XV-A  
Results of Study on Home Garment Construction

Totals for Schools in All Cities and Towns

| Garments            | City or Town | Questionnaire | Students who did not check this item. | Garments All Made |      | Garments Some Made |      | Garments All Bought |      |
|---------------------|--------------|---------------|---------------------------------------|-------------------|------|--------------------|------|---------------------|------|
|                     |              |               |                                       | No.               | %    | No.                | %    | No.                 | %    |
| Cotton Dresses      | Belchertown  | 34            | ---                                   | 7                 | 20.6 | 25                 | 73.2 | 2                   | 5.9  |
|                     | Amherst      | 101           | 3                                     | 11                | 11.2 | 66                 | 67.3 | 21                  | 21.4 |
|                     | Greenfield   | 135           | 7                                     | 29                | 22.6 | 80                 | 62.5 | 19                  | 14.8 |
|                     | Springfield  | 1263          | 33                                    | 218               | 17.5 | 751                | 60.5 | 261                 | 2.1  |
|                     | Westfield    | 116           | ---                                   | 23                | 19.8 | 77                 | 66.4 | 16                  | 13.8 |
|                     | Total        | 1649          | 43                                    | 288               | 17.9 | 999                | 62.2 | 261                 | 19.2 |
| Silk Dresses        | Belchertown  | 34            | 2                                     | 3                 | 9.4  | 17                 | 53.1 | 12                  | 37.5 |
|                     | Amherst      | 101           | 10                                    | 5                 | 5.4  | 28                 | 30.7 | 58                  | 63.7 |
|                     | Greenfield   | 135           | 15                                    | 5                 | 4.1  | 30                 | 25.  | 85                  | 70.8 |
|                     | Springfield  | 1263          | 56                                    | 81                | 6.8  | 507                | 41.5 | 619                 | 51.7 |
|                     | Westfield    | 116           | 66                                    | 1                 | .9   | 39                 | 35.5 | 70                  | 63.6 |
|                     | Total        | 1649          | 89                                    | 95                | 6.1  | 621                | 39.8 | 844                 | 54.1 |
| Woolen Dresses      | Belchertown  | 34            | ---                                   | 5                 | 14.7 | 18                 | 52.9 | 11                  | 32.3 |
|                     | Amherst      | 101           | 11                                    | 4                 | 4.3  | 31                 | 34.  | 56                  | 61.7 |
|                     | Greenfield   | 135           | 23                                    | 5                 | 4.5  | 46                 | 41.4 | 61                  | 54.  |
|                     | Springfield  | 1263          | 136                                   | 71                | 5.6  | 329                | 26.  | 727                 | 57.5 |
|                     | Westfield    | 116           | 13                                    | 3                 | 2.8  | 28                 | 27.1 | 72                  | 69.9 |
|                     | Total        | 1649          | 182                                   | 88                | 6.   | 452                | 30.8 | 927                 | 63.2 |
| Children's Garments | Belchertown  | 34            | 9                                     | 5                 | 20.  | 17                 | 68.  | 3                   | 12   |
|                     | Amherst      | 101           | 17                                    | 9                 | 10.7 | 54                 | 64.2 | 21                  | 25   |
|                     | Greenfield   | 135           | 50                                    | 15                | 17.6 | 44                 | 51.7 | 26                  | 30.5 |
|                     | Springfield  | 1263          | 418                                   | 119               | 12.1 | 382                | 45.2 | 344                 | 40.2 |
|                     | Westfield    | 116           | 20                                    | 10                | 10.4 | 55                 | 57.5 | 31                  | 32.3 |
|                     | Total        | 1649          | 514                                   | 158               | 13.1 | 552                | 46.6 | 425                 | 37.2 |
| Sleeping Garments   | Belchertown  | 34            | 5                                     | 12                | 41.5 | 14                 | 40.2 | 3                   | 10.3 |
|                     | Amherst      | 101           | 8                                     | 13                | 13.9 | 43                 | 46.2 | 37                  | 39.8 |
|                     | Greenfield   | 135           | 27                                    | 14                | 13.  | 43                 | 39.8 | 51                  | 47.2 |
|                     | Springfield  | 1263          | 134                                   | 138               | 12.2 | 360                | 31.9 | 631                 | 57.5 |
|                     | Westfield    | 116           | 8                                     | 17                | 15.7 | 56                 | 51.9 | 35                  | 32.4 |
|                     | Total        | 1649          | 182                                   | 194               | 13.2 | 516                | 35.2 | 757                 | 52.3 |

Table XV-B

Results of Study on Home Garment Construction  
Totals for School in All Cities and Towns

-1649 Questionnaires-

| Garments               | Students<br>who did<br>not check<br>this item. | Garments,<br>All Made |      | Garments,<br>Some<br>Made |      | Garments,<br>All<br>Bought |      |
|------------------------|--|-----------------------|------|---------------------------|------|----------------------------|------|
|                        |  | No.                   | \$   | No.                       | \$   | No.                        | \$   |
| Cotton<br>Dresses      | 40   | 288                   | 17.9 | 992                       | 61.2 | 819                        | 19.2 |
| Silk<br>Dresses        | 89   | 95                    | 6.1  | 621                       | 39.8 | 844                        | 54.1 |
| Woolen<br>Dresses      | 182  | 82                    | 6.   | 342                       | 30.8 | 927                        | 65.2 |
| Children's<br>Garments | 314  | 158                   | 13.1 | 532                       | 48.6 | 483                        | 17.2 |
| Sleeping<br>Garments   | 182  | 134                   | 11.2 | 516                       | 35.2 | 787                        | 52.3 |

The present study shows that few homes produce all of the family's supply of garments. In 17.9 per cent of the homes, all of the cotton dresses needed for the family are made. In 13 per cent of the homes, all of the children's garments and the sleeping garments needed for the family are made. Woolen dresses are made in only 6 per cent of the homes. (Table XV-A)

The present study shows that a large number of homes produce some garments for family use. The percentage of homes which produces some of the family's supply of cotton dresses is 62 per cent. The percentage of homes which produces some of the family's supply of woolen dresses is only 31 per cent. (Table XV-A)

The present study shows that silk dresses and woolen dresses are bought in a large number of homes. The percentage of homes in which all woolen dresses are bought is 63 per cent. The percentage of homes in which all the silk dresses are bought is 54 per cent. The percentage of homes in which all the cotton dresses are bought is only 19 per cent. (Table XV-A)

The figures indicate that clothes are still made in the homes. The garments made most frequently are cotton dresses, children's garments and sleeping garments.

Chapter V - Interpretation of Data

The results (Table I-B) of the study made to find out whether the student wants a learning or an economic return from clothing construction work may be summarized as follows:

- a. 1569 students answered the questionnaire.
- b. 1134 or 72 per cent want an educational return from their clothing construction work.
- c. 299 or 19 per cent want an economic return from their clothing construction work.
- d. 136 or 9 per cent want both an educational and an economic return from their clothing construction work.

The study which was made to determine the economic value of garments made in Home Economics classes, resulted in the following:

- a. The total of all commercial evaluations, \$176.60, was higher than the total for the costs of materials, \$126.92. (Table V)
- b. The average of the commercial evaluations for all garments, \$1.54, was higher than the average of the costs of materials, \$1.11. (Table V)
- c. The group as a whole gained an economic satisfaction of \$48.68 for the garments evaluated. (Table V)

- d. The group as a whole gained an average economic satisfaction of \$.43 for the garments evaluated. (Table V)
- e. The commercial worth of slips was lower than the costs of material in both Amherst and Springfield. (Tables II-B and III-B)
- f. The costs of materials for dresses made in Springfield High Schools was only about half of the commercial evaluation. (Table III-B)
- g. Cotton pajamas showed a commercial evaluation slightly higher than the cost of materials. (Table IV-B)
- h. Underwear, other than slips, showed an evaluation higher than the cost of materials; slightly higher in the garments from Amherst, (Table II-B) considerably higher in the garments from the Buckingham School, Springfield. (Table IV-B)
- i. Children's dresses from the Buckingham Junior High and the Technical High School showed a commercial price higher than the cost of materials. (Table IV-B)

In this study, commercial prices have been taken for economic value. It became apparent in the course of the study that commercial evaluation did not always express the economic value of these garments. The commercial price is an insufficient expression of the economic value of a garment because it is affected by the consumer's adherence to fashion,

ignorance of good workmanship, and ignorance of good quality in material.

Mr. Paul Nystrom in a recent article, "Restatement of the Principles of Consumption" (6) emphasizes the fact that the manufacturer's use of poor material and poor workmanship has resulted from the competition, since 1929, in which every effort was made to place products before the consumer at the lowest price possible.

In evaluating the garments made at the Buckingham Junior High School, the buyer mentioned the good workmanship on the garments. Mention was made of the hand-sewn hems on the children's dresses. This fact was not taken into consideration in evaluation, because in commercial selling such a hem has no more value than a stitched hem.

Plain sleeves do not have the same fashion value as "puffed" sleeves. Therefore these dresses, which had plain sleeves, were priced lower than similar stock garments which had "puffed" sleeves.

The buyer said it was impossible to give a commercial evaluation at the present time on silk slips and have such an evaluation represent the "intrinsic worth" of the slip. Miss Smell said that manufacturers had bought large quantities of silk material. Slips made from this material are flooding the market. The buyer said that the workmanship on these cheap silk slips was poor. Yet, they sold better than the higher priced slip with better workmanship.

A silk slip with lace at the top was submitted. It was priced. The buyer said that if it had had lace medallions, the slip would have been priced higher. The teacher of the girl who had made that slip had emphasized the fact that medallions often pull out before the rest of the slip has worn out. Medallions are in fashion. Therefore, fashion operated, in this instance, to make "commercial evaluation" different from what it would be if wearing qualities were considered carefully.

A commercially made slip had a one inch hem. The class garment had a three inch hem. Yet it was priced the same as the similar stock garment, because the three inch hem has no money value to a great many people who buy slips.

Fashion is of great importance in pricing blouses and dresses. The blouse and dress of this season's style will bring a higher price than the blouse or dress made from a style which was considered good last season.

The advantage taken of the average consumer's ignorance of quality of material was shown. One of the junior dresses was a cotton print with a collar of uncrushable organdie. A garment of like style and made from a similar cotton print had an organdie collar which was crushable. The buyer recognized the difference between the two collars. However, since both dresses would look the same to the average consumer, the class garment was priced the same as the stock garment.

From this study showing the weakness of the commercial evaluation, we see more value in the child's work in clothing construction. She is learning skills. In addition she is learning standards of true economic worth. She is learning not to be gullible to whatever the manufacturer and the retailer choose to put on the market. She is learning to recognize garments which will give the greatest amount of use for the money spent.

The willingness of the consumer to pay for fashion and her unwillingness to pay for workmanship and quality of material does have an effect on the way in which commercial garments are priced. Therefore the commercial evaluation of the garments does not always express their economic value.

Yet, the average commercial evaluation was higher than the average cost of materials. This means that if there were a measurement of economic use, more exact than a retail price, which would take into consideration quality of material and workmanship; the economic satisfaction from making garments in Home Economics classes would be greater than that which the present study shows.

To find whether the development of skills and judgments which takes place in clothing construction classes has the possibility of function, the study to find the number of garments made in homes was carried through.

From the 1649 questionnaires, the following general conclusions have been made:

- a. Cotton dresses, children's garments, and sleeping garments are made in a large percentage of the homes.
- b. Silk dresses and woolen dresses are bought in a large percentage of the homes.
- c. Present conditions strongly indicate that garments will be made in homes when the present students are adults, therefore the students will have a use for their skill and judgment of clothing construction.

Conclusion c. does not take into account an important factor. That is, that students sometimes put their skill and judgment, developed in sewing classes into immediate use in making clothes for themselves or for other members of their families. Such garment making widens the use which the girls have for their sewing work.

Chapter VI

Results of Study in Relation to the  
Teaching of Home Economics

For the last two chapters the data and its interpretation has dealt with student interest in the economic value of garments made in Home Economics classes.

Of what importance to the teacher is the student's desire for economic satisfaction? Of what importance to the teacher is the fact that some garments produce an economic satisfaction greater than others?

The Kansas, Minnesota, Indiana, and Texas state bulletins all agree, in a general way, on the definition of Home Economics, a "type of training which has for its goal better home-making, better mothers, and better homes". (8)

That definition is broad and includes every part of Home Economics teaching. The definite objectives of the clothing construction teacher are: To teach skills, techniques, and abilities for efficient selection, buying, construction, and care of clothing. (9)

The present study has taken into account only one phase of construction work, the economic. Of what importance to the teacher are the results of that study?

1. 19 per cent of the students expect an economic return from their clothing construction work.
2. On an average all students receive economic satisfaction equal to the cost of materials of the

garment made. (Table V)

3. It is possible for the teacher to increase the economic satisfaction which the child obtains by the teacher's choice of class problem. For instance the 18 childrens' dresses from one Junior High School, made for the purpose of teaching the girls technique, showed an average economic gain of \$.57. (Table IV-B) The slips from another Junior High School, made for the same purpose, showed an average economic loss of \$.02. (Table II-B) Thus a teacher may, by observing current prices and current costs of materials, require problems of her students which will make it possible for them to gain a large economic satisfaction without sacrificing the educational aims.
4. The Home Economics teachers who choose problems so that the students will develop skill and will also obtain economic satisfaction are accomplishing another result. They are justifying clothing construction work to those people in the community who say that Home Economics courses are a large expense to the people of the community. For instance an economic satisfaction of \$36.52 (Table V) was realized from the making of only 46 garments at the Technical High School in Springfield. Further study is necessary to determine the relation between the total gain from all garments made in a Home Economics class and the cost of laboratory equipment in that class.

5. The present study in emphasizing the weaknesses of commercial evaluation. page 29, shows the necessity which the Home Economics class has for educating the student to be an intelligent consumer.

## Chapter VII

### Summary

To summarize the results of the work done:

- a. Approximately three and one half times as many Home Economics students desire an educational return from clothing construction as desire an economic return.
- b. All student, on the average, gain an economic satisfaction from clothing construction.
- c. Clothing construction courses are self-supporting aside from the stationary equipment of the laboratory.
- d. Students will find the greatest use for their skill and knowledge of garment making in the construction of cotton dresses, children's garments, and sleeping garments.

### Conclusion

The person conclusion that the writer has come to is:  
The experienced teacher who has high standards of workmanship, who teaches the girls how to make garments skillfully, who help them to develop judgment about garment construction, will, without effort, guide her students in making garments which give economic satisfaction.

Chapter VII

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Conclusion

The personal conclusion that the writer has come to is:

The experienced teacher who has high standards of workmanship, who teaches the girls how to make garments skillfully, who helps them to develop judgment about garment construction, will, without effort, guide her students in making garments which give economic satisfaction.

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