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Speed in Clothing Construction

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THE IOWA HOMEMAKER

Speed in Clothing Construction

Mildred Deischer

One of the interesting studies was in the Department of Home Economics Education during the last year on the effect of speed upon quality of work in certain clothing construction processes, which was carried out by Mrs. Marie P. Ringle who received her masters degree in home economics education last year.

This problem, to determine the relationship of speed to the quality of work in certain clothing classes, was carried on in the junior high schools of Ames. Girls were chosen, who had had practically the same experience in clothing, construction and general sewing experience.

Sixty-one girls were used for the experiment. The girls were divided into six different groups which were nearly equal in number. Three of these groups were used as speed groups and three of them as non-speed groups. A definite attempt was made to interest the speed groups in developing all possible means of speed which would enable them to make a garment in the least possible time and still not affect the quality of the sewing.

The girls all used the same material which was similar to peterpan gingham. The first problem was to make samples of hems, french seams, binding around one-half of a rounded collar and side-gathers. This problem was followed by one in which a wash dress was made. A second dress and a set of samples were made as final problems. Each dress made was scored by four trained people.

The second part of the experiment was carried out by forty-two girls who made the following samples: wide hem, french seam, binding one-half of a rounded collar, and one-fourth inch hem. Then, they each made a dress and as a final problem, samples of the same type as those used in the beginning of the experiments.

Taking the average for both speed groups and non-speed groups, it was found that junior high school students can be speeded in sewing by using proper methods, and that it will not affect their grades. Mrs. Ringle felt that, in this case at least, evidence showed that it bettered their grades in many instances.

Another interesting problem which was worked out in this department was a study of the factors which seemed to influence high school girls for or against the election of home economics. Miss Lucille Magruder conducted this work for her masters thesis last year.

A list of questions was made concerning some of the factors that would enter in to influence high school girls to elect or not to elect home economics subjects. This list was then added to and subtracted from by a class in technique of supervision, the personnel of which consisted of high school teachers from different parts of the United States, who were graduate students at Iowa State College during the summer of 1927. These teachers then took the lists of questions to the schools in which they were teaching and submitted them to their students.

When the list was completed it included: the girls' previous work in home economics; what she expected to get from home economics; what she did not get that she would like to have had; whether her interest increased or decreased after she had had the work; whether she liked it better when she ate the food prepared in class; what she was interested in doing when she finished school; what she did at home that was not required of her; if she had had sisters or relatives who took the home economics course in high school; if she considered home economics as difficult as other subjects; whether she kept a budget of the money she spent; and what person in the neighborhood or some other character she might like to be like and why.

From a study of all the reports received from 648 girls, ranging in age from 10 years to 21 years in eleven high schools in eight states, 504 girls had taken or were taking home economics courses.

The majority of them took home economics because they were especially interested in it or because they felt the need of it. They expected to cook, sew, be able to select better clothes, choose food for better health, learn more about social etiquette and about managing a home by taking a course in high school.

The phases of home economics that the girls would like to have had included in their course were: interior decoration, care of the sick, applied art, home management and child care. Of the 504 girls who took home economics the interest of 492 was increased mainly because they understood the work better. Interest decreased with the 20 girls because of the manner in which the material was presented. A great number of the girls had sisters or relatives who had taken this course in high school.

Miss Magruder concluded that the factors which influenced the 504 girls against the election of home economics were that they were not able to get it with the course that they desired or their interests were not in the field of home economics.