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Analysis of the teaching of consumer education in vocational homemaking schools of Massachusetts

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SCHOOL OF EDUCATION

Thesis

ANALYSIS OF THE TEACHING OF CONSUMER EDUCATION
IN VOCATIONAL HOMEMAKING SCHOOLS OF MASSACHUSETTS

Submitted by

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(B.S., University of Minnesota, 1926)

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I. INTRODUCTION

"Buying Problems" in the broadest sense occupy a very
important place in the minds of present-day consumers. One has only
to listen to a group of persons in any informal situation to realize
that before long a discussion of some phase of this subject will
dominate the conversation, for a time at least.

A question might be raised as to whether or not this merely
serves as a trite topic of conversation, as does the subject of the weather, or if the buying public is really dissatisfied with the results of its purchasing. It is to be inferred, from the fervor accompanying many of these conversations, that the latter reason is more nearly the correct answer.

Why this rather sudden interest in "getting one's money's worth"? An increased desire for more satisfaction in life as well as reduced incomes have combined in causing many consumers to re-evaluate their use of money and other resources. In many cases when money was more plentiful, an unsatisfactory purchase was given only momentary concern, for it could be replaced without seriously depleting the pocketbook. This situation has changed. Incomes must be stretched to do the utmost.1 Along with this necessity has come a wholesome desire really to know what one is buying, and

---

whether or not the selling price is a reasonable one.\textsuperscript{1} Also, once more it has become smart to know what is behind the price tag. For many years the average consumer-buyer paid very little attention to this important task. She paid the price asked by the seller, perhaps at times expressing a little surprise and displeasure at finding it so high. But human beings must be housed, fed and clothed, so on she went buying what she considered necessary for the welfare of her family. Now she realizes that her buying practices affect the happiness and comfort of the members of her family and establish the standard and level of living for them.\textsuperscript{2}

Indications of this change in attitude may be gathered from general observation of the buying practices of many women whom one encounters while upon a shopping expedition. More tangible evidence may be secured through a perusal of the literature sent out by organizations such as the American Association of University Women, the General Federation of Women's Clubs and the American Home Economics Association, to their respective members.

\textsuperscript{1}Consumer-Buying in the Educational Program for Homemaking, United States Office of Education, pp. XI-XIII.

In the days when a large proportion of the commodities used in the home were also produced in that same home and upon that farm, those consumers knew the quality of the materials and workmanship which went into them. With the developments and changes in methods of production of goods in general, it has become increasingly difficult for consumers to trace the origin of commodities, because the producer and the consumer are so far removed from each other.¹

Often times a would-be purchaser is confused by the extensive array of articles offered for sale. For example the purchase of a can-opener would appear to be a simple task. A visit to the kitchen department of any well-stocked department store will prove that can-openers may be purchased for prices varying from ten cents to about two dollars. A person not experienced in the use of can-openers might well question the possibility of securing two dollars worth of value from any can-opener. Others, more addicted to the use of can-openers, might be able to appreciate the value represented by the price tag on the most expensive one.

An experience similar to the one just outlined often interests one in more serious considerations of articles about to be purchased. So, unlike the weather, individuals and groups are giving more thought to the spending of their money.²

¹Consumer Buying in the Educational Program for Homemaking, United States Office of Education, pp. 3-7.

A concerted effort toward the development of the teaching of Consumer Education has been made by teachers of Home Economics in the public schools during the last four or five years. According to the memories of pioneer teachers in this field certain aspects of buying have always been taught, but only very casually and incidentally to the more fundamental acquisition of skills. It has been estimated by investigators that the women of the United States spend from 85 to 90 per cent of the total money spent.\(^1\) Therefore educators considered it logical to include the teaching of "Consumer Education", or "Buying Problems" in the Home Economics classes where practically all the pupils are potential consumers and spenders of this large percentage of the nation's wealth. Home Economics has been criticized by teachers of sociology, psychology, and economics for taking unto itself, so many different phases of work. An analysis of the ordinary duties and responsibilities of the efficient homemaker will be sufficient evidence for including this and many other "extras" in the curriculum.\(^2\) However, the concern of practically-minded educators is not so much


\(^2\)Mildred Weigley Wood, Ruth Lindquist and Lucy A. Studley, Managing the Home, Houghton-Mifflin Company, pp. 16-17 (insert)
where this study shall be placed, but to be sure that it is included in one or more courses in the program of work. Touching as it does, so many courses and phases of education, it would seem that it could be handled most efficiently by using it as a basis for coordination of several subjects, especially, economics, social sciences and home economics.\(^1\) Certainly the scope is sufficient to provide material for these courses and others.

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\(^1\)Leonard V. Koos, "Consumer Education in the Secondary School", The School Review (December, 1934), pp. 737-750.
II. THE PROBLEM

A. Statement of Problem

Teachers of Home Economics in the State-Aided Vocational Schools and Departments of Massachusetts expressed to the State Supervisors of Household Arts Education, a need for assistance in developing courses of study or outlines for units of work in "Consumer Education". Interest in this phase of education for homemakers and potential homemakers is a result of the economic conditions of recent years when buying must be carefully done in order that satisfaction may result. Therefore the problem was to prepare and to present to these teachers material which would serve as a guide for them in developing unit courses in Consumer Education which would be in keeping with the background, needs and abilities of any specific group of pupils.

B. Limitations of Problem

Plans for aiding teachers in their work along the lines of Consumer Education necessitated finding more specifically what was already being done in the State-Aided Vocational Homemaking Schools and Departments of Massachusetts. It was observed by the state supervisors during their visits to schools that in some schools


2Consumer-Buying in the Educational Program for Homemaking, United States Office of Education, pp. 3-12.
progress had been made in the teaching of this phase of Home Economics. An analysis of the courses of study of these schools, on file at the office of the State Department of Education, revealed the fact that two schools, Essex County Homemaking School, and Holyoke High School, were each teaching a semester course in Consumer Education. No mention of this work was made in other courses of study, but the observations of the state supervisors during their visits to schools led them to believe that other schools were teaching units along this line, but under other names. It seemed wise to secure the cooperation of the teachers who had already developed some plans for this work. Information from their experiences secured by means of a questionnaire together with the findings of college teachers and high school teachers outside the state of Massachusetts\(^1\) were used as the basis for a bulletin called, "Consumer Purchasing Education". This bulletin has been distributed to directors of all State-Aided Vocational Schools and Departments in Massachusetts where Homemaking instruction is given.

The problem, in all its phases was confined to the State-Aided Vocational Homemaking Schools and Departments of Massachusetts for two reasons: (1) It was possible to secure first-hand, authentic information regarding the practices within these schools; (2) The problems within these schools and departments could be expected to be somewhat uniform in scope and in type. Although the problem is specifically related to these schools, the results of the study

\(^1\)See bibliography
may be found useful in other high schools and in classes for adults, especially as they are expected to serve as guides only, to a development of individual courses and outlines of work. Both the subject matter and the terminology are scaled to the level of Vocational High School and Trade School pupils.

C. Work Already Done

General interest in Consumer Education has had very rapid growth within the last few years. This is shown by a review of women's magazines such as Good Housekeeping, Ladies Home Journal and Woman's Home Companion; by a study of the professional magazines related to Home Economics, The Journal of Home Economics and Practical Home Economics; and by the programs of the Federated Women's Clubs and Home Economics Associations. Home Economics Schools and colleges throughout the nation have given considerable attention to the teaching of this phase of their work.

A study of bulletins from nineteen colleges and universities offering Home Economics courses during the summer session of 1938 show that ten of these have courses dealing directly with some form

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1. Boston University
2. University of California
3. Cornell University
4. Fitchburg State Teachers College
5. University of Minnesota
6. New York University
7. Pennsylvania State College
8. Teachers College, Columbia University
9. University of Tennessee
10. University of Washington
of Consumer Education. Every one of the other nine have courses which will include consideration of consumer problems, according to the descriptions of the courses contained in these bulletins. The institutions represented may be considered to constitute a fair sampling of the summer schools offering Home Economics in 1938.

Very little material of specific use to teachers has been printed or even mimeographed, so that it is very difficult to secure definite information relative to it. The reason for this is that teachers have felt inadequate in dealing with the subject and outlines and courses of study are in tentative form only.

A great amount of work on this subject of Consumer Education has been done by Home Economics Associations. The American Home Economics Association is the official organization of those persons engaged in Home Economics activities such as teaching, extension work, nutrition and dietetics, social service, home service work of public utilities, and last but not least, homemakers in their own homes. Branches of this organization are to be found in every state, and several of the state organizations are divided into sectional groups. In this way,

1. Colorado State College
2. George Peabody College for Teachers
3. University of Maine
4. University of Oklahoma
5. Oregon State College
6. Plattsburg Teachers College
7. Syracuse University
8. University of Vermont
9. University of Wisconsin
the national association reaches a very large number of persons interested in Consumer Education. The earliest publication of this organization which related definitely to this subject was, "Household Purchasing: Suggestions for Club Programs", a bulletin published in 1930. The revision of this bulletin appeared in 1936, and bears the title, "Consumer Buying". This one was prepared jointly by the Committee on Standardization of Consumers' Goods of the American Home Economics Association and the Bureau of Home Economics, United States Department of Agriculture. This bulletin contains subject matter material concerning the buying of the fundamental necessities, information related to so-called consumer's aids, and considerable reference material. It was intended to serve as a guide for group programs, but it has also been found suggestive for courses of study in schools.

Phi Upsilon Omicron, a national honorary society of Home Economists, has made it possible by means of a grant of money for the American Home Economics Association to extend its Consumer Education research and service. A part-time paid worker is employed to compile lists of publications pertinent to Consumer Education. These lists, together with abstracts from the reports of the Federal Trade Commission, Food and Drug Administration, and current legislative action, form a bulletin sent out to subscribers about once a month.

Another service of this Association is the publishing of pamphlets and leaflets containing information on the buying of
different commodities. The Journal of Home Economics, the official organ of the national association, published monthly throughout the school year, usually contains articles of interest to consumers.

The American Association of University Women has issued a study guide entitled, "Scientific Consumer Purchasing". While this was intended for the use of Association members in their programs, it has been found helpful in planning units of work for schools.

The National Better Business Bureau, Inc., and the Better Business Bureaus of various cities throughout the country are making extensive contributions to the education of the consumer. The results of their investigations are made known to the public and several of these bureaus have published bulletins of information concerning the buying of specific commodities. These bulletins are prepared and edited by well-known authorities in each field and therefore represent up-to-date authentic information.

The Bureau of Home Economics of the United States Department of Agriculture aims to help consumers with their immediate problems. Many research studies pertaining to homemaking activities are carried on in a very scientific manner. The results of these studies are made available in pamphlets which are sold for a very small fee. Several of these bulletins are listed in the bibliography on pages
The purchasing of drugs and other medical supplies can be accomplished in a more intelligent manner if attention is given to the services offered by the American Medical Association, the American Dental Association and the American Pharmaceutical Association. These organizations examine samples of food and drug products offered for sale and also survey the advertising material used to promote the sales. The statements regarding the analyses of products are published in the official publications of the specific organization and also in other publications which are intended for the information of lay persons. A display of the trade marks or seals of these associations in connection with any product indicate that the product has the acceptance of the agency, but does not imply a recommendation of the article for any particular purpose.

Several of the so-called Women's Magazines maintain a testing service for household articles and food products.¹ The results of the tests are made known to consumers by two methods. Pamphlets are prepared and sold; these contain information which will help a prospective buyer, but it may not be sufficiently specific to be more than suggestive for further study of the problem. A second method of conveying information regarding this testing service is by means of the display of some "stamp of approval" in the advertisements

¹Good Housekeeping, Ladies Home Journal, Woman's Home Companion.
of the products appearing in these magazines. This is even more vague in its meaning than the contents of the pamphlets. The value which a purchaser receives from this kind of "information" is the knowledge that in all probability the product will do no harm if used as advised and that the claims are not unfair. It has more of a negative assurance than a helpful positive one.

There are several independent testing laboratories whose services are available to those who can afford to pay for them. Such agencies are used by manufacturers and by retailers; through them consumers may be benefited, but individuals receive little value from this type of service. Similar testing bureaus are maintained by several large commercial firms. Their findings are relayed to consumers through bulletins, labels and informative advertising.

The work of the public utilities should be mentioned in connection with testing laboratories. They have conducted investigations along the lines of their own commodities which in most cases is service of some kind. Their bulletins are informative but call for careful comparative evaluation on the part of the consumer, as their primary purpose is to promote the sale of some commodity or service.

Two consumers' organizations receiving considerable attention during the last few years are Consumers' Research and Consumers' Union. Both organizations issue reports to their paid members, most of whom are consumer-buyers. These reports attempt to give information on various brands of goods on the market. Undoubtedly consumers may
secure useful information from these reports and buying guides, but the chief criticism from research workers and from business organizations whose products are described or rated is that the research back of these reports is not sufficiently extensive to be entirely reliable.

The Agricultural Adjustment Administration through the Consumers' Counsel Division has published several bulletins of summary information and annotated references related to consumer problems. These lists of references are comprehensive and while some of the articles mentioned are not easily secured, others are available to consumers free or for a slight cost. Their free bulletin, "Consumers' Guide" published twice a month includes current information on prices, quality, and supply of many commodities.

The work of the federal government in helping consumers has been referred to specifically in connection with the Bureau of Home Economics. There are other ways in which the government aids in conveying information to the consumer. The Federal Trade Commission has set up rules and regulations for the protection of the consumer. The publication of information regarding these would provide a liberal education for consumers if all this information were available in a form understandable to the lay person. The National Bureau of Standards is another government agency having great potential help for consumers. Several of their bulletins are excellent sources of information for teachers and for homemakers,
typical bulletins are:


The United States Office of Education through the Vocational Division recognized the value of teaching Consumer Education in the schools in 1934. At each of the four regional conferences held by this Division that year groups studied the problem. They endeavored to answer the numerous requests for aid in teaching pupils, both adults and youths, how to buy more intelligently, by a mimeographed bulletin called, "Consumer Education". This was a "Supplement to the Sixteenth Annual Regional Conference Reports of the North Atlantic, Southern, Central and Pacific Regions, Home Economics Education", and was distributed to State Executive Officers, State Vocational Directors, State Supervisors, and Teacher-Training Staffs in Vocational Education in Home Economics, in September, 1934. This bulletin contains what might be called a background of explanation for the need of teaching this phase of education in the schools, followed by outlines of subject matter and suggested methods for teaching it. The bibliography included many references
to books, magazines and pamphlets on Economics and what might be termed subject matter Home Economics texts. At the time it was issued this bulletin was probably of the most specific help to teachers of Home Economics of all material then available. The following year another bulletin which really assumed the proportions of a book, was put out in printed form. It is called "Consumer-Buying in the Educational Program for Homemaking". This was issued by the United States Office of Education and it is an outgrowth of the smaller bulletin just referred to. The first part is given to "General Considerations", which include a discussion of the need for education in Consumer-Buying and suggestions for teaching it at the secondary school level and at the adult level. Part two deals with outlines and source material. This bulletin has been the greatest single help to teachers of Home Economics. In the second part, the suggestions for content of lessons to be taught are particularly useful to busy teachers who may have neither the time nor the initiative to develop lesson plans for themselves. The material is written in such a way that it will not quickly grow out-of-date.

Late in May, 1938, a real consumer book was published, "When You Buy" by Trilling, Eberhart and Nicholas, published by J. B. Lippincott Company. This is probably the first and only specific consumer education book written especially for the use of teachers in high schools. Undoubtedly it will find its greatest
field in Home Economics courses, but will also be useful in social science and economics courses. The elements of economics are given in their relation to everyday situations, including present-day practices. The problems and questions which illustrate methods of buying will be at least a partial answer to the many requests which teachers have made to the state supervisors of Home Economics in Massachusetts, for suggestive problems and practices to be used in the teaching of this work. This book is too new to have been tried out in its final form, but the experiences of the authors give promise of value.

It may seem that this list of contributions to the field is fairly extensive, but for the most part, they are but beginnings. Some of them bear only a very general relationship to the real problem of Consumer Education. Several have made no attempt to reach the problems of class teaching. Teachers have used many, probably all of the sources of information included here. So far it has been necessary to survey all types of material in a search for that which would be most useful to a particular school or class.
III. Methods Used in the Investigation

The preparation of material which would guide teachers in developing unit courses along the lines of Consumer Education necessitated securing specific information regarding the teaching which was already being done in the State-Aided Vocational Homemaking Schools and Departments of Massachusetts. The usual means of securing such information were employed; questionnaires were sent to the Directors of 70 Household Arts, General Vocational, Continuation and Trade Schools where homemaking was taught. Returns were received from 52 of these schools. Knowledge of the programs in the other 18 schools as secured through visits of supervisors and study of the courses of study on file at the office of the State Department of Education bears evidence that the reports for the 52 schools include all the general types of information taught in the smaller number of schools not reporting.

The information secured from these questionnaires was used as a basis for discussion in a class at the Fitchburg Summer Session of 1937. In this discussion group were teachers from seven of the schools not reporting upon the questionnaire; in this way further information was obtained. Also this discussion helped to clarify some of the controversial matters involved.

A copy of the questionnaire and the letter of transmittal are included here.
1. Do you give "Consumer Education", or "Buying Problems" as a separate course?  
   Yes ☐ No ☐

   A. What is the name of the course?
   B. What is the length in class hours?
   C. In what years is it given? 9 ☐ 10 ☐ 11 ☐ 12 ☐

2. Do you teach a series of lessons on Consumer Education as a part of the course of study in

   Foods ☐ Related Art ☐
   Clothing ☐ Household Science ☐
   Home Management ☐ Household Arithmetic ☐
   Laundering ☐ Others ☐

3. Do you include any information on Consumer Education as incidental to the subject matter of other courses rather than as a planned course or unit?  
   Yes ☐ No ☐

   A. What is your definite plan for determining that such information is actually included?
   
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. Do you feel that you are providing adequate instruction for this phase of Household Arts Education?  
   Yes ☐ No ☐

   A. What further assistance would you consider of value in developing this phase of instruction?
   
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. Will you please attach a copy of any course of study, or outline of instruction pertinent to the teaching of any phase of Consumer Education which you are giving in your Vocational Classes.

   ___________________________________________ Director or Teacher

   ___________________________________________ Municipality
Letter of transmittal for Consumer Education Study

for Fitchburg Summer Session.

At the Fitchburg Summer Session we are planning a conference on the subject of teaching "Consumer Education" or "Buying Problems". In connection with this work we need up-to-date information concerning the teaching of this subject in your school.

Will you kindly answer the questions which are enclosed, or ask a teacher to do so, and return the list at your earliest convenience.

Sincerely yours,

[Signature]

Assistant Supervisor,
Teacher-Training and Supervision,
Household Arts Education.

VP: ELC
Enc.
IV. ANALYSIS OF THE

"CONSUMER EDUCATION STUDY FOR THE FITCHBURG SUMMER SESSION OF 1937"

A. Statistical Returns

1. Do you give "Consumer Education", or "Buying Problems" as a separate course?
   Yes 3  No 49

2. Do you teach a series of lessons on Consumer Education as a part of the course in
<table>
<thead>
<tr>
<th>Courses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foods</td>
<td>21</td>
</tr>
<tr>
<td>Clothing</td>
<td>32</td>
</tr>
<tr>
<td>Home Management</td>
<td>26</td>
</tr>
<tr>
<td>Laundering</td>
<td>14</td>
</tr>
<tr>
<td>Related Art</td>
<td>8</td>
</tr>
<tr>
<td>Household Science</td>
<td>9</td>
</tr>
<tr>
<td>Household Arithmetic</td>
<td>15</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Civics</td>
<td>1</td>
</tr>
<tr>
<td>Family Relationships</td>
<td>1</td>
</tr>
<tr>
<td>Leisure Activities</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Do you include any information on Consumer Education as incidental to the subject matter of other courses rather than as a planned course or unit?
   Yes 48  No 4
   A. What is your definite plan for determining that such information is actually included?
      Courses of study.
      Oral reports.
      Teachers' good sense of values

4. Do you feel that you are providing adequate instruction for this phase of Household Arts Education?
   Yes 26  No 26
   A. What further assistance would you consider of value in developing this phase of instruction?
      Course of study and outlines of work.
      Standards for minimum essentials.
      Buying counsel.
      Opportunities for girls to "shop".
      Practice house for immediate application of theory.
      Summer course for teachers.
      Suggestive problems.
5. Will you please attach a copy of any course of study or outline of instruction pertinent to the teaching of any phase of Consumer Education which you are giving in your Vocational Classes.

(Nine such courses and outlines received)

B. Comments Upon The Study

Three schools reported having separate courses for the teaching of Consumer Education, and 49 do not have separate courses. The three separate courses are as follows:

Fabric Study and Consumer Information, 20 periods, given to 10th grade pupils.

Home Management (Separate part of whole course) given to 11th grade pupils.

Marketing, 45 class hours, given to 11th and 12th grade pupils.

Thirty-eight schools teach a series of lessons on Consumer Education as a part of other courses. The subjects with which this information is included are listed below. The numbers following the subjects indicate the number of schools in which Consumer Education is included in the various courses.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Schools</th>
</tr>
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<tbody>
<tr>
<td>Foods</td>
<td>21</td>
</tr>
<tr>
<td>Clothing</td>
<td>32</td>
</tr>
<tr>
<td>Home Management</td>
<td>26</td>
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<td>Laundering</td>
<td>14</td>
</tr>
<tr>
<td>Related Art</td>
<td>8</td>
</tr>
<tr>
<td>Related Science</td>
<td>9</td>
</tr>
<tr>
<td>Household Arithmetic</td>
<td>15</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
</tr>
</tbody>
</table>

English, Chemistry, Civics, Family Relationships and Leisure Activities were each mentioned by one school, as subjects including the teaching of some phase of Consumer Education.
Forty-eight of the fifty-two schools include Consumer Education as incidental to the subject matter of other courses. It is obvious that there is much overlapping of these two latter plans, that is (2nd) a series of lessons on Consumer Education as a part of the course of study in other subjects, and (3rd) including information on Consumer Education as incidental to the subject matter of other courses, as 38 report using the former of these plans and 48 the latter, all out of a total of 52 schools. There is no reason why either of these plans, or the first one, that of giving a separate course for Consumer Education, should be mutually exclusive, one of another. It is expected and desirable that the incidental teaching of this material be included in the teaching of all phases of homemaking education.

The four schools answering "No" to the question regarding including Consumer Education information as incidental to the subject matter of other courses, gave as their reasons or explanations:

2 - Adequate instruction by series of lessons as a part of courses of study in other subjects.

2 - Some instruction given by series of lessons as a part of courses of study in other subjects, but instruction considered inadequate.

The request for information regarding the definite plans for determining that this Consumer Education material is actually included in the subject matter of other courses brought forth the information that in thirty-three of the schools, it is included in
the courses of study and outlines of work. In four schools the matter seems to be left to the "teachers' good sense of values."

A summary of the answers to the first three questions of this questionnaire indicates very clearly that considerable attention is being given to the teaching of Consumer Education in the Vocational Homemaking Schools of Massachusetts. There is little uniformity in the methods of accomplishing this, but the most effective Homemaking education has always been considered informal in nature and practically limitless in scope.

Some doubt might be raised as to the accuracy of the information in the answers of the questionnaires. It is true that the requests were sent out by an assistant state supervisor of Household Arts Education, and obviously the answers could be used to determine, in some degree, the breadth and content of the Homemaking programs in these schools. The official courses of study for all state-aided Vocational Homemaking Schools, on file at the State Department of Education, together with the reports of visits by supervisors, to these schools, indicate that a true picture of the existing conditions relative to the teaching of Consumer Education was secured.

Half of the fifty-two Homemaking Schools considered that the instruction which they were offering in Consumer Education was adequate, and the other half stated that they thought they should be doing more. When asked what further assistance would be of value
in teaching this phase of Homemaking Education the answers were varied. Twenty-nine stated that a suggestive course of study or an outline of work would be most useful. Several of the other requests related more or less directly to suggestive content for such a course. Some expressed a need for more time, more opportunity for application of theory, and better cooperation from teachers of other subjects. One school expressed a need for more cooperation from the parents, in allowing pupils to "go shopping" for the family.

The request for courses of study or outlines of instruction pertinent to the teaching of any phase of Consumer Education being taught in Vocational Homemaking classes brought forth nine such documents relative to various phases of Consumer Education and varying greatly as to content and to details. Some of these outlines will be found in the Appendix to this thesis.
V. SUGGESTIVE COURSE OF STUDY

A. Justifications

The request of the directors from half of the schools was for a suggestive course of study for teaching Consumer Education in the Vocational Homemaking Schools. Teachers stated that they had found it very difficult to secure satisfactory reference materials for themselves and for their pupils. It has been necessary to peruse a great deal of worthless material in order to find that which was useful. It may be true that some of these teachers may have been wishing for a ready-made outline of work which they could use with little thought or originality on their part. No one outline can be used satisfactorily for even the seventy Vocational Homemaking Schools and Departments in Massachusetts, but these schools represent a more unified group than the schools of the whole country. Also teachers of Home Economics are expected to be specialists in at least twelve fields, namely, foods, nutrition, home management, home nursing, infant care, child training, money management, clothing, textiles, social usages, character education and hospitality. If we add consumer education to the list, it is mounting to a place where one might well quote, "Jack of all trades and master of none." Obviously it is impossible for any one teacher to even survey current materials in all these fields.
A recent survey made by "What's New in Home Economics"¹, a national newspaper for Home Economists, brought forth the fact that these two thousand Home Economists are using two hundred and twenty-two sources of material on Consumer Education. These included 41 books, 16 consumer publications, 17 periodicals and trade journals; also material published by 35 educational organizations and educational material published by 83 commercial organizations. A miscellaneous assortment brought the total to 222 different sources of consumer educational material. These were supposed to comprise a selected list; it would be impossible even to estimate the great number which were examined in order to compile this preferred list.

With these facts in mind, material which is considered to be most helpful to this group of schools, has been assembled for the presentation of suggestions for teaching "Consumer Purchasing Education" in the State-Aided Vocational Schools and Departments of Massachusetts. It is expected that it will serve as a guide only, and that each teacher will develop a course or unit in keeping with the background, needs, and abilities of any specific group of pupils.

¹"What's New In Home Economics", May, 1938.
B. OUTLINE FOR SUGGESTIVE COURSE OF STUDY

CONSUMER PURCHASING EDUCATION
1. INTRODUCTION

The subject of consumer purchasing has received more and more attention within the past few years. An increased desire for more satisfaction in life, as well as reduced incomes have combined in causing many consumers to re-evaluate their use of money and other resources.

When the buying public began to investigate the situation, the discovery was made that the consumer is so far removed from the producer that he knows very little about the production of goods or what takes place between the production and the ultimate consumption of goods which are used every day. The term "middleman" has been used rather freely, but with very little understanding of its meaning; in fact, it has served as a convenient place to lay the blame for many undesirable factors about which the consumers know very little. It is commonly supposed that there are three major persons or companies to be reckoned with in practically all purchases, namely the producer, the middleman, and the consumer; but this set-up, accepted without question for so long, is now being challenged, and intelligent study is bringing to light many surprising facts.

The variety of markets with which the consumer is confronted is in itself a problem. Shall the chain store or the cooperative store be patronized or should the neighborhood grocer receive all the business? Shall mail-order houses be encouraged, or shall house-to-house "canvassers" be recognized? These are only a few of the
many problems which confront the consumer.

The buying of goods and services is a duty which must constantly be performed in order for society to exist in the complex life which goes on in the civilized parts of the world today. Previously very little attention has been given by the lay person to this very important duty, but now Mr. and Mrs. Consumer are realizing how much this affects the happiness and comfort, and the standard and level of living of the family. It is frequently said that the consumers are the ones who rule the trade world of manufacturers, wholesalers, and retailers. If this be true, why is it that buying is such a difficult task? Certainly nearly every would-be purchaser has had the experience of going to the store with the money in his pocket in order to buy a specific commodity, and still may not have made a purchase, simply because he could not find what he wanted. If consumer is king, why does this situation exist? Perhaps time and study will answer this question, but it is a difficult and involved situation at best.

If the level of living in many families is to be raised, it is necessary that homemakers receive full value and satisfaction for their money and other resources. But how is one to know that he is receiving full value? The goods and services for sale in the markets today are so complex that it is practically impossible for the average buyer to know what he is getting in return for his money. And surely no person can be an expert in selecting all the
various types of goods and services which he is called upon to purchase. Goods, services, and markets are confusing. Therefore it would seem that the most satisfactory answer to these queries is the education of the present consumers, especially homemakers and those pupils who are prospective consumer purchasers as to standards and levels of living desired in homes and communities.

2. THE NEED FOR TEACHING CONSUMER EDUCATION

IN VOCATIONAL HOMEMAKING SCHOOLS

Pupils in homemaking classes are all potential homemakers; in fact, most of them are assuming some responsibilities within the home parallel with their school duties. It is generally acknowledged that the women of this country spend from 85 to 90 per cent of the total money spent. The average family in the United States has an income of $1,000. to $1,500. per year, approximately $20. to $30. per week. The majority of families in the United States range in income from $500. to $2,000. per year or approximately $10. to $40. per week. Considering all these facts, it would seem that homemaking teachers must give much emphasis to the teaching of consumer education in its broadest conception. For several years the selection and purchasing of materials for all types of home economics classes have been included in the curricula, but now it is becoming a more purposeful activity.
Home economists are sometimes criticized for including too many different phases of work in their field. An analysis of the duties of a homemaker will convince the most critically-minded person that a successful homemaker has the most comprehensive and often difficult job in existence. The duties may center around feeding, clothing, and housing the members of a family, but they also include caring for the sick, rearing the children, and extending hospitality, all of which requires the cooperation and counsel of the entire family. In fact, how many jobs or professions are there which have no relation to the home?

3. THE PLACE OF CONSUMER PURCHASING IN THE CURRICULUM

A recent study of the home economics programs of 70 schools shows than in only three of these schools are there separate courses in "Consumer Education", or "Buying Problems". One may well ponder on the reasons for this. Is it that the subject is not important? Is it one of the things for which there is no room in the crowded curriculum of the present-day school? Is the material incorporated in some other course or courses? Is there perhaps no one who cares to undertake the teaching of this phase of education? It is earnestly hoped that the third question may be answered in the affirmative, and the study just mentioned shows that such is the case in many schools. A few schools reported "separate units on Consumer Education" in various homemaking courses, and still more schools reported that material pertaining to this subject is in-
cluded in other courses or units. It is gratifying to note that every one of these schools reported that some consideration is being given to consumer problems. Only a very few schools stated that they considered that they were giving adequate attention to this phase of homemaking; the majority frankly stated that they were "doing something along these lines", but that they realized the need for doing more and wished assistance in planning their courses of study. It is in an effort to help the teachers of these schools that this bulletin is being prepared and distributed.

During the last few years educators have been giving their attention to integrating their programs of work. Considering how vitally this problem of consumer education affects all activities of the school and the home, it seems an excellent nucleus from which to work in integrating several subjects. In the high schools, the teachers of the social sciences, the commercial subjects, mathematics, and economics, could work with the home economics teacher in developing courses of study which would strengthen all courses and avoid duplication. Teachers of all these subjects are specialists and are usually inclined to consider their own fields as all-important. An understanding director or principal can do much to coordinate the work of these various departments for the benefit of both teachers and pupils.

The work to be included in each department will depend upon several factors, chiefly the abilities of the various teachers, the interest which they have in the subject, and the time available. Such
tangible resources as program arrangement, equipment, and supplies can usually be manipulated so as to serve the best interests of the greatest numbers if the persons involved are sufficiently cooperative. However, there should be some one person responsible for the coordination or integration of this whole subject of consumer purchasing as it is carried on in each school.

Vocational home economics first reaches pupils who are about fourteen years of age. Previous to this, most of them have had some experiences which have given them an interest in buying. The child of four or five years who is given a penny or a nickel attaches great importance to the spending of that coin. Does this argue for the teaching of buying information at the pre-school age? Undoubtedly it indicates that some teaching should be done before pupils reach the age of fourteen. One town in this Commonwealth has received national recognition for its work along these lines in the lower grades.

It is sufficient to say that pupils enrolled in vocational homemaking classes bring with them some ideas on the spending of money. There will be a variety of ideas, some good and some bad. Therefore, in some instances it will be necessary to attempt to overcome some of these undesirable habits and ideas as well as to lay a foundation for the development of new teachings.
4. OBJECTIVES

There are certain general objectives which will permeate any course or unit which includes material on the teaching of consumer purchasing. It may be well to state objectives for the teacher, and also objectives for the pupils. While these objectives are primarily for home economics, undoubtedly they will be suggestive to other teachers dealing with the buying phase of their subjects.
Objectives for teachers.

A. Recognition of the responsibility for teaching consumer purchasing to pupils in homemaking and other classes.

B. Realization of the variation of standards and levels of living and their effect on home management and buying practices.

C. The desire to develop ability to plan in order to secure maximum satisfaction in the use of money and resources.

D. Resourcefulness in utilizing available help in the teaching of this subject.

E. Acquaintance with the pupils, meeting them where they are, and helping them to build upon their previous experiences, present interests, and future desires.

F. Cooperation with teachers of other subjects working toward an integrated program which includes consumer purchasing.
b) Objectives for pupils

A. Development of ability to spend money in such a way that they may secure the most returns in goods and in satisfaction.

B. Knowledge of ways and means of improving management and buying practices which will result in "A" above.

C. Knowledge of guides which will help the pupils to judge the value of their choices in buying.

D. To know how prices are determined.

E. Interpretation of advertisements, radio broadcasts, labels, guarantees, and other so-called information which is placed before the buying public.

F. Development of a spirit of fairness and of cooperation in relation to family planning and expenditures.
5. SOURCE MATERIAL

General home economics text and reference books will provide excellent material for teaching consumer purchasing. No definite reference to such books has been made in this outline, assuming that homemaking teachers are familiar with these as source material.

A partial list of selected publications which have been found to be especially applicable to problems of consumer purchasing follows:

**BOOKS AND BOOKLETS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Personal Finances</td>
<td>David F. Jordan</td>
</tr>
<tr>
<td></td>
<td>Prentice-Hall</td>
</tr>
<tr>
<td>Elementary Economics</td>
<td>Carver and Carmichael</td>
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<td></td>
<td>Ginn and Company</td>
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<tr>
<td>What About Dollars?</td>
<td>Educational Research Association</td>
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<td></td>
<td>McClure Publishing Company</td>
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<tr>
<td>Consumer Buying in the Educational Program for Homemaking</td>
<td>Vocational Education Bulletin No. 182</td>
</tr>
<tr>
<td></td>
<td>Superintendent of Documents, Washington, D. C.</td>
</tr>
<tr>
<td>Economic Problems of the Family</td>
<td>Hazel Kyrk</td>
</tr>
<tr>
<td></td>
<td>Harper and Brothers</td>
</tr>
<tr>
<td>Opportunities for Recreation in Greater Boston</td>
<td>N. Y. A. for Massachusetts, 210 Park Square Building, 31 St. James Avenue, Boston</td>
</tr>
<tr>
<td>Economics of Household Production</td>
<td>Margaret Reid</td>
</tr>
<tr>
<td></td>
<td>John Wiley and Sons, Inc.</td>
</tr>
<tr>
<td>Spending the Family Income</td>
<td>S. Agnes Donham</td>
</tr>
<tr>
<td></td>
<td>Little, Brown and Company</td>
</tr>
<tr>
<td>American Standards and Plans of Living</td>
<td>Thomas D. Eliot</td>
</tr>
<tr>
<td></td>
<td>Ginn and Company</td>
</tr>
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</table>
Home Plan

N. Y. A. for Massachusetts,
210 Park Square Building,
31 St. James Avenue, Boston

The Shopping Guide

Weiss and Mermey
McGraw-Hill Book Company

Consumer Goods

Reich and Siegler
American Book Company

How to Spend Money

Ruth Brindze
The Vanguard Press

Money Management Method

Florence Barnard
American Association Economic
Education, 141 Milk Street, Boston

Book I for elementary and
junior high school work.
Book II for high school
and adult work.

Family Finance

Howard F. Bigelow
J. B. Lippincott Company

Economics of Consumption

Charles S. Wyand
Macmillan Company

Consumption of Wealth

Elizabeth E. Hoyt
Macmillan Company

Consumption and Standards
of Living

Carle C. Zimmerman
D. Van Nostrand Company

When You Buy

Trilling, Eberhart and Nicholas
J. B. Lippincott Company

MAGAZINES

Journal of Home Economics, 620 Mills Building, Washington, D. C.

Practical Home Economics, 468 Fourth Avenue, New York, New York

National Consumer News, 205 East 42nd Street, New York, New York

Forecast, 6 East 39th Street, New York, New York

\(^1\)Referred to in the following pages by initials.
6. Sources of Supplementary Material


National Bureau of Standards, Washington, D. C.

Consumers' Guide, A.A.A., United States Department of Labor, Washington, D. C.


Boston Better Business Bureau, 80 Summer Street, Boston, Massachusetts


United States Office of Education, Department of the Interior, Washington, D. C.

United States Department of Agriculture, Bureau of Home Economics, Washington, D. C.

Superintendent of Documents, Washington, D. C.

Consumers' League of Massachusetts, 31A Mt. Vernon Street, Boston, Massachusetts

Eastern Massachusetts Consumer Institute, 85 Devonshire Street, Boston, Massachusetts

Household Finance Corporation, 919 North Michigan Avenue, Chicago, Illinois

Sears, Roebuck and Company, Educational Division, Chicago, Illinois


Pollak Foundation for Economic Research, Newton, Massachusetts

American Association for University Women, 1634 I Street, Washington, D. C.

The Cooperative League, 167 West 12th Street, New York, New York
### Units

#### I. Economics and Satisfactions of Consumer Purchasing

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Source Material</th>
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<tbody>
<tr>
<td>1. Buying done by pupils</td>
<td>&quot;Consumer-Buying in the Educational Program for Homemaking&quot; - pp. 4-5, 19-23, 31-32</td>
</tr>
<tr>
<td>A. For selves</td>
<td>&quot;When You Buy&quot;, Chapter 1</td>
</tr>
<tr>
<td>B. As errands for others</td>
<td>&quot;Economic Problems of the Family&quot; - Ch. 7</td>
</tr>
<tr>
<td>C. Judgment used in making choices</td>
<td>&quot;Elementary Economics&quot; - Ch. 22</td>
</tr>
<tr>
<td>D. Need for developing guides for making choices</td>
<td>&quot;Economics of Household Production&quot; - Ch. 8</td>
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<tr>
<td>2. Money</td>
<td>&quot;When You Buy&quot; pp. 25-26</td>
</tr>
<tr>
<td>A. Definition</td>
<td>&quot;Consumer-Buying in the Educational Program for Homemaking&quot; - pp. 100-102</td>
</tr>
<tr>
<td>B. Uses</td>
<td>&quot;The Shopping Guide&quot; - Introduction</td>
</tr>
<tr>
<td>C. Percentage spent by women</td>
<td>&quot;Consumer-Buying in the Educational Program for Homemaking&quot; - pp. 14-18, 95-97</td>
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<tr>
<td>3. Goods and Services</td>
<td>&quot;When You Buy&quot; - Ch. 2 and 5</td>
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<tr>
<td>A. Definitions</td>
<td>&quot;Spending the Family Income&quot; - Ch. 1</td>
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<td>B. Comparison</td>
<td>J. H. E., Vol. 28, No. 8</td>
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<tr>
<td>A. Economic</td>
<td>&quot;When You Buy&quot; - Ch. 2 and 5</td>
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<tr>
<td>(1) Definition</td>
<td>&quot;Spending the Family Income&quot; - Ch. 1</td>
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<tr>
<td>(2) Examples</td>
<td>J. H. E., Vol. 28, No. 8</td>
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<tr>
<td>B. Psychological or Satisfaction</td>
<td>&quot;Consumer-Buying in the Educational Program for Homemaking&quot; - pp. 14-18, 95-97</td>
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<tr>
<td>(1) Definition</td>
<td>&quot;When You Buy&quot; - Ch. 2 and 5</td>
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<td>(2) Examples</td>
<td>&quot;Spending the Family Income&quot; - Ch. 1</td>
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<tr>
<td>C. Relation of A and B above</td>
<td>J. H. E., Vol. 28, No. 8</td>
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<tr>
<td>(1) Examples and illustrations</td>
<td>&quot;Consumer-Buying in the Educational Program for Homemaking&quot; - pp. 14-18, 95-97</td>
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<td>(2) Examples</td>
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<td>(1) Examples and illustrations</td>
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<td>(2) Examples</td>
<td>J. H. E., Vol. 28, No. 8</td>
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<td>Units</td>
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<td>5.</td>
<td>The Family Income</td>
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<tr>
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<td>A. Meaning of income and levels of living</td>
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<td>(1) Money income</td>
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<td>(2) Real income</td>
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<td>(3) Relation of 1 to 2</td>
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<td>B. Uses for family income</td>
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<td>(1) Family as a whole</td>
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<td>(2) Individuals</td>
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<td>(3) Fairness in sharing</td>
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</table>
SUGGESTED ACTIVITIES AND PROBLEMS

1. Pupils discuss social factors which determine habits of living and spending, as conformity to custom or fashion, emulation of neighbors and classmates, etc.

2. Pupils list purchases which would illustrate specific values
   A. Economic
   B. Psychological
   C. Relation of A to B.

3. Pupils list services or benefits in the community for which their families spend no money.

4. Pupils list services for which their families pay either in the form of taxes or money.

5. Trips to service departments, as water, telephone, gas, electric, also to the library and any museums and community centers.

6. Pupils list their buying activities during the preceding month
   A. Classify these activities according to satisfaction received and the need for judgment in planning and purchasing
   B. Develop check lists for typical purchases made.
<table>
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<tr>
<th>Units</th>
<th>Subject Matter</th>
<th>Source Material</th>
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<tbody>
<tr>
<td>II. Standards and Levels of Living</td>
<td>1. Consideration of standards and levels of living maintained by families in the United States, Massachusetts, and as advisable, the local community &lt;br&gt;A. Explanation of terms</td>
<td>&quot;Economic Problems of The Family&quot; - Ch. 19</td>
</tr>
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<td></td>
<td>3. Nature of standards</td>
<td></td>
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<td>4. Establishing of standards according to &lt;br&gt;A. Background &lt;br&gt;B. Environment &lt;br&gt;C. Occupation and income &lt;br&gt;D. Ideas and ideals of home and community life</td>
<td>&quot;Spending the Family Income&quot; - Ch. 9 &lt;br&gt;J. H. E., Vol. 29, No. 4 &lt;br&gt;J. H. E., Vol. 29, No. 10</td>
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<td>5. Determined by &lt;br&gt;A. Income &lt;br&gt;B. Size of family &lt;br&gt;C. Ability to plan and to use family resources</td>
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</table>
SUGGESTED ACTIVITIES AND PROBLEMS

1. Pupils discuss factors which determine the standards of living in the community.

2. Pupils discuss factors which determine the level of living in a family.

3. Discussion of improved practices which would lead to raising the standard of living for the community.

4. Each pupil chooses one specific factor which he or she will develop during the year as an aid to better standards.
III. Price

1. Meaning of Price
   A. Discussion of determining factors
      (1) Quality of materials
      (2) Workmanship
      (3) Supply and demand
      (4) Standing of store and merchant
      (5) Method of paying
   B. Price as an indication of quality
      (1) Lack of uniformity of price for same articles
         a. Comparison for Quality Quantity Methods of packaging
      (2) Popularity of demand
      (3) Supply and demand
      (4) Ignorance of purchasers
   C. Bargains
      (1) When is a bargain a true bargain?
         a. Consideration of need for commodity
         b. Quality in relation to price
      (2) Reasons for true bargains
         a. End of season
         b. Merchant over-supplied
         c. Broken stock
         d. Damaged goods or "seconds"
         e. "Leaders" or "bait"

Source Material
"What About Dollars?" - p. 156
"Economic Problems of the Family" - Ch. 17
"When You Buy" - Ch. 12
"Consumer-Buying in the Educational Program for Homemaking" - pp. 127-131
"Economics of Household Production" - Ch. 17
"When You Buy" - Ch. 4
"What About Dollars?" - p. 157
"When You Buy" - Ch. 7
Units

Subject Matter

(3) Need for skill on part of purchaser in determining when purchase is a bargain

a. Inaccurate advertising
b. Misleading labels
c. Insufficient knowledge of salespersons

d. Purchasing in a hurry

e. Woman's desire for a "bargain"

D. Willingness to pay fair price

(1) Social Justice

(2) Satisfaction with purchase

Source Material: "When You Buy" - Ch. 3
"Economic Problems of the Family" - Pp. 316-318
SUGGESTED ACTIVITIES AND PROBLEMS

1. Pupils compare prices of common article such as a loaf of bread, to see how many factors determining price they can discover.

2. Prepare chart on price variation and price factors of some commodity which has many brands and kinds.

3. Compare purchases in terms of amount, value, cleanliness, condition of product, satisfaction, and popular appeal of the same commodity packaged and in bulk.

4. Compare prices of several staple articles in different types of stores in the community.

5. Pupils bring examples of effect on price of demand for seasonal goods as fruits and vegetables, sport clothes, and flowers at holiday times.

6. Pupils bring to class all information which they can secure concerning any special sale which is going on at a local store. Discuss reasons for this sale and benefits to store and to purchasers of goods.

7. Pupils set up requirements for a true "bargain" in terms of some specific article.

8. Field trip to one or more factories to determine conditions under which employees work and to give some idea of the processes necessary to produce a given commodity.

9. Compare prices of winter coats at August sales, at the beginning of the season, and at after-Christmas sales.
IV. Advertising

1. Advertising as a service
   A. Aim
      (1) Ultimate
      (2) Temporary
   B. Appeal to emotions
      (1) Examples
   C. Appeal to intelligence
      (1) Examples
   D. Methods
      (1) Visual as in newspapers, handbills, billboards, magazines
      (2) Miscellaneous, as fairs, demonstrations, telephone, and radio
   E. Specific services rendered
      (1) Information concerning new products
      (2) Low prices of newspapers and magazines
      (3) By-products such as radio programs
   F. Reliability of advertising information
      (1) Need for evaluating
      (2) Work of Better Business Bureaus and Chambers of Commerce

Source Material
"What About Dollars?" - pp. 158-162
"Consumer-Buying in the Educational Program for Home-making" - pp. 110-112
"Consumer Buying" - A.H.E.A. - pp. 9, 10
"Economic Problems of the Family" - pp. 452-458
"When You Buy" - Ch. 3
"Economics of Household Production" - pp. 288-290
P. H. E., April, 1937
P. H. E., June, 1937
SUGGESTED ACTIVITIES AND PROBLEMS

1. Pupils analyze advertisements by radio, in newspapers and magazines to determine which ones include:
   - A. Description of product
   - B. Information for use of product
   - C. Purported value of product
   - D. Doubtful truths or half-truths
   - E. Ridiculous statements

2. Consider purchases of the last month to see how many were the result of advertisements.

3. List actual services rendered by advertisers and advertising.

4. Pupils choose a well-known product, write "advertising copy" for it, which they consider adequate.
<table>
<thead>
<tr>
<th>Units</th>
<th>Subject Matter</th>
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</tr>
</thead>
<tbody>
<tr>
<td>V. Standards and Grades</td>
<td>1. Explanation of terms</td>
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<td>B. Use to consumer purchasers</td>
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<td>A. Examples of existing ones</td>
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SUGGESTED ACTIVITIES AND PROBLEMS

1. Make a study of government specifications for some commodity used in the home, as sheets.

2. Compare a homemaker's usual method of selecting sheets with the government's method of buying them.

3. Set up some standards or specifications for a few household commodities, according to the requirements determined by the class.
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SUGGESTED ACTIVITIES AND PROBLEMS

1. Have each pupil choose a commodity such as canned or packaged goods, and make a list of all the brands she can find for sale in the local stores.

2. Compare samples of various brands of the same article, such as sheets, canned foods, or common pins.

3. Pupils collect labels of various kinds for class discussion concerning:
   A. Amount of information
   B. Accuracy of information
Units
VII. Where to Buy

<table>
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<td>C. Chain</td>
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</table>
SUGGESTED ACTIVITIES AND PROBLEMS

1. Select some specific commodity and compare one purchased at a retail store with one from a mail order house.

2. Compare prices on some specific article purchased at an independent store and at a chain store.

3. Compare price and quality of an article such as stockings purchased at:
   A. Department store, large and small
   B. Small town store
   C. Specialty Shop
   D. Mail order house
   E. "Five and Ten"; "Quarter"; "Dollar" stores.

4. Pupils bring to class cosmetics of the same brand which were purchased at department stores, drug stores, and the "Five and Ten". Compare for containers, amount of contents, and price.
<table>
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<tr>
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<th>Subject Matter</th>
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| VIII. How to Pay | 1. Cash  
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B. Budget plan  
C. Installment Buying | "What About Dollars?" -  
"Consumer-Buying in the Educational Program for Homemaking" -  
pp. 6-8 and 96 |
|       | 3. Comparison of Cash and Credit Buying | "Economic Problems of the Family" - Ch. 21  
"Economics of Household Production" - Ch. 17 |
SUGGESTED ACTIVITIES AND PROBLEMS

1. List the advantages which are accorded the charge customers at a store.

2. Compare prices of a few articles at so-called "Cash and Carry" stores and at stores with charge account and delivery services.

3. Find out the difference in price on goods bought for cash and those bought "on time".
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4. Shoes and Stockings
5. Silks and Rayons
6. Meats
7. Kitchen Utensils
8. Furs
9. Wool Clothing
10. Floor Coverings
11. Dairy Products
12. Cosmetics
13. Gasoline and Oil
14. Electric Vacuum Cleaners
15. Children's Playthings and Books
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17. Automobile Tires
18. Dinnerware
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20. Home Heating
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APPENDIX
UNIT OUTLINES

Outlines of units as prepared and used in three vocational schools:

Essex County Agricultural School, Homemaking Department
New Bedford Vocational School, Homemaking Department
Chicopee Trade School (General Vocational Department)
and Chicopee Continuation School, (Girls' Division).

Grateful acknowledgment is hereby given to these schools for their contribution.
ESSEX COUNTY AGRICULTURAL SCHOOL
HOMEMAKING DEPARTMENT

UNIT ON CONSUMER PURCHASING

As taught to
Junior Girls and
High School Graduates

OBJECT:

A. To correlate information from previous Fabric Study units with material from other courses, i.e., Clothing, Economics, and Family Relations.

B. To show how this information may be applied to the solving of purchasing problems.
SOURCES OF CONSUMER INFORMATION

Problem I

Approximately one-half of the yearly national income is spent "over the counter". Women are responsible for 80% of the retail purchases made. If American women purchase goods and services wisely, the advantages gained in home and community life will be many.

Too often, through carelessness or lack of knowledge, purchases are made which later prove unsatisfactory. In this problem, we shall discuss some ways by which we may become better consumers.

Group I

1. As a consumer, do you ever feel the need for more information than that given you by salespeople?
2. What is the purpose of the United States Bureau of Standards?
3. How does the Department of Agriculture aid the consumer?
4. Write to the Government Printing Office for a bulletin which you feel would be of value in Fabric Study Class.
5. In what ways are state and local governments protecting the consumer?
6. Name two private organizations which aid the consumer through educational material.
7. Name three commercial agencies which provide unbiased educational material for the benefit of the consumer.
Group II

1. What types of consumption indicate progress?

2. What types of consumption are harmful?

3. Name two articles recently purchased, one satisfactory and one unsatisfactory.

4. Give reasons for satisfaction or dissatisfaction with purchases named, in the preceding question.

5. Account for the growth of consumer education in the past ten years.

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Textile Fibers - Hess, pp. 267-284

Economics of Cloth and Textiles - Dooly, pp. 103-107, 147-149

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Economics - Smith, pp. 39-46

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Selected Magazine Articles
WHERE SHALL WE BUY

Problem II

Before making purchases the consumer must decide which stores in the community will best meet her needs. Other factors being equal, she generally buys where the price is lowest. However, price is not the only factor to be considered. Large purchases which cannot be conveniently carried influence the selection of a store which delivers goods. Desire for a particular brand of goods means shopping where that brand is sold. For many people, especially in rural districts, mail order shopping is most convenient. People who pay their bills by the month, may select stores which allow charge accounts.

Advertising exerts a tremendous influence on present day purchasing. If we are wise, we will read all advertising material very carefully and ask ourselves what facts, if any, are given about the article described.

Group I

1. List ten factors which might determine the type of store at which retail purchasing is done.

2. Discuss growth and development of the chain store.

3. Discuss the growth and development of the modern department store.

4. Why may chain stores often sell goods more cheaply than their competitors?
5. What are advantages offered by the independently owned department or specialty store?

6. What courtesies have you a right to expect from store managers and salespeople?

7. What courtesies have they a right to expect from you?

8. Why is the habit of returning goods a costly one?

9. What are the advantages and disadvantages of charge accounts?

**Group II**

1. How important is advertising in present day selling?

2. What practices in modern advertising do you consider unfair?

3. Do advertisements give facts?

4. How do descriptions in mail order catalogues compare with those given in newspaper advertising?

5. Can you account for the difference which you find?

6. Is the customer always right?

7. Why are sweat shops harmful to fairly run business?

8. Comment on the following rhyme:

   "I went with two cents, to buy Doll a dress,  
   What think you I saw? I'm sure you can't guess.  
   A red sugar horse, such a beautiful one,  
   I bought it and ate it, and now it is gone."

9. Copy the Shopper's Creed into your notebooks.
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HOW TO PURCHASE UNDERGARMENTS

Problem III

A study of clothing budgets shows us that expenditures for undergarments vary from as little as 7% to as much as 15% of the total clothing allowance. When hosiery is included, the amount is considerably more. American girls and women purchase most of their undergarments ready made. Sometimes construction of underclothing at home may have advantages. In this problem we shall discuss the selection of ready made garments and points to consider when we make garments at home.

Group I

1. What two methods of knitting are used in the construction of knit undergarments?
2. Which method gives the more durable garment?
3. What are the advantages and disadvantages of knit underwear?
4. What points would you need to consider when making or buying sleeping pajamas?
5. How might these points differ when lounging pajamas were being considered?
6. Which requires the larger amount of material, a straight cut or bias cut slip?
7. How do manufacturers of cheap bias cut slips economize on material?
The text is not legible due to the quality of the image.
8. What size slip corresponds with the following dress sizes:
   14, 16, 18, 20?
9. What bust measure corresponds with nightgown and pajama size 15,
   16, 17, 18, 19, 20? Do these sizes correspond with dresses
   of the same size?
10. What is the length from shoulder to hem in a size 18 nightgown?

Group II

1. What materials may be used in making slips?
2. What types of finish, top, hems, and seams are most satisfactory
   for everyday slips?
3. What are the advantages and disadvantages of bias cut under-
   garments?
4. Which would you prefer, rayon or silk taffeta, for a slip? Why?
5. For what general types of figure are the following pantie
   sizes recommended: 17, 19, 21, 23?
6. Give directions for laundering a foundation garment of reinforced
   rayon brocade with lastex inserts.
7. From a health standpoint, what precautions should we observe
   when selecting bandeaux?
8. How have changing styles in underwear affected the cotton,
   wool, and rayon industries?
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Your Clothes and Personality - Ryan, pp. 145-147, 192-202
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Textile Fabrics - Wingate, pp. 232-234, 297-304
Fabrics and Dress - Rathbone, Tarpley, Ch. 15
HOW TO PURCHASE DRESSES

Problem IV

Recent studies of the methods by which women shoppers select dresses give us a clue as to why there are so many dissatisfied customers. One study showed that weighted silk was chosen by the majority in preference to pure dye silk because it felt heavier.

Another study made to determine the accuracy of information given by salespeople showed 47 out of 50 clerks misrepresent amounts of weighting in silk. Women were often unable to distinguish between rayon and silk, and 2,500 women answering a questionnaire unanimously demanded more informative labels. Rayon shantung and cotton or rayon fabrics woven to resemble linen were among the fabrics difficult to identify. In this problem we shall consider ways by which we may become more intelligent purchasers of ready made dresses.

Group I

1. What sizes are to be found in the junior miss departments?
2. What sizes are to be found in the misses' department?
3. For what type of figure are junior misses' styles designed?
4. For what type of figure are misses' styles designed?
5. How does the quality and suitability of findings affect the price and general appearance of a dress?
6. List 10 cotton and 3 linen fabrics suitable for wash dresses.
7. What weaves are most satisfactory for wash fabrics?
8. How much meaning have the words "Pre Shrunken"?

9. How can you test good goods for shrinkage?

10. What are "Sanforized" fabrics?

11. Give directions for testing the color fastness of yard goods to water and light.

**Group II**

1. Describe the test for weighted silk.

2. Describe tests for pure dye and weighted silk.

3. Describe the test for rayon other than acetates.

4. Explain why the cost of upkeep and accessories should be considered with the initial cost of the dress.

5. Explain special precautions necessary when pressing or cleaning acetates.

6. What types of seam finishes are used for wash dresses?

7. What type of seam finish is used for dresses which are to be dry cleaned?

8. What is the cause of water spotting?

9. Compare advantages and disadvantages of ready made and made at home dresses.

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Your Clothes and Personality - Ryan, Ch. V

Selected Magazine Articles
HOW TO PURCHASE A COAT

Problem V

Wise selection of a coat requires much care and thought.

Coats, whether of cloth or fur, are the most expensive items in the clothing budget. Furthermore, a coat is purchased not for one season but for several. Extremes either in color or style usually date a coat so that the wearer feels conspicuous a second season. Conservative styles and colors are good for several seasons and enable the wearer to feel well dressed as long as the coat is usable. Quality of workmanship is important because a poorly tailored coat never looks well. Materials should be suited to the age and activities of the wearer. The lining should be sufficiently durable to give at least two seasons' wear. The buyer ought to know the real origin of the fur used in trimming a coat, and what its relative worth and durability are. When selecting a coat entirely of fur, the buyer should trade only with a reputable merchant.

The care given to coats and furs influences both appearance and wearing qualities. Coats should be cleaned before storage to destroy the larva of moths. Fur coats or fur trimmed coats should be sent, if possible, to storage vaults. If coats are stored at home they should be put in an air-tight container with one of the mothicides advocated by the Department of Agriculture.
Group I

1. Review the rulings of the Federal Trade Commission which regulate the sale of wool merchandise.

2. Give directions for sponging wool material before making a coat.

3. Name three silk, two rayon, and one wool material used for lining coats.

4. Name three materials used for interlining.

5. Why are collars and facings interlined?

6. What are the advantages of having the coat and lining hemmed separately?

7. Name two furs suitable for trimming the coat of a school girl.

8. Define virgin wool, pulled wool, reclaimed wool.

9. How does the manufacture of worsteds and woolens differ?

10. Define the terms tailor made, custom made.

Group II

1. Are the wearing properties of fur in direct proportion to their cost?

2. What are the characteristics of a good pelt?

3. At what season are the best pelts taken?

4. List at least five names given to rabbit's fur.

5. Rank the following furs in order of their durability: beaver, rabbit, raccoon, squirrel, muskrat.
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Your Clothes and Personality - Ryan, pp. 149-153, 172, 180-181

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HOW TO PURCHASE STOCKINGS

Problem VI

The ancients wore no particular covering for the legs, but during the Middle Ages, hose or leggings of cloth came into use; and at a later period the art of knitting stockings was invented, according to some authorities, by the Spaniards, while some attribute it to the Scots. In 1589 William Lee of Nottinghamshire, England, invented the stocking frame, a machine for weaving stockings which was in use and scarcely improved upon for nearly two centuries. Lee met with little encouragement in his attempts to set up an establishment in England. After he died (in poverty) a knowledge of his machine was carried back to England by some of his workmen who established themselves in Nottingham, which has since remained the principal seat of English hosiery manufacture.

Group I

1. What are runs? How do they start and what are their causes?
2. What causes the fineness or coarseness of stockings?
3. What are the distinguishing marks of a full-fashioned stocking?
4. Be able to define the following terms:
   A. piece dyed
   B. ingrain
   C. water-spot proofing
   D. gauge
   E. coarse

5. What are the distinguishing marks of a circular knit stocking?
6. Describe the processes in each of the following steps: boarding, finishing, pressing, pairing, boxing.
7. What is the appropriate stocking for sport, for school, for business, for informal, and formal wear?

Group II

1. What are outsize stockings?

2. What are the different qualities of silk used in stocking manufacturing?

3. A. What is plating?  
   B. Why is it done?  
   C. What is the effect?

4. What is the difference between sheer and service weight in silk hosiery?

5. A. What is lisle thread hosiery?  
   B. What is chiffon hosiery?

6. Why are reinforcements necessary?

7. A. Why do some stockings become lighter or change color when laundered?  
   B. In the combination of silk and cotton in a stocking, does the cotton change color more noticeably than the silk?

8. What are the items that enter into the cost of hosiery?

9. Give directions for washing:  
   A. cotton hosiery  
   B. rayon hosiery  
   C. silk hosiery  
   D. wool hosiery

A. Reinforcements

1. **Carter Stop** - (hem or welt) - the top of the stocking should have a hem from three to four inches wide, as it becomes considerably narrower when stretched over the leg. The top is usually double for increased strength, and may be entirely
of silk like the leg, silk outside with cotton facing, or all cotton. The best type of cotton hem is a lisle construction, that is, one made of a smooth, two-ply mercerized cotton yarn, well twisted. This gives excellent service.

The ribbed top is the accepted standard for men's socks and is made of either combed or mercerized cotton or wool.

2. **Runstop** - a special stitch below the hem to stop runs that may start in the hem.

3. **High splice** - is the reinforcement above the heel. For durability select silk plated over mercerized cotton. For beauty and sheerness, silk reinforced with silk is unsurpassed.

4. **Heel hook** - a special stitch as a reinforcement against runs where leg and foot are joined.

5. **Heels and soles** - are reinforced to withstand friction of the shoe. Smooth inside seams are important in insuring comfort to the wearer. The yarns used in their construction may vary widely as to kind, size, ply, quality, and twist and thus influence the cost of the stocking.

6. **Toe guard** - sometimes called tip-of-the-toe. An extra yarn besides the regular reinforcing yarns to insure greater strength at this point where there is severe wear and strain. If you hold the stocking to the light you can tell if it has a toe guard.
7. Toe block - rectangular reinforcement at the side of the foot to cover the big toe joint. To be of real value the top of the toe block should be above the center of the fashioning diamond or panel on the toe.

B. Fibers used in hosiery

1. Silk
   a. Quality is an important factor in determining appearance, strength, and wear of hose.

   b. Characteristics:
      (1) fineness
      (2) smoothness
      (3) strength
      (4) softness
      (5) light weight
      (6) warmth
      (7) lustrous
      (8) dyes successfully
      (9) launders successfully

2. Cotton
   a. Properly mercerized cotton is fine, long, and smooth. The size, ply quality, and twist of the yarn influence the quality and cost of the stocking.

   b. Lisle is a hard twisted cotton yarn. It presents a dull finished stocking. Used to reinforce heel and toes of silk stockings.

   c. Characteristics:
      (1) strength
      (2) softness
      (3) inexpensiveness
      (4) durability
      (5) coolness
      (6) launders successfully
      (7) soils readily
      (8) absorbs moisture slowly
      (9) fades
3. **Wool**
   a. The best and finest wool socks and stockings are made from worsted yarns (combed yarn). They are ideal for winter weather.
   
   b. Characteristics:
      1. strength
      2. elasticity
      3. warmth
      4. light weight
      5. shrinkage
      6. dyes successfully
      7. absorbency

4. **Rayon**
   a. Since its discovery, less than a century ago, this man-made fiber has made remarkable progress. In hosiery it is used alone or combined with other fibers. In men's socks, rayon is used to produce patterned effects.
   
   b. Characteristics:
      1. loses strength when wet
      2. lustrous
      3. dyes readily
      4. stretches
      5. fairly strong
      6. fairly elastic
      7. cool

5. **Combination of fibers**
   a. silk and wool
   b. silk and cotton
   c. wool and cotton
      1. mixtures of wool and cotton are designated 50-50; 70-30; 10-90; etc. The first figure gives percentage of wool - the next of cotton
   d. wool and rayon
   e. silk and rayon

C. **Construction**

1. **Full-fashioned**
   a. Knit in a flat piece on a straight bar with many needles.
   
   Narrowing and shaping is done by dropping stitches. For example, if you will examine a full-fashioned hose, you will see lengthwise rows of stitches at the calf of the leg which run
diagonally toward the seam where they form "fashion" marks. A few rows on either side run parallel with the seam. The leg of a full-fashioned hose is knit on a machine called the "legger". The stitches are then transferred to the "footer" (the machine that knits the foot). This requires great skill. A variation in tension or a change of the yarn will be noticeable in the finished stocking, causing shading and rings. A good stocking does not show where the foot and leg are joined.

2. **Seamless or circular knit**
   a. Knit round and round on a circular needle bar with the same number of stitches throughout forming a straight tube. No needles are dropped for shaping. However, a mock seam is taken in at the back and imitation fashion marks put at the calf of the leg to imitate full-fashioned hose. The stockings are finished and shaped by drying on forms. You can distinguish a seamless stocking by the fact that all lengthwise rows of stitches run parallel the full length of the hose and there is no seam at the side of the heel.

   b. Recognized by:
      (1) loosened tension and widened rows of knitting caused by stretching
      (2) tightened tension causes smaller and closer stitches
      (3) rows of knitting run parallel at mock-fashion marks - no converging for stitches have not been dropped or added
      (4) seamless heel and sole
      (5) string of knots on inside
3. **Combination full-fashioned and seamless**  
   a. These are knit with a seamless leg and full-fashioned foot.  

   This method combines comfort and economy and is very satisfactory  
   for women's sports hose, men's socks, and children's stockings.

4. **Cut hosiery**  
   a. Non-run - these stockings have been shaped in the cutting.

   b. Characteristics:  
      (1) poor shaped  
      (2) seams uncomfortable  
      (3) usually made of cheap cotton - occasionally made of  
         nulaneri silk

D. **Textures of silk hosiery**

1. **Textures and weights** are determined by the number of **strands** of  
   silk combined in a yarn, the amount of twist in the yarn, and  
   the number of needles used in knitting the hose.

2. A **strand** is a very fine thread formed by reeling and combining  
   the filaments from several cocoons. The number of strands that  
   are combined and twisted together, determine the size of the  
   yarn and, therefore, largely the **weight**, strength, and sheerness  
   of the hose.

E. **Weights of silk hosiery**

1. **Chiffon** hose have two to four strands combined in the yarn.

2. **Midweight** or **service chiffon** hose have four or six strands in  
   each yarn.

3. **Service weight** hose have from seven to ten strands in each yarn.
F. Quality of stocking influenced by

1. The amount of twist in the yarns influences the texture and appearance. The greater the twist within reasonable limits, the firmer, stronger, and less lustrous the hose.

2. The gauge of a stocking indicates the number of needles on the knitting machine in a space of one and one-half inches. For example, in the making of a 45-gauge hose, 45 needles on the machine cover one and one-half inches of space. A full-fashioned stocking is usually knit on a 14-inch bar. Thus a 45-gauge stocking should have 420 stitches around the top of the stocking. In comparing stockings made of the same size and quality of thread, the higher the gauge the finer the stocking.

G. Method of finishing stockings.

1. Piece dyed stockings are knit from raw silk with natural gum. After knitting they are boiled in a soap solution to remove the gum. The stocking is then dyed and finished.

2. Ingrain stockings are knit from yarn which has been degummed, dyed, and finished before knitting. They are only suitable for dress occasions as service is sacrificed to beauty.

3. Water-spot proofing is a harmless chemical process and gives protection and durability to the yarns.

H. Size

Is determined by the length of the foot in inches. For maximum comfort and service buy hose one-half inch longer than the foot.
I. Length

From 29 to 31 inches is most satisfactory for women's silk hose. Men's socks are usually 14 to 15 inches long. There's no standard length. The length is the distance from the bottom of the heel gore over the curve of the ankle and parallel to the front line of the stocking up to its top.

J. Stretch

Women's stockings of average size should stretch to 11 1/2 to 12 inches at the top of the hem. An outsize stocking should stretch to 14 to 15 inches at the top. The ribbed top of men's socks should be firmly knit of durable yarns to insure permanent elasticity. The top of the sock should stretch and still not bind.

Note: The instep is one of the weakest points structurally in a sock or stocking, and should have sufficient elasticity and strength to withstand strain. A well fitting sock or stocking should have adequate stretch across the instep to heel.

K. Corresponding sizes

<table>
<thead>
<tr>
<th>Shoes</th>
<th>Stockings</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5</td>
<td>5 1/2</td>
</tr>
<tr>
<td>6-7</td>
<td>6</td>
</tr>
<tr>
<td>8-9</td>
<td>6 1/2</td>
</tr>
<tr>
<td>10-11</td>
<td>7</td>
</tr>
<tr>
<td>12-13</td>
<td>7 1/2</td>
</tr>
<tr>
<td>Shoes</td>
<td>Stockings</td>
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<tr>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>Adults</td>
<td></td>
</tr>
<tr>
<td>1 - 1 1/2</td>
<td>8</td>
</tr>
<tr>
<td>2 - 3</td>
<td>8 1/2</td>
</tr>
<tr>
<td>3 1/2 - 4 1/2</td>
<td>9</td>
</tr>
<tr>
<td>5 - 6</td>
<td>9 1/2</td>
</tr>
<tr>
<td>6 1/2 - 7</td>
<td>10</td>
</tr>
<tr>
<td>7 1/2 - 8</td>
<td>10 1/2</td>
</tr>
<tr>
<td>8 1/2 - 9</td>
<td>11</td>
</tr>
<tr>
<td>9 1/2 - 10</td>
<td>11 1/2</td>
</tr>
<tr>
<td>10 1/2 - 11</td>
<td>12</td>
</tr>
</tbody>
</table>

L. Care of stockings

1. Buy the correct size, usually one-half size larger than the foot. Be sure that the stockings are long enough for the leg. Well fitting hose usually insures longer wear.

2. If hose wear out at the heel, the shoe may be rubbing. Buy shoes that fit snugly at the heel, or wear a pair of heel linings.

3. Handle silk hosiery carefully. Stockings and socks should be rolled down to the heel and drawn over the foot. Fasten garters at the sides of the welt to avoid strain or tightly stretched hose.

4. Remove drawn or clouded places in silk hosiery by carefully inserting one hand in the stocking and stretching the clouded place gently over the end of one finger. Move the finger back and forth crosswise under the clouded places. Nine times out of ten this will remove snags and clouds.
5. Proper laundering of stockings
   a. wash every day
   b. use mild soap making a heavy suds in lukewarm water
   c. squeeze, raising and lowering in the water
   d. rinse in several waters
   e. fold in a bath towel
   f. pull gently into shape, hang carefully
   g. cautions
      (1) never rub
      (2) do not iron
      (3) do not hang on radiator to dry
      (4) wash immediately after wearing

6. Mending (keep your feet well cared for - a sharp or rough surface can ruin a silk hose)
   a. catch runners
   b. mend runners
   c. reinforce thin places
   d. overhanding ripped seams

References
Hidden Values - What to Look for in Buying Hosiery - Sears, Roebuck
Textiles and Clothing - McGowan and Waite, pp. 67-68
Textiles - Dooley, pp. 159-163
Textile Fabrics - Dyer, pp. 59-63
Clothing Choice, Care, Cost - Woolman, pp. 77-79
Hosiery Buyer's Data Book - Kraemer
Practical Home Economics - February, 1934
Woman's Home Companion - A Stock Test - August, 1932
HOW TO PURCHASE SHOES

Problem VII

Good leather is the most satisfactory material used in making shoes. It is durable, flexible, easily shaped and sewn. Tanning, dyeing, and finishing processes make possible a wide variety in color, texture, and gloss. The heaviest cowhides are used for soles. Lighter hides, calfskin, sheepskin, and kid are used for uppers. Leather is of many grades. The age and condition of the animal, and the section of the hides from which the leather is taken, influence the quality.

The shaping and tyling of shoes is done on wooden lasts. The shoe is allowed to remain on the last from three days to a week. The longer the time on the last, the more permanent the shape of the shoe. The two common methods of jointing soles and uppers are the Welt method and the McKay. In the Welt method a strip of leather called the welt is used to join the upper to the sole, with the stitching on the outside. This is the most durable method of construction. The McKay shoe has the upper tacked to the inner and outer sole, all three are then stitched together. The tacks are left in and both tacks and stitching can be felt from the inside.

The turn shoe is constructed by stitching the upper, wrong side out, to the sole. The shoe is then "turned" right side out. Turned shoes cannot be repaired easily and are generally used for dress shoes, rather than everyday wear.
Littleway and Stitchdown are two other methods used in shoe construction.

The quality of innersole, box toe, heel, and lining all affect the quality and price of a shoe. Leather heels with a rubber lift are used for everyday shoes. Leather covered wooden heels are used for dress shoes.

The war draft of 1918 showed that 85% of enlisted men wore improperly fitted shoes. In a girls' college examinations showed that 883 of the 900 girls examined had foot abnormalities caused, in most cases, from poorly fitted shoes. A well fitting shoe is a half inch longer than the foot. It is wide enough to give room for foot spread which comes in walking, and fits closely under the arches and at the heel. Heels for everyday wear should not be high enough to throw the body out of line.

Group I

1. How do the lasts used in making cheap and expensive shoes differ?
2. What is split leather?
3. What is meant by tap grain?
4. How is patent leather produced?
5. What disadvantages have patent leather shoes?
6. How do the innersoles and box toes differ in cheap and high priced shoes?
7. What effect have high heels on body mechanics?
8. What are the advantages of rubber heels?
Group II

1. Remove one shoe, place it on a sheet of paper and trace around it.
2. Stand with the shoeless foot on a piece of paper, trace around your foot.
3. Compare the two tracings.
4. What do most medical advisers say about built-in steel arches?
5. What are the advantages and disadvantages of sneakers?
6. What are the advantages and disadvantages of rubber soles?
7. When are cork innersoles used in shoes?

References

Fabrics and Dress - Rathbone, Tarpley, Ch. IX
Clothes and Personality - Ryan, pp. 154-155, 171-172, 206-207
How to Spend Money - Brindze, Ch. VIII
Shopping Book - Baldwin
NEW BEDFORD VOCATIONAL SCHOOL

HOMEMAKING DEPARTMENT

HOME HYGIENE COURSE

BEDDING UNIT
HOW TO BUY SHEETS

I. Kinds

Cotton, linen

II. Use

Cotton - generally used by most families; various qualities
Linen - used by wealthy families; advantage is coolness

III. Sizes - torn length

Single size - (54" x 96"), (63" x 99"), (54" x 93 1/2"), (63" x 108")

Three quarters - (72" x 99"), (72" x 108"), (81" x 99"), (81" x 108")

Length double - (90" x 99"), (90" x 108")

A satisfactory size sheet which is at least 24" wider than the bed, and 24" to 36" longer than the bed.

IV. Quality

A. Thread count

Federal specifications used for all government purchases and usually accepted as minimum standards require that the thread count for bleached cotton sheeting be 7" in the warp and 66" in the filling.

B. Tensile strength

In government specifications it must be 70 lb. in warp and 70 lb., in filling for minimum breaking point.
C. Feel

Is it firm and soft, or harsh and starchy? Wrong side looks as good as right. Yarns regular and close together.

V. Values to consider in buying. Summarize

Size, durability, cleansing qualities, smoothness, fineness of texture, thread count, and tensile strength.

VI. Grades of cotton sheets

Cheapest quality - unbleached; usually wears longer, but not as attractive in appearance and feel.

Good quality - percale; fine and smooth, 76" x 78" thread count, carded cotton.

Best quality - "Ex Wamsutta" sheeting; 90" x 90" thread count, combed cotton.

Sheets can be purchased ready made or by the yard. Usually cheaper to buy by the yard; generally better quality for similar price.

VII. Supply of sheets

At least four sheets to a bed.

If beds are all same size, three sheets to a bed is sufficient.

Three pillow cases to one pillow.
VIII. Comparison of cotton and linen sheets.

Linens wrinkle easily and cannot be straightened out; but cottons may be smoothed by hand.

Linen has lustre and feels cool.

Cotton apt to be fuzzy.

Linen yarns more irregular.

Linen much more expensive.

HOW TO BUY PILLOW CASES

I. Sizes

<table>
<thead>
<tr>
<th>Pillow</th>
<th>Pillowcase</th>
</tr>
</thead>
<tbody>
<tr>
<td>20&quot; x 26&quot;</td>
<td>42&quot; x 36&quot;, 42&quot; x 38 1/2&quot;</td>
</tr>
<tr>
<td>20&quot; x 28&quot;</td>
<td>42&quot; x 40 1/2&quot;</td>
</tr>
<tr>
<td>22&quot; x 28&quot;</td>
<td>45&quot; x 36&quot; x 45&quot; x 38 1/2&quot;</td>
</tr>
<tr>
<td>22&quot; x 30&quot;</td>
<td>45&quot; x 40 1/2&quot;</td>
</tr>
</tbody>
</table>

A pillow given as 20" wide is 40" around and therefore should have a 42" case.

Pillowcases may be made from wide material with a seam at the side, or made from material that has been woven in tubular form. This is known as pillow tubing; pillowcases made from it are usually more expensive than the ones with seams.
HOW TO BUY BLANKETS

I. Kinds

Wool, wool and cotton, cotton.

II. Source of wool


B. Animals furnishing best wool: Merino, Lincoln, and Leicester Sheep.

C. Characteristics of the fiber: bright, strong, live, of good color, and free from foreign substances.

III. Varieties in color and their use

A. Light colors: green, peach, lavender, pink, blue, white, yellow, cream, tan, gray, and plaids. These are generally selected for home use.

B. Dark colors: black, gray, brown, red. Used for institutions, camps, or may be used in homes by personal preference.

Solid color blankets, double faced, with the same or contrasting bindings.

IV. Size

A. Single blanket - use 60" x 84", or 60" x 90"

B. Double blanket - use 72" x 84"

C. Extra large blanked - use 80" x 90"

D. Massive colonial bed - use 90" x 108"
E. Bassinet size - use $32'' \times 42''$, or $36'' \times 54''$

F. Crib size - use $42'' \times 60''$, or $48'' \times 66''$

G. Carriage cover - use $32'' \times 42''$

H. Baby blanket - use $36'' \times 54''$

V. Advantages and disadvantages

A. Advantages of single blanket
   1. It may be used for a single or twin bed.
   2. Easy to fold and leave at foot of bed for extra warmth.
   3. May be used for decoration

B. Disadvantages of single blanket
   1. It has only two napped sides for warmth.

C. Advantages of double blankets
   1. They have four napped sides, providing good warmth.
   2. Can be cut in halves if needed.

D. Disadvantage of double blankets
   1. They are difficult to fold and arrange neatly.
   2. Difficult to manage in washing.

VI. Care

A. Fold top sheet over blanket to help in keeping blanket clean; use of cover sheet.

B. When storing, wrap clean blanket in heavy paper, adding some camphor to prevent moths, or spray with guaranteed moth preventive, and label to identify the package easily.
C. Laundering

1. Commercial laundry.

2. At home
   a. Use tepid water and have good suds so they will stay up when blanket is immersed.
   b. Souse blanket up and down in suds gently, squeezing suds through soiled spots. Do Not Rub. Finally, squeeze out as much suds as you can by hand and drain soapy water from the tub.
   c. Rinse blanket three times in clear tepid water, being sure all the soap is thoroughly removed. Squeeze blanket out from the final rinse by hand.
   d. A clear windy day is best for drying blankets. Hang over the line, not in direct sunlight. Do not use clothespins.
   e. Stretch blanket frequently while drying, both lengthwise and crosswise, to help prevent undue shrinkage.
   f. Blankets must be thoroughly dry. They are never ironed. Fold down evenly as you take them from the line.

VII. Amount to have on hand

A. Depending upon individual needs, but in general two blankets each, and an extra pair for any emergency.
VIII. Factors to consider in buying

A. Feeling

1. All wool: warm, wooly, springy.
2. Cotton: heavier, dead or lifeless, soft.

B. Nap variation

1. Better grades have heavy thick nap.
2. Caution: be sure heavy nap doesn't cover an inferior blanket.

C. Price

1. Usually a good gauge.
2. Cotton blankets are cheaper than wool.

D. Large blankets allow for tucking in, which is very satisfactory in cold weather.

E. If budget allows, summer blankets may be bought in smaller size.

F. Buy your blankets from a reliable dealer.

HOW TO BUY BEDSPREADS

I. Kinds

Silk, cotton, rayon.

II. Varieties

Counterpanes, dimity, crochet, satin, silk, lace, unbleached muslin, cretonne, chintz, percale, etc.
III. Advantages of each variety

Counterpanes: inclined to be heavy; do not wrinkle; stay in place on bed.

Dimity: light, easy to launder; reasonable in price; found in various qualities.

Crochet: work of art; can be made in leisure time; can be preserved for generations; very durable.

Unbleached muslin: introduction of color for decoration; easy to launder; inexpensive; pretty for simple room.

Cretonne: gay and attractive; element of color.

IV. Factors to consider in buying

Compare spreads of different manufacturers.

Consider price - weight - laundering possibilities.

Decide on color scheme of room.

Buy from reliable dealer.

Compare price and quality of ready-made versus one you could make yourself.

HOW TO BUY PUFFS AND COMFORTABLES

I. Use

For warmth; in addition to blankets for bedding; may be used if new and especially pretty folded on bed.
II. Grades

Cotton wadding filling; wool and cotton filling; wool sheeting; down; old blankets covered with material.

III. Advantages and disadvantages of each grade

Cotton: not as warm; may be made at home inexpensively; moths do not spoil; filling often lumps when laundered; cheapest to purchase.

Wool: warm; may be laundered or dry cleansed; moths will destroy if care is not used; more expensive than cotton.

Down: very warm and light; may be washed or dry cleansed; sunlight, shaking, no wringing.

IV. Covering

May vary in relation to decoration in home: percale, cretonne, rayon, chintz, taffetta, satin, etc.

Old blankets - cotton wadding - wool sheeting may be covered with many pretty materials.

V. Sizes

Wool: single and double.

Cotton: single and double.

Down: single and double.

VI. Points to consider in purchasing

Warmth without weight; beauty - softness; possibilities of laundering; practical use; color scheme of room; comparison
of different makes; purchase in reliable store.
CHICOPEE TRADE SCHOOL (GENERAL VOCATIONAL DEPARTMENT)
AND CHICOPEE CONTINUATION SCHOOL, GIRLS' DIVISIONS

CONSUMER INFORMATION WITH REFERENCE TO
HOUSEHOLD FABRICS
CONSUMER INFORMATION WITH REFERENCE TO HOUSEHOLD FABRICS

Specific Subject: Curtains

I. Aim:

A. To have pupils identify common curtain materials.

B. To be able to recognize good and poor qualities in them.

C. To know their relative cost and value.

D. To obtain the best value for money spent.

II. Method:

A. Presentation of illustrative material such as newspaper advertisements, magazine illustrations.

B. Discussion and study of manufacturers' labels and booklets on curtains.

C. Study and examination of actual curtain samples.

III. Development:

A. Our Need for Curtains

1. Softens the glare

2. Gives an atmosphere of privacy and warmth

3. Hides unsightly views

4. Softens structural lines of window

B. Types Suited to Various Rooms

1. Living Room - Dining Room
   a. Rich patterned effects
   b. Smartly tailored

2. Bedroom
   a. Soft, ruffled effect - ladies' room
   b. Plain, severe type - gentlemen's room
3. Kitchen, bathroom, hall, etc.
   a. Simple types of serviceable materials

C. Types Offered by Merchants
Magazine pictures, booklets and newspaper "ads" shown to
illustrate the following types or styles, also prices in
local and New York stores:

1. Tailored
2. Ruffled
3. Cottage (Colonial)
4. Priscilla
5. Bathroom
6. Gingham trimmed
7. Panels
8. Directoire and other somewhat extreme styles

D. Study of the Following Samples:

1. Net
   a. Square, b. Round, c. Hexagonal, d. Novelty
2. Marquisette
   a. Coarse, b. Fine, c. Rayon
3. Scrim
4. Dimity
5. Dotted Swiss
   a. Colored dot, b. Pin dot, c. Cushion dot
6. Voile
7. Casement
8. Theatrical gauze
9. Cotton
10. Synthetic: Rayon and Celanese
11. Mohair
E. **Problems Confronting Shopper**

1. Specific use
2. Harmony with other furnishings, wallpaper, drapes
3. Permit greatest amount of light?
4. Will it shrink?
5. Tubfast - sunfast (if colored)?
6. Dots woven or synthetically inserted?
7. Weighted or filled?
8. Pulls out of shape easily?

F. **When Buying Ready-Made Curtains**

1. Is quality of workmanship good?
2. Edges firmly and neatly finished?
3. Is quality as good as when purchased by yard?
4. Does the label tell you anything? Be sure and read it.
5. More economical than by the yard?
6. Adjustable tops any advantage?

G. **Accessories and Trimmings**

1. Brief consideration of decorative curtains rods, wooden cornices, fringes, braids, cloth and metal tie backs and ornamental push pins.

H. **Summary**

1. Pupils to choose curtain materials suited to their needs.
2. To state their reasons for their selection.

IV. References

"A Girl's Problem in Home Economics" - Trilling and Williams

Illustrative Material Used in this Unit:

Samples of Curtain Material: 1. Assembled by Teacher
   2. Celanese Corporation
   3. Scranton Lace Company

Booklets:

Well Dressed Windows - Better Homes and Gardens
Quaker Curtains - Quaker Lace Company
Beautiful Windows - Judd Drapery Company
Modern Draping Modes - Kirsch Rod Company
Rooms of Colorful Charm with Waverly Fabrics - A Shumaeker Company
Draperies and Color Harmony - Orinoka Mills Company
In the Cause of Better Casements - The Chase Company
Color in Curtain Fabrics and Self-Adjusting Tops - Scranton Lace Company

Newspaper Advertisements of:

Local stores - The Steiger Company, Pooles, Stillmans
New York stores - Gimbels, Bloomingdales, McCutcheons, Lord & Taylor, Macys, B. Altman