

AN ABSTRACT OF THE THESIS OF

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Title DEVELOPING AN ADULT HOMEMAKING COURSE:

TEXTILES FOR HOMEMAKERS

Abstract approved

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(Major Professor)

Since World War II developments have taken place in the field of textiles at such a rapid pace that the average homemaker is completely confused by the choices she must make. A review of literature revealed that through adult education classes an effort has been made to help women with a variety of homemaking classes, including many in the area of clothing construction. These classes have been concerned primarily with construction of the article or the subject matter of the course and little or nothing has been done about the textiles used in these classes. Further literature reviews stated that only five percent of the fabric for wearing apparel is used in home sewing and that there is a need to help homemakers to be better consumers of textiles of all kinds. Adult education classes were one of the ways suggested to reach these women.

This study was made to find out what help women felt they needed in the area of textiles; to find out if they would attend a textile class if one was offered and to evaluate the class.

An Interest Finder was developed to determine what women wanted included in a textile class. Before its use, the Interest

Finder was checked by eleven home economists and one adult education supervisor and a group of seven homemakers. The Interest Finder was then distributed to women enrolled in adult homemaking classes in Corvallis and Portland. One hundred and seventy-one Interest Finders from Portland and 75 from Corvallis were returned in useable form. The section concerning Course Preferences was tabulated for the Corvallis respondents only because the class was to be taught in Corvallis. This section indicated the course preferences of the women according to their age, education and employment. The results from the Interest Finder were used as a guide in planning the course, Textiles for Homemakers.

The textile class was taught as a part of the Corvallis High School Adult Education program and was held for four sessions. Only seven people enrolled but their attendance at all meetings was 100 percent. At the end of the series of lessons the class members were asked to evaluate the textile class and give suggestions for future classes. An evaluation was also obtained from a student assistant, The Director of Adult Education and the instructor.

The results of the class evaluations, the information from the Interest Finder and the recommendations found in a review of literature, all showed a need for such a textile course. Textiles for Homemakers appeared to be an important area of adult homemaking education which has been neglected. Emphasis on methods of teaching textiles should be included in teacher-education programs.

From this study the following recommendations were made:

1. Textiles for Homemakers should be given as a part of the adult education program;
2. the Home Economics section of the Oregon State Department of Education could help further the development of this aspect of adult homemaking by offering in-service education which would include technical background and methods of teaching textiles for adults;
- and 3. adult homemaking classes in textiles might be encouraged if kits of teaching materials and lists of audio-visual aids were made available to adult homemaking teachers.

DEVELOPING AN ADULT HOMEMAKING COURSE:  
TEXTILES FOR HOMEMAKERS

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# DEVELOPING AN ADULT HOMEMAKING COURSE: TEXTILES FOR HOMEMAKERS

## INTRODUCTION

### Need For This Study

Nearly 250 years ago Alexander Pope wrote:

In words, as fashions, the same rule will hold,  
Alike fantastic if too new or old:  
Be not the first by whom the new are tried,  
Nor yet the last to lay the old aside (19, p.71).

Written nearly 200 years before the commercial production of man-made fibers, these lines are indicative of some of the problems today's homemaker faces in choosing textiles.

Since World War II technical developments have taken place so rapidly in the field of textiles that the average homemaker is completely confused by the choices she must make. Whether selecting household textiles, carpets, fabrics or ready-to-wear she is confronted with a myriad of labels containing names and claims. Those homemakers who through experience believed they were finally making some progress in understanding such terms as viscose, acetate, Dacron and others of American origin now find themselves confronted with a whole new list. Terylene, Fibrolane, Lanital and Merinova are only a few of those being produced in European countries and sold in the United States. Japan is also manufacturing fibers and exporting them to this country under such names as Kuralon and Vinyron.

Common fabrics have been modified by means of chemical finishes advertised under such names as Negastat, Wrinkl-Shed,

Sanitized, Perma Pressed and many others. Uses of novelty weaves and the blending of two or more fibers into one fabric are other examples of choices which confront the homemaker when selecting textiles.

According to a report by the American Home Economics Association (17, p.2), United States consumers have spent billions of dollars yearly for textile merchandise. This report also estimates that approximately one third of the textile merchandise produced and sold failed to give consumer satisfaction. Recent figures show that 95 percent of the total production of apparel fabrics is made into ready-to-wear, leaving only five percent for home sewing (4, p.15). Other figures indicated that more than 90 percent of all fabrics, including yardage and household linens, used in the United States were purchased by women and girls (15, p. 4).

This background discloses some of the reasons for confusion in the selection, use and care of textiles in the home. With the knowledge that women and girls are the main consumers of textiles, the next step is to examine what is being done today to help homemakers with this ever-changing problem.

The marketing analysts are alert to the emerging segment of the population referred to by some writers as a Teen-age Society that needs the consideration of educators as well as sellers. Paolucci describes the social setting of today's teen-ager by saying:

The teen-ager of the sixties is the offspring of parents who were known in their teen years as "children of the Depression." They were youngsters who lived through--and fought--World War II. Their growing up years were anything but

affluent. Marketing analysts did not concern themselves with these youthful consumers, because they had very little money to spend and there was not much to buy in the way of consumer goods. The "consumer trainees" of the thirties or early forties were influenced by the kind of economic and political world they were experiencing. Their training was influenced less by advertising. They knew no market of abundance.

Today, therefore, two money worlds exist in the family of the teenager: mother and father whose life experiences stretch from the Depression to the Affluent Sixties, and sons and daughters whose life environment has been characterized by abundance (16 p. 7).

The needs of this teen-age group demand that educators plan for programs that will enable the teen-ager to spend wisely. Young people are dealing with substantial rather than token sums of money and the high cost of living is not confined to the adult world. Movies are expensive, so are bus fares, haircuts, and senior proms. A simple day at the beach may cost more than a week's food for a family only a generation ago (29, p. 82). Estimates show that the pocket money of junior and senior high school students has increased almost 33 percent since 1945. In 1963, 22 1/2 million teen-agers in the United States spent 11 billion dollars of their own money on goods and services. By 1970, they are expected to spend some 21 billion dollars (16, p. 4). Reports show that teen-agers have an average income of 489 dollars annually, or about nine dollars and forty-five cents per week (16, p. 13). The current high school dropout rate and the fact that many girls and boys of this age may not have a chance to take consumer education as a part of a high school curriculum points to the need for adult education for young people in

this area.

In discussing the "new" consumer Adams comments:

Only three years ago 85% of the family income was spent by women and today that figure is certainly as high. This means that the teen-age girl needs to know how to buy what she is already buying (1, p. 84).

This statement points out clearly that a teen-age girl, whether 14 or 17, is an important consumer. She, as well as the adult homemaker, needs help to become a better buyer in the confusing field of textiles today.

The Vice Chancellor of the Division of Continuing Education of the Oregon State System of Higher Education in a guest editorial in a recent issue of the Corvallis Gazette Times called attention to an important fact frequently overlooked when he stated:

The majority of educational planners have been so busy with elementary, secondary and higher education that continuing education has been overlooked or ignored. More emphasis must be placed on programs and the support of continuing education, especially for self-renewal to prepare for rapid changes in our socio-economic conditions, or these problems of Oregonians will be compounded with the passing of time (22).

Havighurst (10, p. 68) writes that in this twentieth century world, the ordinary person has to learn more new things after the age of 20 than ever before in human history. People at all levels of economic life need to go on learning as adults. Not only the research scientist who makes a career of learning but the housewife who must learn to use a new floor wax, a new kitchen machine or to cook foods conserved by a new process.

The United States Department of Health, Education and Welfare

has the following to say about the education of adults:

Because of the swiftly changing conditions of our world one cannot claim to be "educated for good" in any field of human endeavor. Not only are adults facing new decisions each day, but yesterdays' answers to problems are already inadequate (26, p. V).

The need and obvious value to adults of a continuing and lifelong education is perhaps greater today than ever before because of rapid socioeconomic and technological changes. Some schools are recognizing this and providing a wide range of educational offerings for adults. In many more communities, new programs or broader offerings in home and family living are needed today (26, p. 6).

This same source continues by pointing out that technological advances have caused many changes in families and their plan of living. Because of employment many move from place to place resulting in separation from friends and relatives. Others have moved from farms to cities or towns and found the way of living entirely different. Production in the home has greatly changed. Fewer types of girl's clothing and a smaller percentage of mother's clothing are made in today's homes. With the availability of frozen and ready-prepared foods, less time is spent on food preparation. The work-week has been shortened resulting in more leisure time. People live longer but many spend the later years without a job and a feeling of uselessness prevails. Working mothers have less time and opportunity to pass on their knowledge and experience to their daughters.

Adult Education in Family Living can offer help to families faced with these problems. By helping them adjust to a new location, family identity can be maintained. Teaching homemakers to become better consumers, to use labor-saving devices, to be more creative

and to be better managers of skills and time are all a part of adult education. Pointing out that older people can learn and helping middle-aged people plan for retirement are important aspects in educating adults. Helping younger family members understand how to deal with some of the changes due to aging may be an invaluable aid for happier family living now and in the future.

Socioeconomic forces have also brought about changes. Money management in today's world of uses and abuses of credit buying and hidden costs puzzles many families. Both father and mother often share in buying food and clothing and caring for children in the family. Early marriages, many of which end in divorce or separation result in problems which must be faced by these young people. Many children today are living in a one-parent home. In 1957, 44 percent of the mothers of young children whose fathers were dead or absent from home were in the labor force (26, p. 2-4). Adult education can help contribute to a better understanding of the problems brought about by these changes.

The United States Department of Health, Education and Welfare reports:

The string which represents adult homemaking education is one of the newer ones to unwind from the central ball in the school office. Forward-looking educators have for some time looked upon adult homemaking education as an essential segment of the public school system (26, p. VI).

Adult education in the field of home economics has become increasingly important during recent years because of the explosion of new knowledge and the wide range of learnings needed by homemakers. As Coon (7, p. 118) points out, the home has shifted from

serving mainly a production function to primarily that of a consumption unit. With this change has come an increased need for an educated consumer. A large portion of what was learned by a homemaker prior to marriage quickly becomes out of date.

The United States Department of Health, Education and Welfare reminds us of the numerous opportunities for adult education offered in communities in the following manner:

Homemaking education under the auspices of the public school system is only one of the many opportunities in adult education offered to adults in most communities. Dovetailing the offerings of the adult homemaking program with other educational activities in the community takes skill and tact. If the staff responsible for the homemaking program are alert to their opportunities, they may be asked to take part in courses of study planned by such organizations as parent-teacher groups, the Federation of Women's Clubs, the Red Cross, the YWCA, the public health and mental health committee groups (26, p. 13).

New Directions (3) which sets up guide lines for all home economists, points out that through public and private schools and such state and federally sponsored programs as the Cooperative Extension Service and Vocational Education programs, millions of adults and youth obtain formal and informal education for better living.

A 1963 report by the United States Department of Health, Education and Welfare reported that home economics has for many years enrolled more students than any other federally reimbursed vocational program. During the 1960-61 school year 1,610,334 students or 41.8 percent of the total vocational education enrollment were in homemaking classes. Of this total enrollment 61 percent were in-school youth and 39 percent were out-of-school youth and adults

who attended evening or part-time classes (24, p. 36). Another 1963 report by the same department showed that since 1955 there has been a steady increase in the number of adults enrolled in vocational classes. In this eight year period the number enrolled in evening and part-time homemaking classes increased from 613,632 to 662,996 which represents an increase of eight percent (25, p. 23).

Adults, like other learners, need to see a reason for learning if they are to gain much from the opportunities provided. Somehow they must see how the experience will fit into and improve their everyday living (26, p. 6). Homemaking education can greatly enrich the lives of adults when it deals with present-day life situations and their significance (26, p. V). Havighurst (10) indicated that homemaking is regarded as an appropriate area for education in such matters as food preparation, interior decorating, landscaping, home repair and home building. This would seem to be a most promising area for adult education.

The developmental tasks of the different stages of adulthood that Havighurst (10) describes as: young adulthood, middle adulthood and later maturity are of considerable urgency to a person during a relatively short period of time. At that time, one's motive to learn is intense, and education is extremely effective. Young parents with their first-born baby are keenly interested in learning about child care and may join a class in child-rearing. They will learn much more rapidly than they would have learned from a high school or college course of the same kind. In the same way a 50 year-old couple may decide to build a home and because of a new



situation demanding a quick response they are able to learn faster because of this motivation. This might be called the "teachable moment" in their lives (10, p. 34). Research has established the fact that adults can continue to learn and despite the "old-dog" adage, there are some tricks "old-dogs" can learn better. . . . if they want to learn (26, p. 6). This same source continues by emphasizing that basing the offerings on what people want is both expedient and educationally sound. Meeting only an immediate and felt need may be stopping short of the individual's capacity to learn. People's first interest can be used as a stepping stone to other learnings. Alertness to this fact can bring greater depth to a program (26, p. 7).

An effort was made to find what educational programs were offered to women in Oregon in the area of textiles. Probably the largest number of women received adult education in this state under the sponsorship of Public School Adult Homemaking Classes and/or Cooperative Extension Classes. Contact was made with the leaders of these two services who supplied the following information.

Based on a 1962-63 report from the Oregon State Supervisor of Home Economics (9) classes were held in public schools for adults in 11 different subjects. These offerings included Child Development, Clothing, Family Relations, Flower Arranging, Food Preparation, Home Furnishings, Home Gardening, Home Management, Leadership, Millinery, and Parent Education. A total of 701 classes was held in these subjects. Of this number, 521 classes were in the subject of clothing construction. Table I presents these clothing classes which are grouped according to catagories of Construction, Tailoring,

Table I

Adult Homemaking Clothing Classes Reported in  
Oregon During 1962-63

Types of Classes	No. of Classes	Total
Construction		
Beginning Sewing	19	
Clothing Construction I	52	
Intermediate Sewing	9	
Clothing Construction II	5	
Advanced Sewing	5	
Clothing Construction III	3	
Basic Dressmaking	53	
Advanced Dressmaking	45	
Casual Clothing	3	
Altering and Restyling Clothes	1	
Sewing and Tailoring	1	
Children's Clothing	7	
Fitting	7	
Fitting and Clothing Construction	1	
Basic Fitting and Shirtmaking	4	
Bishop I	128	
Bishop II	17	
Bishop III	13	
Bishop Dressmaking	6	
Bishop II - Slacks	<u>11</u>	
		380
Tailoring		
Beginning Tailoring	70	
Advanced Tailoring	27	
Men's Tailoring	3	
Tailoring a Coat	1	
Shirts and Slacks	<u>7</u>	
		108
Miscellaneous		
Making a Basic Pattern	23	
Pattern Drafting	4	
Flat Pattern Design	2	
Home Sewing	2	
Accessories Construction	<u>2</u>	
		33
		<u>521</u>

and Miscellaneous. The large number of clothing construction classes in relation to other homemaking classes offered is quite typical of the adult program in most states. From the experience of the writer in teaching adult clothing classes, the time allotted for such a class is spent primarily on construction techniques and production of a garment. Little if any time is used for the study of textiles and what has been included has usually been directly concerned with the fabric used in the specific garment being made.

During the last few years the Cooperative Extension Service in Oregon has included lessons on some phases of textiles in the programs for homemakers. Routh (20) in her annual report for 1958-59 on clothing and textiles explained some of the year's work in this way:

The average consumer profile indicates that her income has gone up in the past five years. Her life has changed as a result. Her standard of living has risen and she has been able to buy luxuries. But in spite of all her abilities, she is confronted with a tremendous decision-making task. Myriads of fabrics and finishes are confronting her in yardage as well as ready-to-wear markets, and new fibers continue to be created weekly. Since the textile field is one deeply involved in scientific advancement, it is a subject area which demands almost continued study to keep abreast of the retail markets.

Oregon homemakers' interest in receiving assistance in identification, selection and care were indicated by varied requests from nine counties.

The most important aspect of the lessons presented during this program year were to help homemakers in recognizing fibers, fabrics and finishes which in turn would serve as a key in determining anticipated serviceability from specific textile products, as well as general care given them (20, p. 5).

The same writer also reported that in the Portland area the response to a television presentation on fiber identification indicated that a new and widespread public interest had been aroused. Her annual report of 1959-60 showed additional work done by the Cooperative Extension Service in a series of lessons on Buying Ready-to-Wear. The primary objective was to help homemakers get the most satisfaction from the money invested in dresses by helping consumers:

Realize the value of developing efficient shopping practices according to needs, budget and wishes.

Intelligently interpret the fiber labels and the manufacturers information given on the labels.

Create an awareness of quality in fabric and construction and in garment findings and trim.

Recognize and appreciate good fit in terms of appearance, comfort and serviceability (20, p. 5).

In January 1960 a printed circular, Read the Fiber Label for Clues to Clothing Care (20, p. 6), was prepared by Routh and used in Extension unit classes. The objectives of the lessons were to introduce the generic names of fibers, to give general characteristics of each related group as clued to care and to provide facts required on labels. Over 3300 women attended these lessons. Routh also reported that textiles were emphasized during 1960-61 when the training objectives were:

1. To provide information about the Textile Fiber Products Labeling Act, effective March 3, 1960.
2. To relate the care of fabrics in clothing to correct identification of fibers (20, p. 21).

In conjunction with this training on fibers and fabrics, lessons on detergents and other home laundry aids were given. Strawn (23)

reported additional emphasis given to laundry clinics during 1962-63 which had an attendance of 2015 homemakers in seven Oregon counties. She reviewed the work by stating:

County-wide laundry clinics entitled "Suds and Hi Fashion" were held in seven counties....

The program was as follows:

Review of new launderable fibers - County Agent  
 Laundry procedures or hard water problems -  
 Home Management Specialist  
 Style Show of Wash and Wear Fabrics, with emphasis on correct procedures - Home Economist from Maytag Company  
 Questions from the audience - answered by all speakers (23, p. 8)

The textile specialist gave additional training in July 1964 to all home demonstration agents on recent developments in fibers, methods of construction and finishes. This material will be used in the Extension program during the 1964-65 year.

With the exception of the Cooperative Extension classes, little has been done in textile education for adults in Oregon. While the response to their efforts has been gratifying, the Extension people feel they have barely started to reach the large numbers of homemakers who could benefit from such information.

One of the newest concepts today in adult education concerns home economics education for wage earners. National leaders in adult education in home economics were brought together for a series of work conferences in 1963 under the direction of the Professional Services Section of the Manpower Development and Training Program, United States Office of Education. These leaders in cooperation with workers in other branches of vocational education and

several national organizations and agencies, selected nine service occupations for training (27, p. i). Van Horn explains this new field in the following:

An increasing number of women now assume a dual role--that of homemaker and of wage earner. Many of them need preparation for both roles, since the proficiency with which a woman can carry both will help determine the quality of her home and family life and her effectiveness as a wage earner. The fact of this dual role means, in many instances, that essential services for family well-being may need to be provided by someone whom the homemaker can employ. Often the services will, in turn, be provided by a homemaker who has wage earning skills that differ from those of her employer.

Some of the services which families seek are in a community setting, while others are in the home. Five of the nine guides--child day-care center workers, management aides in public housing projects, the visiting homemaker, hotel and motel housekeeping aides, and supervised food service workers--prepare workers to give a service in a community setting. The wardrobe maintenance specialist, companion to an elderly person, family dinner service specialist, and a homemaker's assistant provide training for workers to give services to families within the home (28, p. 23-24).

Some programs for training for wage earning may be offered by the regular adult education program of a school, in community colleges or in vocational schools. The training program outline provided for at least three of the nine service occupations to include some learnings in the textile field. These three are hotel and motel housekeeping aides, wardrobe maintenance specialists and homemaker's assistants.

The writer has been interested in adult education having taught clothing construction classes for several years. With this background of teaching adult clothing classes she realized how little had

been done to help homemakers understand the growing field of textiles. The writer is sincere in hoping that this effort will challenge and stimulate others to design classes to help homemakers in their selection, use and care of textiles for the home.

### Statement of the Problem

The present study to develop a course, Textiles for Homakers, was undertaken because of the need for the course and personal experience and interest in the subject.

The purpose of this study was to obtain information to find answers to the following questions:

1. In what areas of textiles do women need help?
2. Will women in Corvallis area attend an adult class in textiles?
3. How does the need for textile information differ between homemakers from a large city such as Portland and homemakers from a smaller city such as Corvallis?
4. What do homemakers learn from a textile class?
5. What recommendations can be made for a future textile course for homemakers?

Answers to these questions were to be obtained through the development and use of an Interest Finder, the teaching of an adult textile class and an evaluation of the class.

### Review of Literature

A search of available literature revealed that numerous studies have been reported in which some phase of consumer education for adults has been taught and where the study of textiles was either a major or a minor part. Similar investigations have been conducted

for courses offered for teen-agers at secondary school level. In a majority of the reports reviewed the authors suggested that further help was needed for both adults and teen-agers so that they would have a better understanding of present-day textiles. However, there were no thesis studies among those reviewed on the development of a textiles course for homemakers.

The review of literature which follows is based on research reported in theses completed during the past nine years. The recommendations offered relative to the concepts and problems that need to be included in textile programs will be emphasized.

A study to explore the teaching of textiles in selected Oklahoma High Schools in 1961 was made by Darr (8). She reported that high school curriculums placed less emphasis on textiles than on any other phase of home economics. Resource materials for teaching home economics appeared to give less emphasis to the teaching of textiles than any other part of the clothing unit. She also reported that at the time of her study the Department of Education in Oklahoma did not require course work in textiles for the certification of vocational homemaking teachers.

The following quotation from the same study shows another aspect of analyzing what has been offered in textiles:

The researcher has been unable to find evidence of studies investigating how the study of textiles is included in the high school curriculum. An examination of resource materials suggested in home economics guides seem to indicate that sufficient emphasis is not given to the importance of textiles. (8, p. 12).



As a result of her study, Darr made the following recommendations for teaching textiles as part of home economics:

1. That increased emphasis be placed upon the study of textiles in the high school home economics curriculum.
2. That the study of textiles be taught primarily as consumer education; therefore that textiles be included with consumer buying, laundry, home furnishings, housing, wardrobe planning, clothing construction and other phases of home economics.
3. That greater emphasis be placed upon the purchase and use of textiles than on the more technical aspects of textiles.
4. That the study of textiles include household textiles as well as wardrobe textiles.
5. That the use of books in the study of textiles be supplemented with films, filmstrips, laboratory work and resource people. Furthermore that pre-planning and follow-up be done for each of these teaching aids.
6. That students receive guidance from the home economics teacher in the use of commercially prepared materials in the study of textiles.
7. That students be guided toward developing an understanding of adequate textile labeling and in developing an awareness of the relatedness of federal controls governing textiles and textile labels.
8. That the study of textiles include actual examining of textile fabrics, clothing and household textiles in order to help develop within the student an understanding of standards to use as guides in purchasing textile products.
9. That home economics teachers be encouraged to receive some college course work in the study of textiles (8, p. 28).

Roths' (19) study in Oregon in 1960 was concerned with homemakers' information on wash and wear garments and fabrics. By

means of personal interviews with homemakers she found that there was a need for guidance to help them in their selection and care of wash and wear garments. Few homemakers knew that fiber content was related to wash and wear properties. Roths believed that there was a need for the homemakers to know "why" a garment had wash and wear properties and to give them a workable knowledge of information as a guide toward better selections. Roths also commented that:

As a homemaking teacher the author feels that the students should be made aware of the factors which contribute to wash and wear, good buying guides, care of wash and wear and construction of wash and wear garments. They, then, may carry over much of this information into the home. In this way there is community, home, and school relationship in the teaching of this everyday consumer problem (19, p. 51).

Lagerquist (12) made a survey of various ages of women in a community in Washington in 1959 which included freshmen girls, recent high school graduates and other women of the community. Her findings indicated a need to emphasize buymanship and care of household fabrics. She found that only a few of the women were familiar with the newer man-made fibers and with fabrics made from blends of these fibers. These women recommended that primary emphasis be given to consumer buying.

When Lagerquist discussed the ranking of topics related to the study of a clothing area that homemakers said were most valuable to them, clothing construction was placed first. Consumer buying of clothing and household goods was considered second in importance. Wardrobe planning was ranked third followed by laundering in fourth

place. Textiles ranked fifth with children's clothing sixth and grooming in seventh place.

McEachran (13) made a study to investigate the consumer's knowledge of yardage fabrics on the market in Vancouver, British Columbia. She also was interested in finding how salespersons, display signs, labels and advertising in publications enriched the consumer's knowledge and answered their questions about textile purchases. She found that the consumers did not have sufficient knowledge of either the natural or man-made fibers to enable them to evaluate the fabric's strength and care. The consumers included in this study knew less about man-made textiles than the natural fiber fabrics of cotton, linen, silk and wool but in most cases even this knowledge was insufficient to enable them to buy wisely.

Maxwell noted while teaching clothing at the secondary level in Denton, Texas in 1956 that her students tended to buy cheap textile fabrics for class clothing construction projects. A unit on Consumer Buying of Textiles was included in order to teach them the value of good textiles. This improved both the student's knowledge of textiles and the choice of textiles for use in her clothing project (14).

Mitchell (15) gathered information on the understanding of textile terminology by homemaking students in Western Oregon high schools in 1959. She describes the consumer's need for textile education in this manner:

The consumer faced with the almost infinite fiber combinations and finishes available in fabrics is presented with a real problem in selecting the best fabric for a particular use. Many questions pass through the consumer's mind as she shops in the

fabric department--questions that can or cannot be answered by labels and/or sales persons. If the desired information about a fabric cannot be supplied by either of these two sources, and if an intelligent purchase is to be made, the consumer will need to learn the characteristics of a specific fabric from another source (15, p. 2).

In 1960, Wells (30) made a study in the fabric department of a large store in Knoxville, Tennessee to determine whether or not consumers read labels when purchasing cotton and linen fabrics. Her conclusions and recommendations further emphasized the need for textile education. The results of her study indicate:

1. Most consumers do not read the labels on cotton and linen piece goods.
2. Few questions are asked or information read concerning care of cotton and linen fabrics at the time of purchase, though the manufacturer often supplies this information on labels.
3. The consumer shows little or no concern for the brand name of cotton and linen fabrics, though it is given on nearly all fabric labels.
4. Consumer inquiries about cotton and linen piece goods most often pertain to price, color, amount to purchase and width of fabric.
5. Few customers evidence concern about fiber content when purchasing fabrics which appear to be cotton and linen.
6. Consumers of middle age and past read the labels on cotton and linen more often than do the young homemaker age group (30, p. 27).

Wells explains her recommendations in the following manner:

Results of this study indicate the need for consumer education in the buying of textiles. Is it any wonder that there are dissatisfied customers, when the consumer uses her own limited judgment to determine the quality and wear of the fabric, as well as the care which is best suited for it? Is it not the responsibility of the home economists and educators to

inform the public of the Textile Fiber Products Identification Act, which is a step forward in textile labeling, and to encourage reading of these labels? Radio, television, newspapers, magazines, high school, college, and adult education classes, as well as home demonstration clubs, provide means of making the public aware of the value of textile labeling and encouraging its use (30, p. 27).

She also found that sales people need to be well trained and well informed if they are to be able to help and advise customers.

Polansky's (17) findings in a study of over 200 homemakers in California in 1960 emphasized still further the need for textile education. Her conclusions are summarized in the following:

The need for homemaker education in textile consumption is four-fold. As the service qualities and care requirements of textile products become more diverse the textile consumer's field of choice grows. Homemakers need help in determining which qualities can best meet their specific needs both in performance during use and in required care. Although homemakers look for descriptive labels and tags when purchasing clothing the information contained thereon does not remain with the garment and consequently special care requirements may be ignored both by the homemaker and by the drycleaner. This situation indicates a need for educating homemakers to look for descriptive labels which are permanently affixed to clothing purchased. Textile terms including trade names and generic fiber names often lack significance for homemakers. There exists a need for familiarizing homemakers as to the meaning implicit in such terms. Valid consumer complaints are of value to the textile industry as the means of evaluating and furthering progress in the development of textile products. There is a need for educating homemakers as to their privileges and responsibilities in returning those textile products which fail to meet their expected service qualities and care requirements (17, p. 23).

Hurley's (11) study concerned the selection of rugs and carpets by homemakers in a residential area of a city in North Carolina in 1961. She found that homemakers were more interested in fashion

trends and the coordination of room furnishings than in carpet performance. "There was evidence of a lack of dissemination or use of available information regarding carpet fibers, carpet construction, carpet selection in relation to performance, and carpet care. This points up a need for additional consumer education in relation to the selection and care of carpets" (11, p. 68).

Alexander (2) undertook a study in 1960 to determine the textile and clothing problems which homemakers faced and what methods they used to overcome the problems encountered. Nearly 50 percent reported that their greatest problem was the selection, buying and care of textiles and clothing. She found that there was a need for acquainting women with the sources of information available to them to help solve some of their textile and clothing problems. She also recommended that home economics teachers and others endeavoring to give instruction in this field should evaluate the content of their courses to see if they are giving adequate instruction in the area of selection, buying and care of clothing.

One of the most recent studies reviewed was by Carlson (5) with women in the Pacific Northwest. It was concerned with whether or not home economists were keeping informed of trends in the textile field and if they and the women without home economics training understood the textile terminology found on labels. Carlson's study also attempted to find what factors influence a consumer's choice of fabric. She described the dilemma facing homemakers in this manner:

The intelligent selection of fabrics for clothing is one of the most perplexing consumer problems that confronts the homemaker today. The many man-made fibers and finishes that have been developed within recent years present problems that were unheard of a generation ago. With each new development in the textile industry a new word or phrase is added to the textile terminology. Many of these words and phrases have little or no meaning to the consumer (5, p. 57).

As a result of this study Carlson concludes:

It was quite apparent that both groups of homemakers, according to the tabulated results of this questionnaire, are not well informed of the meanings of contemporary textile terminology (5, p. 64).

With the results of the data presented, extension and adult classes could be planned whereby adults may obtain information regarding textiles, contemporary textile terminology, and the trends (5, p. 64).

The recommendations in the field of consumer education in textiles were used as a background in developing plans for the Interest Finder and for the course Textiles for Homemakers, which was taught in this study.

The first question in the Statement of the Problem was "In what areas of textiles do women need help?". This has been partially answered through the review of literature which emphasized the need of adults and teen-agers to have a better understanding of present-day textiles. The review of the literature did not contribute much information on the other questions asked at the beginning of this study.

## METHOD OF PROCEDURE

Three approaches were used to develop the course: 1. an Interest Finder, 2. organizing and teaching a textile class, and 3. evaluation of the class that was conducted.

### Interest Finder

The Interest Finder was comprised of three multilithed sheets with an introductory paragraph written in the form of a letter (Appendix A). The main body of the Interest Finder was divided into three sections. The first section which was Exploring Your Present Understandings and Practices, consisted of groups of questions, statements, and lists of words or phrases which were concerned with textiles. The second section, About You, was concerned with schooling, employment, age of the homemaker, and the class in which she was enrolled at that time. The third section, Future Planning, was designed to determine the interests and ideas of the women in planning a future class in Textiles for Homemakers.

No attempt was made to cover the complete field of textiles in the Interest Finder. Terms and information used currently in textile advertising, descriptive material and labeling were used to find out whether or not homemakers were able to keep up with the newer textile developments.

Designing the Interest Finder so that it could be completed in a short time was important because the device was to be handed out to adult homemaking classes and completed during one class meeting.



Fifteen minutes was the estimated amount of time to be allotted for completion of the Interest Finder. The questions and statements could usually be answered with a check mark. Four of the lists given had "others" included where the respondents could add their ideas. Instructions for answering the items were provided at the heading of each list.

The following procedure was used to validate the Interest Finder. The Interest Finder was first checked by eleven home economists and one supervisor of adult education. A revision based on their evaluation was prepared and rechecked by nine of the original group for further suggestions. The second revision was then given to seven homemakers for a further check of the device. A few changes were suggested by this group of homemakers and the Interest Finder was prepared in its final form.

Arrangements had been made to distribute the Interest Finders to Portland and Corvallis Adult Homemaking Classes. In order to facilitate the identification of the two groups, the Portland Interest Finders were multilithed on green paper and those of Corvallis on white. The Interest Finders were ready for distribution in February, 1963 and the data were collected during March, 1963. Two hundred copies were sent to the Supervisor of Adult Family Life Education in Portland. She distributed them to the instructors of adult education homemaking classes which were in session at the time. A letter was included for each instructor explaining the purpose and instructions for completing and filling out the Interest Finder. The completed copies were then given to the Portland Supervisor who returned

them for tabulation and study. One hundred copies were delivered to the Supervisor of Adult Education in Corvallis for distribution to adult homemaking classes in session there. He gave them to the instructors with the letter of explanation. A total of 300 copies were distributed in Corvallis and Portland. Of these 246 or 82 percent were returned in suitable form for use in this study.

The principle factors for analyzing the data from the Interest Finders were age, education, employment, and place of residence. When these factors were not answered the Interest Finders were not used. The data from Portland and Corvallis were compared in the same manner in all sections of the Interest Finder with the exception of item eight under the section Exploring Your Present Understandings and Practices which dealt with preferences for course content. The data from Portland under this item were not included because answers from Corvallis gave sufficient information for this study. The Portland Interest Finders were returned to the Supervisor of Adult Education and if she wished information for her use from that section, it could be easily tabulated and analyzed.

A code was devised to facilitate tabulating the answers concerning age, education, employment, and the class in which the respondent was currently enrolled (Figure 1). Each possible answer under the groupings was given a code number. Four blocks numbered from I to IV were drawn on the upper right hand corner of the first page of the Interest Finder. Block one was for recording the answer concerning education, block two for employment, block three for age, and block four for the class in which the respondent was

currently enrolled. The answer checked was recorded by placing the code number in the proper block.

I	II	III	IV
2	2	2	5

### Code

#### Block I---Schooling

- 1 grade school
- 2 high school
- 3 college
- 4 graduate
- 5 nursing
- 6 business college
- 7 other

#### Block II---Employment

- 0 no answer
- 1 yes
- 2 no

#### Block III---Age

- 1 16-24
- 2 25-39
- 3 40-54

#### Block IV---Class in which

currently enrolled

- 0 none
- 1 Bishop I
- 2 Bishop II
- 3 tailoring
- 4 upholstery
- 5 cake decorating
- 6 knitting
- 7 basic pattern
- 8 parent education
- 9 management
- 10 interior decoration

Figure 1. Code used to simplify handling of the Interest Finders when regrouping and analyzing data.

Figure 1 shows how the numbers appeared in the blocks drawn on the first page of each Interest Finder. By referring to the code listed below the blocks, the numbers in the squares indicated that the respondent had some high school education, was not employed, was within the age range of 25-39, and was currently enrolled in a class in cake decorating. Time was saved by using the code numbers in the blocks when sorting and tabulating the information from the Interest Finders according to schooling, employment, age and class in which the respondent was currently enrolled.

### Textile Class

The information compiled from the Interest Finder was used as a guide in planning a textiles class for adults. The data showed the homemaker's knowledge of textiles and the areas in which she believed she needed more information. A series of four lessons was planned for teaching a textile class for adults.

Through the cooperation of the director of adult education in Corvallis, arrangements were made to offer a textile class as a part of the regular adult education program during the Spring Term of 1964. This class was to be used as a pilot study for future textile classes.

The preliminary outline for the content of the textile course was devised to include the following. The first lesson explained the objectives of the class and gave brief information on the history of textiles. Specific concepts of fibers and fabrics were also included. Lesson two was concerned with fabric finishes and consumer buying. Lesson three presented information on blankets, rugs and carpets. The fourth lesson was to have a panel consisting of the adult education director, the instructor and a fabric salesman who would discuss and answer questions on textiles posed by class members.

The first class was scheduled to meet on Wednesday, April 8, 1964 but only three women attended. These women expressed so much interest in the class that the Corvallis Director of Adult Education decided to postpone the starting date one week to see if further contacts could be made. The secretary for adult education telephoned

women who had been previously enrolled in homemaking classes and told them of the textile class. The three women who had attended the first class also made an effort to interest others. As a result of these contacts seven people attended the next meeting. This group consisted of a woman clerk and an assistant manager from the fabric department of a local store and five homemakers. The Director of Adult Education had hoped for a much larger enrollment but decided to offer the class for this pilot study. The class was given on four consecutive Wednesday evenings from seven to nine o'clock at the Corvallis Senior High School. A lesson on buying men's suits was substituted for the panel discussion originally planned for lesson four. This lesson was given by the Corvallis Director of Adult Education who had a background of salesmanship for men's clothing and regularly gave a similar lesson for high school boys.

The textiles courses which were taken as a part of the writers master's program were in 1961-63 and furnished valuable information in planning of the textile class. The most recent class, taken spring term of 1963, was one year previous to teaching the adult textile class. However, because of the rapid developments there was a need to have someone actively engaged in textiles go over the course content before its presentation. A conference between the instructor and Miss Phyllis Grant, Assistant Professor of Clothing, Textiles and Related Arts at Oregon State University was held preceeding each class at which time the material to be presented was discussed and validated. Miss Grant also attended a session of the class to observe the procedure used.

An Oregon State University student who was enrolled in a home-economics education course on adult education assisted in the class. She helped the instructor wherever possible and regularly aided with the organization and display of illustrative materials. She used this experience to fulfill one of her assignments in the class at Oregon State University emphasizing adult education.

### Evaluation of the Class

An evaluation of the textile class was made by the members of the class, the student assistant, the director of adult education and the instructor. At the end of the last lesson a three-page mimeographed evaluation form and a stamped addressed envelope were given to each of the seven class members. A short letter explained the reason for the evaluation and directions were given for returning the completed forms to the instructor. The evaluation form was made simple and short in hopes that a majority of the class would complete and return it. All seven completed and returned the evaluation forms within a week (Appendix C). The student assistant also completed and returned an evaluation form. The director of adult education met with the instructor after the textile course had been completed and discussed his evaluation of the class. The instructor made a written evaluation of the class following each lesson. This written evaluation included informal comments relative to such factors as attendance, interest shown, effectiveness of the illustrative materials and the amount of material which could be given during a class period.

## FINDINGS

This study was concerned with the present knowledge and needs of today's homemakers in the ever-changing world of textiles. The three approaches used to gather data for this study were: an Interest Finder, a textile class and an evaluation of the class. The findings from these three approaches will be presented and discussed in this chapter.

### Interest Finder

The answers from the Interest Finders were tabulated and the totals were converted to percentages. This made it possible to compare the answers from 171 Portland and 75 Corvallis women more readily. The percentages were used to determine the rank order of the tabulations and were not intended to be used for a statistical analysis.

### Description of Group

The section of the Interest Finder About You provided a basis for describing the participants in this study. Question four was included originally because a list of adult classes in which the respondents were currently enrolled was believed to be of value. However, this information was found to have no significance for this study and was not used. The first three questions of the section dealt with education, employment and age of the women. Question one pertained to formal schooling of the homemakers. In checking the

queries on education, the respondent did not necessarily mean that she had completed the level checked. For example, one checking college, would indicate only that she had some college training but was not necessarily a college graduate. The same would apply to those checking either grade school or high school.

The education level of the Corvallis and Portland respondents is compared in Figure 2. The largest percentage of Portland re-

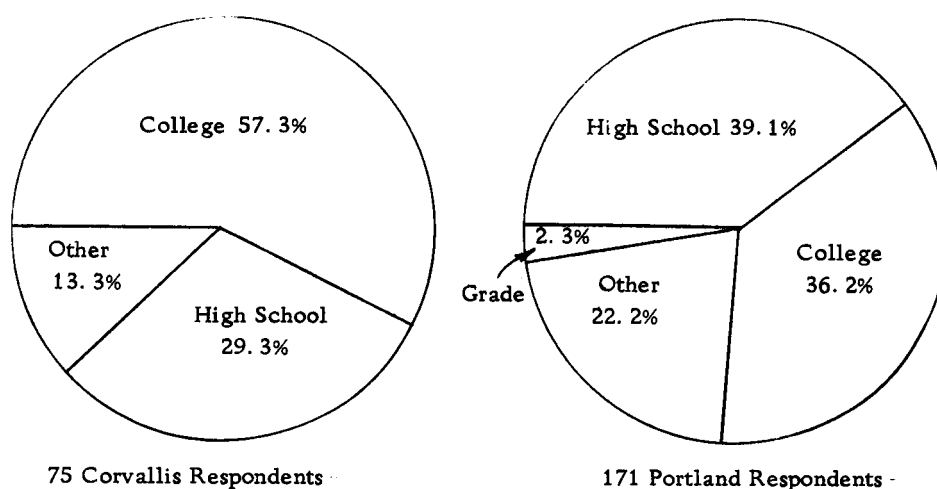


Figure 2. Comparison of the education of respondents in the study.

spondents had some high school education which was closely followed by those with some college education. The largest proportion of Corvallis respondents reported some college education followed in second place by a smaller percentage of those with some high school education. Portland respondents indicated that some had no more than a grade school education while Corvallis respondents reported no one with less than some high school training. A comparison also showed that at least three-fourths of the women answering the Interest Finder from both Corvallis and Portland had either high school



or college education. Several women from both Corvallis and Portland indicated they had received other formal schooling in such courses as nurses training, business college, beauty college, art school and costume design school. Because there was no way to know how much education the respondent had before obtaining this "other" schooling, this group was not used for comparison.

Question two of this same section concerned employment for pay outside the home by the homemaker. Figure 3 shows that the

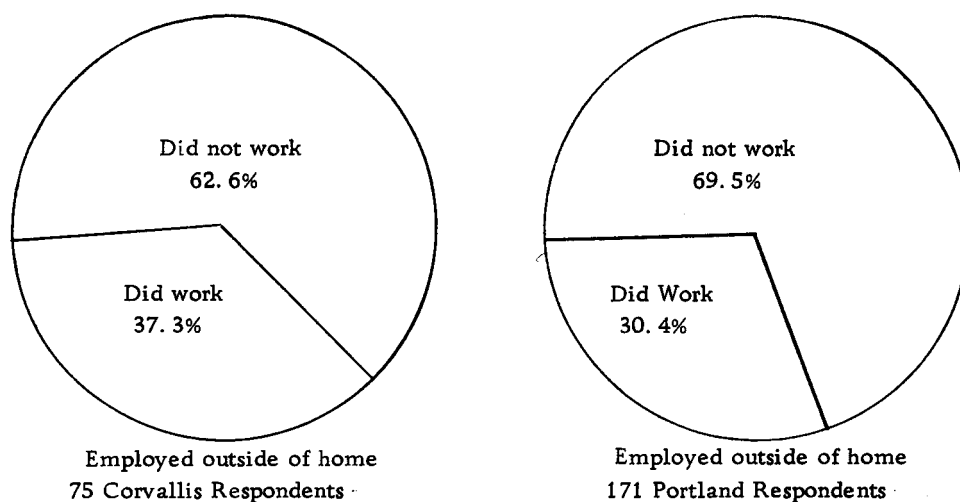


Figure 3. Comparison of employment of respondents in the study.

majority of homemakers from both Corvallis and Portland did not work outside the home and the percentage was similar for both areas.

Question three was included to establish the age groupings of the women from both Corvallis and Portland. These groupings are shown in Figure 4.

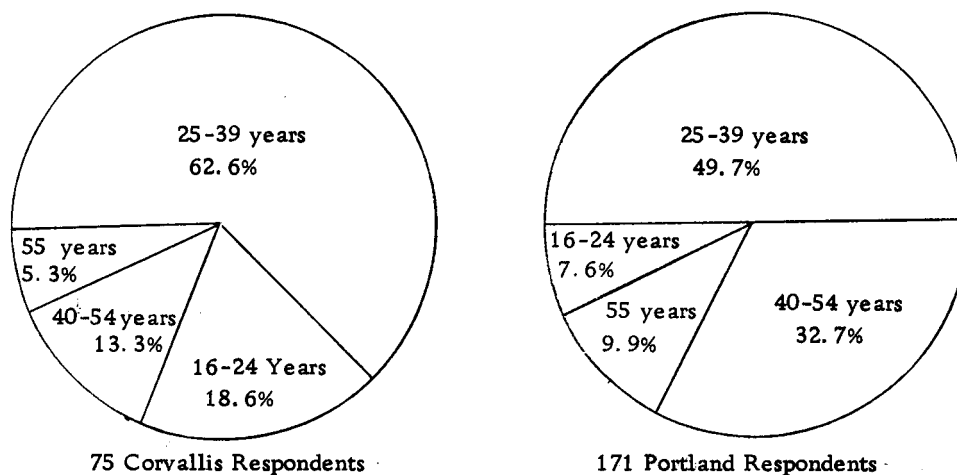


Figure 4. Comparison of ages of the respondents in the study.

When the ages of the respondents from Corvallis and Portland were analyzed the largest number were in the 25-39 age group. The ages 16-24 comprised the second largest group in Corvallis while Portland's second largest group was 40-54.

The composition of most of the adult homemaking group in Corvallis could be described as: having some college education, not being employed outside the home for pay and in the 25-39 year age group. The Portland group who completed this Interest Finder when compared with the Corvallis group showed: a larger proportion who had grade school and "other" educational backgrounds, were not employed outside the home and were in older age categories.

### Sources of Instruction

Table II shows the order in which the total group of homemakers, Corvallis homemakers and Portland homemakers listed the kinds of instruction which they had received since 1955.

Table II

Sources of Instruction Related to Selection, Use and Care  
of Textiles Taken by the 246 Respondents Since 1955\*

Source of Instruction	Rank Order of Instruction Respondents		
	Total group 246	Corvallis 75	Portland 171
Public School Adult Education Classes	1	1	1
TV and Radio Programs	2	5	2
Classes Sponsored by Sewing Machine Companies	3	3	3
High School Homemaking	4	2	5
Cooperative Extension Meetings	5	4	4
Others	6	5	6
4H Groups	7	6	7

Public school adult education classes were listed far ahead of any other source of instruction by both Corvallis and Portland

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\*A complete tabulation will be found in Appendix B.

respondents. This was probably due to the fact that in this study public school adult education classes were used for the distribution of the Interest Finder. Portland homemakers listed television and radio programs in second place as a source of instruction while high school homemaking classes were given second place by the Corvallis respondents.

In planning the course, Textiles for Homemakers to be taught in Corvallis or Portland, the teacher would need to be acquainted with subject matter related to textiles which had been included in other adult homemaking programs in the area such as cooperative extension groups, high school homemaking classes, public school adult education classes, sewing machine classes and educational television and radio.

#### Present Understandings and Practices

The first five items included in the Interest Finder are presented in Table III. This table provides answers to the questions which dealt with the present understandings of the respondents. These data were studied to determine the women's needs and were used as a basis for planning the textile class taught as part of this study. The table shows that the percentages of both the Corvallis and Portland women's answers were similar. The homemakers indicated that they needed additional information concerning the more recent tufting process used in blanket construction. A large percentage of the women disclosed that descriptive labels and tags on clothing were helpful in making selections however, there was no way of knowing

Table III

Present Understandings and Practices Related to the Selection,  
Buying, Use and Care of Textiles Used in the Home by  
75 Corvallis and 171 Portland Respondents\*

Questions	Yes		No	
	Corv. %	Port. %	Corv. %	Port. %
1. Do you know the construction difference between a woven fabric such as gingham and a bonded fabric such as pellon?	57.3	59.6	41.3	38.5
2. Are you aware of the difference between a blanket made by the usual woven method and one made by the more recent tufting method?	13.3	14.6	86.6	84.2
3. Do you find it difficult to obtain satisfactory results when laundering garments made of a blend of fibers such as Dacron and cotton, Orlon and wool, rayon and acetate, or any others?	42.6	31.5	56	67.2
4. In your purchase of clothing does the descriptive label or tag help you make your selection?	92	88.8	6.6	10.5
5. Have you encountered any difficulty in understanding descriptive terms used in advertisements for household textiles?	56	53.2	41.3	43.2

\*Some respondents did not answer.

how well they understood the information on them. The tabulations on the questions which concerned construction differences of fabrics, laundering of garments and understanding descriptive terms did not show clearly whether or not the respondents believed they understood. Therefore these borderline areas need to be included as part of the class curriculum.

Table IV shows how homemakers ranked a variety of sources of information related to selection, buying, use and care of clothing.

Table IV  
Beliefs About Reliability of Sources of Information Related  
to Clothing Selection, Buying, Use and Care

Source of Information	Rank Order of Beliefs		
	Most Reliable		
	Total Group 246	Corvallis Women 75	Portland Women 171
Own Experience	1	1	1
Labels	2	2	2
Magazine and Newspaper Articles	3	3	3
Friends	4	5	4
Magazine Advertisements	5	4	5
Salespeople	6	5	7
Newspaper Advertisements	7	6	6
Store Signs	8	6	8

Own experience, labels and magazine and newspaper articles

were listed in this order as the most reliable sources of information by both Corvallis and Portland homemakers. Salespeople, newspaper advertisements and store signs were ranked as the least reliable by these same women.

Table V reveals the knowledge of textile legislation of Corvallis and Portland homemakers.

Table V  
Textile Legislation About Which Respondents  
Reported Some Knowledge

Acts	Respondents Who Reported Knowledge			
	Corvallis		Portland	
	No.	%	No.	%
Flammable Fabrics Act of 1953	14	18.6	45	26.3
Fur Products Labeling Act of 1951	15	20	30	17.5
Textile Fiber Products Identification Act of 1958	13	17.3	25	14.6
Wool Products Labeling Act of 1939	12	16	20	11.6

Corvallis and Portland homemakers showed very limited knowledge about present day textile legislation. In viewing Table V the percentages showed that only one-fifth of the respondents from Corvallis indicated knowledge of the Fur Products Labeling Act which was the legislation most frequently checked. A slightly greater percent of the Portland respondents checked the Flammable Fabrics

Act which was the item of legislation most frequently checked by that group.

The content of the course, Textiles for Homemakers, was influenced by the responses of the women to the sections on Present Understandings and Practices. Their responses indicated a need to include information regarding processes of blanket construction, descriptive labeling, descriptive terms used in textile advertising, reliability of sources of information and textile legislation.

#### Preference for Course Content by Corvallis Homemakers

This section of the Interest Finder related to selection, buying, use and care of clothing and textiles indicated the areas of textiles in which the homemaker needed additional help. These areas were included in planning the subject matter for the textile class. Since the textile class was to be taught in Corvallis, only answers from Corvallis homemakers were tabulated.

Table VI presents ranking of the course content preferences of the Corvallis respondents. The data were examined to learn preferences for course content by the total group and to determine differences in preferences for course content of this same group according to age, education and employment. A complete analysis of course content preference will be found in Appendix B.

Total Group. In selecting preferences of subjects for course content, the Corvallis women ranked fabric care first with fabric finishes and relation of quality to cost tied for second rank. These same women ranked textile legislation in last place.



Table VI. Preference for Course Content of 75 Corvallis Women

Course Content	Rank Order of Choices*									
	Total Group	Age				Education**			Employed	
		16-24	25-39	40-54	55---	HS	College	Other***	Yes	No
Fabric care	1	5	4	5	2	2	4	7	1	7
Fabric finishes	2	3	5	4	4	6	3	4	2	8
Relation of quality to cost	2	3	7	2	4	3	5	5	4	5
Quality of construction in ready-made garments	3	2	8	6	3	1	8	6	5	4
Textile fibers	4	7	1	8	-	8	7	1	6	3
Textile labeling	5	6	3	1	-	5	6	2	8	1
Guarantees	6	8	2	7	1	7	2	4	7	2
Fabric Construction	6	4	4	3	-	9	1	3	3	6
Storage	6	1	9	9	-	4	1	8	3	6
Textile legislation	7	8	6	1	1	3	9	2	8	1

\*Rank order of choices is based upon the percentage of group choices from highest to lowest.

\*\*No Corvallis respondent checked less than high school education.

\*\*\*Includes college graduate student, nursing, business college, night school, costume design school, beauty college, art school

Age. Corvallis women between the ages of 16-24 indicated that storage was the area in which they were most interested and needed additional help. Quality of construction in ready-made garments, fabric finishes and relation of quality to cost were also important. They did not indicate much interest in guarantees, textile legislation and textile fibers. The age group 25-39 was most interested in textile fibers, guarantees and textile labeling. Women of 40-54 placed textile labeling and textile legislation as their first choice for additional help with relation of quality to cost in second place. Both of these groups placed storage at the bottom of their lists. Those 55 and over wanted additional help with fabric care, guarantees and textile legislation. Guarantees and textile legislation were the most important. They were not interested in textile fibers, textile labeling, fabric construction or storage.

The choice of course content was answered by only 75 Corvallis women and this is not a large enough number to make conclusive decisions. However, the varying interests shown by the different age groups did demonstrate that plans for an adult class should take into consideration the ages of the class members.

Education. Women with only high school education indicated that they would like more help with quality of construction in ready-made garments, fabric care, relation of quality to cost and textile legislation. They were least interested in fabric construction, textile fibers and guarantees.

Those with some college education wanted additional help in

the areas of fabric construction, storage, guarantees and fabric finishes. However, the college group was not interested in textile legislation, quality of construction in ready-made garments or textile fibers.

The group indicated as "other" education showed their greatest interest in textile fibers, textile labeling, textile legislation and fabric construction. Help was not needed in storage, relation of quality to cost and fabric care.

The responses by 75 women of varying educational backgrounds showed that there was a difference in their needs in selecting, buying, using and caring of clothing and textiles.

Employment. Fabric care, fabric finishes, fabric construction and storage were indicated by employed homemakers as the areas in which they needed additional help but they were not interested in guarantees, textile labeling and textile legislation. The non-employed women listed textile legislation, textile labeling, guarantees and textile fibers as of greater importance to them. These same women were not concerned with fabric care and fabric finishes.

Employed and non-employed homemakers did not choose the same areas related to clothing and textiles for additional help.

The Corvallis homemaker's choice of course content was analyzed according to age, education and employment. When the adult teacher considers the composition of a specific group in a class she might include additional emphasis for particular needs according to the factors analyzed in this study.

The youngest age group wanted information on storage, quality

of construction in ready-made garments, fabric finishes and the relation of quality to cost. The next two age groups, 25-39 and 40-54, showed preference for textile labeling, textile fibers, textile legislation, guarantees and relation of quality to cost. Older homemakers indicated guarantees, textile legislation, fabric care and quality of construction in ready-made garments as the areas in which they wished further help.

Corvallis homemakers with only a high school education revealed their main choices of course content as quality of construction in ready-made garments, fabric care, relation of quality to cost and textile legislation. Women with some college education disclosed that they were interested in fabric construction, storage, guarantees and fabric finishes. Those with "other" education specified textile fibers, textile labeling, textile legislation and fabric construction as the areas they would want included in a textile course.

Employed homemakers implied that their greatest need for courses in textiles was concerning fabric care, fabric finishes, storage and fabric construction. The non-employed women specified that they wanted more information about textile labeling, textile legislation, guarantees and textile fibers than did the homemakers who were employed.

The Interest Finder used in this study proved to be an aid in selecting the content for the series of four lessons which were taught in the class, Textiles for Homemakers.

### Textile Class

The material to be used in this series of four lessons titled Textiles for Homemakers, was based upon information from the review of literature and the Interest Finder. The lessons were to include subject matter indicated as being needed by the respondents and the leader's knowledge of what was important in the field of textiles today.

In order to develop guides for homemakers to use in the selection, use and care of textiles, material from textile courses and current information were studied. The following suggests some basic learnings for a course, Textiles for Homemakers.

Fibers are classed as natural or man-made and each group has particular characteristics.

Fibers have the ability to extend and return to their original size and shape which are important factors in wrinkle resistance, wear resistance, shape retention and resiliency.

Cotton and linen are cellulosic fibers and possess certain similar characteristics which cause them to wrinkle badly, launder easily and be susceptible to mildew.

Silk and wool are protein fibers which may be damaged or destroyed by chlorine bleaches and attacked by clothes moths and carpet beetles.

Wool's ability to absorb large amounts of moisture from the body and the atmosphere accounts for much of its comfort when used as clothing.

Wool's ability to extend and return to its original shape is one of the reasons for its extensive use as carpeting.

The strength of the natural fibers, wool, silk, cotton, linen and other minor fibers, vary when wet and should be considered when laundering or drycleaning them.

Rayon, acetate and triacetate are man-made cellulosic fibers and are considerably weaker when wet than when dry.

Man-made fibers retain little moisture which results in rapid drying and poor absorption.

Because synthetic fibers produce static electricity, floor coverings made from these fibers will attract soil.

Glass textiles are made from a glass fiber which has many advantages because of the smooth, hard fiber but which also results in a low resistance to abrasion.

Thermoplastic fibers are softened by heat and this property is used to obtain certain results such as permanent pleats and the leg shapes of hosiery.

Dacron, nylon, acrilan and orlon are some of the strongest of the man-made fibers but because of this strength, pilling is one of their worst problems.

A fabric made of a combination of fibers will have the qualities of the fiber present in the largest percentage.

Spandex, also sold under the trade names of Lycra and Vyrene, is a synthetic fiber from which elastic yarns are made and because of their holding power, softness and light weight are useful in the manufacture of foundation garments, swim wear and surgical hose.

Finishes are used to improve the character and appearance of a fabric by providing added qualities, counteracting an undesirable quality, adding beauty or by giving more than one property to a fabric.

Cotton and linen fibers wrinkle easily and are often treated chemically to improve their crease and wrinkle resistance.

The many different finishes, both physical and chemical, which are applied to fabrics may influence the use and care of the fabrics.

Fabric designs are an important part of textiles and are obtained by structural designs such as combinations of yarns and applied designs, which include printing and embossing.

Yarns can be varied by combining different fibers in a yarn; by combining more than one color in a yarn or by using novelty yarns which can affect the quality and appearance of a fabric.

The remainder of this section presents a suggested plan for the first lesson in the class, Textiles for Homemakers. The plans given are basically those used for the class with some ideas added for improvement.

### Textiles for Homemakers\*

#### Suggested Goals:

Awareness of the importance of women and girls as consumers of textiles.

Realization of the importance of textiles in wearing apparel, home furnishings and industry.

Recognition of the value of some of the old textiles which families may possess.

Realization of the importance of textile legislation.\*\*

Awareness of where textile research is done.

Awareness of the changes which have been made in textiles since World War II.

Understanding the characteristics of cotton and wool fibers.

Ability to recognize clothes moths and carpet beetles.

Understanding some methods of controlling these insects.

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\*Additional suggested plans for classes are to be found in Appendix C.

\*\*This goal was used whenever it applied in the rest of the lessons.

Learning Experiences	Aids*
<p>Teacher presents "How many Persons is a Homemaker?" to class and points out how many of the list are concerned with textiles.</p>	<p>Display list of responsibilities of homemaker on blackboard or chart from:</p>
<p>Teacher presents significant facts about textiles such as:</p> <p>90 percent of fabrics, including yardage and household linens used in the Unites States are purchased by women and girls.</p> <p>95 percent total production of apparel fabrics go into ready-to-wear.</p> <p>5 percent of total production of apparel fabrics is used for home sewing.</p>	<p>Bell, Helen E. -How many persons is a homemaker? East Lansing, Aug. 1963. Michigan State University Extension Bulletin E-415 15¢</p>
<p>Instructor asks class to contribute by the following:</p>	
<p>1. What is the fiber used in some of the garments you are wearing? or</p> <p>"I am wearing nylon stockings, what fibers are in the garment you are wearing?"</p>	<p>Make a list from class suggestions. Some will give trade names. Do not differentiate or explain the difference between generic and trade names at this time. Keep this list to use again when studying generic and trade names.</p>
<p>2. What textiles have you purchased during the past week, month, year?</p>	<p>List the textiles names and classify them such as wearing apparel, household textiles, industrial uses and others to point out the variety.</p>

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\*Resource list in Appendix D.



Learning Experiences	Aids
<p>Leader presents the following information:</p>	
<p>Production of fibers, yarns and fabrics, with their allied industries, such as garment manufacturing, is one of leading fields in number of persons gainfully employed in the United States.</p>	<p>Suggest less usual uses for textiles as:</p>
<p>Textile industry is rapidly becoming important in Canada, Mexico, Japan and other countries.</p>	<p>Show newspaper, magazine or medical journal article about the successful use of a mitral ball valve in heart patients. A knitted Teflon cloth is used in the valve's construction</p>
<p>Has been shift in textile industry from North to South and East to West.</p>	<p>Fiberglas used on boats</p>
<p>Textile industry is second only to agriculture in use of chemicals.</p>	<p>Automobile tires</p>
<p>Teacher displays some old textiles and explains about them as:</p>	<p>A display of textiles, as:</p>
<p>1. Early dyes were from available plants.</p>	<p>Wool coverlet 75-100 years old</p>
<p>2. Women may have been responsible for raising, processing, weaving and constructing articles of wool.</p>	<p>Salesman sample display card--compare the few colors used in coverlet to the many colors available on the salesman sample card. (Sample card for a common fabric such as denim, percale or gingham will give a wide range of colors.)</p>
<p>3. Many changes have taken place in children's clothes.</p>	<p>Boy's wool and mohair dress--87 years old</p>
	<p>New cotton knit suit for a small boy borrowed from a local store.</p>

Learning Experiences	Aids
<p>Teacher suggests that members of class bring old items of interest</p>	
<p>Instructor reads quotation:</p>	
<p>"Textile study, to a person starting it for the first time, is like trying to put together a complicated jigsaw puzzle when you have no idea of what the colors represent, or how the completed picture is supposed to look. But as terms become familiar and complete or extend knowledge which you already have, the pieces of the puzzle fall into place, fit in with things you already know through your experiences with clothes and fabrics, and the whole wide field becomes open to your view--from earliest historical times to the present, and with many hints of what the future may hold."</p>	<p>Stout, Evelyn. Introduction to textiles. New York, John Wiley &amp; Sons, 1961</p> <p>Visual in form of jigsaw puzzle assembled during reading of quotation and including such topics as:</p> <ul style="list-style-type: none"> <li>fibers</li> <li>fabrics</li> <li>weaves</li> <li>finishes</li> <li>legislation</li> <li>care</li> <li>uses</li> </ul> <p>Show how all fit together in puzzle to form whole field of textiles</p>
<p>Instructor presents a list of familiar names identified with textile research as:</p>	
<ol style="list-style-type: none"> <li>1. Army research</li> <li>2. Chemical Companies as American Cyanamid DuPont Eastman</li> <li>3. Other well known names as: Firestone Heberlein (Swiss) Maytag Owens-Corning Proctor Gamble 3M U. S. Rubber</li> </ol>	<p>Magazine advertisements for carpeting might be used to call attention to chemical company names.</p> <p>Aids such as:</p> <p>"Know your laundry recipes" Write to Linda Marshall, Home Service Dept. The Maytag Company, Newton, Iowa</p>

Learning Experiences	Aids
<p>4. Private Companies as:  Consumer Research Bulletin  Consumer's Union Report  Good Housekeeping  Harris Research Laboratories  J. C. Penneys  Private manufacturers  University research  U. S. D. A. research</p>	<p>Wool treated for non-shrinkage from a wool company such as Pendleton Woolen Mills, 218 S. W. Jefferson St., Portland, Oregon 97201</p>
<p>As an example to illustrate and explain changes and developments used in today's textiles, teacher uses a collection of gingham swatches.</p>	<p>Show samples of actual fabric illustrating such variations as:</p>
<p>1. <u>Construction</u>  Plain weave--yarn dyed woven yarns which result in geometric designs</p> <p>Gingham-like fabric which was printed--looks like gingham, lighter in color on one side, sometimes printed on both sides, less expensive, fades more readily</p>	<p>Sizes of checks, plaids, and stripes</p> <p>Color  Quality  Price range  Fabric set "off-grain"</p>
<p>2. <u>Finishes</u>  <u>Wrinkle</u> resistant</p> <p>Shrinkage controlled</p>	<p>Display garment made of untreated fabric compared to one made of wrinkle resistant fabric</p> <p>Invite class to examine labels indicating shrinkage guarantees as:</p> <p>stabilized for shrinkage  residual shrinkage 2-3%  Sanforized</p>
<p>3. Combination of fibers  Checked fabric which looks like gingham but is blend of acetate and cotton</p>	<p>Class members experiment with small piece of acetate and cotton fabric by treating it with acetone</p>

Learning Experiences	Aids
<p>Discuss advantages and disadvantages of fabrics made of blends such as:</p> <ul style="list-style-type: none"> <li>piece dyeing</li> <li>acetate gives crispness</li> <li>lessen wrinkling</li> <li>may be less expensive</li> </ul>	<p>Display other variations as an all rayon plaid which could have been mistaken for cotton gingham</p>
<p>Teacher points out there are two large groups of fibers, natural and man-made. Two of the natural fibers, wool and cotton have been mentioned in connection with the coverlet and the gingham. Acetate a man-made fiber but closely related to cotton, was found in the samples which were treated with acetone.</p>	
<p>Teacher continues explanation of fibers by introducing cotton, a natural fiber, and include such information as:</p>	
<p>Source of cotton fiber</p>	<p>Display a cotton plant</p>
<p>Appearance of the cotton fiber</p>	<p>Display actual cotton fibers under a microscope</p>
<p>Words associated with cotton textiles as:</p>	
<ul style="list-style-type: none"> <li>Egyptian</li> <li>Sea Island</li> <li>Pima</li> </ul>	<p>Display labels or advertisements using Egyptian, Sea Island and Pima</p>
<p>Mercerization</p>	<p>Show fabric swatch or spool of thread for mercerization</p>
<p>Staple Filament</p>	<p>Acetate-cotton checked fabric used by class members for treatment with acetone is an example of both staple and filament yarns.</p>

Learning Experiences	Aids
Teacher asks class to respond to questions as:	
What are the advantages of cotton?	
What are the disadvantages of cotton?	Use swatch of plain color cotton fabric to illustrate wrinkling.
	A sample of mildew on cotton
	Display labels illustrating requirements of textile legislation as to labeling of cotton fabrics or garments.
Instructor asks class members to tell what fiber they think was used in the coats or jackets they wore to class. Both cotton and wool will probably be found and will make good transition to subject of wool.	
Teacher points out characteristics of wool as:	
Source History and importance Fiber appearance Processes in manufacturing Properties Terms such as woolens, worsteds, virgin wool, felting	Pendleton Woolen Mills kit on wool is available to teacher upon request.
Class members examine articles such as socks, gloves, sweaters or fabric samples to get a better understanding of the following treatments.	
Shrinkage	Example of sweater that shows results of poor laundry practices to illustrate felting and shrinking.
Showerproofing Mothproofing	U. S. D. A. Home and Garden Bulletin Number 24. Clothes moths and carpet beetles - how to combat them. Available from Extension Agent

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Learning Experiences	Aids
<p>Group views filmstrip on Vyrene as introduction to man-made fabrics for next class.</p>	<p>Real specimens of both moths and carpet beetles to show because pictures are deceiving as to size.</p> <p>Filmstrip "This is Vyrene" is excellent. Write to: Miss Ruth Schandorff, Fashion Director, Textile Division United States Rubber Company, 1230 Ave. of the Americas, New York, N. Y 10020. Pay only return postage.</p>

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### Evaluation of the Class

An evaluation of the textile class was made by members of the class, the student assistant, the director of adult education and the instructor. The evaluation attempted to find answers to questions concerning class scheduling, class membership, content of the course, visual aids used during the class, reference materials and any other suggestions the members wished to give (Appendix E).

#### Class Members

All members indicated that a textile class would be a helpful addition to the adult education program in Corvallis. A majority of the members preferred that the class be held for five sessions and that each session be two hours in length.

The membership of this class included two salespeople, one assistant manager and a clerk from the fabric department of a local store. The rest were homemakers. In view of this combination of salespeople and homemakers a question was asked whether the members felt this was an advantage or a disadvantage. All answers indicated that there was an advantage in having both salespeople and homemakers in the same class because of a better understanding of each others' problems.

The respondents indicated that they approved of the use of visuals as part of the lesson presentations. The class members denoted the relative importance of a list of topics by indicating fabric care, fabric finishes, guarantees and textile labeling as the most

important. Textile fibers, storage and fabric construction followed closely with quality of construction in ready-made garments, relation of quality to cost and textile legislation considered as least important.

The class members were asked to indicate highlights of the course which they felt should be included in a future class and to make suggestions and comments about the class. Here are some typical student comments:

Display of materials and garments

Seeing the new stretch materials made up

The examples you brought to show the good and the bad

Flammability of rugs

Care of the different fibers

"Textile Fibers and Their Properties"--Study of specific fibers and their properties

Information on new textiles

Some typical suggestions and comments about the course from the class members were:

I enjoyed and certainly learned from this course.

I thought it was very informative and my only objection was too short a time to receive so much information.

The illustrative materials and samples were very helpful and made the class more interesting than just all lecture.

The talk on suits and merchandizing was an addition to the class. More of these could be done if the sessions were longer.

I was impressed by the rug burning experiment and think one like it on a certain type stain would be of benefit for prospective rug purchasers.



The "Suds and High Fashion" demonstration was most timely and surely brought home many points brought out in class. A similar type of presentation might be used if longer sessions were planned.

The material given us is one of the best I've seen-- I hope to find time to study it more thoroughly.

A need for more and better publicity of a future textiles class was indicated by the members. Suggestions for methods of reaching more people included publicity through clothing stores, fabric stores, women's groups, store managers and county agricultural extension agents.

A majority of the respondents indicated that asking class members to buy a book such as the Textile Handbook by the American Home Economics Association would be beneficial. However, the following comments by the members were made which indicated some reservations on this point.

Not for the average homemaker. I felt enough material was handed out in class to help with average problems and to help as a reference.

Depends upon the interest of the individual.

I think it would be a good idea if the people wanted it. It would be nice to have use of them in class if needed.

I think it would be very good to be used as a class textbook. I don't think the housewife would study it enough afterwards.

Only if it is revised yearly.

Not unless more class sessions were taught and a real text book study was made.

### Student Assistant

The student assistant's evaluation of the class agreed with those of the class members in the questions about the value of the textile class, highlights of the class and advantages of including both salespeople and homemakers in the same class. She pointed out that having both salespeople and homemakers in the same class could pose a problem if the salespeople had a background of textiles and did not need the basic principles given. This could result in not being able to meet the needs of both groups in the same class. She felt that the class benefited from visual learnings but that the charts used may not have been seen by all because of the height of the stand. She suggested more publicity through newspaper, radio, pamphlets left in local stores and telephone calls to homemakers.

### Director of Adult Education

The Director of the Corvallis Adult Education program evaluated the class by saying that he felt that a textile course was a good course to offer in the adult program. He reported that there had been a good reception of the class by the members and their attendance was an indication of their interest. He felt that a class in which the membership was comprised of both salespeople and homemakers had advantages but also brought out that there could be a disadvantage in not being able to freely discuss trade names with such a group. In the future he would like to offer such a course once a year during winter term for eight lessons of two hours each.

Instructor

An analysis of the written evaluations made by the instructor after each lesson revealed the following. The limited enrollment in the class may have been the result of several factors. Teaching the class for the first time Spring Term of the adult education program was unfortunate because this is the term of smallest enrollment for all adult classes. Sunshine and nice weather the week of Spring Term registration and complete deletion of publicity because of news of the Alaskan Earthquake might have affected the enrollment. Whether these are just excuses or that in reality only seven people in Corvallis were interested in textiles may be proven at a later time when the class will be offered again. Some of the disappointment in such a small class was overcome by the 100 percent attendance by every member. From the interest shown in the materials and displays offered, questions asked and indications on the evaluation sheet, the instructor believed that the course had helped to meet the need of homemakers.

This class was limited to four lessons which were to provide part of the information used in a master's thesis. With the great amount of material available in the field of textiles, choosing and limiting subject material was the biggest problem in developing the course. Even though the instructor realized this was a pilot study and everything about textiles could not be included, she crowded too much into each class meeting and did not leave sufficient time to do a good job summarizing each session.

The enrollment of two salespeople who dealt with fabrics could have been a problem, but inquiries revealed that neither one had ever had any training in textiles. As the class progressed there were indications that the presence of homemakers and salespeople, with their ideas and experiences could offer definite advantages to such a class by a better understanding of each other's problems.

Displaying the old coverlet and boy's dress and pointing out some of the interesting historical facts connected with the natural fibers were means of including enrichment materials in this class. The members did not enroll in a course in historic textiles but they did appear to be interested in the information given.

The class was developed by proceeding from the known to the unknown. Gingham, a fabric known to almost everyone, was used as an introduction to many of the subjects which were discussed later in the class. Gingham was used to illustrate a plain weave, variety of colors, yarn dyed threads and designs. This common fabric was also used to illustrate changes in fibers, blends of fibers, finishes, labels, textile legislation and a method of testing for fiber content. As the classes continued, reference was often made to gingham as a basis for a new learning or the clarification of a point. This approach was felt to be more effective for the homemakers than a more logical approach which would have started with a complete understanding of fibers and then progressed to yarns, fabrics and other information. Some of the subjects such as labels and legislation appeared in every lesson and they were discussed whenever they applied.

Because of the interest shown by the class members, the time and effort required to obtain illustrative materials was worthwhile. The instructor displayed and discussed a variety of articles made of textiles or closely related to the field in order to emphasize the scope of textiles. The articles displayed included carpeting, draperies, shoes, a picture of a heart valve as well as articles of clothing. Whenever samples of ready-made articles could be obtained these were used. These same samples were also used to illustrate quality of construction and labeling. Garments of stretch fabrics were of special interest because they were new on the market and these were included with some other garments illustrating fiber, finishes and labels. This display of stretch garments would have been more effective for the class if they had been shown alone.

Considerable time was spent studying fibers. A description of their appearance was aided by simple illustrations on charts. However, the learning would have been much more effective if actual fibers had been observed under a microscope or if the fiber could have been projected in some manner. Realizing the actual size and appearance of something as small as a fiber is very difficult for most inexperienced persons.

A similar situation was observed when the class was given information on clothes moths and carpet beetles. An excellent bulletin was given to the class members and various points contained in it were pointed out including an enlarged colored photograph of these two insects. When the class examined real mounted specimens they expressed amazement at how tiny the insects actually were.

During one of the classes reference material for textiles in magazines, journal, pamphlets and books was displayed in a convenient place. This material was called to the attention of the class and the members were asked to examine it and to especially notice the handbook published by the American Home Economics Association. Except for a brief glance at the handbook and considerable interest in the American Fabrics magazine the other items were barely noticed. The instructor realized that without ample explanation and time for examination this reference material had little value.

Because of rescheduling of the class, the filmstrip "This is Vyrene" by the United States Rubber Company arrived one lesson ahead of time. However, the instructor used it without any preliminary explanation of man-made fibers and it proved to be one of the highlights of the course. The filmstrip gave information about the manufacture of Spandex and its uses. This turned out to be an excellent introduction for the next class in which synthetic fibers were discussed and also as a background for the actual samples of garments which were shown to the class.

The final class had originally been planned to feature a panel which would discuss and answer questions concerning the various aspects of textiles. Because of the small enrollment a substitute lesson on buying a man's suit was given. This lesson turned out to be another highlight of the class. The instructor had experience in men's clothing and gave a very interesting discussion. He included information about manufacturing and construction details such as mitered corners, well-made buttonholes, piecings and other details.

Some of these were illustrated by a suit coat which had the lining removed to show inside details. Other suits were used to illustrate additional points. This was one instance when a combination of salespeople and homemakers was a disadvantage because trade names could not be freely discussed.

### Summary

In summary, the evaluations of the textile class brought out the following points. All agreed that a class of this kind would be a helpful addition to the adult education program in Corvallis. Enrolling both salespeople and homemakers in the same class offered more advantages than disadvantages. The use of visuals and displays for enrichment of the class was approved. Questions concerning the use and purchase of a reference were not answered consistently. This may have been due to the fact that insufficient time had been allowed for the class members to become acquainted with the materials in question. The enrollment was not large enough to make any final decisions but the 100 percent attendance indicated that the class members were interested in the subject matter presented. Everyone agreed that a class of four lessons was too short to cover the material available on textiles.

Teaching the class was rewarding in light of the interest shown by the members. A future class with more sessions would solve many of the problems resulting from overcrowding of subject matter in each meeting. A future class would also be improved by a better distribution of illustrative materials; more efficient use of visual

aids; encouragement of questions and contributions from class members and more effective summaries at the end of each session.



## SUMMARY AND RECOMMENDATIONS

A review of literature and the analysis of data collected by the Interest Finder both emphasize the need for a better understanding of present day textiles by adults and teen-agers.

Because of the rapid progress being made in the field of textiles the average person is unable to keep informed of these changes. Adult textile classes are one method of helping meet this need. This study was undertaken to determine if such a class was feasible by trying to find answers to the following questions:

1. In what areas of textiles do women need help?
2. Will women in the Corvallis area attend an adult class in textiles?
3. How does the need for textile information differ between homemakers from a large city such as Portland and homemakers from a smaller city such as Corvallis?
4. What do homemakers learn from a textile class?
5. What recommendations can be made for a future textile course for homemakers?

Information to aid in answering these questions was obtained by means of a review of literature, an Interest Finder, teaching an adult class and an evaluation of the class.

The Interest Finder was answered by 75 Corvallis homemakers and 171 Portland homemakers enrolled in public school adult education classes in February, 1963. Using suggestions from the review of literature, data from the Interest Finder and the teacher's knowledge of important areas in textiles as a guide to the course content, the course, Textiles for Homemakers, was planned and taught. An

evaluation of the class was made by the students and others at the conclusion of the course.

In light of the suggestions and data obtained, answers to the following questions are given.

1. In what areas of textiles do women need help?

The total group of 246 homemakers from Corvallis and Portland indicated that they needed help in understanding blanket construction, in evaluating the reliability of sources of information and a better knowledge of textile legislation. Fabric care, fabric finishes, relation of quality to cost and the quality of construction in ready-made garments were also indicated as areas in which additional help was needed by the 75 Corvallis women. The tabulation of the Corvallis homemakers according to age, education and employment showed different needs were indicated by the women in these three categories.

2. Will women in the Corvallis area attend an adult class in textiles?

The class was offered during the Spring Term 1964 and the enrollment was a disappointment as only seven persons attended. Each one seemed very interested and attendance was 100 percent for the session. Because of this small number no conclusion can be made as to attendance until the class can be offered again. More publicity and scheduling the class other than Spring Term may make a difference in attendance.

3. How does the need for textile information differ between homemakers from a large city such as Portland and homemakers from a smaller city such as Corvallis?

Corvallis and Portland respondent's needs for textile information were more nearly alike than was expected. When answering queries about sources of instruction both placed public school adult education classes in first place. Corvallis listed high school homemaking as second compared to Portland women who ranked TV and radio programs in second place. Both Corvallis and Portland women gave almost identical answers to questions concerning Present Understandings and Practices Related to the Selection, Buying, Use and Care of Textiles used in the home. Both groups agreed on the ranking of the reliability of sources of information with one exception. Corvallis women ranked magazine advertisements in fourth place and friends in fifth

while Portland women ranked them in opposite order. Neither group knew much about textile legislation. Portland respondents knew most about the Flammable Fabrics Act while Corvallis women knew most about the Fur Products Labeling Act.

4. What do homemakers learn from a textile class?

Class members answering the evaluation sheet at the end of the course listed the following as learnings which they received during the textile class.

- Textile fibers and their properties
- Information on new textiles
- Garments made from stretch fabrics
- Flammability of rugs
- Details to look for in buying a man's suit
- Information on carpeting.

5. What recommendations can be made for a future textile course for homemakers?

A textile class for adults should be conducted by someone who has had recent textile training. Because of the rapid advances in the field of textiles the instructor must be one who has kept up and understands this subject. Teaching a class of this kind offers a real challenge. While the instructor may have the technical knowledge, she will be teaching a group of women who may have more practical experience with the new fabrics and garments than she. Commanding a broad knowledge of textiles and being able to say "I don't know but I'll try to find out." to questions are both essential for the successful guidance of a textile class for homemakers.

The instructor should know well in advance that she will be teaching a textile class for adults. Too often the instructor is not informed that she will be teaching a class until a short time before the first meeting. An important part of the learning in textiles class is obtained through use of aids such as films. The scheduling of these current films requires about six weeks advance notice and sometimes more. Contacting local stores for materials which they would be willing to loan for such a class also needs to be done well in advance. Resource people have busy schedules and their availability to contribute to the class depends on early contacts.

An interest finder presented at the first meeting of a class would be of benefit to the instructor in establishing goals and selecting content for the course to be offered. Such an interest finder needs to be carefully planned and checked

by others in order to make it as useful as possible.

A class, Textiles for Homemakers, could be scheduled for four to eight lessons. The pilot course of four lessons was too short for satisfactory coverage of textiles. A class of eight lessons of two hours each would allow adequate time to develop learnings. However, a class of four to six lessons has merit for both the homemaker and the instructor. Some homemakers find that they are unable to attend a class for a period of eight to ten weeks but would be able to attend one of a shorter length. The instructor would have no trouble keeping interest at a high level for a fewer number of classes. A helpful textile class for homemakers could be taught in four to six lessons if the detailed fiber study was limited and the course content was carefully planned. The choice of the number of lessons offered would depend on whether the homemaker should be given a comprehensive course in textiles or given only enough material to arouse her interest and to enable her to search out additional information by herself.

Members of the class should buy a moderately priced reference book. The booklet which was used in this class was obtained from Burlington Industries and was free in limited quantities. It was excellent but no one reference is ever sufficient.

The American Home Economics Association's Textile Handbook costing \$1.25 would be a valuable reference for homemakers. Each class member should be expected to buy this handbook to be used in addition to other free materials which the instructor might obtain and hand out. Women who enroll in clothing construction classes expect to spend money on fabrics, patterns and findings and members of a textile class should not object to buying a book.

Instructors should use a wide variety of illustrative materials for a textile class for homemakers. Extensive use of fabric swatches is common. However, a textile class for homemakers is intended to include a wide range of articles and uses. Whenever possible the display of articles of clothing, furnishings and even some industrial items will add more interest to such a class than only swatches of fabrics. These articles will also provide other learnings such as quality of construction and labeling. Using fewer swatches and more actual articles will also help emphasize that all homemakers are consumers of textiles. Making arrangements for the class to have one meeting in a store where more illustrative material would be available would be valuable.

Resource people can make an important contribution. The lesson on How to Buy a Man's Suit was one of the highlights of this class. Each community has resource people who would be willing to contribute to such a class. County Extension Home Economists are a good source along with business and professional people of various kinds. Many retired people can offer a wealth of information on certain subjects. Salesmen are often willing to show samples and explain their products but care has to be taken to avoid one who is more interested in selling his product than in giving information.

Instructors should be aware of other events being given in the area which are related to the class and encourage class members to attend. During one week of the textile course a laundry clinic "Suds and High Fashion" was given as a joint effort of the County Agricultural Extension Service and the Maytag Company. Members from the textile class were encouraged to attend and such a good class was given that the instructor did not include laundry at all during the textile course. Many groups sponsor classes for adults and close relations between these groups will benefit everyone.

Class members should be encouraged to bring articles which might be of interest to the class. These could include a wide range such as ones of historical interest, examples of good and poor quality and articles ruined by improper care. This would give members of the class a feeling of involvement and increase their interest.

A textile class offered to homemakers should consider the age group of the women to be taught. The homemakers in the various age groups and particularly the groups of 16-24 and 55 and over, indicated a difference in interests in textiles. Classes planned should include the areas in which the women showed interest along with other information which the instructor considers important.

Miss Pauline Goodwin, State Supervisor of Home Economics Education, State Department of Vocational Education, has given her enthusiastic support to a project that might be set up to further the teaching of an adult course, "Textiles for Homemakers". Such a course would add to the scope of adult offerings in Oregon. In light of the present study, the following recommendations might be considered to further this project.

1. Teachers should be provided with opportunities to obtain both technical training and in-service education in methods of teaching textiles. Many of the teachers have not had recent textile training and may feel insecure in offering such a textile class. Little has been done in planning methods for teaching textiles to students at any level. Offering such help through demonstration teaching for adult teachers at conferences, short courses and workshops would be a means of aiding teachers desiring to teach such a class. If as concentrated an effort was made to train teachers to teach textiles as was done in the Bishop training for clothing teachers, textiles would become a very important phase of home economics teaching. Textiles are important to every woman and girl because of their many uses in everyday living. They are involved almost daily in the selection of such items as clothing, of which only a minor part is in the form of yardage; household textiles, including draperies, linens and carpets; and industrial items such as automobile tires, awnings, automobile upholstery, lawn furniture upholstery and window screens. All of these and many more of her purchases are in the field of textiles.
2. Kits of teaching materials for use in a textile course for adults would be of value to the instructor. Teaching a textile class requires a great deal of preparation and the instructor would be helped if some of the instructional material could be made available on a loan basis through a central office. A suggestion of articles to be included in such a kit are: swatches of fabrics such as the gingham used in the pilot course; swatches of fabrics showing the effect of a hot iron on various fibers; woolen articles or fibers to illustrate the results of shrinkage control treatments; garments illustrating proper and improper laundry or dry-cleaning methods; items necessary for testing for certain fibers and any other materials which might be of value to the class.
3. Textile teachers need to have lists of good current visual aids and handout materials made available to them. Teachers may not use visual aids such as films and filmstrips as much as they should because of the amount of time required to locate and preview them. This type of material is available from a variety of sources and some of the most current ones are provided by industry. Many of these are excellent but there is no way of knowing until the item has been scheduled and arrives for showing. Similar problems are found with other materials available to teachers. Some means should be worked out whereby this material could be checked, previewed when necessary and compiled into a list

which would include the source, address and cost. This list should be kept current. A supply of some of the material might be kept on hand where it could be easily and quickly sent to teachers requesting it.

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## APPENDICIES

## APPENDIX A

Letter to Instructors

Interest Finder

Corvallis, Oregon  
Feb. 14, 1964

Dear Instructors:

I want to thank you for the time which you are giving up from your busy class schedule to help me by presenting these interest finders to your class members. Although I have had this device checked and revised several times I am sure there will still be questions from the homemakers. Perhaps the following will help you to answer some of their questions.

1. Have each one carefully read the letter at the beginning and note everything referred to as textiles.
2. Answers require only a check ✓ mark.
3. No identification is necessary
4. Remember there are no right or wrong answers.
5. This interest finder should not require more than 15 minutes to complete.
6. The over-all interest finder refers to all kinds of textiles but some statements indicate specific ones such as "clothing, " "household textiles, " or others. Perhaps it would be well to point this out.
7. Under "Exploring Your Present Understanding and Practices, " #9, the word instruction refers to formal instructions led by a teacher such as a series of TV lessons or an Adult Education class in which at least part of the time was spent on the study of textiles.
8. Encourage any additions or comments to be included under "others" or at the end of the interest finder.
9. Please use your own judgment on other questions which might come up. If it is something unusual, perhaps you could make a note for me.

I appreciate your cooperation.

Redacted for Privacy

Lucille Milbrath

February 13, 1964

## INTEREST FINDER

Dear Homemaker:

As the main purchaser of family clothing and household textiles such as linens, draperies, curtains, carpets and other textiles, you as a homemaker realize that there are rapid changes being made today in the field of textiles. Because of these rapid changes, you may be encountering so many problems in relation to textiles that you may feel confused and uncertain on this topic. As part of my master's program in Home Economics Education at Oregon State University, I am undertaking to develop some materials suitable to use in planning classes dealing with these problems.

Your assistance in completing the following will help me in this study. I would certainly appreciate your cooperation. Thank you.

Sincerely,  
 Redacted for Privacy

Lucille Milbrath

Exploring Your Present Understanding and Practices

In answering the following statements check ☒ the answer which you choose. Remember there is no right or wrong answer.

1. Do you know the construction difference between a woven fabric such as gingham and a bonded fabric such as pellow? \_\_\_ Yes \_\_\_ No
2. Are you aware of the difference between a blanket made by the usual woven method and one made by the more recent tufting method? \_\_\_ Yes \_\_\_ No
3. Do you find it difficult to obtain satisfactory results when laundering garments made of a blend of fibers such as Dacron and cotton, Orlon and wool, rayon and acetate, or any others? \_\_\_ Yes \_\_\_ No
4. In your purchase of clothing does the descriptive label or tag help you make your selection? \_\_\_ Yes \_\_\_ No
5. Have you encountered any difficulty in understanding descriptive terms used in advertisements for household textiles? \_\_\_ Yes \_\_\_ No

6. Rate the following as sources of information on clothing selection, buying, use and care by placing a check ☒ in the column you select.

	Most reliable	Usually reliable	Least reliable
Friends			
Labels and/or hang tags			
Magazine advertisements			
Magazine & newspaper articles			
Newspaper advertisements			
Sales people			
Store display signs			
Your own experience			
Others (list)			

7. The United States Congress has enacted several pieces of legislation concerning textiles and one with furs to protect both the consumer and producer. Please check the ones about which you have some knowledge.

☐ Wool Products Labeling Act of 1939  
☐ The Fur Products Labeling Act of 1951  
☐ The Flammable Fabrics Act of 1953  
☐ The Textile Fiber Products Identification Act of 1958

8. In which of the following areas related to selection, buying, use and care of clothing and textiles used in the home do you feel you would like some additional help?

☐ Quality of construction in ready-made garments  
☐ Fabric construction  
☐ Fabric finishes  
☐ Fabric care to include laundering, drycleaning, spot and stain removal  
☐ Guarantees by the manufacturer  
☐ Relation of quality to cost  
☐ Storage  
☐ Textile fibers  
☐ Textile labeling  
☐ Textile legislation  
☐ Others (give example)

9. Check any of the following in which you have received instruction since 1955 in the selection, buying, use and care of textiles used in the home.

☐ Classes sponsored by sewing machine companies  
☐ Cooperative Extension meetings  
☐ 4-H Groups  
☐ High school homemaking classes  
☐ Public school adult education classes  
☐ TV and radio programs  
☐ Others (please list)

### About You

- What formal schooling have you had?  
☐ Grade school, ☐ High school, ☐ College  
 List any other \_\_\_\_\_
- Are you engaged in any part-time or full-time work for pay outside your home? ☐ Yes ☐ No
- Please check your age group.  
☐ 16-24, ☐ 25-39, ☐ 40-54, ☐ 55 and over.
- In what class are you presently enrolled? \_\_\_\_\_

### Future Planning

- If a class dealing with problems related to the selection, buying, use and care of clothing and textiles used in the home were offered, would you be interested in attending? ☐ Yes ☐ No

If you answered "yes" to the above question, would you prefer individual classes to be  
☐ 1 hour, ☐ 1-1/2 hour, ☐ 2 hours, ☐ 3 hours in length?

How many class sessions of this length would you be interested in attending?

☐ Less than 3, ☐ 5, ☐ 8, ☐ 10

Would you prefer classes which are held in the  
☐ Morning, ☐ Afternoon, ☐ Evening

I would welcome any comments or ideas which you may have about such a class. Your comments may be written on the back of this sheet. Thank you.



## APPENDIX B

Sources of Instruction Related to Selection,  
Use and Care of Textiles  
Taken by the 246 Respondents Since 1955

Analysis of 75 Corvallis Women's Choices of Course Content  
for Further Study Related to Selection, Buying,  
Use and Care of Clothing and Textiles

Sources of Instruction Related to Selection, Use and Care of Textiles  
Taken by the 246 Respondents Since 1955

Source of Instruction	Respondents					
	Total Group 246		Corvallis 75		Portland 171	
	No.	%	No.	%	No.	%
Classes Sponsored by Sewing Machine Companies	42	17	16	21.3	26	15.2
Cooperative Extension Meetings	25	10.1	8	10.6	17	9.9
4-H Group	8	3.2	2	2.6	6	3.5
High School Homemaking Classes	31	12.6	17	22.6	14	8.1
Public School Adult Education Classes	131	53.2	31	41.2	100	58.4
TV and Radio Programs	47	19.1	7	9.3	40	23.3
Others *	19	7.7	7	9.3	12	7

\* "Others" were listed as: magazines and newspapers, trips through mills and fair exhibits.

Analysis of 75 Corvallis Women's Choices of Course Content for Further Study  
Related to Selection, Buying, Use and Care of Clothing and Textiles

Course Content	Total Group		Education						Employed				Age							
			H. S. 23*		College 42		Other** 10		Yes 28		No 47		16-24 14		25-39 47		40-54 10		55-- 4	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Fabric construction	21	28	3	14.2	15	71.4	3	14.2	8	38	13	61.9	4	19	14	66.6	3	14.2	0	-
Fabric finishes	44	58.6	9	20.4	29	65.9	6	13.6	18	40.9	26	59	9	20.4	29	65.9	5	11.3	1	2.2
Fabric care	60	80	18	30.5	37	61.6	5	8.4	25	41.6	35	59.3	11	18.6	40	66.6	6	10.1	3	5
Guarantees	21	28	4	18.1	14	66.6	3	13.6	5	23.8	16	72.7	2	9	15	71.4	2	9	2	9
Quality of construction in ready-made garments	31	41.3	11	35.4	17	54.8	3	9.6	11	35.4	20	64.5	9	29	18	58	3	9.6	1	3
Relation of quality to cost	44	58.6	12	27.2	27	61.3	5	11.3	16	36.3	28	63.6	9	20.4	26	59	7	15.9	1	2.2
Storage	21	28	5	23.8	15	71.4	1	4.7	8	38	13	61.9	8	38	12	57.1	1	4.7	0	-
Textile fibers	24	32	4	16.6	14	58.3	6	25	8	33	16	66	3	12.5	19	79.1	2	8.3	0	-
Textile labeling	22	29.3	5	22.7	13	59	4	18.1	4	18.1	18	81.8	3	13.6	15	68.1	4	18.1	0	-
Textile legislation	11	14.6	3	27.2	6	54.5	2	18.1	2	18.1	9	81.8	1	9	7	63.6	2	18.1	1	-

\* Indicates number of Corvallis women in each category.

\*\* Includes college graduate student, nursing, business college, night school, costume design school, beauty college, art school.

## APPENDIX C

### Suggested Teaching Materials

Textiles for Homemakers  
Suggested Teaching Materials

The first lesson of the course taught to the Corvallis group is described in considerable detail in the body of the thesis. In this section some less detailed plans are included that provide brief explanation of the goals, content, procedures and learning aids that might be used in developing a course in Textiles for Homemakers.

Suggested Goals:

Awareness of the relationship between linen and cotton and silk and wool and characteristics of each.

Understanding what consumers should expect of fabrics made from these natural textile fibers.

Realization that some textiles new to the market may offer problems in areas such as wear and maintenance.

Realization that generic names for man-made fibers are more important than trademarks and trade names.

Understanding the characteristics of thermoplastic and non-thermoplastic fibers.

Understanding how stretch fabrics are made.

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Learning Experiences	Aids
<hr/>	
Teacher presents information about linen such as:	
Source	Samples of flax plant and linen tow.
History and importance	
Processing	
Uses	
Qualities	Class view flax fibers under microscope or by use of a projector.
	Display swatches of fabrics or ready-made garments of linen to illustrate a variety of weights, colors and patterns.
Terms such as:	
100% linen	Examples of labels carrying these terms should be examined.
Linen-like which does not refer to fiber	
Irish linen	

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Learning Experiences

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Aids

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Leader presents information concerning silk as for linen.

Invite class members to contribute examples of own experiences with natural fabrics, for example: One woman brought a fabric of cotton and silk which she used for men's shirts with very unsatisfactory results. The silk proved to be too weak a fiber to be used in this way and resulted in splits the first time worn.

Leader should call attention to new fabrics on the market such as mohair knit which was a problem for home sewers as well as dry cleaners.

Group studies reference, *Textile Fibers and Their Properties*, together to understand the difference between generic names and trade-mark, and trade-names.

Use this as a reference throughout the discussions that follow to help the group appreciate the contents and how it may aid them in the future.

Teaching aids on silk are available from Education Department, International Silk Association, 185 Madison Ave., New York 16, New York

Teacher's guide--10¢ each

Student study aid--5¢ each

Cocoon box--25¢ each

Swatched wall chart showing 8 basic silk fabrics--50¢ each

Display examples of silk illustrating a variety of weights and kinds of silk for members to examine.

Examples of mohair knit fabric and a coat to show problem of stretching.

National Institute of Laundry and Drycleaners publishes a regular bulletin concerning problems encountered with new fabrics. These are sent to all member firms and may sometimes be borrowed from a drycleaner or at least may be examined at the firm's place of business. This is an excellent reference for latest information.

Class members are given a 1963 booklet, *Textile Fibers and Their Properties*. Write to Public Relations Department, Burlington Industries, Ind., Greensboro, North Carolina. Fifteen copies were supplied free with a 50¢ charge for additional copies.

Display the list which the class made in an earlier lesson of fibers in the clothing they were wearing. Class could now check for any trade-marks and trade-names which were given at that time.

Learning Experiences	Aids
Teacher presents brief history of development of man-made fibers such as:	
1938--nylon first produced.	Use a poster or chart to point up the highlights of this brief historical background.
1855--Swiss process for transforming nitrocellulose solution into threads.	
1877--Sir Joseph Swan, a co-worker of Edison used a textile as a lamp filament and displayed it at the London Fair in 1885. If this had been exploited he probably would have been "Father of Rayon."	
1884--Chardonnet of France obtained a patent on rayon. He intended to produce artificial silk.	
Rapid developments since World War II.	
Rayon is a non-thermoplastic man-made fiber.	
Teacher explains characteristics of non-thermoplastic fibers such as:	Display showing effect of placing hot iron on different types of fabrics for a given time. Examine examples which are well labeled.
Similar care as cottons	
Do not soften by heat	
Will scorch	
Do not pill	
No static electricity	
Not attacked by moths or carpet beetles	
Teacher lists types of rayon as:	Display and circulate examples of fabric with labels indicating kind of rayon used.
Nitrocellulose	
Viscose	
Cupramonium	
Acetate	
Teacher helps class have a better understanding of rayons by discussing such factors as:	Class refer to Burlington Industries book during this explanation.
Source	
Differences between types	Display garments with labels to illustrate how same fiber can vary in appearance and feel. For example, acetate is shown in many different types of fabrics.
Reasons for use in blends, such as cost, combining fibers to improve a fabric.	
Advantages	
Disadvantages	
Finishes	

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Learning Experiences

Aids

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Instructor explains characteristics of thermoplastic fibers such as:

Soften with heat--may melt with too hot an iron but used to advantage in permanent pleating.

Will melt--cigarette ashes on nylon rug.

Properties such as: non-absorbent, uncomfortable to wear in humid weather, easily washed, static electricity, and others.

Problems such as special dyes needed, seam fraying, pilling.

Instructor guides the class in using the booklet and other reference materials in understanding the various thermoplastic fibers, their uses, advantages and disadvantages.

Teacher presents information about stretch fabrics such as:

Fibers used  
Construction of stretch yarns  
How this stretch differs from Spandex  
Uses

Invite members of the group to bring problems they encounter for further class discussion.

Use these same garments to illustrate good and bad points on construction, overpressing, cut off grain, seam allowances.

Exhibit a dress or skirt with permanent pleats.

Display again the acetate-cotton blend fabric used in section on gingham.

Other references for class members are:

Read the Fiber Label for Clues to Clothing Care, Extension Circular #663. Federal Coop. Ext. Serv. O. S. U. Free.

Stout, Evelyn. Introduction to Textiles. John Wiley & Sons. 1961. \$6.50.

American Homes Economics Association. Textile Handbook. 1960. \$1.25.

Fabrics or garments should be displayed in class for as wide a variety of fibers as possible, again emphasizing the information given on the labels.

Display garments to illustrate stretch such as:

Men's suit  
Women's suit  
Stretch lace  
Denim pants  
Blouses



## Textiles for Homemakers

## Suggested Goals:

- Awareness that there are many man-made fibers.
- Acquaintance with reliable sources of information about textiles.
- Understanding why some sources are more dependable than others.
- Increased understanding of what to expect from carpets made of various fibers.
- Understanding that fibers burn at different rates.

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Learning Experiences	Aids
<p>Instructor explains to the class where in the local community they can obtain information concerning textiles such as: library, county extension agent's office and manufacturing firms.</p>	<p>Supply a bibliography to class members including names of journals and magazines that would be useful.</p>
<p>Instructor helps the class in evaluating information found in such sources as journals, newspapers and magazines.</p>	<p>A collection of such publications to display and use during discussion.</p>
<p>Each class member selects a carpet sample and using the book <u>Textile Fibers and Their Properties</u> as reference finds out all she can about the fiber used and gives a brief report on what she should expect from such a carpet.</p>	<p>Obtain a variety of carpet samples from local stores for use by the class members. If the class is large, groups could work together.</p>
<p>Instructor could enrich carpet lesson by developing additional points such as: length of nap, closeness of weave, how colors are introduced.</p>	
<p>Instructor should review properties of the different fibers, both natural and man-made concerning melting and burning point.</p>	
<p>Instructor demonstrates flammability of carpets according to fiber content. A small wad of cotton dipped in alcohol and placed in the center of a 2"x2" rug sample and lighted will show how each fiber responds to a flame.</p>	

## Textiles for Homemakers

## Suggested Goals:

Realization that the United States Congress has enacted several pieces of consumer legislation dealing with textiles and one with furs.

Realization that Oregon has no state consumer legislation.

Realization that consumers have a responsibility to return articles which do not perform in a satisfactory manner.

Realization that sales people have a responsibility to understand fibers, fabrics and the processes concerned in their manufacture.

Realization that tufting is a process used extensively in blanket and carpet manufacture.

Understanding why labels and tags are important to the consumer.

Realization of what to look for in selecting a man's suit.

Learning Experiences	Aids
<p>Instructor explains textile legislations:</p> <ol style="list-style-type: none"> <li>1. Wool Products Labeling Act of 1939</li> <li>2. Fur Products Labeling Act of 1951</li> <li>3. Flammable Fabrics Act of 1953</li> <li>4. Textile Fiber Products Identification Act of 1958</li> </ol>	<p>Instructor or class members obtain Read the Fiber Label for Clues to Clothing Care. Extension Circular 663 Oregon State University. Obtain through County Extension Office. Contains along with other fiber information, the fiber labeling laws.</p>
<p>Leader explains why consumers have a responsibility to keep tags and that fabrics, apparel and furnishings that do not perform satisfactorily should be returned with an honest explanation.</p>	<p>Display newspaper articles concerning lack of consumer legislation in Oregon.</p> <p>A letter of inquiry to the Governor's office will bring a reply concerning the lack of consumer legislation in Oregon which makes an interesting exhibit for class.</p>
<p>Class discusses reasons why a sales person should have some training in textiles, such as:</p> <ul style="list-style-type: none"> <li>Realizing that all textiles are not perfect</li> <li>Need an accurate knowledge of fibers</li> </ul>	

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Learning Experiences

Aids

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Teacher gives the following mythical example which could actually happen: A customer purchased an article, such as a shirt, at a store and decided to return it without the sales slip. Upon examination the clerk refused to accept the item because it carried a competitor's label. The purchaser insisted the item had been purchased in the store and the clerk was just as sure it had not. The purchaser was right. Both stores purchased merchandise from the same manufacturer who also attached the proper label to the item. Somehow the item labeled for one store had gotten in with the shipment for the other store.

Instructor explains tufting method used in blanket and carpet construction, including such points as:

- History--dates back to candlewicking
- Uses--first for bedspreads and bathmats,  
later for soft floor coverings and  
more recently blankets
- Advantages--speed  
strength  
price

Textile Industries magazine has excellent articles on tufting in May 1961, 1962, 1963. Published by W. R. C. Smith Publishing Co. 1760 Peachtree Rd., N. W., Atlanta 9, Georgia.

Obtain samples of Sears Roebuck Super Fluff blanket. Chicago 7, Illinois.

Try to obtain samples of tufting from Allison Mills, Inc. 1512 Sholar Ave., Chattanooga, Tennessee

Display samples of terry, corduroy and velveteen to show how they differ from tufting process.

Resource person explains and shows what consumer should look for in buying a man's suit. Include such items as:

- Location of manufacturer
- Price
- Construction details

## APPENDIX D

### Resource Materials Used in the Textile Class

## Resource Materials Used in the Textile Class

### Publications

American Carpet Institute, Inc., 350 Ave., New York 1, N. Y.  
Sent kit of leaflets on carpet and rugs.

American Home Economics Association, Textile handbook.  
1960. American Home Economics Assn., 1600 20 St. N. W.,  
Washington 9, D. C. Price \$1.25. May be purchased through  
Oregon State Cooperative Bookstore. An excellent condensed  
reference.

Burlington Industries Inc. Textile fibers and their properties.  
1963. Public Relations Department, Burlington Industries,  
Inc., Greensboro, N. C. 15 free copies, additional ones 50¢  
per copy. Excellent. Lists both generic and trade names.

Federal Cooperative Extension Service. Read the fiber label  
for clues to clothing care. Oregon State College. Extension  
Circular 663.

Macy's Bureau of Standards, Macy's, Herald Square, New  
York 1, New York. Write to Mr. Daniel Chaucer for informa-  
tion about "Sure Care Symbols."

National Cotton Council of America, 271 Church St., New York  
19, New York. They have several good bulletins concerning  
cotton and cotton products.

Owens-Corning Fiberglas Corporation, Fabric Center, 717  
Fifth Ave., New York, New York 10022. Provided leaflets:  
How fabrics are made from Fiberglas  
Questions and answers on Fiberglas fabrics

Pendleton Woolen Mills, 218 S. W. Jefferson St., Portland,  
Oregon 97201. Write to Mrs. Emma Rogness, Home Econo-  
mist, for set of educational materials on wool processing and  
manufacture.

J. C. Penny. Fashions and fabrics. Obtain from local Penney  
store manager.

Stevenson's U.S.A., Inc. 1006 St., Providence, Rhode Island.  
Send for leaflet "Woolens Shrinkable? Unthinkable! with  
Dylanize Wool."

Stout, Evelyn E. Introduction to textiles. John Wiley and Sons  
Inc. Purchased at OSU Cooperative Bookstore. \$6.50

U.S.D.A. Clothes moths and carpet beetles--how to combat  
them. Home and Garden Bulletin #24. Obtain from Supt. of  
Documents, Washington, D. C. or County Extension Office.

The Wool Bureau, Inc. Is it Wool? The wool products labeling  
act tells you. 756 So. Broadway, Los Angeles 14, Calif.  
Booklet.

### Exhibits

Allison Mills, Inc. 1512 Sholar Ave., Chattanooga, Tenn.  
Sent samples of tufted blanket and explanation of process.

Dr. Milton Harris, Harris Research Laboratories, 6220  
Kansas Ave., N. E., Washington 11, D. C. Supplied wool  
fibers to illustrate felting in treated and untreated fibers.

International Silk Assn. 185 Madison Ave., New York, New  
York. Write for list of study and teaching aids on silk.  
Cocoon kit available for 25 cents.

Sears Roebuck, Co. Chicago 7, Illinois. Write to J. E. Herbig,  
Asst. blanket buyer, Dept. 696. Supplied sample of Orlon  
tufted blanket.

### Filmstrip

U.S. Rubber Company. This is Vyrene. Write to Ruth  
Schandorff, Fashion Director, Vyrene and Lastex Yarns,  
Textile Division, U.S. Rubber Co., 1230 Ave. of the Americas,  
New York, N. Y. 10020. Excellent

## APPENDIX E

### Evaluation of Class

CORVALLIS ADULT EDUCATION  
MAY 6, 1964

"EVALUATION OF CLASS: TEXTILES FOR HOMEMAKERS"

As you recall this class has been taught as part of my master's program in Home Economics Education at Oregon State University. This has been a pilot study class and we need your help in evaluating what has been done in these four sessions. No signature is required unless you desire.

At your earliest convenience, will you please return this form to me in the attached envelope. Thank you.

Sincerely,

Lucille Milbrath

1. Did these sessions make you feel that a textile class might be a helpful addition to the adult education program in Corvallis?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

2. If you answered "yes" to the above question, would you prefer individual class to be \_\_\_1 hour, \_\_\_1-1/2 hours, \_\_\_2 hours, \_\_\_3 hours in length?

How many class sessions of this length would you be interested in attending? \_\_\_Less than 3, \_\_\_5, \_\_\_8, \_\_\_10

3. What was a highlight of these sessions that you believe needs to be continued when a class of this type is offered again?
4. What advantages do you feel have been derived by having both homemakers and sales people together in this class?

What disadvantages?



5. Check the following topics to indicate how you feel about their relative importance.

	Important	Interesting	Omit
1. Fabric care to include laundering, drycleaning, spot and stain removal			
2. Fabric construction			
3. Fabric finishes			
4. Guarantees by the manufacturer			
5. Quality in construction in ready-made garments			
6. Relation of quality to cost			
7. Storage			
8. Textile fibers			
9. Textile labeling			
10. Textile legislation			
11. Others (give example)			

6. Because of limited time, we were unable to answer all questions, which particular questions do you still have?
7. Did you feel that the film strip was beneficial in understanding more about new fibers on the market? \_\_\_Yes \_\_\_No

8. Did the prepared charts help your understanding? \_\_\_\_Yes \_\_\_\_No  
Were the charts easy to see? \_\_\_\_Yes \_\_\_\_No
9. Do you feel it would be beneficial for class members to buy the paperback Textile Handbook published by the American Home Economics Association to use in this class and later? Its price is \$1.25. \_\_\_\_Yes \_\_\_\_No
10. How do you feel we could reach more people to influence and encourage them to attend such a class?
11. Any additional suggestions or comments are welcome. Use the back of this sheet, if necessary.