

TEACHING OF HOME ECONOMICS IN SELECTED OKLAHOMA HIGH
SCHOOLS WITH EMPHASIS ON TEXTILES

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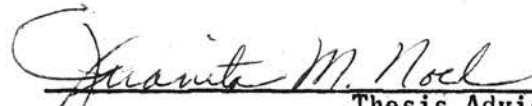
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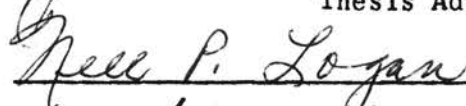
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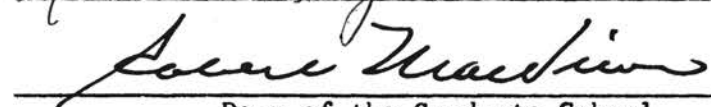
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem.	2
Need for the Study.	2
Purpose of the Study.	5
Assumptions	5
Delimitation.	5
Summary	6
II. REVIEW OF RELATED LITERATURE	7
Place of Textiles in the Secondary School Program . .	7
Need and Importance of Textiles in the Secondary School Program	8
Related Research Studies.	12
Summary	13
III. METHOD OF PROCEDURE.	15
Preparation of the Questionnaire.	16
Choosing the Sample	17
Making the Interviews	17
Summary	17
IV. FINDINGS OF THE INVESTIGATION.	19
Size of Enrollment in Home Economics Classes.	19
Professional Background of the Teacher.	20
Instructional Materials	21
Presenting Textiles	22
Objectives Used in the Study of Textiles.	24
Classroom Procedure	25
Course Content.	26
Implications.	28
Recommendations	28
V. SUMMARY.	30
Recommendations for Further Study	32
BIBLIOGRAPHY	33
APPENDICES	35
Appendix A.	35
Appendix B.	51
Appendix C.	60

LIST OF TABLES

Table	Page
I. Number of Years Respondents of Selected Oklahoma High Schools Have Taught Home Economics in Secondary Schools.	36
II. Instructional Materials Used by Respondents of Selected Oklahoma High Schools in the Teaching of Textiles in Home Economics.	37
III. Reference Books and Text Books Used by Respondents of Selected Oklahoma High Schools in the Teaching of Textiles in Home Economics	38
IV. Companies Providing Commercial Materials Used by Respondents of Selected Oklahoma High Schools in the Teaching of Textiles in Home Economics	39
V. Uses of Films and Filmstrips Reported by Respondents of Selected Oklahoma High Schools in the Teaching of Textiles in Home Economics	40
VI. Magazines Used by Respondents of Selected Oklahoma High Schools in the Teaching of Textiles in Home Economics .	41
VII. Evidences of Students' Understandings of Textiles from Present Teaching Methods as Reported by Respondents of Selected Oklahoma High Schools in the Teaching of Textiles in Home Economics.	42
VIII. Ways in Which Students Have Shown Imagination and Originality in the Use of Textiles as Reported by Respondents of Selected Oklahoma High Schools in the Teaching of Textiles in Home Economics.	43
IX. Ways in Which Respondents Have Encouraged Students to Gain a Better Understanding of Textiles Through Home Experiences as Reported by Respondents of Selected Oklahoma High Schools in the Teaching of Textiles in Home Economics.	44
X. Objectives Used by Respondents of Selected Oklahoma High Schools in the Teaching of Textiles in Home Economics	45
XI. Class Procedure Used by Respondents of Selected Oklahoma High Schools in the Teaching of Textiles in Home Economics	46
XII. Course Content Used by Respondents of Selected Oklahoma High Schools in the Teaching of Textiles . . .	47

CHAPTER I

INTRODUCTION

The art of textiles dates back many generations to various civilizations. Down through the ages, man has used textiles for his clothing and in his place of shelter. Fabrics were made in the home as the art of spinning and weaving was passed down from parent to child. With the advent of the ready made garment industry, the making of fabric in the home diminished and parents no longer taught their children the art of making textiles needed for clothing.

Technological changes have brought about a revolution in the textile industry. The wide array of textiles for man's use is almost unlimited. Perhaps the study of textiles in the area of home economics has contributed to the consumer's understanding of and use of the large variety of textile products.

Home economics was included in the school curriculum to help girls become better homemakers. In the early days of home economics, emphasis was placed on three main divisions: cooking, sewing and housekeeping.¹ Sewing in the home economics program led to interest in the study of textiles with emphasis on how fabrics were made. The study of textiles from this beginning, now includes not only how textiles are made, but how textiles can be used most effectively by the consumer.

¹Hazel T. Craig, The History of Home Economics (New York, 1945), p. 3.

Statement of the Problem

The present study is concerned with some aspects relating to the teaching of textiles in the secondary school program; specifically, this study is concerned with identifying how the teaching of textiles is included in the home economics program in the secondary school. The writer's experience in teaching home economics in secondary schools in Missouri has increased her belief that the secondary school curriculum can often be more beneficial to the high school student when special emphasis is given to textiles.

Need for the Study

The curriculum of today's secondary school program must keep pace with a rapidly moving and changing world. The emphasis has shifted from the three R's to mathematics and science; from teaching youth to read and write to preparing youth to take their place in a fast moving world. Likewise, the curriculum in home economics has been affected by the rapidly changing world. Many of the changes in textiles are the result of technological progress. Perhaps no field of home economics is more affected by these technological changes than the area of textiles. "The curriculum in homemaking must be centered on the growth of the individual as an individual and as a contributing member of the family group."²

According to Wood, twenty per cent of United States High School graduates will attend college from two to four years. Another twenty per cent will enter some type of technical school to prepare for skilled occupations. Sixty per cent of American High School graduates will

²Hugh B. Wood, Foundations of Curriculum Planning and Development (Seattle, 1960), p. 434.

receive no more formal education after high school.³

The number of high school graduates attending college, from schools included in the sample of this study, seemed to be higher than the national average of those attending college. One assumption, basic to this study, is that the large percentage of high school graduates, from the high schools participating in this study, attend college because of the accessibility and possible influence of Oklahoma State University.

The home economics teacher should be aware that many students attending college may not choose a curriculum in which any emphasis will be given to the study of textiles. It appears that consideration of this fact may alter the emphasis placed on home economics in the secondary school, specifically that part of the curriculum relating to textiles.

The high school curriculum tends to place less emphasis on textiles than on other phases of home economics. An examination of the resource materials for teaching home economics, appears to give greater emphasis to other phases of clothing rather than specific emphasis to the teaching of textiles. In Oklahoma, the State Department of Education does not require college course work in textiles for the teacher who will teach vocational home economics.

The importance of textiles in a person's life should not be overlooked. "Everyone is an ultimate consumer of textile materials; he uses textiles in some form even if he is not the direct purchaser."⁴

The home economics teacher often influences the student's attitudes relating to various phases of home economics. It appears her influence

³Ibid., p. 422.

⁴M. D. Potter, Fiber to Fabric (New York, 1945), p. 1.

in helping girls become better consumers of products might be more keenly felt if greater emphasis were placed upon textiles.

Resource materials for the teaching of home economics at the secondary school level have been prepared in a number of states, through the cooperative efforts of high school teachers, college teachers and personnel from the division of vocational education. The Oklahoma State Department of Education in cooperation with the Division of Vocational Education, has prepared resources for the teaching of several areas of home economics. The Resource Materials for Clothing and Grooming, prepared by the Oklahoma State Department of Education in cooperation with the Division of Vocational Education includes some material on the study of textiles.

The study of textiles is an increasingly expanding field and what was important in textiles yesterday may seem unimportant today. The teacher of vocational home economics must include problems in several different areas during the school year. It may be difficult for her to decide what material relating to textiles should be taught. Furthermore, it may be difficult to decide how to include it in the short time she can allot to the study of textiles.

"In treating a field of so wide a scope as that of textiles, it is necessary to select only those topics that are of vital importance to a working knowledge of the subject and that will meet the needs and interests of the students."⁵

Textile books available to the teacher of home economics are often too advanced for the high school student or too outdated to be of much use to the instructor. Homemaking teachers may wish to supplement information relating to textiles included in books, with that found in

⁵Katharine Paddock Hess, Textile Fibers and Their Use (6th ed., Chicago, 1958), p. vii.

current periodicals and commercial materials available, free of charge, from commercial companies. Many of these companies supply educational literature, films and kits on textiles for the high school student. The homemaking teacher must decide which of these are objective enough to be of real aid to her students and which are too commercial to be of value.

Purpose of the Study

The purpose of this study is to explore the teaching of textiles in selected Oklahoma High Schools, including the following sub-topics:

- (1) To identify the objectives included in the teaching of textiles.
- (2) To study reference materials used in the study of textiles.
- (3) To identify methods used in teaching textiles.
- (4) To study the course content used in teaching home economics with emphasis upon textiles.
- (5) To obtain some data regarding the home economics teacher's professional training for the teaching of textiles.

Assumptions

The plan for this study was based upon the following assumptions:

- (1) Little emphasis, in the Oklahoma State High School Vocational Program, is placed on the study of textiles.
- (2) Instructional materials, available for the use of teaching high school textiles, are often too advanced and outdated to be of value to the home economics student.
- (3) The study of textiles, for adolescents at the secondary school level, should receive greater emphasis, especially that part relating to consumer education.

Delimitation

The data used in this investigation was limited to:

- (1) Personal interviews with a selected group of home economics teachers in Oklahoma.
- (2) Schools located within a fifty-mile radius of Stillwater, Oklahoma.
- (3) Only those schools offering at least a three-year program in vocational home economics.

Summary

Chapter I of this investigation has included a statement of the problem, need for the study, purpose of the study, assumptions and delimitation of the sample.

The organization for this study will be divided as follows:

Chapter II, Review of related literature.

Chapter III, Method and procedure.

Chapter IV, Findings of the investigation.

Chapter V, Summary.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature relating to the present problem is reviewed in this chapter. It includes:

- (1) The place of textiles in the secondary school program.
- (2) Need and importance of textiles in the secondary school program.
- (3) Related research studies.

The home economics curriculum, at the secondary school level, usually includes some emphasis upon textiles. However, other subject matter areas may also include related material. For example, the art curriculum may include some study of textiles for helping art students develop an appreciation for the beauty of everyday surroundings. Grace Crawford, in an article, "Textiles and Creative Experience," points up that one Pennsylvania High School used textiles as an approach in helping students develop an awareness of their physical and cultural environment.¹ This high school art department, in the hope of creating within the student the desire to produce something of warmth and beauty, includes these learning experiences: (1) to bring into living existence a loom-woven fabric which begins with an idea of functional need; (2) to make simple looms and knitting frames; (3) to weave rugs; and (4) to experiment with color through dyeing and decorating fabrics. The article further stated

¹Grace Crawford, "Textiles and Creative Experience," School Arts, January, 1956, p. 20.

that:

"The art conscious teacher will know how to dramatize the creative possibilities inherent in combinations of yarns and unusual materials and fibers through the use of collage or other initial color and textile explorations."

Consumer education programs often emphasize the consumer's need for understanding textiles. The consumer education aspect of understanding textiles may be included in the home economics curriculum as well as in other phases of the high school curriculum. Such information may hold related meaning for the student by stressing wise selection and use of commodities. Studies by Tabor² and Hindman,³ revealed that consumer education was taught by many departments including business education, social studies, mathematics and science. Rosa Loving suggests the greatest opportunity for teaching consumer education may lie in the home economics program.⁴ As a basis for her reasoning, she reminds the reader that it is in the home that the greatest consumption of goods and services takes place. Loving further points out that as home economics is basically concerned with the home and family life, consumer education might find its place in the home economics program.

Need and Importance of Textiles in the Secondary School Program

Much of the literature reviewed pointed up the need and importance

²Betty Lou Tabor, "An Analysis of the Content in Consumer Education in Selected Ninth-Grade Textbooks in General Business, Social Studies, Home Economics, Mathematics, and Science" (unpub. Master's Thesis, Oklahoma Agricultural and Mechanical College, 1949), p. 1.

³Jeffrey Hindman, "Consumer Education in the Secondary School Curriculum" (unpub. Master's Thesis, Oklahoma Agricultural and Mechanical College, 1941), p. 20.

⁴Rosa H. Loving, "Vocational Education and the Consumer," American Vocational Journal, October, 1960, p. 7.

of the study of textiles in the high school curriculum. Considerable attention was given to the increase in the buying potential of teenagers.

The teenager of today plays an increasingly important role in purchasing and using textiles. He needs help in becoming a wise consumer of textile products. Articles in Life, Newsweek, Cosmopolitan and Consumer Report magazines, within the past five years, have noted the increase of buying power held in teen-age hands. For example, an article in Newsweek reports, "there are seventeen and two tenths million citizens in the United States between the ages of twelve and twenty, with more than nine billion a year to spend."⁵ Some of this money will come from an allowance while some of it will come from job earnings. Eight hundred thousand teenagers hold down full time jobs, while another four and one half million work part time.⁶

According to a report in Life Magazine, teen-age girls spent a total of eight hundred and thirty seven million dollars on back-to-school clothing in 1958.⁷ Fifteen per cent of the total teen-age dollar is spent on clothing each year. An article in Consumer Report states:

"When it comes to buying clothes, the teenager is an easy customer to handle, according to shop owners. Both boys and girls are more influenced by style and color than by materials or workmanship and they are not contributors to what the merchants call 'the returned-goods problem.' When a teenager does bring back a purchase it is usually because his parents refused to let him keep it."⁸

Other factors contributing to the large teen-age market are the

⁵"The Dreamy Teen-Age Market," Newsweek, September 16, 1957, p. 94.

⁶Ibid.

⁷"A New \$10-Billion Power: the United States Teen-Age Consumer," Life, August 31, 1959, p. 81.

⁸"Teen-Age Consumers," Consumer Reports, March, 1957, p. 140.

influence teenagers have on their family's buying decisions and the increase of teen-age marriages. The 1959 United States Statistical Abstract shows two and four tenths per cent of the male population and thirteen per cent of the female population between the ages of fourteen and nineteen as married.⁹ This is a total of one million, one hundred and seventy eight thousand boys and girls between the ages of fourteen and nineteen who are married.

The home economics teacher who includes the study of textiles in the home economics curriculum, should recognize the need for keeping abreast of this fast moving field. Labarthe says, the future direction of the textile industry depends upon (1) the intelligent buying and use of textiles; (2) the consumer's honesty in evaluating his habits of selection, use and care of textiles; and (3) on his stubborn insistence that wrongs be satisfied and that the source of trouble be identified so that it may be corrected.¹⁰ Hence, the home economics teacher by placing greater emphasis on the study of textiles, can help her students become better consumers of textiles; the textile industry will continue to advance as the home economics teacher helps her students become more discriminating consumers. Mr. Labarthe is a professor of textile technology at the Carnegie Institute of Technology in Pittsburgh, Pennsylvania and served as a consultant for The Textile Fiber Products Identification Act recently passed by the United States Government.

⁹United States Bureau of the Census, Statistical Abstract of the United States (81 ed., Washington, D. C., 1960), p. 40.

¹⁰Jules Labarthe, "Current Development and a Look Ahead in Textiles and Clothing," Journal of Home Economics, LI (1950), 590.

The homemaker cannot be expected to be familiar with all the more technical aspects of textiles. However, she can improve her ability as a consumer of textiles by being aware of new textile developments, standards of quality, and by a more thorough understanding of her own individual needs. Mr. Labarthe further suggests, the consumer of the future will need to know more about her own needs, wants, and her individual habits of textile use and care, so as to guide her selection of fabrics, textures, colors, and fiber combinations, which from her knowledge, would seem to offer the best utility for her own or her family's use.¹¹ The Federal government has recognized the consumer's need for textile information by passing a new Federal law requiring labeling and proper advertising of the fiber content of textile products. The Textile Fiber Products Identification Act went into effect March 3, 1960 covering, "apparel, draperies, floor coverings, furnishings, bedding and 'other textile goods of a type customarily used in a household regardless of where used."¹² When labeling is included in the study of textiles in the secondary school curriculum, the student can become a more conscientious consumer of textiles.

The Textile Fiber Products Identification Act does not include wool products which have long been controlled by the Wool Products Labeling Law passed in 1939 and in effect since July, 1941. The influence of the new textile law gives added significance to the importance of textile study.

¹¹Ibid., p. 588.

¹²Jerome Campbell, "A Guide to Help you Understand the New Textile Labeling Law," Practical Home Economics, February, 1960, p. 28.

Related Research Studies

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 seems to indicate that sufficient emphasis is not given to the importance of textiles. The studies previously cited relating to the teen-age buying potential appear to emphasize that this is a neglected area of study.

Marcella Ellett, in a study at Cornell University, noted the lack of instructional material written on the high school student's level. As a result of her observation, she published a booklet entitled Textiles for Teens.¹³ Mrs. Ellett's book was taken from her master's thesis and was intended to stimulate the student's interest in textiles. Textiles for Teens, in simple language, orients the student to the broad scope of textiles, beginning with the source of textiles, including the construction of fabrics and concluding with the care and use of textiles.

Mitchell conducted a study, at Oregon State College, concerning the extent to which advanced homemaking students at Western Oregon High Schools were prepared to purchase and use fabrics wisely.¹⁴ Conclusions from the Mitchell study indicated:

- (1) Students lacked a thorough understanding of textile labels.
- (2) Students lacked comprehensive understanding of federal legislation controlling textiles.

¹³Marcella Howard Ellett, "A Booklet for Students of Textiles at the Secondary School Level" (pub. Master's Thesis, Cornell University, 1955).

¹⁴Gwendolyn Lounsbury Mitchell, "The Understanding of Textile Terminology by Advanced Homemaking Students in Western Oregon High Schools" (unpub. Master's Thesis, Oregon State College, 1959).

- (3) Students were aware that garments might require more yardage of one fabric than of another fabric, however, students often did not apprehend the reason for the different amount of yardage needed.
- (4) Students had a better understanding of textiles when they had experience in clothing construction; purchased their fabrics without supervision.¹⁵

Sister Mary Bertina Maxwell developed a teaching unit for the secondary school curriculum on consumer buying of textiles.¹⁶ Preliminary data were obtained by using two tests previously designed to determine the students' attitudes toward fabrics. Following administration of the two tests, each student purchased a yard of fabric upon which tests for appearance, adaptability, durability, ease of care and moisture absorption were conducted. After teaching the consumer buying of textiles unit, Maxwell readministered the identical tests to her students. Results of the final tests revealed that most of her students preferred working with cottons because they are easy to handle and are pleasing in color and design. It was also noted that the students selected somewhat better quality of fabric following the unit on consumer buying of textiles. Each student showed marked improvement in the knowledge of buying textiles after the unit on consumer buying of textiles as evidenced by the fabric selected for class projects.

Summary

This chapter has summarized some of the literature which appears related to the present investigation. The point of view expressed by

¹⁵Ibid.

¹⁶Sister Mary Bertina Maxwell, "An Objective Evaluation of a Teaching Unit on Consumer Buying of Textiles" (unpub. Master's Thesis, Texas State College for Women, 1956).

the investigators in this area seems to indicate that:

- (1) The teen-age consumer is assuming an important role in the purchase and use of textiles.
- (2) The study of textiles should receive greater emphasis in the home economics curriculum in the secondary school; particularly textiles as a part of consumer education should receive more emphasis in the home economics curriculum.

CHAPTER III

METHOD OF PROCEDURE

The study of textiles in the secondary school home economics program will probably be more effective when the home economics teacher has more assurance of her ability to teach this phase of home economics. Today's teenagers and tomorrow's homemakers need considerable help with consumer education problems, especially those relating to textile products. No doubt, students will receive more adequate training in this area when those concerned with curriculum development recognize the significant contribution which home economics can make by giving emphasis to the study of textiles, especially from the consumer's point of view.

It was the purpose of this study to explore the teaching of textiles in selected Oklahoma High Schools, including the following sub-topics:

- (1) To identify the objectives included in the teaching of textiles.
- (2) To study reference materials used in the study of textiles.
- (3) To identify methods used in teaching textiles.
- (4) To study the course content used in teaching home economics with emphasis upon textiles.
- (5) To obtain some data regarding the home economics teacher's professional training for the teaching of textiles.

Preparation of the Questionnaire

A study was made of the following sources of information as a basis for deciding what items should be included in the questionnaire.

- (1) Current resource materials in homemaking education, from several states, including Oklahoma.
- (2) Reference books including subject matter in clothing, textiles, and consumer education on the secondary school level. Books reviewed, were those recommended by resource materials in homemaking education from several states.
- (3) Articles concerning textiles and consumer education problems, from recent periodicals.

The questionnaire was divided as follows:

Part I Designed for obtaining information through personal interviews from the homemaking teacher. Spaces were provided for the investigator to record answers given by the respondent.

Part II Designed for the teacher to record her answers. (The questionnaire appears in the Appendix, p. 52).

The investigator followed recommended procedures for obtaining data by the interview method.¹

Categories using the terms "always", "occasionally" and "never" were used for checking some responses. Some items were to be marked by simply placing a check by the answer judged most appropriate by the respondent. Some items were included which called for free response. Open-end questions were included for these items.

The questionnaire was administered to two graduate students, enrolled in the school of home economics at Oklahoma State University, as a means of checking for clarity. Both of these graduate students had previously taught in secondary schools in Oklahoma. Suggestions for improvement, made by these persons, were used in the drafting of the final

¹Carter V. Good, Introduction to Educational Research (New York, 1959).

questionnaire.

Choosing the Sample

The schools selected to participate in the present study were limited to:

- (1) Those schools within a fifty-mile radius of Stillwater, Oklahoma.
- (2) Those schools offering vocational home economics.
- (3) Those schools providing a three-year vocational home economics program.

Approval for inviting these schools to participate in this study was secured, in writing, from Miss Blanche Portwood, State Supervisor, Home Economics Education. (see Appendix, p. 62)

Letters requesting a personal interview were sent to each teacher of vocational home economics in these selected schools. Self-addressed postal cards were included for the teacher's convenience in replying. Replies were received from thirteen teachers (81 per cent) stating the teacher's willingness to participate in the investigation.

Making the Interviews

The length of the interviews ranged from thirty minutes to one hour and fifteen minutes; the average length of time for an interview was forty-five minutes. Many of the teachers who were interviewed expressed genuine concern for graduate study and appreciation for the opportunity to participate in this research.

Summary

Chapter III of this investigation has included the method of

procedure used to obtain data, including:

- (1) Preparation of the questionnaire.
- (2) Choosing the sample.
- (3) Making the interview.

CHAPTER IV

FINDINGS OF THE INVESTIGATIONS

Chapter IV contains (1) the results of the analysis of the questionnaire which was administered to thirteen vocational home economics teachers within a fifty-mile radius of Stillwater, Oklahoma, (2) implications, and (3) recommendations.

Size of Enrollment in Home Economics Classes

The number of students enrolled in vocational home economics I ranged from seven to seventy, with an average of twenty-nine students. The number of students enrolled in vocational home economics II ranged from ten to fifty-three, the average number of students in vocational home economics II was twenty-three. From ten to seventy students were enrolled in vocational home economics III-IV, with an average of twenty-five students. One school had only twenty-nine students in the home-making program while one school had one hundred and twenty-three students. The average number of students per school in home economics was seventy-four.

Since vocational home economics III and IV are offered in alternate years, one school may offer vocational home economics III at the same time another school is offering vocational home economics IV. Therefore, in treatment of data, vocational home economics III and vocational home economics IV will be treated as one.

Professional Background of the Teacher

In the analysis of data concerning the teacher's professional background, particular attention was given to four major items, institutions attended, teaching experience, college degree and college credit received in textiles.

Of the thirteen vocational homemaking teachers interviewed, twelve (92.3 per cent) were graduates of Oklahoma State University and one (7.6 per cent) was a graduate of Oklahoma College for Women. Four of the respondents (30.7 per cent) had earned graduate degrees at the master's level. College degrees were received by the respondents between 1941 and 1960, with six teachers (46.1 per cent) reporting they had received a college degree within the past four years.

Five of the interviewed teachers (38.4 per cent) had no college credit in textiles. The other eight teachers (61.5 per cent) reported two to nine semester hours credit in textiles, received from 1939 to 1960. College credit was received by one respondent (7.6 per cent) for her master's thesis written in the field of textiles. Eleven of the thirteen respondents (84.6 per cent) indicated an interest in additional college work in textiles. One teacher who was not interested in further textile course work reported she intended to work toward an advanced degree in a specialized field of home economics, hence would not continue teaching in the secondary home economics program. One homemaking teacher indicated an interest in a short course in the field of textiles.

The interviewed teachers had an average of five and one half years teaching experience. One teacher (7.6 per cent) had taught eleven years and one respondent (7.6 per cent) was teaching for the first time. (See

Table I, Appendix A, p. 36)

Instructional Materials

Instructional materials used by the respondents were books, commercial materials, films and filmstrips, and magazines. (See Table II, Appendix A, p. 37)

A. Books. Thirteen teachers (100 per cent) reported using reference books in teaching textiles. Nine respondents (69.2 per cent) used a general home economics book with a section devoted to textiles as a reference, while five teachers (38.4 per cent) used textile books for reference.

Seven respondents (53.8 per cent) used a general home economics book as a text during the study of textiles; six respondents (46.1 per cent) stated they did not use a text book for textiles. (See Table III, Appendix A, p. 38)

B. Commercial Materials. All of the thirteen homemaking teachers used some commercial materials in teaching textiles, both for reference and to give to the individual students. One teacher (7.6 per cent) used materials from only two companies while another respondent used materials from sixteen companies in the past year. (See Table IV, Appendix A, p. 39)

C. Films and Filmstrips. Seven respondents (53.8 per cent) supplemented textile information found in books by showing films and filmstrips. Six homemaking teachers (46.1 per cent) reported they had not shown films or filmstrips on textiles. (See Table V, Appendix A, p. 40)

D. Magazines. Twelve of the respondents (92.3 per cent) used professional magazines for current textile information. Eight respondents

(61.5 per cent) used non-professional magazines to supplement textile materials from other sources. (See Table VI, Appendix A, p. 41)

The respondents' opinions of available instructional materials varied, with some showing approval and others showing disapproval. Five of the interviewed teachers (38.4 per cent) reported they believed the instructional materials for textiles were uninteresting to the high school students. Other criticisms checked by the respondents were: outdated, three respondents (23 per cent) and too advanced for the high school student, three respondents (23 per cent). One of the interviewed homemaking teachers (7.6 per cent) said there were too few instructional materials available for the study of textiles on the high school student's level. One teacher (7.6 per cent) thought there was a lack of objective instructional materials available. Three respondents (23 per cent) commented on interesting instructional materials available for the study of textiles at the high school level.

Presenting Textiles

The greatest amount of emphasis placed on textiles, as reported by seven respondents in this study (53.8 per cent) was in vocational home economics III-IV. Almost as many teachers, six (46.1 per cent) indicated the greatest amount of emphasis was placed upon textiles in vocational home economics II. Not one of the respondents checked vocational home economics I as receiving the greatest amount of emphasis in textiles. One teacher indicated the study of textiles should be emphasized in vocational home economics I because many of these students would probably drop out of home economics after the first year.

One teacher (7.6 per cent) reported turning in lesson plans to her

school superintendent before teaching textiles. No effort was made to find the number of teachers using an outline for their own personal use in teaching textiles.

The number of class hours devoted to the teaching of textiles ranged from five to eighty. The difference in range of class hours devoted to textiles seemed to vary according to the teacher's interpretation of the way in which emphasis is placed upon textiles. For example, the respondent reporting eighty hours said she considered she was teaching textiles all the time her classes were studying clothing and home furnishings. Seven homemaking teachers (53.8 per cent) spent at least five class hours on the study of textiles, and two respondents (15.3 per cent) spent fifteen class hours on textiles.

Eleven respondents (84.6 per cent) specified that textile information was included with garment construction. Only one respondent (7.6 per cent) taught textiles as a separate unit in the homemaking program. Seven home economics teachers (53.8 per cent) reported including textile information as a part of several areas of home economics. (Respondents were allowed to check more than one response.)

In reply to the question of how they were most likely to think of textiles, nine respondents (69.2 per cent) checked as a means of consumer education. Three respondents (23 per cent) were most likely to think of textiles as technical information. Only one teacher (7.6 per cent) reported thinking of textiles as creative expression.

Two respondents (15.3 per cent) indicated their students enjoyed textiles more than other phases of home economics. Six respondents (46.1 per cent) revealed their students enjoyed textiles the same amount as other phases of home economics; while five respondents (38.4 per cent)

indicated their students enjoyed textiles less than other phases.

Data for Table VII (see Appendix A, p. 42) were taken from a free response question calling for evidence of the students' understandings of textiles from present methods of teaching textiles. The respondents listed eleven items as indicative of students' understandings. The student's selection of fabric for clothing construction was mentioned by six respondents (46.1 per cent).

When asked for specific ways in which the respondents' students have shown imagination or originality in the use of textiles, four home economics teachers (30.7 per cent) reported none. The student's selection of fabric and pattern for garment construction and home furnishings projects was most frequently mentioned as showing imagination and originality in the use of textiles by the student. (See Table VIII, Appendix A, p. 43)

Data for Table IX (see Appendix A, p. 44) were taken from a free response question asking for ways respondents have encouraged students to gain a better understanding of textiles through home experiences. The respondents listed twelve means of encouraging students in gaining textile understanding through home experiences. Four respondents (30.7 per cent) indicated care of clothing and the study of textile labels were used to encourage students interest in textiles through home experiences.

Objectives Used in the Study of Textiles

Seven of the eight objectives listed in the questionnaire for the teaching of textiles were checked by at least six of the respondents (46.1 per cent). Only two respondents (15.3 per cent) indicated using

an objective concerning the laws which govern textiles in the study of textiles. Not any of the respondents listed other objectives than the ones suggested by the questionnaire, although they were encouraged to do so. (See Table X, Appendix A, p. 45)

Twelve of the thirteen respondents (92.3 per cent) indicated objectives for the study of textiles were identified by the teacher and the students cooperatively. One respondent (7.6 per cent) identified objectives for the study of textiles without participation of the students.

Classroom Procedure

A wide variety of classroom procedure was used by the respondents to include textiles in the home economics curriculum. Nine of the respondents (69.2 per cent) used laboratory work for the study of textiles. Laboratory work in the study of textiles consisted of: fabric identification, eight respondents (61.5 per cent); weave identification, two respondents (15.3 per cent); and shrinkage of fabric, two of the interviewed teachers (15.3 per cent). Other laboratory work included in the study of textiles by only one respondent (7.6 per cent) was stain removal, fabric fading, spotting, crease resistance, study of fibers, washing sweaters, and the study of labels.

Six respondents (46.1 per cent) reported field trips in teaching textiles. Field trips were made to dry goods and furniture stores to see new fabrics, draperies, carpeting and to study labels.

Skits given by students, were used by two respondents (15.3 per cent) in teaching textiles. Subjects of the skits were selection of fabrics and selection of pattern and fabric for special occasions.

Five of the thirteen respondents (38.4 per cent) reported the use of a guest speaker in the study of textiles. Four of these speakers were owners of local fabric shops. One speaker was the manager of a local department store.

Nine respondents (69.2 per cent) specified using bulletin boards in the study of textiles. Six of those reporting using bulletin boards (46.1 per cent), stated bulletin boards were prepared by students, while eight respondents (61.5 per cent) reported bulletin boards were prepared by the teacher.

One home economics teacher (7.6 per cent) indicated using student demonstrations in the study of textiles. Teacher demonstrations in the field of textiles were reported by six respondents (46.1 per cent).

The use of exhibits in teaching textiles was indicated by nine of the interviewed homemaking teachers (69.2 per cent), with six respondents (46.1 per cent) using commercial exhibits; one respondent (7.6 per cent) using a student prepared exhibit; and three respondents (23 per cent) using teacher prepared exhibits.

Three respondents (23 per cent) specified using student posters in teaching textiles. Posters prepared by the homemaking teacher were also used by three respondents (23 per cent).

The number of different means of including textiles in the home economics curriculum ranged from six to sixteen, with an average of nine ways of including textiles. (See Table XI, Appendix A, p. 46)

Course Content

In the analysis of the course content, it was noted that ten of the seventy-three items listed in the questionnaire were usually included

in the study of textiles by all of the thirteen respondents. More than half of the respondents usually included fifty-nine of the items listed in course content in the study of textiles. Only twenty-seven of the seventy-three items were checked "never included" in the study of textiles by the respondents. (See Table XII, Appendix A, p. 47)

Fewer respondents usually included mending and repairing garments than any other phase of garment and fabric care. The highest response in garment care was pressing and ironing with twelve respondents (92.3 per cent) indicating this was usually included in the study of textiles.

Nine respondents (69.2 per cent) indicated they usually included weaving in the study of textiles while six respondents (46.1 per cent) usually included bonding of fabrics.

In the category of fabric identification, four fabrics were usually included in the study of textiles by all of the respondents. These fabrics were corduroy, denim, gingham and organdy. Plisse and sailcloth, both cotton fabrics often worn by high school students, were included in the study of textiles by fewer respondents than velvet, usually a rayon fabric which is seldom worn by teenagers. Furthermore, two respondents (15.3 per cent) never included plisse in the study of textiles while all of the respondents included velvet either usually or occasionally in the study of textiles.

Most respondents included all of the man-made fibers either usually or occasionally in the study of textiles. All but the minor vegetable fibers were included at least occasionally by most respondents in the study of textiles.

Colorfastness was usually included by ten respondents (76.9 per cent) in studying textile finishes. Only two respondents (15.3 per cent)

usually included the finishing technique of tentering in the study of textiles.

Seven of the interviewed home economics teachers (53.8 per cent) never included the Textile Fiber Products Identification Act in the study of textiles, while six respondents (46.1 per cent) never included the Wool Products Labeling Act in the study of textiles.

Implications

On the basis of the findings of this study, it would seem desirable for increased emphasis to be placed upon the study of textiles in the high school home economics curriculum. With the increase of teenage buying power, particularly in the area of textiles, there is need for guidance in the buying of textiles. The high school home economics teacher may need to assume the responsibility for the only formal education her students will receive in the selection and use of textiles.

Recommendations

As a result of the study, the investigator makes the following recommendations for the teaching of home economics with emphasis on textiles:

(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 rather 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 preplanning 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.

CHAPTER V

SUMMARY

The purpose of this study was to explore the teaching of textiles in selected Oklahoma High Schools by (1) identifying the objectives included in the teaching of textiles, (2) studying reference materials used in the study of textiles, (3) identifying methods used in teaching textiles, (4) studying the course content used in teaching home economics with emphasis upon textiles, and (5) obtaining some data regarding the home economics teacher's professional training for the teaching of textiles.

The sample was limited to teachers of vocational home economics departments offering at least a three year program, and located within a fifty-mile radius of Stillwater, Oklahoma.

Data were collected by a questionnaire used in a personal interview with the homemaking teachers of thirteen schools. Data from these questionnaires were compiled and an analysis was made. The findings are summarized as follows:

(1) The average number of students enrolled in the vocational home economics program was seventy-four.

(2) Twelve of the respondents had received a degree from Oklahoma State University and one respondent received a degree from Oklahoma College for Women. Graduate degrees were received by four of the respondents. Eight of the respondents had received credit for college course work in textiles. The respondents had an average teaching tenure

of five and one half years.

(3) The instructional materials used by the respondents in teaching textiles included books, materials from commercial companies, films and filmstrips, and magazines.

(4) The greatest amount of emphasis placed upon textiles was in vocational home economics III-IV. The number of class hours devoted to the study of textiles ranged from five to eighty.

(5) The respondents most frequently thought of textiles as consumer education. Eleven respondents included textiles with garment construction.

(6) Students were most likely to enjoy textiles the same or less than other phases of home economics.

(7) Greatest evidence of student's understanding of textiles was revealed by the student's selection of fabric for clothing construction.

(8) Originality and imagination in the use of textiles by the students was most frequently noticed by the student's selection of fabric and pattern for garment construction.

(9) Four respondents indicated care of clothing and study of textile labels were used to encourage student interest in textiles through home experiences.

(10) The study of textiles was presented by twenty different means of classroom procedure. Procedures most frequently used were directed study, charts, oral reports and role playing.

(11) Most frequently included in the course content of the study of textiles were appreciation of the appearance of the textile fiber; identification of corduroy, denim, gingham and organdy fabrics; identification of blended fabrics and various fibers; and the study of cotton and wool.

Recommendations for Further Study

The following suggestions for further study in home economics with emphasis on textiles, at the secondary school level are made because the writer is convinced of the importance of the study of textiles.

(1) A study concerning the high school student's understandings of the study of textiles.

(2) An enlargement of the present study, increasing the number of respondents, with a random sample chosen from a larger area.

(3) A survey of home economics teachers in higher education concerning the need for the study of textiles in the high school home economics program.

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APPENDIX A

TABLE I
NUMBER OF YEARS RESPONDENTS OF SELECTED OKLAHOMA HIGH SCHOOLS
HAVE TAUGHT HOME ECONOMICS IN SECONDARY SCHOOLS

Number of Years Employed	Number of Respondents
1	1
2	3
3	1
4	1
5	0
6	3
7	0
8	0
9	2
10	1
11	1

TABLE II
 INSTRUCTIONAL MATERIALS USED BY RESPONDENTS OF SELECTED
 OKLAHOMA HIGH SCHOOLS IN THE TEACHING OF
 TEXTILES IN HOME ECONOMICS

Source of Materials	Respondents	
	Number	Per Cent
Books		
Reference	13	100.0
Text	7	53.8
Commercial Materials		
Reference	12	92.3
Individually given to students	10	76.9
Films - Filmstrips	7	53.8
Magazines		
Professional	12	92.3
Non-professional	8	61.5

TABLE III
 REFERENCE BOOKS AND TEXT BOOKS USED BY RESPONDENTS OF
 SELECTED OKLAHOMA HIGH SCHOOLS IN THE TEACHING
 OF TEXTILES IN HOME ECONOMICS

	Number of Respondents Using as	
	Reference	Text
Baxter, L. and A. Latzke, <u>Today's Clothing</u>	1	0
Bendur, Z. and Pfeiffer, <u>America's Fabrics</u>	0	0
Carson, B., <u>How You Look and Dress</u>	1	3
Craig, Thompson and Rush, <u>Clothes With Character</u>	1	1
Denny, G. G., <u>Fabrics</u>	3	0
Ellett, M. H., <u>Textiles for Teens</u>	0	0
Erwin, M. D., <u>Clothing for Moderns</u>	0	0
Fitzsimmons, C., <u>Management for You</u>	0	0
Hess, K. P., <u>Textile Fibers and Their Use</u>	4	0
Hollen, N. and J. Sadler, <u>Textiles</u>	3	0
Lewis, D.; Bowers, M. G., and M. Ketlesser, <u>Clothing Construction and Wardrobe Planning</u>	4	1
McCall's, <u>Easy Sewing Book</u>	0	1
McDermott, I. and F. Nicholas, <u>Homemaking For Teen-Agers</u>	0	1
McJimsey, H. T., <u>Costume Selection</u>	0	0
Oerke, B. V., <u>Dress</u>	2	4
Potter, C., <u>Fiber to Fabric</u>	0	0
Rathbone, L. and E. Tarpley, <u>Fabrics and Dress</u>	2	1
Todd, <u>Clothes For Girls</u>	1	1

TABLE IV
 COMPANIES PROVIDING COMMERCIAL MATERIALS USED BY RESPONDENTS
 OF SELECTED OKLAHOMA HIGH SCHOOLS IN THE TEACHING
 OF TEXTILES IN HOME ECONOMICS

	Respondents Using			
	As Reference		Individually	
	No.	Per Cent	No.	Per Cent
Advance Pattern Company	2	15.3	1	7.6
American Viscose Company	6	46.1	3	23.0
American Wool Council	1	7.6	-	-
Benburg Corporation	1	7.6	-	-
Butterick Pattern Company	-	-	-	-
Celanese Corporation	4	30.7	6	46.1
Chemstrand	2	15.3	3	23.0
Cluett, Peabody and Company	1	7.6	1	7.6
Courtauld's Coloray	1	7.6	-	-
Dan River	3	23.0	-	-
DuPont Company	7	53.8	7	53.8
Eastman Chemicals Company	-	-	2	15.3
International Silk Association	3	23.0	-	-
Irish Linen Guild	1	7.6	-	-
J. C. Penny Company	11	84.6	-	-
Lowell Textile Institute	1	7.6	-	-
McCall's Educational Service	1	7.6	1	7.6
Manmade Fibers Producers Association	1	7.6	-	-
National Cotton Council	3	23.0	3	23.0
Necchi Sewing Machine Company	-	-	-	-
Pellon Corporation	1	7.6	-	-
Sears Roebuck and Company	4	30.7	1	7.6
Ship N' Shore	-	-	1	7.6
Simplicity Pattern Company	2	15.3	3	23.0
Singer Sewing Machine Company	1	7.6	-	-
Vogue Pattern Company	1	7.6	2	15.3
Welek's	2	15.3	-	-
White Sewing Machine Company	-	-	-	-
Wool Bureau, The	3	23.0	7	53.8

TABLE V
 USES OF FILMS AND FILMSTRIPS REPORTED BY RESPONDENTS OF
 SELECTED OKLAHOMA HIGH SCHOOLS IN THE TEACHING
 OF TEXTILES IN HOME ECONOMICS

Subject of Film or Filmstrip	Respondents	
	No.	Per Cent
Appreciation of the aesthetic quality of textiles	3	23.0
Care of fabrics	1	7.6
Cloth construction	2	15.3
Color	5	38.4
Man-Made fibers (Rayon, Nylon or Acetate)	4	30.7
Natural fibers	5	38.4
Newer Man-Made fibers (Dacron, Dynel, Orlon Acrilan, Fiberglass)	6	46.1
Preparation of fabrics for sewing	3	23.0
Textile finishing	3	23.0
Various ways for using textiles in the home	3	23.0
Yarn construction	3	23.0

TABLE VI
MAGAZINES USED BY RESPONDENTS OF SELECTED OKLAHOMA HIGH
SCHOOLS IN THE TEACHING OF TEXTILES IN HOME ECONOMICS

Magazines	Respondents	
	No.	Per Cent
Professional		
<u>Forecast</u>	10	76.9
<u>Journal of Home Economics</u>	9	69.2
<u>Practical Home Economics</u>	11	84.6
<u>What's New In Home Economics</u>	12	92.3
Non-Professional		
<u>American Girl</u>	1	7.6
<u>Coed</u>	2	15.3
<u>Good Housekeeping</u>	4	30.7
<u>Ladies Home Journal</u>	3	23.0
<u>McCalls</u>	5	38.4
<u>Seventeen</u>	1	7.6
<u>Vogue</u>	1	7.6

TABLE VII

EVIDENCES OF STUDENTS' UNDERSTANDINGS OF TEXTILES FROM PRESENT
TEACHING METHODS AS REPORTED BY RESPONDENTS OF SELECTED
OKLAHOMA HIGH SCHOOLS IN THE TEACHING OF
TEXTILES IN HOME ECONOMICS

	Respondents	
	No.	Per Cent
Student's ability to handle fabric during construction project	1	7.6
Student's ability to identify fabrics	3	23.0
Student's awareness of textile labels	1	7.6
Student's awareness of the importance of fabric grain	1	7.6
Student's personal appearance	1	7.6
Student's selection of fabrics for clothing construction	6	46.1
Student's selection of home experiences	1	7.6
Student's understandings of how the kind of weave affects the use and care of fabric	1	7.6
Student's understanding of proper garment care, including ironing temperature, washing, dry cleaning and storage	4	30.7

TABLE VIII

WAYS IN WHICH STUDENTS HAVE SHOWN IMAGINATION AND ORIGINALITY IN
THE USE OF TEXTILES AS REPORTED BY RESPONDENTS OF SELECTED
OKLAHOMA HIGH SCHOOLS IN THE TEACHING OF
TEXTILES IN HOME ECONOMICS

	Respondents	
	No.	Per Cent
Ability to successfully combine separates in the wardrobe	1	7.6
Accessories and trimmings selected for clothing projects	2	15.3
Attractive and informative use of a bulletin board	1	7.6
Costume worn by the student	1	7.6
Garment remodeling	1	7.6
Scrapbook prepared by the student	1	7.6
Suitability of pattern and fabric selected for sewing projects in garment construction and home furnishings	4	30.7
Tasteful decorations selected for special occasions	1	7.6
No answer	4	30.7

TABLE IX

WAYS IN WHICH RESPONDENTS HAVE ENCOURAGED STUDENTS TO GAIN A BETTER UNDERSTANDING OF TEXTILES THROUGH HOME EXPERIENCES AS REPORTED BY RESPONDENTS OF SELECTED OKLAHOMA HIGH SCHOOLS IN THE TEACHING OF TEXTILES IN HOME ECONOMICS

	Respondents	
	No.	Per Cent
By aiding the student in selection of pattern and fabric	1	7.6
By encouraging such home experiences as:		
clothing inventory and planning the wardrobe	2	15.3
care and storage of clothing	4	30.7
home furnishing projects such as slip covering of furniture	1	7.6
identification of textile fabrics and fibers used in the home	1	7.6
study of color and design used in textiles	1	7.6
study of textile labels	4	30.7
study of textile weaves	1	7.6
textiles in the "hope chest"	1	7.6
By helping students plan home sewing projects	1	7.6
By helping students plan home furnishings projects	1	7.6
Encouraging the student to coordinate classroom information with home experiences	1	7.6

TABLE X
 OBJECTIVES USED BY RESPONDENTS OF SELECTED OKLAHOMA HIGH SCHOOLS
 IN THE TEACHING OF TEXTILES IN HOME ECONOMICS

	Respondents	
	No.	Per Cent
To appreciate the importance of textiles in the economic and cultural life of man	6	46.1
To develop an appreciation of the aesthetic quality of textiles	8	61.5
To develop an awareness of the importance of understanding labeling and advertising	11	84.6
To develop standards for judging quality of design, material and workmanship of textiles on today's market	12	92.3
To learn basic facts about the textile fibers, processes used in making fibers into finished fabrics and the application of these facts to the daily use of textiles	7	53.8
To learn how to care for the various textile fibers	13	100.0
To study laws controlling textiles	2	15.3
To understand some of the factors which affect the cost of clothing and household textiles	8	61.5

TABLE XI
 CLASS PROCEDURE USED BY RESPONDENTS OF SELECTED OKLAHOMA HIGH
 SCHOOLS IN THE TEACHING OF TEXTILES IN HOME ECONOMICS

	Respondents	
	No.	Per Cent
Bulletin Board	9	69.2
Chart	11	84.6
Demonstration	6	46.1
Directed study	13	100.0
Exhibits	9	69.2
Field Trips	6	46.1
Film	6	46.1
Filmstrip	6	46.1
Flannel Board	3	23.0
Kit	4	30.7
Laboratory work	9	69.2
Notebook or Scrapbook	5	38.4
Panel discussion	0	-
Poster	5	38.4
Oral report	10	76.9
Recitation	10	76.9
Role playing	1	7.6
Skit	2	15.3
Slides	1	7.6
Special talk	5	38.4
Written report	1	7.6

TABLE XII

COURSE CONTENT USED BY RESPONDENTS OF SELECTED OKLAHOMA HIGH
SCHOOLS IN THE TEACHING OF TEXTILES IN HOME ECONOMICS

	Usually		Occasionally		Never	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Appreciation of quality fabrics:	11	84.6	2	15.3		
TOTAL	11	84.6	2	15.3		
2. Appreciation of the appearance of the textile fabric including texture, color and design:	13	100.0				
TOTAL	13	100.0				
3. Care of fabrics and garments:						
a. Dry cleaning	7	53.8	3	23.0	3	23.0
b. Laundry	9	69.2	4	30.7		
c. Mending and Repair	3	23.0	8	61.5	2	15.3
d. Pressing and Ironing	12	92.3	1	7.6		
e. Spot and stain removal	6	46.1	7	53.8		
f. Storage	7	53.8	6	46.1		
TOTAL	44	338.2	29	222.7	5	38.3
4. Development of the imaginative use of textiles by the student:	3	23.0	8	61.5	2	15.3
TOTAL	3	23.0	8	61.5	2	15.3
5. Fabric construction:						
a. Bonding	4	30.7	3	23.0	6	46.1
b. Felting	7	53.8	4	30.7	2	15.3
c. Knitting	6	46.1	7	53.8		
d. Weaving	9	69.2	4	30.7		
TOTAL	26	199.8	18	138.2	8	61.4

TABLE XII (continued)

	Usually		Occasionally		Never	
	Per		Per		Per	
	No.	Cent	No.	Cent	No.	Cent
6. Identification of fabrics:						
a. Chambray	12	92.3	1	7.6		
b. Chintz	10	76.9	2	15.3	1	7.6
c. Corduroy	13	100.0				
d. Denim	13	100.0				
e. Cotton flannel	11	84.6	2	15.3		
f. Gingham	13	100.0				
g. Organdy	13	100.0				
h. Pique	10	76.9	3	23.0		
i. Plisse	8	61.5	3	23.0	2	15.3
j. Polished cotton	12	92.3	1	7.6		
k. Sailcloth	9	69.2	4	30.7		
l. Terry Cloth	10	76.9	2	15.3	1	7.6
m. Velvet	10	76.9	3	23.0		
n. Velveteen	10	76.9	3	23.0		
TOTAL	154	1184.4	24	183.8	4	30.5
7. Identification of terms:						
a. Blended fabric	13	100.0				
b. Carding	8	61.5	3	23.0	2	15.3
c. Combing	8	61.5	3	23.0	2	15.3
d. Combination fabric	10	76.9	1	7.6	2	15.3
e. Fiber	13	100.0				
f. Filling yarns	11	84.6	2	15.3		
g. Grain	12	92.3	1	7.6		
h. Mercerization	10	76.9	3	23.0		
i. Reprocessed wool	10	76.9	3	23.0		
j. Reused wool	10	76.9	3	23.0		
k. Sizing	10	76.9	3	23.0		
l. Spinning	8	61.5	3	23.0	2	15.3
m. Thread count	7	53.8	5	38.4	1	7.6
n. Virgin wool	11	84.6	2	15.3		
o. Warp yarns	11	84.6	2	15.3		
p. Wash and wear cotton	11	84.6	2	15.3		
q. Woolen	12	92.3	1	7.6		
r. Worsted	11	84.6	2	15.3		
s. Yarns	12	92.3	1	7.6		
TOTAL	198	1522.7	40	306.3	9	68.8

TABLE XII (continued)

	Usually		Occasionally		Never	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
8. Man-Made Fibers:						
a. Acetate	10	76.9	3	23.0		
b. Acrilan	7	53.8	5	38.4	1	7.6
c. Arnel	7	53.8	5	38.4	1	7.6
d. Dacron	11	84.6	2	15.3		
e. Dynel	8	61.5	5	38.4		
f. Fiberglass	6	46.1	5	38.4	2	15.3
g. Orlon	10	76.9	3	23.0		
h. Nylon	11	84.6	2	15.3		
i. Rayon	10	76.9	3	23.0		
TOTAL	80	615.1	33	253.2	4	30.5
9. Natural Fibers:						
a. Cotton	13	100.0				
b. Hair fibers	3	23.0	7	53.8	3	23.0
c. Linen	11	84.6	2	15.3		
d. Minor vegetable fibers	3	23.0	4	30.7	6	46.1
e. Silk	11	84.6	2	15.3		
f. Wool	13	100.0				
TOTAL	54	415.2	15	115.1	9	69.1
10. Standards for purchasing textile products:						
TOTAL	9	69.2	3	23.0	1	7.6
11. Textile Finishes:						
a. Calandring	6	46.1	1	7.6	6	46.1
b. Color fastness	10	76.9	3	23.0		
c. Controlled shrinkage	9	69.2	4	30.7		
d. Crease resistance	8	61.5	5	38.4		
e. Fireproofing	5	38.4	7	53.8	1	7.6
f. Mildewproofing	5	38.4	5	38.4	3	23.0
g. Mothproofing	5	38.4	4	30.7	4	30.7
h. Tentering	2	15.3	4	30.7	6	46.1
i. Water repellency and water proofing	4	30.7	4	30.7	5	38.4
TOTAL	54	414.9	37	284.0	25	191.9

TABLE XII (continued)

	Usually		Occasionally		Never	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
12. Textile Labeling Laws:						
a. Textile fiber products identification act	3	23.0	3	23.0	7	53.8
b. Wool products labeling act	4	30.7	3	23.0	6	46.1
TOTAL	7	53.7	6	46.0	13	99.9

APPENDIX B

QUESTIONNAIRE

PART I

1. Background statement

Number of students enrolled in Vocational Home Economics:

VHE I _____

VHE II _____

VHE III _____

VHE IV _____

In which year of home economics do you place the greatest emphasis on textiles?

VHE I _____

VHE II _____

VHE III _____

VHE IV _____

2. Background of the Home Economics Teacher

A. Professional Training

What college degree (s) do you hold? _____; From what institution? _____; Date degree was granted, _____.

How many semester hours of college credit do you have in textiles? _____; When did you last receive college credit for a textile course? _____; Would you like to take additional college work in textiles? _____

B. Teaching Methods

How many years have you taught home economics? _____
From your present method of teaching textiles, what evidence do you have of your students understandings?

How many class hours of teaching do you devote to textiles? _____

Do you turn in lesson plans prior to teaching textiles. to your principal or superintendent? _____

As compared to other phases of home economics, do you believe your students enjoy textiles:

less _____
 same _____
 more _____

3. Teaching Aids

- A. Books: If the teacher uses a text, a T will be placed in the blank. The recorder will put R in the blank if the book is used as a reference.

_____ Bendure, Zelma and Pfeiffer, America's Fabrics
 _____ Bishop, Carson, How You Look and Dress
 _____ Craig, Thompson and Rush, Clothes with Character
 _____ Denny, Grace G., Fabrics
 _____ Ellett, Marcella H., Textiles for Teens
 _____ Erwin, Mabel D., Clothing for Moderns
 _____ Fitzsimmons, Cleo, Management for You
 _____ Hess, Katharine P., Textile Fibers and Their Use
 _____ Hollen, Norma and Sadler, Jane, Textiles
 _____ Lewis, D.; Bowers, M. G., and Ketlesser, M., Clothing Construction and Wardrobe Planning
 _____ McJimsey, Harriett T., Costume Selection
 _____ Potter, Corbman, Fiber to Fabric

- B. Films and Filmstrips:

_____ Appreciation of the aesthetic quality of textiles
 _____ Cloth construction (weaving, felting, knitting, and bonding)
 _____ Color
 _____ Man-Made fibers (Rayon, Nylon or Acetate)
 _____ Natural Fibers (animal)
 _____ Natural Fibers (vegetable or mineral)
 _____ Newer Man-Made Fibers (Dacron, Dynel, Orlon, Acrilan, Fiberglass, etc.)
 _____ Preparation of fabrics for sewing
 _____ Textile finishing
 _____ Various ways for using textiles in the home
 _____ Yarn Construction
 _____ Others

- C. Commercial Materials: In teaching textiles, do you use kits or literature from: For what purpose?

_____ Advance Pattern Company
 _____ American Viscose Corporation
 _____ Butterick Pattern Company
 _____ DuPont Company

- J. C. Penny Company
 McCall's Educational Service
 National Cotton Council
 Necchi Sewing Machine Company
 Sears, Roebuck and Company
 Simplicity Pattern Company
 Singer Sewing Machine Company
 Vogue Pattern Company
 White Sewing Machine Company
 The Wool Bureau
 Others

D. Magazines: In teaching Textiles do you use:

Professional

- American Fabrics
 Journal of Home Economics
 Practical Home Economics
 What's New in Home Economics

Non-Professional

- Good Housekeeping
 Ladies Home Journal
 McCall's
 Others

4. Classroom Procedure: A check will be placed in the blank by the procedure (s) the teacher uses in teaching textiles.
- a. Bulletin Board
 student prepared _____
 teacher prepared _____
- b. Chart _____
- c. Demonstration
 by student _____
 by teacher _____

- d. Directed Study_____
- e. Exhibits
commercial_____
- student prepared_____
- teacher prepared_____
- f. Field Trip
where_____
- how do you travel_____
- object of the trip_____
- g. Film_____
- h. Filmstrips_____
- i. Flannel Board_____
- j. Kit_____
- k. Laboratory Work
nature of work_____
- l. Notebook or scrapbook_____
- m. Panel Discussion
by students_____
- by faculty_____
- others_____
- subject of panel discussion_____
- n. Posters
by teacher_____
- by student_____
- o. Oral Report_____
- p. Recitation
- q. Role Playing_____
- r. Skit_____
- by whom_____
- subject of skit_____
- s. Slides_____
- t. Special talk_____
- by whom_____
- u. Other

PART II

1. Planning

Indicate the manner in which you use textile information:

- As a separate unit
- With garment construction
- As a part of several units
- Other (explain)

Indicate the one manner in which you are most likely to think of textiles:

- As an expression of art
- As a means of experimentation
- As creative expression
- As technical information
- As a means of consumer education

List some specific ways in which students in your classes have shown some imagination or originality in the use of textiles:

What is your opinion of the instructional materials available for use in the teaching of textiles?

- Outdated
- Too advanced for the high school student
- Uninteresting to the high school student
- Other (explain)

In what ways have you encouraged girls to gain a better understanding of textiles, their use, beauty, care and function through home experiences designed to emphasize some of these qualities?

How are the activities and objectives for textiles identified?

- By the teacher
- By the students
- By the teacher and the students

2. Objectives for the teaching of textiles:

The following objectives are sometimes used as guides by teachers when working with problems relating to textiles. Check the one (s) that more nearly describe objectives you would state.

- To develop an appreciation of the aesthetic quality of textiles.
 To appreciate the importance of textiles in the economic and cultural life of man.
 To develop standards for judging quality of design, materials and workmanship of textiles on today's market.
 To learn how to care for the various textile fibers.
 To learn basic facts about the textile fibers, processes used in making fibers into finished fabrics and the application of these facts to the daily use of textiles.
 To understand some of the factors which affect the cost of clothing and household textiles.
 To develop an awareness of the importance of understanding labeling and advertising.
 To study laws controlling textiles.

List other objectives you sometimes include:

3. The use and importance of textiles can often be more meaningful when certain facts are clearly understood. Twelve categories of facts are listed below. Please check each item you include as you help girls gain some knowledge of textiles.

Usually Occasionally Never

- | | |
|-------|---|
| _____ | 1. Appreciation of quality fabrics |
| _____ | 2. Appreciation of the appearance of the textile fabric including texture, color and design |
| _____ | 3. Care of fabrics and garments |
| _____ | dry cleaning |
| _____ | laundry |
| _____ | mending and repair |
| _____ | pressing and ironing |
| _____ | spot and stain removal |
| _____ | storage |
| _____ | 4. Development of the imaginative use of textiles by the student |
| _____ | 5. Fabric Construction |
| _____ | bonding |
| _____ | felting |
| _____ | knitting |
| _____ | weaving |

Usually Occasionally Never

6. Identification of fabrics

_____	chambray
_____	chintz
_____	corduroy
_____	denim
_____	flanel (cotton)
_____	gingham
_____	organdy
_____	pique
_____	plisse
_____	polished cotton
_____	sailcloth
_____	terry cloth
_____	velvet
_____	velveteen

7. Identification of terms

_____	blended fabric
_____	carding
_____	combing
_____	combination fabric
_____	fiber
_____	filling yarns
_____	grain
_____	mercerization
_____	reprocessed wool
_____	reused wool
_____	sizing
_____	spinning
_____	thread count
_____	virgin wool
_____	warp yarns
_____	wash and wear cottons
_____	woolen
_____	worsted
_____	yarns

8. Man-Made Fibers

_____	acetate
_____	acrilan
_____	arnel
_____	dacron
_____	dynel
_____	fiberglass
_____	orlon
_____	nylon
_____	rayon

9. Natural Fibers

_____	cotton
_____	hair fibers (llama, cashmere, vicuna, alpaca, camel)
_____	linen

Usually Occasionally Never

(Natural Fibers Continued)

_____ minor vegetable fibers (hemp,
 _____ jute, kapok, ramie)
 _____ silk
 _____ wool

_____ 10. Standards for purchasing textile
 products

11. Textile Finishes

_____ calandring
 _____ color fastness
 _____ controlled shrinkage
 _____ crease resistance
 _____ fireproofing
 _____ mildewproofing
 _____ mothproofing
 _____ tentering
 _____ water repellency and water
 _____ proofing

12. Textile Labeling Laws

_____ textile fiber products identifi-
 _____ cation act
 _____ wool products labeling act

_____ 13. Others (please list)

APPENDIX C

February 28, 1961

Miss Blanche Portwood,
State Supervisor,
Home Economics Education,
Oklahoma City, Oklahoma.

Dear Miss Portwood:

As one of the requirements for a master's degree at Oklahoma State University, I am working on a thesis tentatively called "Teaching of Home Economics in Selected Oklahoma High Schools with Emphasis on Textiles."

I hope to personally interview vocational home economics teachers within a fifty mile radius of Stillwater, Oklahoma. Since textiles is my primary concern, I would prefer that these teachers have students enrolled in vocational home economics I, II, III, and possibly IV. The interview will require thirty to forty minutes of the teacher's time.

I would like your approval for contacting these teachers to see if they would be willing to cooperate in this study. I believe that the following list of schools offers a vocational home economics program and are within the fifty mile area of Stillwater. Would it be possible for you to tell me which of these schools offer at least three years of vocational home economics?

May I hear from you at your earliest convenience. Thank you very much.

Sincerely,

Sue Darr
Graduate Student
Okla. State Univ.

March 3, 1961

Miss Sue Darr
286 North Hall
Stillwater, Oklahoma

Dear Miss Darr:

We are glad for you to interview the teachers in the schools that you mentioned in your letter; however, you would need to contact the superintendent and teacher of each school to make arrangements for the interview.

The following schools in the area you designated offer four years of homemaking; Homemaking III and IV being offered alternately each year. We are listing this year's schedule opposite the name of the school.

If we can be of further help, let us know.

Sincerely yours,

Blanche Portwood
State Supervisor
Home Economics Education

BP:mh

Dear

As one of the requirements for a master's degree at Oklahoma State University, I am working on a thesis called "Teaching of Home Economics with Emphasis on Textiles." I hope to determine the place of textiles in vocational home economics as taught within a 50 mile radius of Stillwater, Oklahoma. I chose textiles as the area for my research because in the five years I taught, I often felt this phase of home economics was neglected.

I would like to obtain my data during the month of March in a personal interview, which would take about 45 minutes, with the vocational home economics teacher. Miss Blanche Portwood, State Home Economics Education Supervisor gave her approval concerning the contacts with vocational home economics teachers.

The teachers and schools used in this study will not be identified, nor is there any intention to compare one school with another.

I would appreciate very much your cooperation in obtaining my data. I would be happy to send you the results which I receive from this research. If you desire to cooperate in this research, will you return the enclosed postcard immediately. Thank you for your cooperation.

Sincerely,

Sue Darr
Graduate Student
Oklahoma State University

Enc.

cc: Superintendent of Schools

Dear Miss Darr:

I will cooperate with you in obtaining the data for your thesis by allowing a personal interview.

PLEASE CHECK ONE OF THE FOLLOWING STATEMENTS:

Monday, March 20, 2 p.m. will be acceptable as a date for my interview.

I would prefer another date for my personal interview.

Sincerely,

VITA

Virginia Sue Darr

Candidate for the Degree of
Master of Science

Thesis: TEACHING OF HOME ECONOMICS IN SELECTED OKLAHOMA HIGH SCHOOLS
WITH EMPHASIS ON TEXTILES

Major Field: Clothing, Textiles and Merchandising

Biographical:

Personal Data: Born near Ozark, Missouri, October 1, 1930, the daughter of Ray and Lotta Darr.

Education: Graduated from Ozark, Missouri High School, 1948; received the Bachelor of Science in Education Degree from Southwest Missouri State College, with a major in Home Economics, in May, 1952; Central Missouri State College, Warrensburg, Missouri, summer of 1956; completed requirements for the Master of Science degree in August, 1961, at Oklahoma State University, Stillwater, Oklahoma.

Professional Experience: Home Demonstration Agent of Cedar County, Missouri, June 1952 to August 1955; Vocational Home Economics Teacher, Camdenton, Missouri, September 1955 to May 1958; Taught Art and General Home Economics at Eastwood Junior High School, Springfield, Missouri, September 1958 to May 1960; Graduate Assistant in Clothing, Textiles and Merchandising, College of Home Economics, Oklahoma State University, 1960 to 1961.

Professional Organization: Kappa Omicron Phi