

CONSUMER BUYER UNITS IN CLOTHING AND TEXTILES FOR USE IN  
HIGH SCHOOL HOME ECONOMICS CLASSES

by

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## INTRODUCTION

Much attention is now being given to consumer education. Interest has been so developed that even the general public has become more or less consumer conscious. The problems arising from the attempt to maintain a desirable standard of living and a satisfying home on a reduced income and increased living costs have centered interest on the consumer and his buying activities. The consumer was given recognition for the first time in history by the United States Government in its national recovery program and agencies were established to give him some buying protection.

The responsibilities of purchasing fall largely upon women and girls and most of them will have no more than a high school education. The way in which their money is expended and the value of the returns to families and individuals depend on their judgment as purchasers. The ability to make intelligent selection and evaluation of commodities is ever a need of both young and adult life and adequate training is necessary to develop it.

The consumer has many difficulties in buying that could be overcome through training and education.

Generally he likes to get the best purchase possible for the purpose desired with a minimum expenditure of time, effort, and money, but too often has only high pressure salesmanship and advertisements as guides. These, however, give no information in regard to those characteristics which make an article suitable for a given purpose. The array of goods on the market and the different methods of purchasing them are confusing. Many consumer buyers do not know of the agencies available for their protection or how to use them. A lack of understanding of the social factors affecting desires makes it difficult to select on the basis of real needs. If the consumer does not understand to some extent economic conditions, how they operate to his advantage or disadvantage, and his responsibility towards their improvement, the opportunity for betterment will be small.

Education for consuming has been emphasized but little in high school home economics courses. Discussions and conferences with high school home economics teachers indicate that their lack of knowledge of what to teach, of available sources of teaching materials, and of how to organize them are important reasons for omitting instruction in consumer buying. It is believed that much more

effective teaching of consumer buying would be done if available materials, and suggestions for teaching were organized into convenient and usable form for the teacher's use.

The purpose of this study was:

1. To encourage instruction in consumer buying in high school home economics courses.
2. To compose in detail consumer buying units in clothing and textiles for use in these courses.

#### REVIEW OF LITERATURE

The need for education of the consumer has been recognized for sometime by a number of individuals. Harap (1924) made an extensive study of the consumer buying activities of the people of the United States. In regard to clothing needs he says that it is of special importance for the school to train for effective clothing consumption because of the social significance of clothing and that an attitude toward selection and evaluation of wearing apparel is a fundamental objective of education. In his curriculum for consumption of clothing he analyzed the clothing habits of the people of this country with respect to purchase and use; he compared these habits with accepted standards; and he recommended the following clothing objectives in education:

1. The development of desirable clothing standards.
2. The development of specific knowledge, information, and abilities which would be helpful in selecting and evaluating the chief clothing fabrics, principle articles of clothing, and common household textiles.

Hoyt (1928) says that few people are trained for consumption or even the technicalities of household buying, partly because we have not known how to train them. She says that the schools of home economics have a great opportunity to give practical instruction in consumption.

Waite (1928) says that consumers unable to judge qualities of goods are open to exploitation in two ways: through adulteration of products and through the misrepresentation of the qualities of the goods by those selling them. He says that the consumer can be protected under such circumstances only by the development of standards and their enforcement and by the dissemination of knowledge.

Cook (1929) says that it is the responsibility of home economists to see that every one understands standardization, to develop the ability to analyze products, to know what factors make for durability, to find the right balance between psychological desires and economic needs, and to become articulate as individuals when shopping and as a group when asking for better sales methods.

Kyrk (1933) lists the education of buyers as one of four steps needed for the improvement of buying and says that three types of information should be provided:

(1) character of modern market and the devices and arrangements in use; (2) factual data about specific brands, trade names, grade marks and ratings best obtained from testing bureaus; and (3) information of buyer concerning qualities that make the commodity the best available for the purpose.

A number of studies have been made in regard to the needs and responsibilities of the consumer and their relation to the high school curriculum.

Perry (1929) at the University of Chicago made a comparison of the activities of mothers and daughters in relation to clothing as a basis for curriculum construction. Using the practices of the mothers and daughters who lived in the same house as a comparison, a fairly accurate picture was secured of the present and probable future responsibilities of the girl.

The study showed that the mothers' and daughters' activities in the buying of materials and dresses were sufficiently similar to use the girls' interests as a basis of teaching, and that the course should be supplemented by

the following problems normally solved only by mothers; buying of dresses, coats, shoes, middies, bloomers, silk and wool dresses, consideration of the price for all garments, and the durability of hats, gloves, shoes, hosiery, dresses, and underwear; the use of mail order houses; and the purchasing of household furnishings.

Scott and Friant (1929) Iowa State College, found through a survey of the clothing selection problems of 60 families that the girls in 59 of the families helped select their own clothing and that in 42 of the families the girls selected some of their clothing alone. Some outer garments were selected alone by 12, some undergarments alone by 19, some yard materials alone by 9, and some materials for school sewing alone by 9.

It was found that the problems in clothing selection for this group of high school girls and their mothers were due to difficulty in selecting clothing which was durable, economical, and becoming. From the results of this study and a survey of the extent that selection of clothing is emphasized in 12 state courses of study it was concluded that courses in home economics are not preparing high school girls to solve clothing selection problems as successfully as they might.



Phillips (1931) found that certain buying difficulties were the results of shortages in consumer education and revealed definite needs for (1) practical and up to date knowledge and information about the utilitarian, economic, aesthetic, and social values of merchandise; (2) such techniques, habits, and abilities as would enable the consumer to analyze needs, find and use help in judging quality, and systematize her buying; (3) the elimination of detrimental attitudes.

These conclusions are reached through an analytical study of consumers' difficulties in choosing and buying clothing and home furnishings and were based on the results of questionnaires to five groups of women and 227 high school students, an analysis of buying problems as shown by four years experience as purchasing adviser to customers in a department store, a study of questions asked of five household magazines by consumers on buying problems, and on personal interview used in 100 case studies. Of the 123 women questioned in the first study, 85 per cent felt that more education for consumption would be valuable. A study of the replies of the high school students showed little consideration of values and lack of sound judgment when buying and warranted a belief in the need for education for intelligent spending. The

other studies revealed similar needs for education for the consumer.

These investigations, as well as others, show that purchasing is both a present and future responsibility of girls, that the consumer buyer has many difficulties in purchasing due to lack of ability to make intelligent selection and evaluation of commodities, and that training is necessary to develop such abilities. They also indicate both the lack and need of providing training in the secondary schools for consumer buying. Quite generally home economics courses are recognized as desirable subjects in which to teach consumer buying.

#### METHOD AND PROCEDURE

1. A checking list was prepared in which 28 commonly used articles of clothing and textiles were listed. Space was provided on which to check whether these articles were bought alone by themselves, never bought alone by themselves, or occasionally bought alone by themselves.

2. The lists were checked by 463 girls from the seventh and ninth grades and senior high school of the schools of Manhattan and Hutchinson, Kansas.

3. The data were tabulated and the findings summarized.

4. The information thus obtained, together with that secured from other studies along this line and from personal interviews with home economics teachers and administrators were used as a basis for determining the units in this study.

5. The items included in each unit were generalizations or ideas to be developed, problems, teaching points, class activities, and references.

6. Home economic text books and publications, books on consumer education, authoritative magazine articles, publications of testing bureaus, studies and bulletins by governmental agencies and by universities and colleges, and the scientific investigations of some commercial firms were used as source material in composing the units.

7. Two units were prepared on household furnishings although the items on the checking list had been confined to clothing and clothing textiles. This was done at the suggestion of a number of teachers and in view of the fact that household furnishings are discussed in the state adopted text book for clothing and are included in the state scholarship tests sponsored by several of the colleges.

8. Five of the units as first organized were tried out in several high school home economics classes and criticisms and suggestions made. The units were reorganized and changes made accordingly.

9. These units were all carefully checked by members of the Departments of Education and Clothing and Textiles of Kansas State College for accuracy of subject matter and for method of organization. A final reorganization was then made.

TABULATIONS

("Buy alone" in this study refers to purchasing by the girl herself or to purchasing without help, from others than salespersons.)

Table I Footwear.

	Buy Alone				:	Never Buy Alone				:	Occasionally Buy Alone			
	7th Gr. Per cent	9th Gr. Per cent	Sr. Per cent	H.S. All Pupils Per cent		7th Gr. Per cent	9th Gr. Per cent	Sr. Per cent	H.S. All Pupils Per cent		7th Gr. Per cent	9th Gr. Per cent	Sr. Per cent	H.S. All Pupils per cent
Hose	19	50	49	40	:	38	13	13	:	21	42	35	37	38
Shoes	13	23	23	20	:	63	40	50	:	52	22	36	26	27
Galoshes	6	14	18	13	:	80	45	57	:	61	6	30	18	15

More girls buy hose alone than they do shoes or galoshes. Probably many of them do not have galoshes which may account for the apparent discrepancy. Over twice as many high school and ninth grade girls buy their own hose as do in the seventh grade. More shoes are bought alone by the older girls. Of all the girls included in the study, 40 per cent bought their hose alone, 38 per cent occasionally did, and 21 per cent never bought them alone. Shoes were bought alone by 20 per cent of all the girls and galoshes by 13 per cent.

Table II Sewing equipment and trimmings.

	Buy Alone				:	Never Buy Alone				:	Occasionally Buy Alone			
	7th Gr. Per cent	9th Gr. Per cent	Sr. Per cent	H.S.:All Pupils Per cent		7th Gr. Per cent	9th Gr. Per cent	Sr. Per cent	H.S.:All Pupils Per cent		7th Gr. Per cent	9th Gr. Per cent	Sr. Per cent	H.S.:All Pupils Per cent
Scissors and shears	47	73	63	60		32	10	18		21	16	12	15	14
Thread and Trimmings	53	75	63	63		21	11	15		16	25	10	17	18

A large number of girls buy their own scissors and shears, ranging from 47 per cent in the seventh grade, through 63 per cent in the high school, to 73 per cent in the ninth grade and from 12 to 15 per cent occasionally buy them alone. Of all the girls included in the study, 63 per cent bought their thread and trimmings alone, 18 per cent occasionally bought them alone, and 16 per cent never bought them alone. Thread and trimmings were bought alone by 53 per cent of the seventh grade girls, 75 per cent of the ninth grade, and 63 per cent of the high school. The greatest amount of buying alone of these articles was done by the ninth grade girls, the next greatest by the senior high school girls, and the least by the seventh grade girls.

Table III Underwear.

	Buy Alone				Never Buy Alone				Occasionally Buy Alone			
	7th Gr. Per Cent	9th Gr. Per cent	Sr. H.S. Per cent	All Pupils Per cent	7th Gr. Per cent	9th Gr. Per cent	Sr. H.S. Per cent	All Pupils Per cent	7th Gr. Per cent	9th Gr. Per cent	Sr. H.S. Per cent	All Pupils per cent
Slips	11	37	24	25	60	26	36	41	25	31	29	28
Bloomers	21	43	30	30	49	17	25	30	28	22	27	26
Shorts	18	45	30	31	50	11	24	29	12	23	19	18
Teddies	8	36	24	22	47	10	18	25	5	11	12	9
Brassieres	9	61	32	32	54	10	22	30	8	20	13	13
Material for 7 underwear	19	19	24	17	37	16	28	28	8	25	15	14

More buying of underwear is done by the ninth grade girls than either the high school or seventh grade girls except in the case of material for underwear. Seventh grade girls do the least buying of their underwear alone. Seventh grade girls buy more shorts and bloomers alone than any other garments. Approximately one-third of all girls bought their underwear alone.

Table IV Dresses.

	Buy Alone				: Never Buy Alone				: Occasionally Buy Alone			
	7th Gr. Per cent	9th Gr. Per cent	Sr. H.S. Per cent	All Pupils Per cent	7th Gr. Per cent	9th Gr. Per cent	Sr. H.S. Per cent	All Pupils Per cent	7th Gr. Per cent	9th Gr. Per cent	Sr. H.S. Per cent	All Pupils Per cent
Wash Dresses	9	20	25	19	46	26	30	34	10	31	11	16
Material for wash dresses.	8	25	25	19	47	27	40	38	14	25	16	16
Silk Dresses	3	10	12	9	88	67	57	73	5	11	13	11
Material for silk dresses.	5	5	13	8	79	56	59	64	9	11	15	11
Wool Dresses	3	11	10	8	83	55	64	68	6	14	16	12
Material for wool dresses.	6	5	7	6	80	57	58	64	7	6	13	9

More girls buy their wash dresses and material for wash dresses alone than silk and wool dresses or goods. From two to three times as many ninth grade and high school girls as seventh grade girls buy their ready-made dresses alone. The total per cent of those buying alone their wash dresses and wash materials and those who occasionally buy them alone is just about equal to those who never buy them alone. In the case of silk and wool dresses and materials the per cent who never buy alone is approximately three times as great as the per cent of those who buy alone, and those who occasionally buy alone, combined.



Table V Outer garments.

	Buy Alone				:	Never Buy Alone				:	Occasionally Buy Alone			
	7th Gr. Per cent	9th Gr. Per cent	Sr. H.S. Per cent	All Pupils Per cent		7th Gr. Per cent	9th Gr. Per cent	Sr. H.S. Per cent	All Pupils Per cent		7th Gr. Per cent	9th Gr. Per cent	Sr. H.S. Per cent	All Pupils Per cent
Coats	4	8	6	6	87	77	78	81	4	10	11	8		
Sweaters	9	21	20	17	77	48	53	60	11	23	13	14		
Suits	5	9	7	7	67	50	59	60	6	12	12	10		
Raincoats	10	12	11	11	76	54	55	61	5	19	11	11		

Fewer girls buy their own coats than any of the four outer garments listed. More sweaters are chosen alone than any of the other garments. More girls select their own raincoats than coats. More buying alone and occasionally buying alone is done by the ninth grade and senior high school girls than by the seventh grade girls. The per cent of ninth grade girls buying alone and occasionally buying alone is slightly greater than that of the senior high school.

Table VI Night and lounging wear.

	Buy Alone				: Never Buy Alone				: Occasionally Buy Alone			
	7th Gr. Per cent	9th Gr. Per cent	Sr. Per cent	H.S.:All Pupils Per cent	7th Gr. Per cent	9th Gr. Per cent	Sr. Per cent	H.S.:All Pupils Per cent	7th Gr. Per cent	9th Gr. Per cent	Sr. Per cent	H.S.:All Pupils per cent
Pajamas or nightgown.	19	46	33	31	64	26	39	43	9	20	15	14
Material for 3 pajamas or nightgown.	3	28	16	14	42	26	32	34	12	21	11	13
Kimonas or bathrobes.	2	12	11	8	40	30	38	36	10	14	11	11
Material for 4 kimonas or bathrobes.	4	8	19	11	71	30	38	46	70	13	13	11

The per cent of seventh grade girls who buy their own pajamas and night gowns is six to eight times as great as for any other article. The per cent buying their own kimonas or bathrobes or material is relatively small for all three groups. The number who buy these garments and materials alone increase from near two to five times in the ninth and senior high school grades. More ninth grade girls buy alone and occasionally buy alone than senior high school.

Table VII Hats and accessories.

	Buy Alone				Never Buy Alone				Occasionally Buy Alone			
	7th Gr. Per cent	9th Gr. Per cent	Sr. H.S. Per cent	All Pupils Per cent	7th Gr. Per cent	9th Gr. Per cent	Sr. H.S. Per cent	All Pupils Per cent	7th Gr. Per cent	9th Gr. Per Cent	Sr. H.S. Per cent	All Pupils Per cent
Hats	15	32	27	24	62	35	41	46	16	23	19	19
Berets	25	46	40	36	50	19	28	32	24	25	17	21
Gloves	19	44	33	32	54	22	35	38	22	27	21	22

More girls select their own berets alone than hats. Thirty-two per cent of total girls never buy their berets alone while 46 per cent never buy their hats alone. Thirty-one per cent buy their own gloves and 22 per cent occasionally do. Twenty-five per cent of the seventh grade girls buy their own berets and 24 per cent occasionally do. More buying alone is done for all three articles by the ninth grade and senior high school girls than by the seventh grade girls. More ninth grade girls than senior high school girls bought alone and occasionally bought alone for all three articles.

## SUMMARY

1. The findings of this study, which are similar in many respects to those reported by other observers, indicate that high school girls have numerous responsibilities in the purchase of clothing and textiles. Though more of their buying is done with help, they do considerable buying alone. Generally, the more expensive and longer used articles are purchased with help and the less expensive ones alone.

2. A smaller per cent of seventh grade girls bought clothing and accessories without help than did ninth grade or senior high school girls. This was true in regard to all garments, articles, and materials.

3. A smaller per cent of seventh grade girls occasionally bought alone than did ninth grade or senior high school girls except for berets and hose.

4. A greater per cent of seventh grade pupils than ninth grade or senior high school girls never bought without help. This applied to all articles, garments, and materials.

5. Sewing equipment and trimmings were bought alone and occasionally bought alone by seventh grade girls more frequently than were garments or materials. Sewing equipment and trimmings were bought alone by the ninth grade

and senior high school girls more than any article, garment, or materials. Thread, trimmings and scissors were bought alone by the largest per cent of all the girls.

6. Garments that seventh grade girls most often bought alone, in the order of amount purchased, were berets, bloomers, hose, pajamas or nightgowns, gloves, shorts, hats, and shoes. These ranged from 13 per cent buying their own shoes to 25 per cent buying their own berets.

7. Teddies, brassieres, and slips, and the materials for them, sweaters, and raincoats were bought without help by 7 to 10 per cent of the seventh grade girls.

8. Garments that seventh grade girls bought without help least frequently were kimono or bathrobes, material for pajamas or nightgowns, material for kimono or bathrobes, silk dresses, wool dresses, coats, suits, and material for silk and wool dresses. These ranged from 2 per cent for kimono or bathrobes to 6 per cent for wool dresses.

9. More ninth grade girls than senior high school girls bought without help and occasionally bought without help, scissors, thread and trimmings, hats, berets, gloves, hose, pajamas or nightgowns, material for pajamas or nightgowns, kimono or bathrobes, coats, sweaters, suits,

raincoats, slips, bloomers, shorts, teddies, and brassieres.

10. Garments that ninth grade girls most often bought alone in the order of amount purchased were brassieres, hose, berets, pajamas or nightgowns, shorts, gloves, bloomers, slips, teddies, and hats. These ranged from 32 per cent for hats to 61 per cent for brassieres.

11. Material for pajamas or nightgowns, material for wash dresses, shoes, sweaters, and wash dresses were bought without help by from 20 per cent for wash dresses to 28 per cent for materials for pajamas or nightgowns.

12. From 10 to 20 per cent of the ninth grade girls bought alone galoshes, kimonas, silk dresses, wool dresses, and material for underwear.

13. Garments bought alone by the smallest number of ninth grade girls (less than 10 per cent) included suits, coats, material for kimonas or bathrobes, and silk and wool materials.

14. More hose were bought without help and occasionally bought without help by senior high school girls than any garment or material. Berets came next. Both were listed by over 40 per cent.

15. Gloves, pajamas or nightgowns, brassieres, bloomers, and shorts were bought alone by from 30 to 33 per cent of the senior high school girls.

16. Hats, shoes, wash dresses, material for wash dresses, slips, teddies, and material for underwear were bought by 20 to 25 per cent of the senior high school girls.

17. Galoshes, kimonoes or bathrobes, material for kimonoes or bathrobes and pajamas or nightgowns, silk dresses, wool dresses, and raincoats were bought without help by from 10 to 20 per cent of the senior high school girls.

18. Less than 10 per cent of the senior high school pupils bought their coats, suits, and material for wool dresses alone.

19. In each grade coats and suits were the garments never bought without help by the largest per cent of the girls.

20. Coats, silk dresses, wool dresses, material for silk and wool dresses, galoshes, hats, raincoats, suits, and sweaters were checked by the largest per cent of all girls as never bought alone. The range was from 60 per cent for sweaters to 81 per cent for coats.

21. Consumer buying units should be included in all high school clothing courses, the number and type depending upon the length of the course and the needs of the pupils.

22. The units taught should offer instruction that will aid the pupils both in buying with the help of others

and in buying alone. Although emphasis should be placed on how to buy those articles most often purchased alone, those articles usually purchased with help should not be overlooked but also given consideration.

#### THE UNITS

The units, though sufficient in number for a one or one-half semester course, have not been planned with this in mind for few high schools at the present time offer or could offer such a course in their home economic curriculum. The recommended plan is to distribute the units throughout regular clothing and textile courses as they fit in best and to select those units most needed by the pupils being taught. The units suggested here by no means include all of the possible ones in consumer buying in the field of clothing and textiles. Many others are possible. These are thought to be essential ones and to cover the general basic needs of high school girls in their purchasing of clothing and textiles.

The unit problem organization has been used in composing the units because many have found it a desirable method in use.



### Guiding Principles

1. Every girl and woman has responsibilities in purchasing and evaluating clothing and textiles.

2. Home economics courses should train the girl for meeting these responsibilities.

3. Training is necessary to develop the ability to intelligently select and evaluate clothing and textiles.

4. Organized units with specific help for the teacher would aid in the development of this ability in pupils.

5. Some understanding of the economic and psychological factors influencing the purchaser in her selection is desirable for every girl.

6. The development of ability to do purchasing satisfactorily is a means of conserving the income and may also be an important factor in successful family life.

7. A realization of the need of protection against fraudulent practices is important.

8. The units planned should conform with the laws of learning and the best educational practices.

### Objectives

1. To buy so as to receive the most return for the money spent.

2. To select clothing and textiles on the basis of needs and value.
3. To consider both present and future needs when purchasing.
4. To know what affects prices of clothing and textiles.
5. To use all means available to determine the quality and value of purchases.
6. To understand the consumer's responsibility toward better buying conditions.
7. To understand what influences the purchaser in his desires and choices.
8. To make better use of one's income through wise purchasing.

#### List of Units

- I. How to be a good buyer (2 weeks).
- II. How to buy sewing equipment and trimmings (1 week).
- III. How to buy clothing materials (2 weeks).
- IV. How to buy hosiery and underwear (1 week).
- V. How to buy ready-made garments (2 to 3 weeks).
- VI. How to buy shoes and accessories (1 to 2 weeks).
- VII. Purchasing the linens and bedding for the home (2 to 3 weeks).
- VIII. Purchasing the rugs, curtains, draperies and upholstery for the home (1 to 2 weeks).

### Detailed Plans of the Units

#### UNIT I. HOW TO BE A GOOD BUYER (TWO WEEKS).

##### Generalizations, Ideas, or Understandings to Be Developed

1. Fashion, standards of living, the desire to be like the group, advertising, the desire for display, and the opinion of friends and associates influence the purchaser in his choice of goods.

2. Economic conditions, buying practices and habits, qualities and characteristics of commodities are important in determining the selection made.

3. The consumer has important responsibilities toward improving buying conditions.

4. The consumer is subject to fraud and misrepresentation under the present competitive methods of business.

5. Labels giving qualities that have been scientifically tested and established are the only reliable means of judging commodities and materials.

6. The development and adoption of standardization is largely dependent on the interest and demand of the consumer.

7. The advantages and disadvantages of cash, credit or installment buying should be considered thoroughly before deciding upon the plan of purchasing.

8. Time, energy, and money are saved by good purchasing habits.

9. The buyer should understand that the cost of raw material, production, and selling, and the quality and demand for the material or commodity determine its price.

10. The purchaser should decide when and where to buy upon the basis of careful consideration and study.

11. Ethical practices in shopping should be followed by everyone.

Problem I. What difficulties confront the purchaser?

Teaching Points:

1. Lack of a definite plan prevents one from doing efficient purchasing.

2. Advertisements try to interest or to appeal to the buyer rather than give accurate information on articles.

3. Some purchasers have insufficient time for their buying.

4. Few purchasers can make accurate judgments of the qualities of articles.

5. Many lack knowledge as to where and how to get the best values.

6. The lack of definite specifications on goods wastes time and prevents the consumer from getting the best value for her money.

7. The great number of articles shown bewilders the customer.

8. The purchaser is too easily influenced by friends or sales people.

9. The inability to duplicate a previous satisfactory purchase presents a difficulty.

#### Class Activities:

1. Collect 20 advertisements of textile or clothing commodities. Determine the per cent which give helpful information to the purchaser.

2. Interview five different people to find their greatest difficulty in shopping. Compare the answers.

3. Give example of article bought which was not the quality you thought when buying.

4. Count number of articles shown you for a recent purchase and tell whether they helped or hindered in your selection.

5. Examine the label found on some article. Determine its value to consumer in making a wise purchase. Show wherein it would be helpful or of no help.

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#### Problem II. How are our purchases influenced?

##### Teaching Points:

1. The desire to be like others influences one to copy their possessions and make similar purchases.
2. Many base their selection on fashion rather than on intrinsic or aesthetic value.
3. Agressive sales campaigns create new desires in the consumer and direct his present wants.
4. The "easy payment" plan encourages the consumer to buy beyond his present needs or ability to pay.
5. The purchaser's judgment is swayed by the opinions of friends and associates.

6. The amount of money one can afford to spend limits and directs the purchasing activities.

7. The standard of living of an individual or family determine many of the choices.

8. The desire for show and display rather than buying for needs consistent with the income, is often the basis of selection.

9. The possession of numbers of "things" or commodities gives some individuals a great feeling of satisfaction.

Class Activities:

1. List your reasons for wanting the following - pajamas, a beret, a suede jacket.

2. Why does a high school or college girl want a fur coat?

3. List articles which you bought in order to be like your friends.

4. List the factors to which you give most consideration when buying a winter coat. List the ones your mother considers most important. How do they compare?

5. List the articles you have purchased for which you received the desire from advertisements or displays.

6. List all the factors which influenced your desire and selection of the four last articles that you have purchased.

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## References for the Teacher:

- Trufant and Foster. How easy are easy payments?  
Journal of Home Economics. p. 137-141.  
March, 1934.

Problem III. How are prices of clothing and textiles determined?

## Teaching Points:

1. The cost of the raw material affects the price of the goods.
2. The quality of the material or products helps determine the price.
3. The cost and conditions of production affect the selling price.
4. High powered advertising is often a means of bringing a high price.
5. New styles and exclusive designs bear a price out of all proportion to the cost of material and production.
6. The privileges of charge accounts, taking goods out on approval, and installment purchasing increases the cost to the consumer.



7. The overhead expenses of the merchant must be paid for from the selling price.

8. Prices vary with the supply and demand.

9. The number of hands through which commodities pass before reaching the consumer affect the price.

**Class activities:**

1. Have buyer from a department store talk to class telling of trip to market, how goods are displayed and selected, and of how fashion and style add to cost of goods.

2. Secure cash and installment prices on fur coat, car, rug. Determine the per cent of interest the buyer pays on the purchase.

3. Ascertain from a department store what it costs to deliver goods.

4. Display chart of costs for sending out goods on approval.

5. Visit an end of season clothing sale and find the difference that demand has made in the price.

6. Collect prices on staple and novelty materials and compare.

7. Find price of carrying a typical advertisement in a paper and in a popular magazine.

## References:

- Baker. Clothing selection and purchase. p.231 -238.
- Buttrick. Principles of clothing selection. p. 155-159.
- Dooley. Clothing and style. p. 6-8; 15 - 18; 304-305.
- Friend. Earning and spending the family income. p. 296-304.
- Jordan. Clothing: fundamental problems. p. 353.
- Lourie. The cost of returning goods. Journal of Home Economics. p. 149. Feb., 1930.
- Rathbone and Tarpley. Fabrics and dress. p. 176.

Problem IV. How does the buyer's attitude and ethics aid in intelligent selection?

## Teaching Points:

1. An open mind toward education or information on purchases contributes to wise selection.
2. Too much dependence on the opinion of others prevents the development of judgment in selection.
3. The less busy hours of the day are the best time for shopping.
4. Courtesy and consideration to the sales person should be shown at all times.
5. The purchaser should specify his wants as definitely as possible to the sales person.
6. The shopper should avoid abuse of the charge, delivery, and approval services of the store.

7. Prompt payment of all bills is essential.

8. The purchaser should count change before leaving the counter in fairness to the salesperson.

**Class Activities:**

1. Observe on a shopping trip and report to class the difference in salesman's attitude toward the courteous customer and one who is not.

2. List the specifications one would need to give the salesperson if buying shoes, coat, and powder.

**References:**

- Baker. Clothing selection and purchase. p. 244-247.
- Baylor. The consumer isn't always right. Scholastic. p. 20. Feb. 9, 1935.
- Donham. Marketing and housework manual. p. 24.
- Edwards. Why is there a returned goods problem? National Consumers News. p. 9. June 23, 1935.
- How to go shopping. Leaflet. Ladies Home Journal. p. 1-2.
- Jordan. Clothing: fundamental problems. p. 362-363.
- Justin and Rust. Home living. p. 95-92.
- McCowan and Waite. Textiles and clothing. p. 302-308.
- Rathbone and Tarpley. Fabrics and dress. p. 177-180; 180-183.

**References for the Teacher:**

- Cook. Consumer ethics. Home Economics News. p. 91. Aug., 1930.

Cook. Shopping errands for mother. Home Economics News. p. 27. March, 1931.

Lourie. The cost of returning goods. Journal Home Economics. p. 149. Feb., 1930.

Waite. Economics of consumption. Ch. 16.

Problem V. How do standardization and specifications aid the buyer?

Teaching Points:

1. The consumer is subject to fraud and misrepresentation through adulterated and misbranded goods.

2. Few people, if any, are able to judge entirely the quality of the goods they are buying.

3. The consumer can be better protected against fraud and misrepresentation by the development of prescribed standards for manufactured goods and the enforcement of these standards.

4. Standardized goods should bear labels giving the terms of the standards as qualities, size, and weight in order that the consumer may know what he is getting.

5. Informative labeling of goods would enable the consumer to secure the purchase best suited to his needs in proportion to the price.

6. The development and adoption of standardization depends on the interest and demand of the consumer.

7. The consumer-buyer should read labels before purchasing.

8. It is possible to reduce waste and to lower cost through standardization.

#### Class Activities:

1. Examine some silks, unweighted, and weighted, with different kinds and amounts of weighting materials, and see how many can detect the presence and kind of weighting.

2. Examine the labels on different goods to see what information is given. How valuable would it be in purchasing?

3. Choose from a number of materials of the same kind those that appear to be the best quality. Compare to see how many of you made the same selections.

#### References:

- Agnew. Standardization a woman's problem. Journal Am. Association of University Women. p. 1-4. June, 1930.
- Andrews. Economics of the household. p. 362-370; 386.
- Coles. How standards help consumers to buy intelligently. Practical Home Economics. p. 171. June, 1935.
- \_\_\_\_\_. Standardization of consumers' goods. Ch. 16.
- \_\_\_\_\_. Standards for consumers' goods. Scholastic. p. 14. Feb. 9, 1935.
- Dooley. Clothing and style. p. 319-320.
- Friend. Earning and spending the family income. p. 290-293.
- Hess. Textile fabrics and their use. p. 258-267.

- How to go shopping. Leaflet. Ladies Home Journal. p. 7-8.
- Howe. Know yourself as a consumer. Scholastic. p. 11. Feb. 9, 1935.
- Jordan. Clothing: its fundamental problems. p. 354-356.
- Justin and Rust. Home living. p. 76-83.
- Kyrk. Economic problems of the family. p. 479-493.
- List of standard sizes of knit underwear. Bureau of Standards. Textile section.
- Mark. Clothing and household goods for the consumer. Annals of American Academy of Political and Social Science. p. 35-42. May, 1934.
- O'Brien. Buying for the family. Journal Home Economics. p. 197-200. March, 1930.
- Rathbone and Tarpley. Fabrics and dress. p. 180-183.
- Todd. Clothes for girls. p. 328-332.
- Waite. Economics of consumption. Ch. 6.

#### References for the Teacher:

- Cook. Problems of consumer buying. Journal Home Economics. p. 92-94. Feb., 1929.
- Interesting the consumer in standards and specifications. Journal Home Economics. p. 204. March, 1930.
- Kyrk. Wastes in the consumer's dollar. The Annals of the American Academy of Political and Social Science. p. 35-42. May, 1934.
- Reed. Parade of wooden women. Forum. p. 92-95. Feb., 1931.
- Standardization of commercial dress patterns. Journal Home Economics. p. 270-272. April, 1929.

Sweitzer. The consumer and the retailer of today.  
Journal Home Economics. p. 731-738.  
Oct., 1929.

Waite. Economics of consumption. Ch. 16.

Problem VI. How shall we choose our method of buying?

Teaching Points:

1. The common methods of buying are installment, cash, charge, telephone order, and mail order.

2. The places to buy are department stores, chain stores, cash and carry stores, specialty shops, neighborhood stores, mail order houses, the professional shopper, and the direct selling manufacturer.

3. Seasonal sales may offer unusual opportunities for purchasing staple articles, but one must be able to judge the quality in relation to ones needs to buy at a bargain store.

4. The ultimate cost of goods bought on the installment plan is often extremely high in proportion to the cash price.

5. The installment plan encourages people to buy beyond their ability to pay.

6. The privileges and conveniences that department stores furnish their customers make shopping more pleasant but add to the cost of the goods.

7. Stores selling for cash are able to offer goods at less cost to the purchaser.

8. Time and money are saved by knowing the type of store where one can suit the needs and buy to the best advantage.

9. Few people can judge values well enough to buy from any but a reputable dealer.

#### Class Activities:

1. Compare the prices of a staple article of the same brand at different types of stores as department, cash and carry, chain, mail order, and specialty.

2. Compare conveniences offered to customers in different types of stores.

3. Find cost of delivering packages from some merchant.

4. Classify clothing sale advertisements into seasonal and bargain sales.

#### References:

Abel. Successful family life on moderate income. p.5.

Andrews. Economics of the household. p. 346-347;  
375-380.

Baker. Clothing selection and purchase. p. 239-244.

Coles. When we buy at sales. Practical Home Economics  
p. 72-73. March, 1955.

Donham. Marketing and housework manual. Ch. 3-5.

Dooley. Clothing and style. p. 307.

How to go shopping. Leaflet. Ladies Home Journal.  
p. 1-3.



Kinyon-Hopkins. Junior home problems. p. 102.

Sprague. Panics and time payments. Harpers. p. 612-621. April, 1931.

Woolman.- McGowan. Textiles. p. 494-497; 503-507.

Problem VII. What is the consumer's responsibility toward purchasing activities?

Teaching Points:

1. One of woman's responsibilities is spending the income to meet the needs of the individual and family.
2. The consumer's social duty is to know the conditions under which garments and fabrics are produced and patronize those firms that provide desirable conditions.
3. The consumer's desire to have something new and to emulate higher classes is partly responsible for frequent style changes.
4. Consumer demand for rapidly changing fashions in inexpensive clothing results in poor working conditions and low wages in clothing and textile industries.
5. Seasonal demands of the shopper cause alternate periods of rush production and industrial depression.
6. The cooperation of the consumer is necessary to improve present social and economic conditions.
7. When a purchase has not met the claims made for it at the time of purchasing, the buyer should return the article and ask for adjustment.

8. The consumer's duty is to demand quality labels and reliable guarantees with her purchases and to buy from merchants who carry such goods.

9. The W.R.A. label has been a means of recognizing goods produced under conditions in compliance with code regulations.

#### Class Activities:

1. Determine what stores in the community carry goods made under approved conditions.

2. Determine what articles can be bought in community which are made under approved conditions.

3. Give special reports on work of Consumers' League.

4. Report on the work of different testing bureaus.

5. Give special reports on the work of Consumers' Advisory Board, and codes established under the W.R.A. What was their purpose?

#### References:

Andrews. Economics of the household. p. 384-387; 388-389.

Duttrick. Principles of clothing selection. p. 146-148.

Carver, Woolman, and McGowan. Textile problems for the consumer. Ch. 4.

Coles. The government and the consumer-buyer. Practical Home Economics. p. 204-205. July, 1935.

Dooley. Clothing and style. Ch. 4.

Jordan. Clothing fundamental problems. p. 353-365.

Justin and Rust. Home living. p. 79-101.

Todd. Clothes for girls. p. 332-334.

UNIT II. HOW TO BUY SEWING EQUIPMENT AND TRIMMING (ONE WEEK).

Generalizations, Understandings, or Ideas to Be Developed

1. Efficient tools are essential to good workmanship.

2. The use to which the article is to be put, the quality of the article, and its cost should be considered in selecting sewing tools.

3. The efficiency of sewing equipment depends on the material from which it is made, the method of its construction, its care, and its handling when in use.

4. The buyer should acquaint herself with the types of different pieces of equipment wanted and their values before purchasing.

Careful study and inspection of the types and advantages of different articles of sewing equipment will aid in its selection.

5. Proper care prolongs the life of tools used in sewing.

Problem I. How shall I buy needles, pins, shears and scissors?

Teaching Points:

1. The size and type of needle and pins chosen depends on the use.

2. Needles are sold in sizes ranging from No. 1, the coarsest, to No. 12, the finest, and in packages of 12 to 24.

3. Needles are classed by their lengths as milliner's needles which are long, sharps, the average needle commonly used for sewing, ground downs which are short and suitable for fine work, and betweens which are the shortest needles available.

4. The size of the eye varies in different types of needles, crewels and darning needles having long eyes, and sharps small eyes.

5. Pins are sold in papers and boxes, the better quality of pins usually coming in boxes.

6. Box pins are classed as banker's pins, which are large and coarse, dressmaker's pins which are medium sized, and silk pins which are fine with sharp points.

7. Scissors and shears are of four types, dressmaker's scissors, shears, embroidery scissors, and buttonhole scissors, and should be selected for the work they must do.

8. It is important to buy shears and scissors made from good steel as they cut better, last longer, and can be resharpened.

9. The buyer should test shears and scissors for cutting qualities and buy guaranteed cutlery if possible.

10. Shears and scissors coming up to a certain standard are classified as firsts and marked with the name of the manufacturer which means that they are guaranteed by the firm bearing the name.

11. The life and efficiency of good shears and scissors depend upon the use and care given them.

Class Activities:

1. Examine the different types of pins and needles and the packages they come in. Read the labels and find out what information can be obtained from them before buying.

2. Test the different shears and scissors found in class for cutting quality. Examine them to see how many have the manufacturer's label on them.

3. Borrow shears and scissors of different prices and quality from a store and compare them and test them, and examine them as to materials used, construction, finishing and price.

4. List as many different brands of shears and scissors as you can find.

References:

Rathbone and Tarpley. Fabrics and dress. p. 184-188.

Souder. How to buy scissors and shears. Ladies Home Journal Cleaning House of Consumer Information Leaflet 235.

Problem II. How shall I buy thread, thimbles, tape measures, and pin cushions?

Teaching Points:

1. The use of thread will determine its kind, size, and the yardage on the spool.

2. The sizes of white cotton thread vary from No. 8 the coarsest, to No. 200 the finest.

3. Colored cotton threads come in sizes 50 to 80 and black up to 100.

4. Silk thread is sold by letters from E to A, and as fine as O to OO in black.

5. Sizes D and E of silk thread are coarse and are commonly called buttonhole twist.

6. The material used in construction, price, use, size, and smoothness of outer surface should be considered in buying thimbles.

7. A 60 inch cloth tape, numbered from both ends, bound at ends with metal tip, is more satisfactory than the narrow cloth tape that is contained in a roller.

8. Pin cushions should be made of closely woven cloth and stuffed with hair, wool, ravelings, or dried Spanish moss.

Class Activities:

1. Examine the different types of measures. Compare prices.

2. Look at the labels on spools of silk and cotton thread.

3. Compare different types of thimbles. Evaluate them in respect to type, materials, and cost.

References:

Rathbone and Tarpley. *Fabrics and dress*. p. 186-189.

Problem III. How shall I buy bindings and other finishing materials?

Teaching Points:

1. The quality, use, size and cost should be considered in buying ready made bindings.

2. Bias bindings are made from lawn, percale, cambric, mainsook, batiste and wash silk or rayon.

3. Bindings should be chosen which are suitable in quality of material and color to the material with which they are to be combined.

4. Seam bindings and binding ribbons made from silk or rayon may be purchased for use on silk and wool garments.

5. Bias tapes vary in width from No. 1, 4/16 inches wide, to No. 13, 1 inch wide. No. 5 (8/16 inch) is most commonly used and fits sewing machine binder attachments.

6. The purchaser should examine the label to see the yardage and what guarantee is given as to color fastness.

7. Other finishing materials should be examined as to durability, width, cost, yardage, and color fastness before purchasing.

8. Strong, tightly made braids are more serviceable than looser ones, as they do not rough up so much with laundry and wear.

9. The purchasing of bindings and finishing edges is an economy in that it enables garments to be neatly finished with less time and work.

**Class Activities:**

1. Examine widths, materials, and colors of different bias bindings.

2. Using scraps of goods make suitable combinations as to color and texture with tapes and finishing materials of different kinds.

**References:**

Dyer. Textile fabrics. p. 164.

Bathbone and Tarpley. Fabrics and dress. p. 222.

Wright's bias fold tape and trimmings sewing book 23.  
p. 22-32.

**Problem IV. How shall I buy laces and embroideries?**

**Teaching Points:**

1. The cost, kind, use, and quality should be considered in buying laces and embroideries.



2. Lace and embroidery chosen should be such that it will last as long as the material of the garment.

3. Embroideries come on a variety of backgrounds and one should be chosen which is similar in weight and texture to the garment.

4. One buying embroidery should notice the embroidery and the edge to see that the work is firm and close in order to prevent fraying with laundry and wear.

5. Lace and embroidery can be bought in the form of beading, insertion, edging, and yard goods.

6. The pattern and texture of the lace should be appropriate to the material with which it is to be used.

7. Laces are hand or machine made and are made from either cotton or linen thread.

8. Hand made lace is much more expensive than machine made lace, and is softer and has more irregularities than machine made.

9. Lace which is closely woven of heavier threads and with shallow scallops is more durable than a lace which is loosely woven of light loose threads and with deep scallops.

10. The most commonly used laces are Valenciennes (German or French), Cluny, Torchon, Filet, and Irish.

#### Class Activities:

1. Using samples of laces and materials make suitable combinations for different purposes.

2. Select laces suitable for baby dresses, underwear, household purposes and silk dresses,

3. Mount samples of different kinds of laces.

4. Examine laces to tell whether they are machine made or hand made.

5. Make suitable combinations of embroideries and materials.

6. Examine stitches, edges, and scallops of different embroideries to see which seems more durable.

#### References:

Dyer. Textile fabrics. p. 164-172.

Bathbone and Tarpley. Fabrics and dress. p. 39-45.

Small. How to know textiles. p. 79-86.

#### UNIT III. HOW TO BUY CLOTHING MATERIALS (TWO WEEKS).

##### Generalizations, Understandings or Ideas to Be Developed

1. Choice of material for a garment is influenced by the use of the garment, the cost, the wearing quality, and the appearance of the material.

2. The appearance and wearing quality of material are affected by the fiber used, construction of cloth, and the finishing processes used.

3. The cost is affected by the appearance and quality of material, the season, the demand, the place of purchase, the prevailing styles, and whether the goods is a staple or novelty.

4. The buyer is subject to fraud and misrepresentation through the substitution of fibers, and through finishing processes that conceal inferiority of goods, most of which cannot be detected by inspection.

5. The buyer should be able to obtain reliable information in regard to the factors that make for the appearance and wearing quality of the material, and he should carefully examine them before buying.

6. Certain simple and easily made tests, in the absence of informative labels, will aid in the selection of materials and should be applied.

7. Interest on the part of the buyer on the points that assure good appearance and durability will hasten the authentic labeling of materials.

Problem I. What should influence us in choosing dress materials?

Teaching Points:

1. The material chosen for a garment should be appropriate to the occasion at which it is to be worn.

2. The weight and texture of a fabric influence its use.

3. The amount of wear a garment is to receive should influence its choice.

4. Conservative styles and colors should be chosen for a more than one season garment.

5. The material should be attractive in appearance.
6. The design of material should be artistic, suited to the garment design, and suited to the wearer.
7. The amount of skill one has in sewing should influence the dress material bought,
8. The amount of money to be spent and the care and upkeep of material affect its choice.

References:

Hess. Textile fibers and their use. p. 270-280.

Rathbone and Tarpley. Fabrics and dress. p. 77-80;  
91-95, 100.

Problem II. How shall we buy cotton materials?

Teaching Points:

1. The fabric selected should be suitable for the purpose intended.
2. The quality of cotton cloth depends on the length of fiber used, construction, and finishing processes used.
3. The cost of cotton cloth depends on the quality of the cloth, the season, the place bought from, fashion, and whether a staple or novelty.
4. Cotton cloth made of long fiber is more durable than cloth made of short staple.
5. Sizing is often used to cover inferior quality of material.
6. In buying cotton material one should examine the

fineness and closeness of the weave and test for sizing.

7. The fastness of color and the type of preshrinkage should be indicated in some manner.

8. A fair degree of balance between warp and filling yarns insures a greater durability than fabrics showing unbalanced construction.

9. Material may be tested for firmness of weave by drawing over the thumb to see if threads pull apart.

#### Class Activities:

1. Using a pick glass make a thread count of several different materials. Note how they compare in this quality. Compare the number of warp yarns with filling yarns.

2. Wash and rub between the hands several different cotton materials to find some that are sized and some that are not.

3. Measure several different samples of cotton materials, wash them, and then remeasure. Estimate the shrinkage per yard of goods for each one. Compare with the originals to see if they were color fast to water.

4. Mount samples of cotton cloth on cardboard and expose half of the samples to sunlight for a number of hours and then compare with original.

5. Test a number of samples of cotton materials by drawing over the thumb to see if the yarns pull apart. Mount separately those that would pull apart at the seams and those that would not.

## References:

- Choosing fabrics for wash garments. Ext. Cir. 438.  
Univ. of Neb. Agr. Col. and U. S. Dept. of Agr.  
Cooperating.
- Dyer. Textile fabrics. p. 67; 79-81.
- Fisher. Colors that are fast is what women are asking for today. Good Housekeeping. p. 91.  
July, 1928.
- Handbook of buying. Consumers' Research confidential bulletin. p. 58. Sept., 1934.
- Hess. Textile fabrics and their use. p. 279; 177-203.
- Kendall. King cotton. Good Housekeeping. p. 92-93.  
July, 1931.
- Rathbone and Tarpley. Fabrics and dress. p. 98-100.
- Selection of cotton fabrics. United States Dept. of Agr. Farmers' Bul. 1449.
- The colors are fast if they carry the Nafal label. Good Housekeeping. p. 84. Dec., 1928.
- Trilling and Williams. A girl's problems in home economics. p. 38-39; 155-157.

Problem III. How shall we buy linen materials?

## Teaching Points:

1. The intended use of the material, the cost, the appearance, and the quality of the cloth should be considered in buying linen materials.
2. Linen made from the long or line fibers is more smooth and glossy, stronger, and more durable than that made from short or tow fibers.

3. Linen made from the short flax fiber is coarser, less smooth and glossy than that made from long fibers and becomes rough with laundering and wear.

4. Cotton fibers are often treated to appear like linen so that it is difficult for the shopper to detect the substitution.

5. The oil test may be used to tell whether material is cotton or linen; cotton remains opaque and linen becomes translucent when tested with olive oil.

6. Sizing is often used to cover inferior quality in linen.

7. Rubbing between hands and applying the iodine test are often used to detect sizing.

#### Class Activities:

1. Observe a linen fiber under the microscope.

2. Rub between the hands several different linen materials to see if there is any sizing.

3. Drop iodine on material to detect any starch used in sizing.

4. Make a thread count of several different linen materials.

5. Drop olive oil on some linen and cotton materials which are made to resemble linen. Compare results. In doing this be sure that all dressing is removed.

## References:

Dyer. Textile fabrics. p. 38, 68, 155, 34, 74, 307.

Hess. Textile fabrics and their use. p. 207-223.

Small. How to know textiles. p. 226-241.

Problem IV. How shall we buy rayon materials?

## Teaching Points:

1. The use to which the material is to be put, the cost, the appearance, and the quality of the cloth should be considered in buying rayon materials.
2. Rayon is more lustrous than silk, stiffer, wrinkles more readily, is less expensive, and comes in many beautiful colors.
3. Rayon is often woven with another fiber to increase its durability.
4. Rayon is less durable than other fibers when wet, is not readily injured by perspiration, and except for the acetates is easy to launder although it dries slowly.
5. The kinds of rayon are acetate, viscose, Bemberg, and nitrocellulose or Tubize.
6. Acetate rayons are more nearly like silk in feel and luster, melt when close to heat as with a hot iron, are hard to handle in cleaning, and do not absorb moisture as well as the others.



7. Acetate rayons are sold under the trade names of Celanese, Lustron, and Cellestron.

8. Bemberg is a high grade rayon which does not melt when subjected to high temperature as the acetates do, and can be treated in pressing and cleaning in the same manner as silks.

9. Viscose rayons meeting certain standards of quality are sold under the Crown brand, a trade name.

10. Good rayon materials are made of fine, well twisted yarns and constructed so there is little fraying, slipping, and fuzzing.

#### Class Activities:

1. Examine rayon materials and make comparisons with silk.

2. Examine materials of rayon combined with other fibers.

3. Compare acetate rayons with silk and with rayons made from other processes and see if any difference can be found.

4. Compare different pieces of worn rayon and determine what made the difference in the varying wearing qualities.

#### References:

Dyer. Textile fabrics. p. 36, 156, 271-272, 319.

Handbook of buying. Consumers' Research confidential bulletin. p. 61. Sept., 1934.

Hess. Textile fibers and their use. p. 226-245.

Silk, rayon, and other synthetic fibers. Better Buymanship. Ch. 5. Household Finance Corp., 1934.

Small. How to know textiles. p. 312-317.

Quality guides in buying ready-made dresses. U. S. Dept. of Agr. Leaflet No. 5, p. 4.

Problem V. How shall we buy silk materials?

Teaching Points:

1. The quality in relation to price, the appearance, and use of the material should be considered in buying silk materials.
2. The quality of silk material depends on the fiber used, the construction, and the finishing processes used.
3. Silk fibers are made from the cultivated reeled fiber, spun fiber, and wild silk.
4. Silk fabrics made from the cultivated reeled fiber are more lustrous, smooth, and durable than either the spun or wild silk.
5. Silk fabrics with a firm weave are less apt to pull at the seams, shrink, or stretch, and are more likely to hold their shape.
6. Weighting is used to extend the silk fiber. A high percentage of weighting causes the fabric to split at points of friction and wear, cut on stitching lines, makes it hard to press, and less dependable in color.

7. The use of lead weighted fabrics is to be questioned as the substance used for weighting may be injurious to the wearer.

8. Pure dye silk, as adopted at a trade practice conference under the auspices of the Federal Trade Commission, contains no more than ten per cent of any fiber or substance other than silk except black which may contain 15 per cent.

9. A few simple tests may indicate the presence of weighting, but no reliable information as to kind and amount present is available to consumers generally without authentic labels.

10. The Bureau of Standards has a method of determining the percentage of weighting and an accelerated age test which gives in a few hours the performance of silk through many months of wear, but such a test is not possible in the home.

11. The continued demand of the consumer will be necessary to induce the silk trade to label their silks with this information.

#### Class Activities:

1. Judge samples of pure dye silk and silks with different amounts and kinds of weighting to see if the various ones can be distinguished.

2. Use burning tests to detect weighting.

3. Feel weighted and pure dye silks and note differences found.

4. Bring some old silk garments and see if you can determine why some wore well and some did not.

5. Compare reeled, spun, and wild silks.

6. Find out at stores what information is given on labels of their silks in regard to fiber and finishing processes used and expected performance.

References:

Cook and Moore. "Pure" labels for pure silk.  
Practical Home Economics. p. 343-349. Dec., 1934.

Dyer. Textile fabrics. p. 34-35; 37-38; 73-74.

Handbook of buying. Consumer's Research confidential bulletin. p. 65. Sept., 1934.

Hess. Textile fibers and their use. p. 154-175,  
273-277.

Mack. Clothing and household goods for the consumer.  
Annals of American Academy of Political and  
Social Science. May, 1934.

Scott. Labels on clothes we buy. Journal of Home  
Economics. p. 546-550. Nov., 1934.

Silk, rayon and other synthetic fibers. Better  
Buymanship. Ch. 5.

Small. How to know textiles. p. 270-288.

Problem VI. How shall we buy wool materials?

Teaching Points:

1. The quality in relation to price, the appearance, and the use of the material should be considered in buying wool materials.

2. Wool materials of good quality are made of high grade, long, undamaged fibers in firmly twisted yarns, and are relatively firm and closely woven.

3. Wool dress fabrics are of two kinds, worsteds and woolens.

4. Worsteds are made of long, good quality combed wool fibers, in definite weaves and firm finishes.

5. Worsteds wear longer, keep their shape better, and are more expensive than woolens, but tend to become shiny with wear.

6. Woolens are made of the shorter wool fibers, are sometimes heavier and warmer than worsted, and are more apt to be adulterated, due to their fulling and felting qualities.

7. Wool fabrics are adulterated by mixing with cotton or by using reworked wool, often called shoddy, to take the place of part of the new or virgin wool.

8. Wool fabrics in standard weaves usually are better values than novelties.

9. The alkali test can be used by the consumer at home to tell whether wool is adulterated with cotton, but only by informative labels can he know whether the material is virgin or reworked wool.

10. Other tests that aid in distinguishing qualities are pulling out the yarns and examining them for twist and length, brushing the back of the fabric to see if flocks fall out, rubbing between the hands to see if the finish comes off, squeezing in the hand to see if it is elastic, and washing a piece that has been attached to a piece of white cloth to see if it bleeds.

**Class Activities:**

1. Look at long and short wool fibers under the microscope. How do they compare?

2. Examine worsted and woolen materials until they can be readily distinguished.

3. Examine used garments in worsteds and woolens. Compare them in appearance and in how they have kept their shape according to the time worn.

4. Look at the labels on some ready made wool garments to see what is told about the kind of wool used. How would you evaluate the information given?

5. Test some supposedly wool materials with the alkali test to tell whether they are all wool, or adulterated with cotton.

**References:**

Dyer. Textile fabrics. p. 29-33; 91-94.

Fabrics - how to buy them. Ext. circ. 402. Univ. of Neb. Agr. Col. cooperating with U. S. Dept. of Agr.

Todd. Clothes for girls. p. 187, 200.

Handbook of buying. Consumers' Research confidential bulletin. p. 67. Sept., 1934.

Hess. Textile fibers and their use. p. 119-151.

Scott. Quality guides in buying ready made dresses. Leaflet No. 105. United States Department of Agriculture.

Small. How to know textiles. p. 243-270.

Rathbone and Tarpley. Fabrics and dress. p. 95-100.

Wool clothing. Better Buymanship, No. 9.

#### UNIT IV. BUYING OUR HOSIERY AND UNDERWEAR (ONE WEEK).

##### Generalizations, Understandings or Ideas to Be Developed

1. The appearance of the garment, its fit, probable wearing quality, style, use to which it is to be put, and price in relation to income should be considered in selecting hosiery and underwear.

2. The consumer buyer should carefully examine hosiery and underwear before buying and should obtain all reliable information possible in regard to the factors that affect their appearance, fit, and wearing qualities.

3. Interest on the part of the buyer on the points which assure good appearance, proper fit, and wearing quality will hasten the authentic labeling of garments as to these qualities.

4. Special sale goods should be avoided unless one is a good judge of quality.

5. Standardized sizes in hosiery and underwear would assure the buyer that she is getting the size desired, and would eliminate confusion resulting from diversity of measurement methods and provide a uniform basis for guaranteeing full size. At the present time permissive standards have been developed for sizes in hosiery and knit underwear.

6. The washability and color fastness should be considered in buying hosiery and underwear.

7. The construction, which includes the type of seams, reinforcements at all points of wear, and durable edge finishes should be considered in selecting underwear.

Problem I. How can I judge quality in hosiery?

Teaching Points:

1. The appearance of the hose, use to which they are to be put, fit, wearing quality, color, and color fastness, and price should be considered in buying hosiery.

2. The appearance of hose depends on the weight and smoothness of the yarn and fineness of the gauge.

3. The weight is determined by the number of strands twisted in each thread, varying from two to four strands per thread in the sheer hose, to 12 to 14 strands per thread in the heavy or service weight hose.



4. The fit of hose depends on the way of making, the full fashioned fitting better than the tubular knit or semi fashioned.

5. The wearing quality of hose depends on the number of "threads" making up the yarn, kind and quality of fiber used, amount and kind of twist in the yarn, the gauge, fashioning, reinforcements at heel, toe, and hem, methods of finishing, and absence of defects.

6. The better appearing and finer qualities of hose have a higher gauge 52-58 loops; 45-58 loops makes a good medium quality which is stronger and wears better than the very fine; while 39-44 is a poor quality.

7. The number of strands, gauge, size, fiber used, and whether first or seconds should be stated on the label.

8. The buyer should examine carefully the fashion marks of the hose, look for defects, test the elasticity, and examine the reinforcements.

9. The elasticity of hose should be such as to give a stretch of  $11\frac{1}{2}$  to 12 inches at the top, and about 7 inches at the instep.

10. A high number of fashion marks is an evidence of quality and may be as high as 72 in a four thread, 42 gauge hose, and 86 in a two and three thread 48 gauge ingrain.

### Class Activities:

1. Examine your own hose to see if you can tell whether they are tubular, semi fashioned or full fashioned and whether they are chiffon, semi-service, or service weight.

2. Examine the reenforcements of your hose and see whether all places where there is friction or wear are covered.

3. Notice your stockings to see whether the reenforcements are silk or cotton and decide where it would be better to have cotton reenforcements and where it would be better to have silk.

4. Examine the fashion marks on your hose to see if they bring the fullness in the right place. Examine the seams to see if they are strong and well finished.

5. Inquire at some stores and find which ones can tell you the number of threads, gauge number, and kind of fiber used in the hose they sell.

6. Examine the labels on some new hose to see what information is given. Do you consider it adequate to guide you in making a satisfactory purchase?

### References:

- Cook. A consumer study of hosiery advertising.  
Journal of Home Economics. p. 3. Dec., 1929.

Dyer. Textile fabrics. p. 46, 62-65.

Handbook of buying. Consumers' Research confidential bulletin. p. 59-60. Sept., 1934.

Jensen, Jensen, and Ziller. Fundamentals of home economics. p. 63-65.

Kneeland. Hosiery, knit underwear and gloves. p. 34-46.

Rathbone and Tarpley. Fabrics and dress. p. 119-123.

Shoes and silk stockings. Better Buymanship. Ch. 4. p. 2-7.

Todd. Clothes for girls. p. 310-318.

What to look for in buying hose. Hidden values.

#### References for the Teacher:

A basis for a performance specification for womens' full fashioned silk hosiery. National Bureau of Standards Publication M. 149. April, 1935.

Dunlap. A unit on the selection of hosiery. Practical Home Economics. p. 42-43. Feb., 1934.

Huston. What retail stores are doing to assist women in buying hosiery. Practical Home Economics. p. 166. June, 1935.

#### Problem II. How shall I buy hosiery?

##### Teaching Points:

1. In buying hose one should consider the material and color of hose and should aim to have the hose harmonize with the costume and occasion.

2. Choosing a size that is long enough in both foot and leg makes for durability and comfort.

3. Full fashioned hose cost more than tubular or semi fashioned, but fit better.

4. Ribbed circular knit hose are better for children as they are more durable and fit better.
5. Hose with cotton reinforcements give the best wear.
6. Hose made dull by using grenadine yarns that are single strands of raw silk twisted many times one way and then the other, wear better, but cost more than those in which a dull finish is produced chemically.
7. Seconds are defective hose and should be examined carefully before buying.
8. Hosiery sold at special sale prices should be avoided unless one is a good judge of quality.
9. Buying more than one pair of stockings alike is an economical practice.

#### Class Activities:

1. From a number of pairs of hosiery pick out pairs which would be suitable for the following occasions: party, street, golf, hiking.
2. Select hosiery to wear with the following costumes: pink summer afternoon dress; dark green crepe winter dress; dark blue knit suit for fall, rose taffeta evening dress, brown leather coat with tweed skirt and beret.
3. Examine the lengths in a box of hosiery of the same size and decide which would be better to buy for yourself.

4. Look at the difference in construction between children's and women's hose. Explain why they are made so differently, and why children's hose are not full fashioned and women's are.

5. Examine some firsts and seconds in hose. Decide which you think would be better to buy. Be able to explain your choice to friends or family.

References:

Cook. Grenadine hosiery. Home Economics News. p. 112. Oct., 1930.

\_\_\_\_\_. Regulars and irregulars in hose. Home Economics News. p. 13. Jan., 1932.

Pfeiffer. Grenadine hosiery. Report in Journal Home Economics. p. 1034. Dec., 1930.

Rathbone and Tarpley. Fabrics and dress. p. 119-123.

Todd. Clothes for girls. p. 307-310.

Problem III. What shall I consider in buying underwear?

Teaching Points:

1. Durability, appearance, ease of laundering, fit, cost, fastness of color, season, and the occasion and type of garment with which it is to be worn should be considered in buying underwear.

2. Underwear is made of woven and knit materials made of cotton, linen, silk, wool, and rayon fibers; knit underwear being extremely popular at the present time.

3. Wool, silk and wool, and fleece lined knit goods are bought for warmth.

4. The choice of silk, linen, rayon, or cotton underwear materials depends on personal preference and price one can afford to pay.

5. The cost of underwear depends on the kind and quality of fiber from which it is made, the construction, the type of workmanship, and the exclusiveness of the design.

6. Underwear should be of material that is easy to launder and fast in color.

7. The quality of fiber in the fabric, the tensile strength, the weight of yarn and gauge of knit materials, the count and the relative weights of warp and filling threads in woven materials, the amount of dressing in the material, and the quality of trimmings used, determine the durability of underwear.

8. Information should be given on the label as to the washability and the factors which affect the durability of the garment.

9. The adoption of standard sizes is making it possible to know what measurements to expect from certain sizes.

10. The correct size is important in obtaining comfort and maximum wear from an undergarment.

**Class Activities:**

1. Examine some knit underwear that is new and some different pieces which have had repeated launderings. Can you tell why some pieces look so much more like the original garment than others?

2. Look at some shorts and panties made of rayon, flat crepe, glove silk, muslin, and percale, and decide which would be a better buy for a business girl on small income, some one traveling, and a little girl. Give reasons for your decision.

3. Measure some different garments of the same size and type and see if the same sizes have identical measurements.

4. See what information you can obtain from stores concerning the wearing qualities and washability of different undergarments.

**References:**

Dyer. Textile fabrics. p. 181-184; 163-164.

Handbook of buying. Consumers' Research confidential bulletin. p. 67. Sept., 1934.

Rathbone and Farpley. Fabrics and dress. p. 33-37.

Todd. Clothes for girls. p. 303-307.

Problem IV. How shall I judge quality in knit underwear?

**Teaching Points:**

1. Knit underwear is more elastic than woven and thus fits better, allows more freedom of motion, does not wrinkle

as much, and requires less work in laundering.

2. Knit materials tend to form runs if a stitch is broken and stretch out of shape while woven materials do not.

3. Warp knitting forms runs less easily, keeps its shape better, and is more expensive than weft knitting.

4. The wales of warp knit run lengthwise of the fabric.

5. Rib knit is more elastic, wears better, and is more comfortable than plain knit.

6. The seams on knit underwear should be flat locked or covered for comfort and durability.

7. Plain tape, hem, or facings on knit underwear wear better and are more satisfactory than fancy edgings.

8. Durable knit underwear has reinforcements on such places as crotch, underarms, fastenings, edges, collars, and cuffs.

9. The trimmings on underwear should be simple, durable, and appear to be part of the garment.

10. Garments that have been made by fashioning them from knitted material fit better and stretch less than tubular knit goods but cost more.

#### Class Activities:

1. Look at a new slip, pair of bloomers, nightgown and brassiere of knit material and some that have been worn.



Then look at similar garments of woven material that are new and ones that have been worn. Decide which you would rather have for each garment and give reasons for your answer.

2. Examine some knit garments and see if you can tell which is warp knit, weft knit, plain knit, and rib knit and which would give better service. Examine some of these same kinds of garments after wear and see which has worn better.

3. Examine some knit underwear with different kinds of edge finish and tell which you think would be more durable and why.

4. Look at a tubular knit garment and a fashioned knit garment which have had wear and launderings and decide on which you think would be the better buy.

References:

Dyer. Textile fabrics. p. 59-63; 181-184.

Jensen, Jensen, and Ziller. Fundamentals of home economics. p. 61.

Kneeland. Hosiery, knit underwear, and gloves. p. 47-63.

Rathbone and Tarpley. Fabrics and dress. p. 33, 37-43.

Todd. Clothes for girls. p. 325-328.

**UNIT V. HOW TO BUY READY MADE GARMENTS (TWO TO THREE WEEKS)****Generalizations, Understandings or Ideas to Be Developed**

1. Appearance, cost, fit, durability, becomingness, serviceability, individuality, comfort, beauty of line, color, and texture of fabric are important factors in the selection of ready made garments.

2. True economy deals with durability, suitability to needs, amount of care needed, conservative styles, and how the garment fits in with one's wardrobe, as well as cost.

3. Thought and consideration to one's needs, and what one can afford to pay, should be made before purchasing.

4. The material, construction, and workmanship should be examined before purchasing.

5. Garments should be tried on to determine the becomingness of style, color, and material, and fit.

6. In fitting a garment one should notice whether the garment will stand strain, that extra width is given where needed, that lengths are desirable, and that the garment sets smoothly to the figure.

7. The kind and quality of material used, the kind and quality of trimming, and the way the garment is made, determine the value of the garment.

8. Guaranteed garments of guaranteed materials are often good values, depending much upon the firm back of the

garment.

9. The quality of the trimming on a garment should be equal to the quality of the garment, should add to its appearance, and should give it a good finish.

Problem I. What shall I consider in buying dresses?

Teaching Points:

1. Attractiveness, suitability to one's needs and wardrobe, fit, becomingness, and durability in relation to the price are important considerations in buying ready-made dresses.

2. The kind of garment needed, the fabric best suited to the purpose, and the price one can afford to pay should be decided on before going to purchase.

3. The material, construction, and workmanship should be examined before trying on.

4. Definite information in regard to fiber used, shrinkage, weighting or sizing, and color fastness to sunlight, perspiration, and washing should be obtained from label and salesman.

5. The amount of care needed should be considered in buying garments.

6. Guaranteed dresses of guaranteed materials are often good values.

7. Extreme styles, colors, and fabrics limit a garment to one season of wear and are more expensive than staple

materials, colors, and styles.

8. Garments should be tried on to determine the becomingness of style, color, and material, and to see whether they fit the figure.

#### Class Activities:

1. Examine a ready-made dress worn by some one in class. Select the qualities which you think make the dress a good purchase. Indicate the qualities which may not be so satisfactory.

2. Test some worn out ready-made garments for weighting, thread count, sizing and other qualities.

3. Look at a well made and a poorly made ready-to-wear dress and note the differences in workmanship, fulness, hems, trimming, and other qualities.

4. Find if any are intending to buy a ready-made dress soon. Have them list kind needed, price they can pay, and values desired. Have them visit several ready-to-wear shops, find best value for their need and price, and report to class describing the dress, telling why it was the best buy according to design, material, style, price, kind needed, fit, workmanship, and trimming.

#### References:

Dodson. Better buying studies- Dresses. Extension Service. University of California.

Dyer. Textile fabrics. p. 156-165.

Economy in clothing selection. Extension service. S. Dak. State Col. of Agr. and Mechanic Arts. Cir. 255, p. 6.

Friend. Earning and spending the family income. p. 280-283.

Jensen, Jensen, and Ziller. Fundamentals of home economics. p. 65-66.

Ringo. Girls' and juniors' ready-to-wear. p. 37-72.

Scott. Labels on clothes we buy. Journal Home Economics. p. 546-550. Nov., 1934.

----- Quality guides in buying ready-made dresses. U. S. Dept. Agr. leaflet No. 155.

The planning of an economical wardrobe. Extension Cir. No. 409. Univ. of Neb. Agr. Col.

Problem II. What shall be my standards in selecting a dress?

Teaching Points:

1. The color of the dress should be becoming to the wearer, harmonize with the rest of the wardrobe, be fast to sun, perspiration, and laundry, and be suitable to occasion.

2. The style of the dress should be suited to the age and type of person, and be appropriate to the purpose.

3. Material which has warp and filling thread of about equal count and weight, which is closely woven of firmly twisted threads, is without sizing or weighting, and is made from the long variety of fiber, is more durable than material without these characteristics.

4. A well made ready-to-wear dress has continuous stitching throughout the length of the seam, flat wide

seams that will not fray, durable edge finishes and trimmings, inconspicuous joins, seams and figures to match, pleats of good depth, all pieces cut the right way of the goods, stitchings finished, and allowances for alterations.

5. A properly fitted dress allows for freedom of movement of shoulders, arms, hips and legs, hangs straight from the width of the body, sets smoothly to the figure, has ample length in body and sleeve, and pleasing proportion in the length of waist and skirt.

6. One should both sit and walk in a dress before purchasing to see if there is sufficient width and length.

7. The quality of the trimming of a garment should equal the quality of the garment, be suitable for the material, add to the attractiveness, and give a good finish to the garment.

#### Class Activities:

1. Examine the dresses worn by class members and pick out the ones which have shoulder seams correctly placed, sleeves of proper fulness, length, and fulness at elbow, and proper fulness in hip, bust, and shoulders.

2. Borrow some ready-made dresses from a ready-to-wear store. Pupils indicate the girls on which the different dresses would be most suitable and becoming. Pupils select from the display the ones that would be best all purpose dresses and the ones suitable only for certain occasions.

References:

Use same references as for problem I.

Problem III. How shall I buy coats and suits?

Teaching Points:

1. Attractiveness, suitability to one's needs and wardrobe, becomingness, fit, and durability in relation to price are important considerations in buying coats.

2. Coats are classed as dress, tailored, sport, or in between, according to material used, color, style and construction.

3. The type of coat needed, and the price one can afford to pay should be decided before going to buy.

4. Buying coats or suits of good quality that will wear for more than one season is economy.

5. Extreme styles or colors in a suit or coat limit them to one season's wear.

6. The amount of care needed should be considered in buying coats or suits.

7. Trimming on a coat or suit should equal in quality the material of the garment and add to its attractiveness.

8. The lining of a coat or suit should be carefully examined for color, fit, and durability of material, because it definitely affects the appearance and durability of the garment.

9. A well made coat or suit has inconspicuous seams and joins, continuous stitching throughout the length of the seam, is cut straight, and has smooth fitting lining.

10. A coat or suit fits well if it allows for freedom of movement of shoulders, arms, hips and legs, hangs straight from the widths of the body, sets smoothly to the figure, and has ample sleeve and body length.

11. The style and color of the coat or suit should be suitable to the needs of the wearer and harmonize with her wardrobe.

12. The coat chosen should be of a style and color that will emphasize the best in figure, face, and personality of the wearer.

13. Wisdom is shown in avoiding inexpensive coats with fur collars.

#### Class Activities:

1. Examine different grades of coats as to workmanship.
2. Make a shopping expedition and have saleswoman try different types and qualities of coats on girls. List advantages and disadvantages of different coats.
3. Report on new coats that have been seen and good and poor things noticed about them.
4. Look at coat linings of worn coats and find which type of lining has been the more durable.
5. From pictures and samples of coatings from a coat



house choose materials and styles suitable for different needs and one best suited for all purposes.

References:

Dyer. Textile fabrics. p. 175, 178, 162.

Jensen, Jensen, and Ziller. Fundamentals of home economics. p. 66.

Wool clothing. Better Buymanship No. 9. p. 16.

Problem IV. How shall I buy sweaters and knit garments?

Teaching Points:

1. Attractiveness, suitability to one's needs and wardrobe, fit, becomingness, durability in relation to the price are important considerations in buying knit garments.

2. Knit garments are comfortable, clinging, and wrinkle but little, but are suitable only for sport and informal wear, for runners if one of the loops break, and easily stretch out of shape.

3. Warp knit fabrics hold their shape better and are less apt to run than weft knit fabrics.

4. The correct size in a knit garment is important to insure durability.

5. Warp knit fabrics have wales that run lengthwise on the face and crosswise on the back.

6. A cheap knit garment of poor quality of yarn soon sags, pouches, and loses its shape.

7. A properly fitted knit garment allows for freedom of movement without strain, hangs straight from the widths

of the body, sets smoothly to the figure, and has good sleeve and body length.

6. The kind and quality of yarn used affects the appearance and quality of the garment.

Class Activities:

1. List types of garments for which knit materials would be suitable.

2. Choose a class member who has on a nice appearing knit garment. Have class note the points which make it attractive.

3. Examine a knit garment that has worn well and kept its shape with one which has not. Determine why if possible.

4. Identify the yarn in garments by tests and suggest how the yarn has affected the appearance and durability of the garment.

5. Discuss types of people to whom knit garments are becoming and unbecoming.

References:

Dyer. Textile fabrics. p. 60-63; 174.  
Small. How to know textiles. Ch. 4.

Problem V. How shall I buy bathrobes, kimono, and negligees?

Teaching Points:

1. Appearance, daintiness, ease of cleaning, durability in relation to cost, and suitability to purpose are values desired in kimono and negligees.

2. Warmth, attractiveness, ease of cleaning, and durability in relation to cost are the most important considerations in buying a bathrobe.

3. Outing flannel, corduroy, cotton flannel, blanketing material, eiderdown, and terry cloth make serviceable and warm bathrobes.

4. Negligees are classed as serviceable or dress according to material used, color, and way of making.

5. The amount of care needed should be considered in buying bathrobes, kimono, and negligees.

6. Japanese crepe and serpentine crepe make serviceable kimono and negligees.

7. Crede de Chine, kimono silk, pussy willow, satin, velveteen, crepe meteor and printed lawns make the dressy type of kimono or negligees.

8. Well made bathrobes and negligees have seams that will not fray and pull, inconspicuous joins, stitchings well fastened and continuous, trimming well put on, and trimming equal in quality to the rest of the garment.

### Class Activities:

1. Examine bathrobes and negligees of different types and decide upon the conditions under which each would be the best choice.

2. Examine the workmanship and materials of these different garments and determine which would be the better value for one's money.

### References:

Dyer. Textile fabrics. p. 184-185.

### Problem VI. How shall I buy raincoats?

#### Teaching Points:

1. Women's raincoats and capes are made of rubberized material or oiled silk.

2. The rubberized garments are less expensive, less easily torn, and warmer than the oiled silk ones but they are not as light in weight nor do they stay water proof as long.

3. Raincoats and capes made from dry heat cured rubber are better than those which are acid cured as less odor is given off.

4. Raincoats and capes should be purchased from new stock as rubber may decompose from heat and age.

5. The seams of the best grade of raincoats are cemented rather than stitched.

6. A second grade raincoat has part of the seams cemented and part of them stitched, and the cheapest grade

has all the seams stitched.

7. Decomposition of rubber in raincoats is caused by the presence of some injurious substance in the fabric that was rubberized, improper cure, or incorrect conditions of storage.

8. One should hold a raincoat or cape to the light before purchasing in order to detect any tiny holes or other defects.

9. A guaranteed rubber garment should hold up as a minimum from one to two years.

10. The color of the raincoat should fit in with the rest of one's wardrobe.

11. A raincoat should have a wide lap in front or be double breasted; have continuous, well fastened and strong stitching if used; have strong seams, joins, and buttonholes; be long enough to cover all one's clothing; and be loose enough to be worn over heavy clothing.

12. Rain capes are easy to put on and cheaper than raincoats but offer less protection.

#### Class Activities:

1. Compare a raincoat that has become gummy with one that has not. Try to determine the cause.

2. Examine different raincoats as to workmanship and lack of skimpiness and determine the best values.

3. Obtain prices of different raincoats and capes. Compare price with other qualities.

References:

Baldwin. The shopping book. p. 194-195.

Raincoats. Bureau of Standards. Bul. No. 12.

Problem VII. How shall I buy leather coats?

1. Leather coats are made principally of sheepskin, horsehide, and sometimes calf and goat skin.

2. Sheepskin is less resistant to abrasion, is softer, lighter, and more pliable than the others.

3. Horsehide is used for the better grade of coats and jackets as it is tough, wears well, and will not chip or crack.

4. Capeskin, a sheepskin from Cape Town, South Africa, and sometimes incorrectly applied to any heavy skin with the grain showing, is used in the finest coats.

5. Suede garments are sheepskin finished on the flesh side.

6. Suede made of hair and cross wool type of sheepskins is used in some fine coats as they have the finest nap and finest grain surface.

7. The flesh layer of split sheepskin is used sometimes in leather garments and can be distinguished by a coarse, loose texture on the back, and by thin weak spots.

8. The skins from the hair type of sheep may be distinguished from the wool types of sheep by greater close-

ness and uniformity of texture, and brilliancy and fineness of grain surface.

9. Leather colors are not absolutely light fast, but the blacks are the most light fast, then grey, reds, browns, greens, and blues.

10. Leather garments keep out the wind, are shower proof, but not wind proof.

11. A well made leather coat is full cut, has inconspicuous joins, is durable, has well finished seams and button holes, and has pockets securely sewed on.

12. A leather coat should be large enough to slip on easily over other clothing.

13. The cost of upkeep should be considered in buying leather coats as they soil easily and are more difficult to clean than cloth coats.

#### Class Activities:

1. Some one interview a leather merchant as to the different kinds of leather, how to distinguish them, and their advantages and disadvantages and report on it to the class.

2. Examine leather coats of different kinds, grades, and prices, and compare them as to appearance and durability. Coats that have been worn will show durability better than new ones.

## References:

Baldwin. The shopping book. p. 241-244.

Handbook of buying. Consumers' Research confidential  
bul. p. 60. Sept., 1934.

Leather garments. Bureau of Standards. Bul. No. 14.

Problem VIII. How shall I buy furs?

## Teaching Points:

1. A local furrier or store with a good reputation and permanent address is the best place to buy furs.

2. Many of the inferior and inexpensive furs are treated to imitate finer and costlier furs.

3. The buyer should insist on knowing the kind of fur she is purchasing and see that the receipt gives that name; she should compare the garment with others of the same fur, should examine the skin to see that it is soft, pliant, and strong, and should examine the pelt to see if it has a soft, thick underfur.

4. The Federal Trade Commission and Fur Industry have adopted the following rules regarding labels and advertising on furs for the protection of the consumer-buyer, and these should be investigated before buying.

a. The correct name of the fur must be the last name of the description; and if any dye or blend is used, the word "dyed" or "blended" must be inserted between the



name signifying the fur that is simulated and the true name of fur as "Seal-Dyed Muskrat".

b. All furs shaded, blended, tipped, dyed, or pointed must be described as such as "Black-Dyed Fox" or "Pointed Fox".

c. Where the name of any country or section is used, it shall be the actual country of the origin of the fur, as "American Opossum". Where the name of a country or place is used to designate a color, that fact shall be indicated as "Sitka-Dyed Fox."

d. Where goods are sold under a Registered Trade Mark, that trade mark should be incapable of misrepresentation by the public.

5. A first grade fur of a less expensive type is better to buy than a poor pelt of a more costly fur.

6. Durability of furs depends on the nature of the pelt according to weight, uniformity of thickness, firmness and elasticity, tanning of the hide, treatment during dressing and dyeing, and on the way it is worn and cared for by the wearer.

7. The finest and choicest furs come from the animals of the northern and Arctic regions as the hair is softer, finer, shorter, and fuller.

8. The type of fur coat suited to one's needs and wardrobe and the becomingness, fit, style, and price in

relation to the quality and probable cost of upkeep of the fur should be considered in selecting a fur coat.

9. One should examine the coat to see that it is ample in length, has sufficient lap, is wide enough in the shoulders to prevent ripping, has good workmanship, and the lining is suitable in quality to the rest of the coat.

10. Bear, muskrat and wombat are considered by some to be the most durable of the inexpensive furs; beaver, river otter, racoon, fur seal, hair seal, and wolverine, the most durable of the moderately priced furs; and fisher, mink, and sea otter, the most durable of the expensive furs.

#### Class Activities:

1. Read fur advertisements and find what is told in them about the furs.

2. Look at the labels on different fur coats the class can bring and identify the kinds of fur used and any treatment given as dyeing, pointing etc.

3. Look at the fur coats in stores and store windows and find out what you can about the kind of fur they are made from.

4. See how many furs you can identify in down stairs windows without looking at labels or asking. Compare with one of your class mates.

5. Collect several fur coats and fur trimmed coats of different kinds of fur which have been worn and compare

them in appearance after wear.

References:

- Baldwin. The shopping book. p. 196-202.
- Budd. Are you buying a fur coat? Woman's Home Companion. p. 86. Nov., 1930.
- What about the fur? Woman's Home Companion. p. 88, 105. 1931.
- Furs. Better buymanship No. 9. page 16.
- Furs. Ladies' Home Journal. Clearing house of consumer education. Leaflet No. 230.
- Ringo. Girls' and juniors' ready-to-wear. p. 118-123.

Problem IX. How shall I buy children's clothes?

Teaching Points:

1. The comfort, suitability to purpose, fit, ease of laundering, workmanship, durability, attractiveness, price, and whether easy to put off and on, should be considered in buying children's clothes.

2. Children's clothes should be loose in the armhole or have raglan sleeves, be hung from the shoulder, have cloth bands rather than elastic, have neck lines low enough that garment does not pull at the neck, have crotch seams long enough not to draw on stooping, and be full cut in order to insure comfort. Short pants are more comfortable for small boys than long ones.

3. Materials and trimmings that wash easily, are durable, and are colorfast to light and water should be chosen for children's clothes.

4. The design in the material as well as the design of the garment should be suited to the purpose of the garment and the age and personality of the wearer.

5. The child can dress and care for himself better if the garment is simple in design, if fairly large buttons and buttonholes are used for fasteners, and if the openings are in front or side and always in the same place.

6. Simple trimmings are more attractive, more durable, and more easily laundered than elaborate ones, and should be of the same quality as the garment.

7. The following standards for workmanship on children's clothes should be required.

- a. Seams should be smooth, flat, and neatly finished; stitching should be close and even.
- b. Thread should be strong.
- c. Buttonholes should be durable.
- d. Seam ends should be finished securely.
- e. Joins should be inconspicuous.
- f. Places subject to strain should be reinforced.
- g. Plackets should be long enough that garment can be put off and on easily.

h. Provision should be made in children's garments for lengthening various parts.

1. Children's clothes bearing a well known trade mark with a guarantee of materials and colors are more often good values than those with no such markings.

**Class Activities:**

1. From advertisements choose children's clothing that would be good buys and those that would not. Tell why some of them would be unsatisfactory.

2. Examine some well made and some poorly made children's garments borrowed from a store and compare them.

3. Bring some children's garments from home and tell in what ways they have been satisfactory and in what ways they have not.

4. Make out a score card to be used in judging children's clothing and use it to judge the clothing in above exercises.

**References:**

Dresses for the little girl. Leaflet No. 26.  
U. S. Dept. of Agr.

Ensembles for sunny days. Leaflet No. 63.  
U. S. Dept. of Agr.

Play suits for winter. Leaflet No. 54.  
U.S. Dept. of Agr.

Bathbone and Tarpley. Fabrics and dress.  
p. 150-170.

Rompers. Leaflet No. 79. U.S. Dept. Agr.

Suits for the small boy. Leaflet No. 52  
U.S. Dept. of Agr.

Sun suits for children. Leaflet No. 24. U.S. Dept. of  
Agr.

What to look for in buying clothes for children.  
Hidden values.

UNIT VI. HOW TO BUY SHOES AND ACCESSORIES (ONE TO TWO  
WEEKS).

Generalizations, Understandings, or Ideas to Be Developed

1. Hats, gloves, purses, scarfs, handkerchiefs, and costume jewelry are accessories to the costume.
2. Shoes and accessories should be chosen to harmonize with the rest of the costume, and should be appropriate to the occasions for which they are needed, to the wearer, and to the cost of the entire clothing budget.
3. Appearance, comfort, fit, durability, style, color, fabric, and price are important factors in the selection of shoes.
4. The consumer buyer should know the make of the shoe, the kind of leather or other material used in the upper, sole, and heel, examine its workmanship, and carefully test the fit.
5. Poorly constructed and ill-fitting shoes are poor purchases.
6. The cost of shoes and accessories is affected by the style, demand and supply, change in fashion, workman-

ship, and materials used.

7. Hats should be selected in relation to becomingness, cost, and suitability to occasion and wardrobe.

8. The cost and quality of the accessories chosen should be in keeping with the quality and type of the costume and its cost.

Problem I. How can I judge good fitting shoes?

Teaching Points:

1. Shoes should fit well for ill-fitting shoes may cause injuries to the feet that affect the entire body.

2. Both shoes of a pair should be tried on, and one should both stand and walk in them, taking plenty of time in so doing.

3. One should keep in mind the following when buying shoes:

a. The normal foot rests on three points, on the heel bone, then at a point at the base of the big toe, and at a point at the base of the little toe.

b. Three arches support the weight of the body at these points.

c. The longitudinal arch runs from heel to the big toe, the transversal arch across the instep, and anterior arch across the base of the toes.

4. The shoe for an adult should conform to the following requirements in order to fit correctly:

- a. One half inch longer than the foot measures with its weight upon it.
  - b. Straight inside line.
  - c. Fits snugly around heel and over the instep.
  - d. Toe broad enough to allow toes to spread when walking.
  - e. Large toe joint fall at the widest part of the shoe.
  - f. Shank of the shoe fits snugly under the arch. It should be flexible for the healthy foot.
  - g. Heel that does not distort the normal posture of the body.
5. The following are essentials for children's shoes.
- a. The baby's first shoe should be one inch longer than his foot and one fourth inch wider, and should have a narrow heel.
  - b. The child's shoe should be one-half to three-fourths inch longer than the foot measured with his weight on it and broad enough to allow the bones to assume a natural position.
  - c. The child's shoe should have a counter that fits closely and tapers at the top so that it hugs the heel, a low heel, and broad sole.
6. The following are common results of poor fitting shoes.



a. The narrow toed shoe causes toes to bend, overlap, and rub against each other and the shoe, forming corns, bunions, and fallen anterior arch.

b. A short shoe prevents action of toe muscles, cramps the toes against the end of the shoe, causes bunions, and throws the weight on the inside of the foot which is the weakest part.

c. Flat feet or fallen arches come when the longitudinal arch weakens and flattens out.

#### Class Activities:

1. Find the condition of your foot by powdering it and placing the powdered foot on the floor. If flat-footed, the imprint of the whole foot will show; if the arch is medium high, the heel, the great and the little toes and a narrow part of the arch on the outside of the foot will be seen. If the anterior arch is good there will be a groove lengthwise in the middle of the ball of the foot, if low, the ball is puffy or calloused.

2. Examine your own shoes and see if they conform to the requirements for a good fitting shoe.

3. Look at X-ray pictures of feet showing how the bones should be and how they are when shoes have been poorly fitted. If possible look at your own foot through an X-ray.

4. If there is a store with a special testing machine, test the fit of your shoes there and report results to class.

References:

Cobb. Shoes for health. Univ. of Maine Extension Cir. 93.

Meloche. Foot clothing for all ages. Univ. of Wisconsin Extension Cir. 246. p. 3-14.

Rathbone and Tarpley. Fabrics and dress. p. 116.

Shoes. Univ. of Pittsburg Elem. Series No. I. p. 19-28.

Shoes and silk stockings. Better buymanship Ch. IV. p. 12.

Todd. Clothes for girls. p. 321-325, 165-170.

Van Deusen. Selection and care of shoes and stockings. Univ. of Mo. Extension Service Cir. 202.

Veitch, Frey, and Holman. Leather shoes: selection and care. U.S. Dept. of Agr. Farmers' Bul. 1523.

What to look for in buying shoes. Hidden values.

Problem II. How shall I buy my shoes?

Teaching Points:

1. The style of the shoe should be suitable to the shape of the foot, the occasion, and the ensemble.
2. Shoes of conservative style and material such as soft kid and patent leather can be used for many different purposes.

5. Calf skin shoes are suitable for every day wear; kid, satin, suede, and velvet for dress shoes; patent leather are for both, but are non porous and uncomfortable for many people.

4. The heel for the service shoe should be moderate, three-fourths to one and three-fourths inches; the heel for the dress shoe may be high if only worn occasionally and for short times.

5. Wooden heels are lighter in weight than leather and can be covered to match the shoe.

6. Leather heels cost more but are more durable than wooden heels.

7. Welt soles wear longer than McKay or turned, can be repaired more easily, and are more comfortable.

8. Buying a good make of shoe in good materials is more economical than one of extreme style and novelty materials.

9. Continued satisfaction with shoes can be had by sticking to the make which has given satisfaction in fit, comfort, and serviceability.

#### Class Activities:

1. Examine your shoes and find out whether they are welt, McKay, or turned soles and what kind of heels they have. Find make of soles in class which are different from yours.

2. Measure the height of your heels and the width at the top and the bottom.

3. Examine pictures of shoes in shoe advertisements. Pick out ones which would be suitable for different types of feet and give reasons for your choice.

4. Look at some different priced shoes in a shoe store. Find out from the shoe salesman the reasons for the difference in price. Make a list of the ones you could detect without his help.

5. List the differences you note in appearance between calf and kid skin. Name the differences you have noticed in wearing them.

References:

Baldwin. The shopping book. p. 216-231.

Handbook of buying. Consumers' Research confidential bul. p. 62-65, Sept., 1934; p. 15-18, Feb., 1935.

Jensen, Jensen, and Ziller. Fundamentals of home economics. p. 62.

Rathbone and Tarpley. Fabrics and dress. p. 113-118.

Shoes. Univ. of Pittsburg Elem. Series No. 1. p. 4-18, 29-42.

Shoes and silk stockings. Better buymanship. Ch. IV. p. 8-12.

Todd. Clothes for girls. p. 318-321.

Veitch, Frey, and Holman. Leather shoes: selection and care. U.S. Dept. Agr. Farmers' Bul. 1523.

What to look for in buying shoes. Hidden values.

Problem III. How shall I buy hats?

Teaching Points:

1. The becomingness, appropriateness to occasions for which the hat will be worn, suitability to the entire ensemble, suitability to the person, cost in relation to the clothing budget, and durability should be considered in buying a hat.

2. A hat which is becoming and appropriate suits the general lines of head and face; harmonizes with the coloring of hair, skin and eyes; is in proportion to the size of the figure; and is suited to the personality.

3. The cost of a hat depends on the season, fashion changes, supply and demand, design, quality of material used, and the workmanship.

4. The workmanship on a hat and the material from which it is made determine the quality of a hat.

5. Before a hat is selected it should be observed before a full length mirror so that its relation to the figure and entire costume can be seen from every point of view.

6. If only one hat is bought in a season it should be conservative enough in color and style to harmonize with all of the wardrobe.

7. The materials and trimming of a hat should harmonize with each other and be suited to the style of the hat

and the occasion for which it is to be worn.

8. Berets suitable for children and young girls, can be found in colors and materials to harmonize with the costume, and should be becoming in line and color to the face and figure of the person.

#### Class Activities:

1. One or two class members try on hats of various shapes, size, and colors; and the rest of class criticize, choosing ones that are becoming and giving their reasons.

2. Select pictures of hats from advertisements which would be suitable for different types of costumes and occasions.

3. Compare a fur felt hat with a wool felt, noticing the differences in appearance, feel, and cost. Make similar comparisons with panama and imitation panamas.

4. Look at some common well known straws at millinery stores and see how many of them you can identify.

#### References:

Baldwin. The shopping book. p. 233-235.

Handbook of Buying. Consumers' confidential bul.  
p. 59. Sept., 1934.

Jensen, Jensen, and Ziller. Fundamentals of home economics. p. 67.

Rathbone and Tarpley. Fabrics and dress. p. 128-132.

Tyrrell and McNulty. Hats - making and selecting.  
Col. of Agr. and Univ. of Wis Extension  
Service Cir. 215, p. 3-14.

Problem IV. How shall I buy gloves?

Teaching Points:

1. Appropriateness to occasions for which they are to be worn, attractiveness of design, suitability to the rest of the costume, durability, and cost in relation to the clothing budget should be considered in buying gloves.

2. The cost of gloves depends on the style, fashion, material from which they are made, and workmanship.

3. The durability of gloves depends on the materials used, type of seam, reinforcements used, and the presence of gussets between the fingers.

4. The quality of a glove depends on the materials used, type of seam used, regularity and fineness of the stitching, and the decorations.

5. The overseam on gloves is dainty and inconspicuous but not strong; the pique seam is less dressy but stronger and satisfactory for medium weight gloves; the prix seam is strong but clumsy, fits tightly in the fingers and is used on cheaper gloves.

6. Gloves should be measured for the largest hand, should be fitted before purchasing, and should be examined to see if the stitching is strong, fine, and even; if the stitching ends are finished neatly; if there are gussets between the fingers; and if the quality of material is satisfactory for the needs.

7. Fabric gloves should have a close fine texture in order to last, hold their shape, and make a good appearance, and in silk should have double finger tips.

8. Leather gloves are made from kid, lamb, goat, sheep and horse skins and have the following characteristics:

a. Kid skin gloves are fine in grain and texture, soft, pliable, easily stretched and scuffed, and suitable only for dress and formal wear.

b. Chevrete is stronger and less dressy than kid.

c. Capeskin gloves are clumsy but durable and suited to hard wear.

d. Suede gloves are soft and beautiful but soil easily and clean unsatisfactorily.

e. Buckskin, horse hide, and pig skin make good work and driving gloves.

#### Class Activities:

1. Borrow a number of gloves of different colors, materials, and styles from a downtown store. Class decide for what type of occasion and costume each would be suitable. Select those which would be suitable for several different types of occasions and costumes if one could only buy one pair.

2. Examine the workmanship on above gloves and choose the best from that standpoint.

3. Identify the kinds of seams in the different gloves.



4. Notice the differences in qualities of materials in the above gloves in comparison with the cost.

5. Have several choose from the collection the pair they would buy and give reasons for their selection.

References:

Baldwin. The shopping book. p. 208-216.

Kneeland. Hosiery, knit underwear, and gloves. p. 79-93.

Rathbone and Tarpley. Fabrics and dress. p. 110.

Problem V. How shall I buy other accessories?

Teaching Points:

1. Accessories should be chosen to complete and harmonize with the costume, should be simple in design, subordinate to the costume itself, and appropriate to the occasion and cost of the entire wardrobe.

2. Accessories chosen to harmonize with several different costumes are economical.

3. The material, size, shape, and color of the purse should be appropriate to the costume, the occasion, and the wearer.

4. The quality and durability of the purse depend on the material used and workmanship, high grade leathers making more beautiful and lasting pocketbooks.

5. The price of the pocketbook depends on the size, materials used, style, workmanship, and the number of inside pockets and conveniences.

6. The dainty purse of silk, beads, or mesh is meant for evening and dress wear; the larger, tailored type of bag of leather is for street wear; a more conservative in-between type can sometimes be found which can be carried with several different types of costumes.

7. Costume jewelry should harmonize in color and texture with the rest of the ensemble, should accent a color or some particular part of the costume, and should be in keeping with the personality of the wearer.

8. Handkerchiefs may be sport, tailored, or dressy depending on the material, size, and design, and should be chosen to harmonize with the dress.

9. Linen, the most satisfactory material for handkerchiefs, should be fine, regular, and closely woven with hem edges and corners neat and no loose ends of thread and frayed edges.

10. Scarfs should harmonize in color and texture with the remainder of the costume and be appropriate to the occasion.

#### Class Activities:

1. Assemble all the costume jewelry possible from various sources. Discuss the type of costume and personality for which each would be suited. Do the same with handkerchiefs and scarfs.

2. Have a class member interview a leather merchant as to the differences in leathers used for pocket books, and points to look for in buying them, and report on this to the class.

3. Examine some purses of different types, sizes, and prices. Examine the material and workmanship to determine what makes the difference in the prices.

4. Examine handkerchiefs and learn to tell the difference between linen and cotton handkerchiefs and how to judge the different qualities of linen.

5. Bring a number of scarfs to class and judge for value in relation to cost, possible uses and design.

References:

Rathbone and Tarpley. Fabrics and dress. p. 109-111.

Todd. Clothes for girls. p. 151-154.

UNIT VII. PURCHASING THE LINENS AND BEDDING FOR THE HOME  
(TWO TO THREE WEEKS).

Generalizations, Understandings or Ideas to Be Developed

1. The use to which the article is to be put, the quality, and the price in relation to the income are important considerations in the selection of household linens and bedding.

2. The quality of household linens depends upon the fiber used, construction, and finishing processes used.

3. Informative labeling is the only means by which true information can be obtained by the buyer.

4. Standardization of household linens and bedding would simplify the problems of the purchaser.

5. Beauty along with serviceability and durability are the most desirable features in household linens and bedding.

6. Tensile strength and thread count are important factors in determining durability of a fabric.

7. Comfort, price, and durability should be considered in selecting springs and mattresses.

Problem I. What are important considerations in buying table linen?

Teaching Points:

1. Beauty and durability in relation to price are important considerations in the selection of table linen.

2. Linen table cloths are more beautiful, launder whiter, wear longer, and stay clean longer than do mercerized cotton cloths.

3. Mercerized cotton table cloths are satisfactory especially for every day wear, and are much cheaper than table linen.

4. Durability of table linen depends on the quality of the fiber, thread count, tensile strength, construction, and the method of finishing.

5. The beauty of table linen depends on texture, color, luster, and the design or pattern.

6. The method used for bleaching affects the wearing quality and the price of table linen.

7. Dressing and the finishing processes used frequently conceal the true qualities to the shopper.

8. January white sales provide an opportunity to buy table linen from a large stock, and if the firm and salesman are reliable, to secure good values for the money spent.

9. Different countries produce different varieties and qualities of linen, each having its particular characteristic type.

#### Class Activities:

1. Using a thread counter, count the threads in different qualities of linen. What differences did you find? How does the count affect the quality of the material?

2. Test some linens for sizing. Rub them briskly between your hands. The appearance of a fine powder on the surface indicates the presence of sizing. Wash some of the pieces of linen and then compare with pieces of same material which have not been laundered. If the material contains sizing it will be thinner and more loosely woven than before.

3. Plan the purchase of linens for a home on two or three different income levels.

4. Examine some linen, union and cotton mercerized table linens. Compare for luster, smoothness, beauty, feel, and appearance on the table.

5. Look at some French, German, Belgian, Czecho-Slovakian, Russian, Irish and Scotch linens. Note any seeming differences in appearance, feel, thread, color and weight.

References:

- Coplin. What the linen buyer knows. Home Economics News. p. 104-106. Dec., 1931.
- Cook. Knowing what you buy in table linen. Ladies' Home Journal. p. 43-45. March, 1928.
- Greer. Foods and home making. p. 215-217.
- Hess. Textile fabrics and their use. p. 283-287.
- Matthews. The house and its care. p. 122-127.
- Bathbone and Tarpley. Fabrics and dress. p. 408-412.
- Sheets and pillow cases, blankets, table linen, and bath towels. Better Buymanship. Ch. 2. p. 6-7.

Problem II. How shall I buy table linen?

Teaching Points:

1. Table cloths are pattern or yard cloths, single or double damask, plain or pattern weave, dinner cloths or lunch cloths.

2. The type, size, and quality of table cloth bought depends on the use and the amount of money one can afford to spend.

3. Colored table cloths are in fashion, but require much care in laundering.

4. The table linens selected should be in keeping with other furnishings of the house.

5. Tables can be made attractive with inexpensive linens.

6. It is better to buy a good quality mercerized cotton or union cloth than a poor grade of linen.

7. Enough table linen to insure clean linens for occasions needed is desirable.

8. The size of the dinner cloth depends on the number of persons to be served at the table.

9. Lunch cloths are inexpensive, easy to launder, attractive and much used.

#### Class Activities:

1. Examine the differences in appearance and weight between single and double damask table cloths.

2. Note the differences in design between pattern cloths and yard table cloths.

3. Decide on occasions and types of tables for which yard square lunch cloths, large elaborate lunch cloths, colored lunch cloths, colored damask table cloths, and white damask table cloths would be suitable.

4. Plan the table linen you would buy to supplement your linen at home if you were given \$10, \$25, and \$50. Give reasons for your answer.

5. Plan the table linen for a bride for \$50, \$75 and \$100.

6. Make a list of purchasing hints for a bride on purchasing table linen.

References:

Use same references as for Problem I.

Problem III. How shall I buy towels?

Teaching Points:

1. The wearing and absorptive qualities in relation to price are the most important items in the selection of towels.

2. The size, number, and kind of towels purchased depends on the use, and amount of money available, and laundering facilities.

3. Linen towels absorb moisture better, dry quicker, are more easily cleaned, but are more expensive than cotton towels.

4. The principal kinds of linen toweling are crash, damask, and huck.

5. Common varieties of cotton towels are Turkish, huck, and crash.

6. High tensile strength, close background, firm weave, heavy close pile, several ground warp yarns between the pile warp yarns, fast colors, and firm selvage are essential qualities in a good Turkish towel.



7. Compactness of weave, good quality of yarn, relatively high thread count and tensile strength fairly well balanced between warp and filling threads, and fast colors make good quality huck and crash towels.

8. Union toweling embodies many of the desirable characteristics of linen at a lower cost.

9. Often the choice of a towel is a matter of personal like or dislike depending upon the satisfaction given in its previous use.

#### Class Activities:

1. Plan the kind and number of towels you would buy to complete the supply in your home. Estimate the cost of these towels.

2. Make a list of purchasing hints for the bride to use in choosing her towels.

3. Plan the number, kind, and price of towels a bride could buy for \$7, \$10, and \$15.

4. Examine some linen, cotton, and union towels which have had long use and many launderings. Note condition of the various kinds after use and laundering.

5. Examine different grades of Turkish toweling for closeness of background, tightness of weave, selvage, pile, and the filling threads between each pile.

## References:

- Coplin. What the linen buyer knows. Home Economics News. p. 104-106. Dec., 1931.
- Cook. Selecting household towels. Ladies Home Journal. p. 134, 145. Feb., 1928.
- Harap. Education of consumer. p. 280.
- Hess. Textile fibers and their use. p. 287-292.
- Rathbone and Tarpley. Fabrics and dress. p. 412-416.
- Sheets and pillow cases, blankets, table linens, and bath towels. Better buymanship No. 2. p. 7-8.

Problem IV. How can I judge the quality of sheets and pillow cases?

## Teaching Points:

1. The qualities to be looked for in sheets and pillow cases are durability, smoothness, and a certain degree of closeness of weave.
2. Durability of sheeting is determined by the tensile strength, thread count, and weight per square yard, tensile strength being one of the most important indices.
3. Authentic labeling is the buyer's only way to know of the tensile strength.
4. The length and quality of the raw fiber used, the size of the yarn, amount of twist in the yarn, and the bleaching and other finishing processes used affect the tensile strength.
5. Tensile strength measures in pounds the pull a one inch strip of the fabric will stand before it breaks

and thus is an important index of the wear value of the sheet.

6. Sheeting with a high thread count and a fair balance between warp and filling threads is desirable.

7. Government specifications for sheets, which require a minimum thread count of 74 in the warp and 66 in the filling, a minimum weight of 4.6 oz. per square yard, a minimum breaking strength of 70 lbs. in the warp and 70 lbs. in the filling, are good standards for comparison with sheetings for household use.

8. The buyer should test for dressing by rubbing material briskly, then examine closeness of weave, thread count, and relative size of warp and filling yarns.

9. Percale sheeting is smoother than muslin because it is made of longer stapled cotton but may not be as durable.

#### Class Activities:

1. Estimate the length a 108 inch long (torn length) sheet would be after hemming and laundering.
2. With a pick glass make a warp and weft thread count of various grades and brands of sheeting. Compare the cost and thread count of various grades.
3. Examine some sheets and pillow cases at various stores and find what information is given on the label which would help the buyer.

4. Examine a new sheet for flaws using a pick or magnifying glass.

Cook. When the bride selects bed linens. Ladies Home Journal. p. 118-130. Jan., 1928.

Handbook of buying. Consumers' Research confidential bulletin. p. 61-62. Sept., 1934.

Hess. Textile fibers and their use. p. 292-295.

O'Brien. Quality guides in buying sheets and pillow cases. U.S. Dept. of Agr. Leaflet 103. 1934.

Rathbone and Tarpley. Fabrics and dress. p. 397-399.

Sheets and pillow cases, blankets, table linen, and bath towels. Better buymanship. Ch. II.

Sheeting specifications. Prepared by Committee on Commercial Standardization and Simplification. Amer. Home Econ. Assoc.

What to look for in buying bedding. Hidden values.

When you buy sheets. Consumer purchasing leaflet No. 1.

Problem V. How shall I buy sheets and pillow cases?

Teaching Points:

1. Long cloth, commonly called muslin, percale and linen are used for sheets and pillow cases.
2. Percale is lighter weight, smoother, and closer woven than long cloth of the same tensile strength; linen sheeting is smooth, durable, cool, and absorbent but rumples easily and is too expensive for the average income.
3. Torn sheets launder straighter than cut ones.
4. Firm selvages and hems of equal width insure maximum wear from sheets.

5. Sheets and pillow cases with stitched hems wear longer than with hemstitched ones.

6. Sheets and pillow cases should be bought according to the size of the bed or pillow on which they are to be used and should have extra width and length.

7. Sheets come in 96, 99, and 108 inch lengths, the 108 inch length being most desirable, and in 63 inch widths for single and twin beds, 72 inch widths for twin or three quarter beds, and 81 and 90 inch widths for double beds.

8. Pillow cases, which come in sizes 42 by 36 inches, 42 by  $38\frac{1}{2}$  inches, 45 by 36 inches, and 45 by  $38\frac{1}{2}$  inches, should be from two to four inches wider and from six to nine inches longer when hemmed than the pillow on which they are to be used.

9. Pillow cases can be made from pillow tubing or from muslin but tubing is more expensive.

10. The sizes on ready made sheets indicate the dimensions before hemming unless otherwise stated.

#### Class Activities:

1. Examine a sheet and pillow case that were cut from the bolt and which have been laundered. Compare them in straightness and shape with ones that were torn from the bolt and that have been laundered.

2. Determine the amount of bedding you would need for your own bed and plan the purchasing of this bedding for a given amount of money.

3. Examine the hems, selvages, and stitching on sheeting of different prices.

References:

Cook. When the bride selects her linens. Ladies Home Journal. p. 118-130. Jan., 1928.

O'Brien. Quality guides in buying sheets and pillow cases. U.S. Dept. of Agr. Leaflet 103.

Rathbone and Tarpley. Fabrics and dress. p. 397-401.

Problem VI. What kind of mattress shall I buy?

Teaching Points:

1. Comfort, durability, sanitation, and price should be considered in selecting a mattress.
2. The quality of a mattress depends on the quality and kind of filling, construction, and covering.
3. A comfortable mattress depends on the construction and padding, and adjusts itself to the weight and contours of the body.
4. Solid mattresses are filled with hair, kapok, cotton felt or such adulterants as excelsior or cornhusks found in cheaper mattresses.
5. Hair mattresses of curled horse hair are airy, easily ventilated, impervious to moisture, but are the most expensive, heavy to handle, and hard to keep in order.
6. Kapok mattresses are soft, comfortable, sanitary, but become lumpy and require remaking sooner than others.

7. Of cotton felt mattresses the one made of long stapled fibers is considered best because it is soft, easily handled, resilient, and gives good service if well cared for, though it does tend to pack with use.

8. Inner spring mattresses give great resilience, comfort, and require less upkeep if well made.

9. The buyer should inspect the construction, padding, and resiliency of a mattress.

10. The seal of the Better Bedding Alliance of America or the insignia of National Cotton Fibers Association, Inc. on a mattress assures the buyer of sanitary fillings.

11. The ticking and tufting of a mattress should be durable.

#### Class Activities:

1. Examine different kinds of springs and mattresses at a furniture store, studying the construction and finding how the construction affects the price, comfort and durability.

2. Select a mattress for some one who is buying a new one at a price she can afford to pay.

3. If possible make a trip through a mattress factory and observe the processes in the manufacture.

#### References:

Articles of bedding. Bureau of Standards Bul. No. 31.

Dahl. How to buy - mattresses. Ladies' Home Journal. Booklet No. 238.

Matthews. The house and its care. p. 26-28.

Rathbone and Tarpley. Fabrics and dress. p. 404-405.

What to look for in buying bedding. Hidden values.

Problem VII. What kind of pillows shall I buy?

Teaching Points:

1. In buying pillows the consumer should consider the quality and sanitation of the filling, the quality of the ticking, and the cost.

2. A satisfactory pillow is plump and well filled, light, resilient, and free from stiff feathers, lumps, and odor.

3. Domestic goose feathers are best for pillows because they are more elastic and wear longer.

4. Duck feathers make good pillows but are less resilient and lasting than goose feathers.

5. Down pillows cost more but give less service than goose feathers.

6. Turkey and chicken feathers soon flatten and mat, and though kapok makes a fluffy pillow it too soon mats and wads.

7. Pillow ticking should be woven closely enough, of the proper weight and kind of yarn, that feathers will not come through.



8. The quality of ticking of a pillow is indicative of the filling.

9. The label on the pillow should state whether it is made of new, used, or renovated feathers, and should also give the name of the manufacturer.

10. The buyer should ask the merchant to show samples of the content of different pillows from which selection is to be made.

#### Class Activities:

1. Examine different types of pillows and see if you can tell if they are well enough filled, of good quality feathers, and free from stiff feathers and lumps.

2. Estimate the cost of pillows of the different fillings and of pillows made at home.

3. Look at the labels on different kinds of pillows and find what information is given.

#### References:

Rathbone and Tarpley. Fabric and dress. p. 406.

Souder. Pillows. Ladies Home Journal. Clearing house of consumers' information. Leaflet No. 227.

What to look for in buying bedding. Hidden values.

#### Problem VIII. How shall I buy blankets?

#### Teaching Points:

1. Warmth, weight, fluffiness, and durability in relation to price should be considered in the selection of blankets.

2. All wool blankets or blankets with a large per cent of wool, and with a long fluffy nap securely fastened, are the most satisfactory for general use because the nap does not pack.

3. To be durable a blanket must be so woven and finished as to resist abrasion, be made from long fibers, and have a tensile strength of not less than 35 to 40 pounds per inch for warp and 20 pounds per inch for filling threads.

4. Blankets should be labeled with the size, fiber content, tensile strength, weight per square yard, and binding material so the buyer will know what she is getting and can buy to fit her needs.

5. According to a trade agreement made in April 1933, a blanket to carry the word "wool" in any form must contain at least 5 per cent wool and may carry the word "wool" only under the following conditions: (a) if it contains between 5 and 25 per cent wool it shall be labeled "part wool", "not less than 5 per cent wool"; (b) more than 25 per cent wool shall be labeled with the guaranteed minimum wool content in percentage; (c) above 98 per cent wool shall be labeled "all wool".

6. Blankets with cotton in the warp shrink less than all wool blankets but a wool filling is preferable because the nap packs less readily.

7. A closely worked machine-made overcasting stitch, sateen binding, or binding of mercerized cotton make satisfactory and durable finishes for blankets.

8. Single length blankets are easier to handle than double, more convenient for summer, and lighter to launder.

9. The firmness of the fabric can be judged by holding it firmly and pulling; if the threads slip or pull apart, the material is too sleazy to give good service.

10. The quality of the nap can be tested by taking a pinch of the nap between the thumb and fore finger; if the entire weight of the blanket can be supported in this manner, the nap will not pull out.

11. The color of the blanket should harmonize with the colors in the room and be fast to sunlight and washing.

#### Class Activities:

1. Examine the labels on different blankets at the store and find what facts are given which enable the consumer buyer to know what quality blanket she is getting.

2. Compare new blankets with ones of same quality which have had much use and laundering and tell how use has affected the weight, nap, and appearance.

3. Examine the edge finishes on different grades of blankets and determine which you think would be more durable.

4. Look in consumers' Research hand book of buying for their recommendations on brands of blankets.

## References:

- Consumers' Research confidential bulletin. p. 61-62.
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- What to look for in buying bedding. Hidden values.
- Whitson. When you buy blankets. Good Housekeeping. p. 90-91. Sept., 1928.
- Wool and part-wool blankets. U. S. Dept. of Com. Commercial Standard C.S. p. 39-32.

Problem IX. How shall I buy comforts?

## Teaching Points:

1. The desirable characteristics of comforts are warmth without weight, and durability, and depend on the padding and covering used for these qualities.
2. Wool or down filled comforts are warmer and lighter in weight than cotton and can be laundered but are more expensive than cotton.
3. Satisfactory laundering of cotton filled comforts is impossible.

4. The material in comfort coverings should be soft, pliable, and relatively color fast.

5. Sateen, light weight cretonne, chintz, silk and cotton mull, cotton challis, and cambric make satisfactory comforts.

6. Tacking or quilting is used to hold the filling and cover together; quilting though best, is more expensive.

7. The size of the bed to be covered, the room in which it is to be used, the quality, and the cost in relation to the income should be considered in choosing comforts.

8. The comfort should be 9 to 12 inches longer than the mattress, and at least 2 yards wide.

9. The color and design of the comfort should harmonize with the other bedding and the furnishings of the room.

10. The purchaser should ascertain the weight and fiber of the filling and examine the workmanship before buying.

11. The relative cost and apparent differences in quality between a ready made comfort and one which could be made in the home should be considered before purchasing.

#### Class Activities:

1. Find the cost of making a comfort with wool bat and with a cotton bat. Compare price and weight of ones of same materials which you find in the stores.

2. From same samples of comfort materials choose those

which would harmonize with the furnishings in your room.

3. Examine the labels on some ready made comforts and find what information is given which would aid the buyer in her selection.

References:

Rathbone and Tarpley. Fabric and dress. p. 402-404.

Problem X. How shall I buy bed spreads?

Teaching Points:

1. Appearance, durability, cost, and ease of laundering should be considered in selecting bed spreads.

2. Dimity, cotton ripplette, and unbleached muslin make light weight, inexpensive spreads which are easy to launder but they wrinkle and soil easily.

3. Lace and linen spreads are impractical for general use because both are expensive, the linen hard to care for, and the lace too fragile for constant use.

4. Rayon and rayon ripplette spreads are satisfactory if handled carefully during laundering.

5. The spread should be large enough to serve as a combination spread and pillow cover.

6. The lines of the design in the spread should conform to the structural design of the bed.

7. The colors in the spread should harmonize with the colors used in the room.

8. Spreads that will withstand frequent laundry without losing color are the most serviceable.

Class Activities:

1. Choose a spread for a girl's room, a man's room, a guest room, and a child's room. Find the cost and give reasons for your choice.

2. Examine pictures of spreads in sales catalogs and choose the ones which best conform to the principles of good design.

References:

Rathbone and Tarpley. Fabrics and dress. p. 402-404.

UNIT VIII. HOW TO CHOOSE RUGS, CURTAINS, DRAPERIES AND UPHOLSTERY (ONE TO TWO WEEKS).

Generalizations, Understandings, or Ideas to Be Developed

1. The effect desired, service required, and amount of money available should be considered in buying carpets and rugs.

2. The consumer buyer should find out as much as possible about the different types of rugs and the factors which affect the durability and beauty of the rug or carpet, and should buy from a reputable dealer.

3. The wearing quality of carpets and rugs depends on the quality of the wool used, the construction of yarn from which it is made, the number of loops or tufts per square inch, and the type of fabric construction.

4. The room in which they are to be used, the season and climate, the personal desires of those using the room, the amount of light and air in the room, the cost, the durability, and the care and upkeep needed should be considered in selecting window hangings and upholstery.

5. Good qualities of inexpensive fabrics in both window hangings and floor coverings are better purchases than poor qualities of expensive fabrics.

6. Durability of curtain materials depends on the fiber used, the yarn and fabric construction, and the finishing processes used as dyeing and sizing.

7. The durability of upholstering material depends upon the fibers used, construction of the fabric, the amount of padding under the upholstery, and the use to which the furniture is subjected.

Problem I. What qualities shall I require in rugs and carpets?

Teaching Points:

1. The rug should harmonize in color and texture with the other furnishings of the room, and be suitable to the size and purpose of the room.

2. A rug is usually subject to years of hard service and for that reason it is more economical to buy one of good fabric that will last.

3. The fabric of the rug should be firm and closely



woven, but pliable and with the backing well covered.

4. A rug should be darker in value than walls and woodwork, rather neutral in color, and either solid color or with an inconspicuous conventionalized design that gives the floor a flat effect.

5. The wearing qualities of the rug depend on the fiber content of the rug, the kind of yarn used, the number of tufts, loops, or knots per square inch, and in chenille ones on the strength of the catcher yarns.

6. Worsted yarns make more durable and lustrous rugs than woolen.

7. Some rugs are woven in strips and sewed together, but most of the better quality are woven on broad looms, without seams, and in sizes ranging from  $22\frac{1}{2}$  by 36 inches to 12 by 21 feet.

8. The factors affecting the quality and choice of rugs apply to carpets which are different from rugs in that they usually have no border, are fitted to irregularities in the shape of the room, and generally extend from wall to wall leaving no uncovered floor space.

9. The usual carpet width is 27 inches although it occasionally comes in 36 inch widths and broadloom, which is a carpet in wide widths without seams.

10. Stair carpeting comes in 27 and 36 inch widths, may have a narrow border on each side, and should be bought

in a long enough piece to be occasionally slipped up and down a few inches to prevent shading.

**Class Activities:**

1. Look at pictures of rugs from rug catalogs and pick out the ones which conform to the principles of good design for rugs.

2. Select rugs from these pictures which would be suitable for different type rooms.

3. When you visit the rug department pick out the ones which best conform to the principles of good design and ones which would be appropriate for different rooms.

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The Hoover Company. p. 2-24.

Dyer. Textile fabrics. p. 199-205.

Faraday. How to buy carpets and rugs. Ladies' Home  
Journal Booklet No. 239.

Floor coverings. Better buymanship No. 10. p. 3-7.

Rathbone and Tarpley. Fabrics and dress. p. 392-395.

**Problem II. What kind of rug shall I buy?**

**Teaching Points:**

1. Well known types of rugs are Brussels, Body Brussels, Tapestry Brussels, Wilton, velvet, Axminster, Chenille, and Oriental.

2. The different types of Brussels carpets and rugs

are a looped pile fabric and similar in appearance but the Body Brussels is much more durable than the others because so much of the worsted which appears on the surface as a looped pile is also carried through the body of the fabric making it very durable and resilient.

3. Wilton and velvet rugs are cut pile fabrics similar in appearance but the Wilton is more durable than the velvet because more of the surface worsted is carried through the body of the rug.

4. Axminster rugs resemble the Wilton and velvet somewhat but are thicker and not pile weave, and have tufts inserted between the warp threads and are distinguished by heavy crosswise ridges on the back.

5. Chenille rugs are thicker, feel softer, with a more luxurious appearance than the other rugs but are less durable than the Wilton.

6. The durability of chenille carpets and rugs depends on the strength of the catcher thread which is of linen or cotton and not upon the amount of wool used.

7. The greater the number of colors in a Wilton or Body Brussels rug the greater the wearing qualities because the colored yarns, when not needed on the upper surface, are carried along the back, thus reinforcing the rug.

8. The real Oriental rug which is hand made, durable, and expensive, is imitated by domestic Orientals that are

machine made, similar in appearance, cheaper, but less durable.

9. Woven rag rugs, flax rugs, and grass rugs are light in weight, inexpensive and suitable for bedroom, bathroom, kitchen, and porch, but are not highly durable.

**Class Activities:**

1. Borrow samples of different kinds and types of rugs. Compare the grades and qualities of these by counting the number of loops, tufts, or knots per square inch.

2. Visit the rug department of a store and see how many different types of rugs you can identify. Ask the salesman to help you with the others.

**References:**

Baldwin. The shopping book. p. 34-54.

Carpets and rugs. Home Economics Bulletin No. 1.  
The Hoover Company. p. 2-24.

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Journal Booklet No. 239.

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Farmers' Bul. 1219. p. 14-20.

Rathbone and Tarpley. Fabrics and dress. p. 383-392.

**Problem III. How shall we buy curtain materials?**

**Teaching Points:**

1. Curtains should be suitable to the purpose of the room, harmonize with the walls and furnishings, and express the personality of those using the room.

2. Lightness, daintiness, possibility of cleaning and laundering, beauty of design and texture from the wrong side as well as right side, durability, and cost should be considered in buying glass curtains.

3. Ready-made glass curtains should be of suitable length, allow for shrinkage, have hemmed instead of selvage edges, have close fine stitching with ends neatly finished, have durable edge finishes, and have casing wide enough at the top to slip easily over the rod.

4. Durable curtain materials are made of tightly twisted yarns of comparatively the same size, contain no sizing, are color fast, and have any figure or dot firmly woven in.

5. Glass curtain material should be cream or ivory for use with dark walls, woodwork, and furniture, and should be white with white or ivory woodwork and light walls.

6. Gauze or leno weave is especially suitable for glass curtains and should be made of firm and well twisted yarns which are all of comparatively the same size.

7. Materials suitable for glass curtains are net, marquisette, scrim, voile, theatrical and silk gauze, and lace.

8. Curtains may express the personality of the room through the kind of material chosen in the following ways:

a. Sheer, dainty materials are suitable for a girl's room.

b. Firmer materials with straight geometric designs which give a more sturdy effect are better for a boy's room.

c. Materials which are impersonal and more or less formal in effect are better for living room and dining room.

d. Light, durable, easily laundered materials are suitable for a kitchen.

#### Class Activities:

1. Examine some samples of different curtain materials and compare them as to weave, amount of twist in the yarn, and sizing contained.

2. Select materials from your samples that would make suitable curtains for kitchen, living room, bathroom, girl's bedroom, boy's bedroom.

3. Look at some curtains that do not hang straight and even after laundering, and see if you can find the reason.

4. Look at some curtain material and see how the figure is put in. Pick at it and see if it can readily be pulled out.

#### References:

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Rathbone and Tarpley. Fabrics and dress. p. 359-370.

Vicmont. Window curtaining. U.S. Dept. of Agr.  
Farmers' Bul. 1633. p. 4-19.

Problem IV. How shall we buy draperies?

Teaching Points:

1. The type of room in which they are to be used, the furnishings of the room, the amount of light in the room, the design of the materials, the wearing qualities, the amount of care and upkeep needed, and the cost should be considered in buying materials for draperies.

2. The fibers from which the cloth is made, the way the yarn and cloth are made, and the finishing processes used determine the wearing quality of drapery material.

3. The design of the drapery should look well on both sides unless the material is to be lined.

4. Draperies which will best withstand fading and deterioration from sun should be chosen.

5. Figured draperies that are of good design when the figures are conventionalized and arranged to give a feeling of rhythm and unity, are suitable for use with plain walls.

6. Heavy materials as velvet, velour, damask, brocade, and heavy cretonnes, make suitable draperies for hallways, libraries, and living rooms and are expensive to buy and clean.

7. Medium priced drapery materials suitable for more informal rooms are casement cloth, Sunfast, Rajah, Shantung,

Kapok, Florentine, printed linens, and some cretonnes.

8. Inexpensive drapery materials are light weight cretonnes, chintz, printed muslin, rayon, terry cloth, and rep.

#### Class Activities:

1. Look at some drapery materials and select the ones that conform to the principles of good design.

2. Tell for what kind of room and furnishings each of the above would be suitable.

3. Examine the weave, yarn, and the design of your material and test for sizing. Select the ones you think are the best value for the price.

#### References:

Dyer. Textile fabrics. p. 205-210.

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#### Problem V. How shall we buy upholstery material?

1. The type of room, the other furnishings of the room, the appearance of the material, the cost, the care and upkeep necessary and the durability are important facts in the buying of upholstery materials.



2. The fabric used in upholstering furniture should harmonize in line and texture with the furniture on which it is used, should not show soil easily, and should be durable.

3. The durability of upholstering materials depends on the fiber used, the construction of the fabric, the use of the furniture, and the amount of padding under the upholstery.

4. Upholstery materials that are firm, closely woven, and free from long floats in the design will usually wear longer than others.

5. Upholstering materials of mohair and wool are more durable than cotton, rayon, silk, or linen, as silk splits easily and rayon is not twisted tightly enough to withstand strain, but they are subject to moths.

6. Brocade, chintz, cretonne, damask, upholstery denim, frise, mohair plush, tapestry cloth, and velour are common upholstery materials.

7. Upholstery materials have the following characteristics: (a) Brocade material is for use in formal rooms and not very durable; (b) chintz and cretonne are too light weight to wear long in upholstery; (c) damask resembles brocade in appearance but is more durable; (d) upholstery denim is of cotton and a serviceable material for a moderate price; (e) frise is made of wool, mohair, and

linen and is very durable but expensive in good quality;  
(f) mohair plush is a cut pile weave and very durable;  
(g) tapestry cloth has good wearing qualities if in a good grade; (h) velour is durable if made of wool and has a pleasing appearance when new.

**Class Activities:**

1. Secure some swatches of upholstery material from a furniture dealer and study the differences until you can identify the commonly used kinds.

2. Examine the labels and see what information is given you.

3. Select the materials that you think would be more durable.

4. Choose upholstery materials that you think would be suitable for living room furniture, dining room furniture, and bedroom furniture.

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