San Fernando Valley State College

TWO ASPECTS OF STUDENT NEED
FOR
TEXTILE PRODUCT INFORMATION

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Science in Home Economics

by

Dorothy C. Blackman

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ABSTRACT

TWO ASPECTS OF STUDENT NEED FOR TEXTILE PRODUCT INFORMATION

by

Dorothy C. Blackman

Master of Science in Home Economics

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College students in an introductory textiles class proved to be uninformed in important aspects of the textile-clothing marketplace. This was shown in an exploratory questionnaire.

A second questionnaire, designed as a student field study, introduced the sample population to such areas of consumer interest as labeling and legislation, care instructions provided by manufacturers, and words and phrases on labels related to fibers, yarn processes, fabric construction, finish and color.

After the sample population devoted three months to a study of these and other topics of consumer interest in textiles and clothing, a third and final opinion questionnaire was submitted. It was revealed that these same students would encourage the study of consumer affairs beginning with the early school years and continuing through all grades.
This study explores some of the problems faced by consumers in the textile-clothing marketplace. It summarizes several solutions being offered by government and industry, and suggests that the professional home economist might serve a vital role as catalytic information agent between the consumer and government and industry.
CHAPTER I
INTRODUCTION

In a message to the House of Representatives on February 25, 1971, President Nixon stated officially what most people already knew - that the consumer "often finds himself confronted with what seems an impenetrable complexity of many of our consumer goods." (53:1)

Faced with a multitude of options, the American consumer is subject to a state of psychological tension which sometimes leads him to make decisions based on almost anything but the facts. After a purchase, the consumer questions his judgment because he knows his decision was reached through odd, sometimes conflicting bits of information gleaned from such sources as hearsay, newspapers, magazines and advertising.

The textile and clothing marketplace epitomizes the setting for haphazard choice because the average consumer knows very little about modern textiles.

This disoriented state has been recognized by governmental and non-governmental agencies concerned with consumer affairs, by textile-clothing manufacturers, by organizations charged with setting product standards and by educators.

Each segment has in recent years accelerated efforts to educate the consumer so that as he becomes more knowledgeable he will also become more capable of making
Purpose of the Study

One objective of the present study was to determine how much the average college-level consumer knows from experience, from reading manufacturers' labels, and from consumer education classes, about words and phrases applied to textiles and clothing. Previous studies have shown that consumers in other segments of the population tend to be largely ignorant in this respect. (61, 62)

The population for the present study was the entire membership of two general education classes in introductory textiles where consumer education is an integral part of the curriculum. Because of the investigator's previous experience with students in similar classes, and due to the results of the studies mentioned above, as well as indications in other available literature, an investigation only into the degree of student-consumer knowledge seemed repetitive. Therefore, after the sample population devoted three months to a study of topics of consumer interest in textiles and clothing, a secondary objective was explored, using the same subjects.

This objective was to determine - from what were now assumed to be more knowledgeable consumers - where selected topics related to clothing and textiles should be placed in an overall curriculum (all grades - K through...
Importance of the Study

The latter part of the study is perhaps the most important. Recent literature shows accelerated interest in revamping school curriculum at all levels to include those topics that would help consumers become more informed and more effective buyers and users of goods and services. (3, 13, 26)

In the present study, discussions of what to teach at which levels will be limited to various aspects of textiles and clothing. However, it is recognized that, in fact, consumer problems related to textiles and clothing should not be isolated in a separate class from the total consumer education picture on any but the college level. Within the general discipline of home economics, the "impenetrable complexity" in the marketplace referred to by President Nixon could also be reflected in a study of problems faced by the consumer in foods, home furnishings, home management, or any other unit of a total home economics program.

There is no implication here that a student could become a completely knowledgeable consumer through a shift in emphasis in home economics programs alone. However, Part F, a 1968 amendment to the Vocational Act of 1963, clearly identifies consumer education as one aspect of home economics. (37)
Nature of the Study

Finding ways and means to answer this basic need for educating consumers of all ages seems urgent. Literature concerning consumer behavior in general is voluminous. However, writings concerned specifically with the textile-clothing aspect of consumer education through home economics is sporadic. Therefore, this study is exploratory in nature.

No formal hypothesis is suggested. Data gathered and reported in the following pages reflect the current dilemma faced by consumers and note corrective trends. Such trends include a new attitude of urgency to educate consumers of all ages in a "life-span" program of consumer education (36:13); more effective communication between manufacturer and consumer; and the vital role the professional home economist can play in the chain of communication between government, business, industry and the ultimate consumer.

Assumptions

This study assumes that:

1. The sample population is typical of metropolitan students throughout the United States who commute to college.

2. The average college student is an uninformed consumer of textiles and clothing.

3. He is unacquainted with properties or expected performance of the vast array of textiles and clothing he buys, and when dissatisfied, does not
articulate his dissatisfaction. Or, that in our largely affluent society he may prefer to discard a faulty item rather than return it to the store or write to the manufacturer.

4. The average college-level consumer is unaware of legislation designed to protect his interests as a consumer of textiles.

5. He does not know of local, state and federal or non-governmental agencies to which he might register a legitimate complaint.

6. As with other consumers, the average college-level consumer is unaware of industry efforts to educate the consumer, and of the fact that many reliable companies with quality control programs welcome returns for testing.

Limitations

1. The study is a survey of consumer opinion but the sample is limited to a cross-section of college-level consumers only.

2. Where a few statistical methods are used, as in the present study, an opinion or situation survey is liable to subjective interpretation by the investigator.

3. The sample, though representative of the total college population at San Fernando Valley State College, was limited in size and restricted to students at one college only.
CHAPTER II

REVIEW OF LITERATURE

In a booklet prepared and published by Celanese Fibers Marketing Co., the question is posed: "How much does the consumer need to know about the modern textile story?" (45:4)

The answer given is that "Consumers need to know enough about modern textiles to be able to shop wisely and to judge new developments as they occur." (45:5)

Troelstrup implies that consumers seldom know "enough"; he contends that "consumers have fallen hopelessly behind in their understanding of modern textiles" (14:275) and agrees with Bishop and Hubbard's assertion that even a trained technician must struggle to decide the relative merits of an array of similar products. (2:111)

Leon Festinger (5) and James McNeal (11) describe this state of consumer bewilderment as "cognitive dissonance." This theory is explored briefly because it helps place the situation in perspective for the reader. In the following discussion, elements of the theory are underlined.

Theory of Cognitive Dissonance (11: 119-124)

1. A person perceiving inconsistent bits of information about himself and his environment will experience
psychological tension, called "cognitive dissonance."
Illustration: A consumer may have heard that nylon
is an easy-care man-made fiber, but she may not be
fully aware that nylon is a generic name and
depending on who makes it and perhaps because of
specific processing, it is also called Cantrce, Antron, Chemstrand, DuPont, Enka, or a number of
other names. Confronted with two or three similar
garments, made of the same fiber, two or three
different prices, two or three seemingly different
care labels and two or three different trade names or
fabric manufacturers, a choice may be difficult and
frustrating, resulting in "cognitive dissonance."

2. Having experienced psychological tension or dissonance,
the individual will react in such a way as to remove
or reduce the tension.
Continuing with the illustration above, the consumer
may try to determine the best value by price, or by
her association of "nylon" with "easy care." If her
knowledge of garment construction is limited and she
also ignores labels which might offer explicit care
directions, or even a manufacturer's guarantee of
performance, her ultimate decision may be based on
the fact that she likes the color.

3. The amount of dissonance experienced by an individual
from inconsistent cognitions is a function of the
importance of the cognition.

The consumer who made the purchase may have a limited budget. It is important that she get the best value for her money, but because her decision was based mostly upon subjective preference, she is unsure, even as she leaves the store, whether her choice was best. She must now resolve or bring harmony to a new state of cognitive dissonance.

4. Cognitive dissonance (tension) can be reduced or eliminated by bringing harmony to the dissonant information, reducing the importance of the cognition, or by some behavior that removes the dissonant information.

This consumer becomes curious, goes to the library and reads about nylon. She finds that the basic fiber, nylon, can be manipulated chemically to produce certain properties but her reading also tells her that she can expect such properties as strength and ease of care from any nylon, and that if finished properly, she can probably expect little or no shrinkage. Moreover, when she finally does read the care directions, the performance is as she had hoped before being thrown into a state of "cognitive dissonance" by having to choose among similar garments by different manufacturers. The trip to the library helped restore "harmony to the
dissonant information, reducing the importance of the cognitions" and the "dissonant information" was washed down the drain when the garment performed according to the consumer's expectations.

On the other hand, her peace of mind may still have its foundation in limited consumer knowledge. Suppose after following directions carefully the garment did not seem to shrink, but it did pucker at the seams and seemed to hang askew. Would she consider that perhaps the garment had been cut off grain, or that the wrong kind of thread could have been used - that this appearance after laundering was the manufacturer's fault? Would she return the item to the store, or would she solve this new bewildering consumer dilemma by chalking the episode up to experience or placing the blame upon herself, i.e., "I probably did something wrong when I laundered it."

The literature examined shows that most dissatisfied consumers do not complain. (29:23) Steiniger and Dardis (33:33) reveal that less than one-fourth of the consumers in their study of textile complaints registered complaints with the retailer or manufacturer when the product proved unsatisfactory. While many of their subjects indicated that it was too much trouble, several did not expect the store to give satisfaction, some said the item was inexpensive, or that they didn't expect it to last too long.
expect it to last too long.

What are the reasons for this consumer state of indecision and apathy?

Some may have been discouraged by past experiences with retail clerks, for Steiniger and Dardis also report that even in the case of those consumers that did complain, "ratings of store actions ranged from fair to very poor for the majority of the complaints." (33:36) Moreover, they and Peach (29:25) showed, and Fred Fortress of Celanese (21:111) agreed, that only a small percent of customer complaints that come to the retailer's attention are relayed to the factory. These authors - independent researchers and industry representative alike - conclude that if industry is to respond to consumer needs and preferences, not only must consumers be educated to their responsibility to make their wants known more effectively, but that retailers also need to be educated in the importance of recognizing legitimate complaints and of referring as many as possible to the manufacturers.

Manufacturers may not always receive customer returns graciously because they represent allowance expenses and, therefore, part of the profit. (29:23) On the other hand, several fiber and fabric manufacturers, as well as some of the larger retail outlets have extensive quality control programs. E. J. Stravrakas,
director of J. C. Penney's Merchandise Testing Center, suggests that it would also be profitable for smaller "women's manufacturers" to encourage returns and have a "small test facility of their own," which might help them improve the quality of their goods, which in turn, would become more acceptable to the consumer. (34:38)

Legal Labeling Requirements

Another reason, both for the consumer's apathetic attitude and for the "psychological tension" with which he wrestles, may be ignorance of legal labeling requirements.

Troelstrup, Bishop and Hubbard, Wilhelm and Heimerl, agree that to be well-informed and to be in a position "to judge new developments as they occur," consumers should know, among other things, general provisions of existing legislation designed to classify the proliferation of products on the market or to protect them from fraud and deception. (14, 2, 15) The following summary is included here because the regulations and Congressional Acts listed, all administered by the Federal Trade Commission (FTC), constitute an important part of "how much the consumer needs to know about the modern textile story."

Regulations and Congressional Acts

1937 - FTC required the labeling of all rayon products. (At that time acetate was still
classified as rayon).

1938 - FTC established rules for the silk industry.

1938 - Enactment of the Wheeler-Lea Act directed against false and misleading advertising.

1939 - The Wool Products Labeling Act was passed and became effective in 1941.

1941 - FTC rules on linen began, and required that when other fibers were mixed with linen the percentage of each fiber be stated.

1951 - The Fur Products Labeling Act was passed, requiring such information as the English name of the animal from which the fur came, use of scrap fur, and country of origin of the fur.

1953 - The Flammable Fabrics Act was enacted and forbade sale in interstate commerce of dangerously flammable textiles for wearing apparel; amended in 1967 to include household products as well as apparel; gave the Department of Commerce authority to set standards of flammability whenever it finds that standards are needed.

1958 - The Textile Fiber Products Identification Act was passed and became effective in 1960. It covers all fibers not covered by the Wool Act. As amended through 1970, it states that:
Every textile-fiber product must be labeled according to its fiber content when it is in the finished form ready for the consumer. Starting with the actual manufacture of the fiber, the facts about fiber content must be included in every processing stage.

Fibers must be named according to generic name - natural or man-made - and listed in order of predominance with the percentage of fiber by weight given. (This excludes fiber content of less than 5%, unless it has functional significance as in the case with spandex).

Sixteen generic names were established to cover all man-made fibers to date (1959-60). These names must be used in labeling. Provision was made for additional generic names as new fibers were developed. In accordance with this provision, the Amendment of 1970 added one new fiber named anidex.

Labels should be permanent enough to stay on the product until it reaches the consumer. They must be attached conspicuously and be readable by a prospective purchaser.

Fiber content of linings and interlinings must be given separately, a repeat of a regulation from the Wool Products Act.

Imported textile products must give the name of the country where manufactured or processed. (45, 8, 20)

A glance at this summary shows that except for the Flammable Fabrics Act, regulations until 1958 covered labeling of products made from one kind of fiber - rayon, silk, linen, acetate or furs. The Textile Fiber Products Identification Act was designed to enforce correct labeling of all textile fiber products.

When the law went into effect in 1960, there were over 700 tradenames for manufactured fibers. (45:35)
These 700 were reduced by chemical classification to 16 generic terms. Blum and McLean (42:5) point out that "understanding the performance and care of the generic classifications can be helpful to the consumer when selecting and using different trade marked products."

Therefore, this basic knowledge should probably be a beginning step in consumer education related to textiles and clothing.

It should be noted, though, that since the law went into effect, not only have several hundred trade names denoting brands of generic groupings (i.e., CelaneseR acetate) been introduced by manufacturers, but trade names have been created to designate yarn texturing processes (i.e., AntronR); third or even fourth generation fiber types (i.e., NomexR nylon); and fabric finishes (i.e., DanprestR); all of which has restored some of the confusion cleared up by TPPIA. (9:79-88)

Premature Marketing of Innovations

Another factor contributing to what Louis F. Laun of Celanese calls a "left out, alienated, helpless feeling" (25:2) - or cognitive dissonance - may be premature marketing of innovations of textiles. According to Troelstrup, prematurity often involves exaggerated claims. To illustrate, he offers the classic example of wash-and-wear several years ago. (14:277) A more recent example would be bonded fabrics, care
of which sometimes confounds consumers and dry cleaners alike.

Incompatible Combinations

Still another is the sometimes calamitous combination of two or more incompatible fabrics in one garment. For example, Jan Nugent reports that an FTC office received from a home economics teacher a picture of "a shriveled, unwearable garment with a tag reading, '100% polyester.'" The teacher attributed the condition of the garment, after only one laundering, to "a cheap lining made of unshrunk [sic] fabric." (27:10) A student in the sample population for this study related in class discussion that in her examination of ready-made garments she found a 100% wool dress with the collar and pockets in vinyl trim, which would probably be adversely affected by dry cleaning fluids.

These are isolated examples, but they are not unusual. Daniel Chaucer, head of Macy's Bureau of Standards, agrees that "one of the greatest problems today is "the too rapid intrusion of innovations before the market has a chance to try them and perfect them." (34:38)

Betty Furness adds support when she says:

Many a woman has discovered that the phrase "Never needs ironing" could use the parenthetical warning: "If you don't mind looking a little wrinkled." And many a harried housewife has had cause to wonder whether
"permanent press" applied to the pleats put in by the manufacturer or the wrinkles she herself acquired later. (22:46)

An article in Consumer Bulletin sums up the general situation with these words:

In the textile world, new fibers, engineered fabrics, modern techniques of sewing seams, affixing buttons and zippers, bonding dissimilar fabrics together to eliminate linings, plus a host of other developments, have made shopping for clothing a continual adventure. Carefully developed standards of performance have often been outdated, almost by the time they are published, by the steady stream of innovations from the textile industry. (40:15)

Educating the Consumer

This, then, is an overview of the situation. No attempt has been made to analyze all the problems facing today's consumer of textiles but the foregoing should provide a typical picture of his plight as well as ample support for a growing need for a new, more effective approach to educating the consumer.

It has been suggested that education of the consumer in such related concepts as fiber, yarn and fabric characteristics, industry guarantee and quality control programs, care procedures, standards of performance, and consumer rights and responsibilities, might have a three-pronged approach:

1. Uniform labeling language with easy-to-understand word meanings. (14, 26, 20)

2. More effective government and industry communication with the consumer to
provide objective information about products. (18, 22, 26, 28)

3. A life-span approach to consumer education in general with professional home economists having an active and aggressive role. (13, 24, 37)

Labeling

As indicated, the most readily available avenue textile and clothing manufacturers have to instruct consumers about their products is labeling. However, to date, labeling, except for basic FTC requirements, is apt to be inconsistent in wording and degree of helpful information provided. (14:275, 26:2) As noted on page 12, labels must now disclose the product's fiber content, but cleaning instructions are not required. Though many labels attached to ready-made garments provide all the information needed by the consumer for proper care, some are more promotional than instructive, i.e., "Permanent Press, Wrinkle Free" and are, therefore, of little help to the consumer; some are ambiguous, i.e., "Fine care means longer wear."

Care labeling has been discussed in the textile business for 30 years. (27:10) In 1966 an Industry Advisory Committee on Textile Information was created and at the invitation of President Johnson, the President's Special Assistant for Consumer Affairs
served as coordinator for a broad cross-section of fiber, textile and apparel and retail representatives. The member organizations of the Industry Advisory Committee "explored means of communicating to the consumer of textile products information which may help the consumer launder or clean the products in ways which will preserve their quality, or which may help consumers avoid processes which would harm the products." (41)

A "Voluntary Industry Guide for Improved and Permanent Care Labeling of Consumer Textile Products" was prepared as a result of this study and was subsequently published and distributed by the American Apparel Manufacturers Association (AAMA). Terms used were selected "as those which are most readily understood by consumers to designate virtually any possible combination of care requirements." (41) In addition to this guide for use by apparel manufacturers and retailers, the Consumer Affairs Committee of the AAMA created a "Consumer Care Guide for Apparel," based on the larger guide's glossary of care terms, for use by consumers in their homes. A copy of this simplified guide may be seen in Appendix B, p. 97 of the present study.

P. J. Fynn, a representative of J. C. Penney Co., and other industry representatives agree that "consumer
satisfaction with textile product performance cannot help but be improved by better care instructions that remain legible and attached to the product for its useful life." (23:27) Fred Fortress of Celanese was quoted as saying, "Some of the largest retail organizations in the country including Sears Roebuck, J. C. Penney, and Macy's, are well down the road on a voluntary approach to labeling, and most major retailers are on a similar track." (25, 41)

However, in the October, 1970, issue of McCall's magazine, Betty Furness reports that though Montgomery Wards is also one of the large organizations that has undertaken a complete labeling program, a representative of that company has said, "In our cost-competitive economy, it seems unlikely that permanent care labeling shall ever become widespread unless required by the government." (22:118)

According to Jan Nugent of the Washington Post, reports of the Voluntary Guide's effectiveness vary. She found that government sources say it has been largely ineffective, but that industry spokesmen disagree. Ellis Meredith, executive vice president of the AAMA, believes industry response has been "very good," but could not report how many of AAMA's members were actively using it. (27:10) No other reports were found in the literature describing the volunteer permanent
labeling program's relative effectiveness.

*Consumer Reports*, in voicing an objection to voluntary labeling programs, does say that though industry groups have drafted a number of promising schemes in recent years, the manufacturers of textile goods by and large have not complied. (35:66) The article provided no statistics or references to support their contention.

A controversial feature of the voluntary "Guide" is that the glossary of terms suggested is designated for "exception labeling." This means permanently attached labeling only for those textile products that possess certain "unusual or exceptional qualities which require special care information," i.e., "if an item contains new and unique fibers, dyes, or finishes, or if accessories and trim are such that they require special care." (25:40)

Consumers Union (publishers of *Consumer Reports*) in line with current FTC thinking, objects to "exception" labeling because they contend that "the absence of a label could thus mean that the item should be washed normally - whatever that means [their words] - or that the manufacturer did not choose to follow the guide." Therefore, in the absence of standardized care labels, which Consumers Union believes must come through legal compulsion, the housewife continues "to play Russian
roulette with the life of each textile possession as the stakes." (35:66)

The American Retail Federation (ARF) agrees with the FTC and Consumers Union that care labeling should eventually be based upon standardized definitions and terminology to "maximize consumer acceptance." (31:34). However, they support exception labeling.

Examples suggested by the ARF as categories of products where the consumer is familiar with appropriate care techniques and "to which no confusion or deception can be expected to result" include cotton items, woolens, nylon products. Categories of products "as to which no special care procedures are necessary" are listed as children's underwear and sleepwear, men's and boys' tee shirts and underwear, dish towels, and dish cloths, plus popular priced men's shirts and bed linens.

Also listed are numerous categories of textile products "as to which no care instructions are necessary because such products are not normally cared for"; shoelaces, typewriter ribbons, tennis balls, pillows and mattresses.

The ARF contends that

To require care labeling on the above-mentioned and similar products would not only be unrealistic, superfluous, impractical and expensive, but also would be in derogation of the Commission's (FTC) authority, since there is no deception of the consumer warranting clarification by affirmative disclosures on care labels.
The ARF also opposes the idea of permanently attached care labeling being required for such textile products as piece goods, stockings, men's hose, lingerie, and see-through, and "other garments of high fashion." (31:35)

The uninformed consumer is caught in the middle of the controversy surrounding voluntary or compulsory care labeling of textiles. The latest Federal Trade Commission proposal, which brought new vigor of discussion to both the pros and cons, has been for a trade regulation rule whereby "all textile products shall have a permanent label telling consumers how to wash, clean, or generally care for the product." Public hearings have been held on the PTC "Notice of Rule Making Proceeding on the Care and Labeling of Textile Products," but, to date, this is not an official trade regulation rule. (18:2)

Care instructions are not the only potential messages of value on labels attached to textile merchandise. There may, for instance, be a guarantee written on the label, which the consumer would do well to read and heed. (21:50) An example of such a guarantee is the Monsanto Wear-Dated program, inaugurated in 1962, which guarantees a full year's normal wear or the item will be replaced or its cost refunded - provided the Wear-Dated tag is returned with the item and the sales slip. This program has now been extended to
piece goods for home sewers which are accompanied by coupon postcards to be returned to the company at the time of purchase, a stub being retained by the consumer. (28:34)

In an interview by Sandy Parker with Herbert Rabinowitz, Monsanto's director of apparel merchandising and advertising, Rabinowitz said that the piece goods coupons were coming in at about 20,000 a month but declined to give any estimate of percentage of actual returns of merchandise. He did say that the highest rate of returns is in Germany where "they really read the tag." (28:34) This seems to imply that there are fewer returns in the United States where consumers do not always read the tags carefully and, therefore, do not take advantage of an offer in their favor.

The fact that the Monsanto guarantee program has been singled out does not mean it is the only such program in the industry. Virtually every major fiber company has a quality control program whereby they work with fabric manufacturers under licensing arrangements based upon fabric testing before the fiber trademark goes onto the fabric or garment. Celanese has gone so far as to issue "A Bill of Rights for the Consumer." The "Bill" provides for (a) the right to fashion plus performance (b) the right to believe what a label or hangtag says (c) the right to product information (d)
the right to satisfaction and confidence. (28:34)

Monsanto, and other companies of that magnitude, such as Celanese, DuPont, Stevens, Burlington Industries, etc., have a long and successful history of research, laboratory testing, wear-testing and trademark protection through quality control programs.

Smaller manufacturers, sometimes "marginal concerns," often ignore the fact that there are industry accepted performance standards available for use as minimum standards of quality by any manufacturer. (8:417)

One such set of standards, called American Standards L-22 (performance requirements for textiles) has the following function:

(L-22) defines and evaluates the essential performance qualities of any fabric for 75 basic end-uses, covering women's, girls', men's and boys' wearing apparel and home furnishings. The performance requirements do not limit the style, construction, finish, or other manufacturing details of the article. They cover such characteristics as breaking and bursting strength, shrinkage, colorfastness, retention of "hand" and appearance after refreshing, etc. (1:6)

McEachran, in an unpublished thesis concerned with consumer knowledge of yardage information, has said that the consumer does not want to know bursting or tear strength of a fabric, but notes that "consumers who buy fabrics bearing the L-22 label can be assured that their purchase will realize the properties indicated on
This thesis was written in 1962, two years after the standards were approved by the Consumer Goods Standards Board of the American Standards Association (now the American National Standards Institute (ANSI). Troelstrup, writing in 1969, has said that the ANSI standards L-22 "has lain dormant since its adoption several years ago," and implies that not many consumers have seen or even heard of L-22.

He does say that some manufacturers argue that these standards are not dormant but are used by the industry internally, even though the consumer never knows it. Troelstrup's comment is: "What the consumer does not know will not help him." He concludes:

What does it matter that one producer's product conforms to L-22 specifications and another's does not, if the consumer cannot single out the conforming product? It does no good to assure him that "a large part of the industry conforms to L-22." (14:282)

Industry, Government Communication with the Consumer

The subject of objective communication with the consumer leads to a brief examination of excellent publications already available either through government agencies or from industry, but the existence of which is probably unknown to the average consumer.

This survey is a selective sketch of the type of informative publication available free or for a
nominal fee from various sources and does not include
other materials especially prepared for use by teachers
in the classroom.

One category of such publications includes those
prepared by various government-connected offices.
The FTC issues several, available for the asking.
Among the most informative are "Look For That Label," a layman's review of labeling requirements plus a statement of the importance of recognizing generic families of fibers and of understanding their characteristics. Another is, "106 Questions and Answers Relating to the Textile Fiber Products Act and Regulations!
Still another is, "Here is your Federal Trade Commission," a summary of the background of the FTC and a statement of the Commission's limitations and enforcement powers.

One of the latest government issues is a publication by Josephine M. Blanford and Lois M. Gurel, called "Fibers and Fabrics," a consumer's guide from the National Bureau of Standards, an arm of the U. S. Department of Commerce. This is an attractive, concise booklet that characterizes the properties, methods of care and major applications of textile fibers produced in the United States and used in consumer goods. (46)

The U. S. Department of Agriculture, and especially the Extension Service of the Department, which is
based in Land Grant Colleges throughout the country, is an excellent source of objective information (6:625). From the University of California Agricultural Extension Service at Berkeley, for example, come several valuable booklets - "Shopping Clues to Fabric Care," and a series called, "Fabrics Worth Noting," prepared by Extension Clothing Specialist, Thelma Johnson, which describes certain classifications of fabrics, i.e., foam-backed fabrics, knits, etc., and outlines their production and care as well as special construction techniques required. (58) Similar helpful information may be obtained from Agricultural Extension Services in other states.

Another source of instructive consumer-oriented publications is industry-supported associations, membership in which usually means that member companies are interested in promoting a certain type of product or service, i.e., Man-Made Fiber Producers Assn., Inc., and the National Institute of Drycleaners.

Usually, member companies of such associations also develop standards of quality for products or services involved. (55)

The Man-Made Fiber Producers Assn., produces and distributes upon request a comprehensive, descriptive booklet which not only describes the generic families of fibers, but also summarizes the basic principal uses
and general care instructions. Called "Guide to Man-Made Fibers," the booklet also carries a list of Fiber Tradenames of member companies.

An example of a professional or trade publication is "Fabric Care Guide," produced by the American Institute of Laundering. According to a notation on this Guide, "Products carrying the Seal of the American Institute of Laundering have passed extensive tests for washability and wear. Among other tests, Seal products are tested for:

- Shrinkage
- Strength
- Color Fastness
- Appearance after Washing"

(44)

Still another large selection of publications may be obtained from manufacturers and retailers. A few among many that are informative, free and mostly objective are:

"A Dictionary of Textile Terms"
by Dan River Mills, Inc.

"Fibers for Contemporary Fabrics"
by Celanese Fibers Co.

"Textile Fibers and Their Properties"
by Burlington Industries

"Chart of Man-Made Fibers"
J. C. Penney Co., Inc.

"Stain Removal Chart"
Homemaking Center, Lever Brothers Co.

Some publications available from manufacturers tend to be more promotional than informative. (14:5)

However, there are many that are both objective and
instructive.

This survey has been provided to show that informative, non-technical, non-textbook publications are already available. Such publications are often advertised in popular magazines but the consumer must ask for them and in some instances send a small fee. No literature was found to estimate distribution and use of any of the publications mentioned but judging from other evidence of consumer apathy or ignorance, i.e., reluctance to return defective merchandise, it seems reasonable to conclude that the number of requests is probably minor compared to the millions of consumers who need the information they contain.

Perhaps both government and industry can use their ingenuity to develop a more effective system of distribution. The Federal government has taken a step in this direction as the General Services Administration operates Federal Information Centers to serve the public on the spot in 26 cities and by free long distance telephone service in 16 other cities. The centers are staffed by personnel "who are prepared to answer, or to get any answer to, any inquiry about Federal services, programs, and publications." If a question or problem cannot be handled within the jurisdiction of the Federal Government, information aides will suggest an appropriate state or local agency. (18:3)
When, Where, How the Consumer Can Learn

Thus far, industry and government efforts to transmit information to the consuming public have been briefly reviewed. Protective legislation with which the consumer should be familiar has been touched upon. The concept of industry accepted performance standards, unfamiliar to the consumer, has been examined. The discussion could be extended to cover product testing services, advertising and its effect upon the consuming public, helpful publications available from other important sources such as the American Home Economics Association, or by subscription, such as Consumer Reports and Consumer Bulletin, as well as a statement of purpose of business financed consumer interest agencies such as the Better Business Bureau.

Even after a more inclusive discussion, however, one fact would remain. At the present time, labels and hangtags, when they exist, constitute the most direct line of communication between manufacturer and consumer.

When, where and how does the consumer learn about government legislation? Or about new developments in fibers and textiles? Or about test and quality control trademark guarantees? About voluntary proposals for permanent labeling? Or about industry-designed standards, sometimes ignored by the manufacturers themselves?
Home Economists' Role in Consumer Affairs

In an article titled, "An Active Role for Home Economists in Consumer Affairs," in a recent issue of the *Journal of Home Economics*, Nancy Harries indicates that professional home economists might be the group to fill the "where" and "how" void while serving as objective communication links between government, industry and the consumer. (24:24)

Fred Fortress agrees that professional home economists are among the best equipped group "in a market-oriented society" to provide the important communication bridge between the consumer of textile products and the industry which produces them. (47:6)

Senator Alan Cranston (D-Calif.) recently introduced legislation, which, if Congress approves, could all be part of a federally supported consumer education program. Cranston charges that "old home economics courses which are taught in high schools now don't prepare students for the kinds of real buying problems they are going to face." He also emphasizes that the current courses do not attract men and that "this has also got to be changed." (19)

This bill would provide for the creation of an Office of Consumer Education within the Department of Health, Education and Welfare's Office of Education. Funds would be provided for training teachers and
although the focus and actual training would be on a high school level, "awareness toward consumer problems would begin at an even earlier age." In the article where introduction of the bill was reported, Cranston, though he did not say so directly, seemed to be offering a challenge to home economists to revamp existing programs to make them more responsive to the current consumer dilemma.

Again, though Cranston did not say so, this proposed legislation seems like an extension of the 1968 amendments to the Vocational Act of 1963, wherein funds were also allotted for consumer education programs throughout the country and wherein consumer education is clearly identified as one aspect of home economics. (37:722) At any rate, even if Cranston's bill is not passed, it seems that the home economist is being urged from many directions to take a more aggressive leadership role in consumer affairs.

Harries' article (24:24-29) summarizes seminar dialogs that took place at Michigan State University during the spring and summer of 1970. The theme of the seminars was "Building Communication Bridges Between the Consumer and Industry." Participants included professional personnel in textile management, public relations, consumer consulting, consumer education and government, plus faculty and students of the university. The Michigan Consumers' Council
Credit Union League, Credit Counseling Center and other consumer interest groups also participated so that the views expressed can be considered representative of the total community. The collective viewpoints as related by Miss Harries summarize the "who" (home economists) and the "what" (new directions in home economics programs) as follows:

(1) The home economist probably is best suited by training and orientation to be the mediator between industry and the consumer.

(2) Unless home economists address themselves to this role, other disciplines are going to take over the responsibility of consumer education.

(3) Industry representatives generally feel that universities should play a bigger role in the analysis of consumer wants and needs.

(4) University-based home economics colleges are in a unique position to explore consumer needs, since home economists have no vested industry interest to influence observations.

(5) Since home economists are viewed by the consuming public as unbiased sources of information, they can be more effective in promoting consumer education programs than might any one industry.

(6) Industry would like the assistance of home economists in interpreting and understanding consumer
needs.

(7) Industry perceives the educative role of the home economist as a most important function for making the consumer responsible for her actions. Industry representatives asked for valid complaints that are reasonable and accountable. In general, the large manufacturers and retailers, at least those at these seminars, consider it their responsibility to tell the consumer about their products. But if the consumer is told product limitations, and if he or she chooses to ignore them, industry representatives believe that the individual should expect to suffer the consequences.

(8) On the other hand, consumers should demand such fair treatment as assurance that fibers and fabrics used in different parts of the same garment are compatible.

(9) Industry representatives acknowledge that industry coordination and controls are needed, but they emphasize that legislation is not a substitute for education.

(10) Industry recognizes that the retail sales counter is a very weak link in the communication chain.

(11) Improvement of hang tags and/or permanently sewn in labels could be a first step toward strengthening this weak link. But it is also essential to educate
and motivate the consumer to pay attention to the hang tags and care information provided by the manufacturer.

(12) The home economist and industry must share the responsibility of helping the consumer become knowledgeable.

(13) The home economist might be most valuable as a coordinator in consumer affairs. (24:24-29)

Basically, four methods of implementing a comprehensive consumer education program have been suggested. (13:5-9) These include: (1) Individual Teacher Approach, which focuses on the development of a course of study taught by one educator; (2) Team Approach, which suggests combining the expertise of several teachers for teaching a single course; (3) Interdisciplinary Approach, which stresses the opportunities for incorporating Consumer Education into all courses in varying degrees of sophistication; and (4) System Approach, which involves the entire school system as well as the community and the parents.

The professional home economist seems a logical choice for training if the individual teacher approach is used. (37:722, 19:1) The other three methods of implementation cut across many subject-matter fields - business education, social studies, art, health, mathematics, English, industrial arts, science, music and home economics. The Committee on Consumer Interests,
writers of *Suggested Guidelines for Consumer Education*, suggest that "...a coordinator is needed to insure that relevant aspects of Consumer Education are included" [by team members] and ..."within the appropriate courses." (13:7)

Lena Bailey of Ohio State University has said:

In recent years consumer education has been a part of many home economics programs. It would be difficult to develop a sound program, especially at the secondary level, without including consumer education concepts. (59:iv)

Therefore, it seems reasonable that the professional home economist would be in the best position of leadership in a comprehensive team, interdisciplinary or system-wide approach to the teaching of consumer education.

**Consumer Education - Life Span Concept**

The question of when consumer education in general and a study of topics related to clothing and textiles in particular should be introduced has been subject to much discussion in the past few years. The adult consumer could probably be reached as indicated previously by a coordinated industry effort to bring some uniformity to the language on labels and hangtags. Perhaps high school adult education or college extension programs could develop courses designed to explore consumer problems. In addition,
more consumers should be reached through better publicized, more readily available publications prepared by Agricultural Extension, professional groups, trade associations and government agencies. Newspaper and consumer magazine articles can also be enlightening to those who take the time to read.

What of the youthful consumer?

McNeal and others have shown that the child first involves himself in the consumer role in an imitative way at about five years of age; by age ten, the child is performing the consumer role with a high degree of independence and maturity. (10, 13, 36)

Realization of this fact has led to the proposal for a "national policy promoting a life-span approach to the education of the consumer." (36:13) This concept involves the following general considerations: (3, 13, 36)

1. The life-span concept of consumer education begins with the student in the elementary grades where a system of personal values can be established that will lead to a lifelong awareness of consumer rights and responsibilities. Essentially, this means that early in life a student needs to learn how to find and use reliable information so that he will make intelligent decisions.
in the marketplace. Certainly, in textiles and clothing, such concepts as generic names of fibers, fiber sources, ways in which fibers are used, etc., are not beyond the comprehension of elementary school pupils.

2. Income, tastes and purchase patterns change over the life-cycle of the consumer. Therefore, though the life-span concept dictates early basic training, the consumer needs constant retraining in such areas as product innovation, contractual arrangements, consumer laws, etc.

3. Consumer education knows no economic or social limitations. Low income and affluent, illiterate and educated alike, need experience and training. They all must contend with new products and with the potential for fraud from the unscrupulous.

President Nixon has said:

Legislative remedies and improved enforcement procedures are powerful weapons in the fight for consumer justice. But as important as these are, they are only as effective as an aware and informed public make them. Consumer education is an integral part of consumer protection. It is vital if the consumer is to be able to make wise judgments in the marketplace. To enable him or her to do this will require a true educational process beginning in childhood and continuing on. (53:7)
CHAPTER III
METHODS OF INVESTIGATION

The Sample

The sample population for the study was the total membership (68 students) of two introductory textiles classes at Valley State College in Northridge, California. These classes were taught by the investigator and author of this study.

It was assumed that these students could be considered representative of students in four-year colleges throughout the country. As indicated in the introduction, this assumption was also a limitation because the study is a survey of consumer opinion and the sample was limited to a cross-section of college level consumers only.

The Questionnaires

Three questionnaires were submitted to the same subjects over a period of three months.

a. Questionnaire #1 (Appendix A) was submitted at the beginning of the second week of the semester. Proper timing was important because for this study it was necessary to determine, before any significant discussion, how much, or how little, the students as consumers knew about textiles and clothing.
This questionnaire established the demographic make-up of the sample population (Tables I and II) and was designed to reveal general knowledge and previous exposure to consumer education in textiles and clothing, including labeling. Students were asked to indicate the following:

1. whether they read labels on textiles and clothing that are provided by the manufacturer. (Tables III and IV).

2. whether a selected list of terms found on textiles and clothing labels were familiar or unknown, plus meanings they attached to those words and phrases. Terms on the list were not selected at random but were based upon class discussions in previous introductory textiles classes having a similar student composition. (Table V).

3. whether they could identify as true or false selected statements based on current legislation. (A category of "Don't know" was included to eliminate some of the guessing inherent in true-false statements).

4. whether they could identify which, among a list of real and fictitious consumer-oriented agencies were, in fact, legitimate.

b. Questionnaire #2 (Appendix B) was designed as
an instructional tool only. It permitted the students to explore the textile-clothing marketplace through a field study. This questionnaire had been tested and revised through three semesters.

Two objectives were connected with the assignment. These were:

1. To learn whether the manufacturer of the average garment or bolt of fabric labels products according to legal requirements.
2. To learn whether care procedures on labels (information not legally required) are adequate for the average consumer.

Students were instructed to choose three garments, one of a single fiber, one blend, one of wool, and to examine and record any labeling information found on the garments or attached thereto. They were also asked to examine and record labeling information on four bolts of fabric, including one of wool. Labeling information recorded was subsequently discussed in class. Students were encouraged to ask questions and to participate in class discussions. In addition to specific questions from the students about unfamiliar terms, the instructor extracted from the questionnaires words and phrases that would add to the general fund of student knowledge about the labeling of textiles and clothing. All terms were
discussed in terms of general meaning, legal requirements, and in the case of care labeling, in terms of adequacy.

Before the students undertook the assignment, the questionnaire itself and the text assignment were carefully reviewed. Discussions included such topics as legislation related to labeling of textiles and clothing, industry quality control and guarantee programs, customer relations with retail clerks, possible relationship of fiber content, yarn structure, fabric structure, finish and color application to end product performance, and concepts related to performance durability and comfort, such as resiliency, moisture absorption, wickability, and dimensional stability.

C. Questionnaire #3 (Appendix C) was based on the assumption that the students at the end of three months of discussion and study had been adequately introduced to numerous concepts that would make decision-making in the textile-clothing marketplace an easier task. It was also assumed the students would agree that consumers of all ages should, for their own benefit, become better educated in this area. Therefore, a list of seventeen concepts, all having been discussed to some extent during the three-month study period, was submitted to the students and the following
problem posed:

If you were preparing a curriculum outline for all grades, at which level or levels would you include the following concepts related to consumer education in textiles?

Respondents were asked to indicate by equivalent letter, i.e., A = Grades 1-6, B = Grades 7-9, C = Grades 10-12, D = College, at which educational level they would introduce each topic.

Questionnaires #1 and #3 were filled in in class; and, as indicated, Questionnaire #2, designed as a field study, was completed at the students' leisure, but returned to the instructor on the same date for discussion and evaluation.
CHAPTER IV

ANALYSIS OF DATA AND INTERPRETATION OF FINDINGS

Findings are reported in percentages only. No other statistical tools were utilized due to the survey-report study involved. All percentages were carried out to the second place beyond the decimal for tabular reporting and rounded to the nearest whole number for use in the discussion.

Respondents' comments have sometimes been quoted because they often reflect attitudes prevalent among the sample population.
Demographic Make-Up

The demographic make-up of the sample population was varied (Table I). As expected, the greatest number, 51, of the 68 respondents were from 18-22-years old. This was due to the nature of the course in which they were enrolled - a general education introductory textiles class, and to the fact that this is the average age-span of most college-level students. Regarding the marital status of the 51 students: 44 were in marital status b. (Single - never married, responsible for selection and care of own clothing); one in category c. (Single, never married, or formerly married with some responsibility for selection and care of family textiles and clothing); one in category e. (Married, no children); and one in a slight variation of category a. (Single - responsible for selection but not care of own clothing). Two males were among the 18-22-year olds in category b. The remaining 49 respondents in this age group in all categories but b. were female.

Table I shows that in the 23-30-year age group there was one male in category b; one in category d.
(Married, with children), along with one female; and two females in category e. In the 31-35-year age group, there were five female respondents in category d, and two in e., along with one male. Three female respondents were between 36 and 40 and two were 41 or over, all married with children.

Educational Level and Background of Sample Population

The educational background of the respondents is shown in Table II. In this study, it is desirable to establish that the respondents represented a cross-section of the total college community so that their answers to questions about clothing and textiles might be considered typical of that segment of the American population. Therefore, it is important to note that in each age group, there were home economics majors and/or minors as well as majors from eleven other disciplines. These included English, Art, Health, Science, Mathematics, Speech, Business Administration, Political Science, Sociology, History, Physical Therapy and Engineering. Six students, all freshmen, were undecided.

In the 18-22-year age group there were 12 home economics majors, 13 home economics minors, a total of 25; and an almost equal number of students from other majors, a total of 26. In the other age groups, the balance was not as even. However, since the 18-22-year age group was by far the largest, it seems
<table>
<thead>
<tr>
<th>Age Group of Respondents</th>
<th>Sex Totals</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male Female</td>
<td>60</td>
<td>62</td>
<td>m</td>
<td>f</td>
<td>m</td>
</tr>
<tr>
<td>18-22 years</td>
<td></td>
<td></td>
<td>0</td>
<td>1**</td>
<td>2</td>
<td>44</td>
</tr>
<tr>
<td>23-30 &quot;</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>31-35 &quot;</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>36-40 &quot;</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>41+ &quot;</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*a = SINGLE (never married, living at home, not responsible for selection and care of own clothing)

b = SINGLE (never married, responsible for selection and care of own clothing)

c = SINGLE (never married or formerly married and with some responsibility for selection and care of family textiles and clothing)

d = MARRIED (with children)

e = MARRIED (no children)

**Subject responsible for selection but not care of own clothing
valuable to the study that this group, though well populated by potential home economists, was also the most heterogeneous in interest and, therefore, the most typical and representative of the total college community.

Distributed among the various age groups were 28 freshmen, 14 sophomores, 18 junior, 7 seniors and one graduate student. Distribution by age group is reported in Table II.

Table II also summarizes respondents' previous enrollment in home economics classes, or participation in community organizations or other classes of any kind where there might have been some emphasis on consumer education related to textiles and clothing. Tabulation showed that although there was a total of 83 experiences in home economics classes on various levels, only 19 (22 percent) incorporated some emphasis on consumer education related to textiles and clothing. Five female students, all 18–22-years old, indicated that they had been introduced to some consumer problems related to textiles and clothing in the Girl Scouts. Only two others listed specific training; one said there was some such emphasis in a general business class in high school and the other simply listed "experience!"

Table III is a summary report of responses to the
### TABLE II
EDUCATIONAL LEVEL AND BACKGROUND OF SAMPLE POPULATION

<table>
<thead>
<tr>
<th>Age Group of Sample</th>
<th>College Level</th>
<th>H. Ec. Majors</th>
<th>H. Ec. Minors</th>
<th>Other Majors</th>
<th>Previous H. Ec</th>
<th>Emphasis Consumer Ed.</th>
<th>Other Consumer Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-22 yrs</td>
<td>26</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>23-30 &quot;</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>31-35 &quot;</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>36-40 &quot;</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>41+</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

* 11 other majors plus 6 undecided

** 28 reported having Home Economics classes in junior high and high school; five in junior high, high school and college and one an adult education class in dressmaking and tailoring

*** Five Girl Scout; one a general business class in high school; one student named "experience!" as her teacher
question, "Do you read manufacturers' labels on bolts of fabric?" A large number, 56 (82 percent of the total sample) indicated that they select fabric for construction into garments. However, only fifteen of the fifty-six said they always read manufacturers' labels on bolts of fabric; more, 17 respondents (30% of the 56), often read the labels and one more (31 percent) sometimes read the labels. Nine percent of the 56 respondents who selected fabric for construction into garments reported they never read labels on bolts of fabric.

Since the age groups are unbalanced in size, with most of the respondents in the 18-22-year age group, no effort was made to establish whether there was any correlation in age and marital status of the respondents and the consistency with which they read labels. In this study, this factor is unimportant since the primary aim of the questionnaire was to establish general knowledge and attitudes toward complexities in the textile-clothing marketplace.

Table IV is a summary report of responses to the question, "Do you read manufacturers' labels on the garments you buy?" All in the sample population read garment labels at least sometimes. Twenty-two of the respondents (32 percent) reported that they always read them; twenty-seven (40 percent) said they often
### TABLE III
SUMMARY OF RESPONSES

"Do you read manufacturers' labels on bolts of fabric?"

<table>
<thead>
<tr>
<th>Age Group of Respondents</th>
<th>Always **</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-22 yrs</td>
<td>11</td>
<td>11</td>
<td>16</td>
<td>4</td>
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<tr>
<td>23-30</td>
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<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31-35</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>36-40</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>41+</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*56 = 82.34% percent of the total sample population that answered affirmatively to the question, "Do you select fabric for construction into garments?"

**One respondent specified "almost always."
do; and nineteen (28 percent) checked "sometimes."
Again, no correlation has been attempted of age and marital status and the consistency with which respondents read labels.

Recognition of Textile Product Labeling Terms

Twenty selected words or phrases were included in the chart of textile product labeling terms submitted in Questionnaire I. Terms were not chosen at random but were selected from textile labeling information reported on field study questionnaires by former students in similar classes. Words and phrases included on the list are repeated, as they appeared in the questionnaire, in Table V.

Responses, also shown in Table V, reveal several clear patterns:

1. Only one term, "permanent press" was recognized by all respondents. Moreover, of all terms defined, "permanent press" showed the greatest percentage (96 percent) of acceptable meanings with two percent incorrect; only one student did not try to define the phrase.

2. Although it seems unlikely, two students, one for each word, indicated they had never seen the terms "nylon" and "polyester"; nylon has been widely used since its discovery in 1939. The popularity of polyester, first produced by DuPont in 1953, is more
TABLE IV  
SUMMARY OF RESPONSES  
"Do you read manufacturers' labels on the garments you buy?"

<table>
<thead>
<tr>
<th>Age Group of Respondents</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-22 yrs</td>
<td>14</td>
<td>21</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>23-30 &quot;</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>31-35 &quot;</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>36-40 &quot;</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>41+ &quot;</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

n = 68
recent; however, the term may be seen or heard in newspapers, magazines, on radio and television, especially in connection with advertisements for knit fabrics and garments, or in woven blends with cellulosic fibers. Definition of the term "nylon" was attempted by 66 percent of the respondents. Over 68 percent of those were considered correct, 31 percent incorrect. Among definitions accepted were, "First major synthetic fiber by DuPont" and "Synthetic fabric, easy care, but retains heat in warm weather." Rejected definitions for nylon, and for all terms on the list, included those that were vague, such as "washable," or "very thin silky material"; or those that were incomplete or illustrative of some popular misconception, i.e., nylon is a "man made fabric from coal."

Although the percentage of students recognizing the terms nylon and polyester was the same, there was a difference in the number of respondents attempting to define the two. Approximately 53 percent of the total number of respondents offered definitions for polyester, 47 percent were considered accurate or meaningful, 52 percent were rejected. Misconceptions for polyester included, "a name which means the same as doubleknit," or "a blend of two or more man made fibers," or "a synthetic material made with nylon" or
"a fiber made with cotton."

When the word "textured" was added to polyester to read, "100% textured polyester," the percentage of respondents recognizing the term dipped to a bit more than 63 percent. Only 12 respondents tried to define the term and of these, only one was considered correct. Respondents tended to define textured polyester in terms of tactile sensations, i.e., "good material to work with"; or to describe the appearance of a particular fabric, i.e., "polyester has a raised pattern woven into it."

3. The one other man-made fiber included as a separate word on the list was "olefin." Olefin has extensive industrial usage but is not often used in wearing apparel or in many household goods. However, during the past several years, this fiber has been widely used in the popular "indoor-outdoor" carpeting and more recently in upholstery fabrics. More than 79 percent of the respondents did not recognize the term. Only three respondents knew that olefin is a man-made synthetic fiber. This may be due to the specific type of advertising campaign mounted by the largest producers of the fiber. Perhaps the tradenames Herculon® or Vectra® might have been recognized by a larger percentage of the sample population.
4. There might have been as little understanding of the terms Herculon or Vectra as there was of CelaneseR, another widely-publicized tradename. Number 19 on the list of terms was CelaneseR acetate. Fifty-seven percent had seen the term; 42 percent had not; more than 85 percent of the respondents did not know the meaning of the term; and though 15 percent attempted a definition, only 3 percent of these were considered correct.

As many years ago as 1951, the FTC established separate fiber classifications for rayon and acetate. Yet, two definitions offered for acetate used the two words as synonymous, i.e., "rayon fabric which is a synthetic," or "Trademark for a rayon synthetic cloth."

5. When analysis of the responses began, there seemed, at first, to be some relationship between completeness of definition and the number of definitions attempted, to such considerations as age, marital status or previous exposure to consumer problems related to textiles and clothing.

However, it was soon clear that no such relationship existed. Only two acceptable definitions were given, that CelaneseR is the trademark of the man-made fiber, acetate. One was offered by a 31-35-year old senior, married with children, a non-major with no
previous consumer education in textiles and clothing. The other was given by an 18-22-year old single 
freshman, a home economics minor, who had had 
some exposure to an analysis of textiles in junior 
high or high school. Also, the two associations of 
rayon and acetate as synonymous came from a 41+ junior 
level home economics minor, with children, who had 
never before had a class in home economics, but who 
tried fifteen of 20 definitions, eleven of which 
were acceptable; and a 31-35-year old married freshman, 
an English major with an indication of some exposure 
to an analysis of textiles in junior high and high school 
classes.

6. Many examples could be given from responses 
of the apparent void of general knowledge related 
to textiles and clothing. Or, to say the same thing 
in a more positive way, knowledgeable responses seemed 
haphazard.

For example, an adequate description of "RN6421" 
was given by only one respondent. This person was 
an 18-22-year old freshman sociology major with 
some consumer education in textiles and clothing in 
both junior high and high school, but she attempted 
definitions to ten of the terms and provided 
satisfactory meanings for only three. It was she 
who erroneously said that polyester is a type of
cotton, and that nylon is a type of thin fabric.

7. Eleven of the 68 respondents attempted to define twelve or more of the 20 words and phrases listed. In this sub-sample, an average of 16 definitions were given; an average of ten were considered correct or adequate. Five of these respondents were 18-22-years old, three were non-majors, one a home economics major and one a minor, and though four had had previous home economics classes in junior high, high school and/or college, only two of the five, one being the major, indicated that these classes placed some emphasis on consumer education related to textiles and clothing. Among the five 18-22-year olds in this sub-sample, those who had some previous exposure to information about textiles and clothing showed a higher percentage of acceptable definitions (66 percent and 74 percent) than those that did not (27 percent, 56 percent and 50 percent). Since only five subjects were involved, no trend could be clearly recognized.

Moreover, when the other six respondents in the age groups 23 through 41+ years were considered as a unit among those who attempted to define 12 or more of the 20 terms, two, both non-majors, who indicated no previous instruction in consumer education related to textiles and clothing, had higher
percentages of acceptable answers (78 percent and 75 percent) than any of the above.

It should be noted that all of the eleven respondents in this sub-sample indicated that they always, almost always or often read the labels on bolts of fabric and on garments they buy, which might account for at least some of the odd bits of information among them.

8. Only one respondent from among the total sample population of 68 had a score of 87 percent acceptable definitions. This one respondent consistently supplied definitions that were complete and knowledgeable to 14 of sixteen terms tried. She was also the only one of 68 that reported she had seen all of the terms listed, although the meanings for four were unknown. This student was in the 36-40-year age group, married, with children, a home economics minor, with some previous exposure to consumer education in junior high or high school.

The majority of respondents, 57 in number, attempted an average of six definitions with an average of 2.87 judged accurate or acceptable. An average of six indicates less than one third of the terms attempted; 2.87 represents less than fifty percent accuracy for the six attempted.

Consumer Legislation

As indicated in Chapter III, a category of "Don't
### TABLE V
RECOGNITION OF TEXTILE PRODUCT LABELING TERMS

\( n = 68 \)

<table>
<thead>
<tr>
<th>Term</th>
<th>Had Seen Term</th>
<th>Meaning</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Meaning</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>1. permanent press</td>
<td>68 100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>65 95.59</td>
<td>2 2.94</td>
</tr>
<tr>
<td>2. residual shrinkage</td>
<td>38 55.88</td>
<td>30 44.12</td>
<td>12 17.65</td>
<td>21 30.88</td>
<td>35 51.50</td>
<td></td>
</tr>
<tr>
<td>3. nylon</td>
<td>67 98.53</td>
<td>1 1.48</td>
<td>31 45.59</td>
<td>14 20.59</td>
<td>23 33.82</td>
<td></td>
</tr>
<tr>
<td>4. double knit</td>
<td>65 95.59</td>
<td>3 4.44</td>
<td>14 20.59</td>
<td>22 32.35</td>
<td>32 47.06</td>
<td></td>
</tr>
<tr>
<td>5. combed cotton</td>
<td>51 75.00</td>
<td>17 25.00</td>
<td>10 14.70</td>
<td>15 22.06</td>
<td>43 63.23</td>
<td></td>
</tr>
<tr>
<td>6. polyester</td>
<td>67 98.53</td>
<td>1 1.48</td>
<td>17 25.00</td>
<td>19 27.94</td>
<td>32 47.06</td>
<td></td>
</tr>
<tr>
<td>7. Monsanto Wear Dated</td>
<td>47 69.18</td>
<td>21 30.88</td>
<td>20 29.41</td>
<td>10 14.70</td>
<td>38 55.88</td>
<td></td>
</tr>
<tr>
<td>8. sponged &amp; shrunk</td>
<td>22 32.35</td>
<td>46 67.64</td>
<td>11 16.17</td>
<td>5 7.35</td>
<td>52 76.49</td>
<td></td>
</tr>
<tr>
<td>9. Sanforized (^R)</td>
<td>60 88.09</td>
<td>8 11.76</td>
<td>23 33.82</td>
<td>11 16.17</td>
<td>34 50.00</td>
<td></td>
</tr>
<tr>
<td>10. fiberfill</td>
<td>41 60.29</td>
<td>27 39.71</td>
<td>10 14.70</td>
<td>5 7.35</td>
<td>53 77.94</td>
<td></td>
</tr>
<tr>
<td>11. olefin</td>
<td>14 20.59</td>
<td>54 79.41</td>
<td>3 4.44</td>
<td>-</td>
<td>65 95.59</td>
<td></td>
</tr>
<tr>
<td>12. 96% reprocessed</td>
<td>39 57.65</td>
<td>29 42.35</td>
<td>17 25.00</td>
<td>18 26.47</td>
<td>33 48.53</td>
<td></td>
</tr>
<tr>
<td>wool, 4% other fib.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. soil release</td>
<td>25 36.82</td>
<td>43 63.23</td>
<td>14 20.59</td>
<td>3 4.44</td>
<td>51 75.00</td>
<td></td>
</tr>
<tr>
<td>14. washfast</td>
<td>40 58.81</td>
<td>28 41.18</td>
<td>23 33.82</td>
<td>9 13.24</td>
<td>36 52.93</td>
<td></td>
</tr>
</tbody>
</table>

\(\text{#} = \text{number}, \% = \text{percentage}\)
<table>
<thead>
<tr>
<th>Term</th>
<th>Had Seen Term</th>
<th>Meaning</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>15. flax</td>
<td>36</td>
<td>52.93</td>
<td>32</td>
</tr>
<tr>
<td>16. RN67421</td>
<td>4</td>
<td>5.88</td>
<td>64</td>
</tr>
<tr>
<td>17. 100% textured polyester</td>
<td>43</td>
<td>63.23</td>
<td>25</td>
</tr>
<tr>
<td>18. a bonded fabric</td>
<td>63</td>
<td>92.65</td>
<td>5</td>
</tr>
<tr>
<td>19. Celanese acetate</td>
<td>39</td>
<td>57.35</td>
<td>29</td>
</tr>
<tr>
<td>20. 100% acetate tricot</td>
<td>59</td>
<td>86.76</td>
<td>9</td>
</tr>
</tbody>
</table>
Know" was included with the true-false statements concerning consumer legislation. This was done to eliminate some of the guessing inherent in this type of test question, and the category was liberally used.

Results are reported in Table VI. In the table, a line under T, or F at the right indicates the correct response. The percentages below T, F or D report the percent of the total sample giving the answers True, False or Don't Know. For example, the first statement is true and will be so indicated with a line under the T at the right; responses for statement 1. show T F D.

66% 5% 28%

Actually, true-false responses are difficult to evaluate. Some guessing was probably eliminated by use of the "Don't Know" category since more than 41% of the responses were placed here. However, subsequent class discussion concerning legislation governing labeling of textiles and clothing indicated that questions 1., 3., 6., and 8., may have received high percentages of correct answers, not because students actually knew provisions of the law, but because it seemed logical that such provisions would be included to protect U. S. consumers.

There were three true-false statements with more than fifty percent accuracy; three with less than 20
TABLE VI
KNOWLEDGE OF GOVERNMENT TEXTILE LABELING REQUIREMENTS

<table>
<thead>
<tr>
<th>True-False Statements</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Textile products you buy must be labeled with fiber content by percentage and generic (family) name.</td>
<td>T 66% F 5% D 28%</td>
</tr>
<tr>
<td>2. Textile products you buy must be labeled with care instructions.</td>
<td>T 35% F 37% D 27%</td>
</tr>
<tr>
<td>3. The manufacturer's name or registered number must appear on the product.</td>
<td>T 63% F 7% D 29%</td>
</tr>
<tr>
<td>4. It is legal to dramatize the name of a fur product. For example, dyed skunk may be called &quot;Alaska Sable.&quot;</td>
<td>T 22% F 31% D 47%</td>
</tr>
<tr>
<td>5. If a garment has a lining and interlining, fiber content of the interlining need not be stated.</td>
<td>T 22% F 31% D 47%</td>
</tr>
<tr>
<td>6. Imported textile products must give the name of the country where manufactured or processed.</td>
<td>T 49% F 7% D 44%</td>
</tr>
<tr>
<td>7. The Flammable Fabrics Act sets flammability standards for all textile products.</td>
<td>T 34% F 9% D 57%</td>
</tr>
<tr>
<td>True-False Statements</td>
<td>Responses</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>8. It is legal to transfer fabric from one bolt to another without transferring labeling information provided by the manufacturer.</td>
<td>T 13%     F 54%   D 32%</td>
</tr>
<tr>
<td>9. Statements concerning potential shrinkage are required by law.</td>
<td>T 35%     F 18%   D 4%</td>
</tr>
<tr>
<td>10. If a garment such as a shirt is sold to you in a sealed container with the required labeling information imprinted on the container, further labeling on the garment is not required.</td>
<td>T 13%     F 25%   D 62%</td>
</tr>
</tbody>
</table>
percent accuracy; the remaining four were answered with approximately 40 percent accuracy.

**Agencies: Consumer Interest**

Consumer-interest agencies listed in Questionnaire I are included in Table VII with an indication of the correct answer in the first column at the right. The letter L indicates "Legitimate," F indicates "Fictitious." The second column indicates the number of respondents who thought each of the separate agencies was legitimate; the third column interprets these numbers in percentages of the total sample population.

There were eight legitimate agencies on the list, five federal, state or local government, two non-governmental privately-supported, and one industry-supported. The remaining four were fictitious.

Two government agencies, the FTC and the U. S. Chamber of Commerce, were recognized as legitimate with more than 50 percent accuracy. Since the FTC administers textile and clothing labeling legislation, it is fortunate that 82 percent of the sample population recognized its existence. However, the summary of findings from Questionnaire III, pages 75-78, revealed that no complaint about defective textile merchandise had ever been registered with the FTC by any of the sample population. Moreover, in class
### TABLE VII
RECOGNITION OF CONSUMER INTEREST AGENCIES

<table>
<thead>
<tr>
<th>Agency</th>
<th>Correct Answer</th>
<th>#Respondents</th>
<th>% (n=68)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Better Business Bureau</td>
<td>L</td>
<td>64</td>
<td>94.1%</td>
</tr>
<tr>
<td>2. California Trade Standards Office</td>
<td>F</td>
<td>13</td>
<td>19.10</td>
</tr>
<tr>
<td>3. The California State Dept. of Consumer Protection</td>
<td>F</td>
<td>25</td>
<td>36.82</td>
</tr>
<tr>
<td>4. California Joint Law Enforcement Protection Committee</td>
<td>L</td>
<td>3</td>
<td>4.44</td>
</tr>
<tr>
<td>5. The Association of California Consumers</td>
<td>L</td>
<td>10</td>
<td>14.70</td>
</tr>
<tr>
<td>6. Office of the Special Assistant to the President for Consumer Affairs</td>
<td>L</td>
<td>25</td>
<td>36.82</td>
</tr>
<tr>
<td>7. California Housewives Encouraging Consumer Knowledge</td>
<td>F</td>
<td>7</td>
<td>10.29</td>
</tr>
<tr>
<td>8. Federal Trade Commission</td>
<td>L</td>
<td>56</td>
<td>82.35</td>
</tr>
<tr>
<td>9. U.S. Chamber of Commerce</td>
<td>L</td>
<td>43</td>
<td>63.23</td>
</tr>
<tr>
<td>Agency</td>
<td>Correct Answer</td>
<td>#Respondents</td>
<td>% (n=68)</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td>10. The U.S. Dept. of Consumer Sales and Weights &amp; Measures</td>
<td>F</td>
<td>33</td>
<td>48.53</td>
</tr>
<tr>
<td>11. Consumers Union</td>
<td>L</td>
<td>14</td>
<td>20.59%</td>
</tr>
<tr>
<td>12. Consumer Fraud Division, California Attorney General's Office</td>
<td>L</td>
<td>19</td>
<td>27.94</td>
</tr>
</tbody>
</table>
discussion, it was evident that though students knew of the existence of the FTC, they did not know that the Commission is charged with enforcement of statutes requiring truthful labeling and advertising of woolens, furs and textile fiber products.

Among the government agencies, there were two surprises in the percent of recognition; one was the California Joint Law Enforcement Consumer Protection Committee, recognized as legitimate by only four percent of the respondents; the other was the Consumer Fraud Division of the California Attorney General's Office, recognized as legitimate by a relatively small percentage of 27.9 percent.

Unawareness of the first mentioned, the Consumer Protection Committee, was surprising because since October, 1970, detailed stories about this Committee have appeared in local Los Angeles newspapers and probably in newspapers of other large cities as well.

The Consumer Protection Committee, based in FTC offices, was established in 1970 to serve as a one-stop consumer complaint agency "to eliminate the runaround people often encounter when they don't know where to complain." (30:1) It is a federal, state and local cooperative effort and members range from the state attorney general and the U. S. postal inspector to county weights and measures inspectors and the local police department. At the time Questionnaire I was
drafted, stories about this committee were often in the newspapers. It was included in the list for this reason and it was expected that a greater number of students would recognize its existence.

The preceding discussion summarizes major responses for the first exploratory questionnaire. Several other questions, submitted three months after the first set, in Questionnaire #3 were designed to explore attitudes toward still another dilemma faced by consumers. In the interest of unity, results will be summarized here.

These questions were concerned with attitudes and actions of the sample population when they encounter defective merchandise. The following information was requested:

1. In the past two years have you purchased textile goods (fabric or ready-made items) that later proved defective?
2. If yes, did you return the item to the place of purchase?
3. If no, why did you not return the item?
4. If yes, was the clerk or store manager:
   a. courteous?
   b. willing to exchange the item or refund cost?
5. If you received no satisfaction at the store, did you register a complaint with any agency?
6. If yes, which agency did you contact?
7. Were you helped?
8. If yes, please summarize incident briefly. Include approximate date of this occurrence.

Purchase-return results are as follows:

a. A majority, 49 (72 percent) of the respondents had purchased textile or clothing merchandise during the past two years that later proved defective in some way.

b. It is significant that only 37 percent of this number chose to return the merchandise to the place of purchase.

Reasons given for not returning defective merchandise included:

1. Lost sales slip.

2. Long time between purchase and discovery of the defect - "I had the garment a long time before I wore it and was too chicken to return it."

3. Fabric was made into a garment before the defect was discovered. This reason was given for defects that included severe fading, excessive shrinkage, and fabric flaws.

4. It was not important as respondents "had received some wear out of it."

5. Item was inexpensive, therefore, "too much trouble for what I paid for it."

6. Item was purchased at an outlet and marked
"as is."

7. Didn't want to "make a fuss." Garment shrunk, "so I just gave it away to a small neighbor."

8. Incorrect cleaning procedure. This reason was offered by two students who admitted they had not followed the manufacturer's cleaning directions, but it was also given by two who said they followed care directions but still thought it "might be my own method of cleaning which caused distortion in the garment."

9. Defect noticed after item was laundered and "I didn't think it could be returned."

10. Admitted ignorance of consumer's rights and manufacturer's responsibilities.

Some of the decisions related above seem logical, but some reflect a shrug-of-the-shoulder attitude where the consumer bases his judgment on the philosophy that his affluence permits him to buy more and he is, therefore, tolerant of defective merchandise. At the other extreme, blame for the defect was assumed by the consumers themselves even though care directions had been followed. Others reflect rationalization which reduces dissonance
and helps avoid encounters with sales personnel, pleasant and rewarding or unpleasant and frustrating. Most seem to reflect, as one student said, ignorance of consumer rights and manufacturer responsibilities, and most seem to support the state of cognitive dissonance or psychological tension with which American consumers approach the "impenetrable complexity" of the marketplace.

Among the 18 respondents who did return defective merchandise, 67 percent reported that clerks or store managers were courteous; 89 percent received a refund or merchandise exchange.

One respondent reported returning merchandise (thread with imperfections) not to the place of purchase but to the manufacturer. As of May 17, 1971, she had received no reply; however, she had made the return just three weeks prior to that date. One respondent reported that she had purchased fabric for a dress and after washing it according to care directions, the fabric faded and discolored the wash. She returned the dress to the fabric shop where the manager replaced the material and said he would send her dress to the manufacturer to find the reason. It is interesting to note that three other respondents who had similar experiences did not return the completed garment to the fabric shop because they assumed
it could not be taken back after having been cut, worn and laundered.

Whereas one respondent reported courteous treatment and satisfaction, another student related a similar but frustrating incident. She purchased fabric, cut out a garment, and in doing so, noticed that the fabric crocked. She laundered a sample several times but it continued to crock, bleed and fade, whereupon she returned the fabric to the store. The salesclerk refused to accept it because it was cut; the student reported that the clerk accused her of damaging the goods to make it fade.

As noted by Steiniger and Dardis (33:37) uninformed clerks behind the retail counters often constitute weak links in the manufacturer-retailer-consumer chain. However, an equal weakness in the opposite direction, consumer-retailer-manufacturer, is the consumer who is both unaware of what constitutes a legitimate complaint and is, for whatever reason, reluctant to make his wishes known.
Labeling & Legislation Field Study

Questionnaire #2 was used primarily as a teaching aid. The students filled the questionnaire in completely and seemed to find the assignment instructive. As indicated in Chapter III, the information brought back by the students as a result of this field study was discussed at length.

A question in the final questionnaire (Appendix C) concerned the value of such a practical assignment to the students as consumers. In answer to the question, "Did you find the labeling and legislation questionnaire useful?" only two students reported that they did not find the assignment useful personally. However, 100 percent of the students said that they thought a similar, perhaps simplified version might be used at various high school levels. This response was in answer to a question to that effect (See Appendix C, page 104). Thirty-eight (56 percent) of the respondents suggested Grade 10 as most appropriate; 22 (32 percent) suggested Grade 11 and ten (15 percent) suggested Grade 12. Eleven of the respondents (16 percent) suggested that personal investigation such as this might be duplicated in more than one grade in high school.
Consumer Education

As noted in Chapter III, page 40, Questionnaire #3 was based on the assumption that the students at the end of three months of discussion and study had been adequately introduced to numerous concepts that would make decision making in the textile-clothing marketplace an easier task. It was also assumed that the students would agree that consumers of all ages should, for their own benefit, become better educated in this area. Therefore, a list of seventeen concepts related to consumer education in textiles and clothing was submitted to the students and the following problem posed:

If you were preparing a curriculum outline for all grades, at which level or levels would you include the following concepts related to consumer education in textiles?

Tabulated results may be found in Table VIII. Approximately 50 percent of the sample population suggested that three topics might be reserved for study at the college level. These included:

- A review of all legislation covering manufacture, import, advertising and labeling of textiles
- Industry quality control and guarantee programs
- A study of sources of consumer information such as the Man-Made Fiber Producers Assn. booklet

More than 50 percent thought the following topics would be appropriate for study in grades 7-9:

- Generic names of fibers
- Fiber characteristics
- Choice of fabrics for different end uses
- Probable performance of fabrics in wear and care
- Terms related to care of different fabrics
- Effective use of care products such as detergents, bleaches, etc.
- Meaning of terms found on fabric and garment labels
- Stain removal

More than 50 percent thought the following topics would be appropriate for study in grades 10-12:

- An analysis of yarn and fabric structure
- Consumer clothing problems
- Textile labeling requirements
- Tradenames and trademarks
- A discussion of consumer rights and responsibilities
- A study of comparative cost of ready-made and home sewn items

Apparently, most respondents felt that most topics on the list would be beyond the comprehension
### TABLE VIII
**INTRODUCTION OF CONCEPTS RELATED TO CONSUMER EDUCATION**
**IN TEXTILES AND CLOTHING**

<table>
<thead>
<tr>
<th>Topic</th>
<th>A: Grades 1-6</th>
<th>B: Grades 7-9</th>
<th>C: Grades 10-12</th>
<th>D: College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic names of fibers</td>
<td>23.52%</td>
<td>44.12%</td>
<td>26.47%</td>
<td>10.29%</td>
</tr>
<tr>
<td>Fiber characteristics</td>
<td>10.29</td>
<td>52.93</td>
<td>38.23</td>
<td>10.29</td>
</tr>
<tr>
<td>Yarn and fabric structure</td>
<td>1.48</td>
<td>29.41</td>
<td>58.81</td>
<td>17.65</td>
</tr>
<tr>
<td>Fabric end uses</td>
<td>13.24</td>
<td>57.35</td>
<td>36.82</td>
<td>2.94</td>
</tr>
<tr>
<td>Fabric performance</td>
<td>1.48</td>
<td>55.88</td>
<td>44.12</td>
<td>5.88</td>
</tr>
<tr>
<td>Care terms</td>
<td>8.82</td>
<td>45.59</td>
<td>50.00</td>
<td>5.88</td>
</tr>
<tr>
<td>Care products</td>
<td>11.76</td>
<td>33.82</td>
<td>50.00</td>
<td>11.76</td>
</tr>
<tr>
<td>Meaning of labeling terms</td>
<td>5.88</td>
<td>57.35</td>
<td>45.59</td>
<td>8.82</td>
</tr>
<tr>
<td>Consumer clothing problems</td>
<td>-</td>
<td>27.94</td>
<td>55.88</td>
<td>22.06</td>
</tr>
<tr>
<td>Stain removal</td>
<td>10.29</td>
<td>33.82</td>
<td>48.53</td>
<td>11.76</td>
</tr>
<tr>
<td>Labeling requirements</td>
<td>-</td>
<td>17.65</td>
<td>63.23</td>
<td>25.00</td>
</tr>
<tr>
<td>Legislation</td>
<td>-</td>
<td>4.44</td>
<td>33.82</td>
<td>64.76</td>
</tr>
<tr>
<td>Tradenames and trademarks</td>
<td>1.48</td>
<td>27.94</td>
<td>52.93</td>
<td>29.41</td>
</tr>
<tr>
<td>Quality control/guarantees</td>
<td>-</td>
<td>11.76</td>
<td>41.18</td>
<td>52.93</td>
</tr>
<tr>
<td>Sources of consumer information</td>
<td>1.48</td>
<td>10.29</td>
<td>54.41</td>
<td>47.06</td>
</tr>
<tr>
<td>Consumer rights/responsibilities</td>
<td>4.44</td>
<td>20.59</td>
<td>55.88</td>
<td>30.88</td>
</tr>
<tr>
<td>Cost, ready-made/home sewn items</td>
<td>2.94</td>
<td>52.93</td>
<td>36.82</td>
<td>1.91</td>
</tr>
</tbody>
</table>
of students in Grades 1-6. However, approximately 23 percent suggested that pupils might become acquainted with generic names of fibers in those grades; and eight to 13 percent would include some instruction about fiber characteristics, choice of fabrics for different end uses, terms related to care of different fabrics, stain removal and effective use of care products.

Respondents recognized the need for repetition in the learning process. Therefore, most topics were recommended for more than one educational level. As one respondent noted:

I feel that many things that can be introduced at the elementary school level, when a child would tend to bring the information home, should be reiterated at the junior high and high school level, when the child tends to become a consumer and buyer also.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE STUDY

Summary

Results of Questionnaire 1 confirmed college-level student-consumer ignorance of concepts and practices related to the textile and clothing market. This seems to be a direct indication of a void in the educational process which permits students such as these to reach this level without being more knowledgeable in this area of everyday concern.

However, the sample population in this study seemed vitally interested in studying topics related to their role as consumers in the textile-clothing marketplace. Questions in class were probing and discussions covered as much of the overall situation as time allowed.

Recommendations by these students for early study of topics related to textiles and clothing showed interest and approval of the life-span concept of consumer education. They apparently realized what Mayor Yorty of Los Angeles has said:

Our way of life presupposes an aware citizenry. To that end we teach in our schools history and government, but few students are exposed to problems of the marketplace......

Spending is as important as earning and the little time we devote to learning about it. (62)
Spending is as important as earning and too little time is devoted to learning about it. (62)
Conclusions

Four general conclusions are drawn from this study:

1. Responses to questionnaires submitted to the sample population confirm the state of cognitive dissonance which seems to accompany consumers to the marketplace.

2. The educational process, at least as far as the textile-clothing market is concerned, should be a two-way process: (a) manufacturer-retailer-consumer; and (b) consumer-retailer-manufacturer. Thus, the manufacturer will understand consumer needs and wishes and the consumer will understand more about what he is buying.

3. Consumer education in textiles and clothing, and in other areas of consumer interest as well, should have a broadened base in the public schools, beginning in the early years.

4. Professional home economists, because of their training and interests, should initiate changes in home economics programs at all levels that would encourage objective analysis of consumer problems.) The fact that only 21.69 percent of the home economics classes taken by the students
in this study placed emphasis on consumer problems related to textiles and clothing is at least one indication that home economists need to take a more aggressive role in this area. The need for such training is generally shown by the fact that the total sample population had little knowledge of the selected terms. The majority tried to define an average of six out of twenty terms and provided satisfactory definitions for less than half of the six tried.

Recommendations

During interpretation of the findings, the following recommendations evolved:

1. A survey of effective methods of teaching consumer education in secondary schools, with emphasis on the area of textiles and clothing.

2. A study of the number of men presently in home economics classes and whether greater emphasis on consumer affairs would encourage more men to enroll.

3. A more detailed study of consumer resource material available through public and private sources as well as of existing methods of distribution and suggestions for improvement.

4. An investigation as to whether consumers
are more familiar with selected trademarks than with generic terms of fibers.

5. In recent years, several states - New York, Pennsylvania, Illinois, and Ohio - have developed curriculum outlines encompassing the life-span approach to consumer education. Such outlines might be examined to determine at which educational level topics related to textiles and clothing are recommended and whether the recommendations are all-inclusive.
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Future Possibilities, New York: Appleton-
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13. Suggested Guidelines for Consumer Education,
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on Consumer Interests, 1970.


Newspaper, Magazine, Journal, Bulletin Articles


24. Harries, Nancy, "An Active Role for Home Economists


35. "This is No Way to Wash the Clothes," Consumer Reports, 33:2, February, 1968.


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44. Fabric Care Guide, Joliet, Ill.: American Institute of Laundering.


55. *Questions and Answers About the Wool Mark of Quality*, New York: The Wool Bureau, Inc.


**ERIC Microfiche and Unpublished Materials**


62. Nava, Julian, Official correspondence from Mayor Sam Yorty to Dr. Nava, dated May 21, 1971.

APPENDICES:

A Questionnaire #1
B Questionnaire #2
C Questionnaire #3
APPENDIX A

Questionnaire #1

This questionnaire is designed to reveal what you know about words and phrases found on labels attached to textile products. In addition, we want to determine your familiarity with the provisions of textile labeling legislation designed to protect you. Finally, we would like to find out if you know of local, state and federal agencies to which you may register complaints about unsatisfactory textile products.

Personal Information

1. Age group of respondent
   18-22_______
   23-30_______
   31-35_______
   36-40_______
   41 or over_______

2. Sex
   Male_______
   Female_______

3. Marital Status
   a. SINGLE
      (never married, living at home, not responsible for selection and care of own clothing) _____
   b. SINGLE
      (never married, responsible for selection and care of own clothing) _____
   c. SINGLE
      (never married or formerly married with some responsibility for selection and care of family textiles and clothing) _____
   d. MARRIED
      (with children) _____
   e. MARRIED
      (no children) _____
Education

1. Level in college
   FRESHMAN
   SOPHOMORE
   JUNIOR
   SENIOR
   GRADUATE

2. Major __________ Minor __________

3. (a) Have you had previous courses in Home Economics?
   Yes ______ No ______
   If yes, where?
   _______ junior high
   _______ high school
   _______ college
   If yes, was there any emphasis on consumer education in textiles and clothing?
   _______ none _______ some _______ much
   (b) Have you had any other consumer education class?
   _______ Girl Scouts _______ 4H
   _______ YWCA _______ Other (List)
   _______ none
   Did any of these classes expose you to an analysis of textile labeling?
   _______ Yes _______ No

4. Do you select fabric for construction into garments?
   _______ Yes _______ No
   If yes, do you read manufacturers' labels on bolts of fabric?
   _______ always _______ sometimes
   _______ often _______ never
   Do you read manufacturers' labels on the garments you buy?
   _______ always _______ sometimes
   _______ often _______ never
<table>
<thead>
<tr>
<th>TERM</th>
<th>HAVE SEEN TERM</th>
<th>MEANING</th>
<th>UNKNOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. permanent press</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. residual shrinkage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. nylon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. double knit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. combed cotton</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. polyester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Monsanto &quot;Wear Dated&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. sponged &amp; shrunk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Sanforized&lt;sup&gt;R&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. fiberfill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. olefin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. 96% reprocessed wool, 4% other fibers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. soil release</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. washfast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. flax</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. RN67421</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. 100% textured polyester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. a bonded fabric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Celanese&lt;sup&gt;R&lt;/sup&gt; acetate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. 100% acetate tricot</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Consumer Legislation
Please answer the following by circling one letter True, False, Don't Know

1. Textile products you buy must be labeled with fiber content by percentage and generic (family) name.
   T F D

2. Textile products you buy must be labeled with care instructions.
   T F D

3. The manufacturer's name or registered number must appear on the product.
   T F D

4. It is legal to dramatize the name of a fur product. For example, dyed skunk may be called "Alaska Sable."
   T F D

5. If a garment has a lining and interlining, fiber content of the interlining need not be stated.
   T F D

6. Imported textile products must give the name of the country where manufactured or processed.
   T F D

7. The Flammable Fabrics Act sets flammability standards for all textile products.
   T F D

8. It is legal to transfer fabric from one bolt to another without transferring labeling information provided by the manufacturer.
   T F D

9. Statements concerning potential shrinkage are required by law.
   T F D

10. If a garment such as a shirt is sold to you in a sealed container with the required labeling information imprinted on the container, further labeling on the garment is not required.
    T F D
Agencies: There are federal, state and local government agencies which receive consumer complaints and investigate possible industry violations of current laws related to the manufacture, labeling and sale of textile merchandise. Also, many voluntary private citizen groups whose aim is to foster consumer education and legislation, are growing in number throughout the country.

The list below includes the names of both governmental and non-governmental agencies responsive to public needs. Please check those you know to be legitimate consumer interest agencies now in operation nationally or in the state of California.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Check Legitimate Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. California Trade Standards Office</td>
<td>2.</td>
</tr>
<tr>
<td>3. The California State Department of Consumer Protection</td>
<td>3.</td>
</tr>
<tr>
<td>5. The Association of California Consumers</td>
<td>5.</td>
</tr>
<tr>
<td>7. California Housewives Encouraging Consumer Knowledge (CHECK)</td>
<td>7.</td>
</tr>
<tr>
<td>11. Consumers Union</td>
<td>11.</td>
</tr>
<tr>
<td>12. Consumer Fraud Division, California Attorney General's Office</td>
<td>12.</td>
</tr>
</tbody>
</table>
APPENDIX B
Questionnaire #2

LABELING AND LEGISLATION

Assignment:

1. Review Text* pp. 26-29, 30-31, 111-113
   Read Chapter 34

2. In a store of your choice, examine labels on 3 ready-made garments, including one of a single fiber, one blend, one of wool.
   In a fabric shop or in the fabric section of a department store, examine labels of 4 bolts of fabric (including one of wool.)

Objectives: To learn:

a. Whether the manufacturer of the average garment or bolt of fabric labels products according to legal requirements.

b. Whether care procedures on labels (information not legally required) are adequate for the average consumer.

INTRODUCTION

The text assignment above will help you judge whether the garments and bolts of fabric you choose to investigate are adequately labeled according to law. In addition, listed on the next page and defined briefly are terms related to care frequently found on labels and hangtags. This care guide was produced by the Consumer Affairs Committee, American Apparel Manufacturers Assn., and is a condensed version of "A Voluntary Guide for Improved and Permanent Care Labeling of Consumer Textile Products." The latter was developed by an Industry Advisory Committee for Textile Information.

The glossary of care terms included in the Guide is an attempt to establish uniform care terminology. Use of the suggested wording and care labeling of any kind is still a voluntary matter. However, both Casper Weinberger, head of the Federal Trade Commission and Mrs. Virginia Knauer, President Nixon's assistant for consumer affairs, have urged an official trade regulation requiring mandatory washing and cleaning instructions on textiles.

To date, though industry generally recognizes a need for informed, satisfied consumers, suggestions for mandatory care labeling have met considerable opposition. Reasons given range from economic considerations to a reluctance to accept any kind of government control. On the other hand, many of the larger producers of fibers, fabrics and garments use the Guide to help them label products effectively. They do emphasize, however, that for labeling to be really effective, the consumer must read, understand and follow the instructions given. By reading the labels and following directions you should begin to associate general care rules with fiber content and finish. Moreover, if you follow directions and the fabric or garment does not perform satisfactorily, you will have a legitimate complaint for the store or manufacturer.

1. Ref. Textile Topics, Winter, 1970
**CONSUMER CARE GUIDE FOR APPAREL**

<table>
<thead>
<tr>
<th>WHEN LABEL READS:</th>
<th>IT MEANS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MACHINE WASHABLE</strong></td>
<td></td>
</tr>
<tr>
<td>Washable</td>
<td>Wash, bleach, dry and press by any customary method including commercial laundering</td>
</tr>
<tr>
<td>Machine washable</td>
<td></td>
</tr>
<tr>
<td>Home launder only</td>
<td>Same as above but do not use commercial laundering</td>
</tr>
<tr>
<td>No bleach</td>
<td>Do not use bleach</td>
</tr>
<tr>
<td>No starch</td>
<td>Do not use starch</td>
</tr>
<tr>
<td>Cold wash</td>
<td>Use cold water from tap or cold washing machine setting</td>
</tr>
<tr>
<td>Cold setting</td>
<td></td>
</tr>
<tr>
<td>Cold rinse</td>
<td></td>
</tr>
<tr>
<td>Lukewarm wash</td>
<td>Use warm water (hand comfortable) 90° to 110° Fahrenheit</td>
</tr>
<tr>
<td>Warm wash</td>
<td>Use warm water (medium washing machine setting) 130° to 150° Fahrenheit</td>
</tr>
<tr>
<td>Warm setting</td>
<td></td>
</tr>
<tr>
<td>Warm rinse</td>
<td></td>
</tr>
<tr>
<td>Medium wash</td>
<td>Use warm water (medium washing machine setting) 130° to 150° Fahrenheit</td>
</tr>
<tr>
<td>Medium setting</td>
<td></td>
</tr>
<tr>
<td>Hot wash</td>
<td>Use hot water (hot washing machine setting) 150° Fahrenheit or hotter</td>
</tr>
<tr>
<td>Hot setting</td>
<td></td>
</tr>
<tr>
<td>No spin</td>
<td>Remove wash load before final machine spin cycle</td>
</tr>
<tr>
<td>Delicate cycle</td>
<td>Use appropriate machine settings; otherwise wash by hand</td>
</tr>
<tr>
<td>Gentle cycle</td>
<td></td>
</tr>
<tr>
<td>Durable press cycle</td>
<td>Use appropriate machine setting; otherwise use medium wash, cold rinse and short spin cycle</td>
</tr>
<tr>
<td>Permanent press cycle</td>
<td></td>
</tr>
<tr>
<td>Wash separately</td>
<td>Wash alone or with like colors</td>
</tr>
</tbody>
</table>

This Guide is made available to help you understand and follow the brief care instructions found on permanent labels on garments. Be sure to read all care instructions!

<table>
<thead>
<tr>
<th>WHEN LABEL READS:</th>
<th>IT MEANS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HAND WASHING</strong></td>
<td></td>
</tr>
<tr>
<td>Hand washable</td>
<td>Launder only by hand in warm water. May be bleached. May be dry cleaned</td>
</tr>
<tr>
<td>Wash by hand</td>
<td></td>
</tr>
<tr>
<td>Hand wash only</td>
<td>Same as above, but do not dry clean</td>
</tr>
<tr>
<td>Hand wash separately</td>
<td>Hand wash alone or with like colors</td>
</tr>
<tr>
<td>No bleach</td>
<td>Do not use bleach</td>
</tr>
<tr>
<td>No starch</td>
<td></td>
</tr>
<tr>
<td>Cold setting</td>
<td>Dry in tumble dryer at specified setting - high, medium, low or no heat</td>
</tr>
<tr>
<td>Tumble dry</td>
<td></td>
</tr>
<tr>
<td>Machine dry</td>
<td></td>
</tr>
<tr>
<td>Tumble dry promptly</td>
<td>Same as above, but in absence of cool-down cycle remove at once when tumbling stops</td>
</tr>
<tr>
<td>Dry dry</td>
<td>Hang wet and allow to dry with hand shaping only</td>
</tr>
<tr>
<td>Dry hand</td>
<td></td>
</tr>
<tr>
<td>Dry flat</td>
<td></td>
</tr>
<tr>
<td>Dry flatly</td>
<td>Lay garment on flat surface</td>
</tr>
<tr>
<td>Block to dry</td>
<td>Maintain original size and shape while drying</td>
</tr>
<tr>
<td>Cool iron</td>
<td>Set iron at lowest setting</td>
</tr>
<tr>
<td>Warm iron</td>
<td>Set iron at medium setting</td>
</tr>
<tr>
<td>Hot iron</td>
<td>Set iron at hot setting</td>
</tr>
<tr>
<td>No iron</td>
<td>Do not iron or press with heat</td>
</tr>
<tr>
<td>Steam iron</td>
<td>Iron or press with steam</td>
</tr>
<tr>
<td>Steam press</td>
<td></td>
</tr>
<tr>
<td>Iron damp</td>
<td>Dampen garment before ironing</td>
</tr>
<tr>
<td><strong>DRY CLEANING OR PRESSING</strong></td>
<td></td>
</tr>
<tr>
<td>Dry clean</td>
<td></td>
</tr>
<tr>
<td>Dry clean only</td>
<td></td>
</tr>
<tr>
<td>Professional dry clean only</td>
<td></td>
</tr>
<tr>
<td>Commercial dry clean only</td>
<td></td>
</tr>
<tr>
<td>No dry clean</td>
<td>Do not use self service dry cleaning</td>
</tr>
</tbody>
</table>

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QUESTIONNAIRE

GARMENTS (3) - including one of a single fiber, one blend, one of wool.

1. List garments examined; include fiber-content
   a. _______________________________
   b. _______________________________
   c. _______________________________

2. Were the labels securely attached to these garments?
   Yes  No
   a. [ ] [ ]
   b. [ ] [ ]
   c. [ ] [ ]

3. How were the labels attached?

<table>
<thead>
<tr>
<th>sewn in</th>
<th>pinned on</th>
<th>plastic link thru fabric</th>
<th>attached to a string and wrapped around a button</th>
<th>other (be specific)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of the labeling methods examined, which do you prefer? Why?
Circle one

Prefer 1 2 3 4 5 Why? ____________________________

4. Did label include the generic name of the fiber?  the company tradename
   or trademark of either the fiber or the fabric?  the garment manufacturer's
   name or FTC file number?

<table>
<thead>
<tr>
<th>generic name (1)</th>
<th>company tradename or trademark (2)</th>
<th>garment manufacturer's name or FTC file number (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which are required by law?  1 2 3
What value can you see in knowing both the generic name of the fiber(s) and the manufacturer or his trademark?

5. On the garment of wool, was the type of wool used clearly identified, according to the requirements summarized on p. 113 of the text?
   Yes __________ No __________
   a. If yes, what type of wool was used?
   ____________________________________________
   What does this mean? ____________________________________________

6. Did labels include care procedures?
   a. Yes ________ No ________
   b. __________________________
   c. __________________________

A. Copy care directions here: (If more space is needed continue on reverse side)

   CARE DIRECTIONS

<table>
<thead>
<tr>
<th>garment (a)</th>
<th>garment (b)</th>
<th>garment (c)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Do you consider the directions clear and adequate for proper care of the garments in question?
   a. Yes ________ No ________
   b. __________________________
   c. __________________________
B. continued
   If no, what changes in wording do you suggest?
   OR
   If care directions were non-existent for a particular garment, refer to the Care Guide on page 2 and suggest care procedures for that item.

<table>
<thead>
<tr>
<th>Suggested Changes</th>
<th>No</th>
<th>Suggested Labeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. If you should purchase one of these garments and followed the care directions carefully, but it did not perform satisfactorily, to whom or to which agencies would you register a complaint?

---

**BOLTS OF FABRIC (Four)**

1. Copy information found on each label. If more space is needed, use reverse side.

**LABEL INFORMATION**

<table>
<thead>
<tr>
<th>Fabric (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Fabric (b)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fabric (c)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fabric (d)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
2. If suggested care procedures were not on the label, name fiber content, fabric structure and finish, if any, and outline care procedures you would like to see on the label.

<table>
<thead>
<tr>
<th>Fiber Content</th>
<th>Fabric Structure (tight, medium, loose weave)</th>
<th>Finish</th>
<th>Suggested Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fabric (a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fabric (b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fabric (c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fabric (d)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. If properly cared for (laundered or dry cleaned) how would you rate the probable dimensional stability of the fabric? (Think of fiber content, fabric structure and/or finish)

<table>
<thead>
<tr>
<th>Probable Dimensional Stability</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Because of fiber content and/or finish, can you expect your fabrics to have high, medium or low resiliency?

<table>
<thead>
<tr>
<th>Resiliency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiber</td>
</tr>
<tr>
<td>(a)</td>
</tr>
<tr>
<td>(b)</td>
</tr>
<tr>
<td>(c)</td>
</tr>
<tr>
<td>(d)</td>
</tr>
</tbody>
</table>

5. If you consider fiber content and fabric structure, what can you expect in wearing comfort? (Think in terms of air permeability, moisture absorption, wickability and abrasiveness.)

<table>
<thead>
<tr>
<th>Wearing Comfort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiber Content</td>
</tr>
<tr>
<td>(a)</td>
</tr>
<tr>
<td>(b)</td>
</tr>
<tr>
<td>(c)</td>
</tr>
<tr>
<td>(d)</td>
</tr>
</tbody>
</table>

6. If you consider fiber content, fabric structure and finish, what can you expect in durability (resistance to wear)?

<table>
<thead>
<tr>
<th>Resistance to Wear</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
</tr>
<tr>
<td>(b)</td>
</tr>
<tr>
<td>(c)</td>
</tr>
<tr>
<td>(d)</td>
</tr>
</tbody>
</table>
APPENDIX C
Questionnaire #3

Instructions:
PLEASE CHECK THE PROPER COLUMN ON THE RIGHT,
or, where applicable, ANSWER IN YOUR OWN WORDS.

I.

1. In the past two years have you purchased textile goods (fabric or ready-made items) that later proved defective?

2. If yes, did you return the item to the place of purchase?

3. If no, why did you not return the item?

4. If yes, was the clerk or store manager:
   a. courteous? __ __
   b. willing to exchange the item or refund cost? __ __

5. If you received no satisfaction at the store, did you register a complaint with any agency? __

6. If yes, which agency did you contact?

7. Were you helped? __

8. If yes, please summarize incident briefly. Include approximate date of this occurrence.

II.

1. When you are particularly pleased with a textile product, do you ever mention this fact to a salesclerk or store manager? __ __

2. Have you ever written to a garment or fabric manufacturer complimenting him upon his product? __ __
III.

1. If you were preparing a curriculum outline for all grades, at which level or levels would you include the following concepts related to consumer education in textiles?

PLEASE USE THE APPROPRIATE LETTER TO INDICATE THE EDUCATIONAL LEVEL AT WHICH YOU WOULD INTRODUCE EACH TOPIC.

A = Grades 1-6
B = Grades 7-9
C = Grades 10-12
D = College

___ generic names of fibers
___ fiber characteristics
___ an analysis of yarn and fabric structure
___ choice of fabrics for different end uses
___ probable performance of fabrics in wear and care
___ terms related to care of different fabrics
___ effective use of care products such as detergents, etc.
___ meaning of terms found on fabric and garment labels
___ consumer clothing problems
___ stain removal
___ textile labeling requirements
___ a review of all legislation covering manufacture, import, advertising and labeling of textiles
___ tradenames and trademarks
___ industry quality control and guarantee programs
___ a study of sources of consumer information such as Man-Made Fiber Producers Assn.'s Man-Made Fiber Fact Book
___ a discussion of consumer rights and responsibilities
___ a study of comparative cost of ready-made and home sewn items

2. Did you find the labeling and legislation questionnaire assignment useful?  ____Yes  ____No

3. If a similar, perhaps simplified version were used in high school, at which level would such a field study be most valuable:
   ____ 10th grade
   ____ 11th grade
   ____ 12th grade
ADDENDUM

Since the final typing of this study, the Federal Trade Commission has issued a Trade Regulation Rule making mandatory the care labeling of textile wearing apparel. Piece goods sold over the counter for conversion by the consumer into wearing apparel must also be accompanied by a label or tag which furnishes instructions for care and maintenance of the garment. This ruling is to become effective July 3, 1972.