

Recommended References for Values and Goals Clothing Programs

Books and pamphlets to Order:

Ryan, Mary Shaw, "Clothing: A Study in Human Behavior"
(New York: Holt, Rinehart, and Winston, Inc. 1966)

Tate & Glisson, "Family Clothing"
(New York: John Wiley and Sons, Inc.) 1961

Roach and Eicher, "Dress, Adornment, and the Social Order"
New York: John Wiley and Sons, Inc. 1965

These three books are excellent for a study relating to sociological and psychological study in clothing. I would certainly recommend the first two if you cannot get all three.

Tolman, Ruth, "Guide to 'Beauty-Charm-Poise'"
(Milady Publishing Corporation, 3839 White Plains Road,
Bronx, New York 10467)

Bell, Alice and Wall, Pert, "Alice Bell Charm Encyclopedia"
J. and G. Publishing Co., Box 848, Charleston, S. C.

These are two excellent books that will help in planning a program on personal development through better grooming.

Booklets

Dorothy Siegert Lyle

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Single copy, \$1 (Stock No. 261-08392). Discounts on quantity orders: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Orders accompanied by payment will be sent postpaid. Shipping and handling charges will be added to billed orders. All orders of \$2 or less must be accompanied by payment. Order from Publication-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Linn, Alice (F.E.S. Clothing Specialist)

"Plan Clothing Programs to Help People Personally, Socially, Economically" These booklets are available from state office for professional staff only. One copy per agent.

Miller, Ruby T., Extension Clothing Specialist

4-H Leaflets and Bulletins: "Young Man-Dress Right/Look Right" "Personal Appearance Manual for Girls" Leader manuals are also available for both bulletins.

These manuals are designed to emphasize the psychological and sociological importance of being neatly dressed and well-groomed. Copies of the manuals are available from the state office.

Filmstrips

"The Importance of Clothing Selection"

J. C. Penney, Inc., 1301 Avenue of the Americas, New York, N. Y.
10019

This filmstrip may be borrowed from Penney managers or purchased at the production cost of \$3.50 for your office.

This filmstrip is related to the psychological and sociological importance of clothing and consists of a filmstrip (which you can have made into slides, if you prefer), a guide with commentary, and discussion outlines for the illustrations for teaching the importance of figure assets instead of figure faults and twenty-three different color of fabric collars for use in teaching color selection.

Slides:

"The Voice of Clothing"

Order from: Mrs. Frances McFadden, Assoc. Professor in the
Department of Textiles and Clothing, New York State College of
Home Economics, Cornell University, Ithaca, N. Y. 14850

This package will include: 45 slides--14 slides to be used per se and 31 slides picturing other visuals used in the program, e.g., magnet board visuals and posters. (The total program was not planned as a slide presentation. The slides showing the visuals could serve as a guide in having visuals of your own produced. If you were to base the program totally on the slides, the script should be shortened.)

- . A script for the whole presentation.
- . A list of suggested reading references for agents.
- . A brief, mimeographed reading reference for specialists and agents.
- . Two mimeographs for audience participation.
- . Cue sheet for visuals (for use by assistant to lecturer).
- . Home Economics Extension Leaflet Number 40, "The Voice of Clothing" (one copy).

"As Others See Us"

Slides approach personal appearance from the standpoint of good taste in dress, or the way we look 'in the public eye'. Special emphasis is placed on the effect of clothing on the individual in relationship of color, design and occasion. Also included is how posture and actions influence our looks.

Prepared by
Mary Em. Lee
Extension Clothing Specialist

VALUES AND GOALS CLOTHING MATERIAL TO BE AVAILABLE BY JANUARY 1, 1968

Lesson Sheets and Slides:

- "Good Taste and a Sense of Values" lesson sheet
- Set of Slides with Script titled "In The Public Eye"
- Set of Slides with Script "Fitting Readymades"
- "What Affects Your Clothing Decisions" Teaching guide for agents
3 lessons
- "Style Yourself for Your Job" lesson sheet
- "Getting to Know You" lesson sheet

Self Study

Personal Appearance: Self-analysis for Women
Will be available March 1, 1968

Lessons to be included:

- "My Inner Self"
- "Figure the Facts, Ma'am"
- "Mirror, Mirror Tell Me True"
- "Fit To Be Well Dressed"
- "Your Social Security"
- "Put Accessories in Their Place"
- "Lovely Clothes Deserve Loving Care"

Teaching Outline
for
Agents and/or Leaders

DRESS---ITS MEANING TO YOU?

I. Objectives

- A. Homemakers to try to determine their attitude toward clothing.
- B. Family members to understand the social and emotional role clothing can play in their lives.
- C. Family members to learn how to use clothing as a means of expressing "inner self".

II. Audiences

- A. Young homemakers
- B. Others reached through special interest meetings and mass media.

III. Possible Usages

- A. Organized Homemakers Clubs
- B. Special Interest Groups
- C. Newsarticles

IV. Lesson Outline and Suggested Procedure

A. Introduction to Lesson

Fashions and styles change with the times and reflect the state of the world and how we live in it. The attitude toward clothing varies from person to person because each places a different degree of importance to it. This depends on where we live, occupation of the breadwinner, personal taste, and the value placed on clothing versus other material goods.

Clothing also plays an important role in our first impressions of other people. Often appearance is the main thing on which one is judged--especially in brief contacts with people. In long term situations, then a person's appearance is but one factor on which judgement is made.

The seven roles of clothing are discussed in this lesson. The value one places on any or all of these seven roles can mean a difference in the amount of money one spends on clothing and the type of clothing one buys. It can also influence what one looks for when buying--economy, durability, or uniqueness in color and style.

B. Discussion Questions

1. What is your attitude toward clothing?
2. How does it differ from the way other family members view the clothes they wear?
3. What can clothing do for you socially and emotionally? What role can and does clothing play in your life?
4. Can clothing be used as a means of expressing your "inner" self? If so, how?

C. THE SEVEN ROLES OF CLOTHING

Teaching Points

Discussion

1. Pleasing Appearance

- a. A pleasing appearance is especially important at certain stages of life.

Mention the young child, teenager, career person trying to get ahead on the job and the importance of clothing to each. How long will a teenage girl spend trying to arrange her hair? Why does a child sometimes appear shy in a dark colored dress?

- b. Feeling that a person looks attractive can give a feeling of self-confidence.

Give illustration of how you feel standing before a group in something you like.

- c. Our ideals of a pleasing appearance is affected by current trends in fashion, fabric, and color.

Can show pictures of dress 20 years ago and compare with those of today. Probably will see similarity of some of the styles.

2. Self Expression

- a. Clothes can permit one to use her imagination in selecting harmonious colors, textures, line, accessories, etc. which displays that person's degree of creativity.

Both men and women are given this opportunity since men's clothing is more colorful and has more style from which to choose.

- b. Self expression or desires of creativity is the main reason for the increased number of home sewers.

Have wide selection of patterns, fabric, color, sewing notions, etc. to allow for this creativity.

3. Individuality

- a. Clothes can be a means of establishing one's identity by expressing one's choice in the style of clothes. This is often referred to as one's "style" of dress.

Discuss the expression "That dress looks just like you".

- b. Clothes should satisfy a person's inner picture of themselves. Color, fabric and style can be used to create the desired appearance.

4. Independence

- a. Clothing is a means for helping a person be independent and to make decisions as: What shall I buy and what are the signs of good quality? What shall I make? How shall I make it? What pattern, fabric, and color should I choose? What accessories should I wear? What garment shall I wear for this special occasion? Should I buy this garment or save the money for a weekend at the beach? Which do I value most? Discuss a child being able to select a garment from two or three that the parents have selected.
- b. Learning to dress himself is an early way to teach a child independence. He learns coordination, gains a sense of achievement, and later learns to do the things listed under "a". The feeling "I can do it" gives him an important sense of achievement.

5. Group Identity

- a. Dressing like others gives a sense of belonging. This conformity is important in various stages of life as with elementary school child and the teenager. Do you remember some incident as a child when your clothes were "different" from your classmates? How did you feel? Have you been to a tea only to find everyone more dressed up than you? How did you feel when you knew you had clothes just as dressy at home?
- b. This feeling of group identity can influence how relaxed a child feels with other children or how you feel with other adults.
- c. Often conformity is shown when organizations adopt a uniform as the 4-H uniform, that of firemen, policemen, etc.

6. A Status Symbol

- a. Many people view clothing as a status symbol especially teenagers. Can discuss importance teenagers attach to labels.

- b. There is not as great a degree of "class" distinction made today as in the past because low priced fashion goods with the style and similar fabric of higher prices are on almost every counter.
- c. As a result, clothing can be a key to our social standing or one to which we aspire. Cite some examples with which you are familiar.

7. Appropriateness

- a. There are many "unwritten" rules on what is considered "appropriate" for a particular occasion and these are often based on public opinion and vary from community to community. Discuss some of these "unwritten" rules in your community or city.
- b. An awareness of public taste is learned and develops gradually.
- c. To a large extent, however, the manner in which we dress and what we wear is determined by our own preferences.

Summary of Lesson

Clothing is an important part of our first impressions of other people. Often appearance is the main thing on which we are judged--especially in brief contact with people. In long term situations, then a person's appearance is but one factor on which judgment is made.

The value you place on any or all of these seven roles of the importance of clothing can mean a difference in the amount of money you spend on clothing and the type of clothes you buy. It can also influence what you look for when you buy--economy, durability, or uniqueness in color and style.

V. Possible Methods of Teaching and Suggested Visuals

- A. The use of the filmstrip from J. C. Penney's, "The Importance of Clothes Selection", can help to introduce or summarize the lesson.
- B. Photographs of people in various dress may be used to let the group discuss the role clothing probably plays in the life of those people. Use in the Introduction of the lesson.
- C. Portion of Slides and Script, "Voice of Clothing".

VI. Evaluation

- A. Note the participation during this discussion period and the apparent interest of the group members.
- B. Use an evaluation sheet to determine the effectiveness of a program such as this.

VII. Reading References

- A. Bulletin Planning Clothing Programs to Help People by Miss Alice Linn, FES (mimeographed copies available from state office for agents use but not for public distribution).
- B. Ryan, Mary Shaw, Clothing: A Study in Human Behavior, Holt, Rinehart and Winston, Inc., 1966.

Prepared by:
Ruby Taylor Miller
Extension Clothing Specialist

Teaching Outline
for
Agents and/or Leaders

GOOD TASTE AND A SENSE OF VALUES

I. Objectives:

- A. To help women develop an appreciation of fashion as a means toward achieving good style and individuality in dress.
- B. To help women recognize and apply good art principles in dress.
- C. To help women develop poise and self confidence through the increased ability to choose becoming clothes.

II. Audience:

- A. Young Homemakers
- B. Other interested age groups

III. Possible Usage:

- A. Organized Clubs
- B. Special Interest
- C. Radio
- D. T.V.

IV. Lesson Outline and/or Study Guide

A. Introduction:

Dressing in good taste can serve as an indicator of sound and economic success. It bridges the gap between art and fashion because those who have good taste make use of the fashions to suit needs.

To be well dressed does not require a lot of time, money and social advantages. Common sense is one of the most influential factors. A person who displays good taste has the ability to identify and apply beauty, order, and suitability.

(See lesson sheet and script to slides "As Others See Us" for further introductory information.)

Lesson Emphasis

1. Value of Good Taste in Dress to Individual

Discussion Questions

1. What is meant by good taste in dress?
2. How does it affect you to see others dressed in poor taste?
3. Do clothes make the woman?
4. For whom do women dress—other women or men?
5. Do you agree that you can dress with taste on a small budget?
6. Must you be beautiful to be well dressed?

**2. Time, Money, Thought
vs Dressing Well**

1. Discuss--does it take a lot of these three to be well dressed? If so, why? If not, why not?
2. How important is dress to success?
3. How important are clothes to the impression you create?

3. Fashion vs Fad

1. How can you tell the difference?
2. Must every woman accept all fashions? Why or why not?
3. Should our clothes express our friends taste--or should our family goals be the same as others?

4. Figure the Facts

1. Do you believe that regardless of shape, every woman can be well dressed?
2. Regardless to figure type should every woman try to stay in fashion?

5. Taste vs Style

1. Discuss--"Taste is what you choose and style is how you wear it...When you have taste plus style that's elegance."
2. It has been said that money cannot buy style, do you believe this?

6. Mannerisms which Detract

1. What undesirable mannerisms do women display in public that take away from their total appearance?
2. Should you let others know they have objectionable mannerisms?

7. Your Social Carriage

1. When the body is used correctly, movements are graceful. Demonstrate walking etc. using stairs, standing, sitting. Discuss what to do with hands while sitting, standing and walking.

**8. Handle Accessories
Correctly**

1. Discuss correct method of carrying various style handbags.
2. When or where do you wear gloves? If carried, what is proper method to use?
3. Demonstrate how to put on and to take gloves off.

V. Suggestions for Teaching Methods

In presenting this lesson remember to stress the value of good taste in clothing from the standpoint of psychological and sociological aspect.

- A. Lecture or demonstration method can easily be adapted to this subject.
- B. Set up a value playing situation. This method lends itself well to this type of teaching because it can be treated lightly and not personal.
- C. Organize a panel to discuss the questions suggested in outline.
- D. Use resource people. Invite an interesting speaker to talk to the group on the various aspects of taste in clothes.

VI. Suggested Visuals

- A. A set of slides and script "As Others See Us" are available for home economics agents use.
- B. Actual garments may be used to illustrate various points. These may be borrowed from local shops and department stores.
- C. Study fashion books to find pictures of garments that depict taste in dress.

VII. Evaluation

1. Follow-up questionnaires may be used 2 or 3 months after lesson on Good Taste and a Sense of Values meeting.
2. Collect opinion through actual contacts and observations.
(Home economics agents will want to plan evaluating progress made by audience.)

VIII. Reading References:

- Bell, Wall - Alice Bell Charm Encyclopedia
J. and G. Publishing Co., Box 848, Charleston, S. C.
- Tolman, Guide to Beauty-Charm-Poise
Milady Publishing Corporation, 3829 White Plains Road,
Bronx, N. Y. 10467

Leaflets available from state office prepared by specialist
"Good Taste and a Sense of Values" (lesson sheet for class)
"What to Wear Where"
"Color in Our Wardrobe"
Self Study Series
"Personal Appearance - Self Analysis for Women"

Prepared by
Mary Em. Lee
Extension Clothing Specialist

Teaching Outline
for
Agents and/or Leaders

GETTING TO KNOW YOU

I. Objectives

- A. Young homemakers to recognize the importance of first impressions and its influence on later social interaction between individuals.
- B. Young homemakers to know what clothing and grooming communicates to others.
- C. Young homemakers to know that ones impression of others is based on past experiences. Past experiences are the basis of our values. Ones interpretation of other peoples dress, therefore, is based on ones values.

II. Audiences

- A. Young homemakers
- B. Others interested in the subject

III. Possible Usages

- A. Organized Clubs
- B. Special Interest Groups
- C. Newspaper Articles
- D. Newsletters
- E. Television Programs
- F. Radio Programs

IV. Lesson Outline, Methods of Teaching and Suggested Visuals

A. Introduction to Lesson

People use clothing as a communicative tool. This is evidenced by the question so often asked, "What should I wear ...?" Other people judge us by our appearance whether we like it or not. This is especially true when individuals first meet.

First impressions are important to later interactions between individuals. Many people have missed opportunities in life because the first impression they made on other people was not favorable...the impression did not invite the other person to want to know the inner person.

Dorothy Lyle in her book The Clothes We Wear makes the following statements. "Our clothes never stop talking about us. We feel more confident about our daily lives if we are comfortable about our appearance. Ninety percent of what people see of us is what we wear.

Every human being has two aspects of self - the outer self and the inner self. We cannot reveal our inner selves until we have known a person for some time, and it is up to us to make others want to become acquainted.

First impressions are often the most important impressions. And whether a person is attractively dressed and well-groomed can be the most important factor in creating successful first impressions. We all draw broad conclusions about other people by the way they look to us, and unfortunately, we sometimes do not look beneath the surface if these quick judgements are negative.

One should be so dressed and groomed that he has the security to forget himself and be concerned with the people in the world around him."

B. Body of Lesson

Teaching Outline	What to Discuss and Suggested Methods	Suggested Visuals
<p>What does clothing communicate to others and how accurate are our first impressions?</p>	<p>Have people quickly write their impressions of the people shown to them in the pictures or slides.</p> <p>Reshow the pictures. Get comments from audience. Ask the following questions. What do you know about this person from looking at her (him)? Are there some places this dress might be appropriate and other places it might not be? Would you like to know this person?</p> <p>After the reshowing of each picture and the discussion, agent or leader gives a resume of each person to show accuracy of first impressions.</p> <p>Agent or leader discusses what research shows clothing communicated to others and how accurate each is perceived by the viewer.</p>	<p>Show 6 pictures of people dressed in different ways.</p> <p>Reshow pictures.</p> <p>Flannel board with each word or phrase placed on it as agent or leader talks about it.</p> <p>Sex Age Occupation Socio-economic Status Memberships in Groups or Organizations Attitudes, Interest, Values, Personality</p>
<p>Why do viewers perceive people differently?</p>	<p>Discuss what affects ones perception of another.</p> <ul style="list-style-type: none"> - varies with the viewer <ul style="list-style-type: none"> his past experiences his socio-economic level, his age his knowledge his values and attitudes - varies with his acquaintance with the person - varies with the situation in which the viewer is perceiving the individual - varies with the personality characteristic being judged--clothing is not the only clue to what kind of person one is; grooming, facial expressions, jesters, posture and carriage are also used to evaluate some personality characteristics of people. 	

What in our clothing determines our impressions

Agent or leader ask audience to write down which outfit they have in their wardrobe that they would wear to each of the following occasions if they wished to make the best possible impression.

- church
- shopping at an exclusive store
- wedding
- cook-out in neighbors yard
- meet for the first time a long standing good friend of your husbands
- meet husbands new boss

Have participants go back and write down whether it was style, fabric, color, line, fit or/and expensiveness of garment that was most important in your choice.

Agent or leader to discuss what research is important in our clothing that influences impressions and to discuss the answer to the dilemma that this situation presents.

Discussion Period

When can first impressions be very important?

- making new friends
- moving from one socio-economic group to another
- interviewing for a job or position
- husbands promotions
- influencing people
- others

Why do people going to foreign countries (especially missionaries and Peace Corps workers) take time to study and know about the clothing customs of the countries?

During many presidential elections, a person is employed to assist the candidate in choosing the right clothing for the occasion, in training him to speak clearly and pleasantly, and in helping him to develop hand gestures and facial expressions that are attractive. Why is this?

In child development we study that the image a person has of himself is built from and based upon what others think of him. The only way that we can get an image of ourselves is how others react to us. What part, then, can clothing serve in helping one to build self-image? What image do you think low-income people and teen-gangs might have of themselves? How do we feel and react to people when their first impressions is not favorable to us, and does this affect the image we have of ourselves and the social interaction that might take place?

What values might people have that would influence the type clothing they choose?

C. Summary

We have seen that first impressions are made before people have a chance to speak for themselves. First impressions are important to later interaction between individuals. The person making the judgment feels that he has been fairly accurate even though research shows us that this varies with the factor being judged, the person during the judging and the situation. Even though people know that their first impression may not be accurate, it tends to be a lingering impression.

Clothing, grooming, posture, patterns of movement and facial expressions all play a part in first impressions. There is no valid research that shows just what factor in our clothing is most important in influencing others to form favorable impressions. For this reason, the only answer lies here. The people we are likely to meet and wish to impress are usually within relatively the same group as we; therefore, the chances are that they will see a garment in much the same way as we do. For people who wish to move from one social group to another, sudden or major changes in clothing may be necessary in order for the impressions to be favorable and the new group want to get to know us.

V. Other Suggestions on Presenting Program

- A. Discussion questions could be used at the beginning or at the end of the lesson.
- B. The filmstrip Look at Your Future could be used as the basis of a program for older boys. (American Institute of Men's and Boy's Wear, Inc., 1290 Avenue of the Americas, New York, New York, 10019.
- C. The filmstrip The Importance of Clothing Selection might be used. (J. C. Penney Co., Educational and Consumer Relations, 1301 Avenue of the Americas, New York, N. Y. 10019)

VI. Evaluation

- A. Listen for comments that give indication of stimulated interest in the subject or gain of knowledge.
- B. Observe interest of group, questions asked, and discussion of members.
- C. Have people to write down what they feel some of their values are as related to clothing. Do they feel their clothing reflects these values?

VII. Reading References

Clothing: A Study In Human Behavior, by Mary Shaw Ryan.
Holt, Rinehart and Winston, Inc. New York, 1966. pp. 8-39,

Dress, Adornment, and the Social Order, by Mary Ellen Roach and Joanne Bubolz Eicher. John Wiley and Sons, Inc. New York, 1965, pp. 64-81; 214-257.

Getting To Know You (Lesson Sheet) by Dorothy L. Barrier.

Prepared by
Dorothy L. Barrier
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N. C. State University
1-1-68

Teaching Outline
for
Agents and/or Leaders

FIT TO BE WELL DRESSED
... When Buying Readymades

I. Objectives

- A. To help women develop an awareness and understanding of the importance of a well fitted garment.
- B. Show women how to correct certain fitting problems in order to obtain the 'made to order', or quality look in their clothes.

II. Audiences

- A. Young homemakers
- B. Other interested groups

III. Possible Usages

- A. Special Interest
- B. Organized Clubs
- C. Newspaper
- D. TV
- E. Radio

IV. Lesson Outline and Suggested Procedure

A. Introduction to lesson

One of the most psychological factors regarding the value of clothes for the individual is fit. The fit of the garment helps determine a favorable or unfavorable impression. No matter how much the cost, or how much time is devoted to shopping or coordinating the wardrobe in color and accessories, efforts are worthless if clothes don't fit. Fit is something we can see and feel and unless this feature is evident the quality look will be lacking.

Comfort and becomingness are not only dependent on fit but also dependent on fiber, style and color. Well fitting garments give a trim, well tailored custommade look.

Most fitting problems are due to figure irregularities although some may be caused by faulty cut of the garment. It is said that 90% of women should make some alterations. Unfortunately, not all women know how to recognize a good fit or care if their clothes fit well.

You can save time, money, and trouble if you buy the size garment which fits you best. A good fit can make the difference between a \$20 dress and one that sells for \$50.

It must be remembered that many 'misfits' cannot be altered.

B. Program Content

1. Questions for Class Discussion

- How does good fit create a favorable impression?
- What values do you place on fit?
- What part does fashion play to good fit?

2. General Discussion

Meaning of a Good Fit in a Garment

- has proper ease
- has basic silhouette seamlines that follow the body outline
- has the grain of the fabric running in perfect alignment
- is properly balanced with figure
- is free from tightness, sagging, gapping and wrinkling
- looks like it is made with you in mind
- garment feels comfortable when walking, sitting and stooping

Common Problems in Obtaining a Good Fit

- human figures not standardized
- women select wrong size
- wrong style for figures
- wrong style type (half size or misses)
- inaccurate cutting and stitching
- poor foundation garment - or perhaps none at all
- poor posture
- many don't value a good fit

Alteration Limitation

- It is impossible to make certain alterations if
- the garment too small and seams too narrow to let out
 - darts trimmed unnecessarily and need to be let out
 - manufacturer punched holes to mark dart placement and darts need to be let out
 - garment cut off grain and is uncomfortable
 - fabric will show original stitching marks when seam is let out. fabric such as taffeta, satin, peau de soie and some polished cotton will show seam crease and original stitching.
 - extra length is needed at the hemline and sleeves when there is not enough fabric to let down amount needed for correct length
 - garment is short waisted and there is not enough fabric in bodice to let down to normal waist line
 - the style is princess and seam allowance at waistline is small the alteration is difficult because the waistline (the narrowest part) will be dropped down at hipline and the seam will perhaps be too small
 - the garment wrinkles badly across upper back, usually this alteration entails major reconstruction
 - neckline is large and stands out from body
 - garment is much too wide at the shoulders
 - the garment needs to be changed from regular size to half-size

Most Common Alterations

- shortening and lengthening waistline, hems, sleeves
- taking a dress in or letting it out
- fitting a gapping neckline
- adjusting a wrinkled back bodice

- shortening shoulder width
- adjusting skirts which wrinkle or are too high waisted
- skirts whose side seams don't hang straight

Evaluation of Good Fit For information on this phase of fitting readymades check evaluation sheet "Do Your Clothes Fit?"

V. Suggested Methods of Teaching and Visuals

1. Plan a program using models featuring good and bad fit in clothes. Discuss the fit of each garment.
2. Use slides "Fitting Readymades" (New 1968) for loan from state office.
3. Use slides "Give Yourself A Fit" for loan from state office.

VI. Evaluation

1. Have each woman attending the meeting to evaluate her own outfit as to fit. Use evaluation sheet "Do Your Clothes Fit?"
2. The women may evaluate the meeting by answering the following questions. This is done the day of the meeting.
 - (a) Have you gained a clearer understanding regarding the value of a good fit? Yes ____, No ____.
 - (b) Do you think you can apply this information to getting a better fit in home sewing? Yes ____, No ____.
 - (c) Would you be interested in attending a workshop and learn how to alter ready mades. Yes ____, No ____.
3. A followup questionnaire may be given to the same women about three to six months after the first meeting. Agents may include questions like these:
 - When you purchase readymade garments now are you more conscious of fit? Yes ____, No ____.
 - Have you altered any clothes that did not fit? Yes ____, No ____.
 - What problems did you encounter in your alteration?
 - Would you like further help on altering clothes.

VII. References

Lesson sheet - Fit To Be Well Dressed - When Buying Readymades.
By Mary Em. Lee

Bishop and Arch, The Bishop Method of Clothing Construction.
Revised 1966, J. B. Lippencott Co., Philadelphia, Pa.

Fitting The Basic Muslin Dress.
By Mary Em. Lee

Prepared by
Mary Em. Lee
Extension Clothing Specialist

DO YOUR CLOTHES FIT?
Mary Em. Lee
Extension Clothing Specialist



No matter how tasteful the fashion, how delightful the color, or how much the cost, your buying and sewing efforts are lost if your clothes don't fit.

It is difficult to establish rules and regulations for proper fitting of a particular garment because so many factors enter into this situation. Fit is determined by the:

- type of figure
- age of the person
- type of garment
- present day fashion

Check the following to see if you have proper fit.

Yes ___ No ___ Does the dress have wearing comfort while you are standing; walking and sitting?

Yes ___ No ___ Are the directions of the grainline correct?
All grainlines should run in perfect alignment.
Lengthwise grainlines should be perpendicular to floor.
Crosswise grainlines should be parallel to floor.

Yes ___ No ___ Does the garment have a smooth overall fit - neither too loose or too tight?

Yes ___ No ___ Do the normal underarm seams fall straight down from center of armpit to the floor?

Yes ___ No ___ Does the waistline fall at the normal waist and appear to be straight around the figure?

Yes ___ No ___ Does the normal shoulder seam follow the line of the shoulder?

Yes ___ No ___ Is the neckline fitted comfortably without gaping or appearing too snug?

Yes ___ No ___ Does the sleeve line follow the normal shoulder curve?

Yes ___ No ___ Are the armholes comfortable? Do you have enough ease to rotate your arms and raise them above your head? There should be no wrinkles when your arms are at your side.

Yes ___ No ___ Are your sleeves the correct length?

Yes ___ No ___ Do the sleeves hang straight down from shoulder with no wrinkles? Do you have freedom of movement?

Yes ___ No ___ Do you have 3 to 4 inches ease over bust and across back?

Yes ___ No ___ Do you have plenty of room across the back when you bring your arms forward?

Yes ___ No ___ Do you have 2 or 3 inches of ease at the hip line?

Yes ___ No ___ Are all darts in the correct position on the body?

Yes ___ No ___ Are the shoulder darts directed towards the bust?

Yes ___ No ___ Do the underarm darts point towards the crown of the bust? The garment may fit better if you make two darts instead of one.

Yes ___ No ___ Do the waistline darts point toward the bust in front bodice or shoulder blade in the back bodice?

Yes ___ No ___ Do the darts in the long sleeve fall at correct elbow positions?

- If one dart it should fall at the point of elbow.

- If you have two darts the space between the two darts should center the elbow.

- The center dart of three should fit at the elbow.

If all checks are in the "yes" column, you have an ideally proportioned figure and a good fitting garment. It is indeed rare if you do not need to make alterations.

References: For actual alterations of home sewn garments see
Fitting The Basic Muslin Dress - Home Economics Series 25.

Teaching Outline
for
Agents and/or Leaders

YOUR CHILD'S CLOTHES ARE IMPORTANT, TOO!

I. Objectives

- A. Mothers of young children and others working with the young to understand the psychological and social effect of clothing on children.
- B. Mothers and others to recognize that children have certain needs (as the need to feel secure, the desire to belong, the need to let clothing express their personality) which can be filled at least partially by the type clothing they wear.

II. Audiences

- A. Homemakers with young children
- B. Others reached through various media

III. Possible Usages

- A. Special Interest Groups
- B. Organized Clubs
- C. News articles
- D. Television programs

IV. Lesson Outline and Suggested Procedure

A. Introduction to Lesson

Self adornment is a basic instinct of the human animal. This self adornment instinct dates back to prehistoric times when primitive man decorated his body with shells, bones, feathers, furs, blood, and beads. Adornment is still a big part of our lives and Americans are among the best dressed or best adorned people in the world--and this certainly includes the children.

Clothing for children is as important as clothing for any other family member. Much time and thought should be given to its selection. The clothes should be selected for the comfort and security of the child and not for the pleasure of adults.

At an early age, children learn that people admire an attractive well dressed youngster. This lesson will deal with the effect of dress on the young child from infant to the elementary school child. It will not discuss buymanship of children's clothes since this will come at a later date.

B. Teaching Outline

Teaching Points

Discussion and Visuals

1. Self Adornment

a. Self adornment is a basic instinct of the human animal.

Show picture of primitive man's adornment. Discuss the meaning of these.

b. Adornment is a very important part of our everyday lives.

Show picture of woman with jewelry, make-up and other accessories.

c. Adornment is important for children.

Show picture of little girl with bows in her hair, lace ruffles on her socks, etc. Also picture of little boy with bow tie, hat, etc.

2. The Three Phases of Dress of a Child

a. Pre-play or investiture

Define investiture.

(1) Often imposed by parents-- especially the mother.

Discuss the wearing of blue by boys and pink by girls. Do people describe the two sexes using different adjectives? Do they handle the babies any differently in holding them?

(2) This is shown by the colors usually worn by the two sexes, lacy vs plain training pants, etc. It has been said that a boy can show feminine traits at a later age if he is dressed and treated too feminine at this age.

b. Second is the play, costume or dressing out phase.

(1) Child assumes an identity not his own.

Ask parents if they remember any heroes they or their brothers had and any costumes they wore (as the Lone Ranger). Discuss the heroes the youngsters are currently worshipping. Let mothers describe what costumes their children are wearing. Do the children act differently in certain costumes?

(2) Costume is very meaningful to him--can be a very expensive stage.

c. The game, uniform, or dressing in phase

(1) The child has the desire to belong or conform.

Ask parents to discuss their own experiences with their children wanting to dress like all others.

(2) Girls usually arrive at this phase earlier than boys.

(3) Child can feel secure by looking like the others or may feel ill-at-ease because he is dressed differently.

May show picture of children playing (one child dressed differently, standing apart from the others and not participating.)

3. Styles of Clothing

a. Children's styles have received much emphasis in the last few years.

Show picture of child dressed to look like an adult several years ago--bulky, fitted clothing with tight waistlines. (Good picture in Thompson and Rea, Clothing for Children.)

b. Children's clothes follow trend of adults as shift and tent dresses. (This is true for current time). Acceptable because of the comfort and ease of movement.

Show tent or shift dress for child and adult or show a similar suit for father and son. Do these styles look like those you mothers are wearing? (Change question if showing garments for men and boys).

4. Personality vs. Clothing

a. Every child (boy or girl) is born with a certain personality and should be dressed to portray this personality. The following refers to girls but should be adapted and applied to dressing little boys also.

(1) Demure--choose pretty, picturesque clothes, small precise prints, velvet, lace, starched white collars, etc. Straight hair.

Have child dressed in outfit to portray this type or show picture (perhaps from a pattern book). Could use actual garments without being modeled.

(2) Tomboy--choose bright, gay sturdy, easy-to-keep clean clothes. Sweaters, skirts, overblouses, etc. are good choices. Bold plaids and stripes are also good. For party wear, taffeta or sateen would be better than fluffy organdy. Short or braided hair.

Have child dressed to portray this type or show picture or actual garments.

Helmet type hat with chin strap are in keeping with this personality.

- (3) Shy--choose pastel colors and simple lines. Drawing attention to her with bright colors or fancy designs may make her withdraw more.
- Use methods listed above.

You may wish to use other information given in the accompanying lesson sheet as points for discussion.

Summary of Lesson

Conclude with a summary of the major points discussed in this lesson.

V. Possible Methods of Teaching and Suggested Visuals

- A. This lesson would be most effective in special interest meetings. Use the suggested discussion questions and visuals listed in the lesson outline.
- B. Can borrow clothes from a department store or a child's specialty shop.

VI. Evaluation

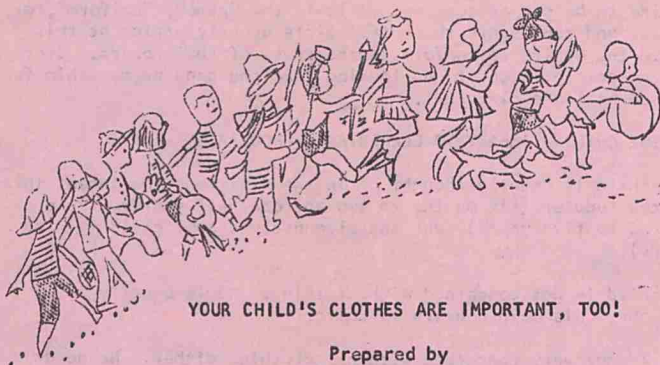
- A. Observe interest of group and the questions asked.
- B. Note the number of requests for other similar lessons (as for teenagers, senior citizens, the handicapped, etc.)
- C. Requests for additional information as a result of any newspaper articles, radio tapes, or television programs.

VII. Reading References

- A. Roach and Eicher. Dress, Adornment, and the Social Order. John Wiley and Sons, Inc., 1965 pp. 232-244.
- B. Ryan, Mary Shaw. Clothing: A Study in Human Behavior, Holt, Rinehart and Winston, Inc., 1966. pp. 190-237.
- C. Tate and Glisson, Family Clothing. John Wiley and Sons, Inc., 1961. pp. 169-201 (mainly construction and other features).
- D. Thompson and Rea. Clothing for Children, John Wiley and Sons, Inc., 1949.
- E. Miller, Ruby Taylor. Your Child's Clothes are Important, Too! (Lesson sheet)

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1-1-68



YOUR CHILD'S CLOTHES ARE IMPORTANT, TOO!

Prepared by
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Clothing is a very important part of a child's life - as well as an adolescent's or an adult's. Not much attention has been given to this fact until the last few years. In the past, children's clothing reflected the desires and likes of the parents and not the activities and attitudes of the children.

Children were dressed like little adults until the early twentieth century at which time distinction was made between children's and adult's clothing. It was not until the 1920s and 1930s that even adolescents' clothing was recognized as a group separate from children's and adult's clothing.

Even when child's clothing was recognized as a separate type, many people felt that the same values important to adults such as attractiveness, becomingness, etc. were also important to children. Studies show that this is not true.

This discussion deals with the psychological and sociological effect of clothing on children. Much is to be said regarding buying children's clothes which is equally as important but from another standpoint.

THE THREE PHASES OF DRESS

Children go through three phases of dress. The first phase is called "pre-play" or "investiture" - investiture in this sense meaning "something that covers or adorns". This phase is usually imposed by the parents. The phenomenon of investiture is the establishment of self by others. This young infant has now imposed upon him the wearing of blue for boys or the wearing of pink by girls. The child learns early some identity of sex through the color or type clothing worn.

The second phase is "play", "costume" or "dressing out". In this phase the child assumes an identity or role not his own. He must have a costume for this. It may be a new, expensive one or a hat, boots, guns, etc. added to jeans he already has. It is very evident that children do go through this phase by the large number of costumes being sold. There are more costumes made for boys than for girls. Girls enjoy wearing their "mommy's" clothes and eliminate some of the cost of this phase.

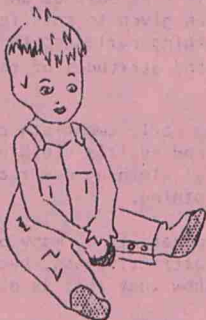
The last phase includes the elementary school child and the adolescent who have the desire to belong or conform. This is the "game", "uniform", or "dressing in" phase and represents the self. Girls usually arrive at this phase earlier with the desire to conform to the dress of their peers. Clothing can give a child a sense of security by looking like the gang or make him feel ill-at-ease because he looks different.

THE CHILD - INFANT TO ELEMENTARY SCHOOL AGE

The younger child is usually thought of in age divisions-the infant (birth to six months), the toddler (six months to two and one-half years), the pre-school child (three to five years), and the elementary school child (six to the teen-age years).

The INFANT child is not concerned with clothing. He is usually the happiest without any. His main concern is comfort.

The TODDLER is not very concerned with his clothing either. He needs clothes for comfort and convenience - (as clothing designed for toilet training). He does not worry about gaining approval through his clothing because the very young child does have the approval and obvious attention of those around him.



The PRESCHOOL child, however, places tremendous importance on his covering. As an infant or toddler he was either unaware of his clothing or found it to be a nuisance. At the pre-school age, though, his clothes take on added importance.

Center of Attention:

Most children want to be the center of attention. He soon learns that an easy way to

attract this attention is through his clothes. Adults often cause this since they frequently comment about the new clothing a child is wearing. This is understandable since communication between a child and adult is often difficult. A child expects this attention and if he does not get it, he may call attention to some article by saying "See my new shoes" or "See my new coat". This will usually bring favorable comments from the adult and gives the child the attention he is seeking.



"See my new coat?"

Clothing and Concept of Self: A child identifies himself with his clothes and looks upon them as part of himself. These clothes help to identify the sex of others and himself. By having clothes "like daddy's" or "like mommy's" he learns he is going to be a man or she learns she will be a woman. By wearing clothes similar to his father's he tends to try to act like his father and learns what behavior is expected of a man. He can demonstrate how "big" he is, by his ability to dress or undress himself.

Effect of Association of Clothing: Clothing can have varied effects upon children. Children prefer clothes that remind them of pleasant things. The true story is told of a little girl who cried each time she was told to wear a certain dress. When questioned about this, she said she was always spanked when she wore that dress. As the family thought about this, they recalled that she had been spanked on several occasions while she was wearing the dress. She automatically related the dress to punishment. Pleasant experiences can also be related to clothes - as a party dress and fun.

Often security is related to a particular garment. Everyone is familiar with the comic strip "Peanuts" and how Linus also feels secure by carrying his blanket everywhere he goes. Children and even some adults derive a sense of security from old and familiar garments.

What a Child Likes and Prefers in His Clothing: Studies have been made to try to determine what things about clothing that the preschool child likes. Of course it is hard to know the validity of these answers, but the children listed these:

- Newness - because it calls attention to himself
- Colors - like all the primary colors with red the first choice
- Textures - like soft textures as fur and velvet. Touching and feeling is one way for children to learn about the world around them.
- Decorative details - admire decorations especially small ones - the more the better. Children of this age have no knowledge of "good taste". A child often will choose one dress over another because it has a decorative detail.

Things Not Important to Preschool Child: These include becomingness, appropriateness, durability, ease of care, price, conformity, size of wardrobe, source of garment, cleanliness, and neatness.



Conformity

THE ELEMENTARY SCHOOL child is getting to the "gang stage" whereas the preschool child has little interest in his peer group. He wants clothing which identifies him with a particular sport as Little League baseball or ballet dancing.

As he enters the gang stage, it's important that the child be accepted by them. His clothing first of all must be acceptable. The fear of being laughed at is one of the greatest fears. Parents will begin to hear "but all the others have---", or "nobody else has to wear---". If a child's clothing is too different, he may become self-conscious and develop feelings of inferiority.

Another indication of the desire to conform is the pride shown in wearing Cub Scouts or Brownie uniforms.

Hand-Me-Downs: The attitude concerning wearing hand-me-down clothes varies with the child. Some children love to wear an older brother's or sister's clothes if there is a close tie between them. They may like to wear clothing of a cousin they like. Regardless of whose it is, the clothing should have individual touches added especially for that child.

The older elementary school child and the teen-agers will be more likely to rebel against wearing used clothing.

Characteristics an Elementary School Child Likes in His Clothing: This age youngsters likes -

1. Clothes that are like the gang
2. Clothes that are admired and envied by others - gives a feeling of importance
3. Garments that are easy to manipulate
4. Comfortable (this is preferred over style).
5. Durable for rough play

Aspects of Clothing That Are Unimportant to School Children includes cleanliness or neatness, appropriateness, a large wardrobe, and becomingness.

In order to keep your child happy in his clothing, just keep in mind the points discussed and remember that "Your Child's Clothes are Important, Too!"

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1-1-68



Teaching Outline
for
Agents and/or Leaders

ARE YOU IN THE KNOW ABOUT TEENAGERS' CLOTHES?

I. Objectives

- A. Parents and/or leaders to help teenagers develop an awareness and understanding of the importance of personal appearance as it relates to their future careers and establishing their place in society.
- B. Teenagers to develop a feeling of security and confidence as a result of being socially acceptable in dress, grooming and behavior (social and psychological effect of clothing on the wearer).
- C. Parents and others working with teenagers to help this group identify their own values regarding:
 - (1) the importance of understanding and skills in the areas of personal grooming and clothing selection from the standpoint of application of art principles and principles of buymanship.
 - (2) the necessity of acquiring knowledge of proper dress for various occasions to reach the first two objectives (aesthetic values).
 - (3) the recognition that careful wardrobe planning will help to eliminate the need for a large quantity of clothes.
 - (4) the awareness that giving proper care to clothes will assure better appearance and longer wear.
 - (5) advantage of construction of many of their clothes for economical reasons, acquisition of good fit as well as to provide a method of self-expression.

II. Audiences

- A. Young homemakers
- B. Others reached through special interest meetings and mass media
- C. Teenagers
- D. Leaders

III. Possible Usages

- A. Special Interest Groups
- B. Organized Homemakers Clubs
- C. Newsarticles
- D. Radio tapes
- E. Television

IV. Lesson Outline and Suggested Procedure

A. Introduction to Lesson

The part that clothing plays in a person's life is an individual thing. Parents, educators and others working with young people cannot force their own values on teenagers but must help these young people to establish their own value system.

Teenagers are spending a large portion of the family clothing dollar and it is increasingly important that they be taught to define and set up their own goals and values regarding their clothing.

Statistics show that by 1970, the teenagers will spend \$20 billion annually and fifteen to twenty percent will be spent on clothing. These young people need to be given guidance so that they can set purposeful goals or objectives as listed under the Objective section. In order to guide children effectively, mothers of young children approaching the teenage period should acquire a knowledge of the psychological implications of clothing for the teenager.

B. Discussion Questions

These questions are some which may be used to have a lively discussion at the beginning of the lesson and to create interest in the program. A time limit should be set for this activity so that the time remaining will be sufficient to cover the main body of information.

1. How are the decisions about clothes made with your son and daughter?
2. What are some of your attitudes toward clothing? Do they influence your son or daughter?
3. What are some of the attitudes of your teenager toward clothing?
4. Are these attitudes different from other teens in your community?
5. Are clothes used as a status symbol in your community? If so, how?
6. Can you think of ways the attitudes or your family are reflected in the amount of money spent for clothing?

C. THE FIVE NEEDS WHICH CLOTHING FILLS

Clothing is especially important to the personal and social development of teenagers. Clothing fills five needs for the teenagers and parents should understand these.

Teaching Points

Discussion

1. Defining Goals and Values

- a. Acceptance by the group is an important value of teenagers--expressed largely through conformity in dress.

When is conformity in young people's clothing most important--elementary, junior high, or high school?

- b/ By the twelfth grade, boys and girls do not seem as concerned about this uniformity of dress but are concerned about weighing their own values against others as they prepare to enter an adult world and their careers.

2. Individuality

- a. Clothes are a means of establishing identity or expressing one's choice.
- b. Teenagers wear clothes to satisfy their inner selves. As the inner picture changes, so do their clothes.

Discuss "favorite" clothes your teenagers may have. Do they act differently in some clothes than in others.

Show pictures of some of the clothes teenagers are wearing. Discuss the actions of these young people.

Mention hippies' clothing, clothing seen on Carnaby Street in London or San Francisco. What do they portray about the person's inner self?

3. Acceptance of Self

- a. Through clothing, teenagers can learn to appreciate their best physical features.
- b. Self-acceptance grows as teenagers experiment to attain becoming dress.

Discuss anxieties often noted by teenagers and the maturing of their bodies.

Mention that teenagers mature at different rates--sometimes varying by as much as 6 years.

4. Feeling of Belonging

- a. Dressing like others can provide a sense of belonging.
- b. "What others are wearing" greatly influences what the teenagers buy. This is particularly true of fads.
- c. Often organizations encourage conformity of dress (as Scouts, 4-H Clubs, etc.) to build a sense of unity and pride in the members.

Discuss current fads or fashions which most all the teenagers are wearing.

Are they really attractive?

Do they suit all teenagers personalities?

Are the fads being worn primarily because of conformity?

5. Role

- a. Clothing helps to identify the role one is performing--can indicate occupations, status or taste--role changes even during the day.

What are some of the roles of teenagers?

Why is dressing for these roles so important?

- b. Dressing correctly for the role is important when teenager enters a new situation--as attending a new school, the first prom, young people going away from home, etc.

Ask for personal examples from the audience when clothing was so important in new situations. How did they, as parents, react to their teenagers' needs?

Summary of Lesson

Clothing is more than just something to wear. What meanings does clothing have for your teenagers? What needs does clothing fill for them?

When families understand some of the unique clothing behavior patterns of teens and the reasons for some of their seemingly unreasonable demands, it becomes easier to help make decisions which do not "fight" with their special needs.

The teenage consumer can be helped to make sensible judgments regarding clothing within the framework of "fads and fancies".

Clothing is just as important in the lives of adults because they have the same needs but perhaps to a different degree. Adults also react much the same as teenagers to fashion and style. However, adults call the reactions following a "trend" and label the same kind of teenager reactions as "fads".

V. Possible Methods of Teaching and Suggested Visuals

- A. Can use discussion questions to create interest in program.
- B. Borrow some of the "fads" currently on the market. Can discuss these and what teenagers should be told regarding having a lot of fads in their wardrobe. (mini-skirts and long hair for boys).
- C. An interesting panel discussion using mothers and their teenagers could be planned as part of the program. The discussion questions could be the basis of this discussion.
- D. Can present this program by using a flannel board and making large keys to put up as each need is discussed. The program could be entitled "Keys for the Meanings of Clothes for Teenagers".

VI. Evaluation

- A. Note the participation during the discussion period and the apparent interest of the group members.
- B. Are there requests for other type programs--as one regarding the clothing for younger children?
- C. What responses have you received from mass media which you may have used in giving out this same information?
- D. Were lesson sheets prepared as handouts? What response have you received from these?

VII. Reading References

- A. Ryan, Mary Shaw. Clothing: A Study in Human Behavior, Holt, Rinehart Winston, Inc., 1966.
- B. Tate and Glisson. Family Clothing. John Wiley and Sons, Inc. , 1961.
- C. Clothes, Money and You packet from FES.

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1-1-68

Teaching Outline
for
Agents and/or Leaders

FASHION IS FOR EVERYONE

I. Objectives:

- A. To help women adopt from current fashion only that which is becoming to them personally and bypass the looks which are unbecoming.
- B. To call women's attention that fashion is selective, not expensive.
- C. To help women see how dressing in becoming fashion promotes self-confidence and poise, enabling them to face the world with more social confidence and ease.

II. Audience:

- A. Young Homemakers
- B. Other interested age groups

III. Possible Usage:

- A. T. V.
- B. Special Interest
- C. Radio
- D. Newsletter

IV. Lesson Outline and/or Study Guide

A. Introduction :

Fashion is for everyone - but all fashion is not for every woman. To be well dressed a woman must develop a knowing discrimination and choose only the mode that suits her. She must learn to select clothing for faultless detail, marvelous proportions and elegant simplicity.

It is agreed that fashion has little to do with money, but everything to do with self-knowledge, self-discipline and self-expression. If chosen correctly, fashionable clothes help women reflect their inner self, bring out their assets and hide figure faults. Without being rich, young, or beautiful it is possible to be fashionable.

B. Synopsis of Fashion:

What is fashion? Someone said "It's a beautiful correctness; the best look of the time - the time being now".

Is there a difference between fashion and style? "Fashion we buy, but style we give".

On the technical side general fashion appearance means how well is the fashion interpreted and does the garment give a total fashion effect. But fashion does not stop there. It encompasses not only your dress, coat or suit, but your entire appearance. To be in fashion both your clothing and your accessories should look like they are going to the same place.

Fashions come and fashions go but the basic principles of line and color and their effect upon the wearer remains the same. Remember, fashionable women don't believe in fashion fads. Timeless clothes are best - those you can wear for years.

Usually the less jewelry the better (especially gaudy jewelry) - and when in doubt, wear pearls.

The favorite shoe is the classic pump, and many fashion designers prefer medium heels. It is felt they give a more aristocratic and elegant look to the legs than very high heels.

Don't punish your body for the sake of fashion. Beauty today comes from simplicity and comfort in dress. Our fast pace calls for a freedom and ease of movement not associated with fashion of the past.

A famous dress designer once said "A woman must never forget that she is a woman - and she should always dress like one. A dress is merely an envelope for the woman inside it". The number one rule in fashion is "know thyself". "Dress to suit yourself". Just because skirts are very short this year and you know you will not look good in them, you should wear them longer. Don't be afraid to modify clothes to look just right on you.

Vance Packard, an authority on the fashion market, points out apparel producers use fashion to make consumers dissatisfied with what they have. The consumer actually wears out the garment mentally. Shakespeare stated, "Fashion wears out more apparel than the man".

There is no excuse for any woman to select unbecoming clothes just to look fashionable. Today a wise choice of clothes is available for all from the world of fashion.

A fashionable woman chooses her clothing the same way she selects choice china or a new friend.

Remember, a fashion goal may be: It is better to be a fashionable woman than a fashion plate.

V. Possible Methods of Teaching and Suggested Visuals

- A. Invite professional people to talk to the group on various aspects of present day fashion.
- B. For background information study the latest mode - ads, fashion magazines, T.V., movies, window displays and observe what well-dressed women are wearing.
- C. Plan a fashion show featuring fashionable clothes for various figure types:
 - Secure cooperation of local dress shops and department stores. Borrow clothing for models.
 - Obtain loan wardrobes from pattern companies.
 - Follow up clothing workshops and have women model garments they have constructed.

VI. Evaluation:

- A. Have women evaluate their individual figure type vs present day fashion. Consider line and design and style of garments.
- B. If a fashion show is given have women make an evaluation of the outfit they model.

VII. Suggested Reading References:

- A. Up-to-date fashion magazines, newspaper articles, etc.
- B. Bell, Wall - Alice Bell Charm Encyclopedia
J. B. Publishing Co., Box 848, Charleston, S. C.
Tolman, Guide to Beauty-Charm-Poise
Milady Publishing Corporation
3839 White Plains Road, Bronx, N. Y. 10467

Leaflets available from state office prepared by specialist

"Good Taste and a Sense of Values"

"What to Wear Where"

"Color in Our Wardrobe"

Self Study series

"Personal Appearance - Self Analysis
for Women"

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THE VALUE OF CREATIVITY THROUGH HOME SEWING
(TV script)

I. Objectives

- A. Homemakers to understand the many advantages of home sewing other than economy.
- B. Homemakers to be inspired to want to sew as an outlet for creativity and relaxation.
- C. Homemakers and others to realize that current sewing machines, fabrics, and designs are more conducive to home sewing than in any other period of time.

II. Audiences

- A. Television viewing audiences
- B. People reached through other mass media
- C. Interested homemakers

III. Possible Usages

- A. Television programs
- B. Newspaper articles
- C. Special Interest Groups

IV. Lesson Outline and Suggested Procedure

A. Introduction to Program

Today we hear often words such as creativity, use of leisure time, hobby, and relaxation. We are told that more and more women are sewing for these reasons. The latest figures, 1967, show that more than 41,000,000 American females are sewing--making almost every conceivable type of fabric product with clothing topping the list. Many of these females are teenagers. The amazing thing about today's home sewing is that it is pro-fashion; pro-individuality; pro-anything that makes a woman want to look special and not be a carbon copy of the crowd.

Today's women sews because it's one way she's sure of getting what she wants when she wants it, because it's a useful hobby that calls for individuality and creative ability and only incidentally because it's a money saver.

Needless to say, time is involved if you want a quality look. This is one reason women sew as a hobby. It's a hobby that is both aesthetically and economically rewarding. The most luxurious fabrics are within reach, and latest designs from world-famous couturiers can be purchased at a pattern counter. New sewing machines can help produce distinctive, one-of-a-kind dresses.

Let's go back and examine more thoroughly how home sewing can allow a person to be creative.

Slides 5, 6, 3 or 4 in the Decorative Details set. Can use pictures of own choosing.

Borrow pieces of beautiful fabric of several designs, weaves, finishes and fiber content.

Show a display of a wide variety of buttons. Could use slide 2 for trims if desired.

Show one pattern made up into garments of various fabrics (perhaps 4-H'ers or a home ec. class would have these.)

or

Could use large picture from a pattern book mounted on cardboard. The garment outline could be cut out. Then pieces of fabric could be mounted on cardboard squares and held up behind cut out outline to illustrate changes.

Can show some of these garments.

You can use your own imagination to create your own designs, or copy expensive ready-to-wear garments or use the patterns found in pattern books.

A woman may use her creativity in selecting beautiful fabrics to be made up into the beautiful original or copied styles. The number of new and beautiful fabrics with wonderful finishes is endless.

There is also an endless array of trims, buttons, braids, etc. to permit one's imagination to run wild.

Through selecting her own fabric, pattern, and trims, today's home sewer need not look like everyone else. Even if the same pattern is used, the difference in fabric, color, and trim can give an appearance of individuality. Thus, sewing expresses individuality, while shopping often expresses conformity.

There is much value in the satisfaction of knowing that "I made it" especially when friends compliment you on how pretty the garment is or when your child says "My mommy made it." There is even greater satisfaction in tailoring a suit or sport coat for your husband and hear him boasting of his wife's accomplishments.

You can have security and self-confidence in knowing your clothes fit better. As a general rule, home sewers can get a better fit particularly if there are physical problems as a high shoulder or hip, sway back, round shoulders, etc. Also you can save on expensive alterations.

Since most women sew as a hobby, they will not want to make everything they wear but things that are fun. It may be that children's clothes, party dresses, and wool suits are the favorites.

Home sewing does have a practical value also. Generally you will get more for your money by sewing. Most of your sewing will result in savings especially in children's clothes, party dresses, as well as suits and coats. Many clothes can be made for one third to one fourth of what they would cost, thus, you can have a larger wardrobe. There is

also another practical value--that of allowing the homemaker to plan her wardrobe or her family's wardrobe according to need.

The creative woman may need an addition to her wardrobe for the simple reason that she needs to relax with her hobby. And there is no better reason for investing in a new costume. And the cost should not be considered solely a wardrobe expense; some of it is a leisure-time expense and should be considered in a similar manner as expenses of a hobby as gardening, painting, color television and theater tickets. Yes, home sewing does have much value for today's homemaker in her search for showing creativity.

V. Possible Methods of Teaching and Suggested Visuals

- A. The material in this lesson outline has been written primarily for television. The suggestions for visuals could be as many or as few as needed to make the point. Actual fabrics and trims would add much to program.
- B. Material could be adapted for use in newspaper articles and for radio.
- C. A similar type presentation used on TV could be adapted for special interest meetings.

VI. Evaluation

- A. Evaluation of television program is rather difficult unless a questionnaire or survey sheet is prepared. The TV station may receive some comments on program.
- B. Note interest of special interest group and questions asked.

Prepared by:
Ruby Taylor Miller
Extension Clothing Specialist

Teaching Outline
for
Agents and/or Leaders

STYLE YOURSELF FOR YOUR JOB

I. Objectives

- A. Employed young homemakers to understand how clothing can be an asset to them as they carry out their job responsibilities and as they meet and get to know new people.
- B. Employed young homemakers to make wise decisions concerning clothing so that they can reach their goals.
- C. Employed young homemakers to understand that their values affect their clothing decisions.

II. Audience

- A. Employed young homemakers
- B. Others interested in the subject

III. Possible Usages

- A. Special Interest Group
- B. Organized Clubs of Employed Young Homemakers
- C. Newsletters
- D. Radio Program
- E. Newspaper Articles

IV. Lesson Outline, Methods of Teaching and Suggested Visuals

A. Introduction to Lesson

A large percentage of young married women in North Carolina are employed outside the home. This percentage is expected to increase in the next few years. Employment outside the home often requires a different type of clothing than the homemaker has as well as an increased quantity of clothing. Many young homemakers are recent graduates of high school or college. These homemakers soon learn that many articles of clothing they had in their school wardrobes must be replaced with a different type article of clothing. The young homemaker is assuming a new role, and if she is to be effective in this role she must not only be efficient but she must dress appropriately. Clothing, is related to the role one plays.

Clothing is related to a persons feeling of self-confidence as she associates with other people. Other important feelings that are related to clothing are group belongingness, group acceptance, and self-esteem. All of these feelings can influence the employed homemakers pleasure or displeasure with a job and her success or failure in carrying out its responsibilities.

The employed young homemaker has less time at home. Making wise decisions concerning how clothing for the family members will be obtained and cared for becomes increasingly important when time is limited. Families in which the mother and/or wife is employed have an additional income. How will this additional income be used? These two factors are affected by the values of the family members. If the family knows what its values and goals, are, wiser clothing decisions will result.

Let's now examine the life of the employed homemaker.

B. Body Of Lesson

Teaching Outline	What to Discuss and Suggested Methods	Suggested Visuals
The functions of clothing as related to roles	<p>Every job and position has responsibilities and activities. These responsibilities and activities should govern the clothing that is worn for each role performed by the young homemaker. Discuss the responsibilities and the activities of each of the following roles and then see clothing that would be appropriate for each role.</p> <ul style="list-style-type: none"> - homemaker fixing breakfast - homemaker at work <ul style="list-style-type: none"> - teacher - waitress - secretary-receptionist - factory - homemaker going to a dressy social event for the evening with husband - homemaker entertaining out-of-doors - homemaker cleaning house - homemaker taking care of children - homemaker going to church <p>What else besides job responsibility and activities governs our selection of clothing for the roles we play?</p> <p>The homemaker defines each of her roles for herself. Her definition is influenced by what she thinks others expect of her - her husband, children, friends. It is also influenced by her past experiences.</p>	<p>Posters showing correct and incorrect dress for each of the roles in which the employed young homemaker participates.</p>
The functions of clothing as related to each one of the roles discussed above:	<ul style="list-style-type: none"> - to make real the role one is performing - to portray this role along with the desired impressions to others, thus letting others know what behavior to expect - gives order to our complex way of life 	<p>Flannel board: functions of Clothing as related to-----</p> <p>A. Role</p> <ol style="list-style-type: none"> 1. Makes real the role 2. Portrays role to others 3. Gives order to life
How do we know that people are interested in wearing the right type clothing for a given role?	<p>What indicates to us that people are interested in the appropriate clothing to wear for each of the roles they are playing? Discuss how much people talk about clothing. Discuss the frequently asked question, "What type clothing shall I wear to this event?"</p>	

The functions of clothing as related to self.

The way one dresses in a place of business can hinder or help her job progress. An employed young homemaker wants to be efficient at performing the assigned responsibilities as well as get along successfully with the other employees. These two factors are influenced by the appearance of a person. The large army of employed young homemakers spend eight hours daily in working clothing. It is partially on the strength of their clothing (which contributes to their self-confidence and job efficiency) that their jobs are held.

Agents or leader to lead in discussion on the functions as related to self. Discuss how each one of these factors contribute to the success or failure of a person at work. Give examples.

Continuation of flannel board:
Functions of clothing as related to:

A. Role

1.

2.

3.

B. Self

1. Self-

confidence

2. Recognition

3. Self-esteem

4. Group-belong-

ingness and

acceptance

The Right Clothes Can Help You Get Ahead.

Clothes do not guarantee successful pursuits of our heart's desires. Clothes do, however, set the scene and is the backdrop for the you that you wish to become. Since eight hours a day, five or six days a week is spent on the job, what more logical place for you to pay close attention to the finished product of you than where you are working. For most positions requiring dress other than uniforms of some type, the wardrobe should be interchangeable enough to allow for ten consecutive changes (according to several authorities). The wardrobe might contain several separates that would allow for mix-and-mate coordination. For the young homemaker with limited income or for a new employee having to build a wardrobe suitable for the job, this is not as many single outfits as you might have thought at first. Many types of accessories could also be added to further add variety to the wardrobe. Regardless of the amount of money one is making, this ten consecutive changes in costume can be achieved. Of course, as income increases, so might the size of your wardrobe for work.

Agent or leader to show how a wardrobe can be planned for ten days and containing several separates that may be coordinated with each other.

Show poster with the ten outfits (in color) drawn on it and tell about them.

Clothes are important but don't forget the total appearance.

- Jewelry for work
- clothing repairs
- perfume, etc.
- shoe care
- hair care
- hand care

Agent or leader to briefly mention that these factors should not be overlooked and mention a few important points about each one.

Show example of appropriate and inappropriate jewelry.

Time-Money-Clothing decisions-and the Employed Young Homemaker

There are factors other than the functions of clothing as related to role and self and the size and attractiveness of the wardrobe that the employed young homemaker needs to consider when making decisions related to clothing. Agent or leader to discuss the factors of less time and more money that results from the employment of the homemaker. What clothing decisions might be affected because of these two factors?

- Do I want easy-to-care for clothing? Or do I plan to pay some commercial concern for the upkeep of my clothing?
- Will each individual in the family be responsible for buying his own clothing? Or will I as the mother and wife still assume this responsibility?
- If easy-to-care for characteristics are desired, what type fabric finishes will I look for when I go shopping?
- If someone else is to care for the family clothing, what type fabric finishes would wear and last the longest?
- How much money can I spend on my personal clothing now that I need and want more clothing?
- Will I make any of my clothing at home or will I purchase all of it?
- How can I use clothing credit wisely? Will my teen-age children have their own charge accounts for clothing items?

The answer to these questions by the employed young homemaker will depend upon her values. Agent or leader to discuss how the answers are affected by the values of the homemaker or family.

Discussion
Period

Do you feel you must dress suitable for the role you fill as an employed person? Why do you feel this way?

In your opinion, does conformity to established customs improve your opportunities to join other groups at the same professional level? Why?

What image or impression do you get of a business or company when you see the employees in a clothing store? in a factory? in a doctor's office as a receptionist? Why is this image important to the person or company employing the person?

As you advance in your job or profession, what changes in clothing might you make? For example, if you advance from operating a machine in a factory to a supervisor or if you advance from a pool or general secretary to an executive secretary?

What do you feel are the most important considerations in selecting clothing for the employed homemaker? For the other family members? Why are these considerations important to you?

How do you feel when your co-workers say you "look nice in a certain outfit" or that you "have lovely clothes"?

To what extent is it desirable for a person to suppress her desire to express her personality in clothing in order to conform to what society deems appropriate for the position she holds?

C. Summary

Author Langer writes: "Let us look into the matter of the clothing for a 'well ordered society' more deeply. The world's drudgery is not done by actors, writers, artists, and college boys who wear tweed coats and slacks or baggy trousers as a symbol of defiance, but by the millions of working men and farmers in their workaday clothes, and by business men and office workers in their sober uniforms. These clothes bespeak their responsibility to their families, their business and their country. Should these men lose their social discipline, the world's work would rapidly deteriorate."

V. Other Suggestions On Presenting Program

- A. A representative from some company or school might speak. This representative might be requested to comment on why appropriate dress is important to the company and how the company evaluates a person based upon appearance when hiring her.

- B. The information can be changed slightly to make a program suitable for any young homemaker. The title might be "Style Yourself for Your Roles".

VI. Evaluation

- A. Listen for comments that give indication of interest and desire for additional information.
- B. Observe interest of group, questions asked, and discussion of members.
- C. Feedback from persons receiving newsletter, hearing the radio programs or reading newspaper column.

VII. Reading References

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Holt, Rinehart and Winston, Inc., New York, 1966, pp 57-141.

Look Your Best, by Candy Jones. Harper and Row, Publishers,
Incorporated, 49 East 33rd Street, New York 16, New York, 1964, pp. 95-118.

Style Yourself For Your Job (Lesson Sheet) by Dorothy L. Barrier,

Prepared by
Dorothy L. Barrier
Extension Clothing Specialist

N. C. State University
1-1-68

Teaching Outline
for
Agents and/or Leaders

NEW CONCERNS WITH APPEARANCE

I. Objectives

- A. For women in every level of society to learn that through the art of personal appearance, self improvement is possible.
- B. To help women to understand how to use clothing to help themselves personally, psychologically, socially, and economically. (This is a relatively new dimension in clothing).

II. Audience:

- A. Young homemaker
- B. Other interested age groups

III. Possible Usage:

- A. Newsletter
- B. Radio
- C. Special reports

IV. Lesson Outline and/or Study Guide

A. Introduction

Today, a multitude of circumstances influence the clothing customs, needs, desires and demands of American families. There has been increasing emphasis placed on the psychological and sociological importance of clothing on the individual. Research supports the view that clothing helps people gain security, confidence, and peace of mind. It has definite therapeutic value for those who are physically or emotionally handicapped. Today's women are more aware of the importance of clothing used as a communitive tool for a special occasion. Women are aware of the fact that to look the part of success is a long step toward being a success.

B. Importance of Clothing to the Individual

... Personally

... Socially

... Economically

1. Trends in Modern Day Living that Effect Clothing

- Rise in educational level of the population
- More women working outside the home
- Increase in opportunities for adult education
- Mobility of families is increasing
- Increase towards larger family units

- Rise in population in the pre-school and school age groups
 - Gradual decrease of dress differences among the various socio-economic groups
 - Considerable movement from a work centered society to a more leisure-centered society
 - Expansion of the new technological advances in the textile industry and fields
 - Increase tendency to accept changes in modes of living
2. Clothing is a tool for personal and social growth
- If clothing and total appearance contribute to this growth, the individual may find it easier to advance in position and earning power
 - Clothing is important in new situations
 - Clothing is important when interacting with strangers
 - Proper clothing helps people win and maintain community approval

Research shows that dress is related to one's

- acceptance of self

- his feelings of belonging
- his individual self expression
- his feeling of dignity and worth

There are certain ages and circumstances when clothing can help most specifically in personal development. As skills and confidence in dress and appearance increases, the person can pay less attention to appearance and thus channel his energy resources into other areas.

3. In a society like ours where upward social mobility is possible, the right clothing is a very significant aid to advancement. Those who have been upward mobile attach greater importance to clothing than do those who have been nonmobile. Research shows that clothing which improved appearance is one of the first wants of disadvantaged families. Many of the senior citizens fall in the poverty group. Physically handicapped persons need fashionable as well as functional clothing. Those working with mental patients are recognizing that personal appearance is one of the aids for good mental health. Consequently, many hospitals are incorporating Fashion Therapy in the treatment of the mentally ill.
4. Basic Attitudes Toward Clothing Vary
- from family to family
 - among individuals within a family

- from phase of the family cycle to another
 - with customs of community
 - with occupation of family members
 - according to social activities
5. Why Do People Dress as They Do?
- To conform to a group or occasion with the 'right thing to wear' can be quite strong
 - To wish to appear as an individual in clothing that 'looks like me'
 - People use clothes to fit into a situation and at the same time to stand out as an individual. The degree of either varies with the goals of the individual, the occasion, the feeling about self, economic resources, and consumer skills.
 - Many work situations require uniform clothing reflects how a person feels about himself and his orientation to other persons. In return, clothing influences an individual's inner feelings about himself.

Although it is not true that "clothes make the man" clothes are important in determining the impression a person makes on others and in giving him a feeling of security.

Well dressed girls and women have confidence and are not self conscious. They forget themselves, concentrate on others and think of other things. They believe that individuals are often judged by their appearance, and therefore clothes are important in gaining desired social goals.

V. Reading References

1. Ryan, Mary Shaw, "Clothing: A Study in Human Behavior"
New York: Holt, Rinehart, and Winston, Inc., 1966.
2. Tate & Glisson, "Family Clothing"
New York: John Wiley and Sons, Inc., 1961.
3. Linn, Alice (F.E.S. Clothing Specialist)
"Plan Clothing Programs to Help People Personally, Socially, Economically". These booklets are available from state office for professional staff only. One copy per agent.

Prepared by
Mary Em. Lee
Extension Clothing Specialist

Personal Appearance; Self-Analysis for Women

"To my mind the art of dressing well is the most influential of all the arts, and is capable of giving more pleasure to the individual and to the community at large than all other arts combined. A well dressed woman is exercising a civilizing and a humane influence, and every one who sees her is consciously or unconsciously uplifted. It is the finest and most powerly application of the artistic principles to daily ordinary life. In a word, every well-dressed woman is a benefactor".
- Arnold Bennett.

General Concepts:

1. A pleasing personal appearance is often an important means toward acceptance by the group.
2. Appropriate dress is important to one's self confidence and poise.
3. Appropriate dress has great significance in achieving personal worth, dignity, and status.

Objectives:

- Encourage the homemaker to recognize and use good taste and faultless judgement about what to wear, when to wear it, and how.
- Help women realize that creating a good impression through the right clothes helps in influencing acceptance.
- Help women develop a feeling of security, poise, and confidence as a result of being well groomed.
- Further develop women's ability to choose fashions which are particularly suited to both the individual figure and behavior.
- Help women develop the realization that modern beauty can be and most often is self-made through good grooming practice.
- Women acquire knowledge of what part clothing plays in personality development.

Audience :

1. Program will be specifically directed to the large groups of young homemakers. For the most part they may be described as well educated, with social aspirations, who are independent but need assurance when making decisions in better dress. Many will be working women who are married, with family responsibilities.
2. Another group is the young adult. One half the population in 1977 will be in this category.

Lesson Content:

A series of lessons will be planned which will perhaps include information on the following topics relating to personal appearance. This information will be prepared in the form of lesson sheets evaluation sheets, and teaching guides.

- Personal appearance values or good taste in dress
- Techniques of self-made beauty or better grooming
- The meaning of style to the individual
- Personality development as it relates to personal appearance
- Clothing to improve irregular figures
- Personality expressed through choices
- Proper use of materials, design and color

Teaching Methods: Activities and material to be used in initiating lessons in the personal appearance self analysis program:

- Lesson may be taught through correspondence course
- Preparation and distribution of teaching guides, bulletins, outlines and evaluation sheets
- Suggestion for television and radio programs and newspaper article
- Suggested reference for study
- Information on conduct of lesson
 - a. Organization
 - b. Preliminaries
 - c. Procedure
 - d. Equipment
 - e. Enrollment
 - f. Progress charts
 - g. Schedules

This program will be a continuing process. The main purpose of the course is for every woman enrolled to be able to objectively analyse herself and make needed improvements. Evaluation sheets will be made available.

Prepared By:
 Mary Em. Lee
 Extension Clothing Specialist
 1-17-68

Plan Clothing Programs

To Help People

Personally

Socially

Economically

For Professional Staff Only

C O N T E N T S

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FOREWARD

To Extension Home Economists:

Clothing is a tool for personal and social growth. By seeing to it that clothing and total appearance contribute to this growth, the individual may find it easier to advance in position and earning power. Clothing is very important in new situations and when interacting with strangers. As skill and confidence in dress and appearance increase, the person can pay less attention to appearance and thus channel his energy resources into other areas.

In a society like ours where upward social mobility is possible, the right clothing is a very significant aid to advancement. Research shows that adults who have been upwardly mobile attach greater importance to clothing than do those who have been nonmobile.

Research has shown that humiliating self-concept is a part of poverty and a hurdle for many physically handicapped people. Extension experience shows that improved appearance is one of the first wants of disadvantaged families. Many of our senior citizens fall in the poverty group. Physically handicapped persons need fashionable as well as functional clothing.

Clothing programs should meet different needs for different people just as does clothing itself. Fortunately, there is a growing body of research in the social, psychological, and cultural aspects of clothing to help us understand different needs so that we can plan programs for specific audiences.

In this bulletin we have selected from the clothing research carried out in the United States that which is most relevant to planning programs for potential Extension audiences. It is intended for your use in working with program planning committees.

My special thanks go to Arthur M. Vener, Professor of Social Science, Michigan State University, for help in pointing out research most relevant to our purpose, and also to Mary L. Rosencranz, Associate Professor, Textiles and Clothing, University of Missouri, and to Edward V. Pope, Human Development and Human Relations Specialist, Federal Extension Service, for helpful suggestions.

Alice Linn
Clothing Specialist
Federal Extension Service

PLAN CLOTHING PROGRAMS

to help people

Personally, Socially, Economically

Reasons why people dress as they do seem paradoxical. The wish to conform to a group or occasion with the "right thing to wear" can be quite strong. On the other hand, the wish to appear as an individual in clothing that "looks like me" is often decisive in the choice of clothes. Understanding his own rather conflicting wishes and resolving them reasonably helps a person achieve dress that is suitable to his way of life.

Psychologists say:

Every person is dependent upon other persons for certain satisfactions--every person needs to "belong". Every person must be independent to some extent. It is necessary for every person to feel like a worthwhile individual.

Clothing research shows:

People use clothing to fit into a situation and at the same time to stand out as an individual. The degree of either varies with the goals of the individual, the occasion, the feeling about self, economic resources, and consumer skills.

Society places a high prestige value on getting along with others. Increased automation makes routine the work of more people. But it creates leisure time for self-expression outside work hours. Many work situations require uniforms or similar dress. Change in society influence the individual in his wish to conform or to seek individuality and self-expression. Clothing is one way in which his wishes are met.

Within the limits of cultural control and material resources, clothing reflects how an individual feels about himself and his orientation to other persons. In turn, clothing influences an individual's inner feelings about himself.

Research has shown that dress is related to one's acceptance of self, his feelings of belonging, his individual self-expression, and his feeling of dignity and worth. Although all of these relationships are a part of clothing behavior for everyone, there are certain ages and circumstances when clothing can help most specifically in personal development. This bulletin emphasizes these ages and circumstances.

Clothing behavior also expresses values and goals and is motivated by them. On the other hand, clothing is used to speak to strangers when the wearer is performing a desired role. At times these functions are more important to the individual than at others.

It is suggested that you look at the following social and psychological relationships of clothing to personal and social development with the view of planning programs to meet the different kinds of needs of people at a time these needs are usually most acute.

Acceptance of Physical Self

Part of General Acceptance

An acceptance of physical self is a part of one's general self-acceptance. This acceptance of self enables a person to do many interesting and worthwhile things in life without the handicap of feeling that certain limitations inhibit his progress and are holding him back. One serious limitation can be the feeling of physical inadequacy. An acceptance or at least a tolerance of one's own body is essential.

Each One Unique

An appraisal of features to be emphasized or minimized helps a person to present his own unique self (physique and personality) to his own satisfaction. We gain confidence when we understand our uniqueness. Self-acceptance grows as we learn to appreciate our best physical features to attain becoming dress.

The times in life when it is especially important that the individual accept his changing physical characteristics are:

Early adolescence: Accepting the physical makeup he has is one of the most important developmental tasks for the early adolescent. Because physical development in early adolescents varies by as much as 6 years, children who mature early or late should be helped to see that they are necessarily different. Failure of an early adolescent to accept himself at the time when anxieties about his physical development are natural, may turn out to be a critical roadblock later.

Middle age: Accepting and adjusting to changes in physical appearance is a developmental task of middle age. There may be more time and money available, but adjustments in attitude and knowledge may be needed to acquire suitable and satisfactory appearance.

Old age: An older person's pride in appearance contributes to and indicates a good adjustment to age.

Poise and Grooming are Social Equalizers

Handling one's body gracefully and being well groomed are as important to self-confidence as being well dressed. In modern society, poise and grooming have such high priorities that they act as social equalizers. They can be money saving because they compensate for a minimum wardrobe.

Are opportunities being made for the young 4-H clothing member to talk out anxieties about physical self with someone who can offer helpful suggestions?

Do Extension programs provide help in poise, grooming, and dress for age groups which especially need them? Do these programs emphasize the uniqueness of each individual more than a fashion ideal?

Feeling of Belonging

Teen Identification

The early adolescent especially needs to be accepted by and identified with his peers. This is one way to break away from dependence on adults. Distinctive appearance is achieved through clothing, hair styles, ornamentation. Distinctive behavior is achieved through slang and social rituals. Both the boy's and girl's feeling of being well dressed depends more on having clothes like their group than on having a large wardrobe. Even fads have a place because they are easily identifiable and are inexpensive.

Social Confidence and Clothing

The adolescents who do not feel well dressed are usually the ones who:

- ...have low social confidence
- ...have fathers with low occupational status
- ...have little social participation
- ...have clothes opposed to the peer group standard
- ...give little thought and attention to clothing (can't afford appropriate clothing so say they don't care)

This is evidence that clothing reflects basic feeling about one's self. It follows that inappropriate clothing and appearance are indications of an insecure boy or girl. The youth may be either flashily or slovenly dressed. An improved appearance may be the first step toward increased self-confidence.

School dropouts: Studies of school dropouts show that some of these young people have some of the same characteristics as those who do not feel well dressed:

- ...low social confidence
- ...father with occupational status
- ...little social participation

Extension clothing programs for teens should be conducted by people who understand teens' needs. Does our leader-training program help develop this understanding?

Can Extension help a dropout over a hurdle of social adjustment by assisting him to acquire an acceptable appearance? If so, how?

Weighing Values and Goals

Clothing behavior is motivated by and expresses values and goals. Values guide behavior. Acceptance by the group is an immediate value expressed in the conformity of clothing by early adolescents.

Late Adolescent

By twelfth grade, boys and girls refer less frequently to their peers in matters of dress. A basic developmental task of the late adolescent is weighing his own values and those of others and the culture in general as he prepares to enter the adult world. Some topics of discussion which might interest these teenagers are:

1. What do your clothes say about you?
Fashion--group conformity--individuality.
2. What do clothes say about roles in our society?
Women in pants--men in aprons--accent on youth.
3. What do good grooming and manners contribute to society? Are they frills?
4. How can clothing be used to help you advance socially and financially?

Such discussion can help young people think through why they do things and what they believe in. They are good discussions to prepare for entering the adult society and the career world. Verbal therapy is as important to adolescents as play therapy is to children.

Pressure on the teen: Because teenagers will continue to be a large section of the population for some time and because many of them are earning money, advertising and sales promotion will continue to be beamed at them. These pressures on the teenager make it increasingly important that he learn to set up his goals.

Expression of Individuality

Conforming

In clothing which conforms, people find roots. An individual's appearance identifies him with his social group, identifies him with a career, and helps him to conform to the discipline of a situation. An individual dresses for dinner like his close associates dress for dinner; a businessman wears a business suit; and a visitor to a national shrine dresses to express respect. With conforming roots, he feels related to and comfortable with new situations or new people. He feels free to offer ideas and free to listen to ideas without any block of self-consciousness about dress.

Expressing

But people choose clothing as a means for self-expression--an extension of self in varying degrees. In clothing which expresses creativity, people find wings. The basis of personality is so deeply imbedded in the physical that individual expression through clothing is very satisfying to many people. Experimentation and evaluation are important.

Home Sewing

Many home sewers find creative satisfaction important to them, whether or not economic benefit is derived. Many middle-aged women find in home sewing an answer to the need for creative use of leisure time. A need for creativity can be answered in assembling a costume or in making a dress. As skill is developed in assembling costumes and making clothes, economic benefits result. An example is the young seamstress whose husband's career calls for a well-dressed family. She can make the kind of clothing the family cannot afford to buy. She often achieves satisfaction from wearing her clothes a longer time. The art in costume is being able to put things together; in sewing, it is to combine the right pattern and fabric.

Art

People who choose clothing as means of self-expression are likely to be the ones, regardless of age or income, who want to learn more about the elements of design and how to apply them to costume selection and wardrobe coordination.

Do Extension programs give opportunities for people to study the elements of design? How can we provide ways for more people to study design?

Dignity of the Individual

New Aspirations

Research and experience show that interest in personal appearance and improved personal appearance (combined with other help) can be a first step toward change of attitude. This has been demonstrated particularly with families with low income and with individuals who are not well adjusted. Clothes play a part for those who have emotional or mental problems. New attitudes and aspirations are often needed for greater productivity and fuller participation in living.

Self-Esteem

The delinquent girl's low sense of self-esteem is her most outstanding characteristic. No matter how attractive and personable, she sees herself as unworthy of genuine affection and approval. The delinquent boy is lacking in self-confidence. Delinquent youth are seldom really over confident, but are striving for some form of recognition or self-esteem.

It is easier for families with comfortable incomes and individuals who are well adjusted to seek out Extension than for those who are economically or socially handicapped. Clothing and appearance are highly important in the beginning in building dignity and self-worth of the individual. Extension has a program which is useful.

Pride Maintained

Older persons can lose sense of identity--sense of being wanted. With loss of pride and dignity in self can come deterioration in personal appearance. Dress that is good in style and not merely a functional covering is important. It helps to support a sense of power and contribution. The aging process is not easy in a society which places high value on youth.

How can we take our program to the economically or socially handicapped?

How can Extension help older people?

Role Behavior

Clothing Speaks

Clothing serves to clearly delineate the role one is performing. It speaks a silent language. To strangers, clothing may indicate the individual's occupation, status, taste, or style. A policeman wears a uniform, a minister wears his robes, and a woman coordinates her wardrobe to express her taste. In the anonymous situations of city life, the individual must frequently rely on appearance rather than on reputation. Clothes are ever more important in our mobile society. We all travel much more frequently than in the past.

Roles Change

Everyone's role changes, even during a single day. Dressing correctly for a role is critical when an individual enters into new situations which are especially important to him. Some examples are: the first prom; beginning secretaries, young businessmen, new waitresses; attending a son's wedding in a distant community; young people going away from home.

Who are the individuals or groups in your community who are facing the challenge of new situations or roles which are especially important to them?
How can Extension help them?

Clothing is a special form of communication which can lend confidence and dignity to every stage and to almost every occasion of our lives. But there are occasions when clothing may not be directly involved at all--when the individuals know each other very well. By pinpointing the stages and occasions where appearance is particularly significant to different people, Extension can develop more effective clothing programs to meet needs for personal and social growth.

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TARGET 2

VALUES AND GOALS

CLOTHING

This Packet Contains Teaching Materials On:

"Dress—Its Meaning to You?"

"Good Taste and a Sense of Values"

"Getting to Know You"

"Fit To Be Well Dressed"

"What Affects Your Clothing Decisions?"

"Your Child's Clothes Are Important Too"

"Are You in the Know About Teenager's Clothes?"

"Fashion is For Everyone"

"The Value of Creativity Through Home Sewing"

"Style Yourself for Your Job"

"New Concerns with Appearance"

"Self Study Analysis: Personal Appearance for Women"

"Plan Clothing Programs to Help People"

Bibliographical material