

AN ABSTRACT OF THE THESIS OF

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Title: DEVELOPMENT OF A FAMILY CLOTHING RESOURCE UNIT
FOR HIGH SCHOOL SENIOR GIRLS

Abstract approved:

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Dr. May DuBois

The major purpose of this study was to develop a guide to teach family clothing at the twelfth grade level stressing decision-making in family concerns.

An interview-questionnaire was administered to Canby Union High School senior girls to discover information about their families, to find what they believed was important to learn in their instruction in a unit on family clothing, and to find how they would like to be taught family clothing.

Sixty-three out of 82, or 77 percent, of the Canby Union High School senior girls answered the interview-questionnaire. From the results of the family clothing interview, a composite of a Canby Union High School senior girl was formulated. Her father's occupation was that of an operative and kindred worker. Her mother was a full-time homemaker. No one but the immediate family lived in her home.

Two children lived at home. The family lived on a farm. The senior high school girl did no work other than her school or home responsibilities. She made five garments a year. The father was more likely to purchase all of his clothing than any other member of the family.

At least 50 percent of the respondents said it was most important to them to know about the following areas of family clothing: types of stores and their services, sales, attitudes about family clothing, the clothing needs of the individual; the effects of income of the family on clothing, climate, costs, and fashion trends; and suitable or adequate clothing for infants, children, teen-agers, young women, young men, expectant mothers, and people in middle adulthood.

Teen-agers, young women, and young men were the age levels of family members chosen most frequently in which the respondents believed topics of family clothing should be studied.

The composite girl regarded the following teaching methods very valuable when she was learning about family clothing:

1. The students and the teacher should plan cooperatively what they need to learn.
2. The class should interview clothing authorities.
3. The class should make observations of clothing for different ages.

4. The students should plan and carry out a family clothing project, such as comparing homemade children's clothing, comparing men's shirts of different qualities, or planning a wardrobe for a boy.
5. The class should examine articles of clothing.
6. The class needs to take field trips to clothing stores.

The concepts developed in the family clothing resource unit were concerned with:

1. The influences which the history of clothing, the clothing industry, and the legislation related to clothing have on the clothing available to the family today.
2. The characteristics of families, family activities, and family locations which influence clothing decisions.
3. The factors which affect clothing selection.
4. The factors which affect the clothing needs of individual family members.

A variety of learning experiences and references were provided to help the high school seniors understand the needs and problems of clothing the family today.

Twenty-one high school and university home economics teachers and home economics education graduate students criticized the behavioral goals, behavioral objectives, concepts, generalizations, and learning experiences in order to perfect the family clothing resource unit.

Development of a Family Clothing Resource Unit
for High School Senior Girls

by

Nancy Louise Cook

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DEVELOPMENT OF A FAMILY CLOTHING RESOURCE UNIT FOR HIGH SCHOOL SENIOR GIRLS

PART I

INTRODUCTION

Need for Study

Currently in consumer and homemaking education there is an increased emphasis on the family in society, the basic unit to perpetuate culture. The home nurtures the development of the individual as a person with goals, values, and attitudes. In addition it helps the individual to become a responsible and responding citizen as well as being a creative homemaker or contributing worker in society. It sets the stage not only for meaningful education of each individual, but also for each individual to be concerned about his family and other families now and in the future. Of importance now is the emphasis of expanding and redirecting programs in consumer and homemaking education to help improve all aspects of family life and home environments for all people (Nebraska University, 1969, p. 10).

Changing situations in society and the needs of students constantly should be taken into consideration. Teachers need to try to extend maximum benefit to students by utilizing ideas in the curriculum appropriate to the times. In this study the teaching of family clothing in

the secondary school system is geared to the twelfth grader who should be turning her interests from thinking of herself to be thinking more about the total family and its needs.

Of increased value in the home economics curriculum planning is the inclusion of the application of decision-making to family concerns. Emphasizing these decisions, which families have to make in regard to their clothing, needs to be a point of emphasis in terms of the tasks young homemakers will perform. Such education will give relevance to the instruction in the clothing area. The concern for family-centered teaching has made family clothing a necessary part of the underlying philosophy for sound curriculum planning. Now family clothing units or courses are receiving attention in educational circles.

Most clothing units taught in the past have relied heavily on the construction of garments, whereas present day students as future homemakers need to have a wider viewpoint. The changing emphasis in the clothing curriculum strives to help the students select meaningful personal and family goals and to plan their own and other family members' clothing to achieve those goals. Such a goal-centered curriculum stresses not only the need to meet the girls' own goals as it has many times in the past, but to meet the goals of the entire family. Helping the student to become aware of others' needs also helps her grow from just "me first" attitudes to "we" attitudes.

Present day education emphasizes teaching people to plan together cooperatively and to think. Through cooperative planning, the needs of the students and their families can more appropriately be met. Such planning gives room for growth in self-direction, cooperation, and creative thinking. It is important for students to think of present and future problems in order to make sensible decisions.

Although there is much talk about teaching family clothing, there are very limited resources in the literature. This investigator has found no studies directly related to teaching family clothing to high school students. In addition, this writer believes from the teaching point of view that clothing construction is many times overemphasized in terms of the students' needs and application. Hopefully, this study will give increased importance to the value family clothing plays as students become future homemakers.

Statement of Problem

The major purpose of this study is to develop a guide for teachers in teaching clothing emphasizing family clothing for girls at the twelfth grade level. In order to do this it is necessary:

1. To review the literature in order to develop a point of view based on the teaching of family clothing.
2. To discover through an interview-questionnaire what Canby

Union High School senior girls believe is important to learn in their instruction on clothing for the family.

3. To develop a resource unit based on the literature and on the findings in the interview-questionnaire.

Methods of Procedure

Review of Literature

In order to secure a background for the study, the review of the literature aided in formulating a philosophy of home economics education and in setting guidelines for consumer and homemaking education today. In addition, clothing for the family was included to formulate a set of guidelines for emphasizing decision-making in the various stages of the family life cycle.

Constructing and Pretesting Interview-Questionnaire

An interview-questionnaire (Appendix) was designed, constructed, and pretested. When the interview-questionnaire was completed, it had been divided into four parts. The first part asked information about the senior girl and her family. In the second part, the respondents were given the opportunity to check the areas of family clothing that they believed senior girls, as future homemakers, would need to know. The third part asked about which age levels they would most

like to study about different family clothing topics. The ways the senior girl would like to be taught family clothing completed the final part.

In pretesting the interview-questionnaire, 20 Oregon home economics teachers and home economics education graduate students at Oregon State University criticized and offered suggestions for clarification of the interview-questionnaire (Letter, Appendix). All 20 of the interview-questionnaires were returned. Their constructive suggestions were used in the revision of the interview-questionnaire.

Administering Interview-Questionnaire

Canby, Oregon, was chosen as the area in which to administer the interview-questionnaire since it included both city, urban, and farm populations. The high school principal was contacted for permission to use students enrolled in Canby Union High School in the family clothing study.

The sample in the study included 63 of the 82, or 77 percent, of the senior girls at Canby Union High School. They completed the interview-questionnaire during their study halls on either January 28, 1970, or January 30, 1970. The investigator gave the interview-questionnaire in person, utilizing charts identical to the interview-questionnaire to help clarify questions and to try to establish a rapport with the students. Time used for the investigation was approximately

30 minutes for each of the seven groups who came from the study halls, which were chosen as being least disruptive of daily class schedules.

Tabulating and Analyzing Interview-Questionnaire

In tabulating and analyzing the interview-questionnaire, each section was considered individually. The results were summarized in tables using the same layout as the interview-questionnaire.

In tabulating the type of part-time or full-time work done by individual family members of the Canby Union High School senior girls, adaptations from the 1960 U. S. Bureau of Census (1961, p. 1-522--1-527) were used. This particular classification included the detailed occupations of the experienced civilian labor force and was used to aid in the breakdown of detailed occupations. For a more complete listing in the tables of this study, the following additional categories were included: farmer and one other occupation; farmer and two other occupations; full-time homemaker; no answer; and not working (Table 4). A more comprehensive listing of jobs held by the respondents was also included (Table 5).

Developing Resource Unit

It was the investigator's goal to develop a resource unit which had as its framework:

1. Major concepts and a few basic generalizations.
2. Behavioral goals and behavioral objectives.
3. Learning experiences:
 - a. showing a variety of current teaching methods,
 - b. based on the family life cycle, and
 - c. emphasizing decision-making.
4. A wide variety of teaching resources.

Twenty-one high school and university level home economics teachers and home economics education graduate students criticized the behavioral goals, behavioral objectives, concepts, generalizations, and learning experiences in order to perfect the family clothing resource unit (Letter, Appendix).

Limitations of Study

The following limitations were found in the interview-questionnaire section of the study:

1. To discover twelfth grade girls' beliefs about what they should know in a family clothing unit, only one school was used. A larger sample might have indicated other areas of student interest and need.
2. One hundred percent of the sample was not available because of absences and other student obligations.

3. It may have been difficult for some senior girls to look at the role of future homemaker in answering questions rather than their roles as senior girls.
4. The interview-questionnaire was geared only to senior girls' consumer and homemaking education classes.

Some limitations to the second portion of the study were that:

1. The development of a resource unit is very subjective. There is no real way to measure the success of the unit without field testing.
2. The unit was to be a resource unit and therefore could not be field tested since each teacher's choice of learning experiences should be different.
3. Since curriculum development is done many different ways, the writer had to decide on one pattern and follow it. She found she could not accept all variations recommended for format. For example, in the introduction to the unit she stated that a listing of resources was to be included from which teachers might choose the books, films, or other background material for students to get a basis for discussion. However, many of the 21 professional home economists believe such references should be added throughout the unit.

Definition of Terms

For a clearer understanding of the terminology used, the following terms are defined as used in this study:

Home economics: is "the field of knowledge and service primarily concerned with strengthening family life through:...

- family relationships and child development
- consumption and other economic aspects of personal and family living
- nutritional needs and the selection, preservation, preparation, and use of food
- design, selection, construction, and care of clothing, and its psychological and social significance
- textiles for clothing and for the home
- housing for the family and equipment and furnishings for the household
- art as an integral part of everyday life
- management in the use of resources so that values and goals of the individual, the family, or of society may be attained" (American Home Economics Association, 1959, p. 4-5).

Home economics is the professional or university level of educational preparation.

Home economics education: is the professional field for preparing teachers for elementary, secondary, adult education, and community colleges. This professional field also includes teachers in such leadership positions as

teacher educators, and state and city supervisors. It frequently refers to the curriculum in home economics at less than the university level.

Homemaking:

may be the activities involved in establishing, maintaining, and improving a home. In education, "homemaking" may be the common term for homemaking education.

Homemaking education:

is the common term for programs to educate the student for better home and family living. Used prior to Amendments of Vocational Education Acts of 1968, the name has now been changed to consumer and homemaking education.

Vocational education:

is "a program of education below college grade organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers" (Good, 1959, p. 603). At the university and state department of education level, it provides leadership in preservice and in-service teacher education and in developing vocational education programs.

Consumer and homemaking education:

is the new term which "as defined in the proposed Regulations for use by State Boards for Vocational Education (1969) means education designed to help individuals and families improve home environments and the quality of personal and family life, and includes instruction in food and nutrition, child development, clothing, housing, family relations and management of resources with emphasis

on selection, use and care of goods and services, budgeting and other consumer responsibilities"

(Nebraska University, 1969, p. 5).

Occupational education:

is the teaching and the preparation of the student for a future job in an occupation.

Consumer and homemaking education and occupational education in home economics are the two major aspects of home economics education programs.

Family clothing:

is clothing for the family. It is also used as an abbreviation for family clothing education or a resource unit in clothing for the family.

Family life cycle:

consists of the stages each family goes through in its life history.

Cooperative planning:

is the process by which a group works together to determine goals, select experiences that may help them reach the goals, and decide how to appraise their progress toward them (Good, 1959, p. 401).

Family-centered
teaching:

emphasizes the teaching of the student's personal needs as an individual and his needs in his present and potential family of the future.

REVIEW OF LITERATURE

Home Economics Education Today

Home economics is defined as the area that strives to enrich family living, according to Home Economics--New Directions (American Home Economics Association, 1959, p. 4), and this is accomplished by means of:

- educating the individual for family living
- improving the services and goods used by families
- conducting research to discover the changing needs of individuals and families and the means of satisfying these needs
- furthering the community, national, and world conditions favorable to family living

Home economics has changed over the years from a field known as "domestic science" with emphasis on cooking and sewing, to "home economics" with emphasis on home and family. It has changed, from the original Smith-Hughes Act of 1917 which authorized federal money for the development of home economics as a vocational subject, to the newer Vocational Act of 1963 which allotted federal money for home economics to assist in educating students for employment (McGrath and Johnson, 1968, p. 100).

The 1968 Amendments to the 1963 Vocational Act give emphasis to consumer education in preparing for homemaking and wage earning (Nebraska. University, 1969, p. 5). A separate part of this act, Part F of Title I, allows funds to be used on a matching basis for consumer

and homemaking education. Hurt and Alexander (1969, p. 771) report that at least one third of these funds are to be given to programs in depressed areas or areas of high unemployment. Consumer and homemaking education is defined as helping individuals and families improve their home environments and their personal and family lives through areas of homemaking, with emphasis on the selection, use and care of goods and services, budgeting, and other consumer responsibilities (Nebraska, University, 1969, p. 5).

With the new emphasis on consumer education, the Vocational Education Amendments of 1968 have added to the homemaking education programs which:

- encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas
- encourage preparation for professional leadership
- are designed to prepare youths and adults for the role of homemaker, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner
- are designed for persons who have entered or are preparing to enter the work of the home (Nebraska, University, 1969, p. 6; "New Focus," 1969, p. 2).

Consumer and homemaking education is intended to incorporate the areas of family relationships, management, child care and development, clothing and related arts, foods and nutrition, and housing and home furnishings. As a vital part of the total educational program, the consumer and homemaking education should provide those creative learning experiences which help the student to develop as an individual

in one's parent's home now and in one's own home in the future. Decision-making in all areas of life should be a central focus in the curriculum (Fleck, 1968, p. 13-14).

Consumer decisions, according to Hurt and Alexander (1969, p. 773), need to be part of the goals of consumer and homemaking education to improve home environment and family living. Money, a personal and family resource, needs to be spent wisely to achieve satisfaction in life. Emphasis on consumer and homemaking education includes focus on both the homemaking role and employability for boys, girls, and adults.

Continued emphasis needs to be on family life in the entire home economics educational program, according to Family Focus in Home Economics Teaching (American Vocational Association, 1956, p. 4-6), to enable the student to understand oneself in family interaction, to realize one's goals as a person, to be aware of one's potential roles as a marriage partner and a parent, and to recognize the problems to be confronted and the decisions to be made in the different family life stages.

If individuals are to achieve their potential, and families to live together harmoniously, there are certain fundamental competencies to learn (American Home Economics Association, 1959, p. 9; Spafford and Amidon, 1960, p. 3). It has been a prime objective of home

economics to strive for a healthy home environment conducive to good family relationships for the entire family life cycle. For effective living it is important to establish values and goals for the individual, family, and community. Caring for a young person's physical, mental, and social growth is especially important for the individual's development.

Since home economics is centered around the family, it seems quite logical that family-centered teaching is incorporated in consumer and homemaking education. Family-centered teaching is based on the student's personal needs and recognizes the student's family as it is. It works to raise the standard of living in the home and respects the family's right to decide its practices (Shuck, 1955, p. 6-8).

Family-centered teaching is a matter of focus. McGinnis (1952, p. 9-12) has identified a family-centered program as one which relates all subject matter to the family life cycle. In teaching, it is based on the family conditions, cultural setting, and the changing roles of the family. It enhances the worth of family members, develops homemaking competencies, fortifies individual family goals and choices, and provides practice in group procedures. Family-centered teaching emphasizes the ability to make decisions, as well as making decisions as individual family members and as a group. It relates personal and family resources to all subject matter in terms of cost. In providing learning experiences for students, infancy through old age are included.

In addition, help is provided for young people who are disturbed about their family experiences and backgrounds.

Management, in addition, plays a role in everyday competences (American Home Economics Association, 1959, p. 9; Spafford and Amidon, 1960, p. 3). Families continually need to make and carry through wise decisions which involve the individual and use the resources of the family and community. Goals need to be established to carry out long range financial obligations and goals. A plan for goods and services used by the family is vital in order to meet the needs of all the family and use its financial resources to the optimum. An over-all consumption plan needs to be made in order to use economic sources wisely.

Family relationships are influenced by the actual home atmosphere, and daily tasks should be assigned to help achieve family goals in the development of the individual and family. Family life can be revitalized through the creative use of arts and humanities. Family members have a direct responsibility to take an intelligent part in community programs which affect the well-being of families. Certainly in today's world, family members need to understand and appreciate differing cultures in their midst (American Home Economics Association, 1959, p. 9; Spafford and Amidon, 1960, p. 3).

Home economics is essential for all girls and boys to meet the present and future roles as homemakers; in marriage it is vital to

have a working relationship that develops mutual respect and appreciation of each family member (Trump, 1964, p. 80, 88). As Homemaking Education in Oregon Secondard Schools states, "Since the family is the basic unit of a democratic society, homemaking education can provide organized educational experiences at all age levels that contribute to strengthening democracy through improved family living" (Oregon. State Department of Education, 1965, p. 11).

Trump (1964, p. 80) declares home economics is so vital that it should be an integral part of the curriculum from kindergarten through adult education. The education program needs to include those knowledges, attitudes, and skills which will help families make the most of what they have. The success of home economics can be measured by the way in which it contributes to the development of individuals and families (American Home Economics Association, 1959, p. 9).

In everyday living with families, individuals need to know and understand how families cooperate and live together harmoniously. Homemaking is very much an essential part of the educational curriculum and the logical area in which this subject matter should be included.

Allen (Williamson and Lyle, 1961, p. 33), one of the early leaders in vocational education, said that vocational education means to "equip an individual or aid an individual to equip himself to get a

job, hold a job, or get a better job." Restating this in another way, Williamson and Lyle (1961, p. 33) have said that homemaking education aids or equips an individual to establish a home and family, to maintain a home comfortably for his family and community, and to improve his family and home relationships and environment. Applying this definition to Allen's, it is seen that education for homemaking is vocational education.

Homemaking is a vocation, and most home economists believe it to be the most important one in the world. Preparing for the vocation of being a homemaker is equally important for both boys and girls. Whether homemaking is a part-time or full-time vocation, it is a demanding job that requires familiarity and skill to do it well. Homemaking is definitely an essential part of the curriculum.

Has home economics changed? Like many other authorities, Horn (1969, p. 84) believes, although the purpose of home economics has not changed over the years, the cultural setting has. Technology has been accelerated. Our society has changed from rural to urban to suburban. Our society was a producing nation and now is a consuming one. People are working more outside the home. In addition, families have become more mobile.

As previously mentioned, the same basic element in the philosophy of homemaking education emerges. The consumer and homemaking education programs are concerned with the well-being of

individuals in a family setting (Hall and Paolucci, 1970, p. 159). It is vital for everybody at every level in one form or another, because it applies the learnings of many areas such as science, social science, and humanities to the problems of everyday living. Indeed, home economics educators have a great challenge in helping family members perform their role in society to the greatest satisfaction.

Current Emphasis in Education

Concepts and Generalizations

In February, 1961, a conference on home economics curriculum in secondary schools was held in Washington, D. C., to begin a national project on identifying basic concepts and generalizations in areas of high school home economics. The project from 1961 to 1964 resulted in the report, Concepts and Generalizations: Their Place in High School Curriculum Development (American Home Economics Association, 1967), giving the findings of this conference in the areas of home economics.

The use of concepts and generalizations in home economics is a new trend that has developed during the last decade. A concept refers to the abstractions of objects and events and categorizing of concepts into subject matter to be taught. A generalization expresses "a truth and has an element of universality, and usually indicates relationships"

according to Concepts and Generalizations: Their Place in High School Curriculum Development (American Home Economics Association, 1967, p. 23).

By organizing bodies of knowledge into a structure of concepts, the student is better able to understand the key ideas within each discipline (American Home Economics Association, 1967, p. 11). Hall and Paolucci, (1970, p. 109) state that concepts are a way of classifying a body of subject matter. Thus it is possible to see how concepts relate one to another and understand how sets of concepts interrelate into developing the most important generalizations, and finally identify levels of concept formation to facilitate the development of learning sequences. The basic concepts in home economics should be the same for everybody even though educators should choose freely the desired teaching materials and learning experiences (Massey, 1967-1968, p. 218).

Home economics students need to relate and apply learnings to personal, family, and work situations in order to be effective. It is stated that enough time and resources should be allowed to explore ideas, "...discover facts and principles, draw generalizations, and apply principles and generalizations to new situations" ("Home Economics in the Secondary School," 1964, p. 96). Generalizations are important in this new trend, for they help to give meaning to concepts by stating the key ideas which students can use in many situations.

Objective data, experience, and theory accepted by authorities in the various fields form the base upon which generalizations are made (Mallory, 1964, p. 56).

Behavioral Objectives

Objectives are directed guides which are meant to lead to certain actions in order to achieve desired results (Hall and Paolucci, 1970, p. 163). In home economics education, objectives should be carefully planned in order to achieve the desired behavioral change in the student. The objectives should clearly state what the student needs to do or the task one needs to perform in changing these behavioral patterns (Tyler, 1950, p. 38-40).

Mager (1962, p. 6) says that an objective is the desired outcome of a course. A behavioral objective is the desired outcome of a learning experience or a classroom situation in terms of what the student shows that one can perform. Behavioral objectives (Mager, 1962, p. 51-52) used in teaching can help determine if the learner has reached the degree of success that is intended. With behavioral objectives, teachers are able to observe the student's verbal or non-verbal behavior or performance. Behavioral objectives are more specific than behavioral goals because they describe what the students will be doing to accomplish the objective, the conditions involved, how the

experiences are to be evaluated, and the lowest limit of acceptability. On the other hand, behavioral goals may only describe the student's action.

It is important that the home economics teacher state behavioral objectives clearly and precisely in order to describe the desired behavioral change. The following taxonomy of educational objectives can greatly benefit the home economics teacher by specifically stating what the desired behavioral objectives would be (Hall and Paolucci, 1970, p. 164).

Taxonomies of Educational Objectives

Taxonomies are classifications, and specifically, the taxonomies of educational objectives are an attempt to classify goals of the educational system (Bloom, 1956, p. 1). The use of the taxonomies of educational objectives is relatively new, but its impact has been shown by the helpfulness it gives in creating a curriculum to meet different levels and areas of students' needs. The educational objectives are divided into the areas of cognitive and affective domains for which Bloom, and Krathwohl were responsible, and psychomotor domain which is still currently being investigated by Simpson ("Schema for Educational Objectives," 1966-1967, p. 116-118).

Simpson believes by using a taxonomic system, objectives listed according to difficulty can act as an aid in determining the difficulty

of learning experiences. Behaviors in the cognitive domain include knowledge, comprehension, application, analysis, synthesis, and evaluation. The cognitive domain deals with recall or recognition of knowledge and the development of intellectual abilities and skills (Bloom, 1956, p. 201-207;"Schema for Educational Objectives," 1966-1967, p. 100).

Receiving, responding, valuing, organizing, and characterizing are the behaviors belonging in the affective domain. The affective domain deals with interests, desires, appreciations, and attitudes (Krathwohl, Bloom, and Masia, 1956, p. 176-185;"Schema for Educational Objectives," 1966-1967, p. 101).

Behaviors in the psychomotor domain are perception, set, guided responses, mechanism, and complex overt response. The psychomotor domain deals with cognition, motor activity, and affective components in willingness to act (Simpson, 1966-1967, p. 116-118).

Cooperative Planning

Good (p. 401), in 1959, defined cooperative planning as where "students work in groups to determine goals, select learning experiences to reach goals, and appraise progress in working toward goals." Since that time this concept has broadened considerably. Sometimes the idea of interested persons working together has been called

teacher-student planning, parent-teacher-student planning, democratic procedures, and decision-making. Advisory committees have been part of vocational education's philosophy since 1918 when the first vocational education legislation was passed.

Hall and Paolucci (1970, p. 145-146) report that advisory committees give general direction to cooperative planning. Advisory committee members consist of people from the local area from various occupational backgrounds; and they serve a very definite purpose in helping to suggest programs, training needs, practical and realistic curriculums that would help prepare the students to become more acceptable for gainful employment. In addition, the advisory committee can be helpful in suggesting standards for equipment, standards of instruction to meet local employment needs, and in acting as liaison between the public and home economics program to strengthen the goals and aims of the consumer and homemaking education program.

In cooperative planning the students and teacher, and in some cases the parents may help the students and the teacher, plan together a realistic and functional program, a day's lesson, or a part of a day, to meet the needs of the families in the community. It is unique in that it is designed for a particular group and helps insure that the needs of this group will be met. Giving the students a chance to participate in program planning gives them practice in decision-making. Cooperative planning provides the opportunity for self-direction,

cooperation, and creative thinking. When cooperative procedures are used, the student is more likely to be interested in learning as well as accepting the responsibilities of the decisions made (Hall and Paolucci, 1970, p. 145-148).

When the consumer and homemaking education teacher plans cooperatively with her students, a classroom climate is created for the student to feel or express his or her ideas and to think creatively and independently. In order to be successful, a framework for the limit of student responsibilities needs to be established (Grieve, 1960, p. 1). Therefore, effective planning utilizes both the student and the teacher. First, the teacher must plan before meeting with the consumer and homemaking education class. Second, the teacher must plan with the students in the situation. Third, the teacher's plans need to be reshaped from the students' suggestions. Each of these steps must be followed for objective learning to take place (Hall and Paolucci, 1970, p. 148-152).

It is of vital importance today for home economics educators to emphasize the principles of democracy in what they teach and the way they teach. Today, home economics teachers are teaching the inter-relationships of subject matter areas. In this way the student utilizes the material more readily in putting it to everyday use.

Extended Experiences

Extended experiences in consumer and homemaking education are learning experiences which supplement classroom teaching. They may be carried out at school, or in places other than the classroom, such as in the home, community, at work, or with Future Homemakers of America. Since the location should provide a more true-to-life situation, an appropriate place or location can benefit the students' extended experience (Hatcher and Andrews, 1963, p. 211-214).

Extended experiences (Hammond, 1968, p. 30-32) not only help the students enlarge and make more meaningful their classroom experiences and learnings, but they take the student beyond the classroom. They give the student an opportunity to apply consumer and homemaking education learnings in the actual setting. Extended experiences can aid the individual in becoming a better functioning member of society. Utilizing extended experiences can help show the relationship between classroom learning and homemaking applications at home.

Home experiences include both home practices and home projects. Home practices repeat classroom learning at home to provide additional practice in skills. They are preplanned home experiences which provide an opportunity for the student to increase his knowledge outside the classroom (Cross, Combs, and Gibbs, 1967, p. 5). Cross, Combs, and Gibbs (1967, p. 1) further state that home experiences

are an effective means for students to learn to become responsible family members. Home experiences aid in helping the students mature and learn how to develop competencies that enable them to become responsible family members now and in the future. Homemaking Education in Oregon Secondary Schools (Oregon, State Dept. of Education, 1965, p. 221) sums it by stating "Home experiences and home practices are important to a dynamic homemaking program."

Extended experiences reinforce class learnings. They give opportunity for student achievement as well as recognition. Creativity can be encouraged in planning, in carrying out the experience, and in evaluating. Opportunities for guidance and cooperative planning can be used in or out of class. Extended experiences can become a desirable part of the homemaking program through the positive results reached by the students and teacher (Hammond, 1968, p. 30-32).

Extended experiences serve as an integral part of the consumer and homemaking education curriculum in that they serve to relate classroom experiences to everyday living, extend classroom learning, provide room for individual differences, offer self-expression, interpret the home economics program, and promote public relations. Among the problems encountered with extended experiences are the following: the project is not needed at home, the family does not approve of it, the project is hard to do without family assistance, the project is too expensive, the project does not create enough interest,

the project involves too much time, and/or the aims of the project appear vague or unclear (Davis and Walsh, 1966, p. 2, 45).

Current Teaching Methods

In this current age of creativity, many new methods of teaching have evolved. Pressey's teaching machines of the 1930's have been picked up and developed into many types of machines and many types of programmed learning devices of which the programmed book is an example (Brown, Lewis, and Harclerod, 1964, p. 249).

Differentiated staffing of departments to include small group and large group instruction and to include personnel of different professional abilities and qualifications have been used to advantage. Out of differentiated staffing has come teaching with master teachers, educational specialists, certified teachers, and teacher aides.

There has been a great deal of emphasis put on classification of students. Students are put into classes according to academic ability. There is great emphasis on meeting the individual needs of students who are slow learners, gifted students, underachieving and failing students, culturally deprived students, disturbed students, and physically handicapped students (Hall and Paolucci, 1970, p. 317-343).

In addition, there are current trends to hold specialized classes lasting in length from a semester to a year. Students interested in a particular area of homemaking can give greater concentration to it.

In vocational schools, the trend is to prepare the student for an occupation outside the home. The subject matter in this instance should be relevant to the needs of the students in order for the students to utilize the homemaking courses to the fullest extent.

New methods of teaching are continually being developed. The sensory method of teaching includes methods to heighten the learning process by using the senses of smell, sight, sound, taste, and touch. The student is less apt to become bored and takes more interest in the class when teaching uses more than one of the senses of perception. Since the aim of sensory teaching is to provide avenues for critical thinking through balanced perception, the approach must be multi-sensory and utilize a variety of media for learning. When this learning process is used, teaching adds creativity and develops lasting patterns of learning. Sensory teaching not only involves the five senses of smell, sight, sound, taste, and touch, but also uses to advantage a sense of acceptance, a sense of humor, and common sense. It takes skillful teaching to involve all of these in presenting a concept to be learned (Tacionis and Rice, 1968, p. 37-40).

Dale's (1969, p. 108-134) Cone of Experience shows the progression of learning experiences from concrete to abstract. Dale maintains that telling is not teaching. He suggests variations of the following teaching methods, starting with the concrete learning experiences and advancing to the more abstract learning experiences as the

students master each area. Verbal symbols do not provide the stimulus for learning that comes from the use of radio, recordings, pictures and motion pictures, exhibits, field trips, demonstrations, role playing, or a combination thereof. Most of all a student can learn more in a contrived laboratory than from any of these. Finally, the real experience provides the ideal learning situation. Extended experiences prove this point of providing real experience in the real setting.

Realia. Realia is introducing to the class members actual or real exhibits of things being studied. The students are given opportunities to see, touch, feel, perhaps listen, or even taste, depending upon the item. The students actually handling these objects or things get a much better idea of what they are studying, and the learning process is reinforced by the number of senses involved. Some of the disadvantages in using real things, objects, specimens, samples, or models are that they may be too large, too small, too delicate, too complex, too far away from natural environment, too difficult to find, too expensive, or too dangerous (Brown, Lewis, and Harclerod, 1964, p. 413-417).

Field Trips. Field trips are planned visits to points of interest outside the classroom to reinforce and complement classroom teaching (National Education Association, 1966, p. 22). Tacionis

(1969, p. 15-18) states that field trips can provide multi-sensory experiences that aid mental and emotional comprehension to impress memory.

In order to use a field trip or study tour to advantage, the teacher needs to plan the tour for it to run smoothly. This means not only a carefully planned time schedule, but also careful and adequate preparation of the students in order for them to use the teaching aspects of the field trip to the fullest advantage. This means an adequate plan, not one that uses too little of the time to advantage or a plan that tries to take in more than can easily be handled. It also means adequate preparation of the student in the classroom in order for him to fully understand the experiences of the field trip to follow, and again in the classroom a follow-up or discussion of these new experiences. The teacher needs to plan the amount of time the entire project encompasses in order to keep the interest of the student to the maximum (National Education Association, 1966, p. 22-23).

Field trips may benefit class members by using these many-sensory experiences to reinforce learning, by changing the pace from the classroom, by providing a completely new experience that can be exciting and motivating, by helping to develop appreciation and understanding of things as they really are, and by helping to bring school and community programs into a closer relationship (National Education Association, 1966, p. 22).

On the other hand, disadvantages of field trips may be that they are not successful if not carefully planned, they may be too expensive, they may take too much time or may waste too much time, they may not be included in the budget, or they may have been unsuccessful previously (National Education Association, 1966, p. 23).

Resource People. There is a wide range of resources to be found from resource people who have had enriching educational experiences that can be shared with students. Using the experiences and creative abilities of specialized or professional people in the community can prove most interesting and motivating to the students. The plans that need to be made to arrange for a guest speaker can be a true learning situation and an enriching experience for the students. The teacher and the class can work out the plans in detail, such as hospitality and the questions to be discussed. The experiences of the guest speaker provides a new learning approach for the students and helps them to better apply the concepts they learn in class. A guest speaker can clarify certain aspects of a problem, and even suggest new sources of help or reference in the community (Hall and Paolucci, 1970, p. 250).

On the other hand, some people present material less effectively than others. Personalities differ, and some have more appeal to the students than others. However, some of the disadvantages for the use of resource people could be lessened by the use of careful planning of

the questions the students are interested in having answered and using less time for this type of teaching. Sometimes outside people may hesitate or be too timid to come, or because of lack of time are unable to arrange to appear before the class (Hall and Paolucci, 1970, p. 250). In some instances, perhaps, one of the students can arrange to tape an interview with the person, using as a guide a carefully prepared list of questions (Brown, Lewis, and Harclerod, 1964, p. 409).

Closed-circuit Television. Closed-circuit television teaching has been found to be a satisfactory teaching method in some areas such as South Carolina and Maryland. It is limited, however, to appealing to just the senses of sight and sound and is restricted to presenting just information or making demonstrations. To arouse the interest of viewing students, careful planning needs to be made in order to present a challenging experience for the student (Brown, Lewis, and Harclerod, 1964, p. 216-218).

Advantages in the use of closed-circuit television are that the cost of educating students for a long range program is cut considerably, and the learning achievements of the students compare favorably with the learning achievements of students in regular classrooms. By cutting down on the class loads in this way, better teachers can be obtained who can present information in a more challenging way to encourage learning. Disadvantages of closed-circuit television are the initial financial outlay required to initiate the program and the problem

of perhaps not meeting the teaching needs of underachievers or slow learners (Brown, Lewis, and Harclerod, 1964, p. 216-218).

Filmstrips, Slides, Loops, Strips. Filmstrips, slides, and strips are forms of still pictures that can be projected. A film loop is a moving film packaged in such a way that it continues indefinitely. Usually film loops run for no more than five minutes. Originally, they were called single concept, presenting just one idea, for example, how to fold egg whites into a cake batter or how to sew a straight seam. More recently, film loops have developed multiconcepts, such as, how to shop for the fabric, pattern, and findings for a dress. Visual aids are used in a variety of ways. They make effective use of the sense of sight in the learning process, because in the darkened room in which they are used the students' attention is focused more completely on just the picture (National Education Association, 1966, p. 36-38).

Filmstrips, slides, and strips can be used to advantage in teaching because they can increase interest, promote retention of knowledge since it is a reinforced learning experience, give insight into problems under study, and stimulate discussion. A drawback of the use of these media is in the amount of time needed by the teacher to selectively choose the material to use. There is a multitude of material available, some of which may not be especially useful to the class. Because there is such a large amount, the teacher may be

tempted to use more than is absolutely necessary to do a good, clear job of teaching. This results in the necessity of the teacher being more selective, constantly looking for new and better materials, and perhaps exchanging notes with other teachers. The teacher also needs to be able to operate the equipment in a smooth and satisfactory manner so as to avoid delays in equipment and slide problems which would cause students to become bored (Tacionis and Rice, 1969, p. 9-12).

References. References or reading materials are extremely important in teaching, and reading habits need to be reinforced in every way possible. The teacher uses a variety of teaching aids to reinforce her teaching, but ways should still be found to motivate the students to read. The teacher needs to meet this challenge and try to encourage and motivate all students of all abilities to enjoy reading. She needs to give guidance to the student in helping him to understand the reasons for reading. Reading can give students background to better understand the events of today, reading can give new ideas to the students to help them stretch their imaginations, and reading can help the students learn to find the answers to their own problems. Reading can be from a multitude of sources, such as texts or reference books, magazines, and newspapers, government bulletins, factual information from business firms, pamphlets, and leaflets (Hall and Paolucci, 1970, p. 264-269).

The teacher needs to be very discriminating in the suggesting of reading materials for her students. The material needs to be suited to the learning level, experience or needs of the students, it needs to make learning easier and more interesting, it needs to help develop self-direction and resourcefulness, it needs to help develop good judgment and logical thinking, it needs to be subject matter presented accurately and without bias, it needs to be pertinent material, it needs to be clear and easy to read-- perhaps even well designed and illustrated, and it should challenge the student to want to read further (Hall and Paolucci, 1970, p. 270).

The disadvantage of reading assignments is that too frequently reading may be done with no response whatsoever, and the student finds he cannot remember a single thing he has read. The reading material needs to be such as to secure an overt response in order to learn (Brown, Lewis, and Harclerod, 1964, p. 248).

Decision-making

Home economics programs need to help the individual adjust and use critical judgment of human and physical resources. In order for students to contribute to the building of good homes and communities, students need to learn to make sensible decisions (Trump and Miller, 1968, p. 127).

Decision-making is a process by which decisions are reached frequently by thought and choice rather than random selection. Many times values and goals are changed. In decision-making, attention is given to decisions made by interaction of the family members. Communication and participation are important factors ("Decision-making-- a Process?", 1965, p. 2).

The five steps to decision-making are:

1. Defining the problem to be decided
2. Seeking alternative solutions
3. Thinking through alternatives
4. Selecting an alternative
5. Accepting responsibility for the decision (Gross and Crandall, 1963, p. 65).

In order to stimulate and encourage learning, problems should be real to the learner. If the consequences of the decision make a difference to the student, the problems should be real enough for the student to solve. It is not enough for the teacher to tell the student. It is important for the students to think, so that they can deal with the real problems they face (Spitze, 1969, p. 133).

Burton finds the following problems real enough for students to work on:

- (1) To find an answer, or to explain, discover, or verify something
- (2) To determine what to do in a given situation
- (3) To determine goals, attitudes, or policies to guide future actions or choose between goals or policies already formulated
- (4) To determine the validity of conclusions, beliefs, or opinions expressed by others or to give reasons for supporting one's own expressed belief
- (5) To create something new

- (6) To draw logical inferences from accepted statements
- (7) To make value judgments in ethical and aesthetic fields
(Spitze, 1968-1969, p. 133).

Clothing Education Today

At the junior and senior high school levels, clothing education may consist of clothing selection which relates to buying clothing as well as the art aspects of clothing, clothing construction, and care and storage of clothing. Each of these areas should be related to each other. For example, a student should be able to select an article of clothing that would look attractive, be within her means, and meet the purposes for which it is intended. The garment should be constructed in a manner which will fulfill the purpose for which it is intended. Proper care should be given to the article in relationship to the type of fabric.

In selecting clothing, the climate, occasion, emotional needs of the individual, comfort, and the condition of the article will influence what the individual will wear. Art principles of line and design should be included for more appropriate selection of clothing. Consumer benefits or disadvantages are definitely a concern in clothing selection and purchases.

In clothing construction, management and clothing selection are taught, as well as the fundamental construction methods. This information gives added value to the analysis of ready-made articles.

Construction techniques can be helpful in altering clothes for individuals or in remaking previously worn clothes.

In order for clothes to look neat and last longer, proper care needs to be given. Clothing education needs to show how to care for the different kinds of fibers on the market. Laundry practices need to be included. Proper storage also needs to be taught in the care of clothing ("Goals for Clothing and Textile 'Units, '" 1963, p. 5).

Today there are more kinds of clothing available to the consumer than ever before. People have to make decisions on clothing styles, types, colors, fabrics, and prices. In addition, families spend more money on clothing than in previous years. For these reasons, clothing education is needed even more in choosing standards and principles in planning, selecting, buying, caring, and in some cases making clothes (Sturm and Grieser, 1962, p. vii).

Students as present and future homemakers need knowledge and information to make wise and satisfying decisions. Clothing education is needed to help individuals choose appropriate clothing for the family's needs. Increased satisfaction can be gained through wise selection of clothing. Clothing education is important also in helping the individual realize the role clothing plays in relation to the individual's short or long range goals (Sturm and Grieser, 1962, p. vii).

The trend has definitely been from spending less time on actual clothing construction to spending more time in other areas of consumer

and homemaking education in order to develop better individuals who can select personal and family goals which will give meaning to their lives ("Clothing and Textiles in Home Economics, " 1963, p. 1; "Goals for Clothing and Textile 'Units, ' " 1963, p. 5).

A work conference of college teachers of clothing and textiles found that study in the field of clothing and textiles can help the student achieve a fuller understanding of one's self, realize the speed of change affecting their lives, and to some degree make adjustments in a dynamic society.

The work conference specified the clothing and textiles educational contributions as:

- Helping the individual with his social-psychological, managerial, and physical needs
- Providing opportunity for aesthetic satisfaction and creative expression
- Furthering the well-being of the family
- Gaining insight into the economic, psychological, and sociological phenomena in a society ("Clothing and Textiles Move Forward, " 1956, p. 635).

Goals in a home economics class should include concepts for the students to use to help them make clothing decisions for themselves and for the family ("Clothing Concepts, " 1967, p. 5). National leaders in home economics recommended the following clothing and textiles concepts for high school curriculum development:

- I. Significance of textiles and clothing to the individual in society
 - A. Interrelationship of clothing and culture
 - B. Social and psychological aspects of clothing
 - C. Clothing as a medium for artistic perception, expression, and experience

- D. Textiles and clothing in the economy
- E. Physiological aspects of textiles and clothing
- II. Nature of textiles and clothing
 - A. Textiles
 - B. Garments
- III. Acquisition and use of textiles and clothing
 - A. Selection
 - B. Use and care
 - C. Responsibilities of consumers (American Home Economics Association, 1967, p. 38-43).

Penney's Fashion and Fabrics ("New Concern with Appearance," 1967, p. 4) states that educators need to help individual students realize the importance of clothing in their lives. The need to help students learn how to express themselves is valuable. Students need not only to understand about their uniqueness but also the need for conformity. The selection of clothing and grooming aids to make the most of themselves is important, not to overemphasize appearance, but to build secure personalities in our society.

Clothing curriculum trends show that principles are being emphasized rather than strict rules. Individual experiences can prove most beneficial. Mistakes, when they are made unintentionally, can also prove helpful as learning experiences. With the many new fibers on the market, learning the characteristics of similar groups of fibers can be of benefit to the student, especially in the care of clothing ("Curriculum Trends in Clothing and Textiles," 1969, p. 2).

If clothing jobs are available in the area where the student lives, preparation for a clothing occupation can be utilized effectively. If the student can use clothing construction courses to help the family economically, again the clothing construction course can be utilized. In other situations, the student may find the construction of clothing a way to apply creativity. In each of these circumstances a need is being met. With less emphasis on clothing construction, the students will have more time to spend on the problems of meeting day-to-day consumer clothing situations.

Emphasis on family clothing is an important trend today in the homemaking curriculum. Not only is it important from the sociological and psychological aspects, but also economically. Each day, individuals need to make clothing decisions whether they are making or buying clothing. Students, as future heads of households, will have even a greater responsibility for helping make family decisions that affect the clothing of the entire family ("Clothing and Textiles in Home Economics," 1963, p. 1). The topic, family clothing, is usually left for the eleventh and twelfth grade when the students are turning their interests from primarily themselves to the entire family (Banks, 1959, p. 64).

Tate and Glisson (1961, p. 16-19) say consideration of the family life cycle as a whole can be a valuable aid in helping to foresee the needs and wants in each stage and substage of the family life cycle.

Even though families differ from each other, they go through similar stages in their lives. The family starts as two relatively young individuals, grows normally into a group of assorted ages, and returns to two older persons.

The family life cycle has an influence on clothing because each cycle has its patterns of clothing needs and wants. The family stages are referred to as the beginning family, the expanding family or the crowded years, the contracting family, and the family of later years (Tate and Glisson, 1961, p. 16-19).

The beginning family starts when the couple marries and lasts to the preschool years of the children. The average couple is young when they leave this stage, as the average mother today has her last baby by the age of 27. This stage usually lasts from seven to ten years including the pregnancies, infant and child care, and preschool years (Tate and Glisson, 1961, p. 16-19).

The family expenses are the lowest in the first one or two years of the family when the couple is childless. However, the family may end up in debt during this period if one or both of the couple are in school. The mother's pregnancy will require a special wardrobe, and there will be many other expenses for each addition to the family (Tate and Glisson, 1961, p. 16-19).

The expanding family, or the crowded years, begins as the older children enter elementary school. The family expenses increase at a

more rapid rate. The clothes become more expensive as the child becomes older. At this time the parents also need new clothes themselves, and this cost must be added to the costs of the children's clothing (Tate and Glisson, 1961, p. 16-19).

If the children go on to college, the next few years will show the family having even greater expenses. When a child is in college, usually more is spent on him than on both parents together (Tate and Glisson, 1961, p. 16-19).

The next stage in the family life cycle is the contracting family. If there are daughters in the family, their marriages might necessitate an item in the family budget, but otherwise, this stage gives the parents an opportunity to recover from the large expenses incurred with the expanding family and the crowded years. In the contracting family, the parents usually increase the wardrobes they have, because this stage provides an opportunity for them to replace old clothing worn-out or out of style. Increased travel or leisure activities may also warrant additional clothing (Tate and Glisson, 1961, p. 16-19).

The family of later years usually has acquired a standard wardrobe. Since most elderly couples are retired, they are on a limited budget. Clothes are usually replaced as they are worn-out or the individuals tire of wearing the particular articles of clothing (Tate and Glisson, 1961, p. 16-19).

The typical length of the entire family life cycle has changed over the last decade due to smaller families, increased longevity, and earlier marriages (Gross and Crandall, 1963, p. 150-154).

Study Pertaining to Family Clothing

This investigator searched diligently for research studies directly related to the problem of this study. No study was found in which research had been done on emphasizing decision-making or using the family life cycle as emphasis in teaching the area of family clothing in consumer and homemaking education classes. The following study pertains to clothing of the family although the information given is not the same as the main purpose of the present study.

A study reported by Jordan and Loving (1966, p. 15-16) was made to evaluate the homemaking program in Virginia and to plan programs to prepare homemaking students for occupations. In a ten-year follow-up, a study of tenth grade Virginia high school girls was made. First, a data sheet was sent to high schools to obtain information and addresses from high school records about the girls who had been in the tenth grade in Virginia high schools in 1954-1955. Later another instrument was sent to a random selection of women, ages 24-26. Eight percent, or 1,585 of approximately 20,000 tenth grade girls in Virginia high schools in 1954-1955 participated in the study.

The results showed that 93 percent of the women in the study who had been high school girls in 1954-1955 purchased most of their clothes ready-made for themselves and their families. Less than half of the married or unmarried women sewed some of the clothing for the family. The garments most frequently made were dresses for themselves, skirts and other clothing for children, blouses, sleepwear, and then suits and shirts. Very few of the women made coats. Ninety-four percent of the married women and 71 percent of the unmarried women mended garments for the family. The study found about 55 percent of the women made alterations.

Shopping for articles of clothing similar to those that previously gave satisfaction and shopping for brand or trade names were the two practices that were most helpful for the women in making clothing purchases. In making satisfactory clothing purchases, the women found information on labels and hang tags of the next greatest value. Of lesser value in making wise clothing purchases were suggestions of friends and relatives, advertisements in magazines, and suggestions of clerks in stores.

This study showed the need for strong emphasis on consumer education because of the prevalence of buying ready-made clothing among the group studied. Having a good background in consumer education should have enabled these homemakers to make discriminating

choices to obtain the greatest value for the money spent on clothing (Jordan and Loving, 1966, p. 15-16).

Summary

Consumer and homemaking education programs play a more vital role than ever before in helping the individual to be a contributing member of his family and community. People are working more outside the home, and are more and more mobile. Families have become consuming units, and more live in urban areas than before. Many daily decisions affect all the family members in this cultural setting. Among new trends taking place in our culture is the more demanding need to make wise decisions; and one area of special need is to make sensible decisions in the selection of family clothing. Consumer education has become more important than previously, and because of this, the need for wise decisions in selecting appropriate clothing for the family needs to be especially emphasized in the consumer and homemaking education classes.

ANALYSIS OF DATA

Introduction

This study was undertaken because of the increased emphasis of expanding and redirecting programs in consumer and homemaking education. In the study, the area of clothing specifically has been taken to stress decision-making in family concerns. The focus for teaching family clothing has been on the twelfth grade girl since psychologically, emotionally, and socially she is the one most likely to have turned her interests from thinking of herself to thinking about the total family and its needs. Through an interview-questionnaire, Canby Union High School senior girls were used to discover what they believed was important to learn about family clothing. The interview-questionnaire was set up to ask senior girls:

1. To give information about themselves and their families.
2. To check the areas of family clothing that they believed senior girls as future homemakers need to know.
3. To ask about which age levels of the family members they would most like to study, to learn about different family clothing topics.
4. To find ways the senior girls would like to be taught family clothing.

Sample

Sixty-three out of 82, or 77 percent, of the Canby Union High School senior girls answered the interview-questionnaire. All 63 of the interview-questionnaires were usable.

This study is based on the beliefs of the Canby Union High School senior girls at the time they answered the interview-questionnaire, and the results can only represent their beliefs at that time.

Background of Respondents

Size and Composition of Family

The 63 Canby Union High School senior girls who participated in this study are all 18 or 19 years old.

Table 1 shows the stages of life pertaining to the participants' families and the amount of clothing purchased. Only the stages of life will be discussed here.

In the study of 63 senior girls, there were 62 mothers and 60 fathers listed (Table 1). One father was deceased, and the other two fathers and one mother were not listed at the girls' present places of residence. Of the senior girls in the study, the greatest number of brothers and sisters who were living at home were in the over-12-years-of-age stage of life. This stage pertained to 47 of the participants' families. The next largest group was made up of 26 families

Table 1. Stages of Life Pertaining to Canby Union High School Senior Girls' Families and the Approximate Amounts of Clothing Their Families Buy.

Kinds of Ready-made Clothing	Pertains to Respondents' Families		Amount of Clothing											
			All		Most		Some		Little		None		Not Given	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Infants and toddlers' clothing (birth to 3 years)	9	100	3	33.4	3	33.3	2	22.2	1	11.1	0	0	0	0
Children's clothing (over 3 years to 12 years)	26	100	12	46.1	8	30.8	5	19.2	1	3.9	0	0	0	0
Your clothing	63	100	9	14.4	20	31.7	26	41.2	8	12.7	0	0	0	0
Clothing of brothers and sisters at home (over 12 years)	47	100	18	38.3	19	40.4	7	14.9	2	4.3	1	2.1	0	0
Mother's clothing	62	100	27	43.6	17	27.2	12	19.4	5	8.1	1	1.7	0	0
Father's clothing	60	100	48	80.0	3	5.0	1	1.7	2	3.3	4	6.7	2	3.3
Clothing for others living in your home--as grandmother, niece, uncle	10	100	4	40.0	0	0	2	20.0	3	30.0	1	10.0	0	0

who had children three to 12 years, and nine families who had infants and toddlers from birth to three years of age. In addition, 10 families in the study had others living in their home, such as a grandmother, a niece, or an uncle.

The number of children living at home for Canby Union High School senior girls in this study are shown in Table 2.

Table 2. Number of Children Living at Home for Canby Union High School Senior Girls.

No. of Children Living at Home	No. of Families	No. of Children
1	9	9
2	17	34
3	13	39
4	10	40
5	5	25
6	3	18
7	3	21
8	1	8
9	2	18
Total	63	212

The greatest number of families, 17 out of 63, or 27 percent, had two children living at home. This grouping was followed by three

children in 13, or 21 percent, of 63 families.

One out of 63, or two percent of the families, had eight children living at home. Two families, or three percent, had nine children still at home.

Location of Homes

The participants in the study were asked to indicate the location of their homes. Table 3 shows the categories and figures for this information.

Table 3. Location of Homes of Canby Union High School Senior Girls

Location	Total	
	Number	Percent
Acreage	18	28.5
Farm	24	38.0
Town	21	33.2
Total	63	100

The categories were divided into families living on acreages, farms, or in town. The locations were fairly evenly distributed in the three categories. Most of the families, 24 of 63, or 38 percent, lived on farms. Eighteen, or 29 percent, of the families were located on acreages. Twenty-one, or 33 percent of the families made their homes in town.

Kinds of Full-time or Part-time Work of Family Members

The participants in the study were asked to indicate the kinds of full-time or part-time work engaged in by the family members living at home. Table 4 shows the tabulations for the work classifications as adapted from Census of Population: 1960 (U. S. Bureau of Census, 1961, p. 1-522--1-527). For use in Table 4, the over-all headings from the Census were used. The heading of operative and kindred workers included bus and truck drivers, deliverymen, dry cleaner operators, and painters. The private household workers included those who did baby sitting in private homes and housekeeping in private homes. Service workers were hospital attendants, cooks, janitors, practical nurses, firemen, and waitresses. Farm laborers were farm workers. Those in clerical and kindred work were secretaries, typists, bookkeepers, office workers, storekeepers, and store clerks. Sales workers were salesmen and sales clerks. People engaged in professional, technical, and kindred work were teachers, engineers, and professional nurses. Farmers and farm managers were farm owners or farm managers. Managers were officials and proprietors of businesses such as restaurants, groceries, banks, electrical shops, insurance, hospitals, markets, and dry cleaning establishments. Craftsmen included carpenters, cement and concrete finishers, mechanics, and telephone linemen. Laborers, except those in farm and mine, were carpenter helpers, warehousemen, and lumbermen.

Table 4. Full-time or Part-time Work of the Family of 63 Canby Union High School Senior Girls.

Kinds of Full-time or Part-time Work	Total	Father	Mother	Older Brothers	Family at Home			
					Older Sisters	Senior Girls	Younger Brothers	Younger Sisters
1. Clerical and kindred workers	26	2	7	2	3	8	4	0
2. Craftsmen, foremen, and kindred workers	8	6	0	2	0	0	0	0
3. Farmers and farm managers	7	7	0	0	0	0	0	0
4. Farm laborers and foremen	11	2	2	0	0	3	4	0
5. Laborers, except farm and mine	5	2	0	3	0	0	0	0
6. Managers, officials, proprietors, except farm	9	7	1	1	0	0	0	0
7. Operatives and kindred workers	13	10	2	0	1	0	0	0
8. Private household workers	8	0	1	0	0	4	0	3
9. Professional, technical, and kindred workers	6	2	3	0	0	1	0	0
10. Sales workers	10	3	3	2	0	2	0	0
11. Service workers, except Private household	19	4	5	1	1	7	1	0
Additional listings:								
Occupation not given	18	8	4	0	1	3	0	2
Farmer, one other occupation	4	4	0	0	0	0	0	0
Farmer, two other occupations	1	1	0	0	0	0	0	0
Full-time homemaker	35	0	33	0	2	0	0	0
No answer	0	0	0	0	0	0	0	0
Not working	154	2	1	6	3	35	51	56
Total Individuals in Families	334	60*	62*	17	11	63	60	61

* One father deceased; the other fathers and mothers were not at girls' place of present residence.

The kinds of full-time or part-time work figures for fathers show that the occupations were interdispersed among 10 of 11 main occupational divisions given in Table 4. Most often mentioned was the classification of operatives and kindred workers with 10 of 60 fathers holding these jobs. Farmers and farm managers; and managers, officials, and proprietors other than proprietors of farms followed with seven fathers in each category. There were six Canby Union High School senior girls who said that their fathers worked in areas which can be categorized as craftsmen and foremen. There were eight respondents who did not give the occupations of their fathers. The participants reported that no private household workers' occupations were held by these fathers. There were two fathers in each of the categories of clerical and kindred workers; farm laborers and foreman; laborers except farm and mine; and professional, technical, and kindred workers. Only two fathers were found to be unemployed out of 60 fathers.

Over half of the participants' mothers, 33 of 62, were full-time homemakers. Working mothers were found mostly in the clerical and kindred workers field with seven of 28 working mothers in this type of work. There were no mothers working as craftsmen, foremen, and kindred workers; farmers and farm managers; or laborers except in the farm and mine categories.

The greatest number in the category of older brothers, six of 17, were not working. Part of this situation may be accounted for in that some were still students. There was one older brother who was a store manager. All others had occupations which showed little or no need for education beyond the high school.

Eleven older sisters were living at home. Of these, five were not working, two of whom were full-time homemakers. Three were clerical and kindred workers. Of the remaining three, one occupation was not given; one worked in a factory; and the other one worked in a hospital.

Twenty-eight of the 63 senior girls worked. The most frequent kind of jobs were held by the eight girls performing clerical and kindred work. Seven were service workers elsewhere than private households, and four private household workers completed the greater portion of the senior working girls. Three failed to identify the occupation and the number of hours worked. A total of 35 senior girls did not hold jobs.

Fifty-one of the 60 younger brothers did not work. Of the nine working, there were four in each field of clerical and kindred workers; and farm laborers. The remaining girl did not give his kind of work.

Fifty-six of the 61 younger sisters did not work. Of the five working, three held private household jobs, and two participants did not give the kind of work their younger sisters did.

In summary, the 63 senior girls reported that most of the jobs held by their family members were of the clerical and kindred workers' grouping, with 26 people in such occupations. The girls and their mothers made up 15 of the 26 in such occupations. Of the 11 main groupings, the laborers except farm and mine had the least number of individuals with a total count of five for all family members. Thirty-five of the family members were engaged in full-time homemaking activities. One hundred fifty-four, or 46 percent, of the 334 family members were not working.

Types of Work Respondents Held

The Canby Union High School senior girls were asked the types of jobs they held. Table 5 shows a specific listing of the kinds of jobs held as adapted from Table 201, Census of Population: 1960, (U. S. Bureau of Census, 1961, p. 1-522--1-527).

Twenty-eight, or 44 percent, of the 63 Canby Union High School senior girls held jobs. The greatest number, eight of 28, or 29 percent, performed clerical and kindred work. Seven service workers and four private household workers followed in the number of girls in each type of job. Three of the remaining nine senior girls were farm workers; three senior girls' occupations were not given; two were sales workers; and one was a professional and kindred worker.

Table 5. Full-time or Part-time Work of 28 out of 63 Canby Union High School Senior Girls.

Kinds of Full-time or Part-time Work	Number of Senior Girls
Clerical and kindred workers (Total 8)	
Attendants, physician's and dentist's office	1
Bookkeeper	1
Receptionist	1
Secretaries	2
Stock clerks and storekeepers	2
Typists	1
Farm laborers and foremen (Total 3)	
Farm laborers	3
Private household workers (Total 4)	
Baby sitters, private household	3
Housekeepers, private household, living out	1
Professional, technical and kindred workers (Total 1)	
Musicians and music teachers	1
Sales workers (Total 2)	
Salesmen and sales clerks, retail trade	2
Service workers, except private household (Total 7)	
Attendants, hospital and other institution	1
Cooks, executive, private household	1
Housekeepers and stewards, executive, private household	1
Waiters	4
Occupation not given (Total 3)	3
Total	28

In the clerical and kindred worker category, two of the eight were secretaries. Two of the senior girls held jobs as stock clerks and storekeepers.. In the remaining clerical and kindred worker category, one senior worked in each category of dental assistant, bookkeeper, receptionist, and typist.

The second category with the highest number of senior girls working was workers in service areas other than private households. This category held seven of the 28 workers. Of these, four of the girls held waitress jobs. Of the remaining three, one was a cook's helper, one a nurses' aide, and one cleaned an office.

In the private household group, three of the four baby-sat in private households. The remaining girl did housekeeping.

In the smaller groups, three senior girls performed farm work in the farm laborers group; two senior girls were sales clerks in the sales workers grouping; and one senior girl taught piano in the professional, technical, and kindred category. The remaining three senior girls did not list the type of work they performed.

Number of Hours Respondents Worked

The participants were asked how many hours a week they worked. Table 6 lists this information.

The greatest number, 35 of 63, or 55 percent, did not hold jobs.

Of the senior girls holding jobs, the majority of them worked 15 hours or less a week.

Table 6. Hours per Week Canby Union High School Senior Girls Work.

Hours per Week Worked	Total	
	Number	Percent
None	35	55.3
1-5	6	9.5
6-10	4	6.4
11-15	7	11.1
16-20	2	3.2
21-25	3	4.8
Over 25	3	4.8
Hours not given	3	4.8
Total	63	100.0

Seven, or 11 percent, of the girls worked 11 to 15 hours per week. This was followed closely with six, or about 10 percent, of the girls working one to five hours a week. In the remaining under 15 hour group, four, or six percent, of the senior girls worked six to ten hours a week.

In three groups, each with three, or about five percent each, one group worked 21-25 hours a week, one group worked over 25 hours, and one group did not give the hours worked. In the remaining group, two, or three percent, of the girls worked 16-20 hours.

In summary, over half, or 55 percent, of the respondents did not work. Of the 25 senior girls working and listing the hours worked, over half, or 68 percent, of these respondents worked 15 hours or less.

Clothing Made by Respondents

The number of articles of clothing made by participants in the study is shown in Table 7.

Table 7. Number of Articles of Clothing Made by Canby Union High School Senior Girls.

Number of Articles	Total Girls	
	Number	Percent
None	11	17.4
2	9	14.3
3-5	18	28.5
Over 5	25	39.5
Total	63	100.

The largest number, 25, or 40 percent, of the senior girls constructed over five articles a year. This was followed by 18, or 29 percent, of the girls making three to five articles a year. Nine, or 14 percent, of the girls made two articles a year. This study found 11, or 17 percent, of the girls did not construct clothing articles.

Clothing Made by Family Members for Respondents

Table 8 gives the number of families of Canby Union High School senior girls in which someone in the family makes the respondent's clothing.

Table 8. The Number of Families of Canby Union High School Senior Girls in Which Someone in the Family Makes the Respondent's Clothes.

	Yes		No		Number of Families in Study	
	Number	Percent	Number	Percent	Number	Percent
Number of families	56	88.8	7	11.1	63	100

A large majority, 56, or 89 percent, of the Canby Union High School senior girls' families had someone in the family who made some of the respondents' clothing. Only seven, or 11 percent, of the Canby Union High School senior girls' families had no one in the family who made clothes for them.

Clothing Purchased by Family Members

Table 1 shows the approximate amounts of clothing their families buy.

The amounts of clothing family members purchased were tabulated in the categories of all, most, some, little, none, and not given,

to find the degree of ready-made clothing purchased. In the combined categories of all and most, 67 percent of the clothing for infants and toddlers was reported to have been purchased by the nine families involved. All of the families bought at least a little of the clothing for infants and toddlers. In the category for children three to 12 years-of-age, 77 percent of the families bought all or most of the children's clothing in the 26 families involved. All of the families bought at least a little of their clothing. For the senior girls, the largest number of girls, 26, or 41 percent, bought some of their clothing. All of the senior girls bought at least a little of their clothing. Most of the brothers and sisters over 12 years-of-age in the 47 families bought all or most of their clothing. Eighteen, or 38 percent, bought all of their clothing, and 19, or 40 percent, bought most of their clothing. One senior girl reported that none of the brothers and sisters over 12 years-of-age living at home purchased any of their clothing.

The respondents reported that 27 mothers, or 44 percent of the 62 mothers, which was the largest grouping, bought all of their clothing. One mother did not buy any of her clothing. A large number, 48 of 60, or 80 percent, of the respondents' fathers bought all of their clothing. The senior girls said that four fathers bought none, and two senior girls did not answer this question. Of the ten respondents, or 40 percent, who had others living in their homes, such as a grandmother, a niece, or an uncle, four said that these family members purchased all of their clothing. One did not purchase any of the clothing used.

In summary, all of the categories showed that the family members except for clothing for the senior girls and for others than the direct family, purchased at least 65 percent of all or most of their clothing. The two excepted groups purchased a total of 50 to 54 percent in the some and little categories combined. Very few of the family members bought no clothing at all.

Beliefs of Respondents

Importance of Areas of Family Clothing

The Canby Union High School senior girls were asked the areas of family clothing they would need to know more about as future homemakers. Table 9 shows how these girls rated the areas according to most important to know, of some importance, or not important to know.

Forty-six, or 73 percent, of the 63 girls believed it was of some importance to know more about the scope of the clothing industry. History of clothing was thought to be of some importance by 46 percent. The type of stores and their services were recognized as most important to know by 63 percent of the girls. Sales proved to be one of the popular areas about which students wanted to learn more, with 82 percent of the girls believing it was most important to know. Seventy-one percent of the girls considered it most important to know more

Table 9. Areas of Family Clothing Which Canby Union High School Senior Girls Believed They Would Need to Know More about as Future Homemakers.

Areas	Degrees of Knowledge							
	Most Important		Of Some Importance		Not Important		No Answer	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Scope of clothing industry	3	4.8	46	72.8	14	22.2	0	0
2. History of clothing	8	12.7	29	45.9	26	41.1	0	0
3. Types of stores and their services	40	63.2	22	34.8	1	1.6	0	0
4. Sales	52	82.4	10	15.8	1	1.6	0	0
5. Attitudes about family clothing (for example, what should mothers wear when they go shopping or teen-agers wear to school?)	45	71.2	18	28.5	0	0	0	0
6. Clothing needs of individual	52	82.4	10	15.8	0	0	1	1.6
7. Effects of the following on family clothing:								
a. Climate	32	50.6	29	45.9	2	3.2	0	0
b. Consumer credit	28	44.3	30	47.4	4	6.4	0	0
c. Costs	58	92.0	5	7.9	0	0	0	0
d. Family location	25	39.5	32	50.6	6	9.5	0	0
e. Family mobility	16	25.3	36	56.9	10	15.8	0	0
f. Fashion trends	36	56.9	24	38.0	3	4.8	0	0
g. Housing changes	8	12.7	33	52.2	22	34.8	0	0
h. Income	54	85.6	8	12.7	1	1.6	0	0
i. Occupations of family members	30	47.4	26	41.1	7	11.1	0	0
j. Status of father	27	42.7	31	49.0	3	4.8	2	3.2
k. Status of mother	23	36.4	33	52.2	4	6.4	3	4.8
l. Travel	28	44.3	32	50.6	2	3.2	1	1.6
8. Suitable or adequate clothing for:								
a. Infants	42	66.4	19	30.1	1	1.6	1	1.6
b. Children	35	55.3	26	41.1	1	1.6	1	1.6
c. Teen-agers	33	52.2	25	39.5	3	4.8	1	1.6
d. Young women	36	56.9	23	36.4	3	4.8	1	1.6
e. Young men	35	55.3	23	36.4	4	6.4	1	1.6
f. Expectant mothers	43	68.0	18	28.5	2	3.2	0	0
g. Middle adulthood	32	50.6	24	38.0	6	9.5	1	1.6
h. Elderly	24	38.0	27	42.7	10	15.8	2	3.2

about attitudes towards family clothing, such as what mothers should wear when they go shopping or what teen-agers should wear to school. Eighty-two percent of the girls considered more about clothing needs of the individual as most important to know.

The senior girls believed that the effects of costs, income, and fashion trends, with 92, 86, and 57 percents respectively, were most important to know. In addition, a total of 80 percent or more of the respondents checked that they believed the effects the following items were either most important or of some importance for them as future homemakers to know: climate, consumer credit, family location, family mobility, occupations of family members, status of father, status of mother, and travel, on family clothing problems. Fifty-two to 57 percent of the girls recognized that knowing the influences on clothing of family mobility, housing changes, and status of mother was of some importance.

When considering what was important to know about suitable or adequate clothing for the family, 50-70 percent of the senior girls believed the family stages of infants, children, teen-agers, young women, young men, expectant mothers, and middle adulthood were most important to know. Forty-three percent of the participants realized that the family stage of elderly was of some importance.

In summary, the areas the senior girls said they most needed to know more about were sales, clothing needs of individual, effects

of costs on family clothing, and effects of income on family clothing. Very few marked items in the category of "not important to know." History of clothing with 41 percent and effects of housing changes with 35 percent marked in the not important to know rating were the least popular areas which the senior girls wanted to know more about as future homemakers. None of the girls rated attitudes about family clothing and clothing needs of the individual as not important to know.

Importance of Age Levels of Family Clothing

Canby Union High School senior girls considered the age levels of family members in which topics of family clothing should be studied. Table 10 and Chart 1 give the tabulations on the family clothing topics and the responses of the girls as to whether or not they believed it was important to learn more about the family clothing topics in the different family stages. The data were analyzed taking each age level separately.

Infants. Sixty percent of the participants said that the topic which they needed to learn about most in infants' clothing was the selection of sizes. Twenty-eight, or 44 percent, believed they needed to learn more about the characteristics and care of fabrics. Seven of the 13 topics were rated by less than 30 percent of the respondents as important to know in learning more about family clothing. These

Table 10. Age Levels of Family Members in Which Topics of Family Clothing Should be Studied According to Canby Union High School Senior Girls.

Family Clothing Topics	Age Levels of Clothing for															
	Infants		Children		Teen-agers		Young Women		Young Men		Expectant Mothers		Middle Adulthood		Elderly	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Influence of basic styles of clothing	18	28.5	13	20.6	54	85.6	50	79.2	35	55.3	30	47.4	22	34.8	8	12.7
2. Selecting a basic wardrobe																
a. Becoming familiar with brand or trade names	21	33.2	17	26.9	44	69.6	46	72.8	29	45.9	17	26.9	14	22.2	8	12.7
b. Estimating and comparing costs	27	42.7	30	47.4	48	76.0	50	79.2	38	60.1	25	39.5	25	39.5	18	28.5
c. Evaluating workmanship	20	31.6	26	41.1	38	60.1	46	72.8	37	58.5	26	41.1	28	44.3	14	22.2
d. Knowing about colors																
1) Color combinations	14	22.2	37	58.5	52	82.4	52	82.4	44	69.6	31	49.0	25	39.5	18	28.5
2) Choosing the best colors for the individual	9	14.3	21	33.2	59	93.6	52	82.4	40	63.2	32	50.6	31	49.0	17	26.9
e. Knowing about different body types	9	14.3	22	34.8	54	85.6	49	77.6	46	72.8	32	50.6	32	50.6	18	28.5
f. Knowing fabrics, their characteristics and care	28	44.3	35	55.3	47	74.4	48	76.0	30	47.4	28	44.3	26	41.1	17	26.9
g. Knowing how to select sizes	38	60.1	41	64.8	45	71.2	42	66.4	37	58.5	42	62.4	24	38.0	24	38.0
h. Selecting current fashions wisely	2	3.2	8	12.7	57	90.4	54	85.6	43	68.0	21	32.2	19	30.1	6	9.5
i. Selecting outer garments wisely	17	26.9	22	34.8	50	79.2	42	66.4	36	56.9	30	47.4	23	36.4	16	25.3
j. Selecting undergarments wisely	27	42.7	29	45.9	48	76.0	45	71.2	25	39.5	33	52.2	27	42.7	20	31.6
k. Ways personal attitudes affect clothing	5	7.9	19	30.1	48	76.0	46	72.8	31	49.0	27	42.7	26	41.1	20	31.6

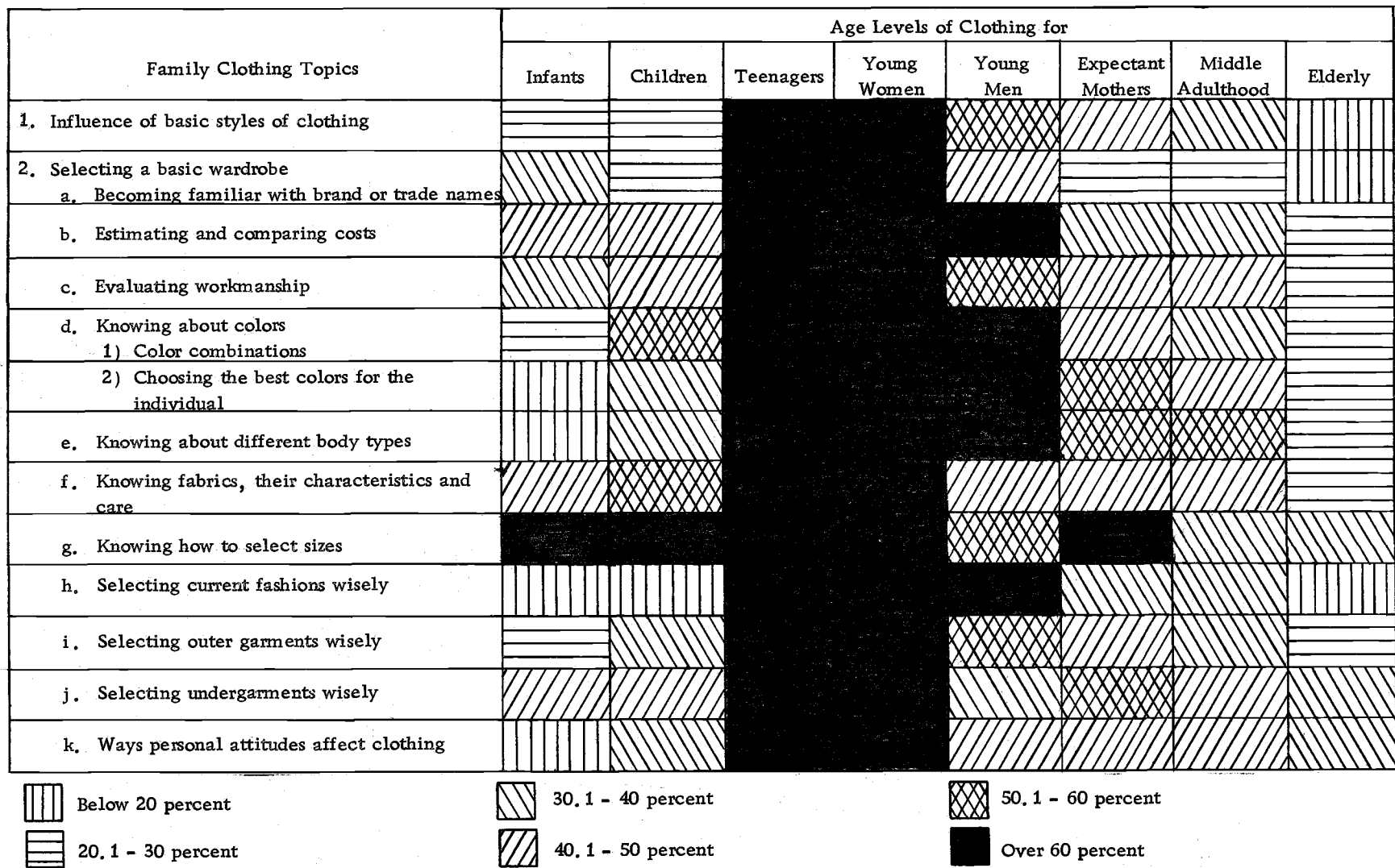


Chart 1. Age Levels of Family Members in Which Topics of Family Clothing Should be Studied According to Canby Union High School Senior Girls.

topics included the influence of basic styles of clothing, color combinations, choosing the best color for the individual, knowing about different body types, selecting current fashions wisely, selecting outer garments wisely, and ways personal attitudes affect clothing for infants.

Children. Only three topics were checked by 55 percent or more of the respondents as being important to learn more about family clothing. The topic which the respondents said was most important to know more about was the area concerning the selection of clothing sizes for children. This was rated important to know by 41 girls, or 65 percent. This was followed by the family clothing topics, color combinations, with 59 percent of the girls rating it as important, and characteristics and care of fabrics, with 55 percent of the girls responding. Less than 27 percent believed it was important to learn more about the influence of basic styles of clothing, to become more familiar with brand or trade names for children, and to select current fashions wisely.

Teen-agers. Sixty percent or more of the respondents said it was important to learn more about all of the topics for teen-age clothing. The influences of basic styles of clothing, color combinations, choosing the best colors for the individual, knowing about different body types, and selecting current fashions wisely were rated important to learn more about by over 80 percent of the girls. The

family clothing topic which was rated the lowest for the teen-agers category was evaluating workmanship. Still, 60 percent of the girls believed they needed to know more about this topic.

Young Women. All of the family clothing topics listed were checked as important by over 60 percent of the girls. Over 80 percent of the participants said they needed to know more about color combinations, choosing the best colors for the individual, and selecting current fashions wisely. Although 66 percent of the girls believed it was important to learn more about selection of sizes and selection of outer garments, these topics received the lowest rating in the category for young women.

Young Men. Sixty to 73 percent of the girls thought the topics of estimating and comparing costs, color combinations, choosing the best colors for the individual, knowing about different body types, and selecting current fashions wisely for young men were important to learn. These topics were followed by the topics of the influence of basic styles of clothing, evaluating workmanship, knowing how to select sizes, and selecting outer garments wisely which were rated important to learn more about by 55 to 60 percent of the girls in the study. Selecting undergarments wisely was rated important to learn more about in clothing for young men the least number of times with a total of 40 percent of the girls.

Expectant Mothers. Knowing how to select sizes for expectant mothers was rated important to know by 62 percent of the respondents. This was followed by the topic of selecting undergarments wisely by 56 percent, and 51 percent selected both the topics of choosing the best colors for the individual and knowing about different body types as important to know. Less than 27 percent of the girls said it was important to learn more about becoming familiar with brand or trade names.

Middle Adulthood. The topic for middle adulthood which was rated most frequently by the girls was that of knowing about different body types. This was rated important to learn more about by 51 percent of the girls. The topic, becoming familiar with brand or trade names, was rated least often with only 22 percent of the girls believing they needed to know more about this topic. Thirty to 40 percent of the girls said the other topics were important in learning more about family clothing.

Elderly. The respondents did not believe it was as important to learn about family clothing for this family stage as they did the others. The topics, knowing how to select sizes, selecting undergarments, and ways personal attitudes affect clothing, were rated as important to learn more about most frequently. Thirty to 40 percent of the girls considered the above three topics as important. The remaining topics were rated as important by less than 30 percent of

the girls. Fewer than 20 percent of the respondents said that the influence of basic styles of clothing, becoming familiar with brand or trade names, and selecting current fashions wisely were important to learn.

Summary. The age levels which the girls believed were most important to learn more about in family clothing were teen-agers and young women followed by young men and expectant mothers. They expressed the viewpoint that it was least important for them to learn about wearing apparel for the elderly and for infants. However, at least 30 percent of the participants said the family clothing topics were important for all of the age levels except for those of the elderly and infants.

The most popular topics for the age levels included knowing how to select sizes, knowing about different body types, and learning about color combinations. The less popular topics for the age levels included becoming familiar with brand or trade names, influence of basic styles of clothing, and selecting current fashions wisely.

Value of Teaching Methods

Senior girls were asked the ways they would like to be taught about family clothing. The participants were asked to rate their choices as very valuable, of some value, or of very little value. Their choices are shown on Table 11.

Very Valuable. Most of the girls, 51, or 81 percent, believed students and teachers need to plan cooperatively what students need

Table 11. Choices of Ways Canby Union High School Senior Girls Can Be Taught about Family Clothing.

Teaching Methods	Very Valuable		Of Some Value		Of Very Little Value		No Answer	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Class invites speakers, such as a father, clothing salesman, factory worker, young man, mother, or wife.	28	44.3	24	38.0	11	17.4	0	0
2. Students give planned skits.	5	7.9	24	38.0	34	53.8	0	0
3. Students and teacher plan cooperatively what they need to learn.	51	80.8	11	17.4	0	0	1	1.6
4. Class plans and presents panel giving differing points of view.	27	42.7	31	49.0	5	7.9	0	0
5. Teacher uses pictures to illustrate examples about family clothing.	23	36.4	31	49.0	9	14.3	0	0
6. Class interviews clothing authorities.	43	68.0	17	26.9	2	3.2	1	1.6
7. Making observations of clothing for different ages.	38	60.1	19	30.1	6	9.5	0	0
8. Class views slides and filmstrips.	22	34.8	32	50.6	9	14.3	0	0
9. Students read text.	5	7.9	32	50.6	26	41.1	0	0
10. Students and teacher make checklists to evaluate clothing articles.	18	28.5	38	60.1	7	11.1	0	0
11. Class gives reports on topics of interest.	16	25.3	38	60.1	9	14.3	0	0
12. Students bring to class current articles.	28	44.3	24	38.0	11	17.4	0	0
13. Students make individual family clothing notebooks for future reference.	25	39.5	27	42.7	11	17.4	0	0
14. Teacher uses bulletin boards to gain your interest.	24	38.0	27	42.7	12	19.0	0	0
15. Class uses transparencies for examples and discussion.	10	15.8	45	71.2	7	11.1	1	1.6
16. Students plan and carry out a family clothing project, such as comparing homemade children's clothing, men's shirts of different qualities, or plan a wardrobe for a boy.	45	71.2	15	23.7	2	3.2	1	1.6
17. Students and teacher individually rate clothing articles for purchasing and compare each other's ratings.	31	49.0	27	42.7	4	6.4	1	1.6
18. Class role plays or acts out and discusses other people's point of view in making clothing decisions.	10	15.8	25	39.5	26	41.1	2	3.2
19. Teacher leads class discussion.	15	23.7	32	50.6	15	23.7	1	1.6
20. Class examines clothing.	33	52.2	25	39.5	4	6.4	1	1.6
21. Students plan their own class activities.	23	36.4	31	49.0	8	12.7	1	1.6
22. Students conduct small group discussion.	27	42.7	23	36.4	12	19.0	1	1.6
23. Class takes field trips to clothing stores.	52	82.4	10	15.8	0	0	1	1.6

to learn; 52, or 82 percent, said the class should take field trips to clothing stores. These choices were rated very valuable. None of the girls said that these two methods for teaching family clothing were of very little value. About 70 percent of the students thought it was very valuable for the students to plan and carry out family clothing projects, such as comparing homemade children's clothing, comparing men's shirts of different qualities, or planning a wardrobe for a boy. The next two choices that were rated as very valuable included the categories of the class interviewing clothing authorities and of making observations of clothing for different ages. Sixty-eight percent and 60 percent of the girls respectively thought these two methods were very valuable. Around 50 percent of the girls believed it was valuable for the class to examine clothing and for the students and teacher to individually rate clothing articles for purchasing and then compare others' ratings.

Of Some Value. About 71 percent of the girls thought it was of some value for the students to use transparencies for examples and as a basis for discussion. Having students and the teacher make checklists to evaluate clothing articles and having students give reports on topics of interest were thought to be of some value by about 60 percent of the respondents. Approximately one half of the students checked the following methods as being of some value: class views slides and filmstrips, students read texts, teacher leads class

discussion, class plans and presents panel giving differing points of view, teacher uses pictures to illustrate examples about family clothing, and students plan their own class activities.

Of Very Little Value. The teaching method rated the most times as being of very little value for teaching family clothing was for students to give planned skits. Thirty-four, or 54 percent, of the senior girls found this teaching method of little value. This was followed by two more methods which 41 percent of the girls thought were of very little value. These two methods included having the student read the text and having role playing or acting out and discussing other people's points of view in making clothing decisions.

Summary. The senior girls in this study rated the ways they would like to be taught about family clothing. They thought for students and teachers to plan cooperatively what they need to learn and for the class to take field trips to clothing stores were of most value. The participants believed that when students gave planned skits there was little or no value received. Most of the teaching methods given were rated very valuable or of some value.

Inconsistencies

At times, inconsistencies in the responses to the family clothing interview-questionnaire were noted when the respondents realized as future homemakers it would be important to know more about a topic,

but if they had a choice of the topics they would like to study, would choose other topics. The two basic inconsistencies were noted as follows:

1. Senior girls buy less clothing in proportion to other immediate family members. Still, they believed they needed to know more about teen-agers' clothing than clothing for other age levels of the family which purchase greater amounts of clothing.

2. Respondents believed they needed to know more about infants' and expectant mothers' clothing than other age levels of family members. However, they did not mark the topics for infants and expectant mothers as important in learning more about family clothing as much as other age levels, such as those for teen-agers and young women. There is a difference between what a senior girl wants now and what she believes she may need in the future.

SUMMARY AND RECOMMENDATIONS

SummaryCanby Union High School Senior Girl

From the results of the family clothing interview-questionnaire, a composite was formulated for the Canby Union High School senior girl. It was arbitrarily decided that responses of 32 or more of the 63, 50 percent or more, of the senior high school girls would be used for describing the composite girl and her family or the most responses in a category where 50 percent was not applicable.

The Canby Union High School senior girl's father's occupation was in operative and kindred work (Table 4). Operative and kindred work included jobs, such as truck drivers, bus drivers, railroad workers, contract painters, route supervisors, boiler engineers, dry cleaning operatives, and some factory workers. Her mother was a full-time homemaker (Table 4). No one but the immediate family lived in the home (Table 1). Two children lived at home (Table 2). The family lived on a farm (Table 3). The senior high school girl did no work other than her school or home responsibilities (Table 4). She made over five garments a year (Table 7). Someone in the family made clothes for her (Table 8).

What 63 Respondents Do and Believe

Family Stages of Life for Purchasing Clothing. Only nine of 63 girls reported that the family purchased infants' and toddlers' clothing (Table 1). Only 26 of 63 girls said that children's clothing would be purchased in their families. All 63 senior girls responding to the family clothing interview-questionnaire claimed their families bought the respondents' clothing. Forty-six of 63 girls said that someone in the family bought clothing for brothers and sisters at home over 12 years of age. All girls who have mothers reported that their mothers' clothing was purchased by someone in the family. One girl did not have her mother living at home. The investigator does not know whether the mother was not living or was living elsewhere. Fifty-four of the 60 fathers living at home had someone in the family purchase clothing for them. Four did not purchase any clothing for the father. Two of the respondents did not state whether or not any clothing was purchased for the use of the father in their families. Only 10 of the 63 families reported others than the immediate family living in the home, such as grandmother, niece, or uncle. In nine of these families someone purchased clothing for the others living in the home. In one family no one purchased clothing for the others living in the home (Table 1).

Importance of Family Clothing Areas. In determining what the composite senior girl was like, the responses of 32 girls, or approximately 50 percent, were used to describe what the 63 respondents do and

believe. The composite senior girl believed the following were the most important to know: types of stores and their services; sales; attitudes about family clothing; clothing needs of the individual; climate; costs; fashion trends; income of the family; and suitable or adequate clothing for infants, children, teen-agers, young women, young men, expectant mothers, and people in middle adulthood (Table 9).

Importance of Family Clothing Topics for Different Age Levels.

The composite senior girl indicated that knowing how to select sizes for infants' clothing was important. Knowing about color combinations, knowing about fabrics and their characteristics and care, and knowing how to select sizes were regarded as important to learn for children (Table 10).

The composite girl believed it was important to learn more about clothing for teen-agers, the influence of basic styles of clothing, become familiar with brand or trade names, estimate and compare costs, evaluate workmanship, know about color combinations, choose the best colors for the individual, know about different body types, know about fabrics and their characteristics and care, know how to select sizes, know how to select current fashions wisely, know how to select outer garments wisely, know how to select undergarments wisely, and know the ways personal attitudes affect clothing for teen-agers (Table 10).

The composite girl believed also it was important to learn more about clothing for young women and the influence of basic styles of clothing for them. They needed to become familiar with brand or trade names, estimate and compare costs, evaluate workmanship, know about color combinations, choose the best colors for the individual, know about different body types, know fabrics and their characteristics and care, know how to select sizes, know how to select current fashions wisely, know how to select outer garments wisely, know how to select undergarments wisely, and know the ways personal attitudes affect clothing for young women (Table 10).

In clothing for young men, the composite girl believed it important to learn about the influence of basic styles of clothing, estimating and comparing costs, evaluating workmanship, knowing color combinations, choosing the best colors for the individual, knowing about different body types, knowing how to select sizes, selecting current fashions wisely, and selecting outer garments wisely (Table 10).

In clothing for expectant mothers, the composite senior girl said that it was important to learn about choosing the best colors for the individual, knowing about different body types, knowing how to select sizes, and knowing how to select undergarments wisely (Table 10).

The only topic considered important by the composite senior girl in the area of clothing for middle adulthood was to learn about different body types. There were no topics which were considered important to learn more about in clothing for the elderly (Table 10).

The preceding results were the composite thoughts of the Canby Union High School senior girl used in the study and made up the ideas recognized as important to learn more about in family clothing (Table 10).

Choices of Teaching Methods. The composite girl regarded the following choices of teaching methods (Table 11) very valuable in being taught about family clothing:

1. Students and teacher plan cooperatively what they need to learn.
2. Class interviews clothing authorities.
3. Making observations of clothing for different ages.
4. Students plan and carry out a family clothing project, such as comparing homemade children's clothing, comparing men's shirts of different qualities, or planning a wardrobe for a boy.
5. Class examines clothing.
6. Class takes field trips to clothing stores.

Recommendations

Out of this study of 63 Canby Union High School senior girls' beliefs about what they needed to know has come the basis for developing a resource unit for teaching family clothing to girls enrolled in consumer and homemaking education classes. However, this study has provided a basis for recommending further study in several areas such as the following:

1. The dearth of literature shows no recent research in the high school teaching of family clothing with emphasis on decision-making and the family life cycle.
2. The 63 Canby Union High School senior girls were a small sample. There is need for a larger and more diverse sampling.
3. A field test is needed to learn how to get students to want to learn about what they need to learn.

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APPENDIX

FAMILY CLOTHING INTERVIEW

Part I. Directions: Please fill in the following blanks.

Age _____ Grade _____

Family at home:

Mother

Father

Brothers

Sisters

Age

Kind of part-time or full-time work

Do you work? _____ If so, what do you do? _____

How many hours per week do you work? _____

Do you live in town ☐ on farm ☐ on acreage ☐

Do you make your clothes? ☐ No ☐ 3-5 articles a year
☐ 2 articles a year ☐ Over 5 articles a year

Does someone in your family make your clothes? ☐ Yes ☐ No

Directions: Please fill in the following blanks.

1. Check the first column for the stages of life pertaining to your family.
2. Where applicable, check the approximate amount of clothing your family buys.

Kinds of ready-made clothing	Pertains to your family	Amount of clothing				
		All	Most	Some	Little	None
Infants and toddlers' clothing (birth to 3 years)						
Children's clothing (over 3 years to 12 years)						
Your clothing						
Clothing of brothers and sisters at home (over 12 years)						
Mother's clothing						
Father's clothing						
Clothing for others living in your home--as grandmother, niece, uncle						

Part IV. Directions: If you had the choice of how you were to be taught about family clothing, check the column

- 1) Very valuable
- 2) Of some value
- 3) Of very little value.

Choices of ways you would like to be taught about family clothing:	Very valuable	Of some value	Of very little value
1. Class invites speakers, such as a father, clothing salesman, factory worker, young man, mother, or wife.			
2. Students give planned skits.			
3. Students and teacher plan cooperatively what they need to learn.			
4. Class plans and presents panel giving differing points of view.			
5. Teacher uses pictures to illustrate examples about family clothing.			
6. Class interviews clothing authorities.			
7. Making observations of clothing for different ages.			
8. Class views slides and filmstrips.			
9. Students read text.			
10. Students and teacher make checklists to evaluate clothing articles.			
11. Class gives reports on topics of interest.			
12. Students bring to class current articles.			
13. Students make individual family clothing notebooks for future reference.			
14. Teacher uses bulletin boards to gain your interest.			
15. Class uses transparencies for examples and discussion.			
16. Students plan and carry out a family clothing project, such as comparing homemade children's clothing, men's shirts of different qualities, or plan a wardrobe for a boy.			
17. Students and teacher individually rate clothing articles for purchasing and compare each other's ratings.			
18. Class role plays or acts out and discusses other people's point of view in making clothing decisions.			
19. Teacher leads class discussion.			
20. Class examines clothing.			
21. Students plan their own class activities.			
22. Students conduct small group discussion.			
23. Class takes field trips to clothing stores.			
24. Other choices -- please list.			

SHEET TO EVALUATOR

Dear _____,

I am carrying out a study under the guidance of Dr. May DuBois for a Master of Science degree in home economics education at Oregon State University. The purpose of the study is to develop a guide for teaching family clothing in the eleventh and twelfth grade consumer and homemaking education classes.

The purpose of this interview form is to give us a basis of student interests and needs in the area of family clothing. Will you please be an evaluator of this interview device? If so, fill out the interview form as if you were a junior or senior high school girl keeping in mind I will use it during the interviews. Note how long it takes you to answer the questions.

Please return the completed interview by November 26, 1969. Enclosed is a self-addressed envelope. Thank you for your time and evaluative comments.

Sincerely,

(Miss) Nancy Cook
Home Economics Graduate Student
Oregon State University

Evaluation

1. How long did it take for you to answer the interview form?

2. Write on the questionnaire itself
 - a. Any wording that might be changed to clarify questions
 - b. Any suggestions for improvement of the lay-out
 - c. Any additional comments.

SHEET TO EVALUATOR

Dear _____,

I am carrying out a study under the guidance of Dr. May DuBois for a Master of Science degree in Home Economics Education at Oregon State University. The purpose of the study is to develop a guide for teaching family clothing to twelfth-grade consumer and homemaking education classes.

Using the personal background of the students who answered the interview-questionnaire, the investigator planned a family clothing resource unit of learning experiences and references. Many experiences in the affective domain as well as the cognitive domain are used. Since this is not a clothing construction unit, the psychomotor domain (or kinesthetic experiences) are not used. Emphasis in the family clothing resource unit is given to the family life cycle and to clothing decisions.

Will you please be an evaluator of the learning experiences for the family clothing resource unit? If so, follow the directions and explanations:

1. Do not worry about the number of learning experiences unless you have a unique idea for an additional learning experience.
2. These learning experiences do not have to be in order because this is a resource unit.
3. Use "When is a Learning Experience a Good Learning Experience" (page ii) and "Dale's Cone of Experience" (page iii) as guides in evaluating the learning experiences.
4. Place the following number in the left column for your evaluation of concepts, behavioral goals, and generalizations, as well as learning experiences.
 - 1 excellent
 - 2 good
 - 3 eliminate.
5. Any suggestions, such as additions, deletions, and rewordings of any part will be greatly appreciated.

6. Return your completed evaluation to the Home Economics Education Office, Room HE 20, by Thursday, May 7, 1970.

If you have any further questions call me at 753-8973. Thank you for your time and evaluative comments.

Sincerely,

(Miss) Nancy Cook
Home Economics Graduate Student
Oregon State University

FAMILY CLOTHING RESOURCE UNIT

for

Girls

Grade 12

Consumer and Homemaking Education

Part II

FAMILY CLOTHING RESOURCE UNIT

INTRODUCTION

In planning a family clothing resource unit, both the needs and wants of the high school senior girl were taken into consideration. As a basis for this study, Canby Union High School senior girls participated. Through an interview-questionnaire, the respondents answered questions about their families. Then they gave their choices of the family clothing topics about which they would like to know more, and some of the ways they would like to be taught family clothing.

Using the personal background of the students who answered the interview-questionnaire, the investigator summarized the data by making a composite senior girl. The responses most frequently given for the Canby Union High School senior girl resulted in the characteristics of the composite girl in the study. This composite girl's father held a job as an operative and kindred worker more frequently than any one other occupation. Her mother was a full-time homemaker. Just the immediate family lived in the home on the farm, and two children were still at home. The senior girl did not work.¹ She made

¹ Of 63 girls, 28 worked, three of whom did not give their occupation or hours worked; and 35 girls did not work.

over five garments a year. It is with this girl in mind that this resource unit was developed.

There were times when the respondents' answers to the interview-questionnaire, which was used as a basis for developing this resource unit, showed that even the senior girls recognized the importance of knowing about certain topics. Yet, they gave low priority to learning about some of these topics when there were topics of more immediate interest available.

In this resource unit, planned for a family clothing unit or a semester family clothing course, a variety of learning experiences is available to help meet the students' present needs and those of the future. Hopefully, these resource learning experiences will help the high school seniors understand better the needs and problems of clothing the family today.

This unit is an amalgamation or springboard for ideas of sources including books, pamphlets, magazine articles, and curriculum guides. No attempt has been made to document the sources. Because of her broad background in reading, the investigator may be using ideas unconsciously from many of these sources. The writer wishes to extend appreciation to the authors of many references pertaining to the clothing of the family in some aspect. Most of these resources are included on the teaching resources' list.

Both behavioral goals and Mager's behavioral objectives were developed. Behavioral goals determine the action to be achieved by the student while in addition to the desired action of the student Mager's behavioral objectives state the limitations and conditions under which the action is to take place. Finally, in a behavioral objective the method of evaluating the objective must be included. In this resource unit, behavioral goals were developed for the four concepts, and behavioral objectives were developed for the sub-concepts.

Through the use of concepts and generalizations, it is hoped that the students and teachers will be able to understand the key principles in family clothing. The learning experiences are keyed to help a variety of students at different levels. It is assumed that the teacher will choose books, pamphlets, films, filmstrips, and transparencies for reading and viewing in order for students to have background for discussion and other learning activities. It is hoped that home economics teachers may use the many ideas which are presented here in helping students to learn and apply sound principles in the selection, use, and care of family clothing for all members of the family regardless of their ages.

CONCEPTS TO BE DEVELOPED IN FAMILY CLOTHING
RESOURCE UNIT

- I. The influences which the history of clothing, the clothing industry, and the legislation related to clothing have on the clothing available to the family today.
 - Ia. History of clothing.
 - Ib. Scope of clothing industry.
 - Ic. Legislation concerning clothing.
- II. The characteristics of families, family activities, and family locations which influence clothing decisions.
 - IIa. Characteristics of family members.
 - IIb. Consideration of family clothing in relation to family activities.
 - IIc. Influence of family location on family clothing.
- III. The factors which affect clothing selection.
 - IIIa. Influence of basic styles of clothing.
 - IIIb. Wise selection of garments.
 - IIIc. Types of stores and their services.
 - IIId. Stretching the dollar to fit the need.
- IV. The factors which affect the clothing needs of individual family members.
 - IVa. Infants' clothing.
 - IVb. Children's clothing.

- IVc. Teen-agers' clothing.
- IVd. Young women's clothing.
- IVe. Young men's clothing.
- IVf. Expectant mothers' clothing.
- IVg. Clothing for middle adulthood.
- IVh. Clothing for the elderly.

CONCEPT I

THE INFLUENCES WHICH THE HISTORY OF CLOTHING, THE CLOTHING INDUSTRY, AND THE LEGISLATION RELATED TO CLOTHING, HAVE ON THE CLOTHING AVAILABLE TO THE FAMILY TODAY

BEHAVIORAL GOAL I: The students are aware of the effect of three factors on family clothing: the history of clothing, the clothing industry, and legislation concerning clothing.

GENERALIZATION I: If one understands the influences today of clothing worn in the past, the influences and pressures of the clothing industry on clothing selection today, and present legislation concerning all facets of clothing, then one can make wiser decisions in the selection of clothing, and one can recognize that she should take personal responsibility for improving and/or enforcing legislation.

CONCEPT Ia

HISTORY OF CLOTHING

BEHAVIORAL OBJECTIVE Ia: The students are able to trace the influence of one style of clothing from the past for either a foreign country or an older American style and individually present findings to the class in 10 minutes or less.

GENERALIZATIONS Ia:

1. Clothing reveals much about people now and about the social changes throughout different historical periods.
2. If one understands the ideals, cultures, types of activity, current events, attitudes, technological developments, customs, and folkways of a country, he is more likely to understand the clothing people wore at different times in the history of the country.
3. Repeating ideas of the past can help give inspiration to current design in fashions.

LEARNING EXPERIENCES Ia:

Interest approach. The teacher has the students use a bulletin board to display pictures of men's suits through the past years to show how the 1933's included wide-kneed trousers, and a double-breasted, waist-hugging jacket; and the 1937's showed tapered trousers, and a looser jacket; the 1947's had a bigger and bolder look with a full drape; and the 1961's displayed a streamlined look. The teacher uses this interest approach as an introduction to supervised study and discussion on tracing the history of past and present styles of clothing.

Group research. The teacher divides the class into three groups to present the following topics as a report:

1. The most current styles of clothing (utilizing pattern books, recent magazines, stores, etc.).
2. Older styles of clothing (utilizing historical society, older relatives, friends, old magazines, catalogs).
3. Styles of clothing from early times (duplicating pictures from library history books) as Chinese and Grecian costumes.

A student committee invites a history teacher, a clothes designer, or an economist to tie these topics together, showing how and why styles of garments repeat themselves.

CONCEPT Ib

SCOPE OF CLOTHING INDUSTRY

BEHAVIORAL OBJECTIVE Ib: The students are able to show their understanding of the influence of the clothing industry on the family's clothing by planning a minimum wardrobe for one specific family when given the characteristics of that family and its family goals.

GENERALIZATIONS Ib:

1. The clothing industry, one of the five largest industries in the United States, offers a wide variety of fabrics, materials, and designs to the wholesaler, retailer, and consumer.
2. The clothing industry, in its offerings to customers, reflects and anticipates changes in our way of life: smaller families, increased population, increased urbanization, more women working, increased mobility, shorter working hours, more leisure, and changing economic conditions.

3. Mass production of garments yields a better garment at lower cost than could be produced by the private dressmaker, tailor, or frequently, the homemaker, if she computes as part of the cost of a garment she makes a decent wage for herself for the time involved.
4. Wants, needs, and trends of family clothing are influenced by the clothing industry through advertising.
5. Consumer response to attempted change in fashion influences the clothing industry's production (For example, if the consumer accepts the change, production goes up; if the consumer rejects the change, production goes down.).

LEARNING EXPERIENCES Ib:

The students report on what the scope of the clothing industry means, including ready-made clothing; fabrics, materials, and patterns available for homemade clothing; the apparel trade; the role of advertising; and the growth of personal services.

The students diagram and chart out some closely allied industries and services of the clothing industry in order to see visually the scope and interrelatedness of the industry.

The teacher invites a clothing buyer, manufacturer, or dress designer to explain to the class the step by step process by which a garment is produced.

The teacher invites the head of a major department store to talk to the class concerning the changes that have occurred in the last 50 years in the retailing of clothing.

The class visits a garment manufacturing company to see how a garment is made. The class finds out if the work is on contract, what the price range of the garments manufactured is, which stores the garments are sold to, and how the price of the garments is determined.

Enrichment experience. The teacher has interested students write to outstanding manufacturers for literature on the development of their products. For example, write E. I. DuPont de Nemours and Co., Inc., 10th and Market Street, Wilmington, Delaware 19898; Pendleton Woolen Mills, 218 S. W. Jefferson, Portland, Oregon 97208; and Bobbie Brooks, Inc., 3830 Kelley, Cleveland, Ohio 44101.

CONCEPT Ic

LEGISLATION CONCERNING CLOTHING

BEHAVIORAL OBJECTIVE Ic: The students demonstrate their knowledge of basic legislation and/or needed legislation for clothing by making exhibits to illustrate the practical usage of clothing legislation or needed legislation. The students can do this in groups.

GENERALIZATIONS Ic:

1. If government regulations for clothing and textiles are sound, then producer and distributor as well as consumer are protected.
2. Consumers must be concerned and show their concern in order to have continuous improvement in the enactment and enforcement of clothing legislation related not only to the consumption but to the production and distribution of clothing.

LEARNING EXPERIENCES Ic:

The students make an analysis of how the provisions of the Textile Fiber Products Identification Act, which requires the weight of various fibers to be stated on the label, protect the consumer. The students examine labels to see if they contain needed information. The students then design an ideal label using this information.

The teacher has individual students give reports on government agencies which help consumers in buying clothing, such as the Federal Trade Commission and the United States Department of Agriculture.

The students collect current articles in magazines and newspapers about new or pending legislation affecting clothing, and discuss how these trends will affect them. Each student summarizes the information on one article to be presented orally to the rest of the class.

The teacher assigns each student a library research problem on how the clothing industry can affect social legislation and in turn how it can be affected.

The teacher develops a flash card set of the laws regarding textile and garment labeling to use as a "question down" review.

Enrichment experience. In order to help all students understand the influence of legislation, the teacher has students or Future Homemakers of America make a display or exhibit of garment label information outside the home economics room or library.

CONCEPT II

THE CHARACTERISTICS OF FAMILIES, FAMILY ACTIVITIES, AND FAMILY LOCATIONS WHICH INFLUENCE CLOTHING DECISIONS

BEHAVIORAL GOAL II: The students know the influence of characteristics of families, family activities, and family locations on family clothing.

GENERALIZATION II: If one knows the characteristics of families, family activities, and family locations, he is able to understand more clearly the factors that influence clothing decisions for the family and its individual members.

CONCEPT IIa

CHARACTERISTICS OF FAMILY MEMBERS

BEHAVIORAL OBJECTIVE IIa: Given the problem of making an analysis of the characteristics of three other students' families and their clothing needs and decisions, the students each can summarize on a poster the influence of family decisions characteristic of various family members pertaining to clothing needs.

GENERALIZATION IIa:

1. Family clothing needs and clothing decisions are influenced by factors, such as status, age, sex, occupation, values, and number of family members.

LEARNING EXPERIENCES IIa:

The students, using case studies of a welfare family, a laboring man's family, a businessman's family, and a one parent (mother) family, determine in small groups the similarities and differences which influence clothing decisions and the amount of clothing needed

according to the status, age, sex, occupation, values, and number of family members. Each group makes a chart for comparisons. The teacher has group leaders summarize results for class.

CONCEPT IIb

CONSIDERATION OF FAMILY CLOTHING IN RELATION TO FAMILY ACTIVITIES

BEHAVIORAL OBJECTIVE IIb: When given the problem of making an analysis of three other students' family activities and the clothing for family members for those activities, the students are able to summarize the effect of family activities on clothing for family members.

GENERALIZATIONS IIb:

1. When family activities, such as attending concerts, playing golf, swimming, and/or skiing vary, clothing may need to be planned for a variety of activities and interests.
2. If family members have leisure time, their clothing needs should also include suitable clothing for their activities and interests.

LEARNING EXPERIENCES IIb:

The teacher has students name factors to be considered when selecting clothing for different activities, and then students individually plan how these factors apply to her clothing needs for these activities.

Working in groups, students plan, demonstrate, and evaluate a demonstration for packing one suitcase for a two week's summer vacation at an aunt's where clothing for hiking, swimming, church going, and everyday living needs to be provided.

Using minute dramas, students show different family situations where some families planned family clothing for travel and some did not. Discuss how planning influenced their vacation activities and enjoyment.

CONCEPT IIc

INFLUENCE OF FAMILY LOCATION ON FAMILY CLOTHING

BEHAVIORAL OBJECTIVE IIc: Given three living situations of families with two high school age children in such diverse places as Portland, Dufur, and Coos Bay, Oregon, small groups of students can present a summary of the influence of family location on the selection of basic clothing for each family.

GENERALIZATIONS IIc:

1. Family location influences the selection of clothing for the family.
2. Climate, housing changes, and family mobility are factors influencing family clothing at different locations.
3. Since regional differences in areas of family living (not climate) have decreased, family clothing differences among various regions have lessened.

LEARNING EXPERIENCES IIc:

The class is divided into four groups to solve the following problem: Joe and Jean have been out of high school a year. They plan to be married in June. Joe is stationed at Camp X (for group one: in Alabama; for group two: in Maine; for group three: in Montana; and for group four: in Kansas. Alternative locations may include Washington, Eastern Oregon, California, and Idaho; or Guam, Philippines, Hawaii, and Germany). Jean will be able to live near the camp. As a group, list the minimum clothing for summer and winter on which she can get along. Then each individual decides what she has which she would take with her if she were Jean, and what she would have to buy during the year. Because of other expenses, each student cannot spend more than \$50.00 on clothing.

Through buzz sessions, students decide what and how the following conditions affect buying of family clothing:

1. availability of merchandise
2. climate
3. cultural activities of the family
4. fashions
5. income
6. individual desires

7. needs of the family members
8. recreational and athletic activities of the family
9. season
10. social commitments and obligations.

The teacher leads a discussion on how mobility may affect the quantity or type of family clothing purchased.

The class summarizes by comparing and contrasting the clothing needs of two families each at different stages in the life cycle.

Next, the class compares and contrasts two expanding families, one of whom the father is a young executive in the telephone company and the other of whom the father is a young co-owner in a garage.

CONCEPT III

THE FACTORS WHICH AFFECT CLOTHING SELECTION

BEHAVIORAL GOAL III: The students are able to make wise clothing decisions.

GENERALIZATION III: When family clothing needs and wants are recognized, then selection of clothing can be discriminating.

CONCEPT IIIa:

INFLUENCE OF BASIC STYLES OF CLOTHING

BEHAVIORAL OBJECTIVE IIIa: The students are given the problem of wearing basic outfits to class to show five different ways to vary their appearance. The students demonstrate their ability to diversify their basic costumes with accessories or other additions.

GENERALIZATIONS IIIa:

1. Basic styles of clothing can be changed for numerous occasions by use of accessories or other additions.
2. Body types will look different according to color, lines, and the fashion design used on them.

LEARNING EXPERIENCES IIIa:

The teacher leads a review of figure types and problems with Simplicity pattern transparencies. The class is divided into groups according to specific problems and allowed to trace appropriate styles

and recent patterns onto clear acetate sheets to use in an overhead presentation of the hows and whys to combat or accent body problems.

The teacher has the class discuss advantages and disadvantages of the costume approach which plans a specific item for a particular group, and the basic approach which plans items to be used interchangeably in the wardrobe.

The teacher gives the class a series of problem situations of underweight, average, and overweight; or tall, average, and short teen-age boys and girls for each student to show how one boy's and one girl's figure can be changed by use of accessories, trimmings, and/or recombination of garments.

Each student plans, using illustrations such as pictures or drawings, on how she can coordinate her wardrobe to enable her to achieve distinction.

The teacher uses felt dolls of various figure types for flannel board display and has students place various costumes on these dolls to illustrate the effect of the same costume on various figure types according to the line and design.

CONCEPT IIIb

WISE SELECTION OF GARMENTS

BEHAVIORAL OBJECTIVE IIIb: Given specific garments (dress, shoes, coat, underwear, or sport clothes), the students show that they each are able to make a wise purchase by stating three buying guidelines for their garment.

GENERALIZATIONS IIIb:

1. Buying satisfaction increases when buying guides, including tags, labels, seals of approval, trademarks, and guarantees are understood.
2. The quality of workmanship and the materials in the garment determine the quality of the garment and may or may not necessarily be in direct relationship to price.
3. Care, versatility, and suitability to the individual and the occasion, may determine the usefulness of the garment.

4. Clothing care includes storage, pressing, laundering, stain removal, dry cleaning, mending, and altering.
5. The informed buyer is able to distinguish between sound buying guides and "sales pitches."
6. A consumer needs to have an estimate for each area of spending in order to balance his total spending pattern and stay within it.

LEARNING EXPERIENCES IIIb:

a. Shopping.

From a class display or catalog, the students shop for garments they would hope to buy as future homemakers. They use the checklist for buying different garments developed previously by committees. They report their findings to the class.

Separately, the class members list the factors and habits that influence their clothing purchases. They compare lists with each other. (This may be used as a pretest and post test.)

Using buzz sessions, the students discuss how to shop wisely.

The students invite other students from distributive education or interview girls who have been employed in stores to find out ways the consumer is encouraged to purchase merchandise.

The students view and discuss the filmstrip, "Your Money's Worth in Shopping," to review good shopping techniques. They make a comparison listing of their shopping techniques with ones given in the filmstrip. They discuss what new ideas they would like to try, and discuss or evaluate present shopping habits.

The teacher has students find out from their mothers and fathers how resources, such as available goods and services, purchasing power, ability, time, and energy, may be influential in meeting their own family's clothing needs.

The students discuss how some consumers value high style as compared to the basic style and how some consumers value lower priced garments or higher priced garments and what effect these values have on their choice of clothing.

The students analyze as many different fashion magazines as are available to discover how the magazines are directed at the consumer according to age, income level, occupation, interests, and values.

The teacher, using circular response, has each girl tell one way in which needs or desires can influence what one wants or what one needs.

The students analyze the following expressions of satisfaction in a buzz session:

"It fits my needs."

"My friends like my outfit."

"It looks nice on me."

"It is easy to care for."

"It goes with my other clothes and accessories."

"I enjoy wearing the outfit."

The students analyze the following expressions of dissatisfaction in a buzz session:

"It doesn't look right on me."

"It doesn't go well with my wardrobe."

"My dress is no longer in style."

"It is hard to take care of."

"It was skimpy."

"It does not fit my needs."

The teacher may wish to have students relate experiences in which individuals have been disappointed in their clothing purchases. If possible, use show and tell and analyze why. This could be called a "White Elephant" day.

The students discuss and illustrate how the various stages of the fashion cycle (rise, culmination, and decline) may influence the choice of clothing purchased.

One student reports to the class the benefits and problems of keeping a file of labels and hang tags.

The class decides three ways the consumer can affect the information given on labels. They follow through on one or more of the suggestions.

The students make a display from students' articles in which garments were purchased without regard to labels. The students illustrate garments which gave unsatisfactory service.

The students criticize labels from family garments as to the value of information given the consumer.

The class discusses brands and labels and evaluates the information they already know about the garment.

Using circular response, the teacher has students give one reason for the importance of labels and hang tags.

The students examine garments ordered from a catalog. They compare them with the description given in the catalog.

The teacher has the class compare the workmanship of three ready-made garments of varying price levels. How do the garments differ? The students compare the garments without knowing the prices. The prices are told and discussed.

The students inspect the machine stitching on ready-made garments and try to determine how this will influence wearability.

As a class project, the class develops a checklist for workmanship for clothing garments that would be of value to an inexperienced shopper. These are distributed at local laundromats and clothing stores.

The students study ready-made garments that are constructed well to determine the good qualities to look for in a school skirt, dress, pants, blouse, and shirt.

The students summarize the desirable qualities to look for in buying outer garments, such as a blouse, skirt, pants, sweater, coat, dress, and suit. They summarize the important factors for each individual type of outer garment to act as a guide for further purchases.

The teacher has committees develop a checklist for buying different garments, present it to the class, make revisions, and distribute duplicated results to class members for future reference.

The students debate the following topic: Is it better to buy a few quality dresses or a number of less expensive dresses?

The students investigate rainwear available in the community. The students report findings to the class.

Enrichment experience. The students develop a card file listing of questions to be answered when purchasing a dress. Using a dress as an example, the student checks through the questions and analyzes the garment. Then she sets up similar file cards for other garments.

The students take notes on a demonstration or talk from a sales person who sells foundation garments in a department store. They summarize practical pointers they hope to use by making a one-page advertisement having the pertinent data they need to know.

The teacher borrows different styles of slips from a clothing store to make an exhibit for class use. Each girl chooses the slip she would buy and explains why in a short paragraph. The class compares findings and lists points to look for when purchasing and factors which influence the style each girl selects.

Each girl chooses an advertisement for undergarments to find out what information is given and needed to determine how clear the information is and how adequate the advertisement is.

The students find examples of different types of lounge and sleepwear in a home catalog. Point out the qualities of the various types. Decide which types would fit your need.

The class discusses the advantages of different types of shoes for various occasions. Display samples of shoes. Have students in class become a "sales" demonstrator for product.

The students analyze the following hosiery terms: gauge, denier, welt, after-welt, run stop, elastic hose, fashion marks, full-fashioned, proportioned hose, stretch hose, mesh knit, and circular knit. With the use of the microscope, the students observe some of the differences in hosiery.

The students and teacher cooperatively plan group presentations on the sizing of shoes, gloves, hats, socks, undergarments, women's clothing, men's clothing, and children's clothing. Filmstrips, charts, examples of articles, measurement demonstrations, and other student ideas may be used by students.

b. Selecting grooming supplies.

The teacher organizes a clothing grooming clinic utilizing class members as consultants. The students invite members from other classes to attend the clinic.

The students survey their fellow students' beliefs about the proper grooming and clothing to wear to school, church, banquets, school events, and outings.

Girls and boys participate in a panel discussion to decide what they should wear for specific occasions.

The students and teacher cooperatively plan interviews with clothing sales persons or alteration persons on the standards of good fit, emphasizing the need to understand these factors so they can be applied to purchasing all types of garments.

The students work with a local merchant who has clothing and personal grooming supplies and presents these findings as a style show to a school assembly.

c. Selecting colors, lines, and designs in clothing.

The teacher uses a flannel board or color transparencies to review how the selection and use of color affects the figure.

The students, using an assortment of color fabrics or construction paper, experiment with partners to find the colors that look best on each one. The class decides what would be a good basic color for each student.

The class uses a minute drama to show the psychological affects of color on dress.

The teacher invites a guest speaker to demonstrate varied accessories in relation to the wearer. The guest speaker takes into consideration effect, quality, cost, and purpose.

The students take part in a style show in which they have chosen accessories which they feel are appropriate. They tell why they chose the accessories and discuss the choices of their classmates.

The teacher suggests accessories that could be "custom-made" to give a personal touch. Students make some of these accessories as a home experience. The class members prepare a display for the school showcase.

The students estimate the value of the accessories used this season in their personal wardrobe.

The teacher demonstrates how the coordination of items may begin with the structural item, such as a dress or a decorative item, such as jewelry.

Enrichment experience. The student contributes an article to the school paper on accessory ideas.

d. Knowing fabrics and garments and their characteristics and care.

The students investigate what kinds of fabrics are available in stores. They examine and discuss the value of temporary, durable, or permanent finish, resistance to fading and light, pressing required, dry cleaning required, shrinkage, odors, spotting, wrinkle resistance, abrasion resistance, sagging, and stretching. They give a demonstration wherever possible.

The students bring to class one or more ready-made garments. They analyze and evaluate the garments for construction features, desirability of fabric, finishes, type of garment, and the kind of care the garment would require.

The students bring to class a winter coat. They analyze the information given on the label, and the durability of the outer fabric and lining.

The students make a chart with samples to show the advantages of combining some fibers for greater performance. They show examples of some fiber blends.

The teacher discusses how new textile fibers have influenced the clothing market.

The students contribute samples of different fabrics they find of interest. They arrange a bulletin board with samples of different fabrics to create interest in the physical characteristics of textiles.

The students write a short paragraph on how the information on a label can assist the consumer in filling his needs. The students share these thoughts with their classmates. The teacher displays the best statements with the student's picture in the showcase or includes it in the school or local paper.

The students find out the kinds of clothing finishes that are available on the market and the kind of care the finishes should be given. This may be an individual project.

The students experiment with the effects of anti-perspirants and deodorants on clothes and fabrics.

The teacher invites a guest speaker to discuss the care and selection of lingerie.

The teacher demonstrates folding and arranging clothes for drawer space, or the packing of a suitcase for travel.

The teacher demonstrates the proper hanging equipment and proper hanging techniques for various articles of family clothing.

The students investigate the proper procedures for storing seasonal family clothing. This may be a home experience.

The students or teacher demonstrate the repair of buttonholes, tears, hems, and zippers. Boys may be invited into class for this.

The students examine fabrics for ties which are spot resistant and wrinkle resistant.

The students demonstrate spot cleaning and the pressing of shirts and trousers. Boys may be invited into class.

The students investigate the amount of money spent on professional dry cleaning and coin operated dry cleaning for individual and family garments.

The students check local facilities for the cleaning of garments and speciality articles, such as leather. They report their findings to other class members.

The students evaluate student clothing care habits through a student check sheet.

The teacher demonstrates how to launder and block sweaters.

The students analyze and compare a group of properly laundered clothing with a group of improperly laundered clothing.

As a home experience, the students do the family laundering for one week. The students analyze and compare how different garments were easier to take care of than others.

The students make and use a checklist for daily, weekly, monthly, and seasonal laundry or dry cleaning of the family clothing.

Culminating Class Project. The teacher organizes the class to plan a class magazine (or pamphlet) such as Family Clothing Wear. She and the students divide the responsibilities of the magazine among student groups. Other teachers may help team teach or assist; the art department might contribute ideal clothing advertisements. Informative articles in magazines may be used as future reference for the students. The magazine may be distributed as a supplement to the school paper.

CONCEPT IIIc

TYPES OF STORES AND THEIR SERVICES

BEHAVIORAL OBJECTIVE IIIc: Working in small groups, the students are able to give the strengths of using different types of stores for buying different types of clothing.

GENERALIZATIONS IIIc:

1. In considering where to purchase clothing, the family will need to analyze the characteristics of different stores and consider the advantages and disadvantages offered to the consumer by each store.
2. The type of store, location, and services rendered affect family clothing prices.

LEARNING EXPERIENCES IIIc:

The students study the prices, styles, and information given about a specific garment in mail-order catalogs and compare with those garments purchased in a local store.

The class makes a chart showing the characteristics of stores. Using this chart they compare the advantages and disadvantages of purchasing clothing from a mail-order house, a speciality shop, a discount store, and a department store.

The teacher divides the class into three groups with each group using one of the following topics as a basis for discussion: 1) the stores that had the largest selection of styles, 2) the stores that had the highest prices, and 3) the stores that had the widest range of prices. Each group reports its findings to the class.

The students list the factors that should be considered in choosing where to purchase clothing for the family.

The teacher divides the class into three groups, with one going to a department store, one to a chain store (J. C. Penney's, Montgomery Wards), and one to a speciality shop for an outfit consisting of a coat, dress, shoes, and underwear. When they return they are to report on 1) the selection of styles, and 2) the price range. The teacher then leads a discussion on the conclusions reached as a result of this field trip.

CONCEPT IIIc

STRETCHING THE DOLLAR TO FIT THE NEED

BEHAVIORAL OBJECTIVE IIIc: When given a family situation, each student can list five specific ways the family can stretch the clothing dollar to fit their own specific needs.

GENERALIZATIONS IIIc:

1. "A penny saved is a penny earned."
2. A sale item is a bargain only if it fulfills a need and purpose.
3. A family clothing budget or clothing expenditures should encompass the needs of all family members.
4. In order for the consumer to make a wise decision between cash and credit in purchasing clothing, the consumer must weigh the advantages and disadvantages of each for himself.

LEARNING EXPERIENCES IIIc:

The teacher has the class discuss factors to be considered when using consumer credit.

Each student determines the cost of a dress of her choice by buying according to the store's lay away plan, or by other forms of credit available; then she writes a short paper showing her decision to buy or not buy clothing this way.

The students list the different types of consumer credit available for purchase of clothing in the area and ask for volunteers to investigate each method.

The class compiles a chart on which are listed the advantages and disadvantages of different types of consumer credit for clothing.

Each student is given three ready-made dresses to compare with a similar article she has constructed. She is to analyze the construction, fabric, trim, and style, and then consider and rate the factors such as time, creativity, appearance, cost, and satisfaction derived from the garments.

Each student writes a short paper explaining how human and non-human resources influence decisions to buy or make clothing for the family.

Each student estimates her portion of the family clothing budget. The class discusses how the clothing budget changes in the different stages of the family life cycle. The teacher has students estimate the mother's portion of their family clothing budget and then decide whether or not their mothers have had their clothing allowances.

The class lists the value of each of ten items in their wardrobes, then rates them plus or minus according to whether they believe they have received the wear from them that justifies their cost. How many purchases have justified the cost?

Using a case situation, the students discuss how and why money for clothing should be divided among family members.

The students list the approximate cost of all new clothing purchases in the last six months. The students rate the garments they feel were wise purchases. What proportion of the purchases were beneficial additions to the student's wardrobe?

One student talks to a merchant about the influence and problems of trading stamps or premiums and reports her findings to the class.

The class discusses the different types of sales including promotional, end of season, surplus, irregulars, brand names, special purchase, and end of the month. They decide when sales are bargains.

The students develop a list of cautions to remember when shopping at clothing sales.

Through a panel, guest speakers present ways money can be earned for clothing not included in the family budget.

A clothing specialist discusses in buzz sessions how a few clothes of good quality, proper care of clothing, and suitable and versatile clothing can influence the amount of money spent for clothing.

Through role playing, the students try to solve problems concerning a family budget. For the role playing situation, each student writes an idea from her own experience.

CONCEPT IV

THE FACTORS WHICH AFFECT THE CLOTHING NEEDS OF INDIVIDUAL FAMILY MEMBERS

BEHAVIORAL GOAL IV: The student is aware of the factors affecting the different needs of individual family members at each stage of the family life cycle.

GENERALIZATION IV: When the age and stage level of the individual in the family life cycle is recognized, family clothing needs can be identified and met more readily.

CONCEPT IVa

INFANTS' CLOTHING

BEHAVIORAL OBJECTIVE IVa: The student plans and makes a scrap-book or a one-page guide emphasizing guidelines for the "first-time-mother" to follow in providing minimum clothing needs for newborn infants.

GENERALIZATIONS IVa:

1. During the early months of life, a minimum number of basic garments are needed to provide protection and comfort for infants.

2. From birth through adolescence, clothing needs change relatively rapidly.
3. Most infant clothing is designed for easy changing to help the mother conserve time and energy.
4. Parents may need to buy only essentials for their first infant in the family because the "extras" may be provided through gifts.
5. Infant clothing which provides maximum freedom for physical and emotional development should be selected.

LEARNING EXPERIENCES IVa:

The teacher invites a mother to show and describe the types of clothing she feels are desirable for an infant, considering design, fabric, and construction of garments.

One student, as a special project, makes a slide series to illustrate the types of clothing needed when the child is learning to crawl, stand, and walk.

Using the categories of minimum, desirables, and luxuries, students make a suggested layette list, determining the type and numbers of articles of clothing an infant will need for his protection and comfort during his early months of life.

The students arrange a display of different types of garments, such as sleeping bags to keep the infants warm at night, sacques and sweaters to add both warmth and decoration to infants' wardrobes, and showing the advantages and disadvantages of gowns and kimonos for infants. The teacher invites young mothers-to-be to class for this occasion or shows the display in a store window.

The students prepare a sales talk and a display to sell different types of protective panties, considering the advantages and disadvantages of each.

The students compare their clothing as infants with today's clothing for the infants.

The students prepare a checklist of guides for purchasing infants' clothing.

The students collect pictures of infants' clothing to use in a report on the desirable qualities of these garments.

The teacher and students post old pictures of infants in different kinds of dress; then they discuss the effect of clothing on their sense of freedom.

The students interview nurses and mothers about their practices in clothing an infant.

Enrichment experience. The students go to several stores to compare infant wear which is on the list of a minimum layette. They report their findings to the class.

The teacher illustrates with a chart how clothing needs and sizes change as the child grows.

The teacher obtains a variety of infants' clothing from different local stores, and examines it for style, design, fabric, construction features, ease of care, and freedom of movement.

One student researches bonnets and their designs for protection of the baby's head for different climatic conditions.

One student reports on bibs for design, fabric, serviceability, size, and care.

The students write a short paper or an advertisement in 50 words or less on how "easy care" can benefit the mother as well as the child. This can then be used as a basis for a small group discussion. A committee of students chooses the best one to send to the city paper.

The students compare the cost of a diaper service with home care of diapers or disposable diapers.

Each student observes an infant at home, in a day care center, or a public place and decides if he is underdressed, practical, or overdressed. Also, students discuss the appropriateness of clothing for comfort, age, climate, convenience, care, situation, and purpose.

CONCEPT IVb

CHILDREN'S CLOTHING

BEHAVIORAL OBJECTIVE IVb: The student composes a series of slides showing children (two to five years of age) at play with a coordinated tape recording to explain the relationship of a child's clothing and the specific growth principles.

GENERALIZATIONS IVb:

1. Suitable clothing for children should meet their physical, social, and emotional needs.
2. Like the principles of good design in adults' clothing, children's clothing also follows the same good design principles.
3. Clothing needs of children and clothing needs of the total family are related.
4. Desirable clothing fits well, encourages independence, is serviceable, and has good looks.
5. How a child is dressed may help portray his self-image.

LEARNING EXPERIENCES IVb:

The students invite a sales person from the children's department of a clothing store, or a nurse to discuss and show desirable styles, designs, colors, and fabrics for children's clothing.

Each student plans a versatile minimum wardrobe of play clothes for a child, using pictures to illustrate choices.

The students examine a variety of socks and underclothing for their desirability in a child's wardrobe.

In order for students to consider the importance of height, weight, waist, and inseam measurement in purchasing trousers for boys, the teacher secures charts from the children's clothing store showing sizing in relation to weight and height and charts for weights and body measurements.

The teacher has one student research how and why studies made by the Department of Commerce aid in getting more unified sizing for children's clothing.

One student interviews a mother on how her child's wardrobe changed as he or she entered school.

From a display, the students analyze growth and self-help features in children's clothing.

Using an opaque projector and magazine illustrations, the class discusses the similarities of children's fashions to that of adults.

The students collect, discuss, and display the labels and tags for information and guides to children's clothing.

The students discuss and compare information given in catalogs about children's clothing with what information one gets from buying in a store.

The students select classmates to go to a grade school to discuss with eight to 10 year-olds what type of clothing they like and report back to the rest of the class.

The students examine and rate an exhibit of children's clothing for ease of care, design, comfort, durability, and construction features.

The students make a checklist of the outstanding characteristics in clothing for boys and girls.

The students visit and discuss with mothers and neighbors the importance of fit and how it influences comfort and appearance.

The students demonstrate the advantages of being able to mix-and-match outfits for different occasions, showing examples of mix-and-match outfits and how they can be used for different occasions.

The students poll neighborhood parents to find what features they enjoy in their clothing and what features they as parents enjoy in children's clothing. The teacher compares and lists findings on the chalkboard.

Enrichment experience. Students wishing to do so, may write a paper on the psychological factors involved in children's clothing.

CONCEPT IVc

TEEN-AGERS' CLOTHING

BEHAVIORAL OBJECTIVE IVc: The student helps make a handbook to be distributed to incoming freshmen students on guidelines for senior high school clothing. (Alternate behavioral goal: The student helps make a handbook or one or two page leaflet for the older generation to help "the generation gappers" understand the historical, psychological, social, and philosophical principles illustrated in the present young people's dress.)

GENERALIZATIONS IVc:

1. If consumers realize how appearance, body proportions, current fashion trends, and size influence teen-age clothing, these factors can be taken into consideration to help the teen-ager be more satisfied with clothing purchases.
2. Anticipating a teen-agers' interests and activities can add foresight to the selection of wardrobes to meet teen-agers' needs.

LEARNING EXPERIENCES IVc:

The students describe the kinds of clothes they enjoy wearing.

The class takes a survey on how high school girls and boys make decisions in selecting their clothing and their satisfactions derived from their clothing.

The students each bring to class a garment that gives a definite psychological feeling and share it with the class. The garment should show the influence of such things as color and design.

Using transparencies, the students show the value of line and design in changing the effect of clothing.

The teacher invites a resource person from the foundation department to speak and to show examples on the selection and care of teen-age foundation garments.

The students bring to class one wise choice and one poor choice of accessories and discuss them with the class.

A father comes to class to discuss how clothing decisions may be influenced by the independence or dependence of each family member.

A committee reports on various ways of saving money for clothing items.

As a home experience, each student keeps a record for one month of expenditures for clothing in relation to family expenditures.

CONCEPT IVd

YOUNG WOMEN'S CLOTHING

BEHAVIORAL OBJECTIVE IVd: Each given a problem of a young woman working, attending school, or planning marriage, three groups of students will create and present transparencies which graph the similarities of clothing needs for high school students and young women.

GENERALIZATIONS IVd:

1. The selection, use, and care of a wardrobe need to be considered when anticipating individual clothing needs of young women.
2. Age, status, activities, income, and family situation influence young women's clothing needs.

LEARNING EXPERIENCES IVd:

The students analyze the garment needs and style, color, durability, cost and care of clothing for young women out of high school in contrast to that of high school girls.

The students role-play the clothing needs of three different women.

Using case studies to illustrate different clothing needs, the class considers how a young woman's career and role in society influences her clothing needs.

In three groups, the class discusses and reports to their classmates the clothing needs, activities, and budget for a career girl, college girl, and homemaker.

Some class members choose to do individual studies on the factors to consider when selecting appropriate clothes for college, job, and home.

Committees consider changes to make in a young woman's clothing wardrobe if her income were doubled, her job or location were changed, or her activities were changed.

The class visits the bridal department of a department store and becomes familiar with their services.

The class analyzes the clothing needs of young women in comparison with other family members.

CONCEPT IVe

YOUNG MEN'S CLOTHING

BEHAVIORAL OBJECTIVE IVe: Given the problem of a young man working or attending school, the students in groups will present transparencies graphing the similarities and differences of high school boys and young men's clothing needs.

GENERALIZATION IVe:

1. Familiarity of body type and body proportion makes buying clothing easier and therefore can increase the man's satisfaction in buying his own clothing.
2. Comfort is enhanced by clothing that fits well.

LEARNING EXPERIENCES IVe:

Through buzz sessions, the students make a list of questions to ask a salesman from a men's clothing store.

The students invite a representative from a men's clothing store to answer prepared questions about the selection of young men's clothing. If the representative is unable to visit the class, members can then tape the interview.

The students borrow shirts to examine and display and then they discuss the wide range of types of shirts available to meet varying needs.

Using a flannel board, the teacher discusses the kinds of collars that are becoming to different shapes of men's faces.

One girl demonstrates the proper way to determine a man's shirt size through the sleeve length and the circumference of neck.

The students analyze different shirts to discover what to look for in a good buy.

One student lists on the chalkboard the standards used for selecting a man's shirt.

The students list on the chalkboard the standards used for selecting a man's suit.

The class discusses the coordination of a garment, such as a suit with a tie as an accessory. They make a collage/display to illustrate this. They show examples.

The teacher shows how to recognize the benefits of different designs, fabrics, and features in men's ties.

The students bring to class different articles of men's clothing to examine and evaluate.

The class discusses how the selection of men's clothing will be influenced by their occupation and activities.

The teacher demonstrates how controllable features, such as fit, proportion, and scale in clothing selection can become assets for the young man.

The students study the factors to consider when selecting a coat, such as type, fiber content, color, construction, lining, and care.

The class discusses the care needed for men's garments in relation to satisfaction, durability, and the appearance of the garment.

CONCEPT IVf

EXPECTANT MOTHERS' CLOTHING

BEHAVIORAL OBJECTIVE IVf: The student is able to list the basic differences in the clothing needs of the woman at the time of pregnancy as well as at other times in her life.

GENERALIZATIONS IVf:

1. The individual needs of the expectant mother should be considered in the selection and assembling of a maternity wardrobe.
2. The selection of a maternity wardrobe should be guided by the same principles of line and design considered in a regular wardrobe.
3. When all other factors are satisfied, maternity clothing may be as inexpensive as possible because they are needed for a limited period of time.
4. Several inexpensive dresses may be a better buy than one expensive dress because the mother gets a "psychological lift" from change.
5. Some mothers give or loan others their maternity clothing.

LEARNING EXPERIENCES IVf:

A student asks a mother of a new baby what factors she felt were important in the selection of her maternity clothes.

The teacher sets up a display of wearing apparel for the expectant mother. The class lists advantages and disadvantages for the various garments.

The students visit a maternity clothing store to become familiar with the types of garments available to meet the needs and wishes of different expectant mothers.

The students write a summary on how the clothing needs of an expectant mother differ from the clothing needs of a young woman.

The class invites a sales person from a maternity clothing shop to discuss and show the factors to be considered in the selection of undergarments and outer garments for the expectant mother.

The students plan a wardrobe for an expectant mother who is working and is on a limited budget.

CONCEPT IVg

CLOTHING FOR MIDDLE ADULTHOOD

BEHAVIORAL OBJECTIVE IVg: The student sets up the criteria and illustrates examples of these with pictures of clothing for women, ages 36 to 50; men, ages 36 to 50; women, ages 51 to 65; and men, ages 51 to 65.

GENERALIZATIONS IVg:

1. Physical changes sometimes affecting middle adulthood include body contour and color changes as well as changes in physical activities.
2. If individuals in the middle adulthood years are active professionally or socially, their wardrobe should be adapted to these activities.

LEARNING EXPERIENCES IVg:

The class discusses the clothing needs for the middle adult years.

The class lists the physical, mental, social, and psychological factors middle-aged adults go through and how these factors influence their selection of clothing.

The class members interview men and women to find out their opinions, problems, and preferences in clothing.

The class members interview a homemaker in her middle adult years who has recently returned to work, asking what changes and adaptations were needed in her wardrobe.

The students study pictures showing the figures of men and women in their middle adult years. They select garments that will act as assets to their figures.

The class asks a sales person the problems involved in fitting middle-aged adults.

The class asks a clothing buyer how available garments are to fit the needs of middle-aged adults.

In buzz sessions, the class considers the importance in ease and care of clothing for middle-aged adults.

CONCEPT IVh

CLOTHING FOR THE ELDERLY

BEHAVIORAL OBJECTIVE IVh: Having interviewed at least one elderly man or woman, each student can sketch or find a picture to show five principles desired in clothing for the elderly.

GENERALIZATIONS IVh:

1. Body changes due to aging affect how clothing fits the elderly person.
2. Keeping interested and feeling accepted and being self-confident, through being acceptably dressed, helps the elderly lead satisfying lives.
3. In order to meet minimum clothing needs for elderly men and women on limited budgets, quality clothing is sometimes sacrificed by elderly adults.
4. Because of the increased need for preserving body warmth in the elderly, clothing which increases body coverage is helpful.
5. If consideration and wise selection is given to the care of clothing for the elderly, increased satisfaction can be derived from the garment.

LEARNING EXPERIENCES IVh:

The students interview a sales person and an elderly person about the problems the elderly have in selecting clothing to satisfy their needs.

The class uses a minute drama to show how the activities of the elderly influence the types of clothing selected and purchased.

In buzz sessions, the class discusses the influences of the

physical, social, and psychological needs of the elderly on the amount and kind of clothing purchased.

The class evaluates a display of garments for the elderly, for construction, color, design, durability, and care. They discuss the selection of different garments for elderly people with differing problems.

The class examines and discusses desirable features in clothing for the elderly that would give ease to dressing and versatility to activities.

Each student writes a paper on ways clothing factors, such as easy-care clothing and ease in dressing can be helpful to the elderly.

Each class member asks her grandmother or an elderly friend how clothing and clothing practices have changed in their lifetime.

Utilizing the opaque projector, the class members identify figure problems of the elderly and design outer garments to overcome these figure or physical handicaps.

Each student solves an individual case situation in which she assists in selecting a specific garment for an elderly person.

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277 Park Avenue
New York, New York 10017

Consumer Film Strip Series -- \$10.00

- a. Consumers in Action
- b. Consumers in the Market Place
- c. Our Role as Consumers

Dollar Filmstrip Series

- a. Directing your Dollars. Color. 52 frames. \$3.00.
- b. Dollars for Security. Color. 62 frames. \$3.00.

9. McCalls Sewing Filmstrip Services
114 East 31st Street
New York 16, New York 10016

Historical Highlights and Contemporary Clothes
The Size is Right

10. McGraw-Hill Book Company, Inc.
Text Film Department
330 West 42nd Street
New York 18, New York 10036

Right Clothes for You

11. National Consumer Finance Association
1000 Sixteenth Street, N. W.
Washington, D. C. 20036

The Role of the Consumer. Color. 60 frames. 35 mm. 12 minutes.

12. J. C. Penney Co., Inc.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, New York 10019

Color as You See ItColor and You Series. Color. 70 frames. \$6.00 or loan.Color and YouColor as You Wear ItTake a Look at ColorDesigned for YouHow to Buy ShoesHow to Buy a SlipHow to Buy a SweaterHow to Select Fabrics for Garments (Filmstrip plus printed material \$3.00)

Line in Your Wardrobe. Color. 68 frames. Loan or \$1.85.

Understanding Today's Textiles Series. Color. Free loan.

Care of Textiles

Textile Fiber Personalities

13. Proctor and Gamble
Educational Department
Cincinnati 1, Ohio 45201

Focus on the Family Wash

Our Modern Washday

Washday Wonders

14. Sears, Roebuck and Company
Consumer Education Division
D/703
925 South Haman Avenue
Chicago, Illinois 60607

Foundation Garments--Filmstrip with script

Seasons' Fashions--Filmstrip with script

15. Sears, Roebuck and Company
Consumer Information Services
Dept. 703--Public Relations
7401 Skokie Blvd.
Skokie, Illinois 60076

"Kaleidoscope" Spring 1970

16. Visual Education Consultants, Inc.
2066 Helena Street
Madison 4, Wisconsin 53704

The Grain of Fabric -- 35 frames, color

Films

1. American Cyanamide Company
111 W. 40th Street
New York, New York 10018

Designed for You

2. Association Films, Inc.
561 Hill Grove Avenue
LaGrange Illinois 60525

Adventures in Color. 14 minutes.
Good Looks. 20 minutes.
Follow It All the Way. 22 minutes. Sponsored by J. C. Penney
Co.
Quality Control in Merchandising.
Touch of Wool. Color. 13 minutes.
3. Audiovisual Instruction
Division of Continuing Education
Gill Coliseum 133
Corvallis, Oregon 97331

Passport to Fashion. Color. 20 minutes. Service fee \$2.25.
SHSH 1967.
4. Coronet Instructional Films
65 East South Water Street
Chicago 15, Illinois 60607

Basic Fibers in Cloth
Yarn and Cloth Construction
5. E. I. DuPont deNemours and Company, Inc.
Motion Pictures and Audio Visual Services
Wilmington, Delaware 19898

Calvalcade of Fibers. 22 minutes.
Facts About Fabrics. 22 minutes.
Hosiery--A Girl's Best Friend. 16 minutes.
This Is Nylon
6. Encyclopedia Britannica
Preview and Rental Library
9794 Newton Avenue
Cleveland 6, Ohio 44106

Wool: From Fleece to Fabric. 30 minutes. Rental.

7. Film Associates of California
6736 Selma Avenue
Hollywood, California 90028

Color and sound in the following:
Discovering Color--15 minutes.
Discovering Line--17 minutes.
Discovering Perspective--14 minutes.
Discovering Texture--17 minutes.
8. Hanes Film Library
276 W. 25th Street
Department of Home Economics
New York, New York 10001

A Visit with Hanes (hosiery)
9. Modern Talking Picture Service
2238 Euclid Avenue
Cleveland 14, Ohio 44115

Design X1099. Color. 27 minutes.
Naturally Silk. Color. 15 minutes.
10. Modern Talking Picture Service
1212 Avenue of the Americas
New York, New York 10036

Why the Shoe Fits. Color. 31 minutes.
11. Modern Talking Picture Service
3 East 54th Street
New York, New York 10022

The Belgian Art of Linen. 14 minutes.
12. National Cotton Council
P. O. Box 12285
Memphis 12, Tennessee 38112

Court of Fashion. Color or b/w. 10 minutes.
5,000 Years of Cotton Fashions--10 minutes.
Nature's Wonder Fiber. Color. 28 minutes.
The Designer. 12 minutes.
Tomorrow's Classics. Color. 10 minutes.

Transparencies

1. Simplicity Pattern Company
Educational Division
200 Madison Avenue
New York 16, New York 10016

Acetate "See Through Posters" (A-line jumper, baby doll, skirt
and jacket, yoke-topped jumper)

2. Visual Masters/Visual Transparencies
904 Sulvan Avenue
Englewood Cliffs, New Jersey 07632

Accessorizing Basic Dress

Basic Figure Problems

Clothes Storage

Clothing Symbolism

Design Principles in Dress

Tall Shapes/Tall Styles