Twenty mentally retarded teen-age girls living at Fairview Hospital and Training Center in Salem, Oregon, were selected to be included in this study. The purpose of the study was to attempt to determine if institutionalized mentally retarded teen-age girls are able to benefit through a class dealing with personal grooming and clothing selection.

The 20 subjects were selected on the bases of their age, years at Fairview, and intelligence quotient scores. Ten had I.Q. scores between 40 and 50 and were placed in the trainable group. Ten had scores between 60 and 83 and were placed in the educable group. It was necessary to include two girls with scores beyond the educable range. Five of the subjects from the trainable group of ten and four of the subjects from the educable group of ten were placed in a control group. The others received treatment through a series
of lessons on clothing selection and grooming. These lessons were prepared and conducted by the author several days each week over an eleven week period.

A testing instrument was developed by the author which was designed to measure the clothing selection and grooming abilities of these girls. Nineteen of the 20 subjects were individually tested at the onset of the project and all 20 were tested at the completion of the series of lessons, using the same author-devised measurement vehicle.

The results indicated that the test scores of the trainable subjects did not improve by attendance at the class meetings. The final test results of the educable subjects in the treated group indicated only a slight improvement over their original test scores.

Poor attendance at the class meetings was the largest single difficulty the author faced in attempting to present a meaningful and continuing learning situation. Though impossible to measure, the author believes that the attendance factor had considerable effect upon the relatively unchanged test results from pre-test to post-test.
GROOMING AND CLOTHING CAPABILITIES OF TWENTY INSTITUTIONALIZED MENTALLY RETARDED TEEN-AGE GIRLS

by

Carol Ann Farnes

A THESIS

submitted to

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Master of Science

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GROOMING AND CLOTHING CAPABILITIES OF TWENTY INSTITUTIONALIZED MENTALLY RETARDED TEEN-AGE GIRLS

I. INTRODUCTION

Statement of the Problem

There have always been mentally retarded persons within our society. In recent years, views toward the advisability of institutionalization of these persons have altered considerably. It was once thought better to group the retarded into their own centralized social environment (Henry H. Goddard, 1914). The current trend is away from institutional life for all but the extremely severe cases. Many contemporary authorities in the field support the point of view that the institution is not so desirable a setting for the development of the majority of mentally retarded persons as is an adequate home environment (Evelyn Appel and Charles H. Martin, 1957; J. Tizard, 1960).

If the retarded person does live at home it is necessary that he be accepted by his community as a productive and useful member of society. It is the feeling of the author that a person's total appearance has an effect upon that person's social acceptance in the community. An employer is very likely to be more willing to hire a person who is well-dressed and neatly groomed.

If a mentally retarded person is to move from institutional to community life, it is necessary that he be as skilled as his abilities permit in the personal habits of clothing and grooming, to assist him
in making this transition as easily as possible.

The author found through a review of the literature that very little has been published which directly relates to the training of mentally retarded persons in the areas of grooming and clothing selection. Questionnaires were sent by the author to 28 institutions for the retarded throughout the United States to find out what had been done or was being done to improve the grooming and clothing selection skills of the patients. The responses indicated that most of the institutions contacted do not offer extensive training in personal grooming and clothing selection, although several are considering the possibility of placing greater emphasis upon these areas in future programs.

Fairview Hospital and Training Center in Salem is one of Oregon's state supported institutions for the mentally retarded. Through discussions with Fairview personnel, it was indicated that those patients who receive training in the area of clothing selection and grooming are girls in the school's homemaking classes, where a limited presentation is incorporated within the curriculum. A small and carefully selected group of the more advanced girls at Fairview is housed in what is termed a pre-placement cottage where all have individual closets and drawers for their belongings and are guided in the laundering and care of their own clothing. The majority of teen-age girls at Fairview have clothing which is laundered for
them and issued to them after baths or as needed.

The author toured the grounds of Fairview with Miss Joan Stoddard, who was at that time the Director of Nursing Education at the institution. With her, the author visited several of the women's cottages and discussed the needs and possibilities of presenting a clothing project.

After this introduction to the Fairview environment, the author's interest focused on the girls living on Gaines Cottage.¹ With the assistance of Miss Stoddard, a preliminary plan was formulated. Dr. J. M. Pomeroy, Fairview's superintendent, offered his enthusiastic encouragement and support in the formation and presentation of the project. Mrs. Ruth Currie, social worker for Gaines, agreed to work closely with the author in developing the details of the project.

The subjects for the study would be selected from Gaines Cottage where girls between the ages of 11 and 18 are housed. Because of time and geographic limitations, and the author's lack of previous experience in working with the retarded, it was decided to limit the number of subjects to 20. The author realized at the onset that a more accurate sampling could have been made if more time could have been spent with more girls.

Ten of the girls selected would be members of a control group.

¹ In Fairview vernacular a patient lives "on a cottage" rather than "in a cottage."

The remaining ten would receive treatment through class meetings with the researcher. All 20 would be tested before the beginning of the classes and again at their completion, using the same author-developed testing vehicle as pre-test and post-test. Upon the completion of the project, statistical comparisons would be made between the treated and the control groups.

In establishing a schedule for the presentation of the classes, it was necessary to plan around the daily routine of the educational program. This meant that after-school participation was required by the subjects chosen. Mr. Donald J. Dawson, Vocational Training Director, and Mrs. Bertha Shay, one of the homemaking teachers at the school, were most cooperative in allowing the use of the school's apartment as the meeting place for the classes and testing. The apartment was designed to familiarize the homemaking students with living conditions they might encounter should they leave the grounds to become working members of community life. The author felt that the apartment would provide ideal surroundings for the informal classes which were planned.

**Purpose of the Study**

The purpose of this study was to attempt to determine if institutionalized mentally retarded teen-age girls are able to benefit through participation in a class dealing with personal grooming and
clothing selection. If the class is found to be beneficial, then a selected group of these girls would be assisted by this means to become more socially acceptable, through an improved personal appearance. The author felt that a study which attempted to measure the effectiveness of such a training program might be of use to institutions and community programs which direct their efforts toward assisting mentally retarded individuals in achieving a happy and meaningful life.

With the acceptance of the important position clothing plays in the life of the normal teen-ager, it was hoped that these retarded girls would show a positive response to planned experiences with clothing illustrations, garments, fabrics, and grooming advice and techniques. It was the hope of the researcher that participation in the class would provide a source of personal satisfaction and pleasure, would assist some of the girls in the group to obtain and hold jobs, and would help all to fit more easily into a community environment, if the opportunity should come to leave institutional life.

**Definitions**

Mental retardation is a condition which results from a basic abnormality of the human mind. This abnormality interferes with a person's ability to adjust to the demands of the environment, and manifests itself in poor learning, inadequate social adjustment, and
delayed achievement (President's Panel on Mental Retardation, 1962, p. 196).

Mentally retarded individuals are frequently grouped according to the characteristics which identify the degree of their retardation. In recent years, due to the distastefulness of some words previously used to identify these persons, terminology has been changing. Two basic groups of mentally retarded teen-age girls were included within this study. These groups are classified as educable and trainable. The groups with which this study is concerned are defined by Harriet E. Blodgett and Grace J. Warfield (1959, p. 28) in the following discussion.

The trainable group of retarded persons is the new term applied to what was once called the imbecile group. The mental age reached by these persons is between three and seven and one half years, their I.Q. range is from 25 to 50. These persons must be kept under close supervision, although the child ranking near the upper limit is able, with some help, to learn to dress himself.

The educable group was once referred to as the moron group. At adulthood, these persons are able to learn academic work expected from about the second to fifth grade level. Their I.Q. range is from 50 to 70. Though these persons are unable to carry on abstract thought, it has been found that they do benefit from special classes. Members of this group require some supervision throughout life but are often able to hold simple jobs and support themselves in society.
According to Blodgett and Warfield (1959, p. 28), persons with an I.Q. range of 70 to 80 are classified as borderline cases. They reach a final mental age of ten and one half to twelve years. Many need special attention in school but are able to become self-sufficient adults. Out of necessity, one girl who ranked within the borderline group and one who scored three points beyond it were included in this project.

For the purposes of this study, clothing selection will refer to possible choices to be made from within a girl's present wardrobe, as well as the selection of garments to be purchased. Grooming refers to the attention given to the personal details of neatness and cleanliness as a means of bringing about or increasing one's acceptability or attractiveness. A patient at Fairview is any person who has been committed to the institution by the courts or who has been voluntarily committed under the age of 21. Each patient resides on one of the cottages on the grounds. All 20 girls included in the study will be referred to as subjects. The treated group will refer to the group of girls attending classes conducted by the researcher. The control group will identify those subjects which are tested but receive no treatment. The words treatment and training will be used interchangeably and are defined as attendance in the class meetings. This attendance was encouraged, but was not made compulsory.
II. REVIEW OF LITERATURE AND RESEARCH

Psychologists agree that clothing has emotional value for individuals. In his book, *The Importance of Wearing Clothes*, Lawrence Langner (1959, p. 12) states,

"... man from the earliest times has worn clothes to overcome his feeling of inferiority... and to win admiration and assure himself that he 'belongs.' This urge of wanting to 'belong' is particularly strong among all classes, even among the humblest."

It is the conclusion of Max L. Hutt and Robert G. Gibby (1958) in their book, *The Mentally Retarded Child, Development, Education, and Guidance*, that there is no evidence to indicate that the basic needs of the retarded child are any different than the basic needs of the normal child.

In the report of their study, "Social and Guidance Needs of Mentally Handicapped Adolescents," Alice Lavalli and Mary Levine (1954) indicate that mentally limited adolescents face the same kind of social and personal adjustment problems as other adolescents. They have the same aspirations for acceptance by the group, for satisfactory accomplishment, for affection, for friendship and for emancipation from the control of home and family.

Paul E. Benoit (1955) reports in "The Play Problems of Retarded Children," that these young people try to live up to a universally accepted social pattern for normal young people. They, too, have a
sense of social fitness and an urge to imitate their peers. However, their mental handicap prevents them from measuring up to their ideals.

In their article, "Group Counseling for Social Adjustment," Appel and Martin (1957, p. 517) suggest,

"With more capable institutionalized persons, it seems that..... social inadequacy is perhaps the most serious obstacle in the way of their successful adjustment, when and if they are returned to normal society."

According to J. C. Flugel (1950, p. 15) in The Psychology of Clothes, we form a first impression of other people from their clothes. We see and react to the clothes of those around us rather than to bodies. He believes that by observing the clothes of someone we have not previously met we "make a preliminary adjustment of our behaviour towards him....."

In an interview with Miss Winifred Tarran of the Fairview nursing staff when this project was in its formative stages, there was discussion of the possibility that many of the girls plan to and will go back into community life after receiving training at Fairview. It is Miss Tarran's view that, in many cases, "The only way they can be distinguished from others in the community is through their hair and clothes."

In support of this statement, the article by Jack Harrison Pollack (1965, p. 11), "Two Million Happy Workers," relates the experience of the owner of several gas stations where retarded
workers are employed. To determine how the public felt about dealing with the retarded, this employer sent questionnaires to his regular customers. "Of the nearly 200 replies, . . . . The overwhelming majority admitted they had never realized these workers were retarded." We will assume that the young men were all wearing standard gas station attire.

Very little of the available literature or research seems to recognize the possibility that clothing plays an important role in the lives of the mentally retarded. Only brief references are made which relate to the clothing and personal care of the retarded. These references usually indicate ability to dress or the need for assistance in dressing.

An article written by Tizard (1960), "Residential Care of Mentally Handicapped Children," suggests that compared to mentally handicapped children living at home, similar institutionalized children show a greater degree of retardation. Those institutionalized exhibit less ability in dressing themselves and in managing their own personal care.

When a retarded child does live at home, it is the responsibility of the parents to help the child develop basic skills and appropriate attitudes such as habits of personal cleanliness, skills in dressing, and the essentials of social relationships. However, the retarded child will need much more practice in developing such skills than the
average child (Hutt and Gibby, 1958).

Stanley Powell Davies (1959, p. 148) discusses the mentally retarded who are placed with families within the community in his book, The Mentally Retarded in Society. He notes that the clothing provided for these persons "is somewhat better than that furnished in an institution." Patients outside the institution must be dressed like others in the community and require clothing for a wide variety of occasions as well as for all types of weather. Davies states, "patients take better care of nicer clothes...."

As described by Davies, the colony plan for mentally retarded girls and women is an arrangement where 16 to 60 patients live in community dwellings under the supervision of one or more matrons. This is a promotion from institutional life, and patients are eager to advance in this way. Davies (1959, p. 132) reports, "Colony girls sometimes return to the school to visit. Well-dressed and confident, they make a deep impression." There are funds available in the colonies for spring and fall shopping trips, and girls are provided with new outfits twice a year. Girls in the colonies are encouraged in personal grooming and the care of nice things.

In "Preparing the Mentally Deficient Child for Community Adjustment," Dorothy Cobb (1954) suggests that the high grade mentally defective is a community problem rather than a custodial one. She has found that even though retarded, little girls cared for in
private homes are delighted with the small attentions, such as pretty new dresses made especially for them, which family care mothers provide.

Since the design of this particular project involved the teaching of the retarded, it was considered necessary to become familiar with information related to their training. In their article, Lavalli and Levine (1954) state that the major aims in the education of mentally handicapped children should be the achievement of adequate social adjustment and the maintenance of good personal relationships with other people.

According to Ann Miller (1954) in her article, "Modifying the Anti-Social Behavior of Mentally Retarded Children," the teacher working with retarded persons in a specially designed class must continually strive to build confidence in her students, to increase their sense of personal worth, and to allow them to make all possible successes, no matter how limited these might be. The teacher should provide affection, security and recognition and make the child feel comfortable in the knowledge that he is a part of whatever activity is underway.

Lloyd Yepsen (1952), author of "Counseling the Mentally Retarded," believes that when properly motivated, a mentally retarded person may accomplish a great deal. In working through a problem with a mentally retarded person, each step taken must be very small.
The teacher is wise to take absolutely nothing for granted. It is important to use only simple words and simple sentences, so that comprehension can be more easily obtained. Repetition is required procedure with the retarded.

Benoit (1955) feels that in general, mentally retarded children learn very slowly, need more adult guidance than the normal child, learn better through examples than through verbalization on the part of the teacher, attend to things rather than to ideas, have much difficulty handling numbers and words, have a hard time understanding descriptions and relationships, and are poor in initiative and in the capacity to visualize. They lack powers of concentration, and are typically fond of physical games and manual work.

Hutt and Gibby (1958) have found that a retarded child can respond best when experiences are immediate and concrete. It is exceedingly difficult for him to grasp events removed from him in time or space. He cannot learn to postpone gratification of immediate needs for increased benefits to himself at a later time. He cannot plan ahead, but is able to work effectively toward an immediate goal. He is unduly influenced by environmental forces he cannot control. He is unable to take many things into consideration at one time, and has a reduced capacity for creativity and imagination.

Goddard (1914), one of the early contributors to the store of knowledge regarding the retarded, wrote in his book,
School Training of Defective Children, that though mentally defective children, as a rule, have good memories, they lack the power of logical association which makes the normal individual efficient.

Yepsen (1952) found that like many normal individuals seeking acceptance, the mentally limited person sometimes may acknowledge that he understands when he really does not, in the belief that he is thereby raising his status with the counselor, the teacher, or his peers. Because the mentally retarded person has a limited amount of inhibition, or resistance, he is highly responsive to suggestion. Though this factor is frequently listed as a liability, it may prove to be a major asset for the counselor and the teacher.

In her article, "Academic Work with an Eleven Year Old Girl with an IQ of 41," Hertha Riese (1956), suggests that a teacher of the retarded can help the student enjoy the achievement of finding answers by asking the questions for the child.

Review of Research

After examining literature written about the retarded and finding no reports of research which has been carried out in the areas of grooming and clothing selection, the author devised and mailed a questionnaire to 28 United States institutions for the retarded.  

2 A list of the institutions contacted, and a copy of the questionnaire and of the letter of introduction and explanation which accompanied it are included in the Appendix of this thesis.
Twenty-three questionnaires were completed and returned.

Among the responses, 14 institutions indicated that they had previously offered or were presently offering some type of specialized work in the area of grooming and clothing selection to a portion of their patient population. Some institutions offered this training only to girls and women, in groups ranging in ages from 2 to 43. Three-fourths of the institutions which offered training included males within the program in the same age range as that indicated for females. The training was usually conducted by staff members and volunteers.

Seven of the institutions indicated that their educable and trainable teen-age girls had free access to their own clothing while six institutions allowed no free access. The remaining institutions allowed free access to the more capable girls, usually those who were classified as educable. Sixteen of the replying institutions indicated that their girls care for their own clothing within the limits of their capabilities. Only three gave a "no" response to this item, with four indicating that some girls have this responsibility. Only in one instance was the clothing presentation offered as part of an advanced academic degree program by the instructor.

Along with the completed questionnaire, the author received a photostatic copy of a report of a project conducted by Margaret Zirby in the fall of 1963 at the Laurelton State School and Hospital in
Pennsylvania. "This project was a pilot study to determine if the retardate would react in any way both to altering and to wearing properly fitted clothing" (1963, p. 1). Another purpose of the study was to "evaluate techniques used in instruction to make a more formal research plan for future implementation."

For Miss Zirby's project, 16 girls were selected and divided into two classes. Each class met daily for approximately three hours each day for 50 sessions. These classes were conducted in the Home Training Suite, the description of which quite closely fits the Fairview homemaking apartment. During the classes, the attitude of each girl was observed and self-attitude tests were given by the Psychology Department before and after the project. Pictures were taken of each girl wearing the dress before and after alteration. Properly fitted undergarments which had been donated by a garment factory were worn in the "after" pictures.

The Laurelton Self-Attitude Scale and the Human Figure Drawing Test were used in pre- and post-testing. It was expected that self-attitude would change due to the training received in the pilot study, but the results did not bear this out, perhaps due to the short duration of the project. The Human Figure Drawings portion of the test also indicated no change.

The results were felt to be incomplete due to countless factors affecting the personalities, abilities, and outside experiences of the
individual subjects. Miss Zirby's suggestions for further study would be in the areas of sensitivity to grooming, understanding and application of directions, and desire to improve. The ultimate goal of this program at Laurelton is the establishment of a scale which will, through the use of a series of tests, measure the learning processes or steps taken to gain skills or knowledge in each unit of work. The psychology department of the state school gives assistance in planning all details for testing.

At the Woodward State Hospital-School in Iowa, trainable and educable girls have had free access to their own clothing for more than four years. Some girls participating in selective programs do their own washing, ironing, and mending. Under the supervision of a clothing clerk, they purchase new clothing at a canteen with money they have earned through their training program.

For the past two years at Woodward, classes in good grooming have been taught to small selected groups of patients by one staff member on a full time basis. Patients included in the program range in age from 10 to 43. These classes are offered five days a week for periods lasting from 45 to 90 minutes each, continuing for six to eight weeks. In these classes, emphasis is placed on personal good grooming habits and training in self-help skills (hand washing, care of teeth, hair, nails, and bathing). Training is also given in the care of clothing, such as changing from school clothes to play clothes upon
returning from school, selecting proper attire appropriate for the weather, and care of clothing and shoes that have become wet. At Woodward, instruction is given in choosing clothing suitable for different occasions, and patients receive guidance in color-coordination and the selection of proper combinations.

At the Fort Wayne State Hospital and Training Center in Indiana, a regular class in grooming and clothing selection is offered to girls, aged 9 to 23, and boys, aged 9 to 18. Even the severely retarded attend these classes, where personal grooming and self-help skills are stressed.

At the Mansfield State Training School in Connecticut, a "Good Grooming Club" from the University of Connecticut has conducted supplementary classes in the areas of grooming and clothing selection for older educable female residents.

Nurses, in consultation with psychologists, at the Illinois State Pediatric Institute in Chicago conduct grooming and clothing selection classes as a part of the regular training program. The Pediatric Institute cares for children only until age 12, but many of these young children have access to their own clothing, depending on their level of dressing skills.

At Letchworth Village in Thiells, New York, outside merchants come to the grounds and patients select clothing for themselves when they have money to make a purchase. Though these patients do not
have free daily access to their clothing, those who are able are encouraged to use laundry and ironing facilities available to them. At Letchworth, there is a beauty parlor where patients work on each other, assisted by a professional beautician.

At the Rainier School at Buckley, Washington, people from V.I.S.T.A. have been working with adult patients for the past two years, teaching good grooming, good social habits, and shopping skills. At Rainier, trainable and educable teen-age girls have had free access to their own clothing for the past four years.

For several months, at Abilene State School, Abilene, Texas, volunteers offered special grooming and clothing selection training to girls between the ages of 14 and 18. Here, trainable and educable teen-age girls have free access to their own clothing.

For the past three years, staff members and volunteers have offered concentrated training in the areas of home living at the Kansas Neurological Institute in Topeka. Here, on certain wards, there is free access to personal clothing and laundry facilities.

Educable teen-age girls at Sunland Training Center in Gainesville, Florida, and at Gallipolis State Institute in Gallipolis, Ohio, have had free access to and have cared for their own clothing for many years. At Gallipolis, trainable girls also have free access to clothing.

At the Pacific State Hospital in Spadra, California, male and
female patients between the ages of 16 and 35 attend special workshop training for a period of about one year in which they are given instruction for shopping and maintaining their personal clothing. In girls' wards, grooming is a constant program offered by nursing personnel. Volunteers are continually presenting "charm" classes to various groups of patients. Though neither girls nor women have free access to their own clothing, they do have the privilege of choice upon request. Some older girls and women care for their own clothing.

Staff members at Arkansas Children's Colony in Conway work with each child on an individual basis through repeated contacts until grooming and clothing skills are learned, or until it is determined that the patient does not have the necessary ability. Here, trainable and educable teen-age girls have had free access to their own clothing since the institution was opened in 1959. Though many who fall in the trainable category must be issued clothing, those who are capable of making their own selection are encouraged to do so. There is a centrally located laundry at the Children's Colony, though some facilities for clothing care are maintained at the individual cottages.

Counselors at Brainerd State School and Hospital in Minnesota handle the grooming training for young adults by "repeated contact" with those involved. Those receiving the training are able to function at a high level socially. Many of the trainable girls do not receive
any training in grooming. Most of the trainable and educable teen-age girls at Brainerd have free access to and care for their own clothing.

At the time the author's questionnaire was received at Rosewood State Training School in Owings, Maryland, a study related to the clothing of 120 residents was being considered. The study was to be conducted by a committee of professional personnel on the Rosewood staff. Presently, residents at Rosewood receive no training in clothing selection or grooming, though the trainable and educable teen-age girls have had free access to their own clothing for the past ten years. These girls care for their clothing within the limits of their capabilities.

At Syracuse State School and Hospital in New York, volunteers conducted a weekly charm school for four years. A professional model talked on grooming and walking, a hair dresser from an outside community talked on the care of hair, the hospital dentist discussed the care of teeth, and four volunteers did weekly manicures. Volunteers gave a style show for the patients where they modeled garments from two dress shops in a nearby community. Grooming is presently stressed in the Boy and Girl Scout programs, and in "motivation" classes. There are daily programs in the various living areas which emphasize personal habits and appearance. Educable and trainable teen-age girls have access to their own clothing once or twice each day when they are allowed, with assistance, to select what they need or want.
At Dixon State School in Illinois, the educable and trainable teen-age girls have had free access to their clothing for many years, though they are not responsible for the care of their clothing, nor have they received any specialized grooming or clothing selection training.

At the District Training School in Laurel, Maryland, there is a continuing service by volunteers and attendants which offers training in grooming and clothing selection. Patients included are boys and girls between 6 and 16. Some of the girls have free access to their own clothing on a selected learning basis. The clothing is issued by seasons and some of the educables have foot lockers for personal items. These girls care for their clothing within the limits of their abilities.

At the Waimano Training School and Hospital in Pearl City, Oahu, Hawaii, no special training in the areas of grooming and clothing selection is provided. The basic understanding related to personal clothing and grooming is accomplished primarily by the attendant staff in the wards. Free access to clothing is provided mainly to educables, under different plans for various wards.
III. PROCEDURE

Preliminary Arrangements

In order to become more familiar with the daily routines, experiences, backgrounds, and abilities of the entire group of girls living on Gaines Cottage, the author arranged informal interviews with several members of the Fairview staff.

Dr. J. M. Pomeroy, the superintendent of Fairview, was very enthusiastic about the possibility of the proposed project. He expressed his willingness to give his whole-hearted approval and support and offered many suggestions toward the content of the plan of lessons to be developed by the author. He felt that important areas to be covered within the lessons would be posture, particularly "how to walk," the use of appropriate make-up, the appropriateness of the total costume (an example was "when to wear bobby sox"), and the proper fit of clothing and undergarments.

Dr. Pomeroy suggested that the selection and use of garments constructed of easy-care fabrics should be encouraged. He also indicated the desirability of teaching purchasing and store behavior, and providing an opportunity for practicing actual money transactions. He suggested taking the girls to the Donation Center and the Commissary on the Fairview grounds where they could select articles of clothing and shoes for themselves in a store-like environment.
He also expressed the view that the girls at Fairview need to window shop, in order to become aware of what is being worn.

The superintendent was the first to suggest the use of the home-making facilities as an informal situation for the presentation of the classes. He felt that focusing on girls from Gaines Cottage was a particularly wise choice, since he had become aware that only $3.00-plus per month was being spent for clothing each Gaines girl while $8.00-plus per month was being spent to clothe a group of 12 year old girls housed in another cottage.

Dr. Pomeroy was so enthusiastic about the proposed project that he suggested the possibility that an available member of the Fairview staff, perhaps a psychiatric aide, might sit in on the class presentations. After the completion of the project, similar classes might be continued under the direction of this observer. He felt a real need for the continuation of such a program, if the results proved to be positive. Unfortunately, due to the under-staffed conditions at Fairview during the administration of the project, the proposed observer was not available.

The superintendent requested that the author work closely with Dr. Loring Chapman, Fairview's Director of Research, in carrying out the details of the project. In an interview with Dr. Chapman, the research director suggested the possibility of "before" and "after" pictures as one means of determining the success of the project.
The author arranged to have Dr. Chapman or members of his staff take these pictures. Necessary letters to the parents of the selected girls asking permission for the use of pictures would be sent from Dr. Chapman's office.

Mrs. Bertha Shay, one of the homemaking teachers at Fairview was most pleasant and helpful in her discussion of what could be expected of girls from Gaines. She said that in her homemaking classes she gears all experiences to going "outside" to work for money, and she felt that this would be the proper approach for the author to take in the class presentations. Mrs. Shay repeatedly tells her students, "What you do has to be good," and "You have to be on time." She gave some helpful suggestions for working with the selected girls. Her experience has shown her that motivating these girls is very difficult. She suggested that it is best to let them see "good things," and that good examples and approaches should be pointed out to them. She warned that "everything they try to do is overdone" and "they'll bluff you if they can."

Mrs. Shay felt that a series of lessons which emphasized good grooming and clothing selection would be beneficial to any and all girls living on Gaines whether or not they had previously taken one of the school's homemaking classes, since repetition is basic in the teaching of the retarded. She was enthusiastically interested in the plans for the project and was most cooperative in allowing the use of
the apartment and in giving of her time after the completion of her regular school day.

Mrs. Shay explained that all girls on Gaines may go to a professional beautician to learn how to style and care for their hair, and that a staff dental hygienist has met with the girls to instruct them in the proper care of their teeth.

The author also arranged a meeting with Mrs. Clarice Warren, Volunteer Services Director, where the possibility of acquiring volunteer assistance was discussed. Mrs. Warren expressed her interest in the project and felt certain that volunteers could be made available for any portion of the project which might require an additional competent supervisor.

Upon the departure of Miss Stoddard as a member of the Fairview staff, the close supervision of the author's project was assigned to Mrs. Ruth Currie, social worker for Gaines Cottage. Mrs. Currie's main concern is the social development of the patients included in her case load. Arrangements for the scheduling of each meeting with the girls were to be handled through Mrs. Currie's office.

Selection of the Subjects

A meeting was arranged with Dr. Kenneth Rowe, a member of the Oregon State University Statistics Department, at which time the
bases for selecting the subjects were established. It was concluded that the author might be able to answer two questions; first, if trainable patients would benefit from the project, and second, if educable patients would benefit from the project. Therefore, both trainable and educable subjects were included in the study, using ten from each group. These girls would be identified by their intelligence quotient scores from the official Fairview records.

In the opinion of Mrs. Currie, appropriate I.Q. divisions for the proposed study would include patients with I.Q.'s from 40 to 50 in the trainable group and patients with I.Q.'s from 60 to 70 in the educable group. To be certain of a definite I.Q. separation between the subjects in the educable and in the trainable groups, it was decided that all those with I.Q.'s between 50 and 60 would be automatically eliminated. Established requirements for participants were:

1. I.Q. range: 40 to 50; 60 to 70.
2. Age: 14-17.
3. Fairview residence of two or more years.
4. Freedom from gross physical or emotional handicaps.

Upon permission of the administration, the official Fairview records were made available to the author. By the use of these records it was possible to obtain facts regarding age and length of
time at Fairview. Through the cooperation of Fairview's Psychology Department, the official I.Q. ratings were obtained. These I.Q. scores had been reached by the use of a variety of tests. The majority of the scores were established by the use of the Weschler Intelligence Scale for Children (WISC) while several were the results of one of three forms of the Binet tests (Binet, Binet-M, Binet-LM). The author realized that the scores provided might have varied slightly if the same intelligence test had been used in measuring each subject.

It was also considered that omitting the 50 to 60 I.Q. range might not be a significant dividing line, when more than one testing instrument was used. The possibility of retesting each girl under scrutiny was considered, then discarded due to time and testing skill limitations on the part of the researcher.

On the basis of the information obtained from the various Fairview records, 20 girls were selected to be included in the study. Ten of these girls fell within the trainable classification; ten were in the educable category. Because of the smaller number of qualified educable girls, it became necessary to include two girls with I.Q.'s beyond 70.

Each group of ten had an initial meeting with the researcher in the school's home economics department. At these two meetings name tags were pinned onto each girl's dress. It was explained that these tags would help the author get to know the name of each girl.
The project was discussed briefly and the girls were given an opportunity to ask any questions they might have. At the close of these informal meetings, the author explained that including all of the girls in the classes would be pleasant, but asking all to attend would create groups too large in size. In order to choose those girls who would be included in the classes, each girl was asked to fold her name tag and put it in a box. All girls watched as the researcher drew out five name tags and read the names of the girls to be included in the treated groups. Those girls whose name tags were not drawn were automatically placed in the control groups. In this manner, the girls to be treated were randomly selected from within a chosen field.

Though the plan was to have five treated and five control in both the trainable and the educable groups, one girl who fell in the educable-control category was unwilling to remain in this position because of her strong friendship with a member of the educable-treated group. After failing in several attempts to discourage this girl in her determination to attend the educable classes, the author agreed to include this sixth member in the educable treated group in an effort to keep the project running as smoothly as possible. Consequently, there were six treated educables, and only four educables in the control group. The author was well aware that this would necessitate some adjustments during the statistical analysis of the project.
For the purpose of this thesis, all subjects have been assigned identifying letters and numbers. A key which explains this identification system has been included with each table. Table 1 provides the preliminary information considered in the selection and placement of each subject.

Development of the Plan of Lessons

While visiting Gaines Cottage, the author observed the need of many of the patients for assistance in improving their personal appearance. Discussions with Fairview staff members encouraged the presentation of planned experiences which would emphasize to the subjects the importance of presenting an attractive, well-groomed appearance to new acquaintances and prospective employers. With this in mind the author set out to develop a lesson plan which would extend over 11 weeks with meetings for each group on Monday through Thursday of each week.

The lessons would be presented in the school's apartment after the completion of the regular school day. The attractive and comfortable surroundings which the apartment provided seemed to the author to be conducive to the pleasant, informal learning situation which seemed desirable. The subjects would group around the dining room table of the apartment for the class presentations.

The five trainable subjects to be included in the classes were
Table 1. Information pertaining to subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Birthdate</th>
<th>Age at onset of project</th>
<th>Years at Fairview</th>
<th>I. Q. Score</th>
<th>Test used to determine I. Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Te1</td>
<td>4-3-48</td>
<td>17</td>
<td>2</td>
<td>67</td>
<td>Binet</td>
</tr>
<tr>
<td>Te2</td>
<td>3-8-50</td>
<td>15</td>
<td>3</td>
<td>64</td>
<td>WISC</td>
</tr>
<tr>
<td>Te3</td>
<td>12-31-49</td>
<td>16</td>
<td>6</td>
<td>74</td>
<td>WISC</td>
</tr>
<tr>
<td>Te4</td>
<td>8-24-48</td>
<td>17</td>
<td>4</td>
<td>64</td>
<td>WISC</td>
</tr>
<tr>
<td>Te5</td>
<td>9-28-52</td>
<td>13</td>
<td>4</td>
<td>64</td>
<td>WISC</td>
</tr>
<tr>
<td>Te6</td>
<td>6-19-50</td>
<td>15</td>
<td>6</td>
<td>68</td>
<td>WISC</td>
</tr>
<tr>
<td>Ce1</td>
<td>5-26-48</td>
<td>17</td>
<td>7</td>
<td>65</td>
<td>WISC</td>
</tr>
<tr>
<td>Ce2</td>
<td>5-19-49</td>
<td>16</td>
<td>2</td>
<td>83</td>
<td>WISC</td>
</tr>
<tr>
<td>Ce3</td>
<td>6-26-48</td>
<td>17</td>
<td>4</td>
<td>69</td>
<td>WISC</td>
</tr>
<tr>
<td>Ce4</td>
<td>8-28-50</td>
<td>15</td>
<td>3</td>
<td>70</td>
<td>WISC</td>
</tr>
<tr>
<td>Tt1</td>
<td>1-19-51</td>
<td>14</td>
<td>4</td>
<td>48</td>
<td>Binet - LM</td>
</tr>
<tr>
<td>Tt2</td>
<td>7-18-48</td>
<td>17</td>
<td>5</td>
<td>45</td>
<td>WISC</td>
</tr>
<tr>
<td>Tt3</td>
<td>3-31-48</td>
<td>17</td>
<td>6</td>
<td>44</td>
<td>WISC</td>
</tr>
<tr>
<td>Tt4</td>
<td>9-16-48</td>
<td>17</td>
<td>5</td>
<td>42</td>
<td>Binet - LM</td>
</tr>
<tr>
<td>Tt5</td>
<td>4-16-49</td>
<td>16</td>
<td>6</td>
<td>43</td>
<td>Binet - M</td>
</tr>
<tr>
<td>Ct1</td>
<td>10-31-50</td>
<td>15</td>
<td>5</td>
<td>41</td>
<td>WISC</td>
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<tr>
<td>Ct2</td>
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<td>3</td>
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<td>WISC</td>
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<tr>
<td>Ct4</td>
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<td>14</td>
<td>6</td>
<td>46</td>
<td>Binet - M</td>
</tr>
<tr>
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<td>5-5-48</td>
<td>17</td>
<td>3</td>
<td>40</td>
<td>WISC</td>
</tr>
</tbody>
</table>

Key: T treated  
C control  
t trainable  
e educable
scheduled to arrive at 3:30 p.m. and remain until 4:15 p.m. The five educable subjects to be trained were scheduled to arrive at 4:25 p.m. and remain until 5:10 p.m. The detailed instructions for these meeting times were prepared by the author and transferred to the cottage attendant through Mrs. Currie's office.

The author found basic high school clothing texts helpful in the development of the lesson plan. Clothes for Girls by Elizabeth Todd (1947) was particularly useful.

Mrs. Shay was very generous with her time as she looked over the preliminary outline of the lessons, giving suggestions and encouragement, reminding the author that vocabulary must always be simple if it is to be understood by the retarded subjects.

The author's original outline of lessons was presented to the Clothing, Textiles and Related Arts staff at Oregon State University as a portion of the thesis proposal. After some suggestions and discussion and the expression of concern by several staff members that perhaps the project was too ambitious in terms of what these girls would be able to learn, the author set out, with some reservations, to carry out the project. A certain amount of confidence was generated by the researcher's past experience as a high school home economics teacher, and by extensive reading and discussion on the

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3 A copy of this outline is included in the Appendix of this thesis.
subject of teaching the retarded.

Since this was to be a totally new experience for both the researcher and the girls involved, one of the fundamental features of the whole teaching situation was that the plan remain extremely flexible through the duration of the entire project. As the project progressed the plan was adjusted to meet the needs of the two groups participating in the study. This adjusted plan is found in detail in this report under the subheading, Discussion of the Class Meetings.

Development of the Testing Instrument

With the previously developed lesson plan as the only guide, since the available literature provided no examples or suggestions to follow in testing the retarded on clothing and grooming information, a testing instrument was developed by the author.

Items for the test were derived from information which would be offered as the lessons were presented, using the lesson plan as a basis. It was felt that the use of visuals would be necessary in the test because the content of the course would require reactions to how things looked. The author felt that explanations of tested areas could not be made clear by words alone, due to the retarded intelligence of all the subjects. The test responses could not be written because many of the subjects could neither read nor write.

After much consideration, the testing approach selected was
the use of a series of plates, each presenting two or three choices with one best choice.

As the plates were in the developmental stages, the author discussed the measurement possibilities with Dr. Kenneth Rowe of the Oregon State University Department of Statistics and two members of the University's testing center. It was suggested that if illustrations were used, all possible choices for one question should be similar in size, shape, color, and mood. If prints of individuals were used, these individuals should all have the same general appearance. These precautions would tend to eliminate the problem of choosing favorite colors, hair styles, happy faces, etc., and would emphasize the need for a thoughtful selection of the one illustration which best answered the question. Before administering the test to the 20 selected subjects, the author-devised measurement vehicle was given to three girls from Gaines Cottage who met all the requirements to be included within the project, but who for various reasons would not be able to attend the 11 weeks of classes. During the trial-testing it became evident that the vocabulary of some questions was too difficult and that explanations should be more clearly and briefly stated. The trial-test provided an opportunity to observe reactions to the questions and estimate the amount of time required to administer the test.
The completed and trial-tested series of plates provided the subjects the opportunity to select their choice from grouped magazine illustrations, actual fabric swatches indicated for specific purposes, the examination of completed garments, and a few verbalized questions referring to only one illustration. Three questions involved simple money transactions. The possible choices were labeled A, B, and C. As the test was presented, simple questions, read aloud by the researcher, accompanied each plate. Each subject was asked to select the illustration which best answered the question by pointing to her choice or by responding A, B, or C. As each response was made, the researcher marked a scoring sheet by circling the letter response.

The test questions are presented on the following pages. In each case, the letter which indicates the best response is underlined. Most test questions are accompanied by a photograph of the respective plate. Fabric swatches are included from those plates which exhibited actual fabric samples. Some of the questions presented without photographs were verbalized by the researcher with the accompaniment of visual materials. A description of materials used accompanies the respective question. Those questions which are presented without a photograph or description were verbalized by the researcher
without the accompaniment of visual materials.

Those questions ultimately selected\(^4\) for use in the statistical analysis of the test results may be identified by an asterisk placed before the word "Question."

\(^4\) An explanation for these selections is found in this thesis under the subheading, *Statistical Analysis of Test Results.*
Question 1: Which girl is dressed for a warm summer day?

A  B

Figure 1. Test Plate 1.

Question 2: Which girl has chosen a blouse which goes nicely with her jumper?

A  B

Figure 2. Test Plate 2.
Question 3: Which lady is wearing a skirt that is too long to look nice this year?

Figure 3. Test Plate 3.

Question 4: Which girl might be dressed for a picnic?

Figure 4. Test Plate 4.
Question 5: Which girl would be nicely dressed to go downtown in Salem?

A B C

*Figure 5. Test Plate 5.*

*Question 6: Which blouse and skirt look the best together?*

A B C

*Figure 6. Test Plate 6.*
*Question 7: Which answer is right? You could buy a good bra for two dollars and fifty cents or twenty-five cents?

A  B

A. $2.50  B. 25¢

Figure 7. Test Plate 7.

*Question 8: Choose the picture which shows clothes a girl would like to wear to church on Sunday?

A  B  C

Figure 8. Test Plate 8.
*Question 9: If you needed a new pair of shoes to wear to school, which of these styles would be the best to choose?

A  B  C

Figure 9. Test Plate 9.

Question 10: Which of these foods would help you keep your teeth strong and healthy?

A  B  C

Figure 10. Test Plate 10.
Question 11: This is a pin. (point) Which of these three dresses would be prettiest with the pin?

A  B  C

Figure 11. Test Plate 11.

Question 12: Which dress looks too tight for the girl who is wearing it?

A  B

Figure 12. Test Plate 12.
Question 13: Which blouse do you think would make a very round face look longer?

A B C

Figure 13. Test Plate 13.

Question 14: Which girl has combed her hair in a way that would be a good choice for a day at school?

A B

Figure 14. Test Plate 14.
Question 15: Which of these foods would be the best to help you keep the skin on your face pretty?

A  B  C

*Figure 15. Test Plate 15.*

*Question 16: Which girl is standing in the nicest way?*

A  B  C

*Figure 16. Test Plate 16.*
Question 17: Which cloth do you think would make the coolest summer dress?

A  B  C

A B C

Test Plate 17.

Fabric swatches from test plate 17.

Figure 17.
Question 18: Which cloth would make the nicest party dress?

Test Plate 18.

Fabric swatches from test plate 18.

Figure 18.
Question 19: Which material would make a good pair of pants to wear on a hike?

Test Plate 19.

Fabric swatches from test plate 19.

Figure 19.
*Question 20: Which cloth do you think would help to make a short, fat girl look more slim?

A B

Test Plate 20.

Fabric swatches from test plate 20.

Figure 20.
Question 21: Which cloth would be the best choice for a winter coat?

\[\text{A B C}\]

Test Plate 21.

Fabric swatches from test plate 21.

Figure 21.
Question 22: This cloth is for a blouse. (point) Which of these would make a skirt to go nicely with the blouse?

A  B  C

Test Plate 22.

Fabric swatches from test plate 22.

Figure 22.
Question 23: Which fabric would make a nice blouse for a girl your age to wear?

A B C

Test Plate 23.

A B C

Fabric swatches from test plate 23.

Figure 23.
Question 24: This cloth is for a dress. (point) Which of these pieces of cloth would make a jacket which would go nicely with the dress? A B C

Fabric swatches from test plate 24.

Figure 24.
*Question 25: If you had dresses made of these three fabrics, which one would still look nice after it was washed in a washing machine?

Test Plate 25.

Fabric swatches from test plate 25.

Figure 25.
Question 26: Tell me which answer is best. It would be best to
brush our teeth (A) once a day or (B) two times a day?

A  B

Figure 26. Test Plate 26.

Question 27: Which is the best answer? We should wash our face
at least (A) once a week or (B) once a day?

A  B

Figure 27. Test Plate 27.
*Question 28: To keep our hair pretty, do you think we should wash it (A) once a week or (B) once every three weeks?

A  B

Figure 28. Test Plate 28.

Question 29: Which picture shows something every girl should have?

A  B  C

Figure 29. Test Plate 29.
Question 30: If these two girls wanted the same job, which girl do you think would get it?

A  B

Figure 30. Test Plate 30.

Question 31: An easy-care or wash and wear blouse is a blouse which (A) must be sent to a laundry or (B) needs little or no ironing?

A  B

Question 32: Which would be the best answer? It would be better to put on clean underclothes (A) once a week or (B) at least two or three times a week?

A  B

Question 33: Can a girl's hands look pretty if her fingernails are dirty? Answer yes or no.

Yes  No

Question 34: If your hair needed to be combed while you were eating, would it be a good thing to comb it at the dinner table? Answer yes or no.

Yes  No
*Question 35: All teen-age girls should use an underarm deodorant (A) once a day or (B) only after a bath?

A    B

Question 36: When we go into a store with money in our purse, it would be better to (A) see something we like and buy it or (B) decide what we need before going into the store?

A    B

Question 37: Do white socks like this look nice with a teen-age girl's party shoes? Answer yes or no. (Exhibit one white bobby sock.)

Yes   No

Question 38: Look at this blouse carefully, and try to find what needs to be done to it before it will be ready to wear. (A) buttons sewn on or (B) other. (Exhibit one blouse with top front button missing, threads hanging.)

A    B

*Question 39: Look at these blouses carefully and pick out the blouse which needs to be washed. (Exhibit two blouses of similar style, one obviously soiled, one clean and pressed.)

A    B

*Question 40: This is a piece of money called a (A) nickel, (B) dime, or (C) quarter? (Exhibit one nickel.)

*Question 41: Two of these would make (A) fifty cents or (B) one dollar? (Exhibit two quarters.)

A    B

*Question 42: This would buy (A) a new coat, (B) a new belt, or (C) a new pair of shoes? (Exhibit a one dollar bill.)

A    B    C

Actual testing began on November 17, 1965. As the author had anticipated, having the subjects arrive at the proper place and at the proper time was, and continued to be, one of the major difficulties of the entire project.
IV. FINDINGS OF THE STUDY

Discussion of the Class Meetings

After all preliminary arrangements had been made, letters of explanation and scheduling, as they became necessary throughout the project, were sent to Mrs. Ruth Currie, Social Worker for Gaines Cottage, Mr. Donald J. Dawson, Vocational Training Director, and the attendants on Gaines. It was arranged that the attendants would inform and continue to remind the subjects that they were to meet with the researcher at the school's home economics apartment on the designated days and times.

All subjects with the exception of one who was ill, a member of the trainable control group, were successfully tested before the lessons were begun. The author was never able to arrange a meeting with this subject. She remained untested.

The outline of the lessons which relates the plan actually followed in the presentation of the classes is included in the body of this discussion. The importance of keeping such a plan flexible cannot be over-emphasized. In the opinion of the author, this type of work with the retarded would be nearly impossible without anticipating and allowing constant reorganization and adjustment of the original plan.

5 A copy of the author's original outline of lessons has been included in the Appendix of this thesis.
A description of significant portions of the total teaching experience follows the plan of lessons. This material has been included to illustrate some of the difficulties encountered when working with these specific groups of institutionalized mentally retarded teen-age girls. It is included with the hope that future researchers in the field may benefit from this description and will be able to formulate their plans of work with greater awareness of the disturbances they may expect.

Outline of Lessons

Introductory discussion: (beginning of first day's lesson)

"We all want to look nice, don't we?"

"Does a girl need to have a pretty face and figure to look nice to other people?"

Week I

A. What makes a girl attractive?

1. Care she takes with her appearance

1-1/2 days -- posture

1/2 day -- healthy body (diet, rest, exercise)

1 day -- clean body, nails, teeth

Week II

2 days -- clean, neat, attractively styled hair

1 day -- careful and moderate use of make-up
-- good grooming "manners" (where to comb hair, apply make-up, etc.)

Week III

2. Ways she wears her clothes

2 days -- keeps clothes clean and neat

1 day -- sew on buttons, minor mending problems

1 day -- makes sure clothes fit well and are on correctly (does slip show, are buttons all buttoned?)

Week IV

1 day -- wears only one patterned fabric at a time

1 day -- accents only one feature of the costume at a time

1 day -- wears harmonious colors and textures together

Week V

1 day -- wears clothes appropriate to figure type

1 day -- wears clothes suited to her age and occasion
-- wears clothes appropriate for the season and time of day

1 day -- total costume is correctly put together (accessories, shoes, stockings, etc.)

Week VI

B. Why is it important that we look our best?
1. The way others react to us

   1 day  -- new friends form an opinion of us from the way we look
   -- employers are more willing to hire a girl who is neat and attractive

2. The way we feel inside

   1 day  -- we feel better when we know we look our best
   -- clothes should give us confidence so that we can forget them once we have them on

   1 day  -- review

Week VII

C. Buying the right things to wear

1. Everyone is different

   1 day  -- suiting clothing we need to our activities
   -- fads vs. fashion

2. What clothes do girls need?

   1 day  -- garments and accessories necessary to dress appropriately and comfortably on all occasions
   -- enough different garments to avoid monotony (mix-and-match idea)
   -- enough changes for cleanliness and emergencies

3. Consider care possible purchases will require and facilities available for the care needed

   1 day  -- garments of easy care fabrics
   -- home laundering tips
   -- cost of dry-cleaning
Week VIII

D. Keys to a happy and successful shopping trip

1. Shopping behavior

1 day  -- consider money available and quality desired
        -- go to stores carrying items you can afford
        -- be a considerate customer; the role of the clerk

1 day  -- practice handling money
        -- play "store"

1 day  -- decide what you need before going shopping
        -- practice shopping situations

Week IX

2. A trip to the Donation Center

1 day  -- Educables to Donation Center

1 day  -- Trainables to Donation Center

1 day  -- Review shopping behavior
        -- evaluate choices

Week X

E. Review

1 day  -- review class topics
        -- give each small gift

1/2 day  -- take "after" pictures

2-1/2 days  -- post-test
As the classes progressed, the outline of lessons was followed closely with the educable group. As expected, the educables were able to grasp meanings and respond to questions much more readily than the trainables. Consequently, the educables seemed to understand in one day, material which the trainable group could not absorb in two days, or perhaps two weeks. However, throughout the entire project the trainables showed much more interest, enthusiasm, and eagerness to participate than the educables. Most of the educables seemed to try to appear bored and disinterested, with the exception of Te4, who exhibited a continued interest.

It seems important to remember that individuals with I. Q.'s within the trainable range are by nature usually pleasant and agreeable. The author soon realized that the members of the trainable group did not always understand what they said they understood. Much of the time it did not appear to matter how simply a portion of a lesson was stated or how many times it was repeated in different ways, the trainable subjects seemed not able to grasp the meaning. Through all the presentation and simple discussion, however, these subjects smiled and nodded. If they sensed the author expected a positive response, their response was an exaggerated positive one. If they could tell by the researcher's facial expressions or actions that a negative response was anticipated, their response was definitely negative.
It was suggested to the author by members of the Fairview staff before the beginning of the project that the trainables might not gain knowledge from the subject matter of the lessons, but that the contact with someone from outside the grounds would be a pleasant experience for them and might help them in their development of social skills.

It soon became evident that the work scheduled for the first two weeks of the project, pertaining mainly to posture and the care of personal bodily needs, was far more interesting to the trainables than to the educables. The educables as a group seemed more interested in clothes and were quick to become bored with the details of personal care.

The trainables found much enjoyment in practicing good posture, and laughed easily at themselves as the researcher made playful comments about slumping shoulders and shuffling feet. All this was much too childish for the educables, who appeared self-conscious and somewhat disinterested as they took their turns walking and sitting before the group.

Along with the lessons on posture, the author taught each group a song sung to the tune of "Friar John." The rhyme was found in the book by Elizabeth Todd (1947), "Clothes for Girls." The lyrics were printed in large letters on a large sheet of paper. The author pointed to the words as she, and then the group, sang them. This seemed to
help the girls learn the words, though the educables were the only ones able to read. The trainable girls greatly enjoyed the singing.

The rhyme went like this:

Perfect posture, perfect posture,
Do not slump, do not slump.
You must grow up handsome,
You must grow up handsome,
Hide that hump, hide that hump.

Standards of good posture, both standing and sitting, were listed on a large sheet of paper and discussed. Good posture was continually practiced and reviewed through the entire project.

The author found it difficult to provide a meaningful discussion on the topic of personal care, since at the time this project was carried out the girls lacked the freedom of the average normal teenager in their living situation. On Gaines Cottage the girls showered each Tuesday and Saturday when the attendant said to shower, and they showered in groups. A change of everyday clothing was issued to each girl twice a week, after the shower. Saturday was the day for shampooing their hair. The subjects seemed to take the attitude that it was not necessary for the individual to decide when attention needed to be paid to personal cleanliness because those decisions were made for them.

Ways to maintain a healthy body through the proper diet and adequate rest and exercise were discussed during the first week. The researcher provided magazine cut-outs of different foods and
asked the girls to select those which were body builders and those which were fattening. The pictures were placed on the bulletin board under the appropriate headings. The researcher found it difficult to direct the discussion to foods "we should eat" and away from foods "we like to eat."

To begin the second week of meetings, the author gave each subject a small inexpensive comb as an introduction to the topic of hair care. The group discussed ways of keeping hair neat and attractive and the researcher suggested that each girl use her comb before leaving the cottage for any group activity. The girls were asked to take special care with their hair before coming to each of the future classes.

Tt2 wore a headband to the last meeting of Week II. The researcher had complimented her on her nice hair arrangement. All trainable subjects wore headbands to the first meeting of the next week. This seemed to indicate their eagerness to please.

Te5 was admitted to the treated group of educables at the first meeting of Week II. She had originally been placed in the control group but was unwilling to remain in that position because of her close friendship with Te6. Te5 explained her appearance at the meeting by saying Te2 had refused to come, so Te5 had come in her place. After a brief hesitation the author allowed Te5 to remain, even though realizing that a new educable grouping of six treated and
four control might present some minor problems when analyzing the results statistically.

In discussing hair care with the educables, there were frequent interruptions. They wanted to talk about coloring the hair rather than ways to keep hair neat and clean. Te4 and Te6 were particularly loud and interrupted often.

A main topic during the second week was, "How do we keep our faces looking their best?" Eating the proper foods and cleanliness of face and hair were reviewed. Hair styles for different shaped faces were discussed. The author used a flow pen and large sheets of paper to draw various face shapes and hair styles. The subjects were given the opportunity to look through magazines to select pictures of attractive hair styles for teen-age girls.

The educables answered the review questions readily and seemed bored with the when, where, and how of bathing, and the care of hair, teeth, and skin. They were extremely interested in the discussion of face shapes and hair styles. All who attended this meeting came with hair neatly combed and skins heavily perfumed. The author was reminded of a comment by Fairview's homemaking teacher. Mrs. Shay had said, "Everything they try to do is overdone."

Among the trainables, Tt4 and Tt5 were the only ones who appeared for their lesson on hair styles and the review of the work
which preceded this day. They came with hair uncombed and had either lost their new combs, or had left them in their personal lock boxes kept beside their beds on Gaines. As face shapes and hair styles were discussed these subjects looked away blankly. They did not understand the review questions, and the researcher found that it was necessary to state the desired response before the subjects could repeat it with the satisfaction that they had correctly answered the question. These subjects did enjoy looking through the magazines and pointing out hair styles.

After a brief review the topic of the third week, "Keeping clothes clean and neat," was introduced. The girls were asked to look at one another and then talk about ways appearances could be improved. The trainable girls were asked to bring a garment which needed pressing to the next meeting. The educables were to bring a garment which needed pressing, mending or shortening.

During the review with the trainables the researcher became increasingly aware that these subjects would agree without knowing to what they were agreeing. They could not answer a question which incorporated the word "why."

On the second day Tt1 and Tt4 were the only trainables who appeared. They both brought blouses to be ironed. Tt4 was unable to understand the process of pressing the collar only up to the neckline seam. She continually pushed the iron over onto the body of
the blouse causing creases. Ttl also caused creases on her collar but seemed to understand a little better than Tt4 how to avoid or eliminate these creases. In the opinion of the author, Ttl had behaved up to this point much like a small child in need of discipline. She was very well behaved on this day and quite serious about her pressing job.

Upon the request of the researcher, Mrs. Currie, the social worker for Gaines, had talked with the educables about their poor attendance. All except Te3 attended the first weekly meeting of the third week of classes, though Te4 and Te6 were impatient to leave so that they would not miss a favorite television program. All the educables seemed bored with the quick review of past topics and most were either unable or unwilling to respond to the question, "What have we discussed so far?" Although Te4 and Te6 were the ones eager to leave, they were the subjects who did most of the talking and were able to give the best answers.

The author became discouraged with the educable group after this meeting. They made it quite clear that they really would rather be somewhere else. As a group they misbehaved and spoke loudly and out of turn, making such statements as, "Come on, let's get on to something interesting." They seemed to resist the attempts at teaching made by the author. They acted bored and decidedly negative. (As the author wrote in her notes at the end of this particularly
bad day, "A teacher could knock herself out putting on a circus every time----.")

The following day, all educables who attended brought garments to mend or shorten. With the exception of Te4 and Te6 who spent more time than necessary primping before the mirror in the bathroom, the group behaved well. With some coaxing and much assistance these girls were able to do an adequate job of shortening skirts, mending broken seams, and attaching buttons, using the sewing equipment which the researcher provided. Te4 was particularly pleased when the author suggested a method for shortening her slip without requiring the removal of the lace around the bottom. Apparently, removing the lace was the only solution which had occurred to her.

Weeks III and IV in the presentation of the classes were separated by the Christmas holidays. Before returning to Fairview to begin the lessons for Week IV, the author telephoned Mrs. Currie and asked that a reminder that lessons were resuming be sent to the subjects through the attendants on Gaines. Out of the eleven subjects who were scheduled to attend the first meetings of the new year, only two trainables appeared.

The failure of the subjects to appear, plus the poor attendance during the preceding weeks, made it evident that changes needed to be made in the meeting schedule. Apparently, meetings after school
four days each week had become too demanding for all concerned. In conference with Mrs. Currie, the author decided that meetings three days each week would be adequate. Scheduling rearrangements were made for meetings on Monday, Tuesday, and Wednesday, eliminating the Thursday meeting. From the middle of the fourth week, the outline of lessons was adjusted to fit into three meetings a week.

From the beginning of the project, several members of the educable group had appeared uneasy about being held in a class which would cause them to be late for their jobs on the grounds, or late to view a favorite TV show. It seemed advisable to reverse the meeting times in order to eliminate this concern. Subject Tel, who was frequently absent during the first three weeks, continually expressed doubt that her superior on the job would understand where she was. Explaining that all job officials had been notified had little effect in calming her concern.

The meeting times were reversed so that the educables could meet from 3:30 p.m. to 4:15 p.m. and the trainables from 4:25 p.m. to 5:10 p.m. Notification of the schedule change was sent through the necessary channels. All subjects seemed pleased by the new arrangement, particularly Tel who became much happier and more cooperative in the meetings which followed.

As the classes of the new year began under the new schedule, the researcher was well aware that the trainables would not be able
to keep up with the original plan for the fourth week. It became clear that a separate plan for each group would have been of greater benefit to the subjects. Since the basic procedure for the project was to test, teach both groups from the same plan, and retest as a means of determining the capabilities of all subjects involved, the author determined it unwise to omit the presentation of certain portions of the plan to the trainable group, even though it was evident that much of it would be beyond their abilities to comprehend. Care was taken at all times to present the class material to the trainables as slowly, patiently, and simply as time and the abilities of the researcher allowed.

Several trainables brought garments to be mended during Week IV. Tt2 and Tt3 were able to see what should be done but were unable to carry out the process required. Tt4 was pleasant and agreeable in her attempts to mend a broken seam, but was completely unable to apply alone what she had watched the researcher demonstrate, and had heard explained.

The topic, "Wearing only one patterned fabric at a time," was introduced to both groups by the use of colored pictures showing both good and poor garment combinations. After the introduction and discussion, the subjects were given the opportunity to select good combinations from many colored cut-outs of blouses and skirts placed on the table before them. The educable subjects were each
asked to select three good combinations and then take turns pinning their selections on the bulletin board. The posted selections were to be discussed by the group.

The educables were able to understand this lesson without difficulty. All were cooperative except Te6 who refused to put effort into her search for good combinations. When pinning up the choices was first suggested Te6 said she would not do it. When the appropriate time came for posting the selections, however, she was the first to say, "Can I put mine up now?" She proceeded to pout when hers were discussed by the group and found to be not perfect.

When the same material was presented to the trainable girls, the author began by explaining and illustrating four types of designs in fabrics; plaid, print, stripe, and plain. Tt3 could identify all of these correctly, and was able to make satisfactory combinations by putting a picture of a patterned fabric with a plain one. Tt4 and Tt5 were completely unable to distinguish between these four designs even after the author provided patient and repetitious individual assistance. Tt4 responded quickly and was eager to please, though the researcher soon realized that she was not even able to name correctly the colors of the plain fabrics.

From the reactions of the trainables to the lesson on the designs in fabrics, the author decided that these subjects would not be able to understand the following lesson on accenting only one
feature of the costume at a time. It was at this point that the researcher made the decision to continue following the lesson plan with the educables and to progress more slowly with the trainables, placing the most emphasis on those topics which, in the author's opinion, were of greatest importance in the area of clothing selection. It seemed to be a good plan to present the material to the educables before exposing the trainables to it. The researcher was able to determine in this way which concepts were difficult for the educables, and decide whether the trainables would benefit from a similar presentation.

Three class periods were spent with the trainables on the selection of satisfactory garment combinations. On the second day the author asked the group if they read printing. Only Tt3 responded positively. The words "plaid," "print," "plain," and "stripe" were printed on the board. The author then showed actual fabric examples to illustrate the meaning of each of these words. Individually, printed, plaid, and striped fabrics were combined with a plain fabric to indicate a satisfactory combination. A poor combination, that is, two patterned fabrics together, was never shown since there was the possibility that in the minds of these subjects anything exhibited by the researcher might be construed to be a good choice.

The process of explaining and naming the different design types was repeated again and again. The girls were asked to identify
the designs the researcher exhibited. Fabric swatches were distributed and the girls were asked to select satisfactory combinations. Tt3 was able to do this without difficulty. Tt4 and Tt5 were completely unable to carry out the simply stated instructions on their own. They were extremely agreeable, however, and quick to place together any two fabrics which the researcher suggested as a possible combination.

On the third day with this same topic the subjects were again asked to practice selecting satisfactory fabric combinations, by putting one plain fabric with one patterned fabric, or two plain fabrics together. Again, only Tt3 was able to do this successfully. When the researcher took what seemed to be the logical next step and stated, "Now let's pretend that this same piece of cloth is a skirt," Tt3 was again the only subject who seemed to understand this "game." The researcher reworded and repeated this same idea in many different ways but obtained no recognition from the remaining subjects.

In another approach to getting across the concept of plain and patterned fabrics, the words plain, plaid, stripe, and print, were completely avoided. The girls were asked to count the colors they found in a fabric and then to combine a cloth with more than one color with a cloth of only one color. Again, only Tt3 could do this successfully. Tt5 repeatedly begged the author, "You just talk." She
obviously did not like to work at this matching problem. This was the final day spent with the trainables on this topic.

The educables moved easily into the lesson, "Accenting only one feature of the costume." The author showed pictures of costumes, pointing out the center of interest in each, and discussing the accompanying principle. Additional pictures were shown and the girls were asked to point out the center of interest. Many pictures of dresses and accessories were placed on the table before the group. Each girl was asked to select two dresses which had their own center of interest and should not be accessorized by a pin or necklace, and one dress which could be worn with jewelry. They then were to select a picture of the piece of jewelry which they considered appropriate for this third dress.

All six educables were present at this lesson, and all were able to make satisfactory selections. Throughout this meeting Te2 and Te6 were extremely grumpy. They both repeatedly said, "I want to go. When can we go?" Te2 stated firmly, "I'm going at 4:00." As the lesson went on she said, still very ill-tempered, "I'm going at 10 after 4:00." At this point the author realized that the barrier Te2 had set up for herself was finally breaking down. She remained until the entire class was dismissed.

The word "texture" was introduced to the educables through the use of fabric examples exhibiting various textures. Possible
fabric combinations were shown and discussed, using small fabric swatches. The girls were then asked to select several pairs of fabrics which would go well together.

The educables were very talkative at this meeting but seemed interested in the fabrics placed before them. Again, all were able to make satisfactory combinations with little hesitation. Te4 continually required the longest time to make her choices. She said of herself, "I'm fussy," and she truly seemed to be. These girls were able to discuss the subtleties of texture, how it feels and appears.

At the end of this meeting the researcher made two announcements to the educables which delighted them to such an extent that several jumped up and clapped. First: each member of the group coming to the lessons would have the opportunity to go to the Donation Center on the Fairview grounds to select a garment for herself. Second: as a climax to the lessons the group would go to Salem where each girl would be permitted to buy something for herself to wear. Te2 was the only one who immediately responded, "I don't have any money."

The visit to the Donation Center and the trip to Salem were, of course, approved by the administration before the announcements. The author had previously discussed the details of the trip to Salem with Fairview's superintendent. At this discussion the possibility of obtaining a small amount of money for each girl's purchase was
considered feasible. As the classes neared completion both the availability of this extra money and the advisability of making such a trip were looked upon less favorably by both the administration and the researcher. Eventually, it was decided to cancel the entire trip. The major reason for this was the legal obligation which the researcher would have to assume in the case of accident or injury to any of the girls while travelling in the author's automobile or within the city under the author's supervision. Before the final decision to cancel the trip, requests to take the girls to Salem were sent to the parents or guardians of each subject through the office of Fairview's Director of Research. Only a few of these requests were returned. Failure to have total parental approval for such a trip would have necessitated the acceptance of even more responsibility on the part of the researcher. The idea of such a trip generated much enthusiasm among the subjects. Following the initial announcement they frequently asked, "When are we going?" The author deeply regretted having built up the girls' hopes before all details had been thoroughly examined.

Week V on the lesson plan began as scheduled for the educables. The topic, "Wearing clothes appropriate to figure type," was introduced through a discussion of pictures and fabric samples. The girls were asked to express their opinions and reactions to specific styles on specific figure types. The educables responded with little
difficulty. By the girls' comments the author realized that the lesson on center of interest had been an excellent forerunner to this. One subject mentioned that a large shiny belt was the first thing noticed about a certain costume and, consequently, would not be a good choice for a heavy girl. After some discussion, Te3 asked and then answered her own question, "What if you were real tall and skinny and wanted to lock shorter, then would stripes around be right?"

Before the conclusion of this meeting the topic, "Clothes suited to age and occasion," was introduced through the use of clippings and discussion. The subjects were asked to name the occasion for which the girls in several pictures might be suitably dressed. Most of the educables were able to respond to these questions both accurately and readily.

At the following meeting, each educable was given three pictures of girls wearing a variety of garments. Each subject was asked to tell the group what she considered to be the appropriate use of each illustrated costume. On this particular day Te2 was especially ill-tempered and muttered many comments. She held hands with Te1 during most of this meeting. When the author asked Te2 to participate in the day's activities, Te1 quickly excused her by saying, "She's just upset." After this, all subjects were quite cooperative for approximately 20 minutes until Te2 and Te6 again
began to grumble about wanting to leave.

After spending an entire week with the trainables on the topic of wearing only one patterned fabric at a time, the next topic, "Accenting only one feature of the costume," was introduced. Though the researcher had grave doubts about the ability of these subjects to comprehend the material, it was considered desirable to introduce to each group all areas upon which the testing instrument had been based.

The researcher tried to present this discussion to the trainable group in a pleasant manner, by simply allowing them to enjoy the pictures without asking questions or requiring responses. Discussion moved on to clothes for various occasions.

Tt2 and Tt4 were absent from this meeting. Up to this point, Tt4 had attended quite regularly. The researcher wondered if this subject had felt she was being pushed too hard on the matching lesson and did not want to return for more of the same. Perhaps she had felt insulted at the previous meetings or now felt ashamed because she realized the researcher knew she was able to answer only the simplest of questions.

The three who came to this meeting each exhibited behavior which was different from their usual pattern. Tt1, ordinarily the most disturbing to the rest of the group, was exceptionally loud and boisterous. She was, however, able to respond correctly when
shown pictures of girls in various costumes. Her responses were worded, "for church" and "for picnic." Tt5 sulked through much of this meeting and repeatedly said she did not want to come next time. Tt3 was far more quiet than she had been previously and explained this by saying that she was just sleepy. The other subjects were able to give more correct responses on this day than Tt3, which was unusual.

The final topic for Week V, "Total costume is correctly put together," was presented to the educables through the use of colored illustrations. Subjects were asked to select from pictures of shoes, bags, and jewelry, those items which could be appropriately combined with dresses or sportswear for various occasions. All of the girls were able to make satisfactory selections. Te4 was, again, very slow and deliberate in making a decision.

The researcher's plan was to review with the trainables on this particular day. Since only three subjects attended the class, much of the time was spent in simple visiting. This seemed to provide a welcomed relief to these subjects who obviously had not enjoyed the demands placed upon them during the preceding classes.

As the researcher approached the topic on the lesson plan scheduled for Week VI, "Why is it important that we look our best?" it became apparent that the concepts contained in this lesson would be far beyond the trainable group's ability to comprehend. To expose
the trainables to the material, the researcher did most of the talk-
ing. The subjects made brief comments and frequently nodded in agreement. They seemed to enjoy listening.

When the topic of Week VI was presented to the educable group only Te3 and Te4 were present. They quickly shifted the discussion away from "Employers are more willing to hire a girl who is neat and attractive" to what it costs to live "on the outside," as Te4 phrased it. Since the group was small, and those present seemed extremely interested, the researcher guided them in totalling the approximate expenses involved in living in an apartment similar to the school's apartment where the class was being held.

The planned trips to the Donation Center and to Salem were explained to the trainables at their next meeting. They all seemed delighted. When asked what they would like to select at the Donation Center Tt3 and Tt5 said simply, "a dress." Tt4 wanted a bracelet. Ttl was much more expressive. She said she would like pedal-pushers, a blouse, and "long stockings that go right to here." With this she pulled up her skirt immodestly and pointed to her waist.

As a review of the preceding lesson, the researcher asked, "How do you want to look?" Tt5 responded with the word "pretty," then said, "wash our face." Ttl's answer was "comb our hair." Near the end of this lesson Tt5 muttered, "I don't come next time." Though Tt5 attended the classes regularly she often expressed her
unwillingness to come to the next meeting. Perhaps she arrived at each class because the attendant on Gaines had urged her to come, or perhaps she really did enjoy attending and her complaints were used to achieve personal attention.

The discussion for week VII was begun in both groups by asking the girls to suggest their own activities which were then printed on the board by the researcher. The educables mentioned the following activities which are listed in their own words: church, work, eat, snack shop, American Legion Hall Dance, visiting at home and with friends, and parties. This list was discussed with the trainables. They then added school, downtown, graduation, and show.

After listing the possibilities each group was asked to discuss the clothes needed for participation in each activity. The girls were given the opportunity to select pictures of clothing suitable for all the activities listed.

Discussion moved on to the selection of clothes which are most comfortable for different individuals to wear. Illustrations of lace and ruffles for more feminine types and tailored clothes for more active girls were shown. Fads were mentioned briefly, and the girls were asked to think of fads which have influenced the clothes worn at Fairview.

Only Te3 and Te4 attended the class intended for the six members of the educable group. The lesson was presented as planned.
Both appeared interested, though Te3 did most of the talking. Apparently, Te3 leaves Fairview frequently with her mother. She seemed to be more aware than Te4 of what would be considered appropriate clothing for various activities.

As the lesson was presented to the trainable group all seemed quite able to select appropriate clothes for church, shopping, work, and school. Wearing newer clothing for special occasions was discussed. Clothing for personality types and the concept of fads appeared to be beyond the comprehension of these girls. One subject did mention the leotards worn by one of the girls on Gaines and all seemed most impressed with this item of apparel.

The following weeks of lessons progressed with much the same pattern. There continued to be the problem of poor attendance which the researcher had grown to expect.

The topics for the final two weeks centered around the selection of new clothing and the skills necessary for a successful shopping trip. The researcher introduced the concept of making a purchase by placing a small amount of actual money on the table before the group. The subjects were asked to identify the coins and currency. "Which coin would buy a package of gum?" and "How much might a new dress cost?" are examples of the researcher's questions. The subjects were given the opportunity to handle the money and to review the value of each coin and group of coins and currency. The educables
were familiar with the names and values of the various pieces of money shown. The trainables needed assistance in naming the pieces correctly.

One class session was spent playing "store" with the money and items of clothing and accessories which the researcher provided. The money was kept in a coin purse and the items were spread on the table. Girls "purchased" those items which pleased them. The researcher played the role of the clerk, helping the subjects read the price tags and giving the price of unmarked items.

As each girl took her turn at this game the researcher repriced some of the unmarked articles according to the subject's individual ability at handling money in odd amounts. The girls were frequently reminded that there was only a certain amount of money in the purse (in actuality, $3.35 in a bill, quarters, dimes, nickels, and pennies). Some items could not be purchased because they had a higher price than there was money available.

All subjects in both groups greatly enjoyed this game and were especially cooperative while playing it. The educables seemed quite familiar with the use of money and all but T+4 in the trainable group were able to execute a simple purchase with some assistance. In most cases with the trainables, it was necessary for the clerk to count out the exact amount of money required for each purchase.

Actual shopping trips to commercial stores were discussed.
The author stressed the importance of considering the amount of money available, deciding what items are needed before leaving on the shopping trip, and making only those purchases which are necessary. After reviewing store behavior the subjects were asked to decide what articles they hoped to be able to select at the Donation Center. These choices were discussed briefly.

The treated groups were taken separately to the Donation Center on the Fairview grounds. Each subject was reminded that she could select one item of clothing for herself and that she would be expected to behave in the same quiet and orderly manner which was expected in any shopping area.

At the Donation Center the girls were allowed to make their own selections. The researcher aided in making a choice only when a subject asked for assistance. Subjects were reminded to choose an item which fit well and one which would be a sensible and needed addition to their present wardrobe.

Tel was quiet and thoughtful as she chose a cotton print dress for school wear. The behavior of Te2 was excellent. She surprised the researcher by her serious attitude. This was a definite change from her behavior at the class meetings. She asked the researcher

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6 Clothing donated to Fairview is placed in the Donation Center where patients may, with special permission, select clothing for themselves without charge.
for help with her selection, and was earnestly interested in the opinion voiced. Te3 was quiet, polite, and patient in her search for something new. She looked at many articles before thoughtfully selecting a turquoise wool pullover sweater.

Te4 was quiet, patient, and very businesslike about making her choice. After looking at all the dresses in her size range she selected a green jumper and long sleeved white blouse. She was extremely pleased with her new items, and was the only subject in the educable group to thank the researcher for making this special trip to the Donation Center possible.

Te5 and Te6 behaved very badly while at the Donation Center. They stayed close together as they carelessly dashed about, trying on garments, complaining and grumbling about everything that confronted them. They were unwilling to listen to suggestions and were rude to the researcher and the attendants of the Center. Both girls finally selected identical beige acetate brocade party dresses with full skirts, fitted bodices, and fur cuffs. A department store had donated many boxes of these new, poorly constructed and inexpensive dresses to the institution. The author reminded the two girls that this type of garment was intended for parties only, that it would need to be dry-cleaned, and that perhaps another selection would be wiser. When asked if they could think of places they might wear the dresses, Te6 snapped, "Sure, we'll wear them to feed!" By this she meant
as she goes to her job to feed those on the grounds who are unable
to feed themselves. At this final comment the researcher literally
gave up on these two subjects, realizing that the preceding weeks of
classes had had little if any effect.

The trainables were taken to the Donation Center on the follow-
ing day. Tt1 had seen the beige, fur trimmed party dresses Te5 and
Te6 had chosen and insisted upon selecting one for herself. She would
consider nothing else.

Tt2 wandered through the Center, looking listlessly and choos-
ing nothing. When urged to select something during the last few
minutes of the visit, she did find a flag pin which she liked. When
the researcher suggested that she keep the pin and find a garment
besides, she selected a white sweatshirt trimmed in red. Tt2 was
the only one in this group to thank the researcher.

Tt3 did not want any help in making her decision. She had her
own definite ideas about what pleased her and soon selected a blue
and white cotton print jumper and white blouse. Tt4 wanted the
researcher to find something for her. If the selection pleased the
researcher, then Tt4 was also pleased. A beige and white tweed
dress fit her well and became the final choice. Tt5 begged the
researcher to help with her selection. The final choice was a nearly
new white sharkskin skirt, and a red and white print sleeveless
blouse. She seemed very pleased.
The researcher found it interesting to observe that none of the subjects in either group were aware of the varying values of the garments from which they could choose. They all passed up nearly new wool skirts and sweaters and knitted items for worn and faded cotton garments. When the infrequency of their shopping trips is considered, this lack of awareness should be anticipated. Like all teen-agers, these girls want and need to be like their peers. Perhaps they could not be expected to choose clothing which is not similar to that worn by other girls on the grounds.

At the next meeting, shopping behavior and the articles selected at the Donation Center were discussed. Te5 and Te6 had worn their party dresses to school, additional evidence that they had accepted few, if any, of the concepts to which the researcher had exposed them. The girls all expressed their disappointment over not being able to go on the shopping trip to Salem. As a "peace offering" for the cancellation, the researcher gave each subject a pair of footlets at the final meeting. Several had expressed their interest in a stocking which would not show above their flat shoes, and most had a habit of wearing shoes with no stockings. This small gift was a poor substitute for the trip. Te4 was the only subject who seemed sincerely pleased.

The girls were asked to prepare to have their pictures taken before coming to the next meeting and each subject was given a
personal note stating the day and time when she should come to the
apartment to meet with the researcher for the last time. This final
meeting was for the purpose of retesting, though this was not an-
nounced to the subjects.

Since failure of the subjects to attend the classes was not
anticipated to be the major problem it became in actuality, adequate
record keeping was not initiated in this phase of the project until
approximately two weeks had passed. Upon looking back, the author
realized that if accurate attendance records had been kept, the scores
to each test question could have been statistically compared with
the respective subject's absence or presence on the day the lesson
which corresponded to the question was presented.

By the completion of the class presentation Tel had failed to
appear for nearly 50 percent of the lessons. Te2 and Te6 attended
only two more classes than Tel. Among the educables Te3 and Te4
attended the most regularly. The trainables maintained a much
better attendance record than the educables with the exception of
Tt2 who missed more than 60 percent of the lessons presented to
her group. No one in either group had a record of perfect attend-
ance.

Behavior problems were frequent in both groups. Among the
educables, Te2 and Te6 were consistently ill-tempered and unco-
operative. Te6 became increasingly sulky and uncooperative as the
project approached completion. She was obviously unwilling to exert effort in selecting correct responses. When she did respond to questions asked in the classes her answers were flippant. She gave the researcher cause to believe that she intentionally answered incorrectly. Because of this attitude pattern, the final test scores of Te6 were considered to be not typical of the educable treated group.

In the trainable group Tt1 sought attention by mischievous actions such as attempting to leave the class with some of the researcher's illustrative material and refusing to sit in the chair assigned to her. Tt5, who near the midpoint of the project often complained that she did not want to come to the following class, appeared to have reversed her opinion by the final weeks. She became the last to leave and frequently reached out to touch the researcher before departing. There were times when both Tt1 and Tt5 refused to leave until they were coaxed to do so.

Throughout the presentation of the classes, Cel, a subject assigned to the educable control group, appeared at the door of the apartment approximately once each week begging to be admitted to the class and inquiring about when she could come again. Because she showed such a keen interest in the activities of the class the author assumed that she might be discussing the material presented with members of the treated group as she came in contact with them outside the apartment. Cel's test scores, as the reader will find
discussed in the following section, were considered atypical of the control group, due to her intense interest in the treated group's activities.

As previously mentioned, "Before" and "After" pictures were taken of all subjects involved within this study. The initial pictures were taken on the first day the girls met with the researcher. None of the subjects were told that pictures would be taken, consequently, the girls did not prepare for the "Before" pictures. The final pictures were taken after the completion of the lessons and the second testing. The subjects were asked to come to the final meeting prepared to have their pictures taken.

The "Before" and "After" pictures of one treated-trainable subject and one treated-educable subject are found on the following pages. The author considered these girls to be typical examples of subjects from their respective groups.

Statistical Analysis of Test Results

After the completion of the teaching portion of the project, all subjects were tested for the second time, using the original measurement vehicle. The complete test is presented in the preceding section, entitled Development of the Testing Instrument. Members of the Fairview staff had assured the researcher that at the end of the 13 weeks of the project, the retarded subjects would have no memory
Figure 31. BEFORE, subject Tt5, front view.

Figure 32. AFTER, subject Tt5, front view.
Figure 33. BEFORE, subject Tt5, side view.

Figure 34. AFTER, subject Tt5, side view.
Figure 35. BEFORE, subject Te4, front view.

Figure 36. AFTER, subject Te4, front view.
Figure 37. BEFORE, subject Te4, side view.

Figure 38. AFTER, subject Te4, side view.
carry-over from pre-test to post-test.

The results of the study were analyzed by examining the change in score from pre-test to post-test. A first view of the data, as seen in Table 2, suggested that the meaningful results probably were being masked by questions which were obvious to all or questions which were not understood by the majority of the subjects.

Table 2. Test results on the original 42 questions.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Pre-test (Number correct out of 42)</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Te1</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>Te2</td>
<td>27</td>
<td>32</td>
</tr>
<tr>
<td>Te3</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>Te4</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>Te5</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>Te6</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Ce1</td>
<td>35</td>
<td>37</td>
</tr>
<tr>
<td>Ce2</td>
<td>34</td>
<td>38</td>
</tr>
<tr>
<td>Ce3</td>
<td>38</td>
<td>35</td>
</tr>
<tr>
<td>Ce4</td>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td>Mean Score</td>
<td>33.9</td>
<td>35.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Pre-test (Number correct out of 42)</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tt1</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Tt2</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>Tt3</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Tt4</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Tt5</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>Ct1</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Ct2</td>
<td>untested</td>
<td>18</td>
</tr>
<tr>
<td>Ct3</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Ct4</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Ct5</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Mean Score</td>
<td>21.2</td>
<td>22.9</td>
</tr>
</tbody>
</table>

Key: T = treated  
C = control  
t = trainable  
e = educable
Fisher's Exact Test\textsuperscript{7} was used on the results of the post-test to identify those questions for which there was reasonable evidence that the response was independent of the group to which each subject belonged. Failure to comprehend a question was indicated by equal or near equal numbers of correct and incorrect responses from both the educable and trainable groups. Obvious questions were identified by the large majority of correct responses.

Each of the 42 test questions were examined by charting the post-test responses as illustrated in Table 3.

<table>
<thead>
<tr>
<th></th>
<th>correct responses</th>
<th>incorrect responses</th>
<th>total number of subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educable subjects</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Trainable subjects</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total responses</td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

The null hypothesis tested was that the response was independent of whether the subject was trainable or educable. An unusually large probability of erroneously concluding that there is a difference

\textsuperscript{7} Fisher's Exact Test is comparable to the more familiar Chi square test of independence, but is more appropriate for small numbers of observations.
in the way trainable and educable subjects responded was allowed because of the very limited amount of data. This probability, commonly known as the probability of a Type I error, was set at 0.20. This means the author was willing to erroneously conclude that there was a difference one out of five times. The null hypothesis was rejected for 15 of the original 42 questions, thus eliminating 27 questions. In addition, questions 36 and 38 were eliminated because the author felt that the subjects were guessing rather than putting thought into their responses. This left a total of 13 usable questions.

The questions determined to be discriminating and therefore usable were questions numbered 6, 7, 8, 9, 16, 20, 25, 28, 35, 39, 40, 41, and 42 in the series of 42 test questions. In each of these 13 questions, the majority of the educable subjects answered correctly and the majority of the trainables gave incorrect responses.

A disadvantage in selecting usable questions by the use of Fisher's Exact Test is evident in these research data. The differences in scores of educable and trainable subjects were magnified. This is not serious when it was clear from the results of all 42 questions (Table 2) that the scores of the educables were higher than the trainable scores. This difference was expected, and is evidenced by the mean scores in Table 2.

By examining the results of Fisher's Exact Test for all 42 questions, those determined not usable were grouped in the following
manner. Any question which was answered almost equally well by both groups was eliminated. These questions were numbers 2, 3, 4, 5, 10, 12, 14, 15, 17, 24, 26, 27, 29, 32, 33, 34, and 37. Other questions were eliminated because they seemed not to be understood, and the correct and incorrect responses were evenly distributed among both groups. Questions 1, 11, 13, 18, 19, 21, 22, 23, 30, and 31 fell within this category.

Some of the test questions found not usable may have been confusing to the subjects; quite possibly these questions could have been reworded to make them discriminating. An example would be question 1. The question is stated, "Which girl is dressed for a warm summer day?" As the author tested each subject it appeared that the difficulty came from the choice and position of the word "warm" within the question. Perhaps the subjects heard only the words "dressed" and "warm" and quickly chose the girl in coat, hat, and gloves who was obviously warmly dressed. If the word "hot" had been substituted for "warm" a different set of responses probably would have been obtained.

The correct responses to some of the questions answered equally well by both groups appeared to be entirely too obvious, even to the trainables. An example is question 4. Out of two possible responses to the question, "Which girl might be dressed for a picnic?", one girl was wearing slacks, the other a suit and gloves. A more subtle
difference might have been illustrated by one picture of a girl in sport pants and shirt and another dressed in a pastel colored dress with a straight fitted skirt.

The scores for the 13 usable questions were separated out and charted. Some questions had only two possible responses while others required one choice out of three. A score of 1.0 was given for a correct response. As a means of giving true value to the three-response questions, each of the two possible incorrect answers were given the weight of -0.5 rather than -1.0. Where there was one right answer and one wrong answer, the error was considered to be -1.0. To compute each subject's score, the total of the incorrect responses was subtracted from the total of correct responses.

The change in score from pre-test to post-test for the 13 discriminating questions measures the effect the treatment had on each subject. These results are found in Table 4.

The differences in the pre-test and post-test scores for the 13 usable questions are given and ranked in Table 5. If two subjects exhibited the same changes in score they were each given the rank halfway between their respective positions in the rank order, as is the case with Cel and Te2.
Table 4. Scores for the 13 discriminating questions.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Change in score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Te1</td>
<td>10.0</td>
<td>13.0</td>
<td>+3.0</td>
</tr>
<tr>
<td>Te2</td>
<td>6.0</td>
<td>9.5</td>
<td>+3.5</td>
</tr>
<tr>
<td>Te3</td>
<td>11.0</td>
<td>11.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Te4</td>
<td>7.5</td>
<td>9.5</td>
<td>+2.0</td>
</tr>
<tr>
<td>Te5</td>
<td>7.5</td>
<td>10.0</td>
<td>+2.5</td>
</tr>
<tr>
<td>Te6</td>
<td>10.0</td>
<td>7.0</td>
<td>-3.0</td>
</tr>
<tr>
<td>Educable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ce1</td>
<td>9.5</td>
<td>13.0</td>
<td>+3.5</td>
</tr>
<tr>
<td>Ce2</td>
<td>11.5</td>
<td>13.0</td>
<td>+1.5</td>
</tr>
<tr>
<td>Ce3</td>
<td>11.0</td>
<td>6.5</td>
<td>-4.5</td>
</tr>
<tr>
<td>Ce4</td>
<td>11.5</td>
<td>9.5</td>
<td>-2.0</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tt1</td>
<td>-0.5</td>
<td>-1.5</td>
<td>-1.0</td>
</tr>
<tr>
<td>Tt2</td>
<td>-2.5</td>
<td>-4.5</td>
<td>-2.0</td>
</tr>
<tr>
<td>Tt3</td>
<td>10.5</td>
<td>3.0</td>
<td>-7.5</td>
</tr>
<tr>
<td>Tt4</td>
<td>-3.0</td>
<td>1.0</td>
<td>+4.0</td>
</tr>
<tr>
<td>Tt5</td>
<td>0.5</td>
<td>1.0</td>
<td>+0.5</td>
</tr>
<tr>
<td>Trainable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ct1</td>
<td>-3.0</td>
<td>-1.0</td>
<td>+2.0</td>
</tr>
<tr>
<td>Ct2</td>
<td>untested</td>
<td>-2.5</td>
<td>---</td>
</tr>
<tr>
<td>Ct3</td>
<td>3.0</td>
<td>-3.5</td>
<td>-6.5</td>
</tr>
<tr>
<td>Ct4</td>
<td>-4.0</td>
<td>-2.5</td>
<td>+1.5</td>
</tr>
<tr>
<td>Ct5</td>
<td>-3.0</td>
<td>-1.5</td>
<td>+1.5</td>
</tr>
</tbody>
</table>

Key:  
T = treated  
C = control  
t = trainable  
e = educable
Table 5. Wilcoxon Rank-Sum Test on educable and trainable scores.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Ranked change in pre-test and post-test scores</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCABLES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cel</td>
<td>+3.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Te2</td>
<td>+3.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Te1</td>
<td>+3.0</td>
<td>3</td>
</tr>
<tr>
<td>Te5</td>
<td>+2.5</td>
<td>4</td>
</tr>
<tr>
<td>Te4</td>
<td>+2.0</td>
<td>5</td>
</tr>
<tr>
<td>Ce2</td>
<td>+1.5</td>
<td>6</td>
</tr>
<tr>
<td>Te3</td>
<td>0.0</td>
<td>7</td>
</tr>
<tr>
<td>Ce4</td>
<td>-2.0</td>
<td>8</td>
</tr>
<tr>
<td>Te6</td>
<td>-3.0</td>
<td>9</td>
</tr>
<tr>
<td>Ce3</td>
<td>-4.5</td>
<td>10</td>
</tr>
<tr>
<td><strong>TRAINABLES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tt4</td>
<td>+4.0</td>
<td>1</td>
</tr>
<tr>
<td>Ct1</td>
<td>+2.0</td>
<td>2</td>
</tr>
<tr>
<td>Ct4</td>
<td>+1.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Ct5</td>
<td>+1.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Tt5</td>
<td>+0.5</td>
<td>5</td>
</tr>
<tr>
<td>Tt1</td>
<td>-1.0</td>
<td>6</td>
</tr>
<tr>
<td>Tt1</td>
<td>-2.0</td>
<td>7</td>
</tr>
<tr>
<td>Ct3</td>
<td>-6.5</td>
<td>8</td>
</tr>
<tr>
<td>Tt3</td>
<td>-7.5</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: $T'$ refers to the total of the ranks of the smaller group, in these cases, the control group. These ranks are underlined.

Key: $T$ = treated  
$C$ = control  
$t$ = trainable  
$e$ = educable

The Wilcoxon Rank-Sum Test was used to test whether there was significant improvement in the treated groups. A rank sum is the sum of the ranks assigned to the smaller sized group. For this final analysis the trainable subjects consisted of five who were treated and four controls. (The member of the control group who was not pre-tested was, of necessity, eliminated from the analysis.) A rank
sum for the controls which is greater than 27 would show that the median score of the treated group was significantly higher than the controls, at the five percent level. The rank sum of 17, for this group, does not indicate that the treated group benefited appreciably from treatment.

The educable subjects consisted of six who were treated and four controls. (The subject who insisted upon attending the classes even though she was originally placed in the control group caused the irregularity in the division of groups among the educables.) A rank sum for the controls which is greater than 30 would show that the median score of the treated group was significantly higher than the controls at the five percent level. The rank sum of 25.5, for this group, does not indicate that the treated group benefited appreciably from treatment.

Thus, there was no evidence of positive effects of training in either group until the scores of Cel and Te6 were eliminated from the educable group scores. Their responses were considered by the author to be atypical, as earlier described.

A rank-sum for the smaller group must be greater than 19 to indicate that the improvement was real at the five percent level. When the scores of Cel and Te6 were eliminated, a slight positive

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8 Significance at the five percent level means that unless a 1 in 20 chance event has occurred, there is a positive effect of treatment.
effect of training became evident in the educable group, as indicated by the rank-sum total of 20. Table 6 shows the ranks of the educable scores, excluding the scores of Ce1 and Te6.

Table 6. Wilcoxon Rank-Sum Test on educable scores.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Ranked change in pre-test and post-test scores</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Te2</td>
<td>+3.5</td>
<td>1</td>
</tr>
<tr>
<td>Te1</td>
<td>+3.0</td>
<td>2</td>
</tr>
<tr>
<td>Te5</td>
<td>+2.5</td>
<td>3</td>
</tr>
<tr>
<td>Te4</td>
<td>+2.0</td>
<td>4</td>
</tr>
<tr>
<td>Ce2</td>
<td>+1.5</td>
<td>5</td>
</tr>
<tr>
<td>Te3</td>
<td>0.0</td>
<td>6</td>
</tr>
<tr>
<td>Ce4</td>
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<td>7</td>
</tr>
<tr>
<td>Ce3</td>
<td>-4.5</td>
<td>8</td>
</tr>
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</table>

Note: $T'$ refers to the total of the ranks of the smaller group, in this case the control group. These ranks are underlined.

Key: $T =$ treated
C = control
t = trainable
e = educable

In explanation, the chances are less than five percent that the scores of the untrained group would rank as low as 5th, 7th, and 8th by chance alone. This indicates a positive effect of training of the treated group. The strongest possible evidence that treated subjects benefited from training would be illustrated if they had ranked 1st through 5th, and the untreated subjects had ranked 6th, 7th, and 8th.
V. SUMMARY AND RECOMMENDATIONS

Twenty mentally retarded teen-age girls living at Fairview Hospital and Training Center in Salem, Oregon, were selected to be included in this study. All of the subjects were between 13 and 17 years of age and all were housed in the same cottage on the Fairview grounds. The purpose of the study was to attempt to determine if institutionalized mentally retarded teen-age girls are able to benefit though a class dealing with personal grooming and clothing selection.

The 20 subjects were selected on the bases of their age, years at Fairview, and intelligence quotient scores. Ten had I. Q. scores between 40 and 50 and were placed in the trainable group. Ten had scores between 60 and 83 and were placed in the educable group. It was necessary to include two girls with scores beyond the educable range. Five of the subjects from the trainable group of ten and four of the subjects from the educable group of ten were separated into control groups. The others received treatment through a series of lessons on clothing selection and grooming. These lessons were conducted by the author for four days each week for the first weeks and three days each week for the remainder of the 11 week period.

Nineteen of the 20 subjects were individually tested at the onset of the project and all 20 were tested at the completion of the series of the lessons, using the same author-devised measurement vehicle. The test was administered through the use of visual materials and verbalized questions.
The pre-test and post-test scores were analyzed statistically. All but 13 of the original 42 questions were eliminated when they were found to be non-discriminating. The change in score from pre-test to post-test for the 13 discriminating questions was the major factor in determining the effect of training on each subject. The analysis indicated that the test scores of the trainable subjects did not improve by attendance at the class meetings. The final test results of the educable subjects in the treated group indicated only a slight improvement over their original test scores.

The chief difficulty for the researcher throughout the project was the poor attendance at the class meetings. The majority of the trainable treated group attended regularly and appeared to enjoy the class activities. Of the six treated educables, only two responded in a cooperative manner. There were problems of attendance and behavior with the other four.

During the presentation of this project, the author realized that contact with the subjects before they had become tired and restless from a day at school might have provided a classroom atmosphere with fewer complaints and discipline problems. Perhaps additional contact with the subjects through an increased number of weekly meetings would have produced more positive results. The author recommends that meetings for a similar project be scheduled during the usual school hours when four or five meetings per week
could be effectively conducted.

In presenting a similar program it would be helpful to create a situation in which attendance is mandatory. Since the testing instrument was developed from the plan of lessons, one of the assumptions upon which this project was based was that the subjects would attend the class meetings regularly. This, unfortunately, was not the case. The results would have been more valid if attendance had been more consistent.

During the presentation of this project, it became quite evident to the author that a single plan of lessons is not appropriate for working with two groups with such varying ability. In retrospect, the author realized that portions of the original lesson plan for this project were suitable for the educable girls while other sections were better suited to the needs and abilities of the trainable group. The author recommends that future researchers concentrate on achieving the best possible plan for training subjects of comparable intelligence rather than including subjects with varying abilities in one study. It would be advisable for future researchers to become as familiar as possible with the behavior patterns and attitudes of the type of subjects selected. This might be done through a series of observations as well as an extensive review of the literature before any type of treatment or contact is attempted.

The author believes that future training programs would have
increased value if each subject had daily access to her complete wardrobe, as is the case at some other institutions. Since the clothing on Gaines is kept separate from the patients and issued to them after baths or as needed, the subjects included in this study did not experience the freedom of choice open to most teen-agers. Because of this situation, the subjects were never able to put into actual practice any learning which might have been gained through class participation. Without this motivation, learning was hampered.

The author recommends that projects similar to this one include trips to a city to window shop, to visit different types of stores which sell clothing, to provide an opportunity to practice store behavior and shopping techniques, and to tour a laundromat and a self-service dry-cleaning establishment. The author believes that contact with the outside world in experiences such as these would be of educational value in themselves and would engender interest among the subjects for material presented at the class meetings. These experiences would be of particular assistance in work with educable groups.

As explained previously, trips off the grounds were difficult for this researcher to provide because of the responsibility involved. Because of recent changes in Fairview policy, with adequate with adequate investigation and preparation, such trips could become a reality.
The researcher believes that a project dealing with clothing and the retarded would be of increased value if it were carried out in cooperation with a sociologist and/or psychologist. With the assistance of experts such as these, attempts could be made to analyze the personal attitude change of the subjects, the improvement or change in social skills, and the reasons for the resistance offered by some of the subjects. These experts would be particularly helpful during the development of testing instruments.

The author suggests a need for future research in the development and trial testing of devices designed to measure the clothing and grooming skills of subjects with specific degrees of retardation. With the assistance of valid tests, adequate training programs could be more readily developed.


APPENDIX 1

List of Institutions Sent Questionnaire

*Arizona Children's Colony
J. Thomas McIntire, Superintendent
Box 1467
Coolidge, Arizona

*Arkansas Children's Colony
Charles E. Acuff, Superintendent
Conway, Arkansas

*Pacific State Hospital
Geo. Tarjan, M.D., Superintendent
Spadra, California

*Porterville State Hospital
Jas. T. Shelton, M.D., Superintendent
Porterville, California

State Home and Training School
Merlin W. Zier, Superintendent
Wheatridge, Colorado

*Mansfield State Training School
Francis P. Kelly, Superintendent
Mansfield, Connecticut

*Sunland Training Center
R. C. Phillips, Superintendent
Gainesville, Florida

*Illinois State Pediatric Institute
Herbert J. Grossman, M.D., Superintendent
Chicago, Illinois

*Dixon State School
David Edelson, Superintendent
Dixon, Illinois

* Questionnaire was completed and returned.
*Fort Wayne State School
  Bernard Dolnick, Superintendent
  Fort Wayne, Indiana

*Kansas Neurological Institute
  Wm. Sigurdson, M. D., Superintendent
  Topeka, Kansas

Parsons State Hospital and Training Center
Howard Bair, M. D., Superintendent
Parsons, Kansas

*Rosewood State Training School
  T. Glyne Williams, Acting Superintendent
  Owings Mills, Maryland

*Brainerd State School and Hospital
  H. V. Robb, M. D., Medical Director
  Brainerd, Minnesota

*Letchworth Village
  Isaac N. Wolfson, M. D., Superintendent
  Thiells, New York

*Syracuse State School and Hospital
  Vincent I. Bonafede, M. D., Superintendent
  Syracuse, New York

Willowbrook State School
Frank B. Glasser, M. D., Superintendent
Staten Island, New York

*Apple Creek State Hospital
  Wm. G. Stover, M. D., Superintendent
  Apple Creek, Ohio

*Gallipolis State Institute
  Geo. R. Roberts, M. D., Superintendent
  Gallipolis, Ohio

*Laurelton State School and Hospital
  Bernard A. Newell, M. D., Superintendent
  Laurelton, Pennsylvania
White Haven State School and Hospital
Daniel L. Kirk, M.D., Acting Superintendent
White Haven, Pennsylvania

*Abilene State School
L. W. Cain, Superintendent
Abilene, Texas

Fircrest School
Frank F. Junkin, Superintendent
Seattle, Washington

*Rainier School
C. H. Martin, Superintendent
Buckley, Washington

*Central Wisconsin Colony and Training School
Harvey A. Stevens, Superintendent
Madison, Wisconsin

*Waimano Training School and Hospital
Angie Conner, M.D., Executive Officer
Pearl City, Oahu, Hawaii

*District Training School
Guy W. Puntch, Administrator
Laurel, Maryland

*Woodward State Hospital and School
Wm. C. Wildberger, M.D., Superintendent
Woodward, Iowa
APPENDIX 2

Sample of the Letter Which Accompanied Each Questionnaire

1133 N. 25th
Corvallis, Oregon
April 5, 1966

Dr. Howard Bair, Supt.
Parsons State Hospital and Training Center
Parsons, Kansas

Dear Dr. Bair:

My research for completion of a Master of Science degree in Clothing and Textiles at Oregon State University deals with the capabilities of a group of institutionalized mentally retarded teen-age girls with regard to their grooming and the selection, wear and care of personal clothing. These girls all are patients at Fairview Home, Salem, Oregon. Their I. Q.'s fall between 40 to 50 and 60 to 80.

I believe that information of projects similar to mine (if there have been any) will strengthen my thesis. Will you please take a few moments of your time to give brief answers to the questions on the following page? If you feel that another person would be in a better position to answer the questions, would you be kind enough to forward this letter to that person?

I have worked with Trainables and Educables in separate groups, meeting with them approximately 45 minutes a day, three days a week for eleven weeks. I have attempted to teach them some of the very basic understandings related to personal clothing and grooming. The girls were tested for familiarity with the subject before our classes began, and then again at the completion of the eleven weeks. A control group was utilized.

Your cooperation and prompt reply will be very much appreciated. Thank you.

Very sincerely,

s/Carol Farnes

Carol Farnes (Mrs. James B.)

Enclosures
Appendix 3

Copy of Questionnaire

Please answer on this sheet by underlining the responses which apply to your particular institution, or by writing in the space provided. The self-addressed and stamped envelope is enclosed for your added convenience in returning the questionnaire.

1. Has any specialized work in the area of grooming and/or clothing selection been done with any of the girls (or other patients) in your institution, other than that offered in the regular homemaking course? Yes No

If "yes," was this work done by repeated contact with those involved, or through a study of collected data related to the habits of these patients?

Was it still another type of study? Please explain briefly

If work was done, what was the duration of the project?

Who were the subjects? Girls aged _____ Boys aged _____ Men Women

Was the work done as part of an advanced academic degree program? Yes No

If "yes," for what degree? MS, MA, PhD, Other, please specify

What was the student's major field?

At what college or university was the degree granted?

If "no," was the work done by staff members? Volunteers? Others? Please specify

2. Do your trainable and educable teen-age girls have free access to their own clothing? Yes No
If "yes," how long has this been the established procedure?

If "no," is the clothing:
   Issued to them daily and/or after baths?
   Other, please explain

3. Do your girls care for their own clothing, within the limits of their capabilities? (washing, ironing, mending, etc.) Yes   No
APPENDIX 4

Copy of Original Outline of Lessons

Introductory discussion: (beginning of first day's lesson)

"We all want to look nice, don't we?"

"Does a girl need to have a pretty face and figure to look nice to other people?"

Week I

A. What makes a girl attractive?

1. Care she takes with her appearance

   1-1/2 days -- posture

   1/2 day -- healthy body (diet, rest, exercises)

   1 day -- clean body, nails, teeth

Week II

   1 day -- clean and neat hair (hair care, not styling)

   2 days -- careful and moderate use of make-up

   1 day -- good grooming "manners" (where to comb hair, apply make-up, etc.)

Week III

2. Way she wears her clothes

   2 days -- keeps clothes clean and neat

   1 day -- sewing on buttons, minor mending problems

   1 day -- makes sure clothes fit well and are on correctly (does slip show, are buttons all buttoned?)
Week IV

1 day -- wears only one patterned fabric at a time
1 day -- accents only one feature of the costume at a time
1 day -- wears harmonious colors together
1 day -- wears harmonious textures together

Week V

1 day -- wears clothes appropriate to figure type
1 day -- wears clothes suited to her age and occasion
1 day -- wears clothes appropriate for the season and time of day
1 day -- total costume is correctly put together (accessories, shoes, stockings, etc.)

Week VI

B. Why is it important that we look our best?

1. The way others react to us

   1 day -- new friends form an opinion of us from the way we look
   -- employers are more willing to hire a girl who is neat and attractive

2. The way we feel inside

   1 day -- we feel better when we know we look our best
   1 day -- clothes should give us confidence so that we can forget them once we have them on
Week VII
C. Buying the right things to wear

1. Everyone is different

1 day -- reviewing our current garb

1 day -- suiting our clothing needs to our activities

1 day -- select the types of clothes we feel most comfortable wearing

1 day -- "Everybody seems to have one, do I need one too?"

1 day -- Fads vs. Fashion

Week VIII

2. What clothes do girls need?

1 day -- garments and accessories which are necessary to dress appropriately and comfortably on all occasions

1 day -- how many clothes do we need to be "well-dressed"

1 day -- enough different garments to avoid monotony (mix-and-match idea)

1 day -- enough changes for cleanliness and emergencies

3. Consider care possible purchases will require and facilities available for the care needed.

1 day -- will it continue to look fresh and new after several launderings if they will be required? Can you afford to have it dry-cleaned?

1 day -- will it be easy to care for? Do you understand how to care for it?
Week IX

D. Keys to a happy and successful shopping trip

1. Where to shop

1 day -- decide what you need before you go shopping
       -- are spur-of-the-moment purchases wise?

1 day -- consider money available and quality desired
       -- go to stores carrying items you can afford to buy

1 day -- on what items is it wise to pay a lot--or a little?

1 day -- practice handling money

Week X

2. Shopping Behavior

1 day -- speak quietly, be a considerate customer

1 day -- the clerk's role

1 day -- practice handling money
       -- talk about shopping trip

1 day -- make final decision of item to shop for in Salem

Week XI

3. Let's go shopping!

2 days -- take trip to Salem to shop (2 trips, 5 girls each)
       -- visit self-service dry-cleaning establishment

1 day -- discuss trip and experiences in stores

1 day -- evaluate and summarize what we have learned
Copy of Scoring Sheet for Author-Developed Test

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<th>Group:</th>
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<tr>
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<td>19. A B C</td>
<td>33. yes no</td>
</tr>
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<td>34. yes no</td>
</tr>
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<td>9. A B C</td>
<td>23. A B C</td>
<td>37. yes no</td>
</tr>
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</table>