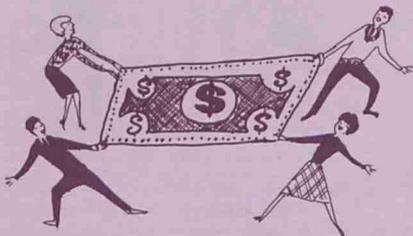


## Buy-Ways to Clothing Dollars and Sense



Families are often judged by the clothes they wear. Fortunately, it is not the amount of money spent on clothing or the size of the wardrobe that determines whether or not a family is well-dressed. Careful planning can provide appropriate clothing for every occasion at reasonable cost and with comparatively few garments.

Getting full return for money spent on clothing should be the aim of every member of the family. A wise family makes every dollar count by applying these three important wardrobe checkpoints:

- ✓ Make a clothing plan.
- ✓ Watch your P's and Q's—price and quality—when buying clothes.
- ✓ Care for clothing properly.



### PLANNING

The secret of being well-dressed at small cost is to plan each family member's wardrobe carefully, wasting nothing and making the most of what every person already owns. Clothing is expensive. A good plan will help prevent unnecessary and careless buying. Remember, impulse buying leaves its mark on your wardrobe—you may end up with an assortment of perfectly good clothes that will not mix-and-match.

The total family budget should be considered when making your plan. Amount of money set aside for the clothing budget will be determined by:

- • • occupation and income of father and mother.
- • • age of family members.
- • • needs of each member based on activities for which he will wear garment.
- • • where family lives.
- • • climate.



Every family member old enough should have a part in the planning. Everyone's wardrobe needs will probably be different—therefore, the first step in making a plan is to analyze family activities in terms of clothing needs. You may find it helpful to make a list of major activities and the special occasions that occur fairly regularly in the family's life.



**The Family Clothing Inventory**—After clothing needs are determined, make a list of the present wardrobe to give the family a clear picture of garments on hand. Then evaluate all family clothing from the standpoint of type, number and condition of garments. Put your plan on paper and divide clothes into three groups:

- • • those you will keep.
- • • those you will restyle, remodel and repair.
- • • those you will discard or give away.



This list will be the basis for determining clothing you will buy, make, remodel or repair. Next, you will want to determine when you will need each item so you can arrange your spending schedule to fit into other expenses. It may be necessary for you to spread the cost of large expenditures, such as coats and suits over a period of time.

**Color in Wardrobe Planning**—Color is the heart of good wardrobe planning. Without a color scheme, the clothes in your wardrobe will not seem to belong together and you will end up with a lot of "misfits." With carefully selected colors, you can combine relatively few clothes into a number of attractive outfits.

To avoid color "pitfalls" in wardrobe planning, follow these simple suggestions:



- • • decide on your most becoming colors by considering your hair, eyes, complexion, size and personality.
- • • keeping your best colors in mind, select a basic color for your wardrobe. Basic colors are often dark, such as black, brown and navy and create a neutral effect.
- • • buy garments which are to be worn a long time, such as coats, suits and expensive accessories, in basic colors.
- • • select secondary colors which will brighten or contrast well with your basic color. By using the correct shades and tints in varying intensities, you will get a pleasing harmony throughout your wardrobe.
- • • use bright colors as accents to give interest to an outfit.
- • • wear the latest fashion colors only when they are becoming to you.

**Restyle, Remodel and Repair**—The wise consumer will minimize clothing expenses by sizing up all old clothes and salvaging every usable garment before buying new ones. A little remodeling can give a lift to garments labeled hopeless or may lengthen the life of a cherished garment. Before you decide to make over garments, be sure they are not too badly worn or too faded to salvage. Some garments just can't be remade satisfactorily.

"A stitch in time saves nine" tells us to mend little rips and tears immediately. Neglect can make even the loveliest clothes look dowdy and old. Missing buttons and fallen hems can easily give you that droopy, sagging look. If neglected long enough, rips or tears grow and make the garment unwearable. A bit of matching thread and a little effort on your part may give that garment a new lease on life. Keep zippers, buttons, snaps, hooks and eyes in working order.

**Home Sewing Stretches the Clothing Dollar**—Home sewing is a real dollar stretcher for anyone who has the necessary skill. Sewing not only enables families to get more for their money, but it also aids in keeping clothes in good condition. Being able to make the clothes that cost the most, including party dresses, coats, suits or similar garments, can save a lot of money.

Plan your home sewing so that outfits are completed before the season is over. Don't waste time or money making garments that can be bought ready-made for less. Underwear and sleeping garments may fall in this category.



**How to Buy a Bargain at Sales**—It is possible to stretch your clothing budget by shopping at sales. However, a sale does not always mean good buys and thrifty shopping.

If a garment needs major alterations—and if *you* must pay for them—little money will be saved. When shopping at sales, go early when the selection is best. You can make the most of sales time by shopping for major items during the big January and July Sales. Usually your best bargains come from better stores.

#### KNOWING YOUR P'S AND Q'S—PRICE AND QUALITY—WILL HELP YOU BECOME A SHREWD SHOPPER

To be a shrewd shopper:

- • • shop around before buying major items.
- • • try on clothes before buying.
- • • consider the cost of upkeep.
- • • study information labels.
- • • buy clothes that will serve several purposes.
- • • resist high pressure salesmanship.
- • • shop only when you feel fit.
- • • buy basic clothes that can be dressed up and down and worn for more than one season.
- • • buy clothes that go well together in type and color.
- • • consider fit, workmanship and fabric when judging value in clothing.

#### WHAT TO LOOK FOR IN BUYING READY-MADES

**Fabric**—How a garment looks and how well it wears depends a lot on the fabric. Today's fabrics have many hidden qualities that make them almost impossible to identify by looks and feel alone. The consumer should become acquainted with the characteristics of these fabrics in order to judge them.



1. Is the fabric fast to sunlight, gases, washing, drycleaning and perspiration?
2. Will the fabric ravel easily?
3. Is the fabric suitable to the style of garment?
4. Does the fabric have a finish?
5. Will the fabric stretch and get out of shape easily?

**Workmanship**—Look for the following clues to good workmanship:

1. Clothing should be cut with the correct grain—lengthwise, crosswise or bias.
2. If fabric has a design or a print, the patterns should be matched at the seams.
3. Garments should have ample seams for alterations.
4. Seams should be finished to prevent raveling.
5. Stitching should be secure.
6. Strain points should be reinforced.
7. Look for well-constructed buttonholes and decorative trims.
8. Hems should be ample for lengthening.

**Fit**—When trying on clothes, keep the following in mind:

1. If the garment requires a great deal of alteration, pass it by—especially if the bodice must be altered.
2. Garment should be comfortable when sitting, standing, walking and bending.
3. Be sure garment will not change size when drycleaned or washed.
4. Give yourself the mirror test—try garment on and study it from back, front and side.

### CARE FOR YOUR CLOTHES

Daily care of clothes is an excellent way to stretch the clothing dollar as well as to improve personal appearance. This need not be a burden. Simply take good care of your clothes every day. Follow these guidelines:

- • • air your clothes.
- • • don't spare the brush and spoil your clothes.
- • • remove spots quickly.
- • • protect woolsens from pests.
- • • hang clothes properly.
- • • use seasonal storage practices.
- • • don't forget a "stitch in time saves nine."
- • • study labels for instructions on care of each garment.
- • • apply proper cleaning methods.
- • • apply proper pressing techniques.

Modern fabrics are making clothes increasingly easy to care for. Many of them are washable and dry quickly. Be sure to consider upkeep when buying for your wardrobe.

**Storing "Out of Season" Clothing**—Be sure clothing is clean before storing. Do not starch cottons and linens; starch may deteriorate fabrics and attract silverfish. Store in a dry place so clothes don't mildew.

Protect woolen clothing from moths and carpet beetles. Place clean woolsens in a sealed box or garment bag. To be safe, use moth flakes and spray the storage area with an insecticide.

**Information Labels**—Check the labels that come with your clothes for the following:

- • • care garment requires.
- • • fiber content in garment.
- • • shrinkage control.
- • • fabric finish on fabric.
- • • name of retailer and manufacturer.

It is a good idea to file identification tags for future reference. Mark on each tag the garment from which it came.

### A FINAL WORD

Remember that being well-dressed depends more on *careful planning, smart shopping* and *proper care* than on the amount of money you have to spend!

Published by

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE



North Carolina State University at Raleigh and the U.S. Department of Agriculture, Cooperating. State College Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.

8-68-5 M

HOME ECONOMICS 95

Teaching Outline  
for  
Agents and/or Leaders  
Buy-Ways to . . .

CLOTHING DOLLARS AND SENSE

I. Objectives of Lesson:

- A. To help consumers weigh both quantitative and qualitative values when planning, purchasing and caring for the family wardrobe.
- B. To help families develop an understanding of clothing consumer problems:

II. Audiences:

- A. Young homemakers
- B. Other interested groups
- C. Low income

III. Possible Usage:

- A. Organized clubs
- B. Special interest
- C. Radio
- D. T. V.

IV. Lesson Outline and/or Study Guide

A. Introduction to lesson

Every year millions of dollars are spent by women on clothing for themselves, their children and their husbands. Consumers of all ages make decisions daily regarding clothing they purchase and wear. Getting full return for all monies spent on clothing should be the aim of every family member. Fortunately, it is not the amount of money spent or the size of the family's wardrobe that determines a well dressed family. The secret of good wardrobe planning is to plan carefully, waste nothing and make the most of what every member already owns.

Remember: Build into this lesson the Clothing Value Equation -  
 $VALUE = NEED + WANTS + CARE \div COST \text{ OF ARTICLE}$

B. Planning

Unless you want to be a woman with a closet full of clothes and nothing to wear, you will need to take time, thought, and patience to select clothes that

- Make you happy
- Are right in price for your clothing budget
- Are always right in time, place, and occasion
- Will give high standards of performance, and will be comfortable
- Go well with other things in your wardrobe

C. In Order To Buy Wisely You Will Want To:

1. List all the clothes you have, protective clothing, outer garments, underwear, shoes, and accessories, etc.
2. Inspect these clothes and divide them into three groups:
  - a. Those that can be worn without change.
  - b. Those needing alterations, remodeling, and repairs
  - c. Those that are no longer wearable.
3. List the new clothes that you will need to buy to complete your wardrobe.
4. Decide how much you can afford to spend on clothes, and plan for the most needed garments first, then decide about how much you can afford to spend for each.
5. Decide whether it is better to make the garment or buy it.
  - Can you get the professional look in your sewing?
  - Do you have time to sew?
  - Do you enjoy sewing?
  - Can you get a better fabric in clothes you make than in those you buy?
  - Do you have a good selection of clothes in your town?

D. When you Buy Ready Mades:

1. Look for informative labels that tell you what it is made of, how it is made, the wear you may expect from it, and how to care for it.
2. Look for signs of good workmanship:
  - a. Cut on true grain of material.
  - b. Plaids or stripes matched at all points where they should be.
  - c. Buttonholes flexible and worked on both sides.
  - d. All pieces fitting together properly, no drawing or pulling, and no corners or edges sticking out.
  - e. Linings fitting properly, loose, but not sagging.
  - f. Seams finished in a manner appropriate to material and garment.
  - g. Belts made neatly. Examine corners, buckle, straps, and stitching.
  - h. Fasteners (buttons, hooks and eyes, snaps) and decoration neatly attached.
  - i. Stitched with matching thread, with stitches the proper length.
3. Check for good fit, or see that it can be altered to fit without much trouble.
4. Find out if it is easy to care for:
  - a. How often will it require cleaning?
  - b. Does it have to be dry cleaned?
  - c. Is it machine washable? Hand washable?
  - d. How much ironing will it require, and at what temperature?
  - e. Will it wrinkle? Hold a crease? Hold its shape?

- E. When You Go Shopping Do You -
- Go alone, or with someone on whose advice you can depend?
  - Shop leisurely and look around. Don't buy the first thing you see.
  - Have an idea as to what you want as to color, type, and occasion, and approximately how much you can afford to spend?
  - Take time to try on garment, or check measurements if shopping for someone else?
  - Study the garment to see if it flatters you, if it fits, and if it has a place in your wardrobe.
  - If matching colors, carry a sample so you can select correct color.
  - Ask the saleswoman for time to think it over if you are unable to make up your mind, and when you do buy, are you courteous enough to give the sale to the one who helped you?

V. Suggestions for Presenting Program

1. Borrow clothing from a department store to use in teaching pointers to look for in selecting good buys. You may also wish to ask club members to bring to the meeting a good and a bad buy.
2. Slides - "Managing Your Clothing Dollars" . Loan from State Clothing Department.

VI. Evaluation

1. Observe interest of group and questions asked.
2. Use planned evaluation sheet to test buymanship practices of each member attending meeting.

VII. Reading references

Tate and Glisson, Family Clothing. John Wiley and Sons, Inc. 1961.

Chambers - Moulton, Clothing Selection, J. B. Lippincott Co., Philadelphia 1961.

"Buy-Ways to . . . Clothing Dollars and Sense" by Mary Em. Lee.

Prepared by  
Mary Em. Lee  
Extension Clothing Specialist

N. C. State University

EIGHT REASONS WHY WOMEN BUY

Her husband says she can't have it.  
It makes her look thin.  
It comes from Paris.  
Her neighbors can't afford it

Nobody's got one.  
Everybody's got one.  
It's different.  
Just because.

N. C. State University  
1-1-69

Evaluation Sheet

Buy-Ways to...

CLOTHING DOLLARS AND SENSE

The following test is designed to help you evaluate your "Clothing Dollar I. O."

- Yes \_\_\_ No \_\_\_ 1. Do you have suitable clothing for occasions that arise frequently?
- Yes \_\_\_ No \_\_\_ 2. Do you consider your clothing costs in relation to your other expenses?
- Yes \_\_\_ No \_\_\_ 3. Do you plan purchases before you shop?
- Yes \_\_\_ No \_\_\_ 4. Do you ever make a written inventory of all your clothes as a basis for wardrobe planning?
- Yes \_\_\_ No \_\_\_ 5. Do you go through your wardrobe periodically and discard items that are no longer wearable?
- Yes \_\_\_ No \_\_\_ 6. Do you make clothing repairs promptly?
- Yes \_\_\_ No \_\_\_ 7. Do you know which styles, lines and colors are most becoming to you?
- Yes \_\_\_ No \_\_\_ 8. Do you plan around one or two basic colors and buy things to harmonize with them?
- Yes \_\_\_ No \_\_\_ 9. Do you plan purchases so a few items can be combined into several outfits?
- Yes \_\_\_ No \_\_\_ 10. Do you know approximately how much you can afford to spend on clothes?
- Yes \_\_\_ No \_\_\_ 11. Do you follow a basic wardrobe plan when shopping for clothes?
- Yes \_\_\_ No \_\_\_ 12. Do you usually buy classic styles that do not go out of fashion quickly?
- Yes \_\_\_ No \_\_\_ 13. Do you buy the best quality you can afford in items you wear often - as a winter coat?
- Yes \_\_\_ No \_\_\_ 14. Do you read labels attached to garments for facts on fabric, construction, fit and care?
- Yes \_\_\_ No \_\_\_ 15. Do you check workmanship looking for neat, even stitching... well-finished seams, hems and fastenings...well matched patterns?
- Yes \_\_\_ No \_\_\_ 16. Do you try garments on to check fit, appearance and comfort?
- Yes \_\_\_ No \_\_\_ 17. Do you either wear the garment to the store or take a fabric sample with you when trying to buy items to "go with" something you own?

- Yes \_\_\_ No \_\_\_ 18. Do you hang clothes up after each wearing?
- Yes \_\_\_ No \_\_\_ 19. Do you keep clothing in good shape - cleaned, pressed, repaired?
- Yes \_\_\_ No \_\_\_ 20. Do you consider each new purchase in terms of how it will fit into your wardrobe?
- Yes \_\_\_ No \_\_\_ 21. Do you know when you can save by making your own clothing?
- Yes \_\_\_ No \_\_\_ 22. Do you manage to dress for most special occasions without having to buy something new?
- Yes \_\_\_ No \_\_\_ 23. Do you budget for clothing repairs, cleaning, storage?
- Yes \_\_\_ No \_\_\_ 24. Do you consider the clothing needs of each member of the family as well as your own?
- Yes \_\_\_ No \_\_\_ 25. Do you know where to find the quality of clothing you want at the price you can pay?

To know your "clothing dollar I.Q." give yourself four points for each "yes" answer. If your total score is:

- . 80-100      you have good clothing sense
- . 60-80        you can improve
- . Below 60     you really need to improve

This evaluation sheet is prepared to go along with the filmstrip "Managing Your Clothing Dollar" by Household Finance Corp. It is set up for the individual homemakers, however if the focus of the lesson has been on the family wardrobe, revise the statements to include the family rather than the individual homemaker. For example in question No. 1 "Does your family have . . ." instead of "Do you have . . ."

#### SUGGESTION FOR SCORING AND SUMMARIZING - FOR HOME AGENTS

In order to get a complete picture of what each participant thinks about the lesson, it is suggested that the staff member responsible for the lesson prepare a county summary from the questionnaire forms to include the information listed below:

1. Name of agent and county
2. Total number of persons receiving lesson
3. Indicate the number of percentages of all homemakers whose score fell in each of these categories:
  - \_\_\_\_\_ 80 - 100
  - \_\_\_\_\_ 60 - 80
  - \_\_\_\_\_ Below 60
4. Write brief summary pointing up the highlights and implications for further programming.
5. Send one copy of county summary on a questionnaire form to the specialist involved so that district and state summary may be made.

To: Home Economics Agents Responsible for Clothing Program

From: Mary Em. Lee, Extension Clothing Specialist

The following bulletins and lesson sheets are not completed to date. As soon as they are printed I will send them to you.

Buy-Ways to Coats and Suits (New bulletin at printers)

Buy-Ways to Fibers, Fabrics and Finishes

Buy-Ways to Understanding the Hangtag

Buy-Ways to Buying a Dress

Teaching Outline  
For  
Agents

Buy-Ways to . . .  
FIBERS, FABRICS AND FINISHES

I. Objectives of Lesson

- A. To create within the consumer a growing interest in fibers, fabrics and finishes.
- B. To provide the consumer with information which will help her become more discriminating in selecting today's fabrics both in piece goods and readymades.
- C. To develop an appreciation of the rapid growth and importance of the textile industry today.

II. Audience

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

III. Possible Usage

- A. Organized Clubs
- B. Special interest
- C. Radio
- D. T. V.
- E. Newspaper

IV. Lesson Outline and/or Study Guide

A. Introduction

The field of textiles is in the midst of one of the most exciting and complex decades in its history. Fabulous new discoveries in this area are taking place every day. These changes are constantly expanding the choice range for the consumer - making today's fabric more beautiful, more comfortable and easier to use and care for.

With this ever increasing number of new fibers, fabrics and finishes on the market, it is impossible for the average consumer to identify them by mere looks and feel. In order to help the consumer purchase wisely and to help her know the best care to give these fabrics after purchasing - the Textile Fiber Products Identification Act became effective March 3, 1960. This fiber identification act requires that fiber content be given on labels of wearing apparel, yard goods and household textiles. The act requires the label to give Generic (family) name and percentages by weight of the fibers in the product.

## Changes in the Overall Consumption of Textile Fibers

In 1960 - 70% of fabrics on the market were made from one fiber  
30% of fabrics on the market were made from blends

Now the situation is reverse.

In 1968 - 70% of fabrics on the market are made from blends  
30% of fabrics on the market are made from one fiber

### B. Teaching Outline

Modern Fabric loan kit and script may be borrowed from State Clothing Department. The script will include information on the modern fabrics in kit.

#### Lesson Emphasis

#### Discussion Questions and Visuals

##### 1. Fiber, Filament and Fabric

1. Show sample and discuss meaning of these three terms.

##### 2. Information Label

2. Show poster with different types of labels fastened to it and analyze them.  
Discuss value of labels and emphasize the following information found on good labels

- What it will do
- What it is made
- How it is made
- How it is to be used
- Name of manufacturer
- and how to care for it

##### 3. Textile Identification Law

Explain this law and tell how it protects the consumer. (Requirements of this Act may be given on poster)

##### 4. Classification of fibers

Show a chart giving this information. (See lesson sheet). How are fibers classified?

- Natural (list)
- Man-made (list)

##### 5. Fabric finishes

5. Show and discuss those fabric finishes found in loan kit-- shrinkage control, mercerization, plisse, water repellent, spot repellent, fire retardant, hygienic finishes, wrinkle resistant, mildew resistant, etc. This information is found on the swatch of fabric illustrating the finish.

6. Modern Developments

6. Show samples and discuss fabrics featuring modern developments such as stretch, bonded and laminated, double cloth, felted fabric, etc. Added information is found on swatch illustrating the developments.

7. Care

7. Discuss general care information for modern fabrics.

V. Suggestions for Teaching Methods

In presenting this lesson remember to stress the advantages of knowing the fiber content of clothing. See how many can identify all fibers in clothing they are wearing.

A. Lecture or demonstration method can be easily adapted to this subject.

B. Set up a role playing situation.

C. Organize a panel and discuss the good and bad experiences women encounter in using and caring for today's fabric.

VI. Suggested Visual

A. Make up a flip chart or a set of posters as suggested in the teaching outline.

B. Borrow clothing from local stores or have women bring to meeting a good and a bad buy in regard to serviceability.

C. Use loan kit of modern fabrics furnished by state clothing department.

D. Filmstrip - Textiles of Today - by Celanese Fiber Marketing Co., Consumer Education Department, on loan from state office.

VII. Evaluation sheet

Follow-up questionnaire to be given out after the lesson.

VIII. Reading References and Lesson Sheet

A. U.S.D.A, 1965 Consumer All--Yearbook of Agriculture, Pages 339-341

B. Chambers and Moulton, Clothing Selection, J. B. Lippincott Co., Philadelphia, Pa.

C. American Home Economics Association, Textile Handbook, 1600 Twentieth Street, N.W. Washington, D. C. 20009. Price \$1.25 (It is recommended that each home agent's office have one of these handbooks.)

D. Tate and Glisson, Family Clothing, John Wiley and Sons Inc. 1961.  
New York

E. Bulletin Buy-Ways to . . . Fiber, Fabric and Finishes  
by Mary Em. Lee and Lillie Little

Note to the home agent responsible for the clothing program.

This lesson is a joint project between the clothing and the house furnishing departments. In presenting this lesson you will use different kits of fabric and a different approach to most of the information. The same bulletin will be used. Please designate on your request whether it is a Clothing or a Home Furnishing lesson.

It is recommended that this lesson be presented by home economics agents and not by leaders.

Lesson Planner for Clothing  
Mary Em. Lee,  
Extension Clothing Specialist

N. C. State University  
1-1-69

Supplementary Outline  
for  
Agents

GENERAL TEXTILE FACTS  
By Mary Em. Lee

I. Three Major Forms of Textiles

<u>Fiber</u>	<u>Yarn</u>	<u>Fabric</u>
Smallest Unit		Largest Unit
Thread-like tissue capable of being spun or woven		

II. There are two kinds of fibers

<u>Filament</u> LONG	and	<u>Staple</u> SHORT
Can be measured in miles		Measurable in inches

III. Depending on the source, fibers can be broken down into another group.

A. Natural Fibers:

Come from plants or animals

1. Plants
  - Cotton - Staple
  - Linen - Staple
2. Animals
  - Wool - Staple
  - Silk - Filament or Staple

MAN-MADE Fibers

(Staple or Filament)

Familiar fibers

Rayon	Glass
Acetate	Metallic
Polyester	Olifin
Nylon	Rubber
Acrylic	Spandex
Modacrylic	

B. Filament yarns can be chopped into staples

C. Staple Fiber - makes a spun yarn; Filament Fiber - makes filament yarn.

D. Differences between Filament and Spun Fabrics.

<u>Spun</u>	<u>Filament</u>
Fuzzier	Smother
Irregular	Uniform
Thicker and Coarser	Finer
Weaker in breakage	Stronger in breakage
Duller	Lustrous
Absorbent	Less Absorbent
Warmer	Less Warm
More Flexible	Less Flexible
Easier to Dye	Quicker Drying
More Elastic	Less Elastic
Better crease resistance	Creases easier

IV. Different Processes for making fabric.

- A. Woven (great majority)
- B. Knitted
- C. Non-Woven (Braided or Felt)
- D. Bonding

- V. Three Basic Weaves:
- |          |                |                  |
|----------|----------------|------------------|
| A. Plain | D. Basket      | G. Leno or gauze |
| B. Twill | E. Herringbone | H. Jacquard      |
| C. Satin | F. Pile        | I. Double cloth  |

VI. Warp and Filling--The warp yarns are vertical; the filling yarns are horizontal. The selvage always runs parallel to the warp.

VII. Denier--means the size (or weight) of a yarn. Denier always indicates a filament yarn.

VIII. Knitted Fabrics--In a knitted fabric the vertical rows are called wales, and the horizontal rows are called courses.

IX. Fabric Blends

It is a combination or mixture of two or more fibers. Blends may contain both natural and man-made fibers. Examples of blends are: wool and cotton, Dacron and wool, cotton and Orlon.

X. Three Different Methods of Spinning MAN-MADE FIBERS:

- A. Pot Spinning
- B. Bobbin Spinning
- C. Continuous Spinning

1. The spinnerette is the heart of the spinning operation of man-made yarns. (A small device with tiny holes in bottom of it). The liquid is forced through holes, into circulating warm air, and solidifies into yarn.

2. The number of filaments is determined by the number of holes in the spinnerette.

3. The denier of the filament is controlled by the size of the openings.

XI. Different Finishes can be applied after the fabric is woven: There are hundreds of different kinds of finishes. Here are a few common ones:

- |                               |  |
|-------------------------------|--|
| 1. Silcones - stain resistant | 6. Crease and wrinkle resistant  |
| 2. Glazing                    | 7. Permanent Durable press   |
| 3. Mercerizing                | 8. Flameproof  |
| 4. Pre-shrunk                 | 9. Water Proofing  |
| 5. Wash and Wear              | 10. Water Repellency - each individual yarn is coated, before the fabric is woven; this is better than water proofing. |

Evaluation Sheet

Buy-Ways to...

FIBERS, FABRICS AND FINISHES

How well do you know your fibers, fabrics and finishes? Take this simple quiz and see how well you rate.

A. Classification of fibers:

Listed below are 10 well-known fibers. These fibers are either natural or man-made. Place a N by the natural fibers and a MM by the man-made:

- |                               |                      |
|-------------------------------|----------------------|
| 1. <u>N</u> Cotton            | 6. <u>MM</u> Acetate |
| 2. <u>MM</u> Glass            | 7. <u>N</u> Wool     |
| 3. <u>MM</u> Rayon            | 8. <u>MM</u> Spandex |
| 4. <u>N</u> Linen             | 9. <u>MM</u> Nylon   |
| 5. <u>MM</u> Dacron Polyester | 10. <u>N</u> Silk    |

Give 1 point for each correct answer. Total points \_\_\_\_\_

B. Check the following statements true or false.

- T x F 1. The perfect fiber has not been found nor made.
- T x F 2. Wool is perhaps the oldest fiber known.
- T x F 3. Cotton is the most used of all fibers.
- T F x 4. Orlon is older than nylon.
- T x F 5. Most of the cloth we use is woven.
- T F x 6. Mercerization is a new finish.
- T x F 7. Durable-press is a new finish.
- T x F 8. Today the manufacturer must list all fibers in a fabric up to 5%.
- T x F 9. 70% of today's fabrics on the market are blends.
- T x F 10. Most all fabrics have a little sizing or finish to give them a crisp feel.

Give 1 point for each correct answer. Total points \_\_\_\_\_

- C. Listed below are familiar finishes with purposes or uses. Match the finish on the left with the purpose on the right.

- | <u>Finish</u>                 |   |
|-------------------------------|---|
| 1. Water proof                | <u>(5)</u> Prevents fabrics from burning. |
| 2. Mercerizing                | <u>(3)</u> Keeps fabric from shrinking    |
| 3. Pre-shrunk                 | <u>(4)</u> Creases last life of garment.  |
| 4. Durable or permanent-press | <u>(1)</u> Used on rainwear.              |
| 5. Flameproof                 | <u>(2)</u> Gives fabric a sheen.          |

Give 1 point for each correct answer. Total points \_\_\_\_\_

Total points of all three sections \_\_\_\_\_

Note to Home Economics Agents: Key for correct answers is given

-----

#### SUGGESTION FOR SCORING AND SUMMARIZING - FOR HOME AGENTS

In order to get a complete picture of what each participant thinks about the lesson, it is suggested that the staff member responsible for the lesson prepare a county summary from the questionnaire forms to include the information listed below:

1. Name of agent and county.
2. Total number of persons receiving lesson.
3. Indicate the percentage of all homemakers whose score fell in each of these categories:  

_____	20-25	Very good
_____	15-19	Good
_____	Below 15 need more information on wise buying of fibers, fabric and finishes.	
4. Write brief summary pointing up the highlights and implications for further programming.
5. Send one copy of county summary on a questionnaire form to the specialist involved so that district and state summaries may be made.

Buy-Ways to . . .

## SELECTING CLOTHING FOR MEN

Prepared by  
Ruby Taylor Miller  
Extension Clothing Specialist

### WARDROBE PLANNING

Wardrobe planning or "coordination" is the putting together of the various components which make a complete picture or the total look. Knowing how to do this comes natural for some men. For other men, it often requires much time, effort, and thought. It should never come to the point that trying to coordinate the clothing becomes discouraging rather than enjoyable. The most important thing to keep in mind is that the way a man is "coordinated" "put-together", or "looks" should attempt to express the man himself and not how you as his wife, girl friend or sister thinks he should look.

Since homemakers buy approximately eighty per cent of men's clothing, this lesson sheet should be studied carefully by both women and men.

Remember these basic pointers as the wardrobe is planned:

- ... A key wardrobe color will help one to select new clothes and combine separates (slacks, jackets, and shirts) into pleasing color harmonies.
- ... Go easy using patterned fabrics such as plaids, stripes, and prints. Too many patterns will limit combinations. A few will add interest and variety to the wardrobe.
- ... The tie should harmonize or complement the suit in color. If the jacket or suit is patterned, the tie should be plain.
- ... Socks should be selected to match the shoes or trousers in color. They should not be lighter than the suit. Plain socks are better with a patterned or dressy suit. Patterned socks are good for sportswear.
- ... The texture of the accessories, (tie, handkerchief, and socks) should be in keeping with the garment and the occasion. For example, fine gauge socks should be worn for business occasions and heavier casual socks are good for sportswear.

### EFFECT OF BODY BUILD ON STYLES OF CLOTHING

The type body build should be determined since this is one of the first guides to selecting appropriate styles suitable to the various body types.

Vertical lines (which run up and down) give the appearance of being tall and slender. This is the appearance a short and stocky man would want. Because of their vertical lines, shirts with low-sloped collars and slim ties would also give this appearance.

Horizontal lines (which run crosswise) give the appearance of a person being heavier. A slender person should wear these lines well. For other horizontal lines, wear suits with tailored shoulders, shirts with moderate spread and button-down collars, and horizontally patterned ties.

For a tall and heavy person, suits of plain, subdued patterns with little shoulder padding; moderate to wide-spread collars and average to wide ties would be good.

For a short and slim person, single-breasted suits of chevrons, tweeds and neat plaids; pinned, tab, or button-down collars and all but the widest ties would be excellent choices.

From the previous discussion, it has probably been noted that lines can be found in clothes:

... in the design of the fabric--as figures, stripes, and plaids

... in the cut or style of the garment--as in the length of the jacket, type of jacket, type pockets, collar line or shape

... in the use of color contrasts, as in separates such as jackets and slacks which give a person the appearance of being cut in half. Similar colors in both jacket and slacks would not have this effect.

#### THE RIGHT COLORS FOR THE INDIVIDUAL

Everyone--men, women and young people--should consider the effect of the color of clothing upon their overall appearance. Since there is such a big trend in returning color to men's clothing, color should be the prime importance in the selection of these clothes. This renewed interest in color in men's garments has been referred to as "The Peacock Revolution". Since men do not have the aid of makeup, the choice of color in their clothing is an important tool for improving or playing up their own natural coloring.

Remember:

... Light colors and bright intense colors make one appear larger.

... Dark colors make one appear smaller and are good for the stocky person.

Some colors will look better on some men than on others. Usually a person can wear two or three well and several others almost as well.

#### BUYING A SUIT

A man who realizes the importance that clothes play in his appearance will select clothes that look right on him. He chooses a suit carefully, making sure that it is suited to him and his activities. A woman buying clothing for a man should consider these factors also.

#### HOW MUCH MONEY SHOULD BE SPENT FOR A SUIT?

How much money should be spent for a good suit or a good sports jacket and slacks combination? Before deciding, these questions will need to be answered.

1. Will the suit be worn a lot? If the answer is yes, then a better quality suit which will give good service should be purchased.

2. What is the highest amount of money the family can sensibly afford to spend? This will perhaps be the key to making the purchase.

#### WHAT ABOUT THE FABRIC?

After a suit has been selected, look at the material and feel it. Is it a firm weave? Does it wrinkle or do the wrinkles spring out when the fabric is released?

Look for a label, tag, or pocket stuffer to give information. The law requires that all garments have information stating fiber content of the material. Look, too, for information about special finishes, what care the garment requires, and the name of the manufacturer or retailer.

Wool is a popular fiber for summer or winter wear. Wool is scaly looking fiber that can hold in air giving it insulating and absorption qualities. Therefore, wool has long been a favorite of men's suits and coats. Wool tailors easily, holds its shape well, and resists wrinkles.

There are two types of wool fibers--worsteds and woolens. A worsted fabric is made of long, fine woolen fibers that are tightly twisted. This twist makes the fabric particularly durable. Worsteds will take a sharp crease and hold their shape. If the fabric is crumpled, it will spring back to shape when released. Gabardine and sharkskin are worsted fabrics. These will become shiny after wear and cleaning. Plaids and stripes in worsteds will not show shine readily.

The second type of wool fiber is the woolens. Woolens are fabrics made from fibers that are too short to be twisted. These fabrics are soft, do not hold pressing as well, and are not as durable as worsted fabrics. They do not wrinkle easily and are thicker and fuzzier than worsteds. Examples of woolens are tweeds, twills, some flannels, and homespun. In general, woolens are less expensive than worsteds, and they will not show shine as soon as worsteds.

A pure virgin wool trademark on the label means that the fabric has been quality tested for good performance.

There are some 17 man-made fibers. Those most commonly used in suit fabrics are polyesters, acrylics, and rayons. These are usually blended with other fibers as will be indicated on the label.

Polyesters give crease and press retention to suitings. Acrylics give crease retention but more warmth than polyesters. Rayons lower the cost of the fabric and can be given minimum care and durable press finishes.

Watch for fiber hang tags which state that the fabric is certified by the making the fiber. This means that the company has controlled the quality of the fabric that carries its fiber trademark name.

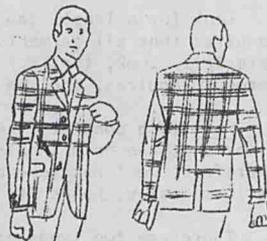
## THE QUALITY OF A SUIT

After the fabric has been studied, notice some other things about the suit. There are some definite signs of good quality and workmanship.

**Straight of grain:** Grain means that the lengthwise yarns are perpendicular to the crosswise yarns. If the suit is not cut on the true grain, it will lose its shape in wear and cleaning. The crosswise yarns should run straight across the chest and sleeves without sloping down.

**Matching of pattern:** In the best quality suits the cloth is cut so that the patterns match exactly. The matching of patterns does not make the suit wear better, but it does increase the value and quality of the suit. Since this is true, it may be wise to avoid definite patterns when you are buying a suit from a low-price range.

Plaids should match at the center back seam of the jacket, the side seams, armholes, where the coat fronts meet when buttoned, and where the collar rolls over and meets the back. Fabric patterns should match on pocket flaps and welts and where the collar is notched.



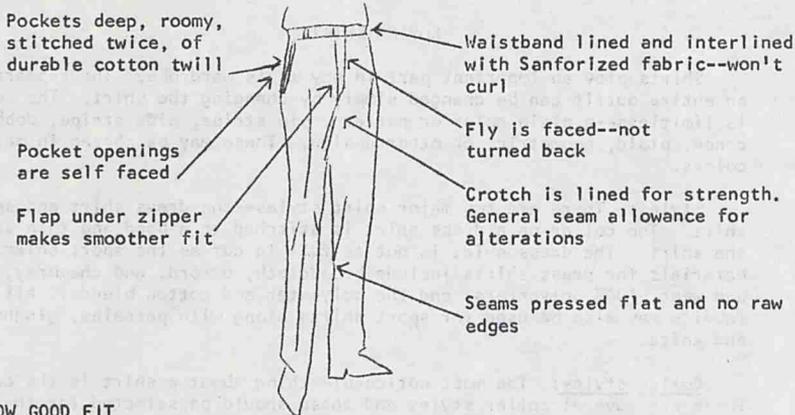
**Lining:** A firm closely woven twill will give more service because it is the most durable. It can be recognized because the weave looks as though it forms diagonal lines across the fabric. Check the label to see if the lining has been treated so it is resistant to perspiration and cleaning as well as to crocking. (Crocking is when the color rubs off).

**Buttonholes:** Any well-made buttonhole will have close, even stitching on both the underside and top side, and will have well-reinforced ends.

**Coat front** (or interfacing): The "coat front" is important. This is the foundation fabric between the coat material and the lining. The material is sometimes referred to as hair canvas or interfacing. The more wool the interfacing has, the better it will hold its shape. It should be closely woven. A good quality interfacing will spring back when you crush the coat lapel in your hand.

**Coat pockets:** Coat pockets of good quality suits should be made of a twill cotton - durable, closely woven and lightweight.

**Trousers:** The sketch indicates points of good construction which should be looked for when examining the trousers of a suit or casual slacks.

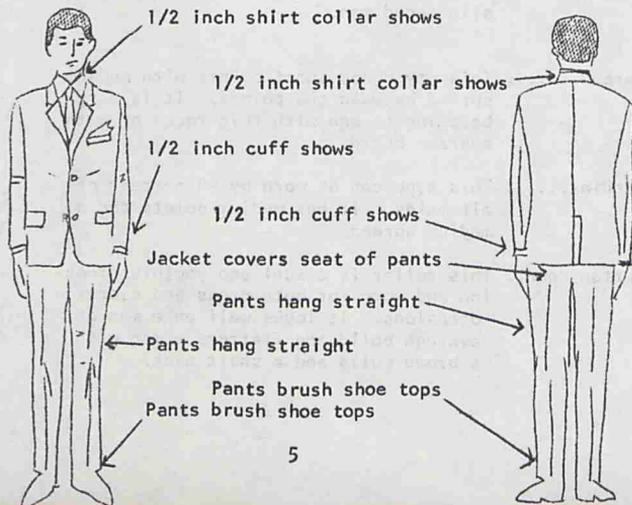


### KNOW GOOD FIT

A suit must fit well in order to look well. If it fits well, it will also wear better and will cost less for upkeep.

A clothier should do the measuring and help determine the size and proportion needed. Sizes of suits are determined by chest measurement. Jackets are proportioned so that they come in short, regular, long, or extra long lengths. The size of the slacks is determined by the waist measurement (taken over a shirt) and the length of the inside seams.

When buying a suit, try it on. Try on both the pants and the jacket, not just the jacket alone. Look at the suit carefully. Walk around, move arms back and forth, and sit down. Does the suit feel comfortable? Is the seat of the trousers comfortable? Are the chest, back, and under collar areas free from wrinkles? Is the waistband snug but comfortable? Do the armholes feel comfortable? A well-fitted suit will hang straight and not pull or appear baggy anywhere. Study these sketches carefully to determine how a suit should fit.



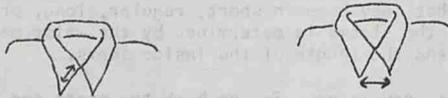
## BUYING SHIRTS

Shirts play an important part in any man's wardrobe. The appearance of an entire outfit can be changed simply by changing the shirt. The selection is limitless--a plain color or pattern, pin stripe, wide stripe, dobby, check, plaid, geometric, or other design. These may be chosen in many colors.

**Styles:** There are two major shirt styles--the dress shirt and sport shirt. The collar on a dress shirt is stitched to a band and then sewed on the shirt. The dress shirt is not as full in cut as the sport shirt. Materials for dress shirts include broadcloth, oxford, and chambray, wash and wear, 100% polyesters, and the polyester and cotton blends. All these fabrics may also be used for sport shirts along with percales, gingham, and knits.

**Collar styles:** The most noticeable thing about a shirt is the collar. There are several collar styles and these should be selected for the individual's face shape.

Become familiar with two descriptive terms--points and spread. Points refer to the distance from the neckband to the collar tip, and spread refers to the distance between the collar points.



Each man or each woman buying for a man should study his face shape. Is it round, long and slender, or average? What type collar will give the needed effect? Here are the seven basic shirt collar styles. Study them and learn which style is most becoming for the various shapes of faces.

Short point...This is excellent for the long-necked, slim faced man.



Spread.....This style has short points with medium spread between the points. It is very becoming to men with thin faces or with average build.



Regular.....This type can be worn by 90 percent of all males. It has medium points and a medium spread.



Button down...This collar is casual and youthful looking and worn for both dress and sports occasions. It looks well on a man of average build and flatters a man with a broad build and a short neck.



Tab.....This is a dressy style which looks well on the man with the average face. It is fastened with a snap fastener closure attached to the collar tabs.



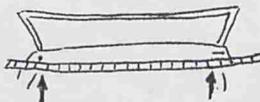
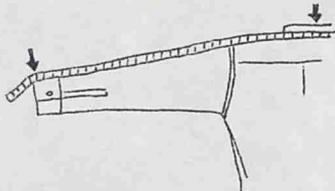
Low slope.....The low-slope style is cool, comfortable and excellent for the thin neck.



Rounded.....This type also is youthful-looking and may be worn by the man with a thin face or an average face.



Shirt sizes: Shirt sizes are based on neck measurement and sleeve length. The sleeve length is measured from the center back of the collar, over the shoulder and to the wrist. The length of the collar is measured from the center of the button to the buttonhole. The size is stamped in the collar--for example, 15 1/2-32 means the neck measures 15 1/2 inches and the sleeve 32 inches. The neck sizes are measured in 1/2 inch measurements and the sleeves are varied by 1 inch.



Shopping tips:

1. The buttonhole stitches should be close, firm, and with no loose threads. The buttonholes should be placed exactly in the center front.

2. Check to see that the buttons are smooth and clear. They should be stitched on securely.

3. Study the label carefully for information such as colorfastness, perspiration resistance, shrinkage control, and fabric certification. If a shirt is guaranteed not to shrink more than 1 percent, fit will not be affected after washing.

Teaching Outline  
for  
Agents and/or Leaders

Buy-Ways to - - -  
SELECTING CLOTHING FOR MEN

I. Objectives

- A. Women and men to become aware of the renewed interest in styles, colors, and coordination of men's clothing and to realize that the quantity and price of clothes is not as important as careful planning and coordination of what one has.
- B. Women and men to learn how to select men's clothing from the standpoint of quality features, economic and psychic value, as well as good fit.

II. Audiences

- A. All consumers, especially married couples since surveys show that more and more couples are shopping together.
- B. Homemakers since 80% of men's clothes are bought by women.

III. Possible Usages

- A. Homemakers Clubs
- B. Special Interest Groups
- C. County Council Meetings
- D. Agricultural Workers Council
- E. Youth
- F. All news media - radio, newspaper articles, TV
- G. Newsletters

IV. Lesson Outline and Suggested Procedure

A. Introduction to Lesson

For years, information has been written on how to buy women's clothes, the latest style trends, how to coordinate the woman's outfit colorwise as well as with accessories. Not much thought was given to the fact that men's clothes need to be bought with quality features in mind, consideration of coordination of the wardrobe and style trends.

Today, not only the men but also the women who buy for their men are anxious to learn how to make the men look better in their clothes; the best way to build a wardrobe on a small budget, how to pick the right suit, the right shirt, or the right hat; what goes with what; and how to make clothes last longer.

B. Teaching Outline

The prepared lesson sheet can be your guide in teaching this lesson. **IMPORTANT:** It is not expected that the entire lesson sheet can be covered in one lesson. Rather, it is recommended that you select the area of greatest interest and present this to your audience. For example, the section of wardrobe planning and the effect of line on body build could make up one lesson. Another lesson could be on buying a

man's suit - fabric selection, construction features, and fit. You may want to take part of the various sections and interrelate these. The lengthy lesson sheet was prepared, however, because a suit or shirt should not be purchased without consideration of factors such as colors, coordination, line, etc.

### Teaching Points

### Discussion and Visuals

#### A. WARDROBE PLANNING

##### 1. Plan New Purchases

Ask if the men in the audience have done impulse buying and found after they got home that their purchase did not go with anything. Ask this of the women who bought a man's garment.

##### 2. Discuss coordination of colors and accessories (mix and match)

Show how this can work. State office has a slide set called "Dress Right/Look Right" and script prepared showing how this could be done.

##### 3. Effect of Body Build on Clothes (also shown in slide set)

You could borrow actual clothing from a men's shop to show this and coordination. The manager may be willing to present a part of this lesson himself.

#### B. BUYING A SUIT

##### 1. Discuss fabric Mention label

Can show samples of various fabrics - 100% wool, blends, etc. Crush to show crease resistance. May borrow a high quality suit and crush the lapel and see if it will spring back. Then crush a low-quality suit, and compare the two.

##### 2. Discuss construction features as Matching of patterns

Show garment where these are matched vs one not matched.

##### 3. Lining

Show low-, medium and high cost. Compare quality of lining. Can use a USDA bulletin "Men's Suits-How to Judge Quality".

##### 4. Interfacing

##### 5. Trouser construction

Show differences in various price ranges. (USDA bulletin)

\*Check with a local store to see if they have a jacket made up partially to show inside. If so, maybe this can be borrowed.



use tour to discuss coordination of suit with shirt and other accessories, mix-and-match wardrobes, etc.)

- E. Use of actual garments (this was mentioned in the teaching outline.)
- F. Hand out lesson sheet at end of program. This can serve as a review of the lesson.

#### VI. Evaluation

- A. Observe interest of group. There will probably be much discussion if men are in the audience.
- B. Note request for further information as a result of any mass media used.
- C. The evaluation sheet can be used as a guide for determining the amount of information absorbed or determining where more emphasis should be placed.

#### VII. Reading References

- A. James, Barry. Call Me Mister. Milady Publishing Corporation, Bronx, N. Y. 1966.
- B. Juster, Harry. Clothes Make the Man. Macfadden Bartell Corporation, 1965. 75¢  
(Excellent! Goes into detail on all types of men's clothes).
- C. Miller, Ruby Taylor. "Buy-Ways to...Selecting Clothing for Men".
- D. J. C. Penney. "Young Men's Slacks". Free of charge (an excellent publication).
- E. Tate and Glisson. Family Clothing - John Wiley and Sons, Inc.. 1961.
- F. USDA bulletin, "Men's Suits - How to Judge Quality", Home and Garden Bulletin No. 54, 1958.

#### OTHER VISUALS

- A. Two sets of slides, "Dress Right/Look Right", from state office.
- B. Leaflets
  - "A Man's Shirt is a Woman's Problem" Educational Service Dept.
  - "What Every Girl Should Know About Cluett, Peabody & Co. Inc.
  - Men's Shirts" 530 Fifth Avenue
  - "Style Guide to Correct Dress" New York 36, N. Y.
  - (free in quantity)
  - "What Every Woman Should Know About Home Economics Bureau of
  - Men's Fashion" (free in quantity) the Phillips-Van Huesen
  - Corp. 417 Fifth Ave.
  - New York, N. Y. 10016

"What Every Man Should Know About  
Dressing Right"

"How to Dress Right - What to  
Wear When" (free in quantity)

The American Institute of Men's  
and Boy's Wear, Inc.  
1290 Avenue of the Americas,  
New York, N. Y. 10019

Prepared by  
Ruby T. Miller  
Extension Clothing Specialist

N. C. State University  
1-1-69

Evaluation Sheet

Buy\_Ways to . . .  
SELECTING CLOTHING FOR MEN

Note to Agents

Remember to leave off answers when evaluation sheet is duplicated.

Instructions

The following questions are either true or false. If true, write "true" in the correct blank. If the statement is false, write "false" in the blank.

- False 1. "Safe" principles for combining patterns should always be followed.
- True 2. Proper selection of color in clothing can be used to improve one's physical characteristics which may not be quite so attractive.
- True 3. The line or design of a garment can be chosen to make a man's appearance taller or shorter.
- True 4. The label on a suit shall give good information which you could use in deciding whether to buy the suit.
- False 5. Matching of plaids in a coat increases the wearing qualities of the coat.
- False 6. The grainline of the suit does not affect its wearing qualities.
- True 7. A good fitting suit will also wear better.
- True 8. The shirt collar and shirt sleeves should extend 1/2" beyond the coat sleeves and collar.
- True 9. Shirt should be bought with a particular man in mind.
- True 10. The styles of shirts change most often with the collars.

SCORING

There are ten answers in this evaluation. The correct answers weighed in this manner.

9-10	Excellent
7-8	Good
4-6	Fair
3 or below	Poor (shows need for further learning.)

## SUMMARIZING THE EVALUATION SHEET

It is suggested that the staff members responsible for the lesson prepare a county summary for the questionnaire (evaluation) forms to include the information listed below:

1. Name of agent and county
2. Total number of persons receiving lesson
3. For each question or statement enter the number and percent answered correctly. For example, if 200 persons had this lesson, while only 50 of them checked the correct answer for a given question then you would enter in the appropriate column - 50 persons or 25 percent. (These 50 persons are 25 percent of the 200 who heard the program).
4. Write a brief summary pointing up the highlights and implications for further programming. Any suggestions for improving lesson sheet, outline, etc. would be welcome.
5. Send one copy of county summary or a questionnaire (evaluation) form to the specialist involved so that district and state summary may be made.

Buy - Ways - to:

## BUYING COATS AND SUITS

Mary Em. Lee

Extension Clothing Specialist

Coats and suits are considered major purchases in our clothing budget. Because these are expensive clothing items extreme caution should be taken in their selection.

### GETTING YOUR MONEY'S WORTH

Before going out to buy a coat or suit, the wise shopper will make a plan based on her needs and wants. The following features should be considered and passed on by the shopper before the purchase is made.-

- ...fabric and trimmings of good quality
- ...garment will withstand wear and have easy to care for features
- ...good workmanship and proper construction methods
- ...properly sized to insure good fit
- ...becoming to the wearer in style and color
- ...correct color and style for entire wardrobe

### Carrying out your plan:

Your plan should include a list of all clothes and accessories you have - noting colors next to each item.

Check your list again. Decide on the style of coat or suit you will need and want. Will it be a classic or dressmaker style? This will be determined by where you'll be wearing your outfit, your personality, present day trend in fashion, the rest of your wardrobe and the climate in your locality. Classic styles are more tailored looking and are suitable for sports and utility and change little year after year. For a coat or suit that will serve equally well for church, social functions or shopping, a simple distinctive dressmaker type of coat or suit may be your best choice.

Many of the techniques of good tailoring are invisible. This may make it necessary for the buyer to depend to some extent on the reliability of manufacturer or retailer.

### Quest for quality in fabric and trimmings:

Fabric used in best grade suits and coats are fine materials that have been thoroughly shrunk then inspected for flaws in weave and color.

Although feel and appearance have long been measuring devices for judging quality, these two factors may not always be true today. Skillful pressing and modern manufacturing processes can make poor material look so much better than they are, even experts can be deceived. The weave and texture can be firm or soft. Firm weaves may give better service in wear.

When judging fabric for a coat or suit, your best help are factual tags or labels. These tags will give you information you cannot feel or see. Information labels should tell the consumer the following about the fabric or fiber: What fabric is it made of? Does it have a special finish? Suits and coats are usually made of 100% wool fabric. The Federal law requires the manufacturer to state the fiber content. These labels must describe the fiber as "wool", "reprocessed wool" or "re-used wool" and give the percentage. If the garment contains fibers other than wool, the percentage of each fiber must also be printed on the label. Not only is it true of garments made of wool but there is also The Textile Products Identification Act that requires all branch and trade

names must likewise include fiber identification and cannot conceal or falsify the content of the fabric.

As a greater array of textile fibers come on the market, we find a greater variety of fabrics used in coats and suits. More suits, especially in low-priced or "budget" line are made entirely of man-made fibers. Suits of rayon and acetate fabric has taken on a wool like quality.

Other factors that may determine the type of fabric desired in a suit are - does the material have easy to care for qualities? Will the fabric wrinkle easily and whether wrinkles would hang out overnight. Fuzzy or suede-like finish pick up soil, while hard-finished materials do not collect soil quickly. However, hard-finished materials will shine with wear.

#### Quest for good workmanship

Good workmanship in coats and suits give a mark of quality to the garment. This desired feature is determined by the way the garment is cut, sewed and finished and by the type of trimming or detail that is used.

- Is the garment cut with the grain - straight of goods (lengthwise or crosswise thread) or true bias. If cut "off grain" the coat or skirt will sag out of shape and will not wear well.
- Seams should be flat and even in width. If fabric is tweed or loosely woven, they should be bound or double stitched.
- Hem should be flat, even in width, with stitching invisible from right side and finished with good quality tape.
- Good quality coats and suits are cut full without piecing.
- Attractive buttons of good quality that are securely attached with a shank and extra reinforcement are desired. Fancy buttons and other trim are often intended to catch the eye and to make up for deficiencies in cut, fabric or workmanship.
- Buttonholes should fit over buttons evenly, not too long or too short, cut on the grain of the material and evenly stitched or bound and be reinforced at the end. Machine made buttonholes should be firmly worked - even and close stitches.

#### Linings

Often times the quality of the whole suit may be determined by the lining and the way it is put in. Good buys in suits and coats have linings that are serviceable and good-looking. Poor quality lining wears out, pulls out at seams, shrinks, changes color and sometimes will not dryclean. These linings will wear out and need to be replaced.

- To test a lining for color-fastness and fade-resistance slightly dampen a handkerchief and rub it over the lining.

In good quality suits, jackets, and coat linings, there is a pleat that runs the full length of the center back to add comfort and keep the lining from being strained.

#### Interlining

Whether you select a coat with an interlining or not will be determined by how much warmth you will need. Interlining of fine quality are compactly woven, napped, and warm. Good interlinings are usually made of wool.

#### Interfacing

Interfacing fabric used for collar and lapels should be of good quality. It should feel springy and when crushed in the hand it recovers without wrinkling when released. Low quality interfacing wrinkles and will not have wrinkle recovery features.

Fit Check points for fit are:

- Collar should fit closely at neckline and lie flat against the back of the neck.
- There should be no wrinkles under the arm or across the back. Sit, stand, and walk in the garment in front of a long mirror; raise your arms to detect binding or straining.
- Sleeves should hang straight from the shoulder, and reach the wristbone when your arm is bent. A long sleeve should reach the wristbone as you touch the lobe of your ear on the same side.
- In a coat, the hem should be no more than  $1\frac{1}{2}$  inches longer than the clothes to be worn under it.
- Darts in jackets should be directed to the bust.
- Shoulder line should be straight from neck to highest point of sleeve.

Remember: A well chosen coat or suit can be worn year after year - but a poorly chosen one becomes a disappointment. So know what you need and want and look for one that has everything desired at the price you want to pay.

Teaching Outline  
for  
Agents and/or Leaders

Buy-Ways to . . .  
WOMEN'S COATS AND SUITS

I. Objectives of Lesson

- A. To help consumers realize coats and suits are major purchases in the family budget and extra planning should be taken in their selection.
- B. To teach how to select coats and suits which are becoming in style and color as well as correct size.

II. Audiences:

- A. Young homemakers
- B. Other interested age groups
- C. Low Income

III. Possible Usage:

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

IV. Lesson Outline and/or Study Guide

A. Introduction of Lesson:

Since coats and suits are major clothing purchases they should complement everything in your wardrobe. Other concerns to women and girls in selecting a suit or coat are: cost, workmanship, appearance, comfort and fit.

If chosen wisely a coat or suit can be worn year after year - as long as it is presentable. A poorly chosen one can hang in the closet and become a complete disappointment. This lesson is planned to help women and girls judge whether a suit or coat has the qualities that meet their needs and whether it is worth the money. Today consumers have a great variety of coats and suits to choose from. This factor gives them an opportunity to select becoming garments from the endless variations in silhouettes, design details, fabrics and colors.

## B. Teaching Outline

### Lesson emphasis

#### 1. Make a plan based on needs and wants

### Discussion and Visual

Show a sample inventory. List all clothes and accessories

- Noting colors next to each item.  
(An agent may use her wardrobe as an example or make up a mock one). This inventory should tell you -
  - clothing you have
  - clothing you need
  - suitable colors

Good planning begins at home. Before making a decision in purchasing a suit or coat consider the following factors:

- Qualities want most in a suit or coat
- Where you will wear coat or suit
- Time and money required for up-keep
- becoming color and style
- Cost of garment
- Desired fabric

#### 2. Quest for Quality

Compare a high quality suit or coat with cheaply produced garment.

##### a. Good Buy

- (1) Good quality garments made of material that
  - tailors well
  - presses well
  - pre-shrunk
  - inspected for flaws in weave and color
- (2) Conservative style-no elaborate decorations
- (3) Well constructed garment
- (4) Durable finish
- (5) Generous seams and hem
- (6) Warm and light weight
- (7) Firm even weave
- (8) Color fast to sun, cleaning and perspiration
- (9) Accurate cut with grain of material
- (10) Buttons that are attractive and durable.
- (11) Well made buttonholes

VI. References

- A. Chambers and Moulton, Clothing Selection, J. B. Lippincott Co., Philadelphia, Pa., pages 236 - 245.
- B. Tate and Glisson, Family Clothing, John Wiley and Sons, Inc. John Wiley and Sons 1961.
- C. Lee, Mary Em. Buy-Ways to . . . Coats and Suits

Prepared by  
Mary Em. Lee  
Extension Clothing Specialist

N. C. State University  
1-1-69

## Evaluation Sheet

Buy-Ways to . . .

### WOMEN'S COATS AND SUITS

Coats and suits are major clothing purchases and they should complement everything in your wardrobe.

If you were advising a young homemaker on how to buy coats and suits, what would you tell her? Check (X) only one of the items in the following statements:

1. The fabrics used in best grade suits and coats are of
  - Fine materials that have been thoroughly shrunk and inspected for flaws in weave and color.
2. Fabrics most likely to give the best service in wear have
  - Loose weaves.
  - Firm weaves.
  - Soft weaves.
3. The best way to judge a fabric is by its
  - Feel, finish and label information.
  - Manufacturer.
  - Cost.
4. Good workmanship in coats and suits may be determined for the most part by
  - Machine worked buttonholes.
  - Garment being cut on correct grain.
  - A narrow hem.
5. In order to get a good fit in a coat
  - Buy one a little large to allow for weight gain.
  - Coat sleeve should go beyond the wristbone to keep hands warm.
  - Try coat on over suit or other type clothing and check fit.

## SUGGESTIONS FOR SCORING AND SUMMARIZING - FOR HOME AGENTS

In order to get a complete picture of what each participant thinks about the lesson, it is suggested that the staff member responsible for the lesson prepare a county summary from the questionnaire forms to include the information listed below:

1. Name of agent and county
2. Total number of persons receiving lesson
3. Indicate the number of percentages of all homemakers whose score fell in each of these categories:
  - \_\_\_\_\_ 5 pts. = Excellent
  - \_\_\_\_\_ 4 pts. = Good
  - \_\_\_\_\_ 3 or below is poor and shows need for further study on buying coats and suits.
4. Write a brief summary pointing up the highlights and implications for further programming.
5. Send one copy of county summary on a questionnaire form to the specialist involved so that district and state summary may be made.

Lesson Planner: Mary Em. Lee  
MEL (C & T) '69

# Buy-Ways to... Foundation Garments



Foundation garments have undergone radical changes from the first ones worn in Egypt some 4,000 years ago. Styles have ranged from corsets of steel similar to knight's armor to delicate garments of lightweight spandex and lace.

Smart women know that when foundation garments fit they enhance body proportions, give support where needed, and improve appearance of outer garments. Garments too tight will not only be uncomfortable but will create bulges that make the figure look even larger.

A foundation garment that gives your figure the support it needs is the most healthful one for you. The right bra and girdle **refine** instead of **confine** your figure and can actually help prevent figure and health problems later in life.

**Try before you buy** unless you know the style you are now wearing fits you perfectly. Some figures change periodically so it is best to be fitted by an experienced corsetiere every six months.

**Look for quality** when selecting foundation garments. Well-finished seams, close stitching, reinforcements at points of strain and good quality fabrics are hallmarks of good construction.

## FOUNDATION FABRIC FACTS

Variety in new fibers, fabrics and designs for greater comfort, fit, support, and durability is big news in foundation garments today. There is also a great choice in feminine colors and styles.

Cotton is the most commonly used fabric because of its many desired features. Rayon, nylon, Dacron and Orlon are used extensively also. Presently, the newest and greatest elastic fiber used is spandex (Blue C, Lycra, Spandelle, Stretch-Ever, Vyrene). The high elasticity and lightweight characteristics produce strong, sturdy yet delicate garments from this fiber. Spandex yarns may be uncovered or covered with nylon, Dacron, or other fibers. Elasticity is slightly reduced when the fiber is covered. Covered spandex resists yellowing from the sun or chlorine bleach better than uncovered.

## KNOW FIGURE TYPE FOR RIGHT STYLE

Women's figures are all different and continue to change as women mature. Before you choose

bras and girdles it is important that you size up your figure and determine your figure type.



### THE JUNIOR FIGURE:

- ... is youthful and trim with
- ... high bustline and
- ... a small waist with
- ... hips slightly full in proportion.

The junior figure is not restricted to a girl in her teens. A woman in her forties may have a junior figure because "junior" refers to figure **type**, not to age.



### THE AVERAGE FIGURE:

- ... is a mature figure with a
- ... relatively well-proportioned, well-rounded bust
- ... a tendency to a "spare tire" and
- ... curved hips and thighs
- ... short rise from waist to crotch.

The average figure generally needs no special improvement.



### THE FULL FIGURE:

- ... is more dependent upon corsetry and has
- ... an ample bustline
- ... a waist more or less undefined and
- ... heavy hips and thighs which usually require a longer girdle.

It is possible for you to have a combination of all of these types.

### BUYING THE RIGHT BRASSIERE

Size is the most important factor to consider when buying a bra. Unfortunately, there is little size standardization among manufacturers and sizes may vary from one brand name to another. For this reason, it is important to try on different styles and brands before you buy.

For health, comfort and appearance, your bra must fit. If it fits, the bra supports and shapes the breast. It will not bind and will permit free body movement. A well-fitted bra gives you a natural, uplifted fashion line.

### TYPES OF BRASSIERES:

There are several basic bra types and all others are variations of these. In order to determine the type to buy consider appearance and figure needs.



**Bandeau bra** is any short bra with straps and comes in a variety of styles. Some give extra stretch room with inserts of elastic. Many have circle-stitched cups for uplift and shaping. This is the most popular style.



**Strapless bra** is any bra without straps. They are available in either bandeau or long-line styles and are especially suited for low necklines. Due to the very nature of a strapless bra (it must support and stay in place) not all women can wear them. There are many variations of strapless bras and for this reason the average person can get a good fit in comfort if they take time to shop around.

Besides the three basic figure types, there is also a "teenage" figure. This type belongs in a separate category since it is a growing figure. Girls in their early teens develop so rapidly, it's often necessary for them to buy a different size foundation every six months.

**Long-line bra** is any bra with a band that comes to the waist. This bra is designed to answer a particular figure and fashion need. It is especially comfortable for the fuller figure because it gives excellent support and uplift. A long-line style helps relieve pressure of straps on the shoulder. It also offers a smoother fashion line at the waist.



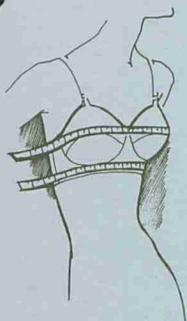
**Padded bra** is designed to add dimension to the slight figure. A properly selected padded bra will not exaggerate your figure but will make your clothes fit like they are designed to fit.



**Corselets** (all-in-one foundations) are designed to give smooth, all over control without a break at the waist. Usually these garments are sized by bust measurement and the remainder of the garment is sized proportionately. The bra size, hip measurement and length of garment are important factors to consider in fitting a corselet. Not every woman can wear this all-in one garment. It is difficult to get a good fit if the bust is very full in proportion to the hips, or if the hips are full in proportion to the bust, or if you are very short from bust to waist. If you have one of these figure problems, you may look better and feel more comfortable in a separate brassiere and girdle.



## HOW TO MEASURE FOR CORRECT SIZE AND CUP



Bra size is determined by width around and by cup proportions.  
For correct bra size—

... Measure around diaphragm (over the brassiere) just below bust and straight across the back. Hold the tape taut but not tight.

When the underbust measurement is **less than** 38 inches

— Add 5 inches to odd numbers

— Add 6 inches to even numbers

For example:

$29 + 5 = 34$  bra size

$28 + 6 = 34$  bra size

When the underbust measurement is 38 or **more**—

Add 3 inches to odd numbers

Add 4 inches to even numbers

For example:

$39 + 3 = 42$  bra size

$38 + 4 = 42$  bra size

## FOR CORRECT CUP SIZE—

... Measure again from straight across back and over fullest part of bust (over your brassiere). The difference between the figure and your bra size determines the cup size as follows:

Under 1"—AA; 1"—A; 2"—B; 3"—C; 4"—D.

If you have an underdeveloped bosom you may need a slightly padded bra to give rounder contours. The more ample figure needs not only a larger cup, but more support. If you have a pudgy midriff try a long-line bra.

## BEFORE YOU BUY, ASK YOURSELF THESE QUESTIONS:

1. Are the bra cups filled out? If not, buy a smaller cup size or one with light shaping.
2. Is flesh bulged over the sides of the cups? If so, buy a larger cup.
3. Does the bra stay in place when you lift your arms? If not, it is too tight around the diaphragm. Try a larger size.
4. Are the straps adjusted comfortably? Try on another size if adjusting doesn't help.
5. Take a deep breath. Does the bra bind or pinch across the back? If so, buy a larger size.
6. Is the band beneath the cups wide enough to anchor the bra? If not, you need a wide supporting band. Try on another size.
7. Does the bra give you an attractive contour when you put your dress on over it?
8. Is the back of the bra anchored low on the back—well below the shoulder bones?
9. Does the center of the bra touch the breastbone?

## THE RIGHT GIRDLE FOR YOU

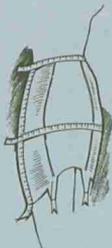
Like bras, there are girdles designed to take care of varied figures and fashion needs. Here again it's important to know your figure type and to try on the garment before you buy. Determine your waist measurements first.

Women who do not have problem figures should wear girdles that are lightweight and firm, yet allow for easy movement. They usually come in lightweight, porous weaves and may be bought in the pull-on or pantie style.

The solution for the "problem figure" with the protruding tummy and heavy hips or thighs is a girdle with extra control panels at the abdomen area or added length at the sides. Overweight women will find the girdle with the side opening easier to get into. This style also gives her more control and support.

When measuring for a girdle, measure waist at narrowest part and hips at fullest part. For length, measure down side of hip to about  $1\frac{1}{2}$  inches below buttocks.

If the measurement is 13" or less, a short length garment is required.  
 If the measurement is 14" to 15" a medium length garment is required.  
 If the measurement is 16" or more, a long length garment is required.



#### A GIRDLE FITS IF:

- . . . there is no binding, uncomfortable construction.
  - . . . it's long enough to allow the back to lengthen into a sitting position.
  - . . . it allows for waist and diaphragm expansion.
  - . . . it does not ride up, when bending, walking, or sitting.
  - . . . it gives tummy support.
  - . . . it's long enough to give a smooth thigh line.
  - . . . the garters are in correct position to keep girdle in place.
  - . . . it fits snugly at waistline without gaping, and without pinching.
  - . . . it controls your problem areas without creating other bulges.
- If your posture is poor, you may help to correct it by wearing a high-waisted girdle.

#### THESE BASIC RULES FOR CARE ADD LONGER LIFE:

- . . . Always follow washing instructions found on hang tags of new items. Save them for future references.
- . . . Handle foundations carefully when putting them on and taking them off. Violent yanking and tugging can spoil their shape. When putting on a garment, fold top down, then grasp the double thickness firmly as you slip garment on the figure. Be sure fingernails do not dig into elastic.
- . . . Remember a stitch in time saves nine — so repair foundations promptly whenever necessary. In the elastic sections, use a zig-zag stitch. Don't use pins on the garment.
- . . . Launder often, especially in warm weather. Perspiration acids and body oils can cause deterioration and discoloration of fabrics and elastics. A good practice is to wash garments after every one or two wearings.

#### LAUNDERING SUGGESTIONS:

- . . . Use a mild soap or a washing compound especially designed for laundering elastic garments.
  - . . . Soak garment no longer than 10 minutes.
  - . . . Remove stubborn soil and stains by scrubbing with a soft brush.
  - . . . In order to remove all soap, rinse at least four times. Soap can destroy elasticity.
  - . . . Roll garments in a towel to absorb moisture.
  - . . . Unroll, stretch and shape while garment is damp.
  - . . . Hang girdles or corselet by its garters.
  - . . . Do not hang bras by straps since this may mar the shape.
  - . . . Machine wash garments only if the manufacturer says so. If you can wash them in a washing machine be sure the heat controls are set for "wash and wear" or "delicate" fabrics.
  - . . . For best results air dry foundation garments. Never place in direct sun or over radiator. Garments elasticized with spandex can be dryer-dried on a low heat setting.
  - . . . It is always better to wash white garments with white garments.
- Before you buy be sure your bra or girdle have been correctly measured, selected, and fitted. If this is done the garment will add immeasurably to your appearance.



Prepared by Mary Em. Lee, Extension Clothing Specialist

Published by

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State University at Raleigh and the U. S. Department of Agriculture, Cooperating. State College Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.



Teaching Outline  
for  
Agents and/or Leaders

Buy-Ways to . . .  
FOUNDATION GARMENTS

I. Objectives of Lesson

- A. To help create a desire among women and girls to wear good fitting foundation garments for better health and appearance.
- B. To teach principles and how to judge quality vs price in foundation garments.
- C. To teach homemakers methods of care that will help in prolonging the life of foundation garments.

II. Audience

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

III. Possible Usage

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

IV. Lesson Outline and/or Study Guide

A. Bulletin: Buy-Ways to . . . Foundation Garments. This bulletin has been written in a style that may be used as a teaching outline.

B. Preparation for lesson:

1. If possible, borrow a collection of foundation garments from your local stores to illustrate and discuss. These may include a bandeau, a long line bra, a strapless bra, a padded bra, regular bras; a two way stretch girdle, a short pantie girdle, a long-legged pantie girdle, a girdle with side fasteners, a corset, and two corselets -- one an all elastic style, the other a corselet with non-stretch panels for the full figure.
2. Borrow a loan kit of foundation garments from state office. Perhaps, will also want to borrow garments from stores since the loan kit may not have as many styles as you will need. This will also give you a representative of foundation garments available in your local shopping area.

3. Make a set of posters or a flip chart which may include the following information:
  - a. Poster pictures of ancient or old corsets and supports.
  - b. Pictures of various shape figures.
  - c. Various styles of foundation garments.
  - d. Advantages of fitting foundation garments.
  - e. List factors to consider in buying a bra.
  - f. List factors to consider in buying a girdle.
  - g. List of fabric suitable for foundation garments.
  - h. List pointers to consider in care of foundation garments.

Information for making these posters or flipcharts may be obtained from bulletin. There are many other features that may be included in these visuals.

### C. Introduction

1. History of Foundation Garments - For thousands of years, women have worn corsets of one material or another to mold their figures into various (and often exaggerated) forms. It is said that no one knows where or how the first corset originated. The styles of these supports have gone through constant changes throughout the ages. The cotton and linen bands were worn by the Greek and Roman women in the 12th century. During the reign of Catherine de Medici in France and Queen Elizabeth in England, corsets reached their height in stiffness. During this time, they were worn day and night. A steel corset was worn during the day-time and it reached from the hips to the throat. At this time the 13 inch waist line was in vogue.

The first laced corset was introduced in 1890. After these laced garments came the rayon, cotton and silk foundation with boning. Later heavy elastic was inserted in the side panels and replaced the lacing. The two-way stretch made its appearance in 1931. Because the body stretches two or three inches in a sitting position this two-way stretch brought about a new revolution in comfort and control.

We all recognize the great change nylon and other synthetics have brought about to this industry. The latest revolution came about in 1959 with the introduction of Spandex. Most of today's garments have this new stretch fiber.

The trend of the foundation garment today is for lighter, softer and prettier garments. Efforts are made to size for fit and to be comfortable at the same time they're controlling.

2. Advantages of Well Fitted Foundation Garments: Discuss the following points
  - a. Enhances the proportion of the body by properly moulding, supporting and controlling the figure.
  - b. Refines instead of confines the figure.
  - c. Improves the appearance of the outer garment.
  - d. Encourages good posture.
  - e. Helps prevent figure problems later in life.
3. Classification of Figure Types (Discuss the variations - ask women to stand to show variety of figures. There are as many different shapes as there are women).
  - a. The Junior figure
  - b. The Average figure
  - c. The Full figure
4. How to Select a Bra for a Good Fit
  - a. Demonstrate how to measure for correct size.
  - b. Discuss how you determine style vs figure and occasion. (longline, bandeau, strapless, etc.)
  - c. Explain cup size (if possible show 3 bras with different cup size)
  - d. Explain correct method of putting on a bra. Discuss proper adjustment of straps and position of darts in outer garment in relation to bust.
  - e. Describe good construction features to look for -- stitching, ample cut, elastic release, wideness of sides and band, etc.
5. How to Select a Girdle for a Good Fit
  - a. Fashion and color of new foundation garments on market. Include dark under-garments for dark clothes.
  - b. Discuss how to determine style of girdle vs figure.
  - c. Demonstrate how to measure for correct size.
  - d. Explain how you can determine when a girdle fits.
  - e. Explain good construction features to look for - stitching, panels, seams, supporters, etc.

## 6. Care of Foundation Garments

- a. Demonstrate how to launder a foundation garment. (Discuss information label, type of soap or detergent, proper hanging and drying (see bulletin).
- b. Discuss rotation for longer wear.
- c. Discuss how to properly put on and take off foundation garments.

For an extra smooth line under knits and other revealing fashions, wear an extra long leg girdle and turn the front garters backwards before hooking stockings.

## V. Other Suggestions on Presenting Program

For special interest and open meetings, it is possible to make more effective use of a reliable corsetiere and or/a department store representative or district representative, style shows and a larger selection of foundation garments.

## VI. Evaluation

1. Use the evaluation sheet especially prepared for this lesson.

## VII. References

Bulletin - Lee, Mary Em: Buy-Ways to . . . Foundation Garments.

Prepared by:  
Mary Em. Lee  
Extension Clothing Specialist

N. C. State University  
1-1-69

## Evaluation Sheet

Buy-Ways to...

### FOUNDATION GARMENTS

For health, comfort and appearance, your foundation garments must fit. Women's figures are all different and continue to change as they mature. When purchasing foundation garments do your bras and girdles fit? Try on your best fitting girdle and bra. Check for proper fit. See how you score by giving yourself (5) points for every "yes" answer to the following questions:

#### Before you buy a foundation garment:

- Yes \_\_\_ No \_\_\_ 1. Are you fitted by an experienced corsetiere?
- Yes \_\_\_ No \_\_\_ 2. Of the three figure types - Junior, Average and Full - do you know which one you are?

#### Fitting the Bra:

- Yes \_\_\_ No \_\_\_ 3. Are the cups filled out?
- Yes \_\_\_ No \_\_\_ 4. Does the bra stay in place when you lift your arms?
- Yes \_\_\_ No \_\_\_ 5. Are the straps adjusted comfortably?
- Yes \_\_\_ No \_\_\_ 6. Is the band beneath the cups wide enough to anchor the bra?
- Yes \_\_\_ No \_\_\_ 7. Does the bra give you an attractive contour when you put your dress on over it?
- Yes \_\_\_ No \_\_\_ 8. Is the back of the bra anchored low on the back - well below the shoulder bones?
- Yes \_\_\_ No \_\_\_ 9. Does center of the bra touch the breastbone?

#### Fitting the Girdle:

- Yes \_\_\_ No \_\_\_ 10. Is girdle long enough to allow the back to lengthen into a sitting position?
- Yes \_\_\_ No \_\_\_ 11. Does girdle allow for waist and diaphragm expansion?
- Yes \_\_\_ No \_\_\_ 12. Does girdle give tummy support?
- Yes \_\_\_ No \_\_\_ 13. Is girdle long enough to give a smooth thigh line?
- Yes \_\_\_ No \_\_\_ 14. Are supporters in correct position, to keep girdle in place?
- Yes \_\_\_ No \_\_\_ 15. Does it control your problem areas without creating other bulges?

#### Care of Foundation Garments:

- Yes \_\_\_ No \_\_\_ 16. Do you save hang tags and follow carefully directions recommendations for care?
- Yes \_\_\_ No \_\_\_ 17. Are you always careful to keep foundation garments repaired and mended?

- Yes \_\_\_ No \_\_\_ 18. When washing girdles and bras are you always careful not to twist or wring the fiber because it may weaken and break yarns?
- Yes \_\_\_ No \_\_\_ 19. Do you wash your girdles often enough to keep them fresh and clean?
- Yes \_\_\_ No \_\_\_ 20. When putting on your girdle and bra are you always careful to use care and not damage fabric?

A perfect score would be 100. If your score is 80-95 you have a good fit. If 50-75, you must work on a better fit. If below 50, you must realize you have a poorly fitted foundation garment.

#### SUGGESTION FOR SCORING AND SUMMARIZING - FOR HOME AGENTS

In order to get a complete picture of what each participant thinks about the lesson, it is suggested that the staff member responsible for the lesson prepare a county summary from the questionnaire forms to include the information listed below:

1. Name of agent and county.
2. Total number of persons receiving lesson.
3. Indicate the number and percentages of all homemakers whose scores fell in each of these categories:  
\_\_\_\_ 80 - 95  
\_\_\_\_ 50 - 75  
\_\_\_\_ Below 50 You need further study in what makes a good fit/
4. Write brief summary pointing up the highlights and implications for further programming.
5. Send one copy of county summary on a questionnaire form to the specialist involved so that district and state summary may be made.

Lesson Planner: Mary Em. Lee  
MEL (C & T - 2) '69

Buy-Ways to ...

THE CHILD AND HIS CLOTHING

Prepared by  
Ruby T. Miller  
Extension Clothing Specialist

Clothing is a very important part of a child's world. Only in recent years has this been realized, accepted and planned for by the clothing industry. The child has been recognized as an individual with clothing needs peculiar to his own age level. These needs are correlated with his physical development, his motor coordination, and his emotional progress. As this lesson sheet is read, you will find that clothing for the young child is discussed as it relates to the various age levels from the infant through the elementary school-age youngster.

THE INFANT'S WORLD AND IMPLICATIONS FOR CLOTHING  
(Birth to Six Months)

The infant grows rapidly during this short period with his weight doubling at five months, tripling by the end of the first year, and quadrupling by the end of the second year.

Certain physical changes take place which influence the type clothes the infant should wear.

- 3-4 months - sits for a minute with support
- 6-8 months - sits without support
- 8-10 months - begins to creep
- 9-14 months - stands alone
- 15 months - most can walk

Clothes should be simple and easy to put on since the child cannot sit and wait to be dressed.

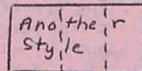
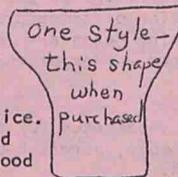
Essentials for infants

The number of clothes a small child needs will depend on the weather, whether there's a washing machine and drier, and number of times the child is taken outside the home (shopping, visiting, etc.).

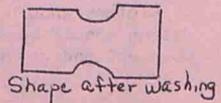
Only the bare necessities should be bought at first - shirt, wrappers or nightgowns, diapers, sweater and cap, and blankets. It is seldom practical to buy anything smaller than 12 or 18 month size if garments are to be worn comfortably for a year. Many times six-month sizes are received as gifts but the mother would need to let the child wear them prior to this time or she'll probably be able to use them only a time or two.

The following is a list of the essential items needed for the infant with some comments to keep in mind when selecting.

- 3-4 dozen diapers if you don't use diaper service.
- The newest and most popular is the prefolded contour style. The disposable diapers are good



Before  
washing



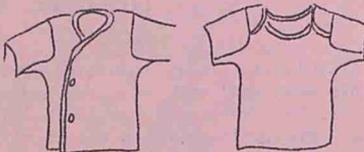
for travel and emergencies but not for everyday use. There are two types: pin-ons and diaper liners. The diaper liners are good for more frequent use.

4 receiving blankets made of washable cotton flannelette. These are used following the baby's bath and when he takes a nap. The 30" x 40" size are the most useful.

4 cotton shirts with kimona or raglan sleeves. There are two major styles.

(1) Overlaps in front and fastens with tape-reinforced snappers.

(2) No fastenings. Tubular with flexible neck openings to permit easy dressing. These are put on over the feet. It is best not to use ribbon ties as these become twisted and are hard to untie when wet.



2 or 3 pairs of waterproof pants. These should be worn more for "dressy" occasions since they are made of a non-breathable fabric and can be uncomfortable. These pants should be roomy. The gripper type is easier to get on.

4-6 outfits for sleep and play. These can be gowns that fasten down the back or front. Sacques or sacque sets, gown-and-sleeping bag combinations are other possibilities. The terry cloth zipper or gripper front one-piece outfits are very popular. If nightgowns are used, the 27 inch ones are ideal because the child can move and kick without uncovering the legs.

1 or 2 sweaters or capes

2 to 5 bibs

1 or 2 lap pads

1-2 mattress pads

1-3 towels

2-3 washcloths

Optional clothing may include:

1 or 2 dresses made of soft cotton with openings large enough to make dressing easy

1 or 2 slips - shoulder buttons make dressing easier

1 or 2 pairs of booties or shoes (should be very soft)

### Characteristics of the Infant's Clothing

The infant has very sensitive skin at birth which is easily irritated. Thus we can assume that the child will be more comfortable in clothes that are soft and pliable. There should be no unfinished seams or fastenings which irritate the skin. French and flat fell seams are preferred.

The infant's skin is sensitive to temperature changes. There is no way of determining whether or not the baby is dressed to the most comfortable temperature. The appearance of the baby's skin, whether or not he is perspiring and the adult's own perception of temperature are the only guides we have in determining the amount of clothing necessary for comfortable temperature. We often keep babies too warm since we forget that the baby is exercising as he kicks and stretches.

Clothes should be selected for comfort, light-weight but yet be warm. The design should be simple, permit easy dressing and cut to allow for freedom of movement and growth.

The garments should also be safe - with no loose buttons to pull off and swallow, no fur to get in nose and eyes and no uncomfortable fasteners for the infant to lie on.

Finally we may summarize by saying the three 'musts' in infants' clothing are warmth, comfort, and hygienic qualities.

#### THE TODDLER'S WORLD AND IMPLICATIONS FOR HIS CLOTHING (Six Months to Two and One-Half Years)

The toddler is beginning to act more like an individual than he did as an infant. He is beginning to recognize people and objects. He is learning to sit, stand, creep, walk, run and climb. He is able to investigate and to explore.

During this time, the child learns to do some dressing with or without help. Gesell<sup>1</sup> has found in his studies that you can expect the following progress in the average child at these various age levels.

- 15 months - Cooperates in dressing by extending arm or leg.
- 18 months -
  1. Can take off mittens, hat and socks.
  2. Can unzip zippers.
  3. Tries to put on shoes.
- 24 months -
  1. Can remove shoes if laces are untied.
  2. Helps in getting dressed--finds large armholes and thrusts his arms into them.
  3. Helps pull up or push down panties.
  4. Washes hands and dries but does neither very well.
- 36 months -
  1. Great interest and ability in undressing. May need some assistance with shirts and sweaters.
  2. Is able to unbutton all front and side buttons by pushing buttons through buttonholes.
  3. In dressing does not know back from front. Apt to put pants on backwards, has difficulty in turning socks to get heels in back. Puts shoes on but may put them on wrong feet.
  4. Intent on lacing shoes, but usually laces them incorrectly.
  5. Washes and dries hands.
  6. Brushes teeth with supervision.
- 48 months -
  1. Is able to dress and undress himself with little assistance.
  2. Distinguishes between front and back of clothes and puts them on correctly.
  3. Washes and dries hands and face.
  4. Brushes his teeth.
- 60 months -
  1. Undresses and dresses with care.
  2. May be able to tie shoe laces (usually at 6 years).

<sup>1</sup>Gesell, Arnold. The First Five Years of Life, A Guide to the Study of the Pre-School Child. New York: Harper & Row, Publishers, 1940, p. 248.

### Clothing Needed for the Toddler

This age child does not need many clothes but he needs durable clothes to protect him as he is learning to crawl and walk. The garments in this list should last him until he reaches the next age level - the preschooler.

- 3-6 pairs overalls, creepers, sunsuits (snap openings at the legs and crotch make diaper changing easier).
- 6-12 pairs training pants
- 3-5 shirts or blouses
- 3-5 dresses or suits
- 1-2 slips
- 1 snowsuits or coat-and-legging set
- 2 or 3 pairs pajamas
- 1 bathrobe
- 1 or 2 pairs shoes
- 3-4 pairs socks
- 1 pair house slippers

The clothes should stress simplicity and make allowance for growth, self-help, ease of care, and comfort.

### Fabric Selection

Be sure the fabric has been preshrunk. Colorfast, washable fabrics which require little or no ironing are your best choice. Many mothers prefer the permanent press finishes.

### Characteristics of Toddlers' Clothing

Appearance of clothes is of little concern to most toddlers since they often dislike clothes of any type and consider them a nuisance. He will often discard the clothing if possible. He hates to be dressed and undressed, fights against having garments put on and sometimes run away when he has to be dressed.

His clothing should not restrict movement but should be sturdy to protect him from scratchy bushes, hard sidewalks and other things which cause skin bruises. The size should be determined by height and weight, not age as well as whether or not the child is still wearing diapers. He should not have to be bothered by overalls that bind in the crotch, or sleeves that cut across the arm when he reaches for his favorite toy.

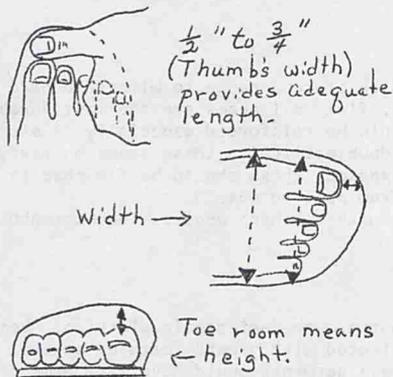
Garments should not be so large that they overpower child or hinder his movement. The clothes will not only feel uncomfortable but will look uncomfortable.

The child is trained to go to the toilet during this age span. He needs TRAINING PANTS which are loose enough so he can pull them down easily and quickly. The two-way stretch training pants are good choices since these can be worn when the child first begins his toilet training and continue until he is thoroughly trained.



Two-Way Stretch

SHOES should be of major concern to the parents. The bones in the child's feet are very soft and pliable and can be easily shaped by the shoes and socks he wears. For this reason, it is not good to allow the child to wear hand-me-down shoes which have "set" to another child's foot.



Shoe Selection. Shoes for the walking child should be selected carefully. The style should be heelless with soles rough enough to prevent slipping.

Shoes should be soft enough so he can move toes to help give balance. Stiff soles prevent his using these muscles and make it harder for him to walk or run.

New shoes should be  $1/2'' - 3/4''$  longer than the foot measuring from the end of the big toe. They should be wide enough to fit the foot easily without crowding. The shoes should also be loose enough to permit slight creasing of the leather with the thumb at the widest part of the heel. For the average child, shoes will

need replacing every four months to prevent their becoming too short. There should also be adequate height to allow room on top of the toes.

#### THE PRESCHOOLER AND IMPLICATIONS FOR HIS CLOTHING (Three to Five Years)

The preschooler places tremendous importance on his clothing whereas he thought of it as a nuisance when he was an infant and a toddler. Often clothing is the main avenue of communication between an adult and a child. He has learned that clothing can make him the center of attention. He also identifies sex by the type clothing worn. He gains independence in learning to dress (see progress chart on page 3). For further information on the sociological and psychological importance of clothing on children, ask your home economics agent for the lesson sheet "Your Child's Clothes are Important, Too!"

#### Interest of Mother

The same studies show that mother is interested in durability, price, fit, comfort to wearer, ease of laundering, color, child's attitude toward garment, beauty, other in that order.

#### Size of Wardrobe

Many people ask what size wardrobe a preschooler and an elementary school child should have. There is no definite answer as this would depend on the income of the family, laundering facilities, geographical location (climate), and the values held by the family. For a growing child, a small wardrobe which is worn often may be the best plan. For example, it may be more economical to buy an all-weather coat with a zip-in lining or one that can be worn with a sweater for additional warmth than to buy one coat for spring and another for summer or fall.

## Fabric

Throughout this lesson sheet, it has been emphasized that the fabric should be preshrunk, colorfast, have washable trims, durable buttons and buttonholes, and easy care features.

## Construction

The construction of the garments should be sturdy enough to withstand hard wear, tear, and laundering. If applicable, flat fell seams are the most durable. If flat fell seams are not used, seams should be reinforced especially at sleeves, waistline and crotch. You can do this by doublestitching these seams on ready-mades or clothes you make. If seams are exposed, these should be finished to prevent raveling and wide enough to keep from pulling out.

Fasteners should be as flat as possible with no sharp edges. The buttonholes should be well made and durable.

## Growth Features

Individuals differ in how they feel about growth features in clothing. Some feel that the child's clothes should be selected with growth features so the clothes can be worn for several years. These garments could have wide hems, tucks, dresses with no waistlines, wide seams to be let out, or pants legs to roll up.

The major disadvantage in trying to allow for growth over a period of time is that many clothes are bought large with allowance for growth in mind and by the time the child grows into them the garments are worn, faded, and no longer presentable. When seams, hems and tucks are let out, the garments are often faded while the let-out section still looks new.

As a result, many authorities agree that fewer clothes which can be worn often are more desirable in a preschool child's wardrobe. This is a decision each family will have to make for itself. Growth features should definitely be considered if you are on a limited budget.

## Self-Help Features

Garments which are supposedly easy for a child to put on and take off by himself have been called self-help clothes. Clothes are simpler than they have been in years past. Few are worn and the child can dress and undress himself at a much younger age than when clothes were more complicated and more were worn. This may cause us to expect too much from the young. The child, however, often finds it humiliating to ask for help in dressing.

Dressing is still dependent on motor coordination and the child can only master the skills in dressing as he develops appropriate muscle coordination. Dressing is a slow process and children like to dawdle a lot - especially 4, 5, and 6 year olds.

Self-help garments are very important in a child's wardrobe but these features should not be achieved at the expense of attractiveness or make the garment appear so different from others.

Ready-to-wear clothing with self-help features are hard to find, but look for clothing with the following characteristics.

1. Long, front openings. Back and side openings are hard to manage. It is less confusing if the openings on all the garments are in the same location.
2. Simple styles. Avoid the hard-to-manage styles with so many frills and

ruffles, openings in the back and sashes that tie in the back. Two or more dressy garments with fussy details are fine for dress-up wear but not for teaching the young child how to dress. The shifts and other styles that hang from the shoulder and slip on are easier to manage.

3. Large buttons and fasteners are easier for small fingers to manipulate than are tiny fasteners. Sometimes large buttons look out of proportion on small garments and grippers may be used to better advantage.

4. Nonbinding armholes, sleeves, and necklines simplify a child's dressing. It is difficult for a youngster to get an arm through a tightly gathered puffed sleeve.

5. One-piece dresses are easier to manage than two-piece ones. In the case of pants or skirts, elastic waists should be used instead of buttons or other fasteners.

6. Indicate in some way the back and front of the garments. This may be done with colored thread on the inside of the neck facing either at the front or back. Use this method to mark all garments.

7. Shoes could be marked with paint or fingernail polish on the sole or inside the shoe to distinguish the left shoe from the right.

#### THE ELEMENTARY SCHOOL CHILD AND IMPLICATIONS FOR HIS CLOTHING (Six to Twelve Years)

A well-dressed child is usually more self-confident and better mannered, than a poorly dressed one. Clothing for a child of this age should be planned to meet his social and emotional needs. Briefly these may be listed as:

1. the need to belong. Belonging to the gang is important. Lack of similar clothes with those of the gang can cause feelings of insecurity and inferiority. The child does not want to be teased about his clothes.

2. the desire for independence - independence in dressing himself and independence in selecting his clothes (this is usually in the older elementary school child). Most children and especially girls become independent and opinionated on the subject of what they will and will not wear during these years.

3. the desire for his clothes to be admired and envied by others.

Boys and girls of this age also become conscious of members of the opposite sex and this influences the way they want to dress. The older elementary school-age child becomes more critical of his clothes and wants things to match. This criticism carries over into observation of the parents' clothing.

The findings from a study by Gesell and Ilg<sup>2</sup> may help you to understand your elementary school child better and give you some insight into what to expect from him regarding his dressing and grooming progress.

- 6 years--1. Can dress self except for tying shoe laces and buttoning very difficult buttons. If they do tie shoe laces, tie them too loosely.
- 2 May need some help and is unwilling to accept this help. Mother needs to be nearby to give some assistance.

3. Dawdling.
  4. Boys brush hair; girls need to have hair combed.
  5. Careless about clothes even though they may be clothes conscious.
  6. Drop clothes off as they remove them, or fling them about.
  7. Not responsible for keeping clothes clean and tidy, except for a few girls.
  8. Mother needs to select clothes, and may need to lay them out.
  9. Accessories are frequently lost.
- 7 years--1. Many can dress without any help if clothes are selected for them. Others dawdle, lack interest, and need help. Many dawdle till he gets ready to dress, then actually dress quickly.
2. Variable in appearance. Some girls like to look neat. Children often neater than at eight; some boys like to look sloppy.
  3. Still careless about clothes; drop them as they remove them; do not report tears. A few put clothes away after removing them; hang up pajamas.
  4. Can tie shoe laces but does not like to bother.
  5. Slow and distractible about dressing. May suddenly speed up and finish.
- 8 years--1. Can dress without assistance. Can choose what dress or suit to wear and may be able to select out-of-door clothing suitable to the weather.
2. Girls with braids still have hair combed.
  3. Some children (mostly girls) can take good care of clothes, hanging them up, put dirty garments in hamper, report on tears or buttons. Many are completely careless. Clothes may be dirty and torn, and not tucked in.
  4. May hang up clothes at night, but not hang up outdoor clothes in daytime.
  5. No longer allows mother to lay out clothes, and may insist on selecting wearing apparel himself.
  6. Can and do keep shoe laces tied without reminder.
- 9 years--1. Does complete job of dressing.
2. Boys and girls are interested in doing their own hair, but majority do not do it completely until ten years of age, and then only if it is uncomplicated.
  3. Is careless about clothes, and apt to throw them around. Not concerned about how clean they are. Fairly good at reporting tears and holes.
- 10 years--Buying clothes; Mother and child shop together. Mother decides but consults child.
- Daily Selection: Most select own, mother checks, some battle over what is suitable.
- Hate idea of wearing new clothes or dressing up.
- Little concern over appearance.
- Care of Clothes: Extremely careless--just drop down. Doesn't notice or care if clothes are dirty or messed--don't report tears.
- 10 years--Grooming: Dislikes bathing, needs to be reminded to wash before meals; Mother shampoos hair.
- 11 years--Buying Clothes: Child exercises more say. Girl nearly always accompanies mother--boy more often lets mother buy.

Daily Selection: About half decide and half still ask what to wear. Definite ideas about what they will or will not wear, and may refuse those they do not like. May still prefer old clothes or wear poor combinations of color.

Care: Still very poor.

11 years---Grooming: Less fuss over bath. Care of nails and teeth improved but still needs to be reminded. Hair; mother washed. Boys often refuse to comb, but girls beginning to be interested.

### Physical Growth and Development

Between the ages of 6 and 10 years, boys and girls of the same age will tend to be the same height. After that time, girls tend to be slightly taller than boys until the age of 15.

With the appearance of pubic and underarm hair and the beginning of bust development, girls often become self conscious. A girl wants sleeveless dresses but she wants them cut high under the arm. She wants to wear a brassiere either to hide her development or to make her appear well developed as the older girls. Privacy in dressing and undressing is very important.

Boys prefer long pants to the short ones to hide their legs.

### Selecting Clothes

Regardless of the child's age, colors should be attractive to the skin, hair and eye coloring. Lines should be chosen to emphasize good features and play down less attractive features as large stomachs or a pudgy appearance.

Usually a girl's figure is straight and will look better in dresses and clothes that fall from the shoulder or from a yoke.

Mood can be set by children's clothes. Sheer fabrics, delicate colors and prints create a feeling of daintiness. Little boys object to this - they want clothes like Dad's.

Remember the occasion for which the garments will be worn. The clothes should be comfortable and allow for freedom of movement. They should also be easy for the child to manipulate. Too often fashion is placed before comfort, durability and suitability of design for the use of the garment. Remember that clothes wear out rapidly especially the knees of boys' pants.

### Desirable Characteristics in Children's Clothes

1. The garments should be well designed. Usually simple styles are better. Patterns and colors should be in keeping with the likes and dislikes of the age group.

2. Clothing should permit freedom of movement since this age child is very active. Be sure armseye and sleeve band are large enough to prevent tearing and allow for movement.

3. The fabric should be preshrunk and colorfast. Garments made of washable fabrics are desirable. No iron fabrics are also aid for mothers. Finishes such as soil resistant are good. Trimmings should also meet these care requirements.

---

<sup>2</sup>Gesell, Arnold and Ilg, Frances L. The Child from 5 to 10. New York: Harper & Row, Publishers, 1946, 475p.

and

Gesell, Arnold and Ilg, Frances L. Youth: The Years from 10 to 16. New York: Harper & Row, Publishers, 1956, 542p.

4. Children's clothes should be made of light weight but sturdy, durable fabric to withstand hard wear.
5. Garments with front openings facilitate the child's dressing himself.
6. Garments should be securely stitched at the armseye and the waistline since this is where wear occurs most often. You can double-stitch these yourself whether you buy ready-mades or make the garment yourself.
7. Flat, functional buttons should be sewed to the garment leaving a thread shank. This prevents the garment from tearing under the buttons.
8. Shirts, blouses, and dresses should have adequate fullness across the back. This can be done by a center back pleat, a yoke with back gathers or darts at the neckline.
9. Blouses and shirts should be long enough to stay in pants or skirt when arm is raised to full height.
10. All garments should be labeled giving fiber content, directions for care, shrinkage expected, special finishes or features as well as manufacturers' name.

#### Growth Features

It is important that the clothes fit the child at the time he is wearing them. If clothes bought are too large, it is possible that a child may wear the garment out before it fits him and therefore he never has clothing which fit him correctly.

Children grow rapidly at this age and studies seem to show that elementary school-age children are aware of growth features or compensations made for growth in the clothing he wears and generally accepts these without concern.

#### You may choose to do one of several things to plan for growth

1. Buy less expensive clothing knowing you will get limited wear from them.
2. Buy fewer clothes and keep them in circulation more (this will require more frequent laundering).
3. Buy garments to fit and pass them down to younger children. Select styles that are not dated so the age will not be revealed as these are handed down to the next child.
4. Take advantage of after-season sales to have clothing on hand the following year. (The main disadvantage in this is that you do not know how much the child will grow during that year).
5. Buy clothes that are suitable for year-around wear.

#### Hand-me-downs

Much has been said about the psychological effect of "hand-me-downs" on children. This varies with the individual child. Many children prefer

clothing bought especially for them while other children take pride in wearing clothes which have been passed down, especially if they admire the donor.

If your economical status is such that the use of hand-me-downs is needed, you could change the style, trim, buttons, etc. so the garments will look entirely different.

#### Size of Wardrobe

Climate as well as finances influence the quality or number of garments in a child's wardrobe.

#### SUMMARY

As you read this lesson sheet, I am sure you realize there are many things to consider in the planning and selection of your child's wardrobe. Through studying these points, you should be able to purchase garments that are both functional, attractive, and worth the money spent for them. Remember that a healthy child is a happy child and suitable, comfortable clothes can help to make him healthy and happy.

Teaching Outline  
for  
Agents and/or Leaders

Buy-Ways to . . .  
THE CHILD AND HIS CLOTHING

I. Objectives

- A. Mothers of young children and/or those working with young children to understand the physical needs of youngsters and their implications for clothing.
- B. Clientele to learn what qualities to look for in buying or making these garments so that the needs of this age child are met.

II. Audiences

- A. Special Interest Groups (mothers with young children)
- B. Groups reached through mass media
- C. Low-income
- D. Married Couples

III. Possible Usages

- A. Special Interest Groups
- B. Organized Clubs (if young homemakers are main constituents of group)
- C. News media (radio, newspaper, TV)

IV. Lesson Outline and Procedure

It was recognized when preparing the lesson that an agent or a leader could not cover all age divisions in one meeting - that is, the infant, the toddler, the preschooler, and the elementary school-age child. It is recommended that the home economics extension agent select the age levels most usable for the group with which she is working. It is highly possible that a mother will have children in two or three of these age levels. For this reason and also because the parent needs to be prepared for the next age level of her child, the needs of the child from the infant to the age of twelve years is included in this one lesson sheet.

A. Introduction to Lesson

Clothing is a very important part of a child's world just as it is for an adult. This was not realized until a few years ago at which time attention and emphasis was given to a child's growth patterns, his motor coordination and the implications this knowledge had upon his clothing needs. Thus clothing should be chosen with the specific needs of individual child in mind and not because of likes and dislikes of the parents.

## B. Teaching Outline

The prepared lesson sheet will be your guide in teaching this lesson. Because of this, do not hand out lesson sheets until the conclusion of the program. The lesson sheet will then be a review of the lesson.

### Teaching Points

### Discussion and Visuals

#### 1. THE INFANT

- a. Certain physical changes **take place which influence type clothes worn**
- b. Essential Layette for infant
  - (1) list items  
see lesson sheet
- c. Discuss desirable characteristics of infants clothes
  - (1) soft
  - (2) non-irritating seams
  - (3) simple styles
  - (4) safety features (as no drawstrings around neck of gown)

Page 1 of lesson sheet

You could have a suggested layette to show to group. Show examples of preferred style of diaper shirt, diaper, waterproof pants, etc. Give advantages of preferred type. These could be borrowed from a shop or from mothers of young babies.

Show garments which have these desirable features.  
May show some with undesirable features.

#### 2. THE TODDLER

- a. Refer to Gessells's study and the expected progress of the average child in learning to dress.
- b. Discuss characteristics of clothing needed for this age.
  - (1) fabric (durable and easy to care for)
  - (2) buying shoes
  - (3) training pants
  - (4) additions to wardrobe
  - (5) safety features
  - (6) labels - discuss importance of informative labels

May have a chart of the Gessell's findings or may make a slide of type-written page, or show on opaque projector, etc. Ask audience to find the approximate age of their child and compare his progress with that in the study.

May ask two or three women to briefly compare what their child is doing in dressing at a particular age.

Show types of training pants. Which type is preferred? Could also discuss shoe selection showing styles, what makes good fit, etc.

Show examples of hazards to avoid:

- (1) pants legs rolled up
- (2) large pockets to catch on obstacles
- (3) sashes
- (4) full skirts

### 3. THE PRESCHOOLER

If the group is not large and if it is convenient, a trip to a children's shop or the children's section of a department store would be of value. If the saleslady is competent and experienced, she might give this lesson. Otherwise you, the agent, could present it. In either case, keep sure she has your objective clearly in mind.

- a. If you have not referred to Gessell's chart with this group, do so. A knowledge of this is important as you discuss growth and self-help features. May use chart, opaque projector, or slide of typewritten sheet to put this information before the audience (method depends on equipment and size of audience).
- b. Make a statement regarding what this age child likes in clothing, what his mother looks for, the size of the wardrobe, and fabric. May allow for a brief discussion from the audience.
- c. Suggestions regarding good construction.
- d. Growth feature - mention various views of this. Ask for the feeling of parents-which view do they prefer?
- e. Self-Help Features  
Spend time on this section. Hard to find ready-mades or patterns showing self-help features. The use of actual garments will be effective here. Could show patterns from pattern book and discuss how these could be altered to provide self-help features.

### 4. THE ELEMENTARY SCHOOL-AGE CHILD

- a. Briefly mention psychological and social needs of this age child. Compare these with younger children if you have discussed the needs of the younger child with this audience.
- b. Discuss and describe characteristics of clothing for this age child. Remind audience that child is independent and wants to select clothes and dress himself.
- c. Growth features  
Discuss list of alternatives for allowing for growth. Ask audience how they feel about growth features. Do their children rebel against wearing clothes with hems let out, etc.
- d. Hand-me-downs  
(Should a child wear these?) Ask for reaction from audience and how their child accepts these.

### 5. GIVE A BRIEF SUMMARY

## V. Possible Methods of Teaching and Suggested Visuals

- A. Lesson could be adapted for all groups. (Even grandmothers and grandfathers buy clothing for grandchildren).
- B. Lesson sheets may be handed out at the conclusion of the program.
- C. Department stores or children's shops can be effective classrooms if field trips are well planned.
- D. Scripts for radio tapes, newsarticles, and television programs are not being prepared as separate sheets to be included in this Consumer Competence packet. It is surmised that each agent would prefer developing her own from the teaching outline and lesson sheets available so that it can be adapted to a particular news media and a particular audience.

## VI. Evaluation

- A. Observe interest and participation of the group.
- B. Note number of requests occurring as a result of any mass media used.
- C. Use evaluation sheet as a guide for determining amount of information retained.

## VII. Reading References

- A. Chambers, Helen G. and Moulton, Vera. Clothing Selection. J. B. Lippincott Company, New York, 1961. pp. 443 - 453.
- B. Miller, Ruby Taylor. "Buy-Ways to ... The Child and His Clothing". (Lesson sheet).
- C. Ryan, Mary Shaw. Clothing, A Study in Human Behavior. Holt, Rinehart and Winston, Inc., Chicago, 1966. pp. 201 - 237.
- D. Sears Roebuck and Company, "What to Look for When Buying Infants' and Children's Clothing".
- E. Tate, Mildred Thurow and Glisson, Oris. Family Clothing. John Wiley and Sons, Inc., New York, 1961.  
Infants and Children's Clothes, pp. 169 - 183.  
Toddler, pp. 183 - 188.  
Preschooler, pp. 188 - 201.  
Elementary School Age, pp. 254 - 275.

Prepared by

Ruby Taylor Miller  
Extension Clothing Specialist

## Evaluation Sheet

### Buy-Ways to . . . THE CHILD AND HIS CLOTHING

#### NOTE TO AGENTS

It is very likely that you would cover only one or two age levels in one lesson. You may want to reproduce only the sections of the evaluation sheet that applies to the age levels studied. Do not include the answer key when reproducing this evaluation sheet.

The following statements may be answered with a "yes" or "no". If you believe the answers are correct, write "yes" in the blank. If the answers are not correct, write "no".

#### I. The Infant's Clothing

- yes 1. It is more practical to buy clothing for the 12 to 18 month size than it is for the infant size.
- no 2. Clothing for the infant should be dainty and frilly because an infant should look like a little doll.
- yes 3. French and flat fell seams are preferred in the infant's clothes since they are flat and non-irritating.
- yes 4. The three "musts" in infants' clothing are warmth, comfort and hygienic qualities.
- no 5. Waterproof pants should be worn at all times to protect the bed linens as well as anyone holding the baby.

#### Rating Scale for this Section

5 correct answers	--Excellent
3-4 correct answers	--Good
Less than 3 correct answers	--Fair - need for further learning

#### II. The Toddler's Clothing

- yes 1. The appearance of clothes is of little concern to most toddlers.
- yes 2. This age child is beginning to learn how to cooperate in dressing.
- yes 3. Two-way stretch training pants are good choices when toilet training is begun.
- no 4. Shoes for the toddler should fit snugly to hold his soft bones in place.
- yes 5. Usually, the toddler's shoes will need replacing approximately every four months.

Rating Scale for this Section: Use scale listed under "Infant's Clothing".

### III. The Preschooler's Clothing

- yes 1. The preschooler has learned that clothing can make him the center of attention.
- yes 2. Clothing for this age child should be exceptionally durable and of sturdy fabric.
- no 3. Growth features should be planned on all clothing so the child can wear them for several years.
- yes 4. Self-help features are hard to find in ready-mades and patterns.
- yes 5. Simple styles make it easier for a child to learn to dress himself.

#### Rating Scale for this Section

Use scale listed under "Infant's Clothing".

### IV. The Elementary School-Ager's Clothing

- yes 1. Belonging to a group is very important for the elementary school child.
- yes 2. A well-dressed child (clean and neat) is usually more confident and well disciplined than a poorly dressed one.
- yes 3. The older elementary school-age children (especially girls) want to help in the selection of their clothing.
- no 4. All young girls are proud of their maturing bodies and select clothes to show off this physical development.
- yes 5. If clothing is bought too large, it is often worn out before it fits the child well.

#### Rating Scale for this Section

Same as in first section.

If two sections are used, you may like to use a combined rating scale as:

- 9-10 correct answers--Excellent
- 7-8 correct answers --Good
- 4-6 correct answers --Fair
- 3 or below --Poor--shows need for further learning

### SUMMARIZING THE EVALUATION SHEET

It is suggested that the staff members responsible for the lesson prepare a county summary for the questionnaire (evaluation) forms to include the information listed below:

1. Name of agent and county
2. Total number of persons receiving lesson
3. For each question or statement enter the number and percent answered correctly. For example, if 200 persons had this lesson while only 50 of them entered the correct answer for a given question, then you would enter in the appropriate column - 50 persons or 25 percent. (These 50 persons are 25 per cent of the 200 who received this lesson).
4. Write a brief summary pointing up the highlights and implications for further programming. Any suggestions for improving lesson sheets, outlines, etc. would be welcome.
5. Send one copy of the county summary or a questionnaire (evaluation) form to the specialist involved so that district and state summary may be made.

RTM (C & T - 1) "69

Teaching Outline  
for  
Agents and/or Leaders

Buy-Ways to . . .

BUYING A DRESS

I. Objectives of Lesson:

- A. To help women and girls get the greatest possible return on the clothing dollar by teaching principles of good buymanship as it relates to buying dresses.
- B. To help women and girls develop an awareness, interest, and understanding of principles of color and design when they buy dresses.
- C. To help women and girls learn to make wise decisions in selecting dresses that will fulfill their needs and wants.

II. Audiences

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

III. Possible Usages

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

IV. Lesson Outline, Methods of Teaching and Suggested Visuals

A. Introduction to Lesson

A dress that is well made, simply styled and suited to the figure type can serve women and girls well if it is also basic in line, fabric and color. Good buys in dresses can be found in all price ranges. Fortunately, it is not the amount of money spent or the number of dresses in the wardrobe that determines whether women and girls are well dressed. If planned correctly one can have appropriate clothing for every occasion with comparatively few clothes. Remember - "the dress you can't afford is the dress that remains hanging in the closet, no matter how little you paid for it".

B. Teaching Aids:

- 1. Source of material
  - a. Current fashion magazines
  - b. Newspapers and ads
  - c. Pattern books
  - d. Better shop windows
  - e. Well dressed women

- f. Leaflets and lesson sheets
- g. Current fashion terms
- h. Radio
- i. Mail order catalogues

2. Illustrative material

- a. Good and poor buys in new garments
- b. Poor buys in used garments in price range
- c. Flannelgraph
- d. Swatches of fabric
- e. Pictures

C. Methods

1. Agent training school
2. Leader training school
3. Method demonstration
  - a. Open meeting
4. Publicity
  - a. Radio - TV
  - b. News stories
  - c. Magazines
  - d. Circular letters
5. Exhibits
6. Panels
7. Discussion
8. Role-playing
9. Store-visits
10. Survey
11. Leaflets or bulletins
12. Posters

D. Preparation

1. Have women bring four to six all-purpose dresses, in the stated price line which were poor buys that will illustrate the following:
  - a. Poor selection of fabric
  - b. Fading
  - c. Poor construction
  - d. Poor belt and other trim
  - e. Poor fit
  - f. Off grain
  - g. Shrinkage
  - h. Unbecoming
2. Labels or information on the above dresses.
3. As many good buys (dresses) as needed, from local stores, in the above price range.
4. One dress in the higher price bracket.

D. Action

Do	Tell
1. Have the women try on the poor buys.	Have each woman tell what she thinks is wrong with her dress.
2. Agent selects each poor buy and discusses as to: a. Grainline	What is meant by grainline
b. Shrinkage	Give common shrinkage terms
c. Fading	Was there a label on used dresses? Common causes of fading - What is meant by colorfast?
d. Poor construction	Buttonholes, hems, sleeves, stitches, seam tape, etc.
e. Poor fit	Skimpy cut, too short - waist, skirt, sleeves too small, shoulder line too long, too large or too small
f. Belt and trimmings	Washable or cleanable, durable buttons, suitable and appropriate trimming- well attached
g. Poor selection of fabric	Printed on true grain, durable to care
h. Unbecoming	Line and design, color, style fads
3. Agent shows new dresses that are good buys	Points out all the good features that should avoid bad buys
4. Brings out and shows dress in next price bracket	Tells why this dress cost more

Summary:

Good buys can be found in all price ranges - but you only get what you pay for. We cannot get all the desired features in any one dress in this price bracket. Each individual will have to make her own decision as to the features most desirable and suitable to her need and those which she can sacrifice in order to get the most personal pleasure in feeling well groomed in her all-purpose dress.

Lesson Planner: Mary Em. Lee

Evaluation Sheet

Buy-Ways to . . .  
BUYING A DRESS

Self Quiz: Good buys in dresses can be found in all price ranges. Here are 20 statements to test your buying practices.

See how you score by giving yourself (5) points for every "Always"; (3) points for every "Usually"; (1) point for every "Sometimes", and (0) points for every "No" or "Never". Place a check in the column that applies.

	Always 5	Usually 3	Some Times 1	Never 0
1. Am pleased with dresses I buy.				
2. Study fashion magazines and keep up with latest styles.				
3. Know fabric characteristics before I buy.				
4. Buy dresses to suit my age.				
5. Avoid "love-at-first-sight" dresses that do not fit in my plan.				
6. Adopt from current fashions only becoming styles and color.				
7. Study and select my best colors.				
8. Try dresses on over well fitted foundation garments.				
9. Buy dresses that fit regardless to size.				
10. Study labels and file for future reference.				
11. Follow care instructions given on label.				
12. Buy sale dresses only if garment is needed.				
13. Recognize that price does not indicate quality.				
14. Buy dresses of good fabric and workmanship.				
15. Recognize simplicity is keynote to good design.				
16. Not influenced by high pressure saleswomen.				
17. Feel you get your money's worth.				
18. Pass up dresses that need a lot of alteration.				
19. Make sure garment is comfortable when sitting, standing, walking and bending.				
20. Make sure garment is cut with correct grain.				
Totals				

Total number of points for Self-Quiz \_\_\_\_\_

If you score 80-90 congratulations! If 50-75 you must watch your step. If below 50, you'd better get to work right away.

SUGGESTIONS FOR SCORING AND SUMMARIZING - FOR HOME AGENTS

In order to get a complete picture of what each participant thinks about the lesson, it is suggested that the staff member responsible for the lesson prepare a county summary from the questionnaire forms to include the information listed below.

1. Name of agent and county.
2. Total number of persons receiving lesson.
3. Indicate the percentages of all homemakers whose score fell in each of these categories:  
    \_\_\_\_\_ 30 - 100  
    \_\_\_\_\_ 50 - 79  
    \_\_\_\_\_ Below 50
4. Write brief summary pointing up the highlights and implications for further programming.
5. Send one copy of county summary on a questionnaire form to the specialist involved so that district and state summary may be made.

Teaching Outline  
for  
Agents and/or Leaders

Buy-Ways to ...

TEENAGE SPENDING FOR CLOTHES

I. Objectives

- A. Teenagers to learn how to shop for clothing more wisely in order that their clothing dollar can be used to the greatest advantage.
- B. Teenagers to learn the various types of stores, how to read and interpret advertisements and to understand what to expect in good labeling, and how to shop wisely at sales.

II. Audience

- A. 4-H'ers
- B. Other youth groups

III. Possible Usages

- A. 4-H Club Meetings
- B. 4-H County Council Meetings
- C. Special interest groups as YMCA, YWCA, etc.
- D. News media

IV. Lesson Outline and Suggested Procedure

A. Introduction to Lesson

Teenagers, as consumers, represent 12% of the nation's population and as a result are a big influence upon the clothing industry. The latest statistics indicate that teenagers spend approximately \$13 billion dollars of their own money each year and 15% - 18% is spent on clothing.

These teenagers need guidance in forming sound buying habits. They need to learn how to obtain more information about merchandise thus becoming wiser and more selective buyers of clothing. Included in this information should be decision making on what and where to buy as well as how and when to buy.

Where can consumers get consumer information? This can be from books, magazines, radio, television, stores, business organizations and manufacturers. Reading, observing and investigating the item before buying, can help one become a better-informed consumer.

## B. Teaching Outline and/or Suggested Methods of Teaching

1. The topic of "Teenage Spending for Clothing" could be taught in several lessons such as:
  - a. Planning and Evaluating a Purchase
  - b. Studying and Interpreting Labels
  - c. Buying at Clothing Sales

The first lesson could be on Planning and Evaluating a Purchase and taught by the method suggested by Celene Educational Service in their spring, 1968 edition of Textile Topics.

### a. A Practical Exercise in Evaluating a Purchase

To focus attention on some of the factors to consider in buying a specific item of apparel, set up a mock wardrobe for a teen age girl (could do same for boys if group is mixed or the group consists of boys only). Use full-color illustrations clipped from magazines, catalogues, advertising brochures and other sources. Include clothes for school, casual wear and dress-up occasions.

Arrange the illustrations on a bulletin board, flannel board or even on a table where the youngsters can see the selections well. Label this group Exhibit A. You may want to indicate that some items are in excellent condition; others are wearing out.

Now, in Exhibit B arrange six or eight different types and colors of skirts, blouses and dresses. Get as much variety as possible. For example, include blouses which are tailored, dressy, sheer, ruffled, and in bold color and pattern.

Explain to the group that Exhibit A shows the major part of one teenager's wardrobe, excluding lingerie. Each student is to imagine the wardrobe is hers. Assign one group of teenagers money to "buy" a new blouse from the selection in Exhibit B. A second and third group of teenagers would "buy" a dress or a skirt.

Allow time for them to study the wardrobe and the items available for purchase. After selections are made individually by each one, ask them to list the reasons for their choices.

Conduct discussion on the choices of the youth. List reasons discussed for selections on the blackboard or verbally. While there may be no "wrong" answers, see whether any want to change their choices after hearing the discussion. These kinds of points should be brought out:

1. Suitability of color to person and to what is in wardrobe to wear with the item.
2. Activities of person.
3. Suitability of style.
4. Care required.
5. Varied occasions when item can be worn.
6. Probable durability.
7. Maintaining attractive appearance during wear or travel.
8. Likelihood of going out of style.
9. Whether price is right for budget and function that item must fill in wardrobe.

These explorations might be expanded by asking group to name items of clothing they have bought (or received as gifts) which turned out to be disappointments. Discuss reasons. Lead group to make a list of questions they think they should ask before buying various items. Include pointers such as comparison of cost, checking hangtags, trying on for fit and "feel" as well as those listed earlier.

#### b. Lesson on Labels

Another lesson could be on studying and interpreting labels. Not enough emphasis is given to this important topic.

Information on labels and hang tags should be useful in judging a piece of fabric or a garment. Good labels and hang tags will indicate what you are buying so these should be read with care. Seals of approval are often attached but the value of these seals depends upon the reliability of the company behind the seals.

If the product does not perform as expected after directions for use and care are carefully followed, the consumer should return the item to the retailer or manufacturer giving the shortcomings of the item. By doing this, the technologists can make improvements so better products will be placed on the market.

#### Suggested Activity

1. The agent may like to make an oversize hangtag as shown below for use in teaching what should be included on an informative one.



2. Ask the 4-H'ers or other youth to bring in a label or hangtag from a recent purchase. Discuss the information provided on the label. Was it informative? Would they know what service to expect from the purchase?

The lesson sheet entitled "Buy-Ways to...UNDERSTANDING A CLOTHING HANGTAG" is the resource for teaching this lesson.

c. Lesson on Buying at Clothing Sales

Sales can be a good time to buy clothing at quite a savings. For basic information in teaching this lesson, refer to the teaching outline and lesson sheet entitled "Buy-Ways to...SHOPPING FOR BARGAINS AT CLOTHING SALES".

Suggested Activity

Select one of the activities given in the teaching outline "Buy-Ways to...SHOPPING FOR BARGAINS AT CLOTHING SALES".

V. Evaluation

- A. Observe interest of group.
- B. Use evaluation sheet "How Do I Score". This sheet could be used at the first meeting and then at some previous meeting to determine amount of learning which has taken place.

VI. References

- A. Lee, Mary Em. Lesson sheet "Buy-Ways to...UNDERSTANDING A CLOTHING HANGTAG".
- B. Miller, Ruby Taylor. Lesson sheet "Buy-Ways to...SHOPPING FOR BARGAINS AT CLOTHING SALES".

---

Please note: The leaflet with sketches on construction details to look for when buying has been deleted from the list of teaching materials available.

Prepared by:

Ruby Taylor Miller  
Extension Clothing Specialist

Evaluation Sheet

Buy-Ways to...TEENAGE SPENDING FOR CLOTHES



	1. Most of the time	2. Some of the time	3. Seldom or Never
1. Do I know what clothing I need? _____			
2. Do I make a shopping list to be sure that I get the things I need? _____			
3. Do I decide on the amount I can spend on specific items before shopping? _____			
4. Do I consider the reliability of the stores where I shop? _____			
5. Do I shop around in different stores for the best buy? _____			
6. Do I compare different qualities of merchandise in each store? _____			
7. Do I consider how well a garment is made? _____			
8. Do I read labels that describe the fiber content of the merchandise? _____			
9. Do I understand the information on the labels? _____			
10. Do brand names influence my purchase? _____			
11. Do I think through each item before buying it? _____			
12. When I buy on sale do I buy a good usable item regardless of price? _____			
13. Do clerks understand exactly what I'm looking for? _____			
14. Do I make necessary exchanges promptly? _____			
15. So I stay within the allowance that I have for clothing? _____			
16. Do I feel well dressed in the clothes I buy? _____			
(OVER)	Totals		

To find your score: Give 2 points for each check in column 1, 1 point for each in column 2 and no points for checks in column 3.

If you total 27-32---you are a very good shopper

If you total 20-26---you are a good shopper.

If you total 15-19---you need some improving.

If you total 10-14---you need lost of improving.

Your Score:

Distributed by RTM (C&T-1) '69

Score Sheet from  
Louisiana Agric. Extension Service

Buy-Ways to . . .

### SHOPPING FOR BARGAINS AT CLOTHING SALES

Sale! Sale! Sale! It's a magic word that causes most women to pay attention. Off we go to try to get a good buy. After frantically shopping among the other bargain seekers, we take our treasures home. Have you ever surveyed your bargain purchases when you got home and wondered why you really bought some of them? Then comes the tell-tell truth - the question runs through your mind, "Why did I really buy this item?" or "Did I really need this"?

What is there about a sale that has such appeal? Maybe we want to test our buying skill to see if we really can get something for nothing. Or we may feel we are contributing to family income by the pennies we save. Maybe we just like all the excitement of the crowds and the variety of merchandise available.

Whatever your reasons are for going to a sale, give some thought to whether you are really getting your money's worth. Dollars spent on clothing should give a good return for your investment. The return may differ with people. Some want a garment they can wear for several years, others may want a fad, still others are looking for ease of care.

To help you make a wise investment in sale purchases, try to follow these guides:

1. Read advertisements carefully. Study the facts given.
2. Learn to read between the lines and ask questions.
3. Check tags and labels for fiber content and care instructions.
4. Beware of stores that make a habit of having too many sales or who frequently say they are going out of business. Think carefully before you go to a store which uses "bait" ads to get you in for a "bargain" and then tries to talk you into looking at other merchandise.
5. Don't fall for the line "It's exactly the same thing" as another higher priced item.
6. Know what you want and need and don't take a substitute for what you intended to buy. Avoid impulse buying. Almost before you know it, the excitement of the moment seizes you, and you may buy something you don't want or need.
7. Compare prices before you buy. Department stores are often no higher priced than discount stores, and they usually have more variety. Originally, discount stores were able to sell items at a lower cost than regular retail stores. This was possible because the discount stores were located in lower-rent areas and provided self-service which eliminated some of the cost of operations. Today, however, this has changed slightly. Discount houses have been given "new faces" and placed in more desirable locations. This has raised the price of the merchandise. Some items are available at a lower cost in one department while the prices are raised in other departments. Affected by

these discount stores are the department stores who have lowered their prices in an attempt to compete with the discount stores.

8. Is garment or article soiled? How much will cleaning add to the cost of the garment?
9. Get to know your local sales seasons and take advantage of annual events.

**TYPES OF SALES** - There are a number of different types of sales with which you should become familiar. Knowing the description of each can help you buy sales merchandise more wisely.

1. Clearance sales - these are sales to move garments that are being discontinued, that are left over from previous seasons or that are going out of style. Savings on these garments may range from 25 to 50%.

2. Special-purchase sales may be a preseason or postseason sales of garments. Stores buy goods at a special or reduced price in the wholesale market. The quality standards may be acceptable, but usually they are not the same as the quality of regular merchandise carried by the store. The garments may have irregularities which justify a markdown of 15% to 20%.

3. Regular-stock or Annual sales are probably the most reliable types for getting good quality merchandise. These clothing items are from the regular stock but are sold at a reduced price for a short time. Reductions of 10% to 15% are usually made. After the sale, the stock goes back to its regular price.

4. Anniversary sales are familiar since these are to commemorate the founding of the store (Founder's Day sales). Some regular stock is reduced in price while others are especially purchased for this sale and will not be carried in regular stock.

5. Seasonal sales are sales that are regularly repeated each year such as the August Coat Sales. Good buys can be made at these sales.

6. Stimulative sales are sales intended to stimulate buying during dull or slow periods. Examples of these are the August Fur Sales, Back-to-School Sales, Mother's Day Sales, Two-for-the-Price-of-one Sales, and One-cent Sales.

#### WHY IS THE ITEM ON SALE?

There is some reason for a mark-down on sale items. Be a careful shopper and see if the reason the items are on sale makes any difference to you.

1. Is the style on the way out or is it an advance style? Knowing fashion trends will help you decide whether or not to buy such bargains. If the style is one you can wear a great deal immediately, it may be an excellent buy.

2. Is it shopworn, soiled, or damaged? The cost of drycleaning brings the price up again! The clever seamstress may be able to mend a damaged garment and get an excellent buy.

3. Is the store going out of business? Sometimes quality items will be sold at a markdown in order to move them fast.

4. Is it an irregular or second? Irregulars have imperfections of color, size, weave or knit which probably will not affect the wearing quality of the garment. Seconds have flaws such as a mend, tear, or run which usually show and affect wear. Mill outlet stores specialize in handling seconds and irregulars although they do carry some first quality garments. Factory samples also are sold in the outlet stores and can offer exceptional buys since these are first quality garments and were used for display purposes or to determine appropriateness of style. These are usually in small sizes. Almost any kind of garment can be purchased from the various outlet stores. Examine the garment carefully to determine the type of flaw and decide whether it will affect the wearing quality. The garments purchased from these stores generally cannot be returned. Basements of department stores should not be forgotten. You will find seconds or goods that are damaged or shopworn or for some other reason are not strictly first-class. Many of these items may serve your needs - and at a big savings. If you are willing to rummage in the basement, carefully and leisurely, you can often end up with the best bargain in the store.

5. Is it a color or style which did not sell? Some colors or styles are not becoming to the majority of people and are apt to be left at the end of the season. If the garment is becoming to you, it can be an excellent purchase.

6. Is the price reduced because hard-to-sell-sizes are left. The very small and the large sizes most often remain on the racks. You are fortunate if you are able to fit into one of the less common sizes. Sample garments or shoes may be included in this type of sale.

7. Is it a special purchase? Stores may offer merchandise for various reasons from manufacturers or stores in other cities. Standards may not always be as high as regular merchandise offered by the store, but are still satisfactory if they meet your needs.

8. Is the item poorly constructed? A portion of the garment may be incorrectly cut (as cut off grain) or seams may be ripping or raveling, etc. The woman who sews may be able to correct some of these faults with little effort.

9. Overproduction of manufacturers? For various reasons, sometimes companies produce more items than they can sell within a season. This excess quantity may be reduced in price to keep from carrying them over to the next season.

#### WHEN DO YOU USUALLY FIND SALES?

Stores have seasonal promotions which follow a fairly definite pattern. For example:

January usually is the month for store-wide clearance sales, resort wear sales, and fur sales.

February brings Washington's Birthday sales and Valentine's Day sales.

April ushers in Easter fashions (or after Easter sales) and sales for men's and boys' clothing.

May can be expected to feature sales for lingerie and handbags, Decoration Day (Memorial Day) sales are also featured.

June brings sportswear, camp clothes and midyear clearance sales.

July has its after July 4th clearances.

August usually has a variety of sales - summer clothing, fur, back-to-school fashions and fall fashions.

September also brings on back-to-school specials.

October features Columbus Day specials (coats and suits) and more fur sales.

November offers Thanksgiving and pre-Christmas sales.

Finally, December ends the year with its winter clothing specials (end of month) and after-Christmas sales.

Families who plan their clothing needs in advance can save 1/3 to 1/2 by shopping during regular store sales. No matter what the price is, an item is a bargain only if you need it. Nothing encourages mistakes as much as buying on impulse. CAUTION: It may not be wise to buy clothes for growing children a year or even a season in advance since a child could outgrow them even before they are worn.

#### BEWARE OF MISLEADING ADVERTISING

Your best protection for bargains is to be a comparative shopper and also to familiarize yourself with "going prices" (current prices) on brand-name merchandise.

And very important - know the language of advertising. Better ignore so-called "list" prices as they are usually meaningless. "List" prices are suggested retail prices provided by the manufacturer. Few retailers charge "list" prices unless there is no competition in the business.

Don't be misled by other evasive terms such as these:

"Percentage off" - Off what? Original price? List price? Mark-up for sale price?

"Half price" - is a legitimate term if truthful. Just be sure you know half of what price.

"Made to sell for", or "priced elsewhere" - When was the price higher? Is it of this value now? Where does it sell for the higher price?

"Famous labels you will recognize, we cannot print them". Why can't the brand names be included in the advertisement?

"Savings-up-to-one half" is not a full statement. To be meaningful, the maximum former selling prices in the store should be listed.

Also disregard such attractive terms as "reduced from", "comparative value", "formerly" or "originally". These attention-getter terms are always followed by "now priced at" or "our price is".

Watch out for fine print - "as is", "irregular", or "slightly damaged". Check for faults or damages. It has been pointed out, however, that some of these can be repaired and be good buys.

Watch out for the ad which states the item will never again be sold so cheaply. This may be true, but so what. If the purchase is not needed, the low cost is not such a bargain. The foolish bargain hunter is the one who is so intrigued by the slashed price that he completely forgets to judge his purchase in terms of his personal needs.

Whether buying during regular shopping or at sales, you need to look for the same details:

- . Attractive color for your skin, hair and eyes
- . Cut on correct fabric grainline, interfacing where needed
- . Wide seams with correct seam finish
- . Ample hem
- . Correct location of darts and finished to a sharp point
- . Good fit

Before you make a hasty decision about sale merchandise, ask yourself these questions:

1. Do I really need it? Does it meet my needs?
2. Will it fit into my wardrobe plan? Will I have to purchase new accessories to complete the outfit?
3. Does the garment fit well, or can I alter it?
4. Are care instructions on the label? Have special finishes been applied?
5. How will I pay for it? If this purchase is unexpected, will it upset my clothing budget?

Remember that a bargain is a bargain only if you need and really want it! Shop carefully and make the sales purchase wisely.

Prepared by

Ruby Taylor Miller  
Extension Clothing Specialist

N. C. State University  
1-1-69

Teaching Outline  
for  
Agents and/or Leaders

Buy-Ways to . . .  
SHOPPING FOR BARGAINS AT SALES

I. Objectives

- A. Consumers to learn and apply principles of good buymanship when shopping at sales in an effort to get the most for the money allotted to the family's clothing needs.
- B. Consumers to become familiar with the language of advertising so that they will not be "taken in" by misleading advertisements.

II. Audiences

All consumers and especially those in the low-income group.

III. Possible Usages

- A. Homemakers Clubs
- B. Special Interest Groups (especially low-income)
- C. Youth
- D. News Articles
- E. Radio
- F. Television programs
- G. Newsletters

IV. Lesson Outline and Suggested Procedure

A. Introduction to Lesson

Consumer competence is now a household word--being used by the homemaker as well as the teenager boy and girl. This broad interest in consumer education and consumer competence stems from the challenges of our affluent society. These challenges are due to the increasing number of goods on the market, the rising cost of these goods, the number of unethical retailers, and the lack of money management know-how among the young and the poor.

Much of the family's income is spent on clothing. This is especially true when there are teenagers among the family members.

Most everyone at sometime or another buys clothing at sales which are being carried on constantly by various department stores and specialty shops. Much money can be saved if the consumer learns how to shop wisely at these sales and how to interpret the language of clothing advertisements. (You may also want to use the first few paragraphs in the lesson sheet as part of your introduction).

## B. Teaching Outline

The prepared lesson sheet will be your guide in teaching this lesson.

### Teaching Points

### Discussion and Visuals

- |   |   |
|---|---|
| 1. Guides to follow in making a good investment in sale purchases (9 of these).                                     | See lesson sheet for these.   |
| 2. Types of Sales   | Show advertisements from the newspaper with the different types of sales advertised. (Folder available from the Clothing Department or you may collect from your own local papers). |
| a. Clearance sales  |   |
| b. Special-purchase sales   |   |
| c. Regular stock or annual sales  |   |
| d. Anniversary sales  |   |
| e. Seasonal sales   |   |
| f. Stimulative sales  |   |
| 3. Reasons for items being on sale  | Let women bring items they have bought on sale and/or discuss their experiences in buying at sales.   |
| a. Style not current (old styles or advance styles)   |   |
| b. Shopworn, soiled or damaged  |   |
| c. Store going out of business  |   |
| d. An irregular or second (define the two terms)  |   |
| e. Color or style not selling fast  |   |
| f. Hard to sell items   |   |
| g. Special purchase items   |   |
| h. Poor construction  |   |
| 4. Time Schedule for Sales (January - December)   | Prepare a calendar type poster listing the sales and the months in which they occur (see lesson sheet for this listing).  |
| 5. Language of Advertising (discuss various terms as given in lesson sheet. Analyze what these can and should mean) | Show advertisements featuring or using (in same folder with types of sales and is available from Clothing Department).  |
| 6. Points to look for in buying (these are on lesson sheet)   | Have poster with these points mentioned.  |
| 7. Final questions for consideration before purchasing (on lesson sheet)  | Poster listing these points.  |

## V. Possible Methods of Teaching and Suggested Visuals

- A. Lesson could be adapted for all groups.
- B. Use lesson sheets as the basis for your information. Do not hand out lesson sheet until the conclusion of the program. The lesson sheet will then be a review of the lesson.
- C. Be alert to the changing conditions and problems that affect the consumer. Base your program on local daily newspapers, radio, and television advertisements as well as personal experiences.
- D. The marketplace is a good workshop for teaching consumer education. Perhaps a field trip could be planned to several stores during a "sales season" perhaps having this program after a holiday or at the time you know there will be a founder's day sale.
- E. You may want to begin collecting your own advertisements early in the year rather than relying on the folder available from the state office. All your clothing leaders could do likewise, and they would be more familiar with their own. Advertisements could be mounted on posters with the terms, etc. circled in red for emphasis. You could ask the club members or other clientele to bring an example of a sale advertisement with them to the meeting. These could be evaluated for clarity of meaning.

## VI. Evaluation

- A. Observe interest of the group and the amount of discussion.
- B. Note the request for information which comes as the results of the program, news articles or radio.
- C. Use evaluation sheet as a guide for determining the amount of information absorbed.
- D. Assign the following activity and have a brief discussion of their findings at a later club meeting.

"Over a period of several weeks, study the clothing advertisements carried by selected stores. What appeals are used to entice customers to come to buy? Go to each store and inspect the merchandise advertised in order to compare advertisements and merchandise."

## VII. Reading References

- A. Tate and Glisson, Family Clothing. John Wiley and Sons, Inc., 1961 (pp. 30-55).
- B. Current Periodicals.
- C. Miller, Ruby Taylor. Lesson sheet "Buy-Ways to ... Shopping for Bargains at Sales".

Prepared by

Ruby Taylor Miller  
Extension Clothing Specialist

Evaluation Sheet

Buy-Ways to . . .

SHOPPING FOR BARGAINS AT CLOTHING SALES

- I. The following statements are either true or false. If true, place a T in the blank beside the statement. If the statement is false, place an F in the blank.

  T   1. Your best protection as a shopper is to be aware of the "going prices" (current prices) of brand name merchandise.

  T   2. The first thing you should concentrate on when shopping for clothes is your "need"--not price.

  F   3. "List" prices (suggested retail prices) are the most meaningful things you can check when comparing prices of various items at various stores.

- II. There is always a reason for an item being on sale. Place an X in the blank if the reason probably would not affect the wearing quality or durability of the garment.

  X   1. The garment is soiled.

       2. The garment is cut off grain of the material.

       3. The garment is poorly made.

  X   4. Only hard to sell sizes are left but you can wear one of these sizes.

  X   5. The garment is an irregular.

- III. What are two terms which can be misleading in clothing advertisements?

1. \_\_\_\_\_

2. \_\_\_\_\_

SCORING

There are ten answers in this evaluation. The correct answers may be weighed in this manner.

9-10 Excellent

7-8 Good

4-6 Fair

3 or below -- Poor (shows need for further learning)

Note to Agents

Do not include correct answers when reproducing this evaluation sheet.

### SUMMARIZING THE EVALUATION SHEET

It is suggested that the staff members responsible for the lesson prepare a county summary for the questionnaire (evaluation) forms to include the information listed below.

1. Name of agent and county
2. Total number of persons receiving lesson
3. For each question or statement enter the number and percent answered correctly. For example, if 200 persons had this lesson, while only 50 of them checked the correct answer, then you would enter in the appropriate column - 5- persons or 25 percent. (These 50 persons are 25 per cent of the 200 who heard the program).
4. Write a brief summary pointing up the highlights and implications for further programming. Any suggestions for improving lesson sheets, outlines, etc. would be welcome.
5. Send one copy of county summary or a questionnaire (evaluation) form to the specialist involved so that district and state summary may be made.

Teaching Outline  
for  
Agents and/or Leaders

Buy-Ways to . . .  
UNDERSTANDING A CLOTHING HANGTAG

I. Objectives of Lesson

- A. To develop knowledge and understanding among consumers that informative labeling has long been their most reliable guide to fabric content, performance and care.
- B. To inform consumers about new developments taking place in textile labeling and the laws and voluntary programs currently governing industry labeling practices.

II. Audience

- A. Young homemakers
- B. Other interested groups

III. Possible Usage

- A. Organized clubs
- B. Special interest
- C. Newspaper
- D. Radio
- E. T.V.

IV. Lesson Outline and/or Study Guide

- A. Bulletin: "Buy-Ways to . . . Understanding a Clothing Hangtag"
- B. Introduction

Forward-looking fabric and garment manufacturers put labels or tags on their products to help consumers buy clothing intelligently and care for them properly. Consumers should insist that the articles they purchase be completely and informatively labeled. If this is done, more and more manufacturers will supply them with information they need to know about the clothing they buy.

Consumers should learn to interpret label information. This helps to make wiser selections of fashion by the choice of more durable fabric and less expensive maintenance.

- 1. Good information labels tell us -
  - a. Fiber content of fabric. Each fiber and the percentage by weight of each in the fabric.

- b. How the item is made. Sometimes certain construction features are listed such as, double stitched seams, or shadow-proof panel.
  - c. What service to expect from garments. Is the garment washable? Colorfast? Wrinkle or stain resistant?
  - d. How should you care for it? Is it washable or must it be dry-cleaned? Type of soap or detergent and temperature of water may be given.
  - e. Manufacturer and name of store selling garment is given.
  - f. Price, size and number of garment is given.
2. When you buy piece goods and ready-made clothing do you:
    - Read labels carefully?
    - Shop at stores which stock well labeled merchandise?
    - File labels for future use?
  3. When you buy do you check labels for
    - Understanding of words used
    - Honest and complete facts
    - Information about use and care
    - Information about hidden values such as colorfastness and shrinkage
  4. Are you acquainted with the different textile legislation acts which have been passed?
    - Wool Products Labeling Act of 1939
    - Fur Products Labeling Act. of 1951
    - Textile Fiber Products Identification Act of 1958 (effective 1960)
    - The Flammable Fabrics Act of 1953 (amendment 1967)
    - Show Content Labeling Act of 1962

See lesson sheet for information about these acts. Explain each.

These acts protects the consumer against misleading and false advertising of fiber content of textile products.

#### V. Preparation for Lesson

You may wish to use one of the following suggestions to help women understand the value of good textile and clothing labeling.

1. Ask women to bring to meeting a label or hangtag from a recent clothing purchase. Discuss and classify labels informative and not informative. You may wish to display these labels as they are discussed.
2. If possible borrow a collection of garments from your local stores that illustrates good labeling. You may ask club members to bring garments they have purchased that show good and poor labeling.

3. Make a flip chart or a set of posters using information in outline and lesson sheet.

VI. Evaluation Sheet

Follow up questionnaire to be given out after lesson is presented.

Prepared by:  
Mary Em. Lee  
Extension Clothing Specialist

N. C. State University  
1-1-69

Evaluation Sheet

Buy-Ways to ...

UNDERSTANDING A CLOTHING HANGTAG

As a consumer how well do you interpret hangtags? This exercise will help determine the importance you place on these important labeling devices.

1. When you buy piece goods and ready-made clothing do you -

Yes \_\_\_ No \_\_\_ Read labels carefully?

Yes \_\_\_ No \_\_\_ Shop at stores which stock well labeled merchandise?

Yes \_\_\_ No \_\_\_ File labels for future use?

Yes \_\_\_ No \_\_\_ Return unsatisfactory merchandise?

Give 5 points for each "yes" answer. Total points \_\_\_\_.

2. When you buy do you check labels for -

Yes \_\_\_ No \_\_\_ Understanding of words used on labels.

Yes \_\_\_ No \_\_\_ Honest and complete facts.

Yes \_\_\_ No \_\_\_ Information about use and care.

Yes \_\_\_ No \_\_\_ Information about hidden values such as colorfastness and shrinkage.

Yes \_\_\_ No \_\_\_ Brand or manufacturer.

Yes \_\_\_ No \_\_\_ Size that gives a good fit.

Give 5 points for each "yes" answer. Total points \_\_\_\_.

3. Are you acquainted with the different textile legislation acts which have been passed?

Yes \_\_\_ No \_\_\_ Wool Products Labeling Act of 1939.

Yes \_\_\_ No \_\_\_ Fur Products Labeling Act of 1951.

Yes \_\_\_ No \_\_\_ Textile Fiber Products Identification Acts of 1958 (effective 1960.)

Yes \_\_\_ No \_\_\_ The Flammable Fabrics Act of 1953 (amended 1967)

Yes \_\_\_ No \_\_\_ Shoe Content Labeling Act of 1967

Give 5 points for each "yes" answer. Total points \_\_\_\_.

4. Study the two labels and check which one will help you, the consumer and tell why.

Label A.

TRU-STYLE  
100% Virgin Wool  
Dryclean only  
Vat-dyed - Sunfast  
Perspiration resistant  
-  
Certified by United  
Laboratory Tests  
-  
Mfg. Glamac Mills  
Glamac, N. C.

Label B.

CASUAL ORIGINALS  
  
Fashionable  
Soft as Silk  
Practical  
Enticing Color  
Easily Cleaned  
  
DESIGN

Label is the best hangtag because \_\_\_\_\_

---

The value of this section is 25 points.

Total score for all 4 sections \_\_\_\_\_

#### SUGGESTION FOR SCORING AND SUMMARIZING - FOR HOME AGENTS

In order to get a complete picture of what each participant thinks about the lesson, it is suggested that the staff member responsible for the lesson prepare a county summary from the questionnaire forms to include the information listed below:

1. Name of agent and count
2. Total number of persons receiving lesson.
3. Indicate the percentage of all homemakers whose score fell in each of these categories:  
\_\_\_\_\_ 100  
\_\_\_\_\_ 80 - 95  
\_\_\_\_\_ 75 or below need more attention on importance of hangtag information.
4. Write brief summary pointing up the highlights and implications for further programming.
5. Send one copy of county summary on a questionnaire form to the specialist involved so that district and state summaries may be made.

Lesson Planner: Mary Em. Lee  
MEL (C & T - 2) '69

TARGET 2 — PHASE 2  
CONSUMER COMPETENCE

## CLOTHING

**This Packet Contains Teaching  
Materials For:**

**Buy-ways to—**

- \* Clothing Dollars and Sense
- \* Fibers, Fabrics and Finishes
- \* Selecting Clothing For Men
- \* Women's Coats and Suits
- \* Foundation Garments
- \* The Child and His Clothing
- \* Buying a Dress
- \* Teenage Spending For Clothes
- \* Shopping For Bargains At Clothing Sales
- \* Understanding a Clothing Hangtag

EXT.  
HOME.  
ECONOMICS

