



accent on clothing

Girls' - Boys' 4-H Clothing Selection Project

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A Leader's Guide

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LEADER'S GUIDE — ACCENT ON CLOTHING

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Serving as a 4-H clothing selection project leader is a challenging and rewarding experience. You will enjoy working with 4-H boys and girls as you lead them in their 4-fold development of Head, Heart, Hands, and Health. You can contribute much to the teenagers' growth through your interest, encouragement, and assistance in this project.

The teenager is a dynamic force in today's economy. The age range 14 to 19 represents a vast amount of spending potential as well as actual spending. Boys and girls in high school spend a greater percentage of their incomes on clothing and grooming items than any other age group. Manufacturers and retailers have recognized this profitable market and are catering to the needs and desires of youth. Many clothing items today are designed with an emphasis on youth to reach the influential segment of the market, the teenager. No longer is the teenager considered to be "tomorrow's consumer." He is "today's consumer."

The teenager can develop skill in money management for the future by learning to invest his dollars wisely for clothing purchases now. He will receive satisfaction from a successful garment that contributes to an attractive appearance. The teenager realizes that often people are judged by their personal appearance. The first impression one creates through his appearance can determine how others react to him. Being well groomed, neat, and appropriately dressed for the occasion will give a young man and woman confidence. When they are confident they look their best, they perform at top level. Teenagers are interested in learning what is expected of them in certain social situations so they can be at ease with adults and others their age.

Boys and girls enrolled in these projects will learn:

1. How to manage their clothing dollar to get the most value from it.
2. How to select clothing that is becoming to them and appropriate for their activities.
3. How to care for their clothing.
4. How to behave in certain social situations.

You will be helping the young man and young woman acquire knowledge and habits that will benefit them the rest of their lives.

Objectives of the National 4-H Clothing Program

A 4-H clothing selection project leader contributes to the national 4-H clothing program through his teaching and guidance. Review the national objectives which you are trying to achieve in the

4-H members before you begin this project. You will see that the construction of clothing is just one part of the national objectives. Selection and care of clothing are also very important. From the national objectives listed below, select 2 or 3 objectives which *you* hope to achieve in the project group.

Through this clothing project you can help the 4-H members to —

1. Develop leadership talents and to work toward achieving the broad objectives of character and effective citizenship.
2. Help young people build self-confidence and poise through developing:
 - a. Skills in choosing clothing they make or buy.
 - b. Appreciation of and skill in making the most of one's personal self.
 - c. Appreciation of and skill in care of clothing.
 - d. Appreciation of and skill in the use of the decision making process.
 - e. Judgment and creativity in planning clothing and accessories.
 - f. Ability to evaluate what they have done and to plan for continued progress.
 - g. Attitude of wanting to share with others their knowledge and skill.

Your Role as a 4-H Clothing Leader

You will want to be the best leader possible as you work with boys and girls in this project.

A responsible leader:

1. Understands the group with whom he is working.
2. Encourages 4-H members to complete successfully *more* than the minimum project requirements.
3. Assists the 4-H members to plan and to implement worthwhile project meetings, activities, tours, demonstrations, illustrated talks, exhibits, and visits according to their level of knowledge, their interests, and their experiences.
4. Has a thorough knowledge of subject matter he is teaching. The Extension Agent, Home Economics can assist you with this.
5. Informs parents of 4-H project work and activities. Encourages parents to become involved and interested in 4-H member's work.

6. Contributes to the objectives of the national 4-H clothing program. Helps 4-H members see the value of participating in the total 4-H program.
7. Encourages and assists 4-H members to form their own objectives, to evaluate their work, and to complete records.
8. Incorporates a sense of good sportsmanship and character development through group participation and interaction in the project.

The Group

The project, "Accent on Clothing — Boys' and Girls' 4-H Clothing Selection Project" is designed for older 4-H boys and girls, age 14 to 19. Although these 2 guides have the same format, there is different subject matter in some sections because of sex. Not all subject matter is of interest or appropriate to be discussed in mixed groups. Therefore, we recommend for many meetings that boys and girls meet separately with an adult leader. It is wise for a man to serve as a leader for the boys; a woman should serve as leader for the girls. *Selection of clothing for boys should be taught by a man; selection of clothing for girls, by a woman.*

You will note in the 2 guides that many activities and project requirements are the same, regardless of sex. Plan some meetings and group activities where boys and girls can meet and work together on this project. It is important that they have an opportunity to plan and work together on certain topics which interest them.

This age range 14 to 19 is a diversified group. Each person must be considered as an individual, not as a member of a group. It is difficult to make generalizations concerning these teenagers, but some of the characteristics and their implications for teaching which you should be aware of as you work with these 4-H members are:

1. Social needs and desires are high. Interested in coeducational activities. Plan activities, tours, meetings, and visits where boys and girls can be together. (See "Additional Activities" in Member's Guides). Provide opportunities for boys and girls to discuss social courtesies and dating behavior.
2. Patterns of interest are becoming more definite. Project work can have more depth; provide additional activities and references for independent study. This project is merely one reference and should not be used as the only teaching material.
3. They want and need a strong voice in planning their own programs and in making their own objectives for the project. Provide an opportunity at one of the first meetings for boys and girls to list what *they* want to learn in the project. Guide by offering suggestions and several alterna-

tives rather than detailed instructions. Let boys and girls plan and implement their own activities together. Let them decide which project requirements they want to complete.

4. They are beginning to think of leaving home for college, employment, marriage, etc. Emphasize need for making their own decisions, making choices concerning clothing purchases, caring for clothing, and managing their incomes wisely.
5. They are more accepting of self. They are able to consider objectively lines, colors, and textures in clothing that are becoming for them.

Project Requirements

Boys and girls must complete the minimum project requirements as listed in the guides. Members are given a choice of which activities they complete under "one" below. If they wish to do *all 6* activities, they may carry this project for 2 years. As a leader you can guide them in selecting project requirements that are appropriate for their age and interests. The project group might be divided into smaller groups according to age and interests to work together on the completion of project requirements. Below are additional ideas on how *you* can assist boys and girls to plan and to carry out the activities to fulfill the project requirements:

1. Select, study, and complete any *3* of the following:
 - a. Study yourself to determine what lines, colors, and textures for items in your wardrobe are most becoming to you. The 4-H member should consider in this activity his height, weight, figure proportions, posture, personal coloring, and face shape. He then needs to decide what styles and colors for all his outer wearing apparel would be the best. For boys, this includes shirts, ties, suits, jackets, and hats; for girls; dresses, blouses, suits, skirts, and accessories. Girls can relate this information to clothing construction projects. Both boys and girls might like to learn more about design by enrolling in the 4-H Home Improvement Project.
 - b. Make and carry out a wardrobe plan based on their activities for one year. The 4-H members can use the chart "Clothes for Action" or they can make their own. Help them to look ahead, to decide what they will need and want for the future, and to plan realistically how they might meet their needs through clothing purchases. Make them aware of the different places in their community where they can purchase clothing items. A study of the

advantages and disadvantages and the cost of charge accounts compared with cash is an appropriate topic for the older 4-H boys and girls (probably 16 years and over). In addition, they might like to learn more about credit and spending plans by enrolling in the 4-H Money Management Project.

- c. Make a quality comparison study in the retail store(s) between garments that appear similar, but are different in price. Boys and girls can refer to quality points of construction to look for in garments under the section "How To Judge Quality". Have them record from label the fiber content and any finishes on the garment. The quality of fabric may be better in the more expensive garment. Services of the store, including delivery, guarantee of products, and special attention for displays and advertisements also affect the price of merchandise. After 4-H members have investigated all possibilities for difference in costs, have them report to group, either orally or in written form, which garment is the better buy and for what reasons (if the garment is needed for a rare occasion or if the style is a fad and not apt to last long, the 4-H member may decide the lower quality and lower priced garment is the better buy.)
- d. Collect and evaluate labels from clothing. Identify item on which label appeared, cost, store, finishes, fiber content (generic name and trademark), manufacturer, and care information. The 4-H member should be aware that only fiber content by generic name by percentage of weight *must* be included on a label according to law. All other information is optional. Then he can distinguish which are good and which are inadequate labels. Have him decide what information he would like to have on the label so he can care for garment properly.
- e. Assume responsibility for caring for your wardrobe for 6 months. For boys this means seeing that clothes are laundered and pressed when needed, although they may not do the actual washing and ironing. For girls, washing and ironing their clothes to keep them neat and wearable is expected for them to complete this requirement. In either case, they will need to remove all spots and stains, hang clothes or fold and store, keep drawers and closets neat, improve storage, care for shoes by polishing and storing properly, and

keep all accessories in good order. This is one requirement that could be repeated the second year.

- f. List all activities in which you participate. Ask the 4-H members to decide if these activities require outfits that are casual, tailored, or dressy in nature. They can make a survey or observe outfits that are worn in their community in order to be appropriately dressed. They can describe an actual garment with all accessories from their existing wardrobe which they could wear to be appropriately dressed for each activity. Have the 4-H members experiment with different colors and garment combinations to add variety and interest to their present wardrobe.
2. Share with others what you have learned by giving at least 3 demonstrations or illustrated talks to a group. These demonstrations or talks can be related to the activities listed under "1" or they can be original ideas based on subject matter in project or in the additional activities. You can guide the 4-H member in his selection of a topic and method of presentation. Your advice is appreciated, but avoid doing too much of the thinking yourself. The 4-H member will derive much more from this requirement if he is allowed to make his own decisions. The Extension Agent can provide the 4-H members with Circular 1043 "4-H Demonstrations and Illustrated Talks for Senior 4-H Members." For your use in helping the 4-H members there is Circular 1040 "Leader's Guide—4-H Demonstrations and Illustrated Talks."
 3. Complete project records to show what you have learned. Impress upon the 4-H members the value of keeping up to date, meaningful project records. There are 2 copies of the record sheet included in the guides so that the project may be carried for 2 years. *Remind the 4-H members that these are the only copies of the record sheets that are available and they should be careful in completing them for their permanent copies.*

How To Conduct Project Meetings

Project meetings are held in addition to the regular organizational 4-H club meetings. During project meetings you meet with a group of boys or girls to assist them in carrying out learning experiences related to clothing selection. These meetings should be arranged at a time that is convenient for you and the 4-H members. Keep the group small in number and as close in age and interests as possible so that individual help and group discussions are practical.

Preliminary Project Meeting

Certain things should be explained by you at the preliminary project meeting. Distribute the project guide and review with 4-H members the following points:

1. What the 4-H member can expect to learn. (Their assignment could be to determine *their* objectives or what they hope to gain from the project.)
2. Project requirements.
 - a. Encourage boys or girls to complete more than minimum requirements.
 - b. Responsibilities of 4-H members at each meeting.
3. Arrangements for future meetings.
 - a. Time and length of meeting.
 - b. Place for meeting.
 - c. Possible activities for meetings.
4. Ways parents can help with project. Invite parents to attend this preliminary meeting to see if some of them are interested in assisting with project. If parents are aware of the project, its objectives and its learning experiences, they often are interested in helping to plan programs, recreation, tours, visits, exhibits, and dress revues. Parents also can make a valuable contribution by assisting you in teaching or arranging for teaching and providing transportation to club meetings or for special events.
5. Time limit of project. Explain to boys and girls that this project may be carried for 1 or 2 years. There are sufficient activities to be completed to make this a 2-year project. If they carry this project for a second year, the 3 activities they complete under Project Requirement 1 will be different from the 3 activities they did in the first year with the exception of 1-e. All 6 activities must be completed successfully if the project is carried for two years.

Provide an opportunity during this preliminary meeting for 4-H members to plan their own activities. A group discussion should result in some decision on what things the group is most interested in learning. You can explain to them the different types of project meetings and learning experiences that can be done in this project. Throughout the members' guides are shaded sections called "Additional Activities." These activities are suggestions for learning experiences in addition to the activities under project requirements. Review these before you begin the project. These activities often can serve as ideas for project meetings.

One suggestion to arouse interest or to introduce the project at this preliminary meeting would be to plan a program on appropriate clothing. You could collect about 15 or 20 pictures

from magazines, newspapers, or pattern catalogs of teenagers (boys and girls) dressed in different ways. At a coeducational meeting you could show the importance of appropriate dress and the communicative value of clothing by having the teenagers react to each picture. Some questions which could be asked include:

What do you think of this person? Why?

How would you describe him? Why?

Is he the kind of person you would like to know? Why?

Is he the kind of person with whom your friends would associate? Why? Your parents? Why?

Regular Project Meetings

There are many different types of project meetings. Not all project meetings are presented in the same way, nor do they have to be held in the same place. Some of the different types of project meetings include:

Demonstrations or Illustrated Talk Meetings

During this type of meeting you or one of the boys or girls in the group can demonstrate or illustrate a particular learning experience relating to such things as selection of clothes, line and color in clothing, proper fit, quality of construction, labels, and many other topics. The project guide serves as a reference, but many points must be illustrated through a demonstration or talk. Encourage each 4-H member to fulfill his project requirements by giving demonstrations or illustrated talks at this type of project meeting. Additional reference material at the end of this guide should be investigated to help prepare for demonstration meetings. These references include some Extension Service publications as well as filmstrips, textbooks, and commercially printed material.

Tours

Tours can be educational as well as interesting providing they are planned with a purpose. Tours are another activity where the boys and girls together can conduct learning experiences associated with the project. You, the parents, the junior 4-H project leaders, and the 4-H members should plan these tours together. Give the 4-H members the responsibility of planning all the details of the tour, including contacting the person involved and arranging for the group to be expected.

Some suggested tours and visits include:

1. Visit a shoe store or shoe department to learn about shoe sizings, styles, and care of shoes.
2. Tour a fabric plant to see how fabrics are made from raw materials.
3. Tour a garment manufacturing plant to see how clothes are mass-produced.

4. Tour a department store to see garment displays in order to:
 - a. Judge quality
 - b. Evaluate labels
 - c. Recognize and select becoming lines and color in clothing and accessories for individuals
5. Visit commercial dry cleaner and/or self-service laundromat to see cleaning procedures available.

Discussion

Coeducational group and panel discussions are good methods to use in presenting topics on "What to Wear When" and "When You Step Out" or general social courtesies. If the group is relatively small, the total group can discuss each topic. A large group can be divided into smaller groups to discuss a single topic and then the summary can be presented to the entire group. Panels offer variety to general discussion-type meetings and are good opportunities for coeducational meetings.

Exhibits and Dress Revues

A project that deals with the selection of clothing is more meaningful if the project members can exhibit garments that illustrate the various points that have been discussed. It is difficult to talk about a style, color, construction points, fit of a garment, and other subjects without actually being able to see the characteristics about which you are talking.

The topics "What to Wear When" and "What Clothes are Best for You," can be crystallized in the teenager's mind through a coeducational "dress revue." Garments can be borrowed from stores or selected from the 4-H'ers wardrobes to illustrate clothes that are appropriate for the occasion and becoming to the individual. This "dress revue" should be coeducational to allow boys and girls to work together in the planning and conducting of such an activity. Be sure to allow the teenagers to plan and conduct this activity with your guidance and suggestions. Parents and friends should be invited so the group can share with others what they have learned in this project. Refreshments may be provided by this group or perhaps by a foods and nutrition project group.

Final Project Meeting

The club members will need time to evaluate their work. Provide one club meeting for the boys and girls to complete the record sheet. A discussion of their progress and problems encountered in this project is appropriate for the last project meeting. Now is the time to offer suggestions for improvements and possibilities for continuing in the clothing selection project another year or in enrolling in a related project.

You also will want to encourage 4-H members to prepare an accumulated achievement record.

Resource Material

Below are some additional resource material that you may use in teaching this project. If you have any questions or need further assistance in conducting this project, do not hesitate to contact your local Extension Agent.

BOOKS

- Barclay and Champion. *Teen Guide to Homemaking* (McGraw-Hill Publishers, New York)
Appropriate for boys and girls.
- Chambers, Helen G. and Verna Moulton. *Clothing Selection* (J. B. Lippincott Company: New York, 1961)
Appropriate for boys and girls.
- James, Barry. *Call Me Mister* (Milady Publishing Corporation: 3839 White Plains Rd., Bronx, New York, 1966)
Appropriate for boys.
- Juster, Harry. *Clothes Make the Man* (MacFadden-Bartell Book: New York, 1965)
Paper back book appropriate for boys.
- Pollard, L. Belle. *Experiences with Clothing* (Ginn and Company: Atlanta, Georgia, 1961)
Appropriate for girls.
- Sturm, Mary Mark and Edwina H. Grieser. *Guide to Modern Clothing* (McGraw-Hill Book Company, Inc.: New York, 1962)
Appropriate for girls.
- Todd, Elizabeth and Frances Roberts. *Clothes for Teens* (D. C. Heath and Company: Boston, 1963)
Appropriate for boys and girls.
- Vanderbilt, Amy. *Amy Vanderbilt's New Complete Book of Etiquette* (Doubleday and Company: New York, 1963)
Appropriate for boys and girls.
- Wendy Ward. (Montgomery Ward, Incorporated, 1963)
Appropriate for girls, available in each county extension office.

FILMSTRIPS AND TEACHING MATERIALS

Available to Extension Agents by writing Extension Clothing Specialists.

- "Color Concepts"—Slides and script on becoming aware of and recognizing color everywhere.
- "Color and You"—Selection of becoming Clothes for your personal coloring, for girls.
- "Five Magic Mirrors"—General information on hair styling, make-up, foundation garments, and wardrobe planning for girls.
- "Focus on Line and Design"—Selecting becoming lines for girls.
- "How To Buy Shoes"—Filmstrip for girls or women on buying shoes.
- "Look at Your Future"—Selecting becoming and appropriate clothing for men.
- "Man-Made Fibers"—Filmstrip and script on man-made fiber production and uses.
- "Tagline for Success"—A job-training filmstrip for boys or girls on appropriate dress and behavior.

- “The 90% of You”—Selecting appropriate and becoming clothes for men.
- “The Psychological Importance of Wearing Clothing”—Slides and script on why we dress as we do (boys and girls).
- “The Voice of Clothing”—Slides and script on why we dress as we do (social and psychological aspects of clothing). More appropriate for girls.
- “Tom, Dick, and Harry”—A set of cardboard mannequins to demonstrate effect of line, color, and texture combinations on 3 figure types in boys (slim, husky, and average)
- “Understanding Today’s Textiles”—Filmstrip on textiles and labels.
- “You and Your Clothing Dollar”—Slides and script on planning to buy clothing for boys and girls.

Extension Service Publications

- Circular 1039—Color in Clothing
- Circular 1047—Line in Clothing
- MC-252—Texture in Clothing
- MC-298—Using Design Principles in Clothing
- P. 63—How To Remove Spots and Stains
- Leaflet 287—Fabric Labels
- P. 64—Finishes for Today’s Fabrics
- P. 136—Today’s Fabrics
- MC-14—Shoes: Selection, Buying and Care
- MC-41—Clothes for the Places You Go

- MC-251—Buying Purses and Gloves
- MC-254—Selecting Lingerie
- Leaflet 137—Proper Fit of a Garment
- Leaflet 150—Design in Necklines
- P. 119—Selecting Men’s Shirts
- P. 124—Selecting Becoming Hat Styles
- MC-281—Quality Look in Clothing Construction
- Circular 1040—“Leader’s Guide—4-H Demonstrations and Illustrated Talks”
- Circular 1043—“4-H Demonstrations and Illustrated Talks for Senior 4-H Members”
- Circular 590—Easier Ironing
- “Color, Texture, Design in Space”—A Basic Manual for the 4-H Home Improvement Program
- Bulletin 285—“Live With Color”
- P. 112—“The Total You—4-H Grooming Project”
- P. 114—“Leader’s Guide, The Total You—4-H Grooming Project”
- Simplicity Publication—“4-H’ers, Be a Model Everyday” (Members’ and Leader’s Guides)
- Simplicity Publication—“It’s Fun to Be a Model at Your Dress Revue”
- “Trade and brand names are used only for the purpose of information and the Virginia Cooperative Extension Service does not guarantee nor warrant the standard of the product, nor does it imply approval of the product to the exclusion of others which may also be suitable”