The Impact of Appearance Therapy on the Self-Concept of Institutionalized Delinquent Adolescent Girls.

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THE IMPACT OF APPEARANCE THERAPY ON THE
SELF CONCEPT OF INSTITUTIONALIZED
DELIQUENT ADOLESCENT GIRLS

A Dissertation

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Louisiana State University and
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Doctor of Philosophy

in

The Department of Education

by

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ABSTRACT

The purpose of this study was to develop a personal appearance therapy program to be used by the home economics teacher in the classroom and to evaluate the impact of the program on the appearance and self concept of institutionalized delinquent adolescent girls.

The rationale for the study was based on evidence from the literature that the delinquent adolescent may be identified by a self concept which deviates in a negative direction from the self concept of non-delinquent adolescents and that self concept changes in a positive direction are indicative of rehabilitation and are related to reduced recidivism.

The subjects were delinquent adolescent girls committed to the Louisiana Training Institute in Pineville, Louisiana. There were seven girls in the experimental group and six girls in the control group. During the eight-week summer session the appearance therapy program was presented to the experimental group by the home economics teacher with the help of volunteers.

Pre- and posttest measures for appearance were based on the mean of five judges' ratings on the Personal Appearance Rating Scale, which was developed specifically for the study to reflect the content of the appearance therapy program. Changes in self concept and selected components of the self concept were determined by
pre- and posttest scores on the Tennessee Self Concept Scale.

Significant posttreatment differences at the .05 level between the control group and the experimental group were determined using analysis of covariance with the pretest appearance ratings and pretest scores on the Tennessee Self Concept Scale as the covariants. Tests of the null hypotheses formulated for the study led to the following conclusions:

1. There was no significant difference in the judges' ratings of personal appearance between the control group and the experimental group after the experimental group's participation in the appearance therapy program. Although the difference between adjusted posttest means was not significant at the .05 level, it was noted that the posttest mean was slightly higher for the experimental group than for the control group.

2. There was no significant difference in the Tennessee Self Concept Scale Total Positive scores and selected component scores (Row 1 - Identity; Row 2 - Self Satisfaction; Row 3 - Behavior; Column A - Physical Self; Column C - Personal Self; and Column E - Social Self) between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

Evidence from case studies which were conducted for the seven subjects in the experimental group indicated that the appearance therapy program may have been related to improvements in appearance and self concept of four white members of the experimental group. However, the program had little positive impact on
the appearance and self concept of two black subjects in the experi­
mental group who had experienced the painful rejection of both
mother and "substitute" mother and on the white subject who seemed
emotionally disturbed. Implied is the suggestion for further re­
search using a larger, randomly drawn sample to facilitate compari­
sions of the impact of the appearance therapy program on appearance
and self concept as related to ethnicity, feelings of parental ac­
ceptance, and emotional stability of subjects.
CHAPTER I

INTRODUCTION

One of the major problems of the twentieth century is juvenile delinquency, which is increasing in incidence and seriousness each year. In the United States about three per cent of the youth between ten and seventeen appear annually in juvenile courts, and between ten and fifteen per cent of all American children become involved in trouble with the law sometime during their adolescence (Horrocks, 1969). Few social problems have created a deeper concern which is shared by persons engaged in the behavioral and social sciences, law-enforcement officials, juvenile court judges and informed, interested parents (Vedder and Somerville, 1970).

Along with the increase in juvenile delinquency, there has been a pronounced increase in juvenile delinquency among girls. The Children's Bureau reports that delinquency among girls is rising faster than among boys throughout the nation (Vedder and Somerville, 1970). In the United States 19.1 per cent of the juveniles adjudicated delinquent in the 1973 fiscal year were female. In Louisiana 16.3 per cent of the juveniles who were confined in correctional facilities in 1973 were female (Hindelang and others, 1976).

It is not within the scope of this study to discuss the nature
of offenses or the etiology of female juvenile delinquency which differs markedly from male juvenile delinquency (Vedder and Somerville, 1970). However, as a background for this study, it is necessary to review some characteristics of the female adolescent delinquent.

BACKGROUND

A number of investigators have reported similar characteristics in descriptions of the female juvenile delinquent. According to Vedder and Somerville (1970) female juvenile delinquents usually lack a sense of self-confidence and self-esteem and a feeling of being likeable, worthwhile individuals. Velimesis (1975) reported that low self-esteem, low self-image and estrangement from adults are characteristic of juvenile female offenders.

In a study of several hundred adolescent delinquent girls in Minnesota institutions, Konopka (1966) concluded that the girls held the following characteristics in common: fear and distrust of adults and authority figures, low self-image, excessive loneliness, and incapacity for friendship with contemporaries.

Richard, Mates, and Whitten (1969) found that residents of state correctional schools for girls in Tennessee and Florida had lower self concept scores than normally expected on the Tennessee Self Concept Scale. Ricketson (1971) also found that delinquent girls in her sample had significantly lower Total Positive Self Concept scores than non-delinquent girls based on the Tennessee Self Concept Scale. The delinquent girls also showed greater feelings of anomie (separation
from society) than did non-delinquents. Rickertson reported, "In general, the girls feel unhappy with themselves and unloved by others."

From studies using a purely empirical approach, there is mounting evidence that the delinquent can be differentiated from the non-delinquent on the basis of self concept (Fitts and Hamner, 1969). Though not without exception, these studies usually find the direction of the difference to be in favor of the non-delinquent whose self concept is much higher or more positive (Reckless, Dinitz, and Day, 1957; Fitts and Hamner, 1969; Fitts, 1972).

Self concept profiles on the Tennessee Self Concept Scale based on group means from samples of delinquents have shown an amazingly consistent pattern (Fitts and Hamner, 1969). The mean Total Positive score is typically one to one-and-a-half standard deviations below the mean of the normative group on which the Tennessee Self Concept Scale was standardized. The self concepts of delinquents are consistently low with few individuals having average, or better, positive scores. Component scores on the Tennessee Self Concept Scale show significant deviation in the negative direction. In no area does the delinquent see himself positively. However, Self Satisfaction scores are usually less deviant than are Identity and Behavior scores. "Thus, the delinquent seems to be saying that he is not much good and that his behavior is proof of this, but that he is not really so dissatisfied with what he is" (Fitts and Hamner, 1969:6).

Delinquents see themselves as undesirable people; they do not like, value, or respect themselves. In addition, their self concepts
are more uncertain, more variable, more conflicted, and more contradictory than the non-delinquents. They indicate poor behavioral controls, low personality integration and much evidence of psychopathology (Fitts and Hamner, 1969).

The general picture of findings from delinquent populations is that demographic variables do not account for the unique self concept of the juvenile delinquent (Fitts, 1972). Factors such as age, sex, intelligence, education, race, geographical area, and nature of crime are not sufficient to account for self concept differences (Fitts and Hamner, 1969). Lefeber (1965) systematically analyzed demographic variables in a study with a delinquent population and found no significant effects on self concept from age, IQ, socio-economic status, or ethnic group (white, black, or Mexican).

It is assumed that rehabilitation of the institutionalized delinquent is the goal of juvenile corrections. Fitts and others (1971) advanced the idea that the term self-actualization is a more appropriate label for the goal of the rehabilitation enterprise and hypothesized that the self concept is an effective index of self-actualization. Fitts and others (1971) cited many studies which support this hypothesis. Thus, the self concept should be a helpful criterion of rehabilitation progress (Fitts, 1972; Fitts and Hamner, 1969).

Fitts and Hamner (1969) hypothesized that behavior and self concept are interrelated. If that is actually the case, the rehabilitation of the person whose handicap is antisocial behavior requires modification of both self concept and behavior. It is well known that
juvenile offenders can, and do, modify their behavior while they are within the controlled environment of a correctional institution. However, unless there is an accompanying change in self concept, the new behavior would not be expected to continue. Therefore, those subjects who show the greatest self concept change should also show the greatest behavior change after leaving the institution.

Available data support this theoretical position (Fitts and Hamner, 1969). The data indicate that delinquents whose self concepts improve the most during treatment have lower recidivism rates (Craig, 1975; Fitts and Hamner, 1969). Thus, it appears that the available data support the conclusion that the self concept is an adequate index of self-actualization in that self concept shows a consistent relationship to behavioral competence and effective adjustment (Fitts and others, 1971).

Implicit in this discussion is the suggestion for treatment directed toward self concept alteration. However, at this point it seems pertinent to examine the stability of the self concept over time. In an extensive investigation Taylor (1955) found that the self concept: (1) is highly consistent over varying time intervals, (2) is not affected much by temporary moods and feeling states, (3) is mildly affected by repeated measurement and the introspection and self-evaluation which measurement involves. The Tennessee Self Concept Scale apparently samples, or measures, such basic and stable elements of the self concept that this measure does not change readily. Fitts (1969), the author of the Tennessee Self Concept Scale has
concluded that it is not very sensitive to immediate, temporary, or superficial changes in the individual.

There is a crucial need for new and more effective ways to facilitate conditions which promote constructive self concept changes (Fitts, 1972). The task is not easily accomplished. Incarceration alone produces little change (Balester, 1956) and very few of the many studies which have investigated the effectiveness of experimental treatment programs aimed at obtaining self concept improvement have shown significant changes as a result of the treatment program (Fitts and Hamner, 1969; Fitts and others, 1971; Silberman, 1975).

Fitts and others (1971) have proposed that the self concept is most strikingly affected by:

1. **Experiences**, especially interpersonal experiences, which generate positive feelings and a sense of value and worth.

2. **Competence** in areas that are valued by the individual and others.

3. **Self-actualization**, or the implementation and realization of one's true personal potentialities—whatever they may be.

A personal appearance therapy program could be developed which would incorporate those factors which are most likely to affect a positive change. Several studies have suggested the potential therapeutic or rehabilitative value of improving personal appearance as a way of altering the self concept and improving the self image of socially disadvantaged persons (Matthews, 1975; Ragland, 1971; Ricketson, 1971; Goebel, 1971; Loflin, 1969). A study conducted by Cole, Oetting, and Miskimins (1969) indicated the potential rehabilitative value of
personal appearance therapy for the delinquent adolescent girl by altering her self concept and self esteem in a positive direction.

If rehabilitation is indeed the principle objective of juvenile corrections, promising treatment procedures should be developed and evaluated (Adams, 1975). The reason for the lack of emphasis on personal appearance therapy in correctional institutions may be the lack of evidence regarding the rehabilitative value of such therapy for the delinquent adolescent girl. Little empirical research has been conducted in this area and there is a need to develop a personal appearance therapy program, which could be used in the classroom by the home economics teacher, and to evaluate the impact of the program on the appearance and self concept of the delinquent adolescent girl.

This information would be useful in planning rehabilitative programs in correctional institutions for adolescent females. Home economics teachers in the regular classroom may also find such information helpful in planning programs which would help insulate against juvenile delinquency by raising the self concepts of their students.

PURPOSE OF THE STUDY

The purpose of this study was to develop a personal appearance therapy program and to evaluate the impact of the program on the appearance and selected components of the self concept and the total self concept of institutionalized female juvenile delinquents.

DEFINITION OF TERMS

The following terms were defined for the purpose of this study:
1. Personal appearance - describes how the individual cares for herself (grooming), how she clothes herself (dress and adornment), and how she presents herself (poise and other non-verbal symbolic behavior) (Silverman, 1945).


3. Self concept - a person's view of himself; the fullest description of himself of which a person is capable at any given time (English and English, 1958).

DELIMITATIONS OF THE STUDY

The population of the study was limited to delinquent adolescent girls placed at the Louisiana Training Institute located in Pineville, Louisiana. The experimental group was further limited to those girls who enrolled in home economics classes during the 1976 summer session in which the appearance therapy program was presented.
CHAPTER II

REVIEW OF LITERATURE

A search of the literature has revealed very limited empirical research specifically related to the problem under investigation. However, a review of related areas is necessary to provide the theoretical framework for the approach taken in this study. The pertinent literature will be presented in the following order: (1) self concept theory, (2) symbolic interaction and appearance, (3) peer acceptance and appearance, (4) appearance therapy and self concept, and (5) summary.

SELF CONCEPT THEORY

The concept of a self has a long history in the development of the human race. The term "self concept" was introduced by psychologists in the closing years of the nineteenth century and a great deal has been written about the self concept in this century. Most studies of self concept theory hold that every individual has some sort of concept of himself and that this concept influences his perception of his environment and his behavior (Horrocks, 1969).

A number of writers have presented views on the development of the self concept. Mead (1934) implied that an individual's perception of himself is the result of the way others react toward him. The self is a socially formed self which can arise only in a social setting where there is communication among people. Mead described
the process of socialization by means of language and auxiliary pro-
cesses such as games, play, and role taking.

The self as explained by Cooley (1922) is described as the
"looking-glass self."

As we see our face, figure, and dress in the glass, and are in-
terested in them because they are ours, and pleased or otherwise
with them according as they do or do not answer to what we should
like them to be; so in imagination we perceive in another's mind
some thought of our appearance, manners, aims, deeds, character,
friends, and so on, and are variously affected by it.

The emphasis is on the imagined judgments of others and some sort of
self-feeling, such as pride or mortification.

Rogers (1951) explained the development of the self concept
"As a result of interaction with the environment, and particularly
as a result of evaluational interaction with others." Thus, "the
structure of the self is formed . . . together with value attached
to these concepts."

According to Combs and Soper (1957) the "self concept is cre-
ated by the individual's inferences from his unique experiences. It
is derived from observations about his own behavior and the behavior
of other people toward him."

Thus, the self is the product of a series of learned or ob-
served perceptions resulting from interaction with other persons. If
in the course of his interaction with others over a period of time the
individual develops a number of positive concepts of self, these, in
combinations, comprise his self concept which will probably be in a
positive direction. Negative self-perceptions, in combination, may
cause a person to feel less worthy and to view himself negatively
(Munson, 1971).
In summary, the self concept, which appears to be the individual as known to himself, develops as a result of interaction with the environment, and primarily as a result of social interaction.

SYMBOLIC INTERACTION AND APPEARANCE

Social interaction denotes the reciprocal influencing of the acts of persons and groups, usually mediated through communication (Gould and Kolb, 1964). The term "symbolic interaction" refers to the totality of communication both verbally and nonverbally in the form of symbols. One of the primary principles of symbolic interaction theory is that the self is established, maintained and altered in and through both verbal and nonverbal communication (Rose, 1962).

Appearance may be regarded as a kind of nonverbal communication (Hinde, 1972). Based on the information communicated by nonverbal appearance cues, individuals select the status that is ascribed to another individual and define the way others are to treat him (Goffman, 1951). Stone (1965) expanded Mead's interaction theory and asserted that appearance is as critical in establishing communication and interaction as discourse. The process of assessing appearance precedes the decision for identification with the other person. Stone wrote:

As the self is dressed, it is simultaneously addressed, for, whenever we clothe ourselves, we dress "toward" or address some audience whose validating responses are essential to the establishment of our self. Such responses may, of course, also be challenges . . .

Thus, it has been theorized that appearance is an important factor in social interaction and that responses (which may be positive
or negative) to one's appearance become a part of one's self concept.

PEER ACCEPTANCE AND APPEARANCE

A number of psychologists have recognized the importance of peer approval and acceptance during adolescence (Cole and Hall, 1970; Hurlock, 1959). Social interaction is responsible for the development of the individual because he is striving to become an accepted part of his environment. Several studies have shown that sociometric ratings by peers are related to self concept or self esteem. Sheare (1976) conducted a longitudinal investigation of peer acceptance and self concepts involving 436 children in grades 3 through 6. The findings of this study indicated that "children high in peer acceptance tend to obtain higher self-concepts scores than children low in peer acceptance" and that "peer acceptance exerts a significant impact upon self-concept, but self-concept did not exert a significant impact on peer acceptance."

Carter's investigation with adolescents showed that those receiving the lowest ratings (sociometric ratings by peers) in social functioning also had low self-esteem scores (Carter, 1970). Looby (1972) reported a slight but nonsignificant correlation between self concept and sociometric status in a population of institutionalized delinquent girls.

Satisfying feelings of self are enhanced when an individual is accepted by his own peer group and this acceptance is particularly important for the adolescent. It appears that adolescents are to a
marked degree dependent upon their peers for self concepts. The issue of whether one is approved or disapproved by others, especially the peer group, assumes a critical importance, because without group approval, the adolescent cannot accept himself (Garrison, 1965; Caplan and Lebovici, 1969). The adolescent who does not belong to a crowd is miserable. Sometimes social isolation springs from deep-seated factors of personality, but usually from relatively superficial matters of dress, manners and attitudes (Cole and Hall, 1970).

The relationship of appearance to social acceptance has been confirmed by a number of studies. After reviewing research studies in this area Cole and Hall (1970) concluded that appearance and manner were often of great importance in determining social acceptance. The girls who were rated lowest in appearance were rejected by their peers and gave evidence of no longer trying to maintain social contacts. Cole and Hall suggested that "an unpopular girl could presumably improve her status by remedying her defects in appearance." Coleman (1961) concluded that whether clothing was fashionable or simply clean and attractive, "having good clothes" was important for social acceptance.

Eicher, Kelley, and Wass (1974) concluded from findings based on a longitudinal study of adolescent girls from the ninth through the twelfth grade that "appearance plays a role in social acceptance." Findings showed that clothing serves as "a crucial variable in developing a positive or negative image to be perceived by others and ourselves; clothing becomes an instrument to assist in attaining certain social-psychological goals—acceptance, confidence and respect."

Smucker and Creekmore (1972) investigated adolescents' clothing conformity, awareness and peer acceptance. Significant positive relationships were found to exist between conformity to and awareness of the clothing mode and peer acceptance. The findings indicate that clothing and adornment may serve a strategic function in the socialization of high school students.

A number of additional research studies on adolescents' use of clothing have shown that clothing and appearance are important factors in social acceptance (Kelley and others, 1974). The adolescent stage of development has often been characterized by a preoccupation with appearance (Smucker and Creekmore, 1972). However, it has been shown that appearance may be critical enough to build or destroy opportunities for communication for the adolescent. Eicher, Kelley, and Wass (1974) concluded that the adolescent girls' evaluations of "appearance as an important aspect of daily life is not superficial, but a realistic appraisal of the key communication function appearance has throughout life."

The importance of the adolescent girl's interest in appearance may be due to the relationship of appearance and peer acceptance. The inculcation of appropriate personal appearance may be needed by some adolescent girls to avoid social isolation, which Durkheim (1938) describes as a result of failure to conform to the conventions of dress in our society.

APPEARANCE THERAPY AND SELF CONCEPT

The rehabilitative or therapeutic value of appearance therapy
for socially disadvantaged females in terms of changes in self concept has been suggested by many investigators (Thompson, 1962; Eyestone, 1965; Jacobson, 1967; Ragland, 1971; Ricketson, 1971; Matthews, 1975). "Fashion therapy" programs have been conducted in numerous mental hospitals. Eyestone (1965) surveyed 142 hospitals using "fashion therapy" programs and 81 percent considered the approach distinctly beneficial.

Goebel (1971) investigated the potential therapeutic value of an appearance therapy program for a group of sixteen female psychiatric residents. The program involved six classes which were conducted over a three-week period. Based on pre- and posttest scores no significant increase in level of self concept (measured by the Tennessee Self Concept Scale) or in self-esteem (measured by Rosenberg's Self-Esteem Measure) was noted. However, the program resulted in improvement in the personal appearance of the participants, and positive changes were observed on the Draw-a-Person test.

Loflin (1969) developed a personal appearance training program and conducted a pilot study which involved case studies of six college freshmen. The group met once a week for ten weeks. The program was designed for team teaching which combined the disciplines of home economics and psychology. Ratings by each of the girls and others indicated an improvement in appearance for each participant. However, the success of the program was largely attributed to benefits resulting from group interaction without the possible inhibitions of group therapy. The Miskimins Self Goal Other Discrepancy Scale was
given by Loflin as a pre- and posttest. Anxiety level was lower for five of the six girls which was taken as an indication of an improved self concept. The investigator reported that the Miskimins Self Goal Other Discrepancy Scale did not yield numerical results since they were based on a reading of profiles provided in the manual, and this limited the statistical analysis of the data. However, Loflin concluded that the program appeared to be an effective way to improve self concept.

The study most closely related to the problem under investigation was conducted by Cole, Oetting, and Miskimins (1969). This study involved fourteen adolescent females who had been referred to a mental health center because of delinquent and acting-out behaviors. These subjects were put through a ten-week personal and social appearance program which was designed to produce positive self concept changes. Nine subjects were in a group run by volunteers while five subjects were in a group run by mental health professionals. The groups met one afternoon a week for 3-4 hours for the ten-week period. The program was planned to offer three approaches to modification of self concept: (1) providing appropriate feminine role models, (2) focusing the content of the program directly on the appearance and social behavior of the girls, and (3) attempting to develop an "in group" feeling in order to give the girls a sense of peer acceptance.

The pre- and posttest measures included a self-ideal discrepancy score based on the work of Osgood, Suci, and Tannenbaum (1957) and the Anxiety Differential (Alexander & Husek, 1962). Self concept
changes in a non-referred comparison group of eight non-delinquents appeared nearly random in contrast to the systematic improvements for the subjects in the therapy program. There was some evidence of differential effectiveness in that subjects in the professionally led group appeared to undergo the most marked self concept changes. However, it was suggested that practical aspects be considered as trained professionals are harder to obtain and must be paid, whereas the use of community volunteers provides a much larger pool of persons to conduct programs with a considerable reduction in expense.

SUMMARY

This review of the literature has attempted to establish that the self concept is formed primarily through social interaction and that an essential in social interaction is communication, which includes both verbal and nonverbal symbols. Appearance may be viewed as a nonverbal symbol which is critical in establishing communication and social interaction. The importance of appearance as a factor in establishing social interaction and acceptance among adolescent girls has been shown in a number of studies. The relationship between sociometric status and self esteem has also been indicated. Since these studies have shown that an acceptable appearance appears to be related to peer acceptance and peer acceptance appears to be related to the self concept, it seems likely that appearance therapy (helping the adolescent girl to improve her appearance) may be an effective way to promote positive changes in the adolescent girl's self concept.
Therefore, it is hypothesized that a personal appearance therapy program would result in improved personal appearance and more positive feelings about the self for the delinquent adolescent girl.
CHAPTER III

PROCEDURE OF THE INVESTIGATION

The research design developed for this study was a non-randomized control group pretest-posttest design, which is a quasi-experimental design. The procedure is presented under the following headings: (1) selection of the sample, (2) administration of test measures, (3) development and administration of the program, (4) description of the home economics teacher, (5) statistical analysis of the data, and (6) organization of the case studies.

SELECTION OF THE SAMPLE

During the 1975-76 fiscal year, 84 black adolescent females and 78 white adolescent females were committed to the Louisiana Training Institute for Girls in Pineville, Louisiana (Department of Corrections, 1976). The sample for this study was taken from the population of female juvenile delinquents incarcerated at the institute during the summer of 1976.

Ten days before the summer program was scheduled to begin, the following information was collected from the school files for each of the 94 girls currently assigned to the institute: name, date of birth, race, cottage assignment, full scale score on the Wechsler Intelligence Scale for Children, and reading level based on the Wide
Range Achievement Test (WRAT) or the California Achievement Test (CAT). The majority of the girls had taken the former achievement test; however, a very small minority had taken only the California Achievement Test.

Forty-four of the 94 girls were excluded at this point because their reading levels fell below 5.0. Although the reading levels of seven of the remaining fifty girls fell slightly below 6.0, which is the minimum suggested for the administration of the Tennessee Self Concept Scale, these seven names were included as potential subjects along with the 43 girls whose reading levels ranged from 6.0 to 14.1.

A consultation with the school principal and the juvenile case supervisor resulted in the elimination of 18 of the 50 girls as subjects because these adolescents were expected to be released prior to the completion of the study. On the day of pretesting, five of these 32 potential subjects were not available for pretesting due to illness, assignment to the Special Treatment Unit or release. However, three additional adolescents with reading levels over 5.0 had been committed to the Institute during the interim ten days and they were included as subjects in the study. Thus, the initial sample was made up of these 30 subjects.

Although an experimental design with rigorous control was desired, the random assignment of the 30 subjects to experimental and control groups was not possible. The school principal preferred to permit the students the freedom to choose the courses taken in summer
school. There was also an objection to "denial of treatment" to control group members. It was regarded as improper to withhold a presumably beneficial treatment from eligible subjects, since there was the chance that the treatment would not be available to the controls at a later date because of the short period of confinement for most of the juveniles committed to the Institute. The quasi-experimental design was a feasible alternative method because the controls would not otherwise have gone into treatment.

The experimental group was made up of the sixteen subjects who chose to enroll in the home economics classes for the eight-week summer session. The control group was made up of the fourteen subjects who did not elect to take home economics classes. The motivational factor for the experimental group was somewhat controlled because none of the subjects were aware of the particular type of program to be offered in the home economics classes during the summer session. Thus, the members of the experimental group were not likely to be more highly motivated to improve their appearances than the control group when the session began.

A comparison of the two groups (Tables I and II) at the outset of the study revealed that there were five black adolescents in each group, eleven white adolescents in the experimental group, and nine white adolescents in the control group. The ages of the subjects in the experimental group ranged from 14 to 16 with a mean of 14.9 years. Ages of the control group members ranged from 13 to 17 years with a mean of 15 years. Full scale intelligence scores based on the
TABLE I

DESCRIPTION OF THE 16 PRETESTED
EXPERIMENTAL GROUP MEMBERS

<table>
<thead>
<tr>
<th>Subject No.</th>
<th>Race</th>
<th>Age</th>
<th>WISC&lt;sup&gt;a&lt;/sup&gt; Full Scale Score</th>
<th>Reading Level (Test)&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Pretest Appearance Rating</th>
<th>TSCS&lt;sup&gt;c&lt;/sup&gt; Pretest Total Positive Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Black</td>
<td>15</td>
<td>95</td>
<td>6.5 (WRAT)</td>
<td>64.6</td>
<td>380</td>
</tr>
<tr>
<td>2</td>
<td>White</td>
<td>14</td>
<td>127</td>
<td>14.1 (WRAT)</td>
<td>65.6</td>
<td>296</td>
</tr>
<tr>
<td>3</td>
<td>Black</td>
<td>16</td>
<td>72</td>
<td>6.9 (WRAT)</td>
<td>62.0</td>
<td>278</td>
</tr>
<tr>
<td>4</td>
<td>White</td>
<td>14</td>
<td>93</td>
<td>6.5 (WRAT)</td>
<td>55.0</td>
<td>321</td>
</tr>
<tr>
<td>5</td>
<td>White</td>
<td>14</td>
<td>108</td>
<td>6.2 (WRAT)</td>
<td>64.8</td>
<td>293</td>
</tr>
<tr>
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<td>89</td>
<td>6.3 (WRAT)</td>
<td>65.0</td>
<td>398</td>
</tr>
<tr>
<td>7</td>
<td>Black</td>
<td>16</td>
<td>89</td>
<td>5.4 (WRAT)</td>
<td>... *</td>
<td>280</td>
</tr>
<tr>
<td>8</td>
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<td>16</td>
<td>95</td>
<td>8.9 (WRAT)</td>
<td>70.2</td>
<td>322</td>
</tr>
<tr>
<td>9</td>
<td>White</td>
<td>14</td>
<td>86</td>
<td>6.8 (WRAT)</td>
<td>70.4</td>
<td>306</td>
</tr>
<tr>
<td>10</td>
<td>White</td>
<td>15</td>
<td>96</td>
<td>10.7 (CAT)</td>
<td>68.2</td>
<td>295</td>
</tr>
<tr>
<td>11</td>
<td>White</td>
<td>15</td>
<td>84</td>
<td>7.1 (WRAT)</td>
<td>65.8</td>
<td>283</td>
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<tr>
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<tr>
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<td>84</td>
<td>9.6 (WRAT)</td>
<td>... *</td>
<td>299</td>
</tr>
<tr>
<td>14</td>
<td>Black</td>
<td>16</td>
<td>81</td>
<td>6.9 (WRAT)</td>
<td>64.2</td>
<td>277</td>
</tr>
<tr>
<td>15</td>
<td>White</td>
<td>14</td>
<td>84</td>
<td>9.3 (WRAT)</td>
<td>50.6</td>
<td>285</td>
</tr>
<tr>
<td>16</td>
<td>White</td>
<td>16</td>
<td>76</td>
<td>5.3 (CAT)</td>
<td>62.8</td>
<td>370</td>
</tr>
</tbody>
</table>

Means 14.9 89.3 63.3 314.0

<sup>a</sup>WISC - Weschler Intelligence Scale for Children
<sup>b</sup>WRAT - Wide Range Achievement Test; CAT - California Achievement Test
<sup>c</sup>TSCS - Tennessee Self Concept Scale

*Subjects were unavailable for pretest due to other assigned duties.
### TABLE II
DESCRIPTION OF THE 14 PRETESTED CONTROL GROUP MEMBERS

<table>
<thead>
<tr>
<th>Subject No.</th>
<th>Race</th>
<th>Age</th>
<th>WISC&lt;sup&gt;a&lt;/sup&gt; Full Scale Score</th>
<th>Reading Level (Test)&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Pretest Appearance Rating</th>
<th>TSCS&lt;sup&gt;c&lt;/sup&gt; Pretest Total Positive Score</th>
</tr>
</thead>
<tbody>
<tr>
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<td>7.3 (WRAT)</td>
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<td>67.0</td>
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</tr>
<tr>
<td>3</td>
<td>Black</td>
<td>16</td>
<td>91</td>
<td>12.6 (WRAT)</td>
<td>58.4</td>
<td>400</td>
</tr>
<tr>
<td>4</td>
<td>White</td>
<td>14</td>
<td>91</td>
<td>8.1 (WRAT)</td>
<td>62.2</td>
<td>340</td>
</tr>
<tr>
<td>5</td>
<td>White</td>
<td>16</td>
<td>98</td>
<td>7.5 (WRAT)</td>
<td>70.2&lt;sup&gt;c&lt;/sup&gt;</td>
<td>247</td>
</tr>
<tr>
<td>6</td>
<td>Black</td>
<td>16</td>
<td>95</td>
<td>6.3 (WRAT)</td>
<td>66.6</td>
<td>279</td>
</tr>
<tr>
<td>7</td>
<td>Black</td>
<td>14</td>
<td>72</td>
<td>5.8 (WRAT)</td>
<td>60.8</td>
<td>308</td>
</tr>
<tr>
<td>8</td>
<td>White</td>
<td>16</td>
<td>111</td>
<td>11.9 (WRAT)</td>
<td>57.2</td>
<td>335</td>
</tr>
<tr>
<td>9</td>
<td>White</td>
<td>14</td>
<td>82</td>
<td>8.9 (WRAT)</td>
<td>60.2</td>
<td>318</td>
</tr>
<tr>
<td>10</td>
<td>White</td>
<td>17</td>
<td>72</td>
<td>6.2 (WRAT)</td>
<td>59.0</td>
<td>302</td>
</tr>
<tr>
<td>11</td>
<td>White</td>
<td>15</td>
<td>117</td>
<td>12.6 (WRAT)</td>
<td>63.0</td>
<td>317</td>
</tr>
<tr>
<td>12</td>
<td>White</td>
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<td>53</td>
<td>5.6 (WRAT)</td>
<td>52.2</td>
<td>. . .&lt;sup&gt;*&lt;/sup&gt;</td>
</tr>
<tr>
<td>13</td>
<td>White</td>
<td>13</td>
<td>92</td>
<td>8.1 (WRAT)</td>
<td>56.4</td>
<td>257</td>
</tr>
<tr>
<td>14</td>
<td>Black</td>
<td>14</td>
<td>77</td>
<td>6.4 (CAT)</td>
<td>65.6</td>
<td>257</td>
</tr>
</tbody>
</table>

Means 15.0 90 61.8 300.7

<sup>a</sup>WISC - Weschler Intelligence Scale for Children
<sup>b</sup>WRAT - Wide Range Achievement Test; CAT - California Achievement Test
<sup>c</sup>TSCS - Tennessee Self Concept Scale

*This subject omitted a number of items on the test making it invalid.
Weschler Intelligence Scale for Children ranged from 69 to 127 with a mean of 89.3 for the experimental group. Full scale intelligence scores for the control group ranged from 53 to 118 with a mean of 90. The reading levels based on the Wide Range Achievement Test or the California Achievement Test ranged from 5.3 to 14.1 for the experimental group and from 5.6 to 12.6 for the control group.

At the conclusion of the appearance therapy program seven of the sixteen subjects in the experimental group had been released and sent home. Most of these dismissals occurred during the latter part of the summer session. The subjects had accumulated the required number of good behavior points to be eligible for review by their respective judges. The reviews resulted in earlier-than-expected release dates. On the scheduled date for administration of the posttest one subject was in the hospital recovering from self-inflicted injuries and one subject was in the Special Treatment Unit for exhibiting unacceptable behavior which left seven of the original sixteen subjects in the experimental group available for posttesting (Table III).

The ages of the seven experimental subjects who were post-tested ranged from 14 years 9 months to 16 years 5 months with a mean of 15 years 7 months. Two of the subjects were black and five were white. The full scale intelligence scores based on the Weschler Intelligence Scale for Children ranged from 72 to 108 with a mean of 86.13. Reading levels on the Wide Range Achievement Test or the California Achievement Test ranged from 5.3 to 10.7.

At the conclusion of the program four of the fourteen subjects in the control group had been released and sent home. These
TABLE III
DESCRIPTION OF 7 EXPERIMENTAL GROUP MEMBERS
BOTH PRETESTED AND POSTTESTED

<table>
<thead>
<tr>
<th>Subject No.</th>
<th>Race</th>
<th>Age Years/Months</th>
<th>WISC&lt;sup&gt;a&lt;/sup&gt; Full Scale Score</th>
<th>Reading Level&lt;sup&gt;b&lt;/sup&gt; (Test)</th>
<th>Pretest Appearance Rating</th>
<th>TSCS&lt;sup&gt;c&lt;/sup&gt; Pretest Total Positive Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Black</td>
<td>16/1</td>
<td>72</td>
<td>6.9 (WRAT)</td>
<td>62.0</td>
<td>278</td>
</tr>
<tr>
<td>2</td>
<td>White</td>
<td>14/9</td>
<td>108</td>
<td>6.2 (WRAT)</td>
<td>64.8</td>
<td>293</td>
</tr>
<tr>
<td>3</td>
<td>White</td>
<td>14/10</td>
<td>86</td>
<td>6.8 (WRAT)</td>
<td>70.4</td>
<td>306</td>
</tr>
<tr>
<td>4</td>
<td>White</td>
<td>15/8</td>
<td>96</td>
<td>10.7 (CAT)</td>
<td>68.2</td>
<td>295</td>
</tr>
<tr>
<td>5</td>
<td>White</td>
<td>15/2</td>
<td>84</td>
<td>7.1 (WRAT)</td>
<td>65.8</td>
<td>283</td>
</tr>
<tr>
<td>6</td>
<td>Black</td>
<td>16/1</td>
<td>81</td>
<td>6.9 (WRAT)</td>
<td>64.2</td>
<td>277</td>
</tr>
<tr>
<td>7</td>
<td>White</td>
<td>16/5</td>
<td>76</td>
<td>5.3 (CAT)</td>
<td>62.8</td>
<td>370</td>
</tr>
<tr>
<td>Means</td>
<td></td>
<td>15/7</td>
<td>86.1</td>
<td>65.5</td>
<td>300.3</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>WISC - Weschler Intelligence Scale for Children

<sup>b</sup>WRAT - Wide Range Achievement Test; CAT - California Achievement Test

<sup>c</sup>TSCS - Tennessee Self Concept Scale
TABLE IV
DESCRIPTION OF 6 CONTROL GROUP MEMBERS
BOTH PRETESTED AND POSTTESTED

<table>
<thead>
<tr>
<th>Subject No.</th>
<th>Race</th>
<th>Age Years/Months</th>
<th>WISC&lt;sup&gt;a&lt;/sup&gt; Full Scale Score</th>
<th>Reading Level (Test)&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Pretest Appearance Rating</th>
<th>TSCS&lt;sup&gt;c&lt;/sup&gt; Pretest Total Positive Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Black</td>
<td>14/9</td>
<td>91</td>
<td>7.3 (WRAT)</td>
<td>67.0</td>
<td>284</td>
</tr>
<tr>
<td>2</td>
<td>Black</td>
<td>16/10</td>
<td>91</td>
<td>12.6 (WRAT)</td>
<td>58.4</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>White</td>
<td>16/0</td>
<td>98</td>
<td>7.5 (WRAT)</td>
<td>70.2</td>
<td>247</td>
</tr>
<tr>
<td>4</td>
<td>Black</td>
<td>16/3</td>
<td>95</td>
<td>6.3 (WRAT)</td>
<td>66.6</td>
<td>279</td>
</tr>
<tr>
<td>5</td>
<td>White</td>
<td>14/8</td>
<td>82</td>
<td>8.9 (WRAT)</td>
<td>60.2</td>
<td>318</td>
</tr>
<tr>
<td>6</td>
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<td>14/1</td>
<td>77</td>
<td>6.4 (CAT)</td>
<td>65.6</td>
<td>257</td>
</tr>
</tbody>
</table>

Means: 15/5 89 64.7 297.5

<sup>a</sup>WISC - Weschler Intelligence Scale for Children

<sup>b</sup>WRAT - Wide Range Achievement Test; CAT - California Achievement Test

<sup>c</sup>TSCS - Tennessee Self Concept Scale
subjects had accumulated a sufficient number of good behavior points to be reviewed by their respective judges and were subsequently released earlier than was expected. At the time of posttesting one subject was in the hospital recovering from an illness, and three subjects were in the Special Treatment Unit because of behavior problems. Six of the original fourteen subjects in the control group were available for posttesting (Table IV).

The ages of the six control subjects who were posttested ranged from 14 years 1 month to 16 years 10 months with a mean of 15 years and 5 months. Four of the subjects were black and two were white. The full scale scores on the Weschler Intelligence Scale for Children ranged from 77 to 98 with a mean of 89.0. Reading levels on the Wide Range Achievement Test or the California Achievement Test ranged from 6.5 to 12.6.

TEST MEASURES ADMINISTERED

The Tennessee Department of Mental Health Self Concept Scale, hereafter referred to as the Tennessee Self Concept Scale or TSCS, was selected as a measure of self concept. The TSCS is a self-administering instrument comprised of 100 self-descriptive statements. The TSCS is suitable for subjects age 12 or older and having at least a sixth grade reading level (Fitts, 1965). The TSCS is a standardized Likert-type instrument, which includes several areas of the self concept.

The norms for the TSCS were developed from a broad sample of 626 persons. This sample included individuals from various parts of
the country who ranged in age from 12 to 68 years. The norms were based on approximately equal numbers of male and female, and Negro and white subjects representative of all social, economic, intellectual, and educational levels from sixth grade through the doctoral degree. The TSCS was particularly appropriate for the present study because it has been used extensively in studies with juvenile delinquents and profiles of the self concept of samples of delinquents have been developed and were available for comparisons with the delinquent group under investigation (Fitts and Hamner, 1969).

The TSCS is multi-dimensional in its description of the self concept and can be subjected to a detailed analysis. The 100 self-descriptive statements are differentiated along two dimensions. One dimension contains three horizontal categories (Row Scores) and these scores represent an internal frame of reference within which the individual is describing himself. The Row Scores are defined as:

1. Row 1 (Identity) - the individual is describing his basic identity or "what I am."

2. Row 2 (Self Satisfaction) - the individual describes how he feels about the self he perceives.

3. Row 3 (Behavior) - the individual's perception of his behavior or the way he functions.

The statements sorted into vertical categories vary in a more external frame of reference. The five Column Scores on the score sheet are:

1. Column A (Physical Self) - the individual presents his view of his body, his health, appearance, skills and sexuality.
2. Column B (Moral-Ethical Self) - the individual describes his moral worth, relationship to God, feelings of being a "good" or "bad" person, and satisfaction with his religion or lack of it.

3. Column C (Personal Self) - the individual describes his feelings of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others.

4. Column D (Family Self) - the individual describes his feelings of adequacy, worth, and value as a family member.

5. Column E (Social Self) - the individual describes his sense of adequacy and worth in his social interaction with other people in general (Fitts, 1965).

The Total Positive Score reflects the overall level of self esteem and is the most important single score on the Counseling Form. The Variability Scores provide a simple measure of the amount of variability, or inconsistency, from one area of self perception to another. Well-integrated persons generally score below the mean on these scores but above the first percentile.

The Self Criticism score is based on 10 items which are all mildly derogatory statements that most people admit as being true for them. Individuals who deny most of the statements are usually being defensive and deliberately trying to present a favorable picture. High scores generally indicate a normal, healthy openness and capacity for self-criticism. Low scores indicate defensiveness and suggest that the positive scores are probably artificially elevated by this defensiveness.
The Counseling Form of the Scale was used and participants were assessed on Rows 1, 2, and 3, Columns A, C, and E, and the Total Positive score.

The TSCS was administered to 30 subjects on Monday, June 7, 1976. The instructions included a statement reassuring the subjects that their answers would be confidential and would not be available to anyone at the Institute nor would their responses affect their status at the Institute in any way. The TSCS was readministered to seven subjects in the experimental group and to six subjects in the control group with the same instructions and reassurance of confidentiality on Friday, July 30, 1976.

Following the administration of the TSCS, five judges rated the personal appearance of each subject using the Personal Appearance Rating Scale (Appendix A). There are no validation data for the Rating Scale; however, it has high face validity for this particular study since the items on the scale adequately summarize the content of the personal appearance therapy program. The numbers circled for each of the nine items on the Rating Scale were totaled for each subject. The mean of the five judges' ratings constituted the subject's personal appearance rating.

The subjects were rated individually as they were photographed in alphabetical order. The photographing of each subject was merely the means chosen to provide the judges with an opportunity to view the subjects in person under similar circumstances. The photographer talked with each subject and attempted to put her at ease as she was
photographed from the front and from the side. The subjects had no prior knowledge that they were to be photographed nor were they told that the judges, who were in the same room, were evaluating their personal appearance.

The same judges rated the subjects both before and after the program without information regarding the group membership of the subjects. The judges included: a non-institutionalized, white adolescent girl who demonstrated peer acceptance by having been chosen by her school peers to two or more elective offices in her high school; a young, black female high school librarian; a white, male high school principal; a white home economics teacher; and a white home economics extension agent who specializes in clothing and youth work. The procedure for rating the personal appearance of the subjects was the same both before and after the program.

DEVELOPMENT AND ADMINISTRATION OF THE PROGRAM

The personal appearance therapy program (Appendix B) was developed by the investigator for use with the experimental group during the eight-week 1976 summer school session. The program was presented in the home economics classes which met daily for one hour Monday through Friday. The students who enrolled in the classes did not receive a grade, but they were given credit because the subject matter which was presented is within the scope of the Curriculum Guide in Home Economics in Louisiana (1969). No grades were assigned in order to eliminate grades as a motivational factor and to eliminate negative feedback.
The program was designed to offer four basic approaches to the modification of self concept. First, the content of the program focused on the personal appearance of each girl. The basic procedure for shaping new attitudes was to change the girl's appearance. Positive changes in appearance and behavior were reinforced through the social approval of the home economics teacher and the outside specialists (volunteers) who assisted the regularly employed home economics teacher by giving demonstrations in their area of expertise.

Second, the outside specialists were selected for their value as feminine identification figures to provide appropriate feminine role models. Adams and Smith (1972) suggested that incarcerated delinquents might be helped by bringing people in from the outside. It was hoped that the delinquents would identify with a person from the outside who showed an interest in the delinquent as a person of worth, and the program content lent itself to the volunteers' expressions of personal concern and interest in the girl.

Third, group discussions focused on the acceptance of personal limitations and attempts were made to develop an "in group" feeling in order to give the girls a sense of being accepted by their peers.

Fourth, the construction of a simple, but fashionable, garment was included to give the girls an opportunity for creative expression and a sense of pride in accomplishment. Most girls can construct an acceptable garment with professional guidance and the skill can help the girl maintain an attractive appearance on limited funds.

These four approaches facilitate conditions for interpersonal experiences which generate positive feelings and a sense of
worth; competence in areas valued by the girl and others; and opportunities for the implementation and realization of one's true personal potentialities. Fitts and others (1971) proposed these factors as most strikingly affecting the self concept.

Lesson plans which included appropriate objectives, generalizations, and learning experiences were developed and are presented in Appendix B. Equipment, supplies, suitable illustrative materials, references and other resources were provided for the home economics teacher's use. A student manual was also prepared and distributed to each experimental subject (Appendix B).

The home economics teacher, who was employed by the Institute, reviewed the lesson plans, made suggestions for changes, and then followed the revised lesson plans as closely as possible. The investigator visited the Institute and observed classes approximately once a week during the course of the study. The tentative schedule proved to involve more than it was feasible to accomplish in an eight-week period due to interruptions in class schedules, student absenteeism, and student response. Student interest and enthusiasm prolonged the time spent in some areas which necessitated the omission of some of the planned lessons. Appendix B contains complete lessons as planned for the entire program; however, the schedule below includes lessons actually presented by the teacher.

June 7 - TSCS Pretest and Personal Appearance Ratings

8 - You're Someone Special
9 - Appearance Talks
10 - Nutrition for Health and Beauty
DESCRIPTION OF THE HOME ECONOMICS TEACHER

In recognition of the fact that the personality of the home economics teacher was a significant factor in the administration of the appearance therapy program, some objective description of her personality seemed warranted. For that reason, the teacher was given the Sixteen Personality Factors Questionnaire (16 PF) at the beginning of the program. The 16 PF is an objectively scoreable test devised to give comprehensive coverage of an individual's personality based upon "measurement of sixteen functionally independent and psychologically meaningful dimensions isolated and replicated in more than thirty years of factor-analytic research on normal and clinical groups" (Manual for the 16 PF, 1972).
The home economics teacher completed the 16 PF, Form A, 1962 edition. Norms used to convert raw scores to standard ten scores, hereafter referred to as sten scores, were taken from Table N-13; Norms for General Population; Female: Form A (based on age 35 years; N = 1701) (Cattell and Eber, 1962). The teacher's sten scores are presented in Table V. Stens of .5 or 6 are considered as average, 4 or 7 as slightly deviant, 2, 3, 8, and 9 as strongly deviant and 1 or 10 as extreme relative to the defined population on which standardizations are based. Eleven of the teacher's 16 sten scores fell between 4 and 7 indicating that her score was average or only slightly deviant on these Factors.

However, four scores were strongly deviant and one score was extreme. Therefore, a capsule description of these deviations seems desirable. On Factor A the teacher's sten score of 3 was in the low score direction in which case the individual is described as reserved, detached, critical, and cool as opposed to outgoing, warmhearted, easy-going, and participating in the high score direction. The teacher's low sten score of 1 on Factor F indicates a tendency for the individual to be sober, prudent, serious, and taciturn as opposed to happy-go-lucky, impulsively lively, and enthusiastic in the high score direction. A low sten score of 3 on Factor N indicates a tendency for the individual to be forthright, natural, artless and sentimental as opposed to shrewd, calculating, worldly and penetrating in the high score direction. A high sten score of 8 on Factor Q2 indicates a tendency to self-sufficiency, preference for own decisions, and resourcefulness as opposed to being group-dependent, a "joiner"
<table>
<thead>
<tr>
<th>Factor</th>
<th>Teacher's Sten Score</th>
<th>Low Score Description (Sten 1-3) vs.</th>
<th>High Score Description (Sten 8-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>Reserved</td>
<td>Outgoing</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>Less Intelligent</td>
<td>More Intelligent</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>Affected by feelings</td>
<td>Emotionally stable</td>
</tr>
<tr>
<td>E</td>
<td>4</td>
<td>Humble</td>
<td>Assertive</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>Sober</td>
<td>Happy-go-lucky</td>
</tr>
<tr>
<td>G</td>
<td>5</td>
<td>Expedient</td>
<td>Conscientious</td>
</tr>
<tr>
<td>H</td>
<td>4</td>
<td>Shy</td>
<td>Venturesome</td>
</tr>
<tr>
<td>I</td>
<td>5</td>
<td>Tough-minded</td>
<td>Tender-minded</td>
</tr>
<tr>
<td>L</td>
<td>7</td>
<td>Trusting</td>
<td>Suspicious</td>
</tr>
<tr>
<td>M</td>
<td>5</td>
<td>Practical</td>
<td>Imaginative</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
<td>Forthright</td>
<td>Shrewd</td>
</tr>
<tr>
<td>O</td>
<td>4</td>
<td>Self-assured</td>
<td>Apprehensive</td>
</tr>
<tr>
<td>Q₁</td>
<td>6</td>
<td>Conservative</td>
<td>Experimenting</td>
</tr>
<tr>
<td>Q₂</td>
<td>8</td>
<td>Group Dependent</td>
<td>Self-Sufficient</td>
</tr>
<tr>
<td>Q₃</td>
<td>8</td>
<td>Undisciplined</td>
<td>Controlled</td>
</tr>
<tr>
<td>Q₄</td>
<td>5</td>
<td>Relaxed</td>
<td>Tense</td>
</tr>
</tbody>
</table>
and sound follower in the low score direction. The teacher's high sten score of 8 on Factor Qg indicates that she tends to be controlled, socially precise, following self-image (high self-concept control) versus undisciplined self-conflict, careless of protocol, and follows own urges (low integration) in the low score direction.

The home economics teacher was an attractive, well-groomed black woman in her mid-thirties. She held a degree in home economics education and was previously employed as the dietitian at the Institute. She transferred to the teaching position one week prior to the beginning of the appearance therapy program.

STATISTICAL ANALYSIS OF DATA

Pre- and posttest personal appearance ratings for the experimental and control groups were statistically tested using analysis of covariance with the pretest rating as the covariant. Pre- and posttest Tennessee Self Concept Scale Total Positive scores and selected component scores (Rows 1, 2, and 3, and Columns A, C, and E) for the experimental and control groups were also statistically analyzed using analysis of covariance with the TSCS pretest scores as the covariants. Garrett's analysis of covariance model was used to compute F values and to "adjust" posttest means (Garrett, 1966). Significant differences were determined at the .05 level for the following null hypotheses which were formulated for this study:

1. There is no significant difference in the judges' ratings of personal appearance between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

2. There is no significant difference in the Tennessee Self Concept Scale Total Positive scores and selected component scores
(Rows 1, 2, and 3, and Columns A, C, and E) between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

ORGANIZATION OF CASE STUDIES

In considering the benefits or effects of any treatment or rehabilitation program it must be assumed that different individuals participate in and respond to the program in different ways (Fitts and Hamner, 1969). Therefore, case studies were conducted for experimental group members in an effort to examine the impact of the program on the individual.

Observations regarding appearance, interest and participation in various areas of the program, and overt behavior in class were made by the home economics teacher and by the investigator on her visits to the institute. Confidential case files were made available by the institute with the stipulation that the identity of the juveniles remain anonymous. In addition to these sources, the guidance counselors were asked to note specifically any changes in the juvenile's appearance, attitudes or behavior during the course of the study. The week following the study, the counselors met with the experimental group members individually and then forwarded their written observations to the investigator.

From these sources and pre- and posttest appearance ratings and TSCS scores the investigator compiled the following types of information: reasons for commitment(s); family background; results of psychological tests and professional psychiatric opinions; school adjustment; and changes in appearance, attitude, behavior, and self concept.
The objective of the case studies was to search for common characteristics which appeared to be related to improvements in appearance and the self concept. The researcher was searching for an answer to the question: What, if any, factors seem to influence the impact of the appearance therapy program on the juvenile delinquent's appearance and self concept?
CHAPTER IV

DATA ANALYSIS AND CASE STUDIES

The purpose of this chapter is to report and analyze the findings of this study. The discussion is organized under the following headings: (1) statistical analysis of data and (2) case studies.

STATISTICAL ANALYSIS OF DATA

Pre- and posttest personal appearance ratings for the experimental and control groups were statistically tested using analysis of covariance with the pretest rating as the covariant. Pre- and posttest Tennessee Self Concept Scale Total Positive scores and selected TSCS component scores (Rows 1, 2, and 3, and Columns A, C, and E) for the experimental and control groups were also statistically tested using analysis of covariance with the TSCS pretest scores as the covariants. Garrett's analysis of covariance model was used to compute F values and to "adjust" posttest means (Garrett, 1966). Significant differences were determined at the .05 level. Results of the statistical analyses are presented following a statement of each of the null hypotheses which were formulated for the study. All primary data, specifically the pre- and posttest appearance ratings and the pre- and posttest scores on the Tennessee Self Concept Scale, are presented in Appendix C.
Hypothesis 1. There is no significant difference in the judges' ratings of personal appearance between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

It was predicted that the mean appearance rating would be significantly higher for the experimental group than for the control group. The means on "before" program appearance ratings were 64.67 for the control group and 65.46 for the experimental group. Adjusted "after" program means were 61.60 for the control group and 66.21 for the experimental group. Although this suggests slightly higher ratings for the experimental group than for the control group, this difference was not significant at the .05 level (Table VI). Therefore, the null hypothesis could not be rejected on the basis of these data. It was concluded that the mean of the judges' personal appearance ratings for the experimental group was not significantly higher than the mean for the control group after the former's participation in the appearance therapy program.

**TABLE VI**

**COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS ON PERSONAL APPEARANCE RATINGS**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>d. f.</th>
<th>SSy.x</th>
<th>MSy.x</th>
<th>SDy.x</th>
<th>Fy.x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among means</td>
<td>1</td>
<td>67.76</td>
<td>67.76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>10</td>
<td>308.42</td>
<td>30.84</td>
<td>5.55</td>
<td>2.20*</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>376.18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant F value is 4.96 at the .05 level with 1 & 10 degrees of freedom.*
Hypothesis 2. There is no significant difference in the Tennessee Self Concept Scale Total Positive scores between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

The Total Positive score reflects the overall level of self esteem (Fitts, 1965). Pretest means were 297.50 for the control group and 300.29 for the experimental group. Adjusted posttest mean scores were 295.24 for the control group and 299.37 for the experimental group. Although the adjusted mean for the experimental group is slightly higher than the adjusted mean for the control group, the computed F value of 0.06 with 1 and 10 degrees of freedom indicated that this difference was not significant at the .05 level (Table VII). Therefore, the null hypothesis could not be rejected on the basis of these data. Pre- and posttest means for both groups were more than one-and-a-half standard deviations below the mean of the normative group on which the TSCS was standardized. The mean Total Positive score for juvenile delinquent groups is typically in the range of 300 to 315, a range one to one-and-a-half standard deviations below the mean of the normative group (Fitts and Hammer, 1969).

TABLE VII

COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS FOR TSCS TOTAL POSITIVE SCORES

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>d. f.</th>
<th>SSy.x</th>
<th>MSy.x</th>
<th>SDy.x</th>
<th>Fy.x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among Means</td>
<td>1</td>
<td>54.93</td>
<td>54.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>10</td>
<td>9461.71</td>
<td>946.17</td>
<td>30.76</td>
<td>0.06*</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>9516.64</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant F value is 4.96 at the .05 level with 1 & 10 degrees of freedom.
The pre- and posttest means, which vary less than five points, do not reveal the Total Positive score changes for individual subjects. Primary data (Appendix C) reveal that for the experimental group the greatest negative change for an individual was a loss of 43 points, and the greatest change in a positive direction was a gain of 33 points. Possible explanations for these changes are presented in the case studies of experimental group members. The greatest change in a negative direction for a subject in the control group was a loss of 79 points; the greatest change in a positive direction was a gain of 29 points.

Hypothesis 3. There is no significant difference in the TSCS Row 1 (Identity) scores between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

Row I (Identity) scores represent the individual's basic identity or "what he is," as he perceives himself (Fitts, 1965). Pretest means on TSCS Row 1 were 117.67 for the control group and 114.00 for the experimental group. Adjusted posttest means were 115.99 for the control group and 111.00 for the experimental group. The analysis of covariance F value was .461 with 1 and 10 degrees of freedom which was not significant at the .05 level (Table VIII). Therefore, the null hypothesis of no significant difference between the means of the groups on Row 1 (Identity) could not be rejected on the basis of these data.

A comparison of means on pre- and posttest TSCS Row 1 (Identity) scores for the control and experimental groups in this study and profiles based on seven delinquent samples reported by Fitts and Hammer
(1969) reveals marked similarities. The mean scores for the seven delinquent groups ranged from 112 to 117 which is very close to the 111 to 117.67 range of the means for the two groups in the present study. The means show significant deviation in a negative direction compared to a mean of 127.1 for the normative group on which the scale was standardized (Fitts and Hamner, 1969).

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>d. f.</th>
<th>SSy.x</th>
<th>MSy.x</th>
<th>SDy.x</th>
<th>Fy.x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among Means</td>
<td>1</td>
<td>79.34</td>
<td>79.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>10</td>
<td>1722.42</td>
<td>172.24</td>
<td>13.124</td>
<td>0.461*</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>1801.76</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant F value is 4.96 at the .05 level with 1 & 10 degrees of freedom.

Hypothesis 4. There is no significant difference in the TSCS Row 2 (Self Satisfaction) scores between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

The Row 2 (Self Satisfaction) score reflects the level of self satisfaction or self acceptance. The individual describes how he feels about the self he perceives (Fitts, 1965). Pretest means on Row 2 were 84.83 for the control group and 87.43 for the experimental group. Adjusted posttest means on Row 2 were 91.7 for the control group and 89.26 for the experimental group. An F value of .09
with 1 and 10 degrees of freedom is not significant at the .05 level (Table IX). Therefore, the null hypothesis of no significant difference between the means of the control and experimental groups on TSCS Row 2 (Self Satisfaction) scores could not be rejected on the basis of these data.

TABLE IX

COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS FOR TSCS ROW 2 (SELF SATISFACTION)

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>d. f.</th>
<th>SSy.x</th>
<th>MSy.x</th>
<th>SDy.x</th>
<th>Fy.x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among Means</td>
<td>1</td>
<td>19.16</td>
<td>19.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>10</td>
<td>2133.59</td>
<td>213.36</td>
<td>14.607</td>
<td>.09*</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>2152.75</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant F value is 4.96 at the .05 level with 1 & 10 degrees of freedom.

The control group's adjusted posttest mean of 91.70 on TSCS Row 2 (Self Satisfaction) is .87 standard deviation below the mean of 103.67 for the normative group on which the TSCS was standardized. The experimental group mean of 89.26 is 1.04 standard deviations below the mean for the normative group. These negative deviations are typical of juvenile delinquent groups (Fitts and Hamner, 1969).

Hypothesis 5. There is no significant difference in the TSCS Row 3 (Behavior) scores between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

The Row 3 (Behavior) score measures the individual's perception of his own behavior or the way he functions (Fitts, 1965).
Pretest means on Row 3 were 95.0 for the control group and 98.86 for the experimental group. Adjusted posttest means on Row 3 were 87.75 for the control group and 98.93 for the experimental group. Although the mean for the experimental group is more than 11 points higher than the mean for the control group, the computed F value of 3.48 with 1 and 10 degrees of freedom (Table X) is less than 4.96 which is necessary for a significant difference at the .05 level. Therefore, the null hypothesis could not be rejected on the basis of these data.

TABLE X

COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS
FOR TSCS ROW 3 (BEHAVIOR)

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>d. f.</th>
<th>SSy.x</th>
<th>MSy.x</th>
<th>SDy.x</th>
<th>Fy.x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among Means</td>
<td>1</td>
<td>396.18</td>
<td>396.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>10</td>
<td>1137.81</td>
<td>113.78</td>
<td>10.667</td>
<td>3.48*</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>1533.99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant F value is 4.96 at the .05 level with 1 & 10 degrees of freedom.

The control group's adjusted posttest mean of 87.75 on TSCS Row 3 (Behavior) is 2.43 standard deviations below the mean of 115.01 for the normative group on which the TSCS was standardized. The experimental group mean of 98.93 was 1.43 standard deviations below the mean of the normative group.

Although all 3 rows scores are deviant in the negative direction,
Row 2 (Self Satisfaction) is less deviant than Row 1 (Identity) or Row 3 (Behavior) on the posttests for both groups.

Fitts and Hamner (1969) reported that this inverted "V" on the three Row Scores is typical for samples of juvenile delinquents. Fitts and Hamner interpreted this phenomenon as the delinquent's "saying that he is not much good and that his behavior is proof of this, but that he is not really so dissatisfied with what he is."

Posttest scores for the control and experimental groups followed the "typical" pattern of the inverted "V". The experimental group's participation in the program did not appear to alter this pattern significantly.

Hypothesis 6. There is no significant difference in the TSCS Column A (Physical Self) scores between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

Column A (Physical Self) scores reflect the individual's view of his body, his state of health, his physical appearance, skills and sexuality (Fitts, 1965). Pretest means were 67.67 for the control group and 66.29 for the experimental group. Adjusted posttest means were 65.85 for the control group and 66.69 for the experimental group. The F value of .025 with 1 and 10 degrees of freedom (Table XI) confirms that this slight difference is not significant at the .05 level. Therefore, the null hypothesis of no significant difference between the means of the control and experimental groups on TSCS Column A (Physical Self) could not be rejected on the basis of these data.
### TABLE XI

**COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS FOR TSCS COLUMN A (PHYSICAL SELF)**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>d. f.</th>
<th>SSy.x</th>
<th>MSy.x</th>
<th>SDy.x</th>
<th>Fy.x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among Means</td>
<td>1</td>
<td>2.23</td>
<td>2.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>10</td>
<td>895.31</td>
<td>89.53</td>
<td>9.462</td>
<td>0.025*</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>897.54</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant F value is 4.96 at the .05 level with 1 & 10 degrees of freedom.

The pre- and posttest means for the control and experimental groups on Column A (Physical Self) are below the mean of 71.78 for the normative group on which TSCS was standardized, but the scores are within one standard deviation below the mean of the normative group and this is characteristic of Column A means for samples of juvenile delinquents (Fitts & Hamner, 1969).

Hypothesis 7. There is no significant difference in the TSCS Column C (Personal Self) scores between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

The Column C (Personal Self) score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others (Fitts, 1965). Pretest means were 54.0 for the control group and 59.0 for the experimental group. Adjusted posttest means were 54.36 for the control group and 55.69 for the experimental group. The slight difference between the adjusted posttest
means was not significant at the .05 level (Table XII). The computed F value of .080 was far below 4.96, which is required for significance at the .05 level with 1 and 10 degrees of freedom. Therefore, the null hypothesis could not be rejected on the basis of these data.

### TABLE XII

**COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS FOR TSCS COLUMN C (PERSONAL SELF)**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>d. f.</th>
<th>SSy.x</th>
<th>MSy.x</th>
<th>SDy.x</th>
<th>Fy.x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among Means</td>
<td>1</td>
<td>5.26</td>
<td>5.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>10</td>
<td>654.09</td>
<td>65.41</td>
<td>8.086</td>
<td>0.080*</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>659.35</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant F value is 4.96 at the .05 level with 1 & 10 degrees of freedom.

The adjusted posttest means for the control and experimental groups on Column C (Personal Self) are more than one standard deviation below 64.55 which is the mean for the normative group upon which the TSCS was standardized. This deviation in the negative direction is characteristic for samples of juvenile delinquents (Fitts and Hamner, 1969).

Hypothesis 8. There is no significant difference in the TSCS Column E (Social Self) scores between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

The Column E (Social Self) score reflects the individual's
sense of adequacy and worth in his social interaction with other people in general (Fitts, 1965). Pretest means for Column E (Social Self) were 58.83 for the control group and 62.86 for the experimental group. Adjusted posttest means for Column E were 57.80 for the control group and 59.75 for the experimental group. Although the posttest means were slightly lower than the pretest means for both groups, the experimental group's posttest mean was slightly higher than the mean for the control group. However, the computed $F$ value of .177 with 1 and 10 degrees of freedom confirms that this slight difference is not statistically significant at the .05 level (Table XIII). Therefore, the null hypothesis of no significant difference between the means of the control group and the experimental group on TSCS Column E (Social Self) after the experimental group's participation in the appearance therapy program could not be rejected on the basis of these data.

**TABLE XIII**

COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS FOR TSCS COLUMN E (SOCIAL SELF)

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>d. f.</th>
<th>SSy.x</th>
<th>MSy.x</th>
<th>SDy.x</th>
<th>Fy.x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among Means</td>
<td>1</td>
<td>11.43</td>
<td>11.43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>10</td>
<td>647.18</td>
<td>64.72</td>
<td>8.045</td>
<td>0.177*</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>658.61</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant $F$ value is 4.96 at the .05 level with 1 & 10 degrees of freedom.
The posttest means on Column E (Social Self) for the control group and the experimental group are more than one standard deviation below the mean of 68.14 for the normative group on which the TSCS was standardized. The means for the control and experimental groups in this study are slightly below the means of all 7 samples of juvenile delinquents reviewed by Fitts and Hamner (1969).

Summary

Pre- and posttest personal appearance ratings for the experimental and control groups were statistically analyzed using analysis of covariance with the pretest ratings as the covariant. The computed F value was not significant at the .05 level. Therefore, the null hypothesis of no significant difference in the judges' ratings of personal appearance between the control group and the experimental group after the latter's participation in the appearance therapy program was accepted. On the basis of the judges' ratings it appears that the appearance therapy program had little impact on the personal appearance of the experimental group when compared to the control group.

Control group and experimental group pre- and posttest scores on the Tennessee Self Concept Scale were statistically analyzed using analysis of covariance with the pretest scores on the TSCS as the covariants. Computed F values for the Total Positive Score, Row 1 (Identity), Row 2 (Self Satisfaction), Row 3 (Behavior), Column A (Physical Self), Column C (Personal Self), and Column E (Social Self) were not significant at the .05 level. Therefore, the null hypotheses
of no significant difference in Total Positive scores and component scores (Rows 1, 2, and 3 and Columns A, C, and E) between the control group and the experimental group after the experimental group's participation in the appearance therapy program were accepted.

On the basis of the statistical analysis, it appears that the personal appearance therapy program had little impact on the self concept of the experimental group when compared to the control group.

A comparison of posttest means on TSCS Total Positive Scores for the groups being investigated in this study with profiles developed by investigators who studied other samples of juvenile delinquents revealed a remarkable similarity. The mean Total Positive score for samples of juvenile delinquents is typically more than one standard deviation below the mean for the normative group on which the TSCS was standardized. Row scores show significant deviation in the negative direction. However, Row 2 (Self Satisfaction) is less deviant than are Row 1 (Identity) and Row 3 (Behavior), which Fitts and Hamner (1969) interpreted as the delinquent's "saying that he is not much good and his behavior proves it, but he is not really so dissatisfied with what he is." Perhaps, this tends to explain why positive changes are so difficult to accomplish.
CASE STUDIES

Case studies were conducted for the seven subjects in the experimental group who were both pre- and posttested. Sources of information for the case studies included: observations of the home economics teacher, the investigator and institutional counselors; the institute's confidential case files; pre- and posttest appearance ratings; and pre- and posttest TSCS scores. From these sources the investigator compiled the following types of information: reasons for commitment; family background; results of psychological tests and professional psychiatric opinions; school adjustment; and changes in appearance, attitude, behavior and self concept.

The objective of the case studies was to identify factors which seemed to influence the impact of the appearance therapy program on the juvenile delinquent's appearance and self concept. Fictitious names were used to conceal the identity of the subjects.

Elaine

Elaine, who was nearly 15 years old at the initiation of the study, is a pretty girl with brown eyes, blond hair and a fair complexion. Elaine was committed to the institute for the third time eight months prior to the beginning of the study. Elaine had gained some weight during this eight-month period, but she was not noticeably
Elaine was first committed to the Institute when she was 13 years old. Her previous offenses included shoplifting, runaway and truancy. The reason for the third commitment was runaway, a parole violation.

Elaine is from an unsettled, stressful home environment. Her mother and father have both been married three times. A clinical social worker noted that Elaine felt rejected and unloved during the three years of her mother's third marriage. Elaine's present stepfather is extremely strict, and the mother suspects him of sexual advances toward Elaine. Elaine and her younger sister reported that they ran away from home because they could not get along with their stepfather. After her first commitment Elaine tried living with her father but claimed that his excessive drinking upset her, so she ran away again. Elaine, also, admitted her own history of drug use and excessive drinking.

A psychiatric assistant described Elaine at 13 as an attractive girl who looks 18 or 19 but has the maturity and emotional responses of a normal 13 year old. Elaine's prior scores on the Weschler Intelligence Scale for Children put her in the top 10 percent of the population on non-verbal scores; however, verbal scores and school performance are average or below. A psychiatric assistant concluded that her pattern of scores on the Weschler Intelligence Scale for Children, her work below grade level, and her expressed frustration with school point to some sort of learning disability which may be adding to her emotional problems. However, Elaine was
described as a pleasant person with no overt signs of psychological or mental disturbances.

Elaine seemed shy at the beginning of the appearance therapy program, but she attended class regularly and participated actively. She was noticeably more relaxed and outgoing at the end of the program. Elaine seemed to especially like the lesson You're Someone Special and the sewing lessons. Elaine showed a great deal of interest in counting calories and became very selective in what she ate in the cafeteria. She also tried to exercise to lose weight and for relaxation. Elaine wore no makeup at the beginning of the course and seemed to make little effort to improve her appearance. After the lesson on makeup, she became very concerned about the proper application of makeup and the selection of colors to blend with her skin tone. She arranged for a facial in the beauty shop at the institute and requested some supplies from home to help clear up a minor acne problem. At the end of the course her appearance had improved as she was wearing becoming and appropriate makeup and her clothes were clean and becoming. During the sewing lessons Elaine and the home economics teacher developed a very warm rapport. Elaine showed an unusual interest in sewing and the teacher reported, "I am proud of Elaine, but more important, she is proud of herself and has finally gained confidence in herself." Elaine was very open in discussing her problems with the teacher and stayed in the home economics department at every available opportunity.

Elaine's guidance counselor reported that Elaine talked
frequently about her sewing classes and how she planned to sew her own clothes when she returns home. During the summer Elaine attained a higher behavior level, and the counselor observed that Elaine had acquired more self-confidence and self-esteem and began to speak up about her true feelings. Elaine began to talk about constructive things to do, whereas before she talked about getting out and having more privileges than her parents allowed.

On the morning of the day scheduled for posttesting, Elaine wore the skirt which she had made with an attractive blouse. Both Elaine and the teacher seemed very proud of her accomplishment. Elaine had dressed up by wearing hose, shampooing and styling her hair, and applying her makeup very becomingly. During the morning the investigator observed Elaine "show" her skirt to staff members in the administration building. Elaine, very shyly, but graciously, accepted their compliments. Unaware that her photograph was to be taken that afternoon, Elaine changed to shorts during the lunch break, because it was a very hot July afternoon. Therefore, the posttest appearance rating of 68.0 for Elaine was only slightly higher than the pretest rating of 64.8 (Appendix C).

Elaine's posttest TSCS Total Positive score of 316 was slightly higher than the pretest score of 293 (Appendix C). Although this is not a drastic change, it is a change in a positive direction. Of all the subjects in the experimental group, the program appeared to have had the greatest positive impact on Elaine. She found something which she enjoyed doing and which she did particularly well. She enjoyed a
warm, friendly relationship with her teacher, who showed a great deal of personal interest in her. Her appearance improved and her self concept was altered in a positive direction.

**Meggie**

Meggie, who has brown eyes, dark brown hair and a fair complexion, was fifteen years old when the appearance therapy program began. Meggie had been committed to the institute for the first time a few weeks earlier for simple burglary. She had been in trouble with the law enforcement agencies nearly two years earlier and had failed to comply with conditions of probation by refusing to attend school on a regular basis, staying out late at night and running away from home. One year before her commitment she was placed on probation for simple burglary, and her failure to comply to the rules resulted in commitment to the institute. Meggie's parents supported her at the hearing and blamed the "company she keeps" for Meggie's problems.

Both of Meggie's parents are in the home. Meggie's father, who is retired and disabled, was critically ill at the time of the study. Meggie seemed deeply concerned about him and spoke of him frequently. Meggie's mother is a housewife, and there are four other children ranging in age from 13 to 22. The home was described as dirty and untidy. The family was affiliated with a church, but they did not attend regularly.

Meggie had completed the seventh grade but the reports of a clinical social worker describe a school history characterized by
truancy, poor academic achievement and suspensions. Meggie's full scale score on the Weschler Intelligence Scale for Children was 84. Her reading level was 7.1 and her mathematics level was 6.6 on the Wide Range Achievement Test.

Reports of a psychiatric consultation at the time of admission revealed that Meggie experimented with drugs, drank excessively, and ran with a wild crowd. Her depression was described as "moderately severe as a result of prolonged situational adjustment reaction." Meggie was described as oriented in all spheres and as a follower who was easily misled by a delinquent subgroup.

During the appearance therapy program Meggie was very pleasant and cooperative and she attended class regularly. She seemed to take a genuine interest in most of the lessons. She showed her interest in nutrition by counting calories and keeping a diet record. She wanted to spot reduce and enjoyed the yoga for relaxation. Meggie worked very hard to use the proper steps to cleanse her face and apply makeup. She tried several different shades of makeup to find the colors which blended best with her skin tone and eye color.

Meggie showed an unusual amount of interest in her hands. Her nails were extremely short and she bit them continually when the program began. During the course she broke her nail-biting habit and worked hard to get pretty nails. She seemed very proud of herself when she accomplished this goal.

The institutional counselor, as well as the home economics teacher and the investigator, noted improvements in Meggie's appearance.
Meggie presented a shoddy, unkempt appearance on admission. By the end of the program her hair was kept clean and styled in a becoming manner and she used makeup more sparingly, but more effectively. Meggie asked for her own personal clothing when she reached the appropriate level which she attained in record time. Meggie's personal appearance rating changed from 65.8 on the pretest to 69.8 on the posttest which reflects an improvement in her appearance (Appendix C).

Meggie was very open in sharing her feelings and problems with the class. The institutional counselor also noted a change in Meggie's attitude and future outlook. "She is less depressed and more aware of persons around her."

Meggie did not exhibit any behavior problems and attained higher behavior levels, based on merit points for good behavior, in record time. Meggie's TSCS Total Positive score on the pretest was 283. Her posttest score of 297 shows a slight change in Meggie's self concept in a positive direction (Appendix C).

Cara

Cara is an attractive girl who has green eyes, light brown hair and a fair, clear complexion. Cara was 15 years old when the study was initiated, and she had been at the institute for less than a month. Cara was committed for violation of probation by runaway and unauthorized use of a vehicle. Cara had presented no problems in the children's home or at school until 2-3 months prior to her commitment. Her delinquent acts were all centered around her boyfriend.
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Cara had lived in the children's home for eight years. Her parents separated when Cara was three. At the time of the study her father was deceased and her mother was mentally ill and disabled. Cara has two brothers and two sisters from 12 to 25 years of age. An eighteen-year-old brother is delinquent but is not adjudicated.

Two months prior to her commitment Cara was described in a psychiatric report as fairly cooperative, but exhibiting a considerable amount of anger, hostility, resentment and feelings of being unable to relate meaningfully to anyone. Staff opinion was that she was not as hard and aloof as she pretended to be. The report also indicated that Cara was having difficulty with her sexual identity.

A psychological note written shortly after her commitment stated that there were no indications of serious emotional disturbance or organic brain damage. "Her history reflects that she has been neglected, rejected and emotionally abused all her life." The clinical social worker wrote: "Cara needs to develop a trusting relationship with an older female."

Cara's full scale score on the Weschler Intelligence Scale for Children was 96, and Cara had completed the eighth grade. On the California Achievement Test, Level 4, Form A, Cara's reading level was recorded as 10.7 and her arithmetic level as 8.9. Cara seemed to have good adjustment to school and had experienced some academic success. However, she was not a member of any school organizations and she did not participate in school activities.

Cara's attendance and participation in the appearance therapy
program was very good. She was very pleasant and cooperative, and she seemed to enjoy most of the lessons. The institutional counselor noted a marked improvement in Cara's appearance. The counselor wrote: "She has become neater and apparently takes more time in properly arranging her clothing and applying makeup. In the conference Cara referred very favorably to her home economics classes and expressed her interest in the activities, especially the session spent on manicuring nails."

Cara's personal appearance rating after the program was 68.5 compared to 68.2 before the program (Appendix C). However, at the time of the posttest Cara was called from the gymnasium where she was voluntarily helping "clean up the gym." She expressed some embarrassment at being photographed without an opportunity to freshen up and change clothes. Cara's appearance for the posttest was definitely not as neat as had become typical for Cara during the program.

Cara's posttest TSCS Total Positive score was 328 compared to her pretest score of 295 (Appendix C). The counselor reported after the program that Cara's attitude was more positive and cheerful. "She speaks openly of her problems and she feels more capable of making suitable decisions for herself. The self-assuredness that she has developed can be seen in the smile she now exhibits instead of her initial sad expression. There is a more directness in her manner and she is convinced that future obstacles can be handled without any damaging effects." There seems to be a positive change in Cara's appearance and self concept.
Debbie

Debbie is a small slender girl who appears younger than her 16 years. Debbie has green eyes, blond hair, and a fair complexion with freckles. Debbie was committed to the Institute approximately one month prior to the study. This commitment was her first and her offenses included truancy, curfew violation and simple burglary.

Debbie's mother and father are divorced, and Debbie was living with her mother at the time of commitment. Debbie has four brothers with ages ranging from 6 to 21 and one sister of 19. According to a psychologist's report upon admittance, Debbie was exposed to faulty parental guidance, abuse and neglect since birth. Her mother is mentally retarded and her father and older brother are suspected of sexually molesting Debbie since she was very young. The father was brought to the attention of the court on several occasions for drunkenness and disturbing the peace.

The clinical social worker reported that Debbie's school history was characterized by poor academic achievement, behavior problems and truancy. Debbie has a dull-normal level of intellectual ability and very little insight into her limitations. She does poorly in school and refuses to attend, but wants to go to college and become a nurse. Debbie's full scale score on the Weschler Intelligence Scale for Children was 76. Her reading level was 5.3 and her math level was 5.8 on Level 5, Form A, of the California Achievement Test.

A clinical social worker indicated that Debbie exhibited
defenses of denial, rationalization and projection. Upon admittance to the institute, Debbie's counselor noted that Debbie lacked self-confidence and seemed very immature and insecure.

During the program Debbie complained frequently of being tired and sleepy. However, she usually attended class and was pleasant and cooperative. She seemed to like the lessons You're Someone Special, The Right Face (makeup), and Attractive Hands and Nails.

At the end of the program, Debbie's counselor noted that Debbie's general appearance had improved during the summer and that her hair was noticeably cleaner and more attractive. Her appearance posttest rating of 66.2 was slightly higher than the pretest reading of 62.8 (Appendix C). During the program Debbie got glasses and she was somewhat self conscious about wearing them at first, but the girls and teacher told her that they were very becoming and this seemed to reassure her.

The counselor reported a noticeable increase in Debbie's self confidence and a much more relaxed, cheerful countenance. The counselor noted that Debbie's behavior had always been good at the Institute and that no change was needed in that respect.

Debbie's TSCS Total Positive Score was 370 on the pretest and 352 on the posttest (Appendix C). This would tend to indicate that Debbie's self concept was lower after the program. However, a closer look at several other scores indicates that this was probably not the case. Debbie's Self Criticism score was 25 on the pretest and 32 on the posttest. Low scores, such as Debbie's 25, indicate defensiveness
and suggest that the positive scores are probably artificially elevated by this defensiveness.

A more subtle measure of defensiveness is the Defensive Positive Scale. On this scale a high score indicates a positive self description stemming from defensive distortion. Debbie's pretest Defensive Positive score was 91 which is at the 99.9 percentile for the normative group. Debbie's posttest Defensive Positive score was 78, which is still high, but is around the 97th percentile. Debbie's Self Criticism score and Defensive Positive score on the posttest seem to indicate less defensiveness on the posttest which would tend to account for the lower Total Positive score on the posttest. Therefore, the lower Total Positive posttest score does not necessarily indicate a poorer self concept at the conclusion of the program. The changes toward more normal Self Criticism and Defensive Positive scores may be a good sign or a step in the right direction for Debbie.

Marie

Marie, an attractive black girl with deep brown eyes, black hair and a very dark complexion, was slightly past 16 years of age when the study began. Marie was known to law enforcement agencies from the age of 11 and was first committed to the Institute at the age of 13. This was Marie's third commitment to the Institute. Marie's offenses included possession of drugs, runaway, ungovernable behavior, theft and simple burglary.

Marie's parents were separated but both were living and employed. However, Marie lived with a guardian. As a young child,
Marie's mother left her with a woman who later became Marie's legal guardian. The mother had contact with the guardian and asked for Marie when Marie was four years old and then again when Marie was eight; but Marie remained with the guardian. However, when Marie got into trouble the guardian tried to return her to her mother. So for the five years previous to the third commitment, Marie was shifted back and forth between the mother and the guardian. Apparently both guardian and mother wanted Marie to live with them until she got into trouble and then neither of them wanted to be responsible for her.

Marie had many behavior problems at school. Marie, whose full scale score on the Weschler Intelligence Scale for Children was 72, had completed the 9th grade, but her achievement levels were 6.9 in reading and 3.4 in arithmetic based on the Wide Range Achievement Test. These factors certainly indicate poor school adjustment and low academic achievement.

Early reports of clinical social workers describe Marie as someone who appeared aggressive and extremely defiant, but who also seemed to be a friendly, sensitive youth. Evaluations written several months prior to the beginning of the present study describe Marie as a very quiet and insecure adolescent who exhibited very poor and low self-esteem and labeled herself as "bad" in each counseling session. Another counselor described Marie as "a shy overanxious youth who needed to develop some self confidence."

During the course of the study Marie attended class regularly
and participated actively. She was very pleasant and cooperative, though somewhat quiet and reserved. She seemed to especially like the lessons in the following areas: You're Someone Special; Nutrition for Health and Beauty (keeping diet records and counting calories); Exercise for Shaping Up; The Right Face (makeup); Attractive Hands and Nails; and About My Hair. Notable changes were made in her everyday appearance. She dressed more neatly and seemed to be more conscious of her hair and nails. The day after she finished her skirt, she wore it with a matching T-shirt and she looked exceptionally neat and well-groomed. She appeared somewhat shy, yet proud, when she was complimented on her appearance and her skill in making her skirt. Posttest ratings on appearance were given that afternoon, but it was a very hot July day and Marie had changed into shorts during the lunch break, so there was only a slight increase from 62.0 to 66.8 (Appendix C) in the judges' ratings of her personal appearance.

Pre- and posttest TSCS scores were practically identical for Marie (Appendix C). Her scores, 278 and 277, respectively, were 2.23 standard deviations below the mean of 345.57 for the normative group on which the TSCS was standardized. The guidance counselor reported that Marie made few lasting changes after taking the course. The counselor noted that Marie took more pride in her personal appearance during the course and shortly thereafter, but the improvements were not lasting. Marie stopped wearing makeup as she felt that she did not have time to bother with it. Marie was on the highest possible
behavior level before the course began, so no change was noted in her behavior. Marie mentioned to the counselor that she was more aware of the food she eats and makes more of an effort to limit the amount.

Apparently short term programs and attention are not convincing for Marie who has experienced rejection by both mother and guardian. Marie appears to want to please, but she needs more basic reassurance that she is indeed a person of worth regardless of what she does. It seems that someone needs to show prolonged, and genuine care for this girl, in an effort to change her feelings regarding her self worth.

Alice

Alice is a sixteen-year-old black girl, who has brown eyes and black hair. At the time the study was initiated Alice had been at the institute for approximately six months following her third commitment. Alice was fourteen years old at the time of her first commitment. Her offenses included truancy, fighting and parole violation.

Alice's mother, who has never married, has a twelfth-grade education and works as a cook. Alice has two sisters and four brothers ranging in age from three to nineteen and they are non-delinquent. When Alice was six years old, she was given away to a distantly related couple. When Alice was thirteen years old she asked to live with her mother, and her foster mother reluctantly gave her up. However, when Alice started getting into trouble her mother asked the foster mother to take her back, and the foster mother refused. Alice's
mother indicated that she felt the youth was beyond her control.

The clinical psychologist's report stated that Alice was "cynical with little trust in or reliance on interpersonal honesty." However, her personality assessment was absent of psychotic signs.

Alice had completed the ninth grade but she did not attend school regularly. Her full scale score on the Weschler Intelligence Scale for Children was 81. Her reading level was 6.9 and her arithmetic level was 5.7 on the Wide Range Achievement Test.

Although Alice attended the home economics class regularly she was often unpleasant and uncooperative and failed to participate in the class activities. She showed some interest in the lessons You're Someone Special and Attractive Hands and Nails. There were no noticeable changes in Alice's appearance. Her posttest rating of 64.2 was the same as her pretest rating (Appendix C).

The home economics teacher described Alice as very nervous and unwilling to take directions or correction or responsibility for her behavior. Alice frequently tried to be different or a little difficult (childish) for the sake of attention. However, the counselor reported that "she seems to be earning her merits a little better, and her self confidence has improved." Alice's posttest TSCS Total Positive Score of 266 was slightly lower than her pretest score of 277 (Appendix C). Apparently the appearance therapy program had little impact on this subject's appearance or on her self concept.

**Donna**

Donna is a small girl with blue eyes, light brown hair and a
fair complexion which is slightly blemished with acne. Donna was committed to the institute for the first time seven months prior to the initiation of the study. Her offenses included possession of drugs and runaway.

Both of Donna's parents are in the home. Her mother is a housewife and her father works as a welder. Donna has a younger brother and an older sister who is also a delinquent. Donna's parents seem concerned about her, and the family visits Donna regularly on visiting Sundays.

Donna has completed the seventh grade, but she does not want to continue her education. Donna's full scale score on the Weschler Intelligence Scale for Children was 86. Her reading level was 6.8 and her arithmetic level was 5.7 on the Wide Range Achievement Test.

Shortly after her commitment Donna was described by a clinical social worker as nervous, anxious, very aggressive, hostile and negative in her attitude, but that she showed no overt signs of mental or psychological disturbances. The institutional counselor described her as hot tempered, verbally aggressive, unable to accept rules and exhibiting poor relationships with peers.

Four months after her commitment Donna "picked" cigarettes from the pocket of her counselor and lied about it and talked "very ugly and vulgar." The counselor wrote: "This girl's case is almost hopeless. She's a liar and a cheat and utterly refuses to be corrected." The statement reveals the counselor's feelings of exasperation with Donna.
Donna's class attendance was poor, but she was generally cooperative and participated actively when she attended. Donna's most notable characteristic throughout the program was her sad facial expression. She seemed to like the lessons You're Someone Special, The Right Face (makeup), and Attractive Hands and Nails.

There were no notable changes in Donna's everyday appearance, except that she manicured her nails and made a special request for a skin care product to help alleviate her problem with acne. She cleansed her face daily and her complexion showed a slight improvement. Donna wore no makeup and had an unattractive hairstyle. Donna's appearance rating dropped from 70.4 on the pretest to 61.0 on the posttest (Appendix C). However, Donna made noticeable improvements in her behavior and stated to the counselor that she had decided on her own that she was ready to go home, so she began to put forth a greater effort to earn her merits.

Donna's TSCS Total Positive score fell from 306 on the pretest to 263 on the posttest (Appendix C). However, two additional scores on the TSCS tend to indicate that Donna may be a deeply troubled or disturbed person who likely needs more professional help than that provided by the persons directly involved with conducting the appearance therapy program. Donna's Distribution score, which may be interpreted as a measure of certainty about the way one sees himself, was 161 on the pretest which is above the 95th percentile for the normative group. The posttest Distribution score was 53 which is below one percentile for the normative group. Extreme scores on this
variable are undesirable in either direction and are most often obtained from disturbed people (Fitts, 1965).

Total Variability scores provide a simple measure of the amount of variability, or inconsistency, from one area of self perception to another. High scores mean that the person's self concept is so variable from one area to another as to reflect little unity or integration. Well integrated persons generally score below the mean but above the first percentile (Fitts, 1965). Donna's Total Variability scores ranged from 2.7 standard deviations above the mean for the normative group on the TSCS pretest to 1.7 standard deviations below the mean for the normative group on the posttest.

The investigator cannot explain the drastic changes in Distribution and Total Variability scores. However, it appears that the appearance therapy program had no immediate, positive impact on the appearance or self concept of this subject.

Summary

Improvements in personal appearance were observed for five of the seven members of the experimental group. These improvements were also reflected in higher posttest appearance ratings by the judges for four of these five subjects. The judges' posttest appearance rating for the remaining subject was the same as the pretest rating. However, this subject was cleaning up the gymnasium on a very hot July afternoon just prior to her rating, which offers a plausible explanation for the failure of the judges' ratings to reflect the
observed improvements of the teacher, investigator and counselor.

Three of the five subjects whose appearance showed improvements also had higher TSCS Total Positive scores on the posttest than on the pretest and were observed to exhibit improved attitudes and behavior as reflected in merits for good behavior.

The TSCS Total Positive score for another one of these five subjects whose appearance had improved was lower on the posttest than on the pretest. This change in a negative direction may be explained by changes in this subject's Self Criticism and Defensive Positive scores. Pretest scores indicated a defensiveness which probably artificially elevated the pretest TSCS Total Positive score.

These four subjects were victims of unfortunate circumstances in many respects, but they had not participated in aggressive criminal acts against society and none showed indications of severe emotional disturbance. The number of commitments, specific offenses, family background, intelligence, school attendance and achievement varied for these subjects. None of these subjects had actively participated in school activities or organizations. However, all four subjects participated actively in the appearance therapy program and all four were white.

The TSCS Total Positive score for the remaining one of the five subjects whose appearance rating improved was the same for the pre- and posttest. However, counselors reported that this subject resumed her former careless habits in dress and grooming shortly after the conclusion of the program. This subject was very much like the
other four whose appearance improved with the exception that this sub-
ject was black and had experienced the rejection of both her mother
and her guardian.

One of the two subjects whose appearance did not improve did
not participate actively in the classroom, and there were no marked
changes in her behavior. Her TSCS Total Positive posttest score was
slightly lower than her pretest score. The background factors which
differentiated this subject from the four who seemed to benefit from
the appearance therapy program were that she was black and that she,
too, had experienced the rejection of both her mother and her foster
mother. The relationship between perceived parental acceptance and
self-esteem was suggested by the results of an investigation conducted
by Thomas (1967) with seventh-grade students in which a significant
correlation was found between self-esteem and perceived parental ac-
ceptance.

One subject, whose appearance rating dropped on the posttest,
as did her TSCS Total Positive score, seemed severely depressed and
gave indications of being less emotionally stable than the other six
girls in the experimental group. However, improvements were noted
in her behavior.

The case studies indicate that the members of the experimental
group participated in and responded to the appearance therapy program
in different ways.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to develop a personal appearance therapy program to be used by the home economics teacher and volunteers in the classroom and to evaluate the impact of the program on the appearance and self concept of institutionalized juvenile delinquent girls. A summary of this study, conclusions reached, and recommendations for future research are included in this chapter.

SUMMARY

The increase in juvenile delinquency in this country, especially the pronounced increase among girls, is alarming. There is mounting evidence that the delinquent can be differentiated from the non-delinquent on the basis of self concept. The self concept of the delinquent is generally more negative, more uncertain, more variable, more conflicted, and more contradictory than the non-delinquent's. The delinquent has poor behavioral controls, low personality integration and much evidence of psychopathology. Studies have shown that demographic variables do not account for these self concept differences.

Implicit in this description is the suggestion for rehabilitation which is directed toward self concept alteration. Recent research has shown that those subjects whose self concepts improve the
most during treatment have lower recidivism rates. It appears from available data that the self concept is an adequate index of self-actualization in that self concept shows a consistent relationship to behavioral competence and effective adjustment.

There is a crucial need for new and more effective ways to facilitate conditions which would promote constructive self concept change. Incarceration alone produces little change and few studies which have investigated the effectiveness of experimental treatment have shown significant changes as a result of the treatment program.

The review of literature attempted to establish that the self concept is formed primarily through social interaction and that an essential in social interaction is communication, which includes both verbal and nonverbal symbols. Appearance may be viewed as a nonverbal symbol which is critical in establishing communication and social interaction. The importance of appearance as a factor in establishing social interaction and acceptance among adolescent girls was shown in a number of studies. The relationship between socio-economic status and self esteem was also indicated. Thus, it seemed likely that appearance therapy (helping the adolescent girl to improve her appearance) would be an effective way to promote positive changes in the adolescent girl's appearance and self concept.

Several investigators suggested the potential therapeutic value of improving personal appearance as a way of altering the self concept of socially disadvantaged females. However, the impact of an appearance therapy program presented to institutionalized juvenile
delinquent girls by the home economics teacher and volunteers in the
classroom has not been investigated. In view of this fact, the pri-
mary purpose of this study was to develop such a program and examine
its impact on the appearance and self concept of participants in the
program.

The appearance therapy program (Appendix B) was presented in
the home economics classes during the eight-week summer session held in
June and July of 1976. The program was designed to offer four basic
approaches to the modification of the self concept. First, the con-
tent focused on the personal appearance of each girl with the objec-
tive of improving the girl's appearance and reinforcing positive changes
through social approval of the home economics teacher and outside
specialists (volunteers). Second, the outside specialists were se-
lected for their value as feminine identification figures along with
the home economics teacher to provide appropriate feminine role models.
The program content lent itself to the volunteer's expressions of per-
sonal concern and interest in the girl. Third, group discussions fo-
cused on the acceptance of personal limitations and attempts were made
to develop an "in group" feeling in order to give them a sense of peer
acceptance. Fourth, the construction of a simple, but fashionable,
garment was included to give the girls an opportunity for creative
expression and a sense of pride in accomplishment.

These four approaches facilitated conditions for interper-
sonal experiences, which generated positive feelings and a sense of
worth; competence in areas valued by the girl and others; and oppor-
tunities for the implementation and realization of her true personal
potentialities as suggested by Fitts and others (1971).
The initial sample was taken from juvenile delinquent females committed to the Louisiana Training Institute in Pineville, Louisiana, during June and July of 1976. Subjects included those students whose reading level was over 5.0 on the Wide Range Achievement Test or the California Achievement test and who were expected to remain at the Institute for the duration of the study. Initially the experimental group was composed of 16 subjects who enrolled in the home economics classes, and the control group was composed of the 14 eligible subjects who did not enroll in home economics. This group of 30 subjects was pretested.

However, due to earlier-than-expected release dates, hospitalization, and confinement in the Special Treatment Unit, the subjects available for posttesting included seven experimental group members and six control group members.

Pre- and posttest measures for appearance were based on the mean of five judges' ratings on the Personal Appearance Rating Scale (Appendix A). This Scale, which adequately summarizes the content of the appearance therapy program, was developed specifically for this study. Changes in the self concept and selected components of the self concept were determined by pre- and posttest scores on the Tennessee Self Concept Scale. The study was designed to test the following null hypotheses:

1. There is no significant difference in the judges' ratings of personal appearance between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

2. There is no significant difference in the Tennessee Self Concept Scale Total Positive scores and selected component
scores (Row 1 - Identity; Row 2 - Self Satisfaction; Row 3 - Behavior; Column A - Physical Self; Column C - Personal Self; and Column E - Social Self) between the control group and the experimental group after the experimental group's participation in the appearance therapy program.

Significant posttest differences at the .05 level between the control and experimental groups were determined using analysis of covariance with pretest scores as the covariants. Analysis of the data revealed no significant difference between the control group and the experimental group on appearance ratings, TSCS Total Positive scores or on TSCS selected component scores (Rows 1, 2, 3, Columns A, B, and C). Therefore, the null hypotheses could not be rejected on the basis of these data.

However, in considering the benefits or effects of any treatment or rehabilitation program, it must be assumed that different individuals participate in and respond to the program in different ways. Therefore, case studies were conducted for experimental group members in an effort to examine the impact of the program on the individual. The objective of the case studies was to identify factors which seemed to influence the impact of the appearance therapy program on the juvenile's appearance and self concept.

Sources of information for the case studies included: observations of the home economics teacher, the investigator, and institutional counselors; the institute's confidential case files; pre- and posttest appearance ratings; and pre- and posttest TSCS scores. From these sources the investigator compiled the following types of information: reasons for commitment; family background; results of
psychological tests and professional psychiatric opinions; school adjustment; and changes in appearance, attitude, behavior, and self concept.

Improvements in personal appearance were observed for five of the seven members of the experimental group. Three of these five subjects whose appearance improved also had higher TSCS Total Positive scores on the posttest than on the pretest and were observed to exhibit improved attitudes and behavior as reflected in merits for good behavior.

The TSCS Total Positive score for another one of the five whose appearance had improved was lower on the posttest than on the pretest. This negative change was explained by changes in this subject's defensiveness which probably artificially elevated the pretest TSCS Total Positive score.

These four subjects were victims of unfortunate circumstances in many respects, but they had not participated in aggressive criminal acts against society and none showed indications of severe emotional disturbance. The number of commitments, specific offenses, family background, intelligence, school attendance and achievement varied for these subjects. None of these subjects had actively participated in school activities or organizations. However, all four subjects participated actively in the appearance therapy program, and all four were white.

The TSCS Total Positive score for the remaining one of the five subjects whose appearance rating improved was the same for the pre- and posttest. However, counselors reported that this subject
resumed her former careless habits in dress and grooming shortly after
the conclusion of the program. This subject was very much like the
other four whose appearance improved with the exception that this
subject was black and had experienced the rejection of both her
mother and her guardian.

One of the two subjects whose appearance did not improve did
not participate actively in the classroom, and there were no marked
changes in her behavior. Her TSCS Total Positive posttest score was
slightly lower than her pretest score. The background factors which
differentiated this subject from the four who seemed to benefit from
the appearance therapy program were that she, too, was black and had
experienced the rejection of both her mother and foster mother. The
relationship between perceived parental acceptance and self-esteem
was suggested by the results of an investigation conducted by Thomas
(1967) with seventh-grade students in which a significant correla-
tion was found between self-esteem and perceived parental acceptance.

One subject, whose appearance rating dropped on the posttest,
as did her TSCS Total Positive score, seemed severely depressed and
gave indications of being less emotionally stable than the other
six girls in the experimental group. However, improvements were
noted in her behavior.

The case studies showed that different individuals partici-
pated in and responded to the appearance therapy program in different
ways.
CONCLUSIONS AND IMPLICATIONS

From a consideration of findings based upon statistical analysis of the data presented within the limitations of this study, the following conclusions regarding the impact of the appearance therapy program on the appearance and self concept of institutionalized delinquent adolescent girls appeared to be warranted:

1. There was no significant difference in the judges' ratings of personal appearance between the control group and the experimental group after the experimental group's participation in the appearance therapy program. Although the difference between "adjusted" posttest means was not significant at the .05 level, the difference was in favor of the experimental group which had a slightly higher "adjusted" posttest mean than the control group.

2. There was no significant difference in the Tennessee Self Concept Scale Total Positive scores between the control group and the experimental group after the experimental group's participation in the appearance therapy program. Although the difference between "adjusted" posttest means for the two groups was not significant at the .05 level, the difference was in favor of the experimental group which had a slightly higher "adjusted" posttest mean than the control group.

3. There was no significant difference in the Tennessee Self Concept Scale selected component scores (Row 1 - Identity; Row 2 - Self Satisfaction; Row 3 - Behavior; Column A - Physical Self, Column C - Personal Self; and Column E - Social Self) between the
control group and the experimental group after the experimental group's participation in the appearance therapy program.

The primary implication based on statistical treatment, which compared experimental and control group means, was that the appearance therapy program had little positive impact on the appearance and self concept of the institutionalized delinquent adolescent girls in this study. However, case studies for experimental group members revealed that, as individuals, these subjects participated in and responded to the appearance therapy program in different ways.

The appearance therapy program seemed to be related to improvements in appearance and self concept of four white members of the experimental group, but had little positive impact on the appearance and self concept of two black subjects in the experimental group who had experienced the painful rejection of both mother and "substitute" mother and on the white subject who seemed to be emotionally disturbed. These findings imply that ethnicity, feelings of parental acceptance and emotional stability may have influenced the impact of the appearance therapy program on the appearance and self concept of the subjects in this study.

The number of commitments, specific offenses (although none were violent criminal acts against another person), intelligence, school attendance and achievement varied for members of the experimental group and none of these factors appeared to identify those subjects who benefited most from the appearance therapy program.
RECOMMENDATIONS FOR FURTHER RESEARCH

Recognizing that this study contained certain limitations, the following recommendations for further research appeared warranted:

1. In view of the limitations of this study, especially with regard to sample size and funding, replication of this study using a larger, randomly drawn sample with random assignment of subjects to control and experimental groups could be made. A larger sample would facilitate comparisons based on ethnicity, feelings of parental acceptance and the emotional stability of the subjects. However, it is necessary to recognize that implementation of the appearance therapy program for a larger sample would require additional funding to supply teaching materials, expendable student manuals, make-up kits, items for personal cleanliness, clothing, accessories, and fabric.

2. A follow-up study could be conducted to determine if positive self concept changes are lasting over a specific time period and to examine the relationship between direction of self concept change during treatment and recidivism. This information would indicate the effectiveness of self concept changes as a sign of rehabilitation and possibly indicate the use of the direction of self concept change as a predictive factor related to successful adjustment after release.

3. Close contact with the functioning of the Louisiana Training Institute revealed that few activities are scheduled for
Saturdays. Therefore, a comparison of the effectiveness of program presentation in the classroom versus presentation for a longer period of time on Saturday could be made. The Saturday program could be conducted largely by volunteers or someone hired specifically to administer the Saturday program.

4. Test measures could be expanded to include socio-metric measures to determine changes in peer acceptance as a result of the appearance therapy program.

5. The actual content of the program could be expanded for a longer period of time in which greater changes might be noted. Perhaps appearance therapy in some form could be continuous while the girl is incarcerated at the institute, and a transition wardrobe could be developed for her use upon release.

6. Case studies of subjects whose TSCS Total Positive scores show rather drastic changes could be conducted in greater depth by qualified professional psychologists in an effort to uncover possible explanations for such marked changes. Such explanations may imply suggestions for alternative programs which could be tested experimentally.
SELECTED BIBLIOGRAPHY


APPENDICES
APPENDIX A
PERSONAL APPEARANCE RATING SCALE

Reading from left to right, different levels of each item on the scale are described by the words printed below the line. Please circle the number on the line that best describes the person you are rating.

1. Posture
   1 2 3 4 5 6 7 8 9 10
   Awkward or slumped Slightly stiff, too relaxed Erect and graceful

2. Figure
   1 2 3 4 5 6 7 8 9 10
   Excessively overweight or underweight; poor proportions Slightly overweight or underweight; fair proportions Appropriate weight; pleasing proportions

3. Facial expressions & hand gestures
   1 2 3 4 5 6 7 8 9 10
   Unpleasant expressions Nondescript expressions Pleasant facial expressions, graceful hand movements

4. Personal cleanliness
   1 2 3 4 5 6 7 8 9 10
   Skin, hands, nails, evidence of grooming done hurriedly, unkept, poor complexion Well-groomed skin, hands, nails and teeth; good complexion

5. Use of cosmetics
   1 2 3 4 5 6 7 8 9 10
   Artificial effect; unattractive features emphasized Omitted or lacking in harmony Applied naturally; enhance attractive features

6. Hair
   1 2 3 4 5 6 7 8 9 10
   Dirty and unkept; unbecoming style Clean but needs combing or the style is unbecoming Shiny clean, combed, becoming style

7. Garment colors
   1 2 3 4 5 6 7 8 9 10
   Clash or lack harmony; unbecoming Fail to enhance the individual's coloring Harmonious and enhance the individual's coloring

8. Fit & neatness of garments
   1 2 3 4 5 6 7 8 9 10
   Poor fit; dirty, unkempt, slovenly Wrinkled and careless in appearance Clean, pressed, in good repair; well-fitted

9. Design of garments
   1 2 3 4 5 6 7 8 9 10
   Unbecoming; suggestive of another occasion; out of style Adds little to personal attractiveness; little style Becoming; appropriate; stylish
PLANNED LESSON SCHEDULE

June 7 - TSCS Pretest and Personal Appearance Ratings

8 - You're Someone Special
9 - Appearance Talks
10 - Posture and Visual Poise
11 - Nutrition for Health and Beauty
14 - Nutrition for Health and Beauty
15 - Nutrition for Health and Beauty
16 - Exercise for Shaping Up
17 - Attractive Hands and Nails
18 - Personal Cleanliness
21 - The Right Face
22 - About My Hair
23 - About My Hair
24 - Color Magic
25 - Design Lines and Color for Figure Flattery
28 - A Good Fit
29 - Wardrobe Planning
30 - Wardrobe Planning

July 1 - Clothing Selection
2 - Selecting a Garment
5 - Holiday - no classes
6 - Planning a Fashion Presentation
7 - Fashion Presentation
8 - Personal Appearance Review
9 - Choosing Pattern and Fabric for a Skirt
12-28 - Construction of a Simple Skirt (11 lessons are planned for the 13 class periods which allows 2 "catch-up" sessions)
29 - Evaluation and Fashion Parade

30 - TSCS Posttest and Personal Appearance Ratings
APPEARANCE THERAPY PROGRAM

LESSON 1 - YOU'RE SOMEONE SPECIAL!

Concepts: Individuality
Importance of Appearance

Objectives: to recognize that she is a special individual by listing special qualities related to her physical traits, her talents and her personality

to comprehend the important role which personal appearance plays in social interaction

Presentation:

Introduction: (20 minutes) (The teacher will introduce herself and ask each girl to give her name and tell the class something about herself--age, cottage, if she has had home economics, etc.)

You, (supply individual names of class members), are the subjects we are going to study this summer. Do you know that there is something special about each one of you? YOU are an individual unlike anyone else in the world... with special qualities all your own.

What is special about your personality?

1. Sense of humor
2. A hearty laugh
3. Willingness to meet others
4. Hard working
5. Dependable
6. Friendly
7. Talkative
8. Sincere
9. Tactful
10. Calm
11. Witty
12. Enthusiastic
13. Generous
14. Energetic
15. Quiet
16. Other traits

Do you agree with the statement, "You are what you think you are"? For example, if you think of yourself as a friendly person, you probably act in a friendly way. Try thinking of yourself as you'd like to be and you may become that kind of person.
What special talents do you have?

1. Sports 7. Cooking
2. Music 8. Sewing
3. Art 9. Ability to learn
4. Skillful at repairing items 10. Ability to get along with others
5. Good with children 11. Other talents
6. Enjoy senior citizens

If you don't know what your talents are—try things you think you might like and find out. If you like an activity, you don't have to be "the best" at it to enjoy doing it and considering it one of your talents.

What are your special physical traits or characteristics?

1. Unchangeable traits 2. Changeable traits
   a. Height a. Weight
   b. Build/Frame b. Figure
   c. Skin tone c. Skin condition
   d. Features d. Posture
   e. Texture of hair e. Hair style
   f. Others f. Others

Try to accept the physical traits which you cannot change. Look for ways to accentuate the good traits and camouflage or correct the less-than-perfect ones.

Activity: (15 minutes) (Hand out the "Looking at ME" sheets.)
(Directions) Take a good look at yourself. Think about your special qualities or good characteristics in each category on the sheet called "Looking at Me." Write down phrases or words to describe your special characteristics in the column "Pluses." To describe your special physical traits you may look in the mirror if you wish. If you think you may have a good characteristic, but you're not sure, write it down and try to think of yourself that way. Don't hesitate to list all of your good points. Writing down your good points does not mean that you are bragging.

(The teacher will make suggestions and encourage each girl to write at least one positive characteristic in each category. If time permits, the teacher may ask class members to suggest pluses for one another.) (Hand out booklets and ask students to insert "Looking at Me" in their booklet.)

Discussion: (15 minutes) (Display a picture of Henry Winkler as himself.) What is your impression of this young man? (Display a picture of Henry Winkler as "The Fonz" of ABC's TV's
"Happy Days." Does this change in appearance change your impression? What changes in appearance create the different impression?

(Display a series of pictures of girls whose appearance varies.) Do you think you would choose this person for a friend? (Probe for the reasons and encourage students to verbalize their impressions. Probe for reasons why the appearance created this impression.)

Generalizations to be brought out in the discussion:

A first impression is a mental opinion of someone that does not change unless we get to know the person better.

Judgments which are often made about an individual's characteristics from appearance include: sex, age, race, wealth, intelligence, self-confidence, self-respect, group membership, occupation, activities, and personality.

Personal characteristics used to form impressions include:

1. Conversation (if there is any)
2. Poise, posture, facial and hand expressions (body language)
3. Clothing
4. Personal grooming
   a. Personal hygiene
   b. Hair care and styling
   c. Skin care and makeup
   d. Hands and nails

You may have noticed that some of you had different impressions of the same girl, which raises the question—Are we each different to different people? and different on different days? Can any of you tell the class about a personal example in which your appearance created different responses or reactions from different people? For example, a parent or adult may have responded in one way and friends in another.

Generalization:

Impressions created by one's personal appearance may vary with the audience, because appearance symbols mean different things to different people.

Why is a pleasing appearance important to you?
Generalization:

A pleasing personal appearance is important for social acceptance and also for getting and keeping a job.

Your personal appearance says something about you to the world. What do you want your appearance to say? Look at yourself in the mirror and ask yourself if you are presenting your best self? Perhaps you should also ask yourself--Who am I? What do I want to be? Knowing what you want to be may be the first step in becoming what you want to be. Other people can teach you and guide you, but it's your decision and your responsibility.

(Challenge the class at the end of the period.) Your appearance says something about you to the world. Do you know what it is saying? As you dress for school tomorrow, think about what you want your appearance to say about you to others.

Resources:

Materials and equipment

Full-length mirror
Pictures of Henry Winkler as himself and as "The Fonz"
Pictures of girls who vary in facial expression, posture, poise, clothing, makeup, and hair style
Students' "Looking at ME" (handout)
Students' booklets containing "My Self-Improvement Schedule"

References:


Personal Care. Procter and Gamble Educational Services, P. O. Box 14009, Cincinnati, Ohio 45214.

Oerke, Bess V. Dress, Peoria, Illinois: Chas. A. Bennett Co., Inc., 1960 (pp. 11-18). (classroom text)


The Great Looks Book. Bonne Bell, P. O. Box 6177, Cleveland, Ohio 44101.


LESSON 2 - APPEARANCE TALKS

Concept: Appearance as nonverbal communication

Objectives: to compare a statement of what she wants her appearance to communicate to others and the message actually conveyed to classmates
to recognize areas in which she would like to make changes or improvements in her personal appearance in order to communicate her "best self" to the world

Presentation:

Introduction: (20-25 minutes) Yesterday you were asked to think about what you want your appearance to say to others. Let's find out what you want to say and compare that to a classmate's impression of what your appearance is saying to her, because whether you like it or not, your appearance is talking about you.

We often do something hoping that it will have one specific effect, while it really has quite another effect. When someone misunderstands something you say, it causes difficulty, but it can easily be corrected by saying, "I'm sorry, but I don't think I understood you. Would you please repeat that?" When "appearance" is misunderstood, it causes a difficulty which is often uncorrected, and we make the wrong responses to the other person or they make the wrong response to us. Let's find out just what YOUR appearance is communicating. Is it communicating what's "best" about you?

Activity: (Hand out "My Appearance Talks" to the students.)
(Directions)

Step 1. Look at the middle column which lists some things which make up our personal appearance. (Discuss these briefly with the students.) Now look at column 1 - What I want my appearance to say about me. Complete this column by writing at least one phrase or sentence in each of the three areas. Examples might be:

"I want to appear neat."
"I want people to notice my figure."
"I don't really care how I look."
"I want to look happy."
"I like people."
"I'm tired."
"I like being a girl," or "I don't."
"I like bright colors."
LESSON 2 - APPEARANCE TALKS

Concept: Appearance as nonverbal communication

Objectives: to compare a statement of what she wants her appearance to communicate to others and the message actually conveyed to classmates
to recognize areas in which she would like to make changes or improvements in her personal appearance in order to communicate her "best self" to the world

Presentation:

Introduction: (20-25 minutes) Yesterday you were asked to think about what you want your appearance to say to others. Let's find out what you want to say and compare that to a classmate's impression of what your appearance is saying to her, because whether you like it or not, your appearance is talking about you.

We often do something hoping that it will have one specific effect, while it really has quite another effect. When someone misunderstands something you say, it causes difficulty, but it can easily be corrected by saying, "I'm sorry, but I don't think I understood you. Would you please repeat that?" When "appearance" is misunderstood, it causes a difficulty which is often uncorrected, and we make the wrong responses to the other person or they make the wrong response to us. Let's find out just what YOUR appearance is communicating. Is it communicating what's "best" about you?

Activity: (Hand out "My Appearance Talks" to the students.)
(Directions)

Step 1. Look at the middle column which lists some things which make up our personal appearance. (Discuss these briefly with the students.) Now look at column 1 - What I want my appearance to say about me. Complete this column by writing at least one phrase or sentence in each of the three areas. Examples might be:

"I want to appear neat."
"I want people to notice my figure."
"I don't really care how I look."
"I want to look happy."
"I like people."
"I'm tired."
"I like being a girl," or "I don't."
"I like bright colors."
"I'm depressed."
"Life is good," or "Life is awful."

(Encourage students to refer to their list of pluses on "Looking at ME" for physical traits, talents or personality traits which they may wish to communicate.)

Step 2. Fold the first column back after you have finished it and ask a classmate to fill in column 3—What my appearance says to others. Do NOT look at the first column as you try to fill in column 3 for a classmate.

Step 3. Compare your comments with those of your classmate. Individuals may share results and discuss them with the class if they wish.

The comments of one person cannot be considered a fair sample of the way everyone views you. However, the comments may point out areas in which you may want to improve your appearance or change it in order to communicate your "best self" more effectively. You may indicate these areas on "Looking at ME" under "Minuses --Things I want to change."

Your classmate's comments may also give you ideas for adding to your list of "Pluses." You may add to your "Looking at ME" sheet at any time.

Activity: (10 minutes) (Hand out "My Measurements" and "How to Take Your Measurements.") (If measurements were taken last week, ask students to record their measurements in the first blank column. If some of the students were missing, take their measurements and record them.) Add these sheets to your booklet.

(Activity transparency of "Ideal Measurements for Your Height" and assist students in completing their own chart.)

Activity: (10 minutes) (Hand out "My Personal Appearance Problems Checklist.") You may be aware of areas where you want to improve your appearance. Knowing the areas in which you have problems related to personal appearance will help the teacher help you solve these problems. The checklist includes problems from A to Z. Check the items with which you would like help. Turn the checklist in when you are finished.

Introduction for next lesson on posture and visual poise: (2 minutes) Tomorrow we are going to consider an aspect of our appearance which is often ignored. I'm going to make a strange request, but on the count of three, I want you to do exactly as I say. One...two...three...FREEZE. Do...not...move...please. Hold that position and look around the class. Does the body convey a message? We say something with our actions and our
body positions and motions—this is called body language. Posture and poise make up a big part of our body language. We will have a special guest tomorrow to give us tips in this area of personal appearance.

Resources:

Materials and equipment

- Students' "Looking at ME" (handout)
- Students' "My Appearance Talks" (handout)
- Students' "My Personal Appearance Problems Checklist" (handout)
- Students' "My Measurements" and "How to Take Your Measurements" (handout)
- Tape measures
- Scales
- Overhead projector

References:

Simon, Sidney B., Leland W. Howe and Howard Kirschenbaum. 


LESSON 3 - POSTURE AND VISUAL POISE

Concept: Basic principles of good posture and visual poise

Objective: to project an appearance of visual poise by practicing good posture when standing, walking and sitting

Presentation:

Introduction: (The teacher will introduce the model who is to present this topic.)

(Suggested outline given to the guest or to be used by the teacher in lieu of guest.)
Introduction: (Pantomime good posture and poor posture when standing, walking and sitting.) What is your impression of the person from the way she stands, walks, and sits? Does your impression change with the changes in the way someone holds or controls her body?

We are going to be working on posture today. What is posture? Posture is the word used to describe the way you hold and control your body when you stand, sit, walk or otherwise move about in your daily activities.

Discussion: Why is good posture important?

Good posture is important because:

1. It indicates poise, mental alertness and self-confidence.
2. It improves the figure, so that clothes hang better and look smarter.
3. It helps muscles, nerves and organs to function properly.

Discussion: How does one "get" good posture?

The best way to achieve good posture is to know the techniques of good posture and to practice them until they become natural.

(The guest will discuss and demonstrate good standing posture.)

To stand correctly the body must have perfect balance. This balance is achieved when an imaginary straight line begins at the ear lobe, goes through the tip of the shoulder and the tip of the hip bone, then ends at the tip of the ankle bone.

For perfect side-to-side balance, the straight line begins at the base of the skull, goes down through the back bone, between the buttocks, between the knees, and ends between the ankles.

Stand 4 inches from a wall. Stand firmly on both feet but with the knees loosely bent. Press the waist against the wall and push slowly up until the legs are only slightly bent. Lift up the chest and pull in the chin until the back of the neck almost completely touches the wall. Walk slowly away from the wall. The arms should hang in a natural position from the shoulder, and toes should be pointed straight ahead, never inward.

(The guest will discuss and demonstrate good walking posture.)
Posture is an expression of personality and personality problems. A confident, graceful, feminine walk gives the impression of poise, charm, dignity, and character. A head thrust forward and long walking steps show an aggressive masculine nature. Small, mincing steps and stooped shoulders express an inferior attitude.

Stand with good posture, then push off with a firm movement of the rear foot. Legs should swing from the thigh joint; the hips should neither swing from side to side nor protrude. The weight of the body should be kept over the balls of the feet. Toes should move straight ahead, carrying the feet along imaginary lines about two inches apart. Steps should be about the length of one of your own feet apart. Shoulders should be relaxed and arms should swing naturally. When the left foot is forward, the right arm should be swinging forward, and vice versa. Never have the arms swing further away from the body than the size of the steps the feet are taking. (To help remember about body balance, practice walking with a book balanced on the top of your head.)

(The guest will discuss and demonstrate good sitting posture.)

Perfect body balance is as important to good sitting posture as to good standing and walking posture. The weight of the body should rest on the "sits" bones, not on the end of the spine.

To sit down in a chair, walk to the chair, turn around, and slide on foot back to the edge of the chair. Flex your knees and lower your body onto the edge of the chair, keeping your back straight and your hands close to your body. Place your hands on the seat of the chair, push down on your hands, lift your hips, and sit back so that the hips touch the back of the chair. Keep the neck and head in line with the back. Your feet may be flat on the floor or one slightly in front of the other in a basic stance or the ankles may be crossed and pulled to the right. Your hands should be placed together in your lap in a comfortable position.

When writing at a desk, lean forward from the hips, making certain that the upper back remains as straight as possible.

To rise from a sitting position, slide one foot forward. Your weight will be distributed evenly over the balls of your feet. Keep the back straight and use the legs to push the body upward until it is in a standing position.

Activity: (The teacher will divide the girls into two groups. The teacher or guest will check the standing posture for each girl and suggest ways for her to improve her posture by checking
the appropriate items on the student's "Posture Improvement Checklist." Check walking and sitting posture for each girl.) You may practice good standing, walking and sitting posture. Look at yourself in front of the mirror and see if the string goes through the reflection of your ear lobe, the tip of the shoulder, the tip of the hip bone, and ends at the tip of the ankle bone.

(Conclude by encouraging girls to fill out the section "What I'm Going to Do to Improve My Posture.") Place the "Posture Improvement Checklist" in your booklet. Do you want to make a promise to yourself regarding your posture? If so, write your promise on the "My Self-Improvement Schedule."

(Thank the guest for her guidance and participation.)

Resources:

Professional model to conduct presentation

Materials and equipment

Chair
Full-length mirror (3-way, if available)
String with weight attached to center of the top of a full-length mirror
Students' "Posture Improvement Checklist" (handout)

References:


"Your Shape: How to Control It," Redbook's Be Beautiful, Spring-Summer, 1976, (pp. 86-87).
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Discussion: (10 minutes) What foods are in each group and what amount is considered a serving? (Hand out "The Basic Four.") (Go over the chart and point out some of the equivalents and substitutes for foods which may be made to maintain a balanced diet.)

Round Robin: (10 minutes) I will ask one of you to name the four basic food groups and the recommended number of servings for each group. If you do it correctly, you may call on a classmate and drop out of the circle. If you are not successful, you may call on a classmate, but you remain in the circle. The game will continue until everyone has correctly named the four groups and the recommended number of servings from each group.

Discussion: (10 minutes) Why should we eat these foods?

Generalization:

These foods contain essential nutrients which are substances necessary for a healthy body.

Discussion: What are some of these essential nutrients and how are they important to my appearance? (Suggest that the students take notes on "The Basic Four" handout.)

Vitamins are the "ABC's" of beauty!

Vitamin A is important for the development of teeth and bones, healthy eyes, clear skin and shiny hair. Rich sources are dark green or dark yellow vegetables.

B-vitamins are essential for healthy skin, nerves, heart, brain, digestive system, normal growth and development. Good sources of the B-vitamins are meats and fish, whole wheat and enriched breads and cereals and milk.

Vitamin C is often referred to as the "anti-bruise" vitamin because it is essential for the formation of blood cells and the maintenance of blood vessels. Vitamin C is also essential for healthy skin, tissues, bones, and joints. The best sources of this vitamin are citrus fruits and juices. Others sources are berries, leafy, green vegetables and tomatoes.

Vitamin D is known as the "sunshine" vitamin because sunshine can convert a substance in the skin to vitamin D. Vitamin D is important for building good teeth and bones. Food sources include: fatty fish, cheese, butter and milk.
Vitamins E, F, and K are also essential, but generally if you are getting Vitamins A, B, C, and D from a well-balanced diet, you will be getting these vitamins.

Certain minerals are also necessary for good health and beauty:

Calcium is needed to develop strong bones and teeth. Good sources are milk, cheese, nuts and green vegetables.

Iodine protects the health of the thyroid gland as well as other organs. Foods richest in iodine are seafood and fish. Iodized salt is another source.

Iron gives vim and vigor. Liver of all kinds, whole grains, apricots, and raisins are good sources.

Proteins are essential for body tissues. Protein foods do wonderful things for the skin, nails, and hair and for the muscles, bones, and blood. Some high protein foods are meat, poultry, eggs, dairy products, fish, nuts, and yogurt.

Carbohydrates provide the body with energy and vitality. Unfortunately, unused carbohydrates turn into fat. Carbohydrates exist primarily in starches and sugar, which is to say in bread and rolls, macaroni and spaghetti, jam and jelly, cake and candy, ice cream and soft drinks, and gravy.

Fats also provide energy and add beauty to our skin and hair. Sources are meat fat, butter, oil, and so on. All unused fats are stored in the body.

Activity: (10 minutes) (Hand out "My Nutritional Record" forms.) I have the menu from the dining hall for the past day. Very carefully record the foods you have eaten and any snacks as well. Keep notes on everything you eat and drink, including chewing gum and candy for three days. Write down the name of the food and the approximate amount or number of servings. Add the nutritional record to your booklet. The menus will be available, so you need to remember what you ate on the menu and your snacks.

If time permits: (Conduct a second Round Robin and ask girls to name the food groups, number of servings and an important nutrient in the food group. Another variation could be to ask a student to name an important nutrient and to call on someone for a good source of the nutrient.)
Resources:

Materials and equipment

"What's Wrong?" cartoon (handout)
"The Basic Four" (handout)
"My Nutritional Record" (handout)
Basic Four Food Groups Wall Chart

References for the three lessons:

"For Parents Only," Woman's Day 101 Ways to Lose Weight and Stay Healthy, No. 4 (1976), 44-45, 82-84.


The Great Looks Book, Bonne Bell, P. O. Box 6177, Cleveland, Ohio 44101.


LESSON 5 - NUTRITION FOR HEALTH AND BEAUTY

Concept: Nutritional evaluation of diet

Objectives: to evaluate eating habits in terms of the basic four food groups
to determine individual caloric needs

Presentation:

Introduction: (5 minutes) Do you remember the girl who missed the party? What would you suggest to her today to correct her problems? (Review essential nutrients in the basic four food groups and the number of servings recommended daily.)

Activity: (20 minutes) Please get out your nutritional records and record the foods you have eaten since class time yesterday. (Read menu to the group.)

We are going to evaluate the foods eaten in terms of the recommended number of servings from the basic four food groups. Beside
each food indicate if the food is from Group 1-Milk, Group 2-Meats, Group 3-Vegetables and Fruits, or Group 4-Breads and cereals. If you had more than one serving, write the number of servings in parenthesis. If you have foods which are not included in any of the groups, place a minus by these foods. Count the number of servings from each group and write the total in the space provided for the first day. Repeat for the second day.

(Ask each girl to report her findings: Number of servings; vitamins included; and foods which did not fit into the food groups.)

(Hand out "My Nutritional Improvement Plans.")

(Directions) If you did not eat the recommended number of servings from each group, fill in "Ways I can improve my diet" and "I need to eat more of the following foods."

Discussion: (15 minutes) How does one become and stay the right weight?

When we talked about the girl with all of the problems, we did not say anything about her figure. If she has poor nutrition, is she fat or thin? Today we are going to consider the problem of becoming and staying the right weight.

Generalizations:

Eating the proper amount of nutritious foods helps one achieve and maintain proper body weight.

Frequent eating of more food than the body can use immediately is likely to result in a gradual gain in excess weight.

Long time results of eating too little food are lowered resistance to disease and infection and poor body development.

The "proper amount" of food varies with age, activities, sex, height and bone structure.

In addition to food as body-building blocks, food is also the body's energy-producing fuel which is measured in calories.

Charts may be used as a guide for determining the number of calories in the various foods we eat.
Charts have also been developed to use as a guide in determining the number of calories the individual needs based on her age, height and weight.

Activity: (10 minutes) (Project "Height-Weight Chart.") Refer to your measurements if you have forgotten your height and wrist measurement. Use the small bone column if your wrist measurement was less than six inches; use the medium bone column if your wrist measurement was six inches; or use the large bone column if your wrist measurement was over six inches. Find your ideal weight and record it on your nutritional improvement plans.

These charts are based on height measurements, sex and age, but remember that your activities also help determine how many calories you need.

Record your actual weight, your ideal weight and the sustaining caloric intake recommended for your ideal weight.

Assignment: Continue to keep a record of what you eat and drink and bring it to class tomorrow.

Resources:

Materials and equipment

Students' "The Basic Four"
Students' "My Nutritional Record"
Students' "My Measurements"
Students' "My Nutritional Improvement Plans" (handout)
Overhead projector
Transparency of "Height-Weight Chart" adapted from Bobbi Ray, Teen Profile for Personal Development, Bronx, N.Y.: Milady Publishing Company, 1973, 264, and The Great Looks Book, Bonne Bell, P. O. Box 6177, Cleveland, Ohio 44101 (transparency #15).

LESSON 6 - NUTRITION FOR HEALTH AND BEAUTY

Concept: Caloric intake for proper weight

Objectives: to evaluate present eating habits in terms of caloric intake

to make necessary changes to achieve and maintain proper body weight
Presentation:

Introduction: (5 minutes) Today is the day of the Calorie Counter. We hear a lot about counting calories and eating diet foods or low calorie foods. What is the difference between Tab and Coke? Between Pepsi and Diet Pepsi?

Review: (5 minutes) What happens if you eat more food (calories) than your body can use today? What happens if you eat fewer calories than your body uses as fuel today?

A little bit of "calorie counting" will make us aware of the foods which give us lots of calories but very little in the way of essential nutrients. It helps to know what will make us fat—but it's also a little sad. Some girls improve their eating patterns by learning to look at a certain food as an enemy. They might look at a certain food and say, "If I eat you, you'll go to work to make more pounds and more pimples." The same girl might look at another food that is good for her and say, "If I eat you, you will go to work to keep my skin pretty and my figure slim." Do you know your food friends and enemies?

Activity: (30 minutes) We are going to find out the number of calories in the foods you have been eating. Please get out your nutritional record and write down the foods you have eaten for the third day. (Read the menu.)

As I read the caloric values of the foods on the menu, write the number down beside the food in the space provided. To make adding easier, keep your columns straight. Total the number for each meal and your snacks and add these totals for your total calories for the day. (Have copies of "GH's Complete Calorie Guide" available for determining calories in snacks.)

The last step is to add the total calories for the three days and divide your answer by three to get your average number of calories per day.

Compare your actual weight and your ideal weight.

(Overweight)

If your actual weight is higher than your ideal weight, and your calorie count is not less than that recommended for your ideal weight, you are not making progress toward that ideal. Changes are needed in your eating habits. Look at the foods which were not included in the basic four food groups. Are they high in calories? What happens if you stop eating these foods? Refer to your nutritional improvement plans and fill in "Ways I can improve my diet" and "I need to cut down on the following foods."
(Underweight)

If your actual weight is under your ideal weight, your caloric intake should be above the sustaining caloric intake for your present weight. If you are eating the recommended servings from the basic four food groups, you may add a food high in calories—most of the girls will envy you. Refer to your nutritional improvement plans and fill in "Ways I can improve my diet" and "I need to eat more of the following foods."

(Ideal weight)

If you are your ideal weight, and you had the number of sustaining calories recommended for your ideal weight on the chart and you had the recommended number of servings from the basic four food groups—YOU DESERVE A MEDAL! Keep up the good diet. If you had fewer calories or too many, what adjustments should you make in your eating habits to maintain your ideal weight?

Challenge: (10 minutes) Now it is time to fill out the last section of "My Nutritional Improvement Plans." This is the hardest part—deciding what you really want to try to do. List the things that you will really work on under the heading "What I'm going to do about weight and diet!" Be realistic in making these plans.

Add these materials to your booklet. Add "Diet" to your "Self-Improvement Schedule" and give yourself a star for each day that you stick to your plans regarding your diet. (Hint) It may be easier to stick to your plans if you find someone with a similar plan who will remind you to eat what you should. It seems easier to stick to a diet with someone else rather than trying to do it all alone. Perhaps you could agree on a reward for the one who does the best job of sticking to her plans.

Assignment: Wear some very comfortable clothes that you can exercise in tomorrow as we are going to have a special guest to help us set up an exercise routine.

Resources:

Materials

Students' "My Nutritional Record"
Students' "My Nutritional Improvement Plans"
Students' "Self-Improvement Schedule"
Caloric values of foods served during the 3-day period
Copies of "GH's Complete Calorie Guide" for students to use
References:


"5-Way Food Counter," Woman's Day 101 Ways to Lose Weight and Stay Healthy, No. 4 (1976) 96-104.

LESSON 7 - EXERCISE FOR SHAPING UP

Concept: Exercising to tone and shape

Objective: to exercise daily following an individualized schedule of exercises designed to develop overall muscle tone and to correct specific figure problems

Presentation:

Introduction: (The teacher will introduce the guest who is a specialist from a figure control salon.)

(Suggested outline given to the guest)

Generalizations to be included:

Regular exercise is necessary to develop and maintain good muscle tone.

"On-the-spot" exercises, when done regularly, can help correct specific figure problems.

(The guest will demonstrate and ask for group participation in general toning exercises.)

(The teacher will ask the girls to check their Measurement chart to determine figure areas which might benefit from on-the-spot exercises.)

(The guest will demonstrate and ask for group participation in on-the-spot exercises to correct specific figure faults, such as small bust, large waist, abdomen, hips and thighs, etc.)

(The teacher will pass out "My Daily Exercises" for the girls to complete with the assistance of the teacher and guest.)

Directions: Select two or three toning exercises and one or two on-the-spot exercises for figure problems. Indicate the number of times you could do the exercise today and the number
you plan to do by the end of the first week. Add a promise regarding exercise to your "Self-Improvement Schedule" and give yourself a star for every day that you do the exercises.

Resources:

Guest specialist from a figure control salon

Materials and equipment

Students' "Self-Improvement Schedule"
Students' "My Measurements"
Students' "My Daily Exercises" (handout)

References:


"You and Your Shape," Redbook's Be Beautiful, (Spring-Summer 1976), 83-98.

LESSON 8 - ATTRACTIVE HANDS AND NAILS

Concepts: Hand care and manicuring techniques

Objective: to care for her hands and practice proper techniques for manicuring her nails

Presentation:

Introduction: (The teacher will introduce the guest who is a professional manicurist.)

(Suggested outline given to the guest)

(The guest will display the items necessary for a basic manicure and will demonstrate the techniques for a professional manicure using one of the students.)

Activity: Choose a partner and give each other a manicure following the suggestions given in the demonstration. So you will not forget the basic steps, a handout has been prepared for your
booklet. Refer to it if you have some questions. (The teacher and the guest will supervise and offer suggestions as the girls give one another a manicure.)

You may add a promise to your "Self-Improvement Schedule" if you wish. If you make a promise, give yourself a star every day that you keep it. If you promise yourself a weekly manicure, give yourself a star the day that you get the manicure and draw a line through the rest of the week.

Resources:

Guest who is a professional manicurist

Materials and equipment

Students' "Basic Nail Care Step-by-Step" (handout)
Nail polish remover, cotton, small bowls, soap, cuticle remover, orangewood sticks, emery boards, and polish (a set for each pair)

References:


LESSON 9 - PERSONAL CLEANLINESS

Concepts: Personal cleanliness and skin care

Objective: to follow a daily and weekly plan designed to establish habits of personal cleanliness

Presentation:

Introduction: (5 minutes) (Display pictures which are excellent examples of personal cleanliness.) How does personal cleanliness affect appearance and relations with other people? Do you know anyone who NEEDS information on habits of personal cleanliness?

Discussion: (20 minutes) What would you tell a girl who needs help with her habits of personal cleanliness? (This session is
one in which the girls give the "advice" rather than the teacher. The topics will be familiar to some of the girls and a "sharing" atmosphere should be created if possible. The teacher's role is one of suggesting topics and adding pertinent factual information. Display grooming items as they are discussed.

Generalizations to be brought out in the discussion:

A daily bath is essential to wash off the dust, dirt and perspiration that collect on the skin and to help eliminate objectionable odors.

Perspiration and skin bacteria = odor; therefore, a deodorant or antiperspirant must be used daily on the underarms to keep the body free of odor.

Shaving the underarms and legs is necessary to achieve a well-groomed look.

During the menstrual period, special precautions should be taken to prevent odor.

Proper oral hygiene includes regular brushing, proper diet, a mouthwash or breath freshener when in doubt, and regular visits to the dentist.

Fragrance, which is optional, should be one you like--a touch is enough.

Discussion: (10 minutes) What can a girl do to develop a beautiful complexion?

Habits which help:

Eating balanced meals and avoiding the following foods: fried foods, rich pastry, ice cream, candy, fat meat, chocolate, malted milk, rich gravies, salad dressing, intoxicating liquors, carbonated drinks, such as colas and sodas

Regular elimination

Drinking plenty of water, at least 8 glasses a day

Fresh air and exercise everyday

Eight hours of sleep each night
Avoiding frowning and squinting - Do you want "frown" wrinkles or "smile" wrinkles?

Activity: (15 minutes) As a class plan a daily and weekly schedule for a girl to follow in order to be "SURE" of her personal cleanliness. (The teacher will list suggestions on the board and then help the class organize them in a form to copy on a page entitled "Scheduling Personal Cleanliness."

Copy this schedule and add it to your booklet. If you are willing to follow the schedule, add that promise to your "Self-Improvement Schedule." Give yourself a star for the days you are "SURE."

Announcement: Tomorrow an expert will put us "in the know" on makeup.

Resources:

Materials and equipment

- Pictures portraying excellent examples of personal cleanliness
- Variety of grooming items—soaps and cleansing lotions for different skin types, deodorants, antiperspirants, razors, sanitary napkins and tampons, tooth brush and paste, complexion brush, skin fresheners and astringent

Students' "Self-Improvement Schedule"

Accent on You (handout)

Students' "Scheduling Personal Cleanliness" (handout)

References:


Accent on You, Educational Department of Tampax, Inc., 5 Dakota Drive, Lake Success, New York 11040.


LESSON 10 - THE RIGHT FACE

Concept: Proper use of cosmetics
Objective: to apply makeup artistically considering her features, her coloring, the time of day and the occasion

Presentation:

Introduction: (The teacher will introduce the guest who is a professional cosmetologist.)

(The guest will discuss the following topics and demonstrate applications of makeup using class members.)

Identifying skin type: dry, normal, oily or combination.

Proper cleansing for different skin types.

Products formulated to cope with various skin types and conditions.

Skin tone, eye and hair color to determine shade of makeup.

Specific makeup application which is tailored to the individual and the occasion with suggestions for evening makeup differing from daytime.

Activity: Each of you will have an opportunity to cleanse your face according to suggestions for your skin type and to practice applying makeup with professional guidance.

Write down the professional's makeup suggestions on a sheet entitled "The Right Face for Me" and include it in your booklet.

Resources:

Guest who is a professional cosmetologist from "The Right Face"

Materials and equipment

Makeup samples, tissues, wash cloths and towels, soap and cleansers

Students' "Cleansing My Face" (handout)

Students' "The Right Face for Me" (handout)

References:


The Beautiful Image, Book 2, the Nancy Taylor Course, New York: ITT Educational Services, Inc., 1971, 1-68.


LESSONS 11 and 12 - ABOUT MY HAIR
(two class periods)

Concepts: Hair care and hair styling

Objectives: to care for her hair properly

- to achieve a becoming hair style with the help of a professional
- to practice techniques to maintain a becoming hair style

Presentation:

Introduction: (The teacher will introduce the guests who are professional hair stylists.)

Generalizations to be included on hair care and styling:

Proper brushing, correct shampooing, frequent trimming, and regular conditioning are necessary for clean, healthy hair.

In selecting a hair style, hair type, face shape and the techniques for maintaining the style should be considered.

Activity: (Hand out "About My Hair" and "My Hairstyling Analysis.") Please complete the quiz on hair care. The professional stylists will work with you to help you answer the questions under "A Professional Opinion" and "My Hairstyling Analysis."

Arrangements will be made for each of you to have your hair styled by a professional and to be given instructions and the opportunity to practice the techniques required to maintain the style.
As time permits: (Provide magazines for hair styling ideas.) Find pictures of hair styles or sketch hair styles which you like and which would be "just right" for you and add the pictures, "About My Hair," "My Hairstyling Analysis" and "Hairstyles for Me" to your booklet.

Resources:

Guests who are professional hair stylists

Materials and equipment

Use of the Beauty School facilities for two classes
Magazines with hair styling ideas
Students' "About My Hair" and "My Hairstyling Analysis" (handout)
Students' "Hairstyles for Me" (handout)

References:


LESSON 13 - COLOR MAGIC AND YOU

Concept: Becoming colors

Objective: to select from a wide variety of colors those which enhance her personal coloring and those she should avoid

Presentation:

Introduction: (10 minutes) Have you stopped to think what an important part color plays in your life? Think of how you refer to a particular mood in color terms. For example, you may be "green with envy," in the "pink of health," or "feeling blue." What is your favorite color? Do you know why you like that color and dislike some other color? Color preference is a personal thing. But every girl should be aware of the colors which do the most for her.
There is only one way to actually judge how good a color looks on you, and that is to try it, and that's what we are going to do today.

Your complexion is the most important factor in selecting flattering colors. The color worn next to your face will do one of three things to your complexion:

1. It may make your complexion look rosier, clearer, and brighter. If it does, it is one of your good colors.

2. It may make your complexion appear slightly pale, muddied, yellowed, or grayed. In that case, it should be avoided or worn with a more flattering color next to the face.

3. It may not make you look any better or worse. It may be neutral as far as your skin is concerned. In this case, you can wear it or not as you wish.

Next to your complexion, your hair and eyes are the most important factors in selecting flattering colors. You may choose to play up one or the other. A color very close to the color of the eyes will generally bring out the color of the eyes. A girl's size and personality should also be considered.

The proper selection of color in clothing as well as in makeup can enhance one's personal appearance.

Activity: (40 minutes) Each of you will have the opportunity to try a variety of colors and the class will help you select the ones which are most becoming to you and the ones which you should avoid. (Arrange a mirror in front of the person trying the color bibs so that she can see how she looks. Assist her as she tries each color and ask the class to comment on the becomingness of the color. Give each girl a sheet with swatches of the fabrics used in the color bibs and ask someone to indicate whether the class thought the color was very becoming, o.k., or should be avoided.) Use the terms - "Becoming," "O.K." and "Avoid." This sheet should be included in the booklet.

Resources:

Materials and equipment

Color bibs
Mirror on a stand
Students' "Color Magic for Me" (handout) with swatches of colored fabrics
References:


LESSON 14 - DESIGN LINES AND COLOR FOR FIGURE FLATTERY

Concepts: Fundamentals of design lines
Effect of color on the figure

Objective: to select design lines and colors in her clothing which enhance her good features and camouflage figure flaws

Presentation:

Introduction: (5 minutes) Your clothing should reflect you, but it can do even more than that. The right clothing can help to improve the appearance of your figure. Clothing can help draw attention to the most attractive parts of your figure and away from the less attractive parts.

(Exhibit McCall's Educational Services visual materials to illustrate the effect of horizontal and vertical lines on the apparent height and width of the figure and the effect of the spacing of vertical lines on the apparent width of the figure.)

Lines can be used to create optical illusions.

Discussion: (5 minutes) How are design lines used in apparel?

Many lines are used in clothing. They are used in striped, plaid and printed fabrics and in construction details, such as buttons, edgings, trims, collars, and jacket or dress lengths and garment silhouettes. When lines are combined into a garment, they create optical illusions which can alter height, weight and body proportions.

Discussion: (5-10 minutes) What optical illusions do different lines create? (Display paper dolls in garments with vertical and horizontal lines in the garments - Set #1.) Which figure appears taller and slimmer?

The vertical line lengthens and slims the figure.

The horizontal line shortens and broadens the figure.
Display paper dolls with "V" lines or triangular lines—one with the point at the waist and the base at the shoulders and the other with the point at the neck and the base below the waist — Set #2.) Which figure has the smaller waist? Which figure has broader shoulders?

"V" lines or triangular lines slenderize at the point and broaden at the base.

Discussion: (5-10 minutes) What are the effects of garment colors on the figure?

(Display a jumpsuit of deep purple and a jumpsuit of bright yellow on the paper dolls — Set #3.) Which figure appears larger?

Light or bright colors make the figure appear larger. Dark colors diminish size.

(Display the deep purple jumpsuit and a jumpsuit in which the bodice is light green and the pants are dark green — Set #3.) Which figure appears taller? Which figure appears heavier?

One solid color is more slenderizing than a combination of colors. The different colors create a very definite horizontal line which cuts the height of the figure.

Discussion: (5 minutes) How can one draw attention to one's best features?

(Display a dark blue dress with a white collar, a dark green jumpsuit with a gold belt, and a brown shirtdress with a yellow and green scarf at the neck — Set #4.) What do you notice first?

Attention is drawn to the lightest or brightest color first.

Your becoming design lines and colors depend on your height and basic figure type. Let's determine what they are.

Activity: (20 minutes) Describe your figure type on a clean sheet of paper. Are you tall (5'7" or over), average (5'4"-5'6"), or short (under 5'4")? Refer to your height and your ideal weight to determine if you are heavy, average or slender. What about your proportions? Generally, evenly proportioned figures have shoulders and hips about the same width, bust and hips measure nearly the same, and the waist is 10-12 inches smaller. Are you evenly proportioned? Small waist, large waist, small hips, large hips, small bust, large bust? (Handout "Figure Flattery" sheets.)
After writing out a description of your height, build, and proportions, select at least three garments which would flatter your figure. You may use the pattern catalogs, retail catalogs or magazines, or if you wish you may sketch garments which would flatter your figure. Discuss your selections with me (teacher) and ask for suggestions.

Mount your pictures on the sheet "Figure Flattery" for your note books and make notes indicating why your selections would be flattering. These notes will help you remember your most flattering design lines and colors.

Resources:

- Flannel board for paper dolls
- Set of paper dolls with garments cut out of construction paper with magic markers in a slightly deeper shade used to indicate design lines
- McCall's Patterns' Educational Service, 230 Park Avenue, New York, N. Y. 10017 - visual materials
- Students' "Figure Flattery" (handout)

References:

- "Your Shape: How to Dress It," Redbook's Be Beautiful, (Spring-Summer 1976), 90-91.

LESSON 15 - A GOOD FIT

Concepts: Importance of well-fitted garments Standards of good fit in clothing

Objective: to evaluate the fit of clothing using five standards of good fit

Presentation:

Introduction: (10 minutes) (Before class make arrangements with three girls to select garments which will illustrate a garment which fits properly, one that is too small in some area and one that is too large in some area.)
Good fit in clothing enhances the entire effect of a costume. In addition to being more attractive, a garment that fits well adapts itself to your body and is generally more comfortable than a garment which does not fit well.

I have asked (supply names of the three students) to model some garments for the class. Which costume creates the best impression? Why? Which costume looks more comfortable? Why? What changes do you think could be made to make these garments fit better?

Discussion: (20 minutes) What is good fit?

No matter what the garment or the particular style may be, well-fitted clothes look as if they belong on the person who is wearing them. They make the wearer appear comfortable, poised, and at ease. They flatter the figure, bringing out good points and skillfully hiding the poor ones. (Hand out students' "Checklist for Proper Fit."

There are five general standards of good fit:

1. **Key lines are on GRAIN.** Lengthwise and crosswise grain of the fabric must be in proper relation to the structural lines of the body. Key areas are down the center front and center back, around the bust and around the hips. It is also important to note if plaids or designs in the fabric match at the seamlines. If the garment is not cut correctly with respect to grain, the garment will not hang correctly and the fabric design will not match. (Display garments which illustrate these points and point out grainlines on the garments worn by the models.)

2. **Garment LINES follow the body outline.** The silhouette lines of the well-fitted garment follow the general silhouette of the body. The silhouette seams, underarm blouse seams, and the side skirt seams are perpendicular to the floor and divide the front and back of the body about equally. The curved seam lines follow the natural curves around the body. (Point out the garment lines and how they are distorted when a garment is too large or too small.)

3. **SET of garment is smooth.** The well-fitted garment hangs straight, and it remains in place on the body. It is free from wrinkles, bulges, sagging, and strain. (Use models to illustrate set.)
4. Adequate EASE is provided. The well-fitted garment is loose enough to be comfortable and allow for freedom of movement, but it is not so loose that it looks baggy or too big. There is enough ease or room for walking, sitting, bending over, raising the arms, bending the elbows, etc. without tearing the garment or disrupting the set of the garment. (Use models to illustrate ease.)

5. Garment is BALANCED on the figure. The garment appears to be the same on the figure from side to side and from front to back. For example, the skirt should hang at the same distance from each leg at the side. The hemlines should fall evenly; the cuffs are the same length and size; the collar is even. (Use models and display garments to illustrate balance.)

Review: (5 minutes) What are the standards or indications of a good fit?

The key words are: grain, lines, set, ease and balance. (Ask class members to explain the meaning of each term in their own words.)

Activity: (10 minutes) Choose a partner. Evaluate the fit of the garments which your partner is wearing.

Present your conclusions to the class. (During the presentations, suggest that improved posture may improve the fit for some girls.)

Closing: (5 minutes) (Review) What are the five principles of good fit? (Restate in simple terms and reemphasize the importance of good fit for appearance, comfort and serviceability of the garment.)

Resources:

Three students and garments which illustrate proper fit and garments which are too tight in some area or too large in some area (or use one student and three garments)

Garments which illustrate effect of matching and not matching fabric design

Garments which illustrate proper balance and lack of proper balance

Students' handouts "Checklist for Proper Fit"

Reference:

LESSON 16 - WARDROBE PLANNING
(two class periods)

General objective: to plan a wardrobe which includes garments which are in good repair, becoming to her and appropriate for her activities

Concepts: Appropriate dress
Steps in wardrobe planning

Objectives: to evaluate garments in terms of appropriateness for her activities

- to conduct a closet inventory (first step in wardrobe planning)

Presentation:

Introduction: (Display several pictures of models in various types of clothing.) Where do you think someone would be going when dressed in this type of clothing? For what occasion is this dress suitable? For what time of day? Do clothes give us cues regarding what one is going to do or where one is going? Is there more to being "dressed right" than wearing becoming colors and designs?

A person must wear "appropriate" garments to avoid that uncomfortable feeling of not being dressed right. That's why many teenagers spend so much time talking about what they are going to wear.

Let's look at some more pictures—you may be pleasantly surprised at how much you know about what types of clothes are appropriate for various activities.

(Display pictures and discuss them in terms of appropriateness for a variety of activities, such as school, church, spectator sports, traveling, work, job interview, etc. Give reasons why certain garments are appropriate or inappropriate for various activities.) What impressions are created by different types of garments? Is the impression related to the occasion for which the person is dressed?

What is appropriate in the way of clothing varies with the person and her activities. The community and the climate also determine what is suitable or appropriate.

Discussion: How does a girl go from a wardrobe with "nothing to wear" in it to one which includes becoming and appropriate clothes?
The key to a successful wardrobe is PLANNING.

Discussion: What are the steps in planning a wardrobe? (Hand out "Steps in Wardrobe Planning.")

Steps in wardrobe planning:

1. Make a closet inventory.
   A. Go through your clothes and separate your garments into three piles.
      1) The clothes that you like and wear often.
      2) The clothes that need repairs and alterations.
      3) The clothes that you have not worn in the last year.
   B. Give away the clothes in the third group.
   C. List the items in the second group under "Items I need to repair" on the closet inventory and make plans to alter or mend these garments.
   D. Put the first group back in your closet. This is what you have to work with to organize a basic wardrobe.
      1) Try on each garment and analyze it.
         a) Decide what you like or dislike about each garment.
         b) Analyze each garment for fit, comfort, line and color.
         c) Study a and b for ideas for future garments which you would like and wear.
      2) List and describe these garments under "Items I can wear" on your "Closet Inventory and Wardrobe Plan for Summer and Fall 1976."

2. Make a priority list of the items you need or would like to have in your wardrobe.

3. Plan the purchase of the items and don't indulge in impulse buying. Stick to your plan.

(Hand out "My Closet Inventory and Wardrobe Plan.")

Assignment: Make a closet inventory of your clothing. Go through all of your clothing and separate garments into three piles. List and describe the clothes that you wear in the first column and the clothes that need repairs in the second
column. Outerwear means garments like dresses, blouses, skirts, slacks, sweaters, jeans, etc. Underwear includes bras, panties, slips, hose, socks, etc. Accessories include shoes, purses, scarves and jewelry. At the bottom of the sheet list the activities you expect to participate in during the next six months. Tomorrow we will look at steps two and three in wardrobe planning.

Resources:

Pictures of garments which are appropriate for a variety of activities or occasions
Students' "Steps in Wardrobe Planning*" (Handout)
Students' "My Closet Inventory and Wardrobe Plan" (Handout)


References:


Lesson 17 - Wardrobe Planning

Concepts: Choosing a basic color for the wardrobe
Determining wardrobe needs

Objectives: to evaluate her wardrobe in terms of the appropriateness of her clothing for her activities
to select a basic color for her wardrobe
to determine her wardrobe needs

Presentation:

Introduction: (5 minutes) What is one advantage of having just a few clothes? Makes it easy to take a closet inventory! Which pile of garments was the biggest—"Can wear," "Need repair," or "Give away"? Yesterday we said that planning was the key to a successful wardrobe—so let's get on with our plans!

Remember that a well-planned wardrobe will help you achieve a "Total Look"—the successful coordination of clothing and grooming to portray your personality.

Discussion: What are the simple ABC's of a well-planned wardrobe?

"A" stands for appropriateness. Clothing needs are greatly influenced by the type of activities for each individual person. We discussed this topic yesterday.

"B" stands for becomingness. For best results in personal attractiveness, garments in flattering colors and design lines should be chosen. Of course, the clothes must fit. You know your best colors and most becoming design lines, so you should have no trouble selecting becoming garments.

"C" stands for coordination. Coordination means the combining of a number of garments in the wardrobe to create different outfits. This involves the use of line and design, colors, and/or fabric textures. Coordination extends the wardrobe.

"S" stands for simplicity. Simplicity is the keynote of fashion. The individual person should shine through the clothing. No garment should be worn that completely overpowers the personality of the wearer.

Discussion: How do I decide if I have clothing which is appropriate for my activities?

Directions: Go down your list of "Items I can wear" and for each item check the activity for which it would be appropriate—you may check more than one activity. Do you have something which is appropriate to wear for all of your activities? Do you have the greatest number of checks by the activities you do most frequently? The answers should give you an idea of what type of clothing or accessories you really need. Do you need dressy clothes, casual clothes or clothes for active sports?
Discussion: After I know what type of clothing and/or accessories I need, how do I choose clothes which can be coordinated?

Color is one of the most important factors in coordinat ing your garments. In addition to choosing becoming colors, choosing a basic wardrobe color makes coordination easier.

The answers to three questions may help you select a basic wardrobe color which will make it easier for you to mix and match garments and accessories with a minimum number of items.

1. What color predominates in your wardrobe? List the major colors from the items in your "can wear" and "need repair" columns.

2. What colors are becoming to you? List several.

3. What colors do you like? List several.

Now look to see if one or more colors are on each list. Some good basic colors are: black, brown, gray, tan, beige, white and navy blue. Are any of these colors on your lists? If so, choose one. If not, do any of these basic colors go with most of the colors on your list? If so, the color which goes with the clothes in your wardrobe would be a good choice. After you choose a basic color, plan for your purchases to be this color or go with this basic color—depending on the item. For example, it is wise to get a purse and shoes in the basic color, so your accessories will go with most of your clothing. Fill in your choice on your "Closet Inventory and Wardrobe Plan."

Do you need a dress, a pants outfit, skirt, blouse, jeans, shoes, underwear? What color and design would be most becoming and also coordinate with other things in your wardrobe?

Activity: Fill in the "Items I need" column with a brief description of the items which you need. Then make a priority list by listing what you need most first. Find pictures or sketch your first three priority items. Review your sheets on colors and design lines which are most becoming to you. (Provide magazines and catalogs which the girls may use to clip out pictures for their high priority items.)

Resources:

Students' "My Closet Inventory and Wardrobe Plan"
Recent magazines and catalogs for pictures
Extra paper for mounting pictures or sketches

References: (refer to previous lesson)
LESSON 18 - CLOTHING SELECTION

Concepts: Consumer aspects of clothing selection—labeling, durability, care requirements, and workmanship

Objective: to consider labeling information, durability, care requirements, and workmanship in clothing selection decisions

Presentation:

Introduction: (5 minutes) (Display several ready-to-wear garments.) If one of these garments fits you, is a becoming color and is on your "I Need" list, is it a wise purchase? Why? Why not?

(Ask one student to select a garment and read the hangtags and other labeling information to the rest of the class.) The fiber and care information is required by federal regulations. This information can help the consumer make better selections, which result in greater satisfaction with her clothing purchases, if the consumer is familiar with some basic characteristics of the fibers and carefully follows the care instructions.

Discussion: (15 minutes) What are the characteristics of some of the fibers most commonly used in ready-to-wear garments?

(Continue to display garments and ask students to read the labels. As garments of the following fibers are displayed, discuss care requirements, durability and comfort characteristic of the fiber.)

Cotton - is washable in warm water, may shrink unless the shrinkage is controlled, and usually requires ironing unless it has a durable press finish; generally wears well; and is comfortable even in hot, humid weather, because it absorbs body moisture.

Polyester - is washable in warm water, generally will not shrink, usually requires no ironing; wears well, but may pill or snag; and may be warm and a little uncomfortable in hot, humid weather.

Nylon - is washable and generally requires no ironing; wears well; may be clammy and uncomfortable in hot, humid weather.

Acetate and triacetate (Arnel) - Hand washable, may require ironing with a cool iron; does not wear as well as the other fibers mentioned; is comfortable.
Discussion: (10 minutes) Are there special precautions to take in washing and drying my clothes by machine? What happens when you wash a white blouse with blue jeans? What happens if you wash a very soiled pair of white socks with a white slip or blouse? What happens if you use too much detergent? What happens if you leave a permanent press blouse in the dryer for several hours before removing it?

(As these questions are discussed, bring out the following generalizations:)

The type and amount of soap or detergent, washing time, water and drying temperature, and immediate removal from the dryer are factors which should be considered for best results in home laundering. Other considerations include the color of the clothes and the amount of soil in garments washed together.

As a consumer you have a right to expect satisfactory performance if you care for the garment according to the care instructions on the label. Keep your receipts and if after washing and drying according to directions, the garment is damaged or ruined, return the garment to the store where you purchased it. Often an exchange or replacement will be made because the instructions are required by law. However, it is up to you to evaluate the workmanship before you buy.

Discussion: (10 minutes) Do you remember your stack of clothes to repair? Do you think most of the repairs are a result of your carelessness or the manufacturer's? Missing buttons, split seams and drooping hems may not be your fault.

Before purchasing a garment one should check the workmanship with regard to grain, stitch length and accuracy, and details, such as, buttons and trim. (Examine each of these items on the dresses and ready-to-wear garments displayed earlier.) If you notice flaws in the workmanship, point out the flaws to the clerk.

Tomorrow we are going to the "store" to select an item for your wardrobe. What things are you going to consider in making a selection?

Assignment: (10 minutes) Make a list of the factors which you should consider, so you won't forget tomorrow when you start looking. Your list should include the following: priority list, basic color, becoming colors, becoming design lines, fit, characteristics of the fiber (care requirements, durability and comfort), and workmanship.
Resources:

Garments with labels and hangtags which denote fiber content and care (Include examples of cotton, polyester, polyester/cotton blends, nylon, and acetate fibers and examples of poor to good quality workmanship.)

References:


Lesson 19 - Selecting a Garment

Concept: Making a clothing selection decision

Objective: to select a garment which fits well, is becoming in color and design, and fits into her wardrobe plan

Presentation:

Introduction: (5 minutes) Do you have the list of factors which you wish to consider in selecting a garment today? In a few minutes the class will go to the campus "store" and each of you will have an opportunity to select an outer garment which fits well, is becoming in color and design, is serviceable and fits into your wardrobe plan.

After you have made your selection, each of you will model your selection for the class and give the reasons for your selection. Class members will have an opportunity to comment on each girl's selection. At the end of the period, we will return to the classroom.

Activity: (30 minutes) Girls try on garments and select one garment to present to the class.

(10 minutes) Individuals present selections and ask class for comments on the selection.
(5 minutes) Return to classroom.

Resources:

Garments and accessories in the campus "store"

LESSON 20 - PLANNING A FASHION PRESENTATION

Concept: Planning a simple fashion show

Objective: to plan a simple fashion show for presenting garments which have been selected by the class members

Presentation:

Introduction: (5 minutes) We are going to plan a little fashion show for presenting the garments which you selected on Friday. You will have a chance to dress up and present your selection to a few guests who will be here for the last 20 minutes of the class period tomorrow.

Activity: (30 minutes) Write out a description of your garment. Include your name, the color of the garment, and the style or type of activity for which it is appropriate.

I am going to divide the class into groups to work on the following:

1. Script - Organize the script and select one or two readers

2. Presentation - Plan where to stage the show and what each person should do in presenting her "fashion"

3. Garments - Press the garments if necessary and get them ready to wear (teacher may have to make any major alterations and help group members make minor changes)

Activity: (15 minutes) Practice the presentation routine with good standing and walking posture. Teacher may demonstrate pivoting and stance for the girls to practice.

Assignment: Bring or wear the under garments and accessories which are suitable to wear with your "fashion." Try to style your hair, manicure your nails, and apply makeup for your modeling tomorrow.

Resources:
Materials and equipment:

- Garments selected by the girls
- Needle and thread on hand for minor alterations
- Sewing machine set up for major alterations
- Steam iron and ironing board
- Paper for writing script

Reference: (for modeling stances and pivot)


**LESSON 21 - FASHION PRESENTATION**

Concept: A fashion show

Objective: to model a garment, selected for becomingness to the individual, with grace and poise

**Preparation for the show:**

**Activities:** (20 minutes) Each girl should dress in her new "fashion." Check becomingness of hair and makeup and make any necessary improvements. When everyone is ready, quickly go through the script.

**Presentation of the show (30 minutes):**

Reader may welcome any guests and explain the considerations in the selection of each "fashion." As the reader reads the description, each girl models her "fashion." Last reader thanks the guests for coming and invites them to stay for a few minutes to chat and stay for punch. (Arrangements for punch could be made by the teacher as a little "extra" treat for both guests and students.)

**Resources:**

- "Fashion" garments
- Script
- Guests (These guests should be invited to this event by the teacher when they give their presentations earlier in the session. If some of them cannot come, the girls may suggest interested persons who work on the campus who might enjoy the fashion show.)
LESSON 22 - PERSONAL APPEARANCE REVIEW

Concept: Characteristics of an attractive personal appearance

Objective: to evaluate her progress in improving her personal appearance and to affirm her intention to continue her efforts to improve her appearance

Presentation:

Introduction: Over the last month we have been concerned with many areas which contribute to our personal appearance, and I have noticed some changes in each of you. Do you think that your appearance has improved? Let's look at some of the things we have worked on and review the characteristics of an attractive or pleasing personal appearance. (Use the Personal Appearance Rating Scale as your guide for this review. The students should not be given a copy, but this will give you a capsule form to lead the review. Encourage the students to make appropriate suggestions for achieving the desired characteristics.)

Activity: Please refer to your "Self-Improvement Schedule Promises to Myself" and add or restate promises in areas in which you still want to improve. Each day as I take time to sign your points sheets, check your promises and put stars on your chart for each day that you keep your very important promises to yourself. It's really up to you to make the most of your personality, your talents and your appearance.

Activity: Please turn to "How to Take My Measurements" and your individual measurement chart. Take a few minutes and have a classmate take your measurements and record them. Evaluate your progress toward your ideal weight and measurements. Do you have any promises to add to your "Self-Improvement Schedule?"

Tomorrow we will begin a sewing unit, but we will continue to practice what we have learned about ways to improve our appearance. As I stated earlier, you will have a few minutes each day to add stars to your chart.

Resources:

Previous lesson plans and "Personal Appearance Rating Scale"
Student manuals
LESSON 23 - CHOOSING PATTERN AND FABRIC

Concept: Selecting a pattern and fabric for a skirt

Objective: to select a pattern and fabric for the construction of a simple wrap skirt which fits into her wardrobe

Presentation:

Introduction: (Display several patterns for simple wrap skirts and, if possible, actual garments made from the patterns. Explain the becomingness of the design lines to various figure types and review illusions of height and width created by design lines, details, and color.)

Discussion: What kind of garment do you need? When adding a garment to your wardrobe, consider your needs. Do you need a very casual garment, or something that can be dressed up or down and used for a variety of occasions? The design and the fabric determine the appropriateness of the garment for various occasions.

Activity: Select the pattern you wish to use and write down the pattern number. Consider the design in terms of becomingness to you and the type of garment you need.

Discussion: What size pattern do you need? (Explain pattern sizing.) After selecting the pattern design, you must get it in the right size. Skirt patterns are selected by waist and hip measurements. If your measurements are not the same as those on the pattern chart, get the size closest to your hip measurement.

Activity: Check your measurement chart and select the pattern size closest to your hip measurement. Write down the pattern size beside the pattern number.

Discussion: What fabric shall I choose? Wardrobe needs, pattern design lines, fabric care requirements, and cost should be considered in selecting a fabric for your skirt.

Do you need something dressy or casual? Do you want a delicate or very durable garment? What color would fit into your wardrobe the best? What color would go with tops you have?

What type of care do you wish to give the garment? Do you plan to machine wash and dry or hand wash and line dry?
What will the fabric cost? The cost is based on the yardage required and the cost per yard. The yardage may be determined from the chart on the pattern envelope. Check the view, width, and nature of fabric.

Discussion: What do I need beside pattern and fabric to make the skirt? Check the findings on the pattern envelope.

Activity: (Display suitable fabrics which are labeled with fiber content, care instructions, width and cost per yard.) Select a fabric for your skirt. On your paper write your name, pattern number, size, fabric selection, yardage and findings. Turn this sheet in, so I can buy your pattern, fabric and findings. (Purchase the necessary patterns, fabrics, and findings for the students after checking the accuracy of the yardage requests.)

Check "Self-Improvement Schedule."

Resources:

Materials and equipment:

Patterns - McCalls 4871, Simplicity 7451, and Butterick 4309
Fabric swatches suitable for the pattern designs

References:


LESSON 24 - FABRIC AND PATTERN PREPARATION

Concept: Preparing fabric and pattern for cutting

Objectives: to preshrink and straighten the fabric
to prepare the pattern and check the fit of the pattern by comparing body measurements plus ease to actual pattern measurements

Presentation:

Introduction: After I have the pattern and fabric, am I ready to cut and sew the garment? Are there any precautions I can take to insure the fit of the garment?
Garment shrinkage and sagging can be prevented by preshrinking and straightening the fabric before cutting.

If the label does not guarantee less than 2 percent residual shrinkage, the fabric should be washed and dried before cutting the fabric.

(Define the following terms:)

Selvage - the finished sides of the fabric
Lengthwise grain - yarns running parallel to the selvage
Crosswise grain - yarns running from selvage to selvage
Grain perfect fabric - crosswise yarns are perpendicular to lengthwise yarns

Fabrics should be grain perfect before cutting. If a fabric does not have a permanent press finish it can generally be straightened by pulling the fabric on the bias.

Demonstration: Determine if a fabric is grain perfect by cutting along a single crosswise yarn, fold the fabric and check to see if the ends are even and form right angles. If so, proceed with the pattern layout. If not, pull short ends on the true bias.

Discussion: What should I know about my pattern before cutting? (Ask students to refer to the pattern guide sheet and then explain the following pattern markings:

Cutting line
Seam allowances
Stitching lines
Grainlines
Place on fold lines
Notches
Circles - large and small
Center front and center back lines

Discussion: Is my pattern going to fit? Refer to the pattern guide for the pieces you will need for the view you are making, take out these pieces and return the rest to the pattern envelope.

Measure waistband from center front to center back, multiply by two and compare to your waist measurement. The pattern should measure approximately 1/2 inches longer.
Measure the width of the skirt 7 inches below the waistline from the center back line to the side seam and from the center front to the side seam, add these measurements and multiply by two. Compare the pattern measurements to your hip measurements allowing 2 inches of ease. If the measurements are not the same, ask for assistance in adjusting your pattern to fit you.

Activities: If necessary, make arrangements with the teacher for preshrinking your fabric. (Wash the fabrics according to accompanying care labels and have fabrics ready for students at the next class period.) Straighten your fabric if it is off-grain.

Prepare your pattern and check the fit by comparing your measurements plus ease to the pattern measurements. If adjustments are necessary, ask for assistance. (Assist students by altering patterns during activity periods—only minor adjustments should be necessary for the simple wrap skirts.)

Check "Self-Improvement Schedules."

Resources:

Materials and equipment:

Patterns, fabrics, care labels, findings and sewing equipment for students
Sample fabrics to illustrate off-grain and grain perfect fabrics
Scissors, scotch tape, tape measures, iron and ironing board

Reference:


LESSON 25 - PATTERN LAYOUT AND CUTTING

Concept: Pattern placement and cutting techniques

Objectives: to follow a cutting layout for placing the pattern on the fabric
to observe correct grainlines by measuring from the grainline symbols to the proper fold or selvage
to cut precisely on the cutting line with long, firm strokes of the shears

Presentation:

Introduction: Today we are going to do three things:

1. Pin the pattern to the fabric following your cutting layout.

2. Have the teacher check and o.k. your pattern placement before you start cutting.

3. Cut out your skirt.

Demonstration: Find the cutting layout on your guide sheet for your size and the width of your fabric. If you have a fabric with a nap, such as corduroy, follow the layout for "Fabric with Nap," otherwise, use the layouts for "Fabric without Nap." Circle the proper layout.

Fold the fabric as indicated on the diagram. Place the pattern pieces on the fabric, following your layout very carefully. First, position pieces that are placed on the fold, and then place the larger pieces and finally the smaller pieces. Pin the pattern to the fabric at one end of the grainline symbol and measure to the fold or selvage, then adjust the pattern so that the other end of the grainline is the same distance from the fold or selvage. The grainline must lie parallel to one of these edges if your skirt is to hang properly. Now place pins at right angles to the cutting line of the pattern, spacing them 6 to 8 inches apart. Make sure that you have all pieces pinned in place so that you know that they will all fit. That is the first task for today.

Second task: STOP and ask me to check and o.k. your pattern placement before you cut.

Third task: (continue with the demonstration) Use a bent-handled shears and cut with long, firm strokes. Cut precisely on the cutting line. Keep the fabric flat on the table as you cut. Cut notches outward. Snip 1/4" at both ends of the folded edge to mark the center. Leave the pattern pinned to your fabric and we will mark it tomorrow.

Activity: 1. Pin your pattern to your fabric according to your cutting layout. Remember to fold the fabric as shown in the diagram and to measure from both ends of the grainlines to the fold or selvage. 2. STOP and get my approval before
cutting. 3. Cut out your garment and leave the pattern pinned to the fabric. Fold the cutout pieces very carefully or place them over a hanger until classtime tomorrow.

Check "Self-Improvement Schedules."

Resources:

Materials and equipment:

- Pattern and cutting layout
- Fabric which has been prepared for cutting
- Pins
- Shears
- Tape measure or clear ruler
- Hangers or tote trays for the cut-out garments and student equipment

Reference:


**LESSON 26 - MARKING**

Concept: Transferring construction symbols to fabric

Objective: to transfer construction markings from the pattern to the fabric using pins and a chalk pencil or tailor tacks

Presentation:

Introduction: Before removing the pattern, it is necessary to transfer construction markings from the pattern to the wrong side of the fabric. Markings are your guide for sewing garment details neatly and accurately. It is necessary to mark the locations for pockets, center front and center back of the skirt and center front, center back and side seams on the waistband.

Demonstration: Using pins, ruler and a chalk pencil mark locations for pockets, CF, CB, and side seams on the waistband and CF and CB on the skirt. On some patterns mark line for fold on overlap if there is no facing. If a chalk pencil would mar the fabric, use tailor tacks to mark the pockets on the right side of the fabric.
Activity: If you did not finish cutting, continue with that today. After cutting, mark the garment sections with pocket locations, CF and CB locations on the skirt pieces and CF, CB and side seams on the waistband. Remove the pattern from the fabric as you are ready to sew on each section and return the pattern pieces to the envelope.

Check "Self-Improvement Schedules."

Resources:

Materials and equipment:

- Wrap skirt (cut out from previous lesson)
- Tailor's chalk or chalk pencil
- Needle and thread for tailor's tacks
- Scissors

Reference:


LESSON 27 - USING THE SEWING MACHINE

Concepts: Use of the sewing machine

Operating the machine

Adjusting the stitch

Guiding the fabric

Objective: to set up and operate the sewing machine assigned to her

to adjust the stitch length, tension and pressure for her fabric

to guide the fabric properly to facilitate stitching accuracy

Presentation:

Introduction: Today you will have an opportunity to become familiar with the sewing machine you will be using to sew your skirt. (Allow each student to select a machine or assign students to a machine.)

Demonstration: Open the machine carefully and plug it into the nearest outlet. The sewing machine parts which you should know are: (Point each one out as it is mentioned.) slide
plate, throat plate, needle thread tension, take-up lever, spool pin, hand wheel, bobbin winder, stitch regulator, spool for winding bobbin, and bobbin carrier.

One may practice starting and stopping and controlling the speed of the machine by stitching on paper. To practice accuracy at the same time, use lined paper, or draw curved lines and right angles on the paper and try to follow them. (Do not do this with thread.)

Before you begin to sew, check the needle. For medium weight fabrics, a size 11 to 14 needle is best and these are in the machines. If you should break a needle, ask for a replacement and the needles are put in with the long groove on the side with the last thread guide. (Show the students how to remove and insert the needle.)

Activity: (Allow a few minutes for the students to open their machines and set them up. Hand out lined paper for them to use in practicing control and stitching accuracy.

Demonstration: Winding and inserting the bobbin and threading the machine.

Activity: Each girl should wind a bobbin and thread her machine. (Check each machine and ask the students to rethread the machine. Recheck threading.)

Demonstration: Adjusting the stitch

Stitch length - 6-8 for basting; 10-14 for permanent stitching (depending on fabric weight); and 8-10 for top stitching.

Balanced tension - Set stitch length on 12 stitches per inch. Fold a 6" square of fabric on the diagonal and stitch 1" from the fold. A balanced stitch looks the same on both sides and the row of stitching does not cause the fabric to pucker. If it is unbalanced, pull the stitching until a thread breaks. If the bobbin thread breaks, tighten the upper tension by turning the knob to a higher number. If the spool thread breaks, loosen the upper tension by turning the knob to a lower number.

Adjust machine for a zig zag stitch.

Activity: Take two 6" squares of your fabric. Fold one of the squares on the diagonal and stitch 1" from the fold. Check
to see if the tension is balanced. If it is not, try to adjust it. When you have adjusted the tension, I want to check it.

Take the second 6" square and fold it in half. Stitch a row with 6 stitches per inch, 10 stitches per inch, 14 stitches per inch and a row of zig zag stitching.

Turn these samples in so that I can make sure that you understand how to adjust the tension and the stitch length.

Demonstration: Guiding the fabric

Guide the fabric in front of the presser foot. Do not pull the fabric through or hang on to it. Simply guide the fabric as the feed dogs bring it under the presser foot. There are guidelines on the throat plate to help you stitch accurately. If seam guides are available, they may be used. (Show the students how to attach them to the machine and use them on curves.)

Activity: Practice stitching on some of your scraps of fabric using two layers. See how accurately you can stitch 5/8" from a straight edge and curved edge or a corner.

(5 minutes before the end of the period, remind class to close the machines and pick up.)

Check "Self-Improvement Schedules."

Resources:

Materials and equipment:

Machines in good repair, needles, bobbins, thread, fabric scraps, lined paper, seam guides

Reference:


LESSON 28 - BASIC TECHNIQUES IN SEWING AND PRESSING

Concepts: Staystitching, ease stitching and gathering

Proper pressing techniques
Objectives:  
- to staystitch, ease stitch or gather the skirt waistline according to pattern instructions
- to finish the overlap of the skirt according to pattern instructions
- to practice proper pressing techniques during garment construction

Presentation:

Introduction: Today we are actually going to begin sewing on the skirts. We will try to accomplish two things:

1. Staystitching, ease stitching or gathering the skirt waistline according to variations in your patterns.
2. Finishing the skirt overlap according to the pattern instructions.

Demonstration: (For pattern 7451) The upper front edge and the back edge of the skirt is gathered between notches according to the directions on the guide sheet.

The front edge of the overlap is folded back 1/4" and stitched to finish the raw edge according to pattern instructions.

Demonstration: (For patterns 4309 and 4871) The patterns without gathers at the waist require very careful ease stitching. Using 8-10 stitches per inch staystitch on the seam line from the side seams to the CF and CB. This row of stitching may be drawn up to ease in slight fullness when stitching to the waistband.

On overlaps with facing it is necessary to stitch the seam, grade the seam allowance and understitch the facing to keep the facing from showing. (Explain reasons for grading and understitching as you demonstrate these techniques on a skirt.)

Demonstration: Proper Pressing Techniques

"Press as you stitch" and "press directionally" should be your bywords in sewing. A seam should be pressed before it is stitched to another garment section. "Press directionally" refers to pressing seams, etc., with the grain of the fabric (in the same direction that they were stitched and this is indicated by arrows on the pattern pieces).

(Press the construction details which you have completed, demonstrating the use of the steam iron, press cloth, and}
strips of paper or the seam roll to prevent imprints on the right side. Mention the use of the tailor's ham for pressing curved areas.) Proper pressing is essential for professional-looking garments. Waiting until the garment is finished before pressing results in a garment which looks very poorly made.

Activity: 1. Ease stitch or gather the skirt waistline according to your pattern. 2. Finish the skirt overlap according to your pattern instructions and press the overlap as you saw it demonstrated.

Check "Self-Improvement Schedules."

Resources:

Materials and equipment:

- Pattern guides
- Skirts cut out and marked (one to demonstrate gathering the waistline and folding back the overlap and one to demonstrate ease stitching the waistline and facing the overlap)
- Pressing equipment - ironing board, steam iron, tailor's board and ham, press cloths and a seam roll (or strips of paper to prevent imprint of seam allowances)

Reference:


LESSON 29 - SEAMS AND SEAM FINISHES

Concepts: Plain seams and seam finishes

Objectives: To accurately stitch the side seams, press the seams open and finish them properly to prevent raveling

Presentation:

Introduction: Today your skirt will begin to look like a skirt. Our goal today is to stitch the side seams, press the seams open and finish the edges to prevent raveling.

Demonstration: Stitching the side seams

Place right sides of the skirt front and skirt back together. Pin together near the seamline by inserting
pins at 6" intervals perpendicular to the seamline. Stitch from the hem to the waistline 5/8" from the cut edge. Stitch both the right and left sides.

Demonstration: Pressing the seams open

Place right side of skirt along the seam roll and press the seam open. The seam roll prevents the imprint of the seam allowances on the right side. (Strips of paper may be used under the seam allowances, if seam rolls are not available.) Press from hem to waist.

Demonstration: Finishing the seams

Set the machine for a zig zag stitch. Stitch approximately 1/16-1/8" from the raw edge from the hem to the waist. Very carefully trim away the edge of the seam allowance without cutting the stitching. If your fabric ravels only slightly, use a pinking shears to pink the edges, but keep the seam allowance as wide as possible.

Activity: 1. Stitch the side seams. 2. Press the seams open. 3. Finish the seams by pinking or zig-zag stitching.

Check "Self-Improvement Schedules."

Resources:

Skirts which are ready for stitching the side seams and require a zig zag or pinking finish

Pressing equipment set up

Reference:


**LESSON 30 - WAISTLINE TREATMENT**

Concept: Applying a waistband

Objective: to apply the waistband to her skirt according to the pattern instructions

Presentation:

Introduction: What is our next step after stitching, pressing
and finishing the side seams? Check your pattern guides. Our goal today is to sew the waistband onto the skirt.

Demonstration: Applying the waistband

1. Pin the right side of the band to your skirt matching the CF, CB and side seam markings of the band to your skirt. Adjust the gathers or adjust the ease stitching so the skirt fits the band. Using 6 stitches per inch, baste the band onto the skirt.

2. At this point it is a good idea to check the fit. Fold the band over and pin it in place. Wrap the skirt around your waist. If it has the front overlap, the 2 CF markings should be overlapping at your waist. If the overlap is in the back, the CB markings should overlap. Check to see that the skirt lies smoothly over the hips.

3. Permanently stitch the band to the skirt with 10-12 stitches per inch.

4. Steam press the band turning under 5/8". Bring the folded edge to the seamline.

Activity: 1. Pin and then baste the waistband to the skirt. 2. Check the fit and get an o.k. from the teacher. 3. Stitch the band to the skirt with 10-12 stitches per inch. It is not necessary to remove the basting. 4. Press the band by turning under 5/8" and bringing the folded edge to the seamline.

Pin the skirt to a hanger and clean up.

Check your "Self-Improvement Schedules" before the bell rings.

Resources:

- Skirts ready for the waistband
- Pressing equipment set up

Reference:

LESSON 31 - TIE BELTS

Concept: Construction of tie ends for wrap skirt waistband

Objective: to construct tie ends and attach them to the skirt waistband

Presentation:

Introduction: Our goal today is to finish the tie ends and the waistband. Check your pattern guide for directions for these steps.

Demonstration: Constructing and attaching tie ends

1. Fold right sides together and stitch the tie ends on the seamline. Take one stitch diagonally at the corners to make them easier to turn.

2. Grade the seam and press it open.

3. Turn the tie ends right side out and press carefully.

4. Sew the tie ends to the waistband.

5. Slip stitch the back of the band in place at the seamline.

Activity: (Review the above five steps.) Are there any questions on what you are to do?

(5 minutes before bell - remind students to clean up and check their self-improvement charts.)

Resources:

Materials and equipment:

Skirt with waistband; tie ends; needle and thread
Pressing equipment set up

Reference:

LESSON 32 - TOPSTITCHING

Concept: Topstitching

Objective: to accurately topstitch the edges of the waistband and tie ends

Presentation:

Introduction: Topstitching can add a professional touch and an interesting detail to simple garments, IF the area is carefully pressed before stitching and the topstitching is accurate.

Demonstration: Topstitching the waistband and tie ends (Press band and belt in preparation for the demonstration.)

Set stitch length for 8-10 stitches per inch.

Stitch 2 rows; one 1/16" from the edge and the other approximately 3/8" from the edge. Try to keep your eye on the edge of the presser foot and use it as a guide in keeping the row of stitching straight. An alternative would be to have just one row of stitching 1/4" from the edge.

Activity: Press the waistband and tie ends. Set the stitch length at 8-10 stitches per inch. Topstitch the waistband and tie ends. Clean up when you are finished.

Tomorrow, please bring shoes you will wear with the skirt and we will mark the hem.

Check your "Self-Improvement Schedule" before the bell.

Resources:

Skirt with waistband and tie ends, pressed and ready for top stitching

Reference:

CONCEPT: Marking and stitching the hem

OBJECTIVE: to mark the hemline of her skirt an equal distance from the floor all around
to clean-finish the hem in an even width and stitch the hem by machine

PRESENTATION:

Introduction: The length of your skirt is a matter of personal preference for the length that is most comfortable and becoming to you. Appropriate lengths vary from slightly above the knee to slightly below the knee. Experiment with different lengths to determine the length you like the best.

Demonstration: (Ask a student to put on her skirt and use it for the demonstration.)

1. Try on the skirt and stand with erect posture and the type of shoes you will wear with the skirt.

2. Ask someone to mark the hem using a yardstick or skirt marker. The hem should be an equal distance from the floor all around. Take off garment.

3. (Use skirt you have prepared.) Turn the garment to the wrong side. Work on a flat surface. Fold hem up on the marked line. Place pins at right angles to the fold. Press fold lightly, avoiding the pins. (The ironing board serves as an ideal flat surface.)

4. Measure and mark hem depth using a ruler or sewing gauge. You may have a very narrow hem (3/8") or one as deep as 2-1/4". Trim away the extra fabric. Trim seam allowances to half their width from fold to hem edge.

Activity: (Review the four steps above.) Are there any questions about what you are to do? When you have finished, clean up and check your self-improvement charts.

RESOURCES:

Skirt with the hemline marked
Pins and hem gauge
Lesson 34 - Hemming the Skirt

Presentation:

Introduction: Today some of you should finish your skirt and the rest of you should finish it tomorrow. It won't be long and you will have something original which you have created yourself to wear. Finishing the hem is the final step before the final pressing and then your garment is ready to wear.

Demonstration: Eliminating hem fullness and clean-finishiing the hem

The following steps will help eliminate the fullness that appears when a curved hem is turned up.

1. Machine-baste 1/4" from the cut edge.

2. Working on a flat surface, turn hem up matching seams. Ripples show where there is extra fullness. (The ironing board works fine.)

3. Pull up bobbin thread and pin to flatten out ripples. Steam and distribute the fullness evenly.

4. Turn edge to wrong side on stitched line and stitch again 1/16-1/8" from the fold (with 8 stitches per inch if the hem is approximately 2" deep so that the bobbin thread may be pulled up to ease out the fullness). Press to flatten fullness.

5. Two rows of machine stitching 1/4" apart may be used as a decorative detail. It is wise to baste the upper edge in place and then topstitch from the right side.
Activity: (Review the five steps above.) When you have completed these steps, you are ready to give the garment a final pressing on the right side to remove any mussiness from handling the garment during hemming. Then your skirt is finished and ready for wearing!

Closing: Tomorrow we will take weights and measurements and record them in your manuals. Wear your skirts with a coordinating top and we will take a tour through the administration building to "show" what you have made. Try to look your best for this "fashion parade."

Resources:

Skirt which is ready for step 1 above.

LESSON 35 – EVALUATION AND FASHION PARADE

Concepts: Characteristics of an attractive personal appearance
Accepting compliments graciously

Objectives: to look for signs of improvement in her personal appearance
to accept compliments with poise and graciousness

Presentation:

Introduction: (10 minutes) I have noticed some changes in each of you. Are you aware of areas in which your appearance has improved? (Review characteristics of an attractive appearance.) Please refer to the "Looking at Me" chart in your manual. Can you add any "pluses?" Can you cross out any "minuses?"

Activity: (10 minutes) Take your weight and measurements and fill in the third column on your "My Measurements" chart. Have you made any progress?

Please look at your "My Self-Improvement Schedules - Promises to Myself." Have you kept your promises to yourself? If you have I am very proud of you and you should be very proud of yourself. If you haven't, think about doing it. A prettier you will be the result of making and keeping those promises!

Activity: (30 minutes) I am happy to see you in your new skirts. You look very nice and I am proud of your work. We will walk over to the administration building to let them see
what you have made. What should you say if someone pays you
a compliment? (Practice giving and accepting compliments
graciously.) Now, we're off on our "fashion parade."
REFERENCES FOR APPEARANCE THERAPY PROGRAM

BOOKS


UNPUBLISHED MATERIALS


PERIODICALS

"Beauty in Motion," Beauty, Golden Hands Special No. 7 (1976), 45.

"5-Way Food Counter," Woman's Day 101 Ways to Lose Weight and Stay Healthy, No. 4 (1976), 96-104.


"For Teenagers Only," Woman's Day 101 Ways to Lose Weight and Stay Healthy, No. 4 (1976), 44-45, 82-84.


"Hands and Nails," Beauty, Golden Hands Special No. 7 (1976), 32-33.

"Keeping in Shape," Seventeen, (June, 1976), 142-143.


"You and Your Shape," Redbook's Be Beautiful, (Spring-Summer, 1976), 83-98.


"Your Shape: How to Control It," Redbook's Be Beautiful, (Spring-Summer, 1976), 86-87.
"Your Shape: How to Dress It," Redbook's Be Beautiful, (Spring-Summer, 1976), 90-91.

KITS AND PAMPHLETS

Accent on You. Educational Department of Tampax, Inc., 5 Dakota Drive, Lake Success, New York 11040.


The Great Looks Book. Bonne Bell, P. O. Box 6177, Cleveland, Ohio 44101.

Personal Care. Proctor and Gamble Educational Services, P. O. Box 14009, Cincinnati, Ohio 45214.


(Student Manual)

THIS MANUAL BELONGS TO SOMEONE SPECIAL

______________________________________

Photograph
MY SELF-IMPROVEMENT SCHEDULE (PROMISES TO MYSELF)

<table>
<thead>
<tr>
<th>I promise to:</th>
<th>June</th>
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Give yourself a star for everyday that you keep a promise to yourself. If you do something that you have promised to do weekly, draw a line through the rest of the week and give yourself a star on the day you do it. You should be very proud of each star—it is not easy to keep promises to yourself!
Give yourself a star for everyday that you keep a promise to yourself. If you do something that you have promised to do weekly, draw a line through the rest of the week and give yourself a star on the day you do it. You should be very proud of each star—it is not easy to keep promises to yourself!
MY SELF-IMPROVEMENT SCHEDULE (PROMISES TO MYSELF) (continued)

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### Looking at Me

<table>
<thead>
<tr>
<th>Categories</th>
<th>Pluses - Things I Want to EMPHASIZE</th>
<th>Minuses - Things I Want to Change</th>
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<tbody>
<tr>
<td>Personality traits</td>
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<tr>
<td>Talents</td>
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<td>Physical traits</td>
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<td>(Unchangeable)</td>
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<td>Physical traits</td>
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<td>(Changeable)</td>
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## MY APPEARANCE TALKS

<table>
<thead>
<tr>
<th>What I want my appearance to say</th>
<th>Personal Appearance Areas</th>
<th>What my appearance says to others</th>
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<tbody>
<tr>
<td>GROOMING</td>
<td>Personal Cleanliness</td>
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<td>Hair care &amp; styling</td>
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<td>Skin care &amp; makeup</td>
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<td></td>
<td>Hands and nails</td>
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<tr>
<td>CLOTHING</td>
<td>(list 3 items you are wearing today)</td>
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<tr>
<td>POISE</td>
<td>Posture</td>
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<td>Facial expressions</td>
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<td>Hand gestures</td>
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</tbody>
</table>
MY PERSONAL APPEARANCE PROBLEMS
CHECKLIST

I would like help with the personal appearance problems which I have checked.

___A. Walking gracefully
___B. Standing and sitting correctly
___C. Caring for my hands and manicuring my nails
___D. Caring for my hair
___E. Choosing a becoming, easy-to-care-for style
___F. Selecting and applying makeup
___G. Getting rid of pimples and blackheads
___H. Developing poise and self-confidence
___I. Achieving and maintaining my proper weight
___J. Exercising to correct figure faults
___K. Setting up a grooming schedule
___L. Maintaining a neat appearance
___M. Choosing clothing to express ME
___N. Planning a wardrobe
___O. Choosing becoming colors
___P. Choosing clothes becoming to my figure
___Q. Developing good taste in dress
___R. Selecting the right clothes to wear for the occasion
___S. Choosing suitable accessories
___T. Judging the fit of clothes
__U. Judging quality in clothes
__V. Repairing my clothes
__W. Laundering my clothes

Other problems:

__X. ______________________
__Y. ______________________
__Z. ______________________
HOW TO TAKE MEASUREMENTS

1. **WRIST** - Measure just above the right wrist bone and pull the tape tight. This measurement indicates the size of your bone structure. Less than 6 inches - small; 6 inches - medium; and over 6 inches - large.

2. **BUST** - Place the tape measure across the largest part of your bust and straight around your shoulder blades.

3. **WAIST** - Measure your waistline while standing tall. Pull your rib cage up and tuck your hips under.

4. **HIPS** - Measure your hips by placing the tape measure straight around the largest projection of your buttocks.

5. **THIGH** - Measure the largest part of your upper leg.

6. **KNEE** - Measure your knee just above the kneecap.

7. **Calf** - Measure the largest part of your lower leg.

8. **ANKLE** - Measure directly above your ankle bone.

9. Take your height and weight measurements without shoes.
MY MEASUREMENTS

My wrist measurement is _____ inches. My frame is small, medium or large. (Underline one.) My height in bare feet is __________. My ideal weight should be approximately _____ pounds.

<table>
<thead>
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<th>Dates measurements taken</th>
<th>My Ideal Measurements</th>
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<td>CALF</td>
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<td>ANKLE</td>
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Measurements taken by: (Please initial)

Fill in your ideal measurements from the chart of measurements which represent the general proportions of the ideal figure.
POSTURE IMPROVEMENT CHECK LIST
(Check only items which apply)

Standing posture may be improved by:

- Bringing weight forward onto the balls of the feet.
- Flexing the knees.
- Pulling the abdomen flat.
- Tucking the hips under with the buttocks muscles.
- Holding chest high.
- Placing the shoulders back and down.
- Lifting the head upward from the crown.
- Holding the chin at right angles to the neck.
- Keeping arms relaxed at the sides
- Pointing toes straight ahead.

A more beautiful walk may be developed by:

- Holding the head up.
- Pulling the shoulders back and down.
- Relaxing the shoulders.
- Keeping the back straight and chest high.
- Pulling my hips under and lifting the abdomen.
- Keeping my knees flexed while walking and standing.
- Controlling the side-to-side movement of the hips.
- Taking shorter steps.
- Taking longer steps.
- Keeping the weight off my heels.
- Keeping the toes pointed ahead.
- Keeping my feet closer together when I walk.
- Allowing the arms to swing more naturally.

Sitting posture may be improved by breaking these poor habits:

- Plopping down into a chair just any old way.
- Sitting slumped on the end of my spine.
- Sitting with my knees or feet spread widely apart.
- Curling my feet around the leg of the chair or hanging on the chair rung.
- Flopping one leg over the other to cross my knees.
- Slumping forward and leaning on my elbows at a desk or table.

WHAT I'M GOING TO DO TO IMPROVE MY POSTURE!
WHAT'S WRONG?
WHY SO MANY PROBLEMS?
<table>
<thead>
<tr>
<th>MILK GROUP</th>
<th>MEAT GROUP</th>
<th>VEGETABLE–FRUIT GROUP</th>
<th>BREAD–CEREALS GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (or more) servings daily</td>
<td>2 (or more) servings per day</td>
<td>4 (or more) servings daily</td>
<td>4 (or more) servings daily</td>
</tr>
<tr>
<td>glasses per day, fluid milk.</td>
<td>serving of beef, veal, pork, lamb</td>
<td>One should be a citrus fruit (highest &quot;C&quot; content) or another good source of Vitamin C</td>
<td>servings daily of whole grain, enriched or restored.</td>
</tr>
<tr>
<td>Equivalents: Non-fat dry milk, evaporated milk, cheese (both processed and cottage) ice cream. A half cup of cottage cheese is equal to 1/3 cup milk; 1 slice cheese – 2/3 glass milk. One-fourth pint ice cream – 1/4 glass milk.</td>
<td>poultry, fish or eggs...or meat equivalent, such as dried beans, peas, or peanut butter</td>
<td>A dark green vegetable for Vitamin A... at least one every other day. A serving consists of 1/2 cup vegetable or fruit, or a medium sized apple, banana, orange or half a grapefruit or cantaloupe. Takes two servings of the following for the same amount of &quot;C&quot; as fruits/vegetables listed above: asparagus, garden cress, Brussels sprouts, cabbage, collard greens, kale, mustard greens, spinach, tomatoes, tomato juice, turnip greens.</td>
<td>Serving consists of one slice bread; 1 ounce of ready-to-eat cereal; 1/2 to 3/4 cup cooked corn meal, spaghetti, noodles, macaroni, grits, cereal or rice.</td>
</tr>
</tbody>
</table>

NOTE: Be sure to check labels to see if enriched.
MY NUTRITIONAL RECORD

On the following chart keep an accurate list of everything you eat and drink for three days.

First Day

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Cal.</th>
<th>Lunch</th>
<th>Cal.</th>
<th>Dinner</th>
<th>Cal.</th>
<th>Snacks</th>
<th>Cal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Totals
Total calories for the day ________

Number of servings from the basic food groups:

Milk ____  Meat ____  Vegetable-Fruit ____  Bread-Cereals ____

Second Day

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Cal.</th>
<th>Lunch</th>
<th>Cal.</th>
<th>Dinner</th>
<th>Cal.</th>
<th>Snacks</th>
<th>Cal.</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Totals
Total Calories for the day ________

Number of servings from the basic food groups:

Milk ____  Meat ____  Vegetable-Fruit ____  Bread-Cereals ____

Third Day

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Cal.</th>
<th>Lunch</th>
<th>Cal.</th>
<th>Dinner</th>
<th>Cal.</th>
<th>Snacks</th>
<th>Cal.</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Totals
Total calories for the day ________

Number of servings from the basic food groups:

Milk ____  Meat ____  Vegetable-Fruit ____  Bread-Cereals ____

Average number of calories per day ________
MY NUTRITIONAL IMPROVEMENT PLANS

My ideal weight _____  Calories needed to maintain ideal weight _____

Ways I Can Improve My Diet:
1. ________________________________
2. ________________________________
3. ________________________________

I Need to Eat More of the Following Foods:
1. ________________________________  3. ________________________________
2. ________________________________  4. ________________________________

I Need to Cut Down on the Following Foods:
1. ________________________________  3. ________________________________
2. ________________________________  4. ________________________________

WHAT I'M GOING TO DO ABOUT MY WEIGHT AND DIET!

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

My Weight Record:

<table>
<thead>
<tr>
<th>Date</th>
<th>Weight</th>
<th>Date</th>
<th>Weight</th>
<th>Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
MY DAILY EXERCISES

<table>
<thead>
<tr>
<th>Exercise and notes on how to do it</th>
<th>Purpose</th>
<th>No. of times 1st day - 7th day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Select two or three toning exercises and one or two on-the-spot exercises for your figure problems. Write the number of times you could do the exercise on the first day and then the number of times you plan to work up to by the 7th day. Add "Exercises" to your "Self-Improvement Schedule" and give yourself a star for every day that you do the exercises.
BASIC NAIL CARE

Step-by-Step

Items needed: Nail polish remover; cotton; bowl of soapy water, cuticle cream or remover; nail brush, orange stick, emery board and polish

Step 1. Remove any old nail polish, using a small piece of cotton and nail polish remover.

Step 2. Using an emery board, file nails from side to center to form ovals. Aim for a medium length to avoid bothersome breaks.

Step 3. Bathe hands in warm, soapy water. Soak 2-3 minutes. Scrub nails with a good stiff nail brush and clean under the nails. Dry hands and gently push the cuticles back.

Step 4. Loosen cuticles by gently pushing them back with an orange-wood stick wrapped and dipped in cuticle remover.

Step 5. Apply nail polish remover again to remove all traces of cuticle cream or cuticle remover.

Step 6. Apply polish in three strokes—the first stroke goes down the center from cuticle to tip and then one on each side. Allow five minutes for drying and repeat. (A base-coat for the first coat and a sealer for the last coat may be used if you wish.)
SCHEDULING PERSONAL CLEANLINESS

Things I Should Do Every Day:

Things I Should Do Twice a Week:

Things I Should Do Once a Week:
CLEANSING MY FACE

The first step in proper cleansing of the face is knowing your skin type. Write down the numbers of the statements which describe your skin.

1. Blackheads and blemishes are a frequent problem.
2. My makeup changes color.
3. My pores are enlarged, particularly about the nose.
4. I'm a teenager, but I have lines around my eyes.
5. My skin itches and flakes.
6. My skin chaps easily.
7. My skin is somewhat dry in the winter and tends to be a bit oily in the summer, but neither is a serious problem.
8. I constantly have a stripe of oil from forehead to chin, but my cheeks and sides of my face are often flaky.

Numbers 1, 2, and 3 indicate an oily complexion. (Reread the statements.) Numbers 4, 5, and 6 indicate dry skin. Number 7 indicates a normal skin – lucky girl! Number 8 indicates a combination skin.

Care for **oily skin**

Wash the face often (three or four times a day) with a deep cleansing facial soap. Follow with an astringent to remove excess oil and help close the pores. Do not pick at blemishes, put a little alcohol on them to dry them out.

Care for **dry skin**

Wash your face once a day with mild soap and water or use a cleansing lotion. It is best to wash the face at night to remove all makeup and then use a lubricating cream or lotion (baby oil is fine).

Care for **normal skin**

Twice a day use a mild soap or alternate with a cleansing cream or lotion to cleanse the skin. A skin freshener will help close the pores. A few drops of a mild baby oil may be used to lubricate the skin after cleansing.

Care for **combination skin**

Wash the oily areas with soap and water twice a day. Clean the dry areas once a day with soap and water or a cleansing lotion. Splashing cold water on the dry areas and using an astringent on the oily areas helps close the pores. Lubricate the dry areas with a drop or two of a mild baby oil.
THE RIGHT FACE FOR ME

Care:

Makeup:
ABOUT MY HAIR

Beautiful hair begins with cleanliness; and since your hair is also a mirror of your health habits, good nutrition is one way to insure healthy, beautiful hair. Use the following quiz to help you decide how you can improve your hair-care program.

To what extent do I: Always Sometimes Never

1. Try to eat a well-balanced diet? ____ ____ ____

2. Brush as well as comb my hair daily? ____ ____ ____

3. Shampoo my hair as often as needed to keep it really clean and shiny? ____ ____ ____

4. Use at least two sudsings when I shampoo and follow the last sudsing with several rinses? ____ ____ ____

5. Choose a shampoo that has been recommended for my type of hair? ____ ____ ____

6. Trim or have slit ends cut as necessary? ____ ____ ____

7. Protect my hair from too much sun, wind, weather, salt water or water with chlorine? ____ ____ ____

A PROFESSIONAL OPINION

(Ask the hair stylist to complete this section for you.)

Do I need to: Yes No

1. Get a professional haircut? ____ ____

2. Get a permanent to add body to my hair? ____ ____

3. Get a treatment to give me less curl? ____ ____

4. Give my hair oil treatments to prevent dryness? ____ ____

5. Learn to give myself a professional type set? ____ ____

6. Take more time with my hair to make it look nice? ____ ____

7. Massage my scalp and brush my hair more often? ____ ____
MY HAIRSTYLING ANALYSIS

(Check the items that apply to you.)

1. The shape of my face is:
   ____ Round     ____ Oval     ____ Square     ____ Oblong
   ____ Triangular     ____ Heart     ____ Diamond

2. My hair is:
   ____ Fine     ____ Medium     ____ Coarse     ____ Thick     ____ Thin

3. My hair is:
   ____ Very curly     ____ Curly     ____ Wavy     ____ Straight

4. My hair is:
   ____ Normal     ____ Dry     ____ Oily     ____ Very oily

5. The color of my hair is:
   Blonde:  ____ Ash     ____ Pale     ____ Golden     ____ Reddish
   ____ Silver     ____ Platinum
   Brown:  ____ Light     ____ Medium     ____ Dark     ____ Reddish
   Red:  ____ Auburn     ____ Light     ____ Golden     ____ Dark
   Black:  ____ Blue-black     ____ Black-brown

6. Cowlicks are a problem:  ____ Yes     ____ No

7. I should part my hair:
   ____ In the center     ____ Left side     ____ Right side     ____ No part

8. I should wear my hair:
   ____ Long     ____ Medium     ____ Short

Professional's hairstyling suggestions:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Becoming colors:

O.K. colors:

Avoid:
FIGURE FLATTERY
CHECKLIST FOR PROPER FIT

A well-fitted garment has the following characteristics:

1. Key lines are on GRAIN. Lengthwise and crosswise grain of the fabric are in proper relation to the structural lines of the body. It is also important to note if plaids or designs match at the seamlines.

2. Garment LINES follow the body outline. The silhouette lines or basic seamlines follow the general silhouette of the body.

3. The SET of the garment is smooth. The garment is free from wrinkles, bulges, sagging, and strain.

4. Adequate EASE is provided. The garment is loose enough to be comfortable and allow for freedom of movement, but it does not look baggy or too big.

5. The garment is BALANCED on the figure. The garment appears to be the same on the figure from side to side and from front to back. The hemline falls evenly; the cuffs are the same length and size; and the collar is even.
STEPS IN WARDROBE PLANNING

1. Make a closet inventory.

   A. Go through your clothes and separate your garments into three piles.

      1) The clothes that you like and wear often.
      2) The clothes that need repairs and alterations.
      3) The clothes that you have not worn in the last year.

   B. Give away the clothes in the third group.

   C. List the items in the second group under "Items I need to repair" on the closet inventory and make plans to alter or mend these garments.

   D. Put the first group back in your closet. This is what you have to work with to organize a basic wardrobe.

      1) Try on each garment and analyze it.
         a) Decide what you like or dislike about each garment.
         b) Analyze each garment for fit, comfort, line and color.
         c) Study a and b for ideas for future garments which you would like and wear.

      2) List and describe these garments under "Items I can wear" on your "Closet Inventory and Wardrobe Plan for Summer and Fall 1976."

2. Make a priority list of the items you need or would like to have in your wardrobe.

3. Plan the purchase of the items and don't indulge in impulse buying. Stick to your plan.
# My Closet Inventory and Wardrobe Plan
## for Summer/Fall 1976

<table>
<thead>
<tr>
<th>Items I can wear</th>
<th>Items I need to repair</th>
<th>Items I need - Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Outerwear)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Underwear)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Accessories)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**My Activities include:**

**A good basic color for me is**

______________

**Three items I need most are:**

______________

______________
**TABLE XIV**

**EXPERIMENTAL GROUP PRE- AND POSTTEST APPEARANCE RATINGS AND TSCS SCORES**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Appearance Rating Pre Post</th>
<th>TSCS Total Positive Score Pre Post</th>
<th>Row 1 Pre Post</th>
<th>Row 2 Pre Post</th>
<th>Row 3 Pre Post</th>
<th>Column A Pre Post</th>
<th>Column C Pre Post</th>
<th>Column E Pre Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Elaine</td>
<td>64.8 68.0</td>
<td>293 316</td>
<td>118 118</td>
<td>81 89</td>
<td>94 109</td>
<td>65 69</td>
<td>60 60</td>
<td>64 72</td>
</tr>
<tr>
<td>2-Maggie</td>
<td>65.8 69.8</td>
<td>283 297</td>
<td>122 128</td>
<td>72 76</td>
<td>89 93</td>
<td>66 72</td>
<td>48 50</td>
<td>57 60</td>
</tr>
<tr>
<td>3-Cara</td>
<td>68.2 68.5</td>
<td>295 328</td>
<td>99 102</td>
<td>89 107</td>
<td>107 119</td>
<td>62 71</td>
<td>63 60</td>
<td>65 63</td>
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<tr>
<td>4-Debbie</td>
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<td>139 139</td>
<td>106 96</td>
<td>125 117</td>
<td>82 79</td>
<td>73 68</td>
<td>70 70</td>
</tr>
<tr>
<td>5-Marie</td>
<td>62.0 66.8</td>
<td>278 277</td>
<td>103 102</td>
<td>84 85</td>
<td>91 90</td>
<td>57 60</td>
<td>52 59</td>
<td>58 49</td>
</tr>
<tr>
<td>6-Alice</td>
<td>64.2 64.2</td>
<td>277 266</td>
<td>107 93</td>
<td>78 87</td>
<td>92 86</td>
<td>62 58</td>
<td>55 49</td>
<td>51 55</td>
</tr>
<tr>
<td>7-Donna</td>
<td>70.4 61.0</td>
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<td>110 89</td>
<td>102 88</td>
<td>94 86</td>
<td>70 56</td>
<td>62 51</td>
<td>75 50</td>
</tr>
<tr>
<td>Means (nearest tenths)</td>
<td>65.5 66.2*</td>
<td>300.3 299.4*</td>
<td>114.0 111.0*</td>
<td>87.4 89.3*</td>
<td>98.9 98.9*</td>
<td>66.3 66.7*</td>
<td>59.0 55.7*</td>
<td>62.9 59.7*</td>
</tr>
</tbody>
</table>

*Posttest means are "adjusted" for differences in initial pretest scores.*
TABLE XV
CONTROL GROUP PRE- AND POSTTEST APPEARANCE RATINGS AND TSCS SCORES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Appearance Rating Pre</th>
<th>Appearance Rating Post</th>
<th>TSCS Total Positive Score Pre</th>
<th>TSCS Total Positive Score Post</th>
<th>Row 1 Pre</th>
<th>Row 1 Post</th>
<th>Row 2 Pre</th>
<th>Row 2 Post</th>
<th>Row 3 Pre</th>
<th>Row 3 Post</th>
<th>Column A Pre</th>
<th>Column A Post</th>
<th>Column C Pre</th>
<th>Column C Post</th>
<th>Column E Pre</th>
<th>Column E Post</th>
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<td>65</td>
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</tr>
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<td>70.2</td>
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<td>91</td>
<td>103</td>
<td>72</td>
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<td>84</td>
<td>94</td>
<td>61</td>
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</tr>
<tr>
<td>4</td>
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</tr>
<tr>
<td>5</td>
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<td>54.8</td>
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<tr>
<td>6</td>
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<td>84</td>
<td>55</td>
<td>70</td>
<td>43</td>
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<td>Means</td>
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<td>61.6*</td>
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<td>295.2*</td>
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<td>91.7*</td>
<td>95.0</td>
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<td>65.8*</td>
<td>54.0</td>
<td>54.4*</td>
<td>58.8</td>
<td>57.8*</td>
</tr>
</tbody>
</table>

*Posttest means are "adjusted" for differences in initial pretest scores.
VITA

Rosalie Jane Bivin was born April 30, 1939 to Mr. and Mrs. Lloyd Borgstadt in Concordia, Missouri. Following graduation from the Concordia Public High School in 1957, she attended William Jewell College in Liberty, Missouri, from 1957 to 1959. She graduated magna cum laude from Kansas State University in 1961 with a Bachelor of Science degree in Home Economics Education. She received a Master of Science degree in Home Economics-Textiles and Clothing from the University of Missouri-Columbia in 1970.

Professional teaching experiences include two years of teaching home economics in a secondary school in St. George, Kansas; one year of teaching in the Fashion Department at Columbia College, Columbia, Missouri; and three years of teaching in the Clothing and Textiles area in the School of Home Economics, Louisiana State University-Baton Rouge.

Rosalie married W. Sheldon Bivin August 22, 1959, and they have three children, Cheri, Gregory, and Angela.