

CONSUMER CLOTHING

DIVISION _____ NUMBER OF YEARS IN THIS DIVISION _____
INDIANA 4-H CLUB RECORD

Name _____ Grade _____ Year 20 _____

Name of club _____ Number of years in 4-H _____

I have reviewed this project and record and have made comments about progress and project completion.

Signature of leader _____ Date _____

Record of Activities

| Activities | What I Learned |
|------------|----------------|
| | |
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| | |
| | |

Record of Purchases

| What I Bought | Fiber/Material - Care Required | Total Cost | Reason(s) for Purchases |
|---------------|--------------------------------|------------|-------------------------|
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Consumer Clothing skills I learned this year

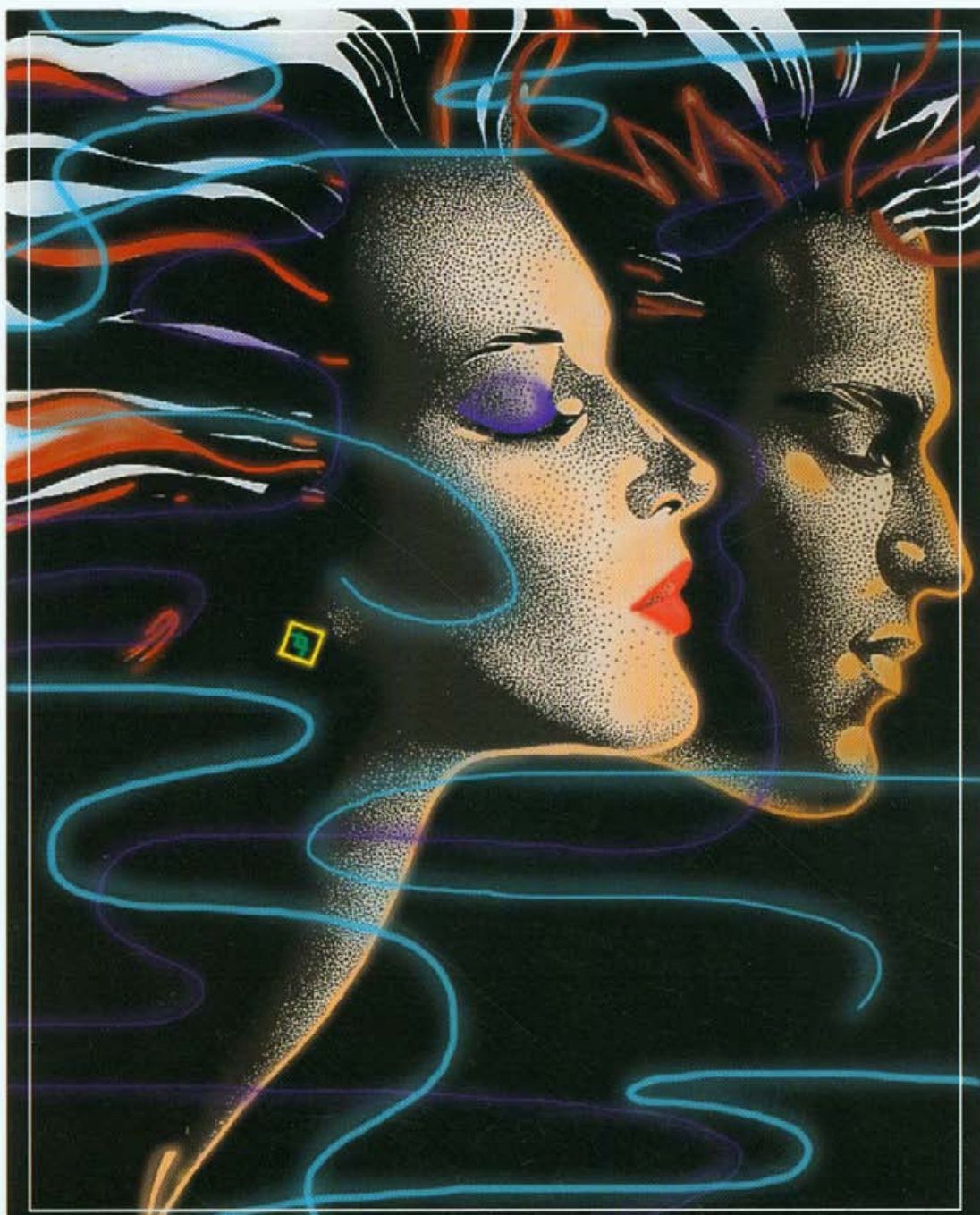
What I did to improve my appearance, grooming, and care of clothing

BEGINNING



Purdue University Cooperative Extension Service, West Lafayette, IN 47907

CONSUMER CLOTHING



Beginning Consumer Clothing

We all invest a lot of time and money in clothing. The Consumer Clothing manuals will help you make wise clothing decisions. This manual is for 4-H'ers ages 10 to 12. You can use it for one to three years.

What you'll learn

- * to identify characteristics of good fit
- * to identify primary and secondary colors
- * to read and understand labels
- * to practice clothing care
- * to practice good grooming habits

Exhibit Requirements

*Complete one activity from each group in the manual. Write your results or answers in a notebook. Label each activity. This will help you talk to the judge easily.

* Help purchase an item of clothing that you'll wear with other clothes in your wardrobe. Examples might be slacks, blouse, jeans, shirt, sweater, or sweatshirt. Choose an accessory to go with your purchase. Examples might be shoes, sweatband, belt, jewelry, or socks.

* Model your purchases. Tell the judge about them, what you learned, and about the activities you completed. Take your manual and notebook with you because they will help you talk with the judge.

Activities

Complete one activity in each group. Describe your results or findings. If you take Beginning Consumer Clothing again, you can complete different activities.

Notebook

Find a notebook or scrapbook for describing your activities and answers. Begin with a title page. Include your name, county, project, division or year, and age. Put the activity group number and letter on a separate page with your answers and descriptions.

The last section of the notebook should tell about the outfit you're modeling. You could tell how you decided what you needed, why you chose specific items, whether they go with other things in your closet, and how you feel about your outfit.



Lois Gotwals, Extension Specialist --
Clothing;

Lois Maddox, Extension Specialist --
4-H and Youth

Choosing clothing

Have you ever been told, "Dress up," or "Put on your old clothes"? Old clothes may not be any older than some other items in your closet. The phrase usually refers to clothing you wear at home or when having fun outdoors.

Clothing does more than cover the body. Some clothes are for playing with friends. Some are for going to school. Other clothing is for church or special events. Your clothing and accessories should match the activity. When you dress for a special party, choose a nice shirt, slacks, and leather slip-on shoes or oxfords—not athletic shoes. And you probably don't want to wear a Western shirt with a suit or patent leather shoes with jeans.

Clothes also protect you from the weather. It's more comfortable to wear a raincoat or water repellent jacket on a rainy day. And you'll probably choose a heavy jacket or coat during the winter. You choose indoor clothing for comfort as well. You don't want to be too warm or too cool.

Color

Can you imagine living in a world without color? All your clothes would be white, black, or gray. You wouldn't be able to look your best.

Color helps us feel cheerful and lively or quiet and thoughtful. The color of your clothing is the first thing people

notice when they meet you. The colors you choose add to your appearance. Becoming colors help you feel and look your best.

All colors come from the three primary colors—red, blue, and yellow. Mix two primary colors, and you'll get one of three secondary colors—green, orange, or purple.

Intermediate colors are the third step. To get these colors, mix a primary color with its neighboring secondary color. Combining yellow and green gives you yellow-green.

Colors arranged in a circle or wheel help us understand how they mix together to form new colors. Study the color wheel on the back cover. Find the primary colors. Remember that you mix two colors to get secondary colors. You'll find the secondary colors between the primary colors.

Do you enjoy bright colors? Wearing them is stimulating and fun. Combining bright colors makes attractive sportswear. Wearing a sweater or jacket with equal blocks of yellow and red would be fun.

Combining patterns with plain fabric is easy. Patterns could be prints, checks, or stripes. For the plain fabric, choose one of the colors in the patterned fabric. You might wear a red sweater with navy and red pants.



Activity Group 1

Choose one of these activities. Describe what you did. Put your results or findings in your notebook.

A. Identify items in your closet that go together. Separate play clothes from school clothes. Put dress-up items together. Do you have some items or accessories that you wear with both play clothes and school clothes? Do you have some things you wear with school clothes and dress-up clothes? Most of us do. They are called multipurpose items. Describe your multipurpose items in your notebook. Tell about the clothes they go with.

B. Select a basic color such as tan, gray, blue, or red. See how many variations of the color you can find in your home.

Look at garments worn by every family member as well as bath towels and other household fabrics. Describe your findings in the notebook.

C. Take an article of clothing made in a patterned fabric. Describe this fabric in your notebook, and write down all of the colors you could wear with it.

D. Choose one of the primary colors on the color wheel. Find clothes with several variations of this color. In your notebook, tell

whether it is a true primary color. Or does it lean toward a neighboring color? For example, you might have pants in dark primary blue. But your blue top has a bit of green, so it's blue-green.

Good grooming habits

Good grooming makes the most of your appearance. Clean hair, skin, and clothes are good assets. Developing a routine can make good grooming practices a habit. Fashions change, but the clean, well-groomed look is always in style.

Take a shower or bath every day.

Bathing every day removes perspiration, oil, and dirt. A quick once-over with water may not be enough. Use soap and scrub. Then rinse well and dry thoroughly.



Use a deodorant or antiperspirant under the arms every day. As you become a teenager, your body changes in many ways. You may notice that you perspire more. As you mature, perspiration odor may be a problem.

Did you realize that the body gives off about a quart of perspiration every day? We perspire all the time. Usually it's not noticeable because perspiration evaporates from your skin. Perspiration odor occurs where the moisture cannot evaporate, especially in the underarm area.

Baths prevent perspiration odor from becoming noticeable. A deodorant or antiperspirant also helps. A deodorant eliminates perspiration odor. An antiperspirant checks the flow of perspiration and controls the odor.



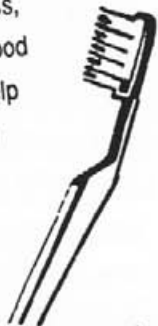
Perspiration may also be trapped between the body and clothing. You've probably noticed that "locker room" smell and have realized why clean clothes are necessary.

Keep hair cleaned, groomed, and trimmed. Wash your hair at least once a week—more often if it's oily or if you've been exercising a lot. If you have dandruff or oily hair, use a special shampoo for these conditions. If your hair is dry, don't wash it every time you take a shower. Brush your hair often, and have it trimmed as needed. A dirty brush and comb will make clean hair dirty. Make sure yours are clean.

Take care of your teeth. Brush your teeth after every meal and before going to bed. Frequent brushing whitens teeth and helps prevent cavities and bad breath. See your dentist at least every six months. Learn the correct way to use dental floss, and use it daily. Following good mouth hygiene today can help ward off gum disease in the future.

No smoking—it discolors your teeth and causes bad breath.

Check on hands. Wash your hands often during the day. Scrub fingernails. Gently push back the cuticles, and file nails to an oval shape. Use a hand cream before doing dirty jobs. This keeps dirt from getting ground into the skin.



Remember your feet. Trim toenails weekly. To prevent ingrown toenails, cut nails straight across. Wear clean socks every day. If possible, have two pairs of well-fitting shoes, so you can alternate wearing them.

Use the chart in Activity Group 2 to help you set up your personal grooming schedule. Following the routine is up to you.

Activity Group 2

Choose one of these activities. Tell what you did, and put the results in your notebook.

- Make a chart like the one below in your notebook. Complete the chart, and follow the routine until it becomes a habit.
- After the first year, check your grooming chart. Make necessary changes. Also, write your definition of a well-groomed person.
- Not all good grooming habits are included in this chart. Observe others, and think about yourself. What would you add?

Good grooming makes the most of your appearance... developing a routine can make good grooming practices.

My Grooming Schedule

| | Several times a day | Once a day | Twice a week | Once a week | Once a month |
|-----------------------|---------------------|------------|--------------|-------------|--------------|
| Brush teeth | | | | | |
| Use mouthwash | | | | | |
| Use dental floss | | | | | |
| Take a bath or shower | | | | | |
| Shampoo hair | | | | | |
| Comb/brush hair | | | | | |
| Wash face and hands | | | | | |
| Trim fingernails | | | | | |
| Trim toenails | | | | | |

Buying clothes

So you want to purchase some new clothes! A good rule is to buy neither the first thing you see nor the latest fad. Consider the cost of the purchase and its quality. Also, how many other items can you wear with it?

You don't need to spend much money building your wardrobe if each purchase goes with clothes you already own. You might buy new pants because they go with four different shirts or tops. Instead of increasing your wardrobe by one pair of pants, you now have four different combinations.

You might also buy a new pullover sweater that goes with the four tops, the pants, and another pair of pants or a skirt. Now you have nine new looks. Your choices are:

- the sweater and pants with one of the four shirts,
- the pants and one of the four shirts, or
- the sweater and pants alone.

Don't cheat. Make sure that each of the items fits. Also, you should enjoy and look good in all the clothes.

Coordination is the key to a workable wardrobe. Try to buy clothes that go with at least two other items that you already own.

The same goes for accessories—jewelry, watchbands, braces, sunglasses, or shoes. Make sure that each item goes with several other items in your wardrobe.

Labels

Most clothing you buy is mass-produced in factories. One seamstress sews only straight seams. Another makes pockets. A third sews in zippers, and so on. As a garment moves along the production line, labels are sewn into the neckline and side seams. Reading labels is part of being a good shopper.

Size labels

The U.S. Department of Commerce has attempted to set sizing standards for clothing, but companies still vary in the way they size garments. That's why a size 12 jeans in one brand name fits you, but the same size in other brands doesn't.

It's also important to know that sizing standards for boys and girls are based on body measurements and weights at different ages. They are developed for people of average size at each age. Many young people and adults are smaller or larger than "average." That's why buying by age alone is not a good way to determine the size you need. Sometimes, teenagers can wear "adult" sizes. And some adults can wear boys' or girls' sizes.

It's often hard to know what size to look for. Different types of clothing—dresses,



sweaters, and coats—are sized according to different standards. So don't use your sweater size as a guide for buying a coat.

Girls' sizes. A girl should know her figure type, approximate size, and some of the brands of clothes that fit her best. Figure types describe the different kinds of girls' and women's body builds. They are based on overall height, weight, and width of shoulders as compared to width of hips. Companies may use somewhat different names to describe figure types in their clothing lines, but these names are common.

- * Girls: sizes range from 7 to 14. They are designed for the just-developing figure.

- * Young Juniors or Teens: sizes range from 5/6 to 15/16. They are cut for the early adolescent figures, with a small, high bustline. The waistline is more defined as size increases.

- * Juniors: sizes range from 3 to 15. The junior figure is less developed and has a shorter back waist length (higher waistline) than the misses figure.

- * Misses: sizes range from 6 to 16. (Some manufacturers make clothing up to size 18.) The misses figure is fully developed and is considered the average figure type for women.

- * Petites: sizes come in both juniors and misses proportions. Juniors petite is meant for short junior figures. Misses petite size (size 1 and larger) are for short women with the misses figure type.

Boys' sizes. Boys' clothing is sized by height and weight for boys from 8 to 20 years. They come in regular, slim, and heavy sizes. Sizing for boys and men is less complicated

than that for girls and women. Boys' sizes are more standardized.

- * Suits and separates: jackets are sized according to chest measurements and length—R (regular), S (short), and L (long).

- * Jeans and trousers: sized by waist and inseam measurements.

- * Dress shirts: sized by neck (collar) measurement and sleeve length.

- * Sports shirts: usually sized small, medium, large, and extra large.

- * Sweaters: sized in small, medium, large, and extra large. These sizes usually refer to chest sizes: S (34-36), M (38-40), L (42-44), and XL (46-48). Some sweaters and sport shirts may come in extra small (XS),

- small (S), medium (M), large (L), or extra large (XL). But manufacturers may not be consistent regarding these sizes.

Brand names

All manufacturers want customers to prefer their brands. Experienced shoppers learn the brands of clothing that fit with few, if any, alterations. Learn those brands, and remember to ask for them when shopping.

Private brand labels. Many manufacturers agree to make clothing for large department and chain stores that sell them under their own brand or private label. They may put one store name on everything they make. Or they may use different names for each clothing line.

Designer labels. A few designers own all or part of the companies and labels bearing their names. Some of these designers are



Gloria Vanderbilt, Calvin Klein, Bill Blass, Laura Ashley, Ralph Lauren, and Liz Claiborne. The garments produced by designer-owned firms are usually high-priced. However, some designer names also appear on lower-priced lines. Designers may "license" the use of their names on jeans, sunglasses, jewelry, perfume, scarves, and even household linens. Designer jeans are often manufactured by companies that pay for the right to use the designer's name on their labels.

Care labels

Almost every garment is required by law to have a "care label." This label tells how to wash and iron or dry-clean the item. Look for care labels before you buy clothing. It will be more expensive to dry-clean garments than it is to launder them. If the care label states "hand wash," the garment may take more time and care than machine-washable clothes.

Check care labels when doing laundry to make sure that you are caring for the garments correctly. If you do not follow the instructions on the care label, laundering problems, such as shrinking, fading, or running of colors, may be your fault.

Fiber content labels

Textile products are required by law to state fiber content on a label or hang tag. A label listing one fiber indicates that the garment is made only of that fiber. For example, "cotton" on a label indicates that it is 100 percent cotton.

If the fabric is made of a blend or combination of fibers, the label should give the generic name of each fiber and the percentage. For example, a label might read "65 percent Dacron polyester, 35 percent cotton." In this example the term "polyester" is the generic or family name, and the term "Dacron" is the brand or type of polyester.

Giving brand names on the label is not required by law. Many companies do include brand names because they take pride in producing these special fibers.

Union labels

If the garment is made by people belonging to a union, a label with the name of the union is often sewn in the side seam. An example is the International Ladies Garment Workers Union (ILGWU).

Country where manufactured

Some ready-to-wear clothing is totally produced in the United States. Other garments are completely produced (fabric and sewing) in a foreign country or completely or partially sewn abroad. Items produced abroad may be cheaper than those made in the United States. Or they may be more expensive because they are unique and especially desirable, such as Scottish cashmere sweaters or English tweeds. Most clothing is labeled, so you can tell where it was produced.

Hang tags

Hang tags are larger, more colorful, and easier to locate than sewn-in labels. A hang tag usually gives additional information to help



shoppers choose and care for the garment.

Guaranteed performance labeling. The manufacturer sets standards for quality and performance of the item, and sees that this quality is maintained.

Wear-dated programs. Some garments carry a "wear-dated" tag. This tag means the garment is guaranteed for a specific time under normal wear conditions. If it doesn't meet these guaranteed standards, the item can be returned (with the tags and the sales slip) for a refund or replacement.

Licensed trademark programs. Textile manufacturing processes can be licensed. Their use may be purchased by other companies. If the term "licensed trademark" or a T or R symbol appears on a label, the fiber, fabric, or finish has been produced under quality-control standards. The original company and the licensed manufacturer regulate standards.

Activity Group 3

Choose one of these activities. Tell what you did, and put the results in your notebook.

A. Look in your wardrobe for one type of garment of which you have several examples: T-shirts, jeans, shirts, or blouses. If you don't own enough different brands, borrow some from a friend, or try on a garment in a store. Compare at least three different brands of the same type of garment. Look for the manufacturer's label and size label in each item. Compare the brands for fit. Describe the differences in your notebook. You may want to

Clothing Brands

| | Name of garment | | |
|-----------|----------------------|-------|------------------|
| | Name of manufacturer | Size | How does it fit? |
| Garment A | _____ | _____ | _____ |
| Garment B | _____ | _____ | _____ |
| Garment C | _____ | _____ | _____ |

Describe how these garments fit differently.
Which garment fits best? Why do you think so? _____

make a chart similar to the one above.

B. Make a collection of brand-name clothing labels. Mount them in your notebook. Add new labels to your collection from time to time. This activity will help you become familiar with many brand names.

C. In your notebook, describe one of your favorite brands of clothing. Tell why you like it.

D. Search for labels that tell the names of the countries where your clothing was manufactured. Put these labels in your notebook, and describe the garments. If you don't want to cut out the labels, list the countries where the garments were produced.

Trying on clothes

The only way to be sure that clothing fits is to try it on. Look at the front, side, and back views in a three-way mirror. Check for fit and comfort while you are standing, sitting, and walking. Clothes should not restrict body

movements. Be sure you can swing your arms, bend, and sit. Reach your arm over your head to see if you can touch your opposite ear. Cross your arms and touch your shoulders. Touch your toes, squat, and bend.

Shirts and blouses should be large enough for you to move your arms freely. The sleeves should feel comfortable, and if full length, reach your wrist bone. Tails on blouses and shirts should be long enough to stay in place when tucked into a waistband.

Pants and skirts should be comfortable when you sit. If they are too tight, they will feel uncomfortable. Skirts will wrinkle, and pants will pull in the front crotch area. Pants should also fit in the seat area without unsightly creases and bagginess. Long pants usually brush the top of the shoe.

Before buying, consider how quickly you are growing and how fast your body is changing. Knit fabrics have the ability to stretch and expand a bit. So knitted garments are

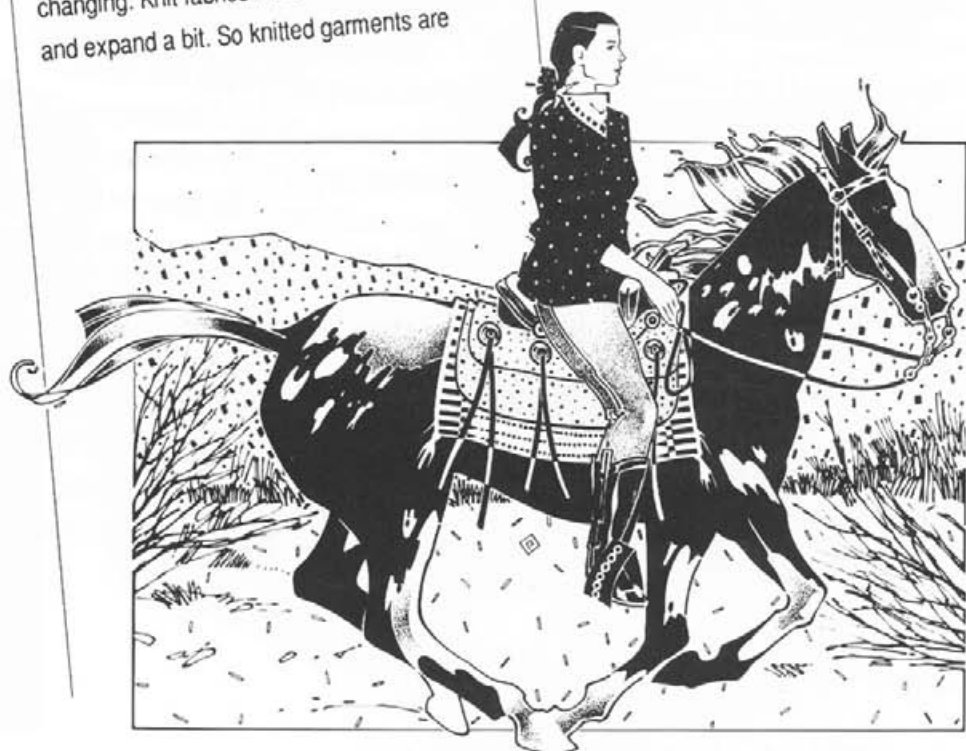
comfortable for a longer period of time than garments made of woven fabrics.

If you are at the stage where you are filling out rapidly, consider styles that are cut full through the chest and bustline. You can usually wear clothes with raglan, dolman, and dropped shoulders a few months longer than styles with high set-in sleeves. Sleeves aren't as great a problem for guys. However, shirts need enough room through the chest to be comfortable and allow space for growth.

A bigger problem for young men and women is keeping garments the right length. Wearing short sleeves and sweaters that can be rolled at the cuff may be one solution. Hems can seldom be "let down" successfully. Another solution may be purchasing one or two pairs of pants that can be worn with many shirts and tops. Wear them practically every day until you outgrow them.

Good fit means clothes don't bind or limit movement, and they have space for growth.

Clothes should not restrict body movements. Be sure you can swing your arms, bend, and sit.



Activity Group 4

Choose one of these activities. Tell what you did, and put the results in your notebook.

A. The next time you are shopping, try on a garment. See if you can swing your arms, touch your opposite ear, squat, bend, and sit. In what areas does the garment allow you to move? In your notebook, describe some of the problems and good points about the fit.

B. Shop and compare two clothing items—one with limited features for your growth and one with additional features. Describe the differences in your notebook.

C. Try on a garment you wore last year. Notice how it fits. Is it still wearable? In your notebook, describe how your body has changed during the year?

Caring for clothing

As you learn about and practice good clothing care, you'll acquire useful skills for your lifetime. You will also improve your appearance and save time.

How many times have you heard: "Pick up your clothes"? Picking up your clothes not only keeps your room clean, but it also helps your clothes last longer and look better.

A good place to begin is hanging up your clothes. Do this daily. Hanging up clothes keeps more wrinkles from forming and helps the garments keep their shape. Hanging clothes outside the closet for a few hours to air

will make wrinkles, moisture, and odor disappear. Make sure garments are hanging straight on hangers and that they're not crowded in your closet.

Activity Group 5

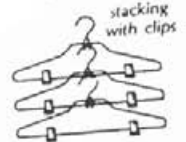
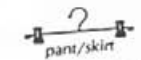
Choose one of these activities. Tell what you did, and put the results in your notebook.

A. Look for different types of hangers in your house and in a store. In your notebook list the types and discuss their purposes. (This topic would be good for a demonstration.)

B. Conduct an experiment on the effect of storage on wrinkling. Fold a blouse or skirt carefully, and put it in a drawer. Throw another one carelessly in a drawer. Compare them after one week. Slightly dampen a third garment. Crumple it into a ball, and let dry. The damp garment will react similarly to garments wet with perspiration. Write the results in your notebook.

C. Make or install closet and/or drawer storage items. Some suggestions are drawer dividers, sweater bags, storage boxes, and racks for belts, ties or scarves. Describe what you did.

D. Analyze different closet storage systems in magazines, catalogs, and books. Plan or arrange your closet to make the best use of space. In your notebook, list some of the things you did.



Washing your clothes

Many of your clothes can be washed. The first step in learning about laundry is sorting. Careful sorting is important for a clean, lint-free wash. Incorrect sorting can cause clothing to become gray or stained. These problems require more work and energy to solve.

Sorting laundry

Combine items of similar color, construction, and soil level into loads of the proper size for the washer you're using. Sorting makes it easier to select the right laundry products, water temperature, and wash cycle. Use the sorting chart to help you.

While you're sorting clothes, check for items left in pockets, like ball-point pens, tissues, or lipstick.

Sorting by color

- Wash whites with whites.
- Wash light colors with light colors.
- Wash dark colors with dark colors.

Sorting by amount of soil

- Wash lightly soiled clothes together.
- Wash heavily soiled clothes together.

Sorting by fabric type

- Follow recommended procedures on the care label, such as washing in hot water.

Sorting by tendency to lint

- Don't wash lint givers, such as towels, with lint receivers, such as corduroys or dark colors.

Activity Group 6

Choose one of these activities. Tell what you did, and put the results in your notebook.

A. Sort your family's laundry. Ask an older person to check if you sorted it correctly. Then, complete the following sentences in your notebook:

The dirtiest garment was:

The darkest color was:

The lightest color was:

A garment that needed to be washed on gentle cycle was:



B. Find three garments with different instructions on the care labels. Can all the garments be washed in the washing machine? Describe each garment in your notebook. Tell how they should be cleaned.

C. Ask a family member or adult for a scrap of white fabric. Choose a dark or brightly colored garment such as dark blue jeans, red sweatshirt, or bright green T-shirt that has never been laundered. Rub the white cloth against the colored garment. Check for any tinge of color on the white cloth. The transfer of color (dye) to the white cloth is called "crocking." Not all dyes will crock. Next, wet the white cloth with water. Rub it again to check for wet color transfer. Record the results. Indicate the problems color transfer might present when you wear and care for the garment.



Notes

Notes

Washing your hands
The importance of handwashing
The correct way to wash your hands
The importance of handwashing
The correct way to wash your hands

Hand hygiene
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The importance of hand hygiene
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Record Sheet

4-H 751

CONSUMER CLOTHING

DIVISION ____ NUMBER OF YEARS IN THIS DIVISION
INDIANA 4-H CLUB RECORD

Name _____ Age _____ Year 19 ____

Name of Club _____ Number of years in 4-H _____

I have reviewed this project and record and have made comments about progress and project completion.

Signature of leader _____ Date _____

Record of Activities

| Activities | What I Learned |
|------------|----------------|
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front

Record of Purchases

| What I Bought | Fiber/Wearer - Care Required | Type Cost | Reason(s) for Purchase |
|---------------|------------------------------|-----------|------------------------|
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Consumer Clothing skills I learned this year

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What I did to improve my appearance, grooming, and care of clothing

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back

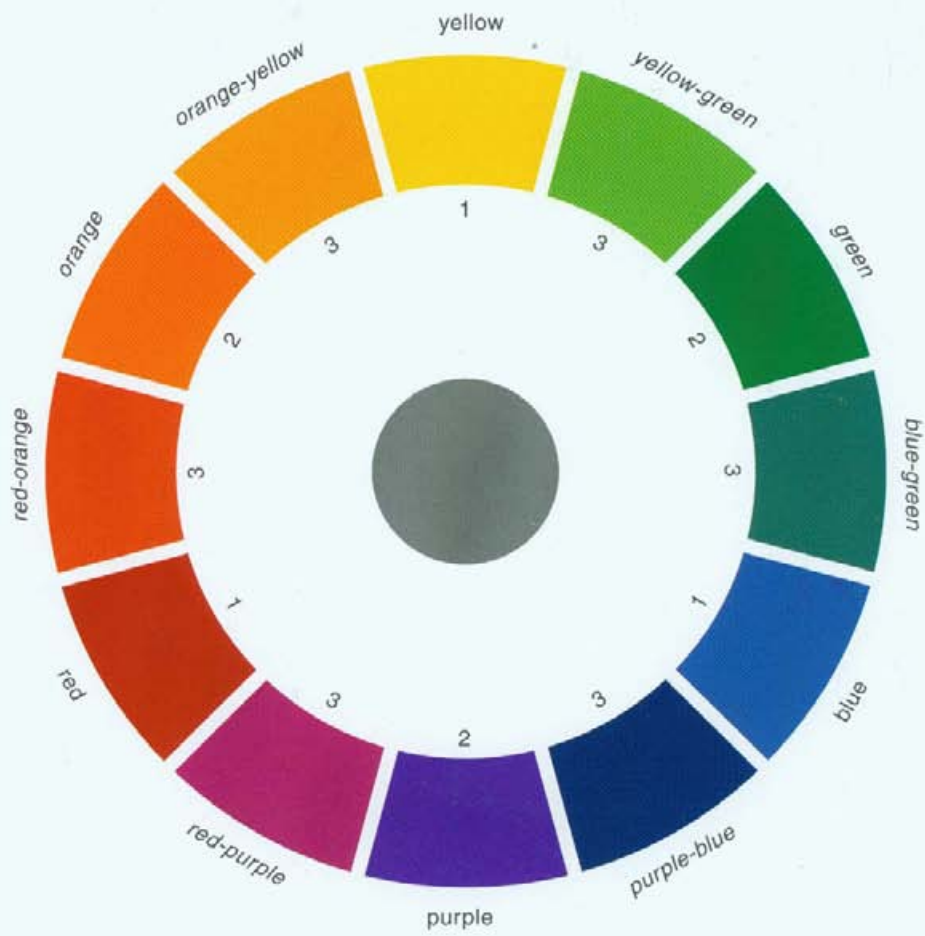
Scorecard

4-H 752

CONSUMER CLOTHING SCORECARD

| | Excellent | Good | Fair |
|---|-----------|------|------|
| The Notebook (40%) | | | |
| * Includes one activity from each group | | | |
| * Answers are complete and well-written | | | |
| * Reflects apparel needed (Advanced only) | | | |
| * Other (specify) | | | |
| | | | |
| The Interview (30%) | | | |
| * Explanation of project is complete | | | |
| * 4-H'er appears at ease and presents project with pride | | | |
| The Garment(s) on the 4-H'er (30%) | | | |
| * General appearance of individual Posture, pose, and grooming | | | |
| * Fit is attractive and comfortable | | | |
| * Accessories and garments coordinate well and are appropriate | | | |
| * Color, style, and fabric are suitable for individual's size and body build | | | |
| * Purchases are a good buy in terms of actual cost, durability, and upkeep | | | |

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New 1/91

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4-H 730



ADVANCED

Purdue University Cooperative Extension Service, West Lafayette, IN 47907

CONSUMER CLOTHING



Advanced Consumer Clothing

We all invest a lot of time and money in clothing. The Consumer Clothing manuals have been planned to help you make wise clothing decisions. This manual is for 4-H'ers ages 16 and older. You can use it for one to three years.

What you'll learn

- * to recognize patterns, fabrics, and colors that are becoming to you
- * to make needed clothing repairs
- * to plan and select clothes for your total wardrobe
- * to analyze cosmetic advertising claims and read labels

Exhibit Requirements

* Complete one activity from each group in the manual. Write your results or answers in a notebook. Label each activity. This will help you talk to the judge easily.

* Choose an outfit and accessorize it. You may purchase or select from items you already own.

* Model your outfit before a group. Tell them about your activities in this year's project and how you plan to use this year's purchases in your future wardrobe. Take your manual and notebook with you because they will help you talk with the judge.

Activities

Complete one activity in each group. Describe your results or findings. If you take Advanced Consumer Clothing again, you can complete different activities in each group.

Notebook

Find a notebook or scrapbook for describing your activities and answers. Begin this notebook with a title page. Include your name, county, project, division or year, and age. Put the activity number and letter on a separate page with your answers.

The last section of the notebook should tell about the outfit you're modeling. You could tell how you decided what you needed, why you chose specific items, whether it goes with other things in your closet, and how you feel about your outfit.



Lois Gotwals, Extension Specialist --
Clothing;

Lois Maddox, Extension Specialist --
4-H and Youth

Clothing reveals individuality

Describe a friend to someone who doesn't know him or her. What features did you describe? Could the listener use your description to pick your friend out of a crowd?

Everyone has distinctive qualities that set them apart from others. Individuality means being yourself, doing your own thinking, and saying "no" when you don't agree. It means you don't wear uncomplimentary fashions. You don't dress like everyone else. And you don't echo the latest "in" words. Individuality is the opposite of conformity. Teenagers want to conform to what others are doing. They want to dress alike and copy the speech and mannerisms of their peers. As you mature it may be easier for you to do what you know is right for you.

Individuality means being a little different from everyone else. It may be the way you wear your hair, the dimple on your cheek, or a crooked tooth.

You express yourself with your clothing. Clothes tell others about you and your emotions. As you develop, your clothing personality takes shape as well. You may prefer tailored tweeds over figure-revealing styles. Then again, you may like bright, kooky clothing. The trick is to learn to wear clothing that matches your individuality.

Later, you'll probably adapt your clothing to your job. Jeans and a shirt may be suitable for school, but not a secretarial job. Bank tellers may yearn to wear sweatshirts, but few customers would trust their judgement with money. It's more appropriate for a male bank teller to wear a shirt, tie, and jacket.

A dress code is a statement or an agreement about what people should wear. Codes may be written and strictly enforced. Or they may be unwritten comments from a boss or coworker about appropriate dress. Some employers have strict dress codes, while others are very casual about how employees dress. The same is true for colleges and trade schools.

If you are changing life-styles, getting a new job or going to college, consider how the dress code differs from your current wardrobe. Will a change mean new clothes? Or will existing garments be suitable? If you want to get ahead at the new job or college, consider dressing like others. If you aren't sure what is worn, ask before you begin your job. Don't purchase too many items until you're sure what to wear.

Activity Group 1

Choose one of these activities. Tell what you did, and put the results or findings in your notebook.

- A. Have your feelings about clothing changed during the last five years? Has clothing and the way you look been more important during some years than others? When was it most important to dress like your friends? Has your attitude changed? Discuss some of these questions with a

Individuality is the opposite of conformity. Teenagers want to conform to what others are doing. They want to dress alike and copy the speech and mannerisms of their peers. As you mature it may be easier for you to do what you know is right for you.



group of friends or a parent. Have they noticed these changes in you? In your notebook describe your feelings. List the changes in your life.

B. If you have a job, describe how the clothing you wear to work differs from what you wear to school? How will your clothing change after high school? Discuss these differences with a parent. When shopping for new items, do you consider whether you'll wear them after high school? Answer these questions in your notebook.

C. Interview two or three adults with different jobs. Ask them if they have written or unwritten dress codes at work. How do the dress codes differ with the job? Have any of the adults had to dress differently after a promotion? If so, how did the code change? Answer these questions in your notebook.

Proportion and body types

No one thinks their body is perfect. But then again, imperfections make us unique. Everyone has some body parts that are out of proportion—even your favorite movie star. No matter whether your body is heavy or slim, you'll look best when bust, waist, hips, and thighs are in proportion. Emphasizing your best features can camouflage figure imbalances. Use color, details, and accessories to draw attention to the areas you want people to notice. Jewelry, a flower, or a colorful tie at the throat draw attention to an interesting face. Belts with large, contrasting buckles draw attention to a slim waistline.

If you think one area of your body is too flat, select garments with gathers in that area to add fullness. Women who are small in the bust look better in blouses and dresses with gathers or a series of unpressed pleats across the front bodice. Jackets made of bulky fabric, sweaters, and loose vests all help hide a flat chest. Bulky jewelry and flowers worn at the center front also help fill out a bustline.

Bulky sweaters and jackets make men look fuller in the chest. Men also can have extra interfacing and padding sewn into their suits and jackets to make them appear robust.

If you are fuller than average through the bust and chest areas, the opposite techniques apply. Select clothing with few gathers or pleats in the front bodice. Unpressed pleats and gathers at the waistline seam of the bodice are more flattering than darts. Don't wear bulky jewelry. You can wear flowers and pins high on the body—close to the throat or on the shoulder.

In other areas, a small amount of fullness can soften a curve. Pleated pants make a full stomach and round thighs less noticeable. Skirts with a few gathers at the waistline hide a full stomach. Tapered or tight pant legs emphasize heavy thighs. But slightly fuller pant legs or a flared skirt can camouflage them.

Fabrics can also create the illusion of



added height or width. Use them to balance figure proportions. Bulky and fuzzy textures add weight to the body. Examples are bulky knits, wide-wale corduroy, boucle, tapestry, terry cloth, quilted fabrics, angora, and mohair. The weight of these fabrics can dwarf very thin and very small people. But a tall, slender person can wear them successfully.

A seersucker may not add pounds, but a rough, nubby-wool tweed probably will. A bulky sweater looks good on a figure that is small through the chest. A heavy, wool tweed looks great on a person with a narrow hipline and full bustline. Very heavy sweaters may look great on a tall man, but they may dwarf a small man.

Crisp or stiff fabrics stand away from the body and add width. They are more flattering on a thin figure because they give the illusion of added weight. Examples are brocade, tapestry, leather-like fabrics, tulle, plastic, and heavy denims. Moderately stiff or crisp fabrics are becoming to almost all figures. Examples are linen, twill, durable press fabric, medium-wale corduroy, some double knits, and denim.

Coarse or rough fabrics are good choices for average-to-slim figures. But they make heavy figures look even larger, and petite figures appear lost. Examples are monk's cloth, hopsacking, wide-wale corduroy, heavy tweeds, bulky knits, fleece, and mohair.

Clingy fabrics reveal the silhouette. They can emphasize minor figure irregularities. They are attractive on well-proportioned figures, and they can add width when gathered very full. Sometimes soft clinging

fabrics are draped diagonally across the figure. The slant of the drape and how vertical it is determines whether the figure appears taller or heavier. Some examples of fabrics that cling are chiffon, satin (except slipper satin), thin silk or rayon, most nylon knits, batiste, thin T-shirt knits, velvet, lightweight crepe, and lawn.

Dull or matte finish fabrics absorb light and may make a figure look smaller. They are suitable for all figure types. Examples are wool crepe, gingham, raw silk, wool flannel, cotton suiting, denim, chambray, linen, wool jersey, challis, pique, sailcloth, and broadcloth.

Shiny fabrics make people appear larger, and they call attention to figure irregularities. They emphasize body curves and angles. The average-to-slim figure can wear them successfully. Some examples are plastic, velvet, cire, patent leather, satin, sateen, polished cotton, and sequins.

Medium-weight fabrics and smooth or slightly textured fabrics are flattering on most figures. Examples are serge, gabardine, wool jersey, flannel, gingham, percale, broadcloth, velveteen, crepe, linen, shantung, chambray, and challis.

Stripes create horizontal or vertical lines, making the body appear taller or wider. Sometimes they fool the eye, depending on the width of the stripe and the spacing. The eye moves across or up and down evenly spaced lines. Evenly spaced vertical lines add width as well as height. Evenly spaced horizontal lines add height as well as width.

Dull or matte finish fabrics absorb light and may make a figure look smaller. Shiny fabrics make people appear larger... They emphasize body curves and angles.



Stripes with wide color variations and lots of contrast stand out more than narrow stripes with closely related color schemes. These bold stripes are more noticeable than muted stripes or those with little color variations.

To determine how a stripe directs the eye, stand away from the fabric or garment and squint.

As the details fade, dominant lines stand out. You can determine whether the stripe directs the eye horizontally or vertically.

Prints and patterns are similar to stripes. Pattern motifs in closely related colors generally do not add width to the body. But when colors contrast more, they are more apt to add width. Keep prints in proportion to the size of the body. Small people generally look more pleasing in small-to-medium sized prints. A large print may overpower them. The opposite is true for large people.



(natural color), eyes, and skin (without makeup). Skin tone is the most important factor in determining the best colors for you, although hair and eye colors are important, too. Look at yourself in natural daylight. People with cool coloring have more blue or blue-pink tones, while those with warm coloring have more yellow (even orange) tones. Whether you are Caucasian, Asian, Latin, or Black, your skin has either a blue or yellow undertone.

The same underlying pigmentation is in your hair, the whites and iris of your eye, and even your teeth. As you grow older, your natural coloring fades, but the undertones always remain the same.

To determine hair and eye color, examine yourself in front of a mirror in daylight. What do you see? Ask a parent or friend to help you. Color is subjective. We don't all see or interpret color pigments the same way. One person may see the color turquoise as blue, but someone else will call it green.

The undertone in your personal coloring clues you in on your best colors. If your undertones are blue, all colors with an undertone of blue will be good for you. If you belong to the yellow group, the colors you wear should be those with yellow undertones. The challenge is to see the undertone in your own coloring.

This ability is particularly important. In the fashion world, tints and shades have new names each season. Blues can be called powder, cornflower, bluebell, ice, navy, sapphire, turquoise, or aqua. You must be

Color

Some colors complement your personal coloring. The secret is to learn which colors make the most of your appearance and which colors to use in moderation.

Start with your personal coloring—hair



able to see which blues flatter your coloring. Don't just rely on this year's fashion names.

The dominant values of your skin, hair, and eyes may be light, medium, or dark. There may be a great contrast in value between your skin and hair color, or they may be similar. Your hair and eyes may be very bright or more neutral.

People with pale coloring and little value contrast between hair and eyes look best in medium- or low-intensity colors. They should avoid bright intensities and strong value contrasts. Someone with neutral coloring should be careful not to choose overpowering colors in either value or intensity. Also, neutral colors that match personal coloring too closely neither complement nor enhance one's appearance. Wearing a dark value or splash of medium-color will add interest.

The opposite is also true. People with strong natural coloring and a strong value contrast between hair and skin can wear a wide range of colors, values, and intensities. People with dark hair and dark skin can also wear a range of color values and intensities.

Activity Group 2

Choose one of these activities. Tell what you did, and put the results or findings in your notebook.

A. Work with a few friends and collect fabrics with different textures, stripes, and patterns. For each fabric, decide whether it would make the body appear wider or taller. Label and mount or describe each fabric in your notebook. Discuss the garments made

from these fabrics. Summarize the discussion with your friends.

B. Make a personal coloring chart (similar to the one below). Have a parent or friend help you determine your personal coloring.

Personal Coloring and Colors

(for both guys and gals)

My skin color is: (Circle one in each category.)

| | | | |
|-------|-------|--------|------|
| Tone: | Light | Medium | Dark |
|-------|-------|--------|------|

| | | | |
|------------|--------|------|--|
| Undertone: | Yellow | Blue | |
|------------|--------|------|--|

My hair color is: (Circle one in each category.)

| | | | |
|-------|-------|--------|------|
| Tone: | Light | Medium | Dark |
|-------|-------|--------|------|

| | | | |
|--------|--------|-------|-------|
| Color: | Blonde | Brown | Black |
|--------|--------|-------|-------|

| | | | |
|--|-----|--|--|
| | Red | | |
|--|-----|--|--|

My eye color is: (Circle one in each category.)

| | | | |
|-------|-------|--------|------|
| Tone: | Light | Medium | Dark |
|-------|-------|--------|------|

| | | | |
|--------|------|------|-------|
| Color: | Blue | Gray | Green |
|--------|------|------|-------|

| | | | |
|--|-------|--|--|
| | Brown | | |
|--|-------|--|--|

C. Collect different colored garments, pieces of fabric, and/or bath towels. Remove your make-up. Drape the items around your shoulders, close to your face, and study yourself in a mirror in daylight. Have a friend or two assist you in determining your best colors. List your most flattering colors in your notebook.

Grooming products

Claims and labels

People have always used cosmetics to enhance their appearance. The tombs of ancient Egyptian kings revealed evidence of

perfumed hair oils. In 17th- and 18th-century Europe, the fashionable gentlemen used cosmetics lavishly, as did the ladies. Today, in the United States, we spend billions of dollars on everything from lipstick to shaving

cream, from face creams to suntan lotions. As a consumer, you need to be concerned about the accuracy of the claims these products make as well as safety and cost.

The Food and Drug Administration (FDA) regulates cosmetics, under the authority of the Food, Drug and Cosmetic Act passed in 1938. This law prohibits interstate commerce of adulterated and misbranded foods,

drugs, cosmetics and medical devices. Another law affecting cosmetics is the Fair Packaging and Labeling Act. Its purpose is ensuring that packages and labels provide consumers with accurate information about the identity of the product, the net contents, and the name and address of the distributor.

The Food, Drug and Cosmetic Act defines cosmetics as articles that may be "rubbed, poured, sprinkled, or sprayed on, introduced into, or otherwise applied to the human body for cleansing, beautifying, promoting attractiveness, or altering the appearance without affecting the body's structure or functions."

Some products, like antidandruff shampoos and antiperspirants that affect body functions are legally classified as drugs, even though we generally think of them as cosmetics. Drugs must be proven safe and effective before being placed on the market,

while cosmetics generally do not require testing. Even though the law does not require such tests, most cosmetic manufacturers test their products for safety before putting them on the market.

To provide greater consumer protection, the FDA has taken a number of important actions regarding labeling. Listing ingredients on cosmetic labels is important for two reasons. First, consumers have a right to know what is in the product. Second, the requirement helps promote truth in advertising. Ingredient names may be puzzling and hard to understand. However, the listing can help you compare competing brands.

Advertising affects our purchase decisions. There are many claims, packages, and prices on store shelves. So deciding what to buy may be confusing. Many terms used to promote cosmetics are not well defined. Cosmetic manufacturers may claim their products contain some secret ingredient or magic formula. However, a chemical analysis may show that two face creams are similar. Packaging, promotion, or fragrance may account for major differences in cost.

Keep an open mind as you try different cosmetics. Your own satisfaction is your best guide. If a cosmetic causes you no problem and is pleasing to you, it probably serves a useful purpose. But just how useful it is, in terms of cost, only you can decide.

Activity Group 3

Choose one of these activities. Tell what you did, and put the results or findings in your notebook.



A. While looking through magazines, listening to television, or reading product labels, make a list of words used to describe cosmetics. How helpful and meaningful are those words to consumers? Record your answers in your notebook.

B. Look for cosmetics or toilet articles in the store or at home with warning labels. Remove or copy these labels and place them in your notebook. Are these products adequately labeled? Write out your answers.

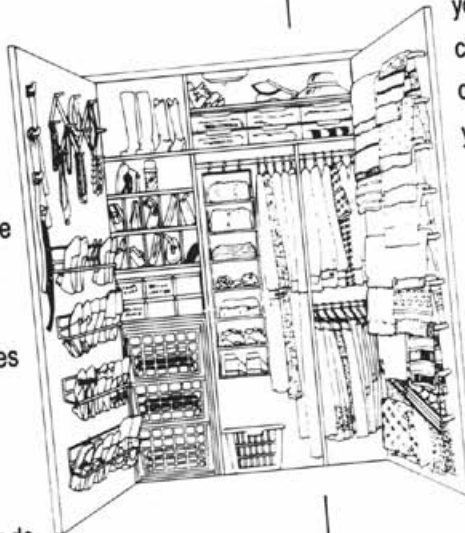
C. Compare the cost of five brands of the same product. Write why you think the cost varies. Which do you think is the best buy?

Managing clothes

The place to start managing your clothing resources is with what you have. When you look inside your closet, do you see an odd assortment or

collection of clothing? Or do you see a planned, coordinated wardrobe? Can it be easily updated? Does it contain outfits for all phases of your lifestyle?

Do you have trouble deciding what to wear? Or do you think you have nothing to wear? If so, you probably have a clothing collection. And your wardrobe needs to be reworked. The first time you tackle this job, it may be traumatic. But you'll have



clothes to fit your needs, and you'll know they look good on you. Relax a bit. Invite a friend to help you. Choose a friend whose clothing opinion you value. Plan enough time with this friend to do a thorough job. Use your favorite music to create a pleasant atmosphere.

You can't organize clothing and accessories if your closet is full of unwearable and unfashionable clothing. Take an honest, objective look at your life-style. Do you have clothes for every activity? Consider what you do, where you spend your time, where you live, the climate, and the clothes worn in your community or city. Sometimes it helps to chart your specific activities (day and length of time) for a week or month. Keep track of the garments you prefer to wear for each

activity. These records will help you to evaluate your present clothing. The key is to have clothing that meets your needs.

Step 1 — Remove everything from your closet and drawers. Now you are ready to begin. You want clothes that are becoming, fit well, are comfortable, and are up-to-date. If you have clothes for several seasons, work with only one season at a time.

Step 2 — Try on everything to evaluate the fit and comfort. Is the style current? Is the garment becoming to you? Consider line, color, texture, and fabric design. Be honest. If you don't like some-



thing, try to figure out why, so you won't make the same mistake again. As you evaluate each garment, place it in one of the following groups.

- Wear as is.
- Keep but needs new accessories, alterations, or repairs. Keep these garments only if you actually make the changes.
- Discard. The garment is no longer in style or worn out. If you have not worn the garment for two years (unless it's "special occasion" clothing), think about discarding it.

Step 3 — Record everything. For each item you plan to keep, give complete information. Keep an inventory and record specific information about the clothes that require some mending or alteration.

Are there items in the discard pile that you could exchange with friends, sell at a garage sale or thrift shop, or donate to a charitable group? You may need to throw away worn out clothing.

Step 4 — Plan combinations. You are left with the wearables you plan to keep. Now, you can plan the various combinations for wearing each item. Try on the clothing items again to check out all possible combinations with the garments and accessories you presently have. Make a list of these combinations for quick reference.

Step 5 — Plan for "leftovers." You may have a few items that don't seem to fit with other garments. Plan how these items can be adapted to coordinate with your wardrobe. If

you can't make these items coordinate, re-evaluate whether or not to keep them.

Step 6 — Plan for needed items. The final step in your inventory is to make specific plans for needed items. Decide how these items would extend and add to your present wardrobe. Think about the information you have learned so far about selecting clothing. Consider styles and how they look on your body type, color, fabric, and accessories you need or already own.

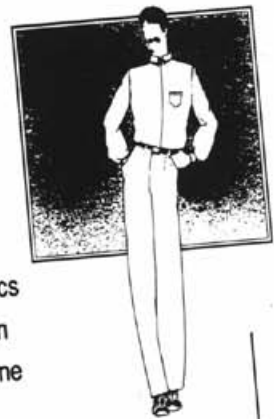
What is a basic wardrobe?

Doing a wardrobe inventory helps you look at what you have and how items can be worn together. A basic wardrobe is the core. Does your basic wardrobe look pulled together? Do you have clothes for a variety of activities? If so, you have a versatile group of garments.



A basic wardrobe can include:

- classic styles,
- mix-and-match items,
- transitional fabrics that can be worn for more than one season,
- one or two becoming colors that go together, and/or
- quality garments.



Often, a basic wardrobe is built around a collection of separates that coordinate in

color and fabric. They can be worn in many combinations. Look at the clothing in your closet. Is there is a color or group of colors that coordinate well together and are complementary to your coloring?

Investment dressing

Investment dressing means that you get the best clothing value for your dollars. Investment dressing relates to the life expectancy of the garment. Also, this term refers to classic garments of quality that will be in style for several years. People shopping for investment clothes are more concerned with selecting garments based on function rather than current fashion. The key to investment dressing is to plan and gradually add basic clothing items to your wardrobe.

These basic garments will be of classic style, quality fabric and workmanship, and becoming colors. These pieces also will mix and match based on color, style, and texture. Investment dressing makes it seem as if you have an extensive wardrobe.

Each season, you'll add a few garments and accessories to update your look, be fashionable, and give variety to your wardrobe. Consider these simple guidelines.

- First, decide on the most expensive garment you plan to buy. Then, plan additional purchases.
- Choose a basic, becoming color.
- Select classic styles and fabrics.
- If you're using printed fabrics, select simple designs. Save large, bold designs for fashion items. Spend less

money on these items, because they can become tiring.

- Before purchasing or sewing a garment, decide how it fits in with your wardrobe.
- Be sure you really like the garment style and feel comfortable wearing it.
- The garment should fit properly.
- Each garment should be of quality workmanship.
- Consider how to care for the garment. Dry cleaning is more expensive than laundering.

What are classics?

Certain fashions have become well known for their classic styling. These styles are always fashionable when they're made of quality fabric and with quality workmanship. Some classics include the following.

- **Skirt styles:** dirndl, front pleated, bias cut, hip-stitched pleated, and straight.
- **Pant styles:** straight legs from the hip or knee, plain finished or hemmed bottoms, hemmed at top of foot in front and longer in back.



- **Dress styles:** shirtdress, shirtwaist, wrap dress, and chemise.
- **Jacket styles:** blazers (either single or double breasted), square-cut jackets, shirt jacket, and cardigan jackets.
- **Blouse styles:** tailored with medium-width collars or tied at the neck; plain set-in or raglan sleeves that are hemmed or set on to a barrel cuff.
- **Sweater styles:** V-neck, turtleneck, and cardigan.
- **Women's shoe styles:** saddle, closed pumps, and sling-back pumps.
- **Men's shoe styles:** loafers and wing-tips.

Check the fit

Good fit means paying close attention to the overall appearance and to details such as seams. The neckline should lie smoothly around the neck without gaping or exposing underwear. If the garment has a collar, it should roll nicely and frame the face.

The shoulder seam should lie either on top of the shoulder or toward the front if the garment has a forward shoulder

seam. Set-in sleeves should cross the outer end of the shoulder bone and curve gently around the arm. The underarm seam should be cut high enough to allow movement without binding.

The waistline seam or belt should sit right on the waistline. When you wear a belt, it should not slip above or below the waistline seam. For guys, the waistline seam should rest just above the hip bone. Bend to one side to find your exact waistline.

Seams should be in the proper places. Side seams should hang straight to the floor, neither swinging toward the front or back. There should be no strain along the stitching line. Center-front and center-back seams should be straight down the garments center.

Buttonhole closings should lie smoothly. There should be no pulling or straining on either the buttons or between the buttons. If the garment pulls, it's too tight.

Pants should fit smoothly with no diagonal wrinkles. Waistbands should be comfortable and allow for bending and stooping. The pants should fit in the seat area and hang free below the seat without drooping. The width of the leg and the location of the hem should follow the fashions and look attractive on the body.

The length of trousers for men depends on how they're finished. Cuffs or plain finishes

Good fit means paying close attention to the overall appearance and to details such as seams. The neckline should lie smoothly around the neck without gaping or exposing underwear. If the garment has a collar, it should roll nicely and frame the face.



are traditional. Your choice relates more to your body proportions than fashion. If you choose cuffs, the depth of the cuffs should be similar to the waistband, parallel with the floor, and just touch the top of the shoe. Plain finish trousers should touch the top of the shoe in front and be 1/2 to 3/4 inch longer in the back.

The hemline of skirts and dresses should be even. If the garment is full, circular, or draped, the folds should fall into place evenly. The length of skirts and pants should be pleasing in relation to the length of the shirt or top. The dividing line between skirts or pants and tops is more pleasing when it divides the figure unequally. For example, a thigh-length top, sweater, or jacket calls for an extra long (mid-calf) or very short (at the knee or above) skirt.

A skirt should lie smoothly at the waist and hip areas. A skirt that rides up over the hips and forms an ugly roll around the waistline is too tight in the hip area. There should be enough ease, so the garment hangs straight from the hips and stomach. The grainline should parallel the floor at the hipline of all garments, except for flared and circle skirts.

Suit jackets should fit comfortably over shirts and blouses. A few are cut to fit over bulky sweaters. The collar should fit low and close around the neck. There should be no wrinkling below the collar in back. Lapels should lie flat without curling at the points.

For men, the jacket should cover the seat, and the hem should be even and parallel to the floor. Determine the correct length by standing with arms at your side. Curl your

fingers. The bottom of the jacket should fall into that curl. Jacket sleeves should cover the wrist bone, which allows about 1/2 inch of a shirt or blouse sleeve to show.

Coats and jackets should be cut full enough to be worn over other garments. People generally purchase winter coats and jackets in the fall. Make certain that they fit comfortably over other jackets and bulky sweaters. Coat sleeves should be 1/2 to 3/4 inch longer than the sleeves you'll wear underneath.



Activity Group 4

Choose one of these activities. Tell what you did, and put the results or findings in your notebook.

A. Remove all clothes for one season from your closet. Try them on. Separate items into the following piles.

- You like the garment as is.
- You like the garment, but it needs mending or altering.
- The garment is out of style or worn out. You'll discard it.
- You don't like the garment. It's unbecoming. You'll discard it.

Prepare a wardrobe chart for your notebook (similar to the chart on next page). Record whether each item fits into the "wear

Wardrobe Chart

| Season | Pants Skirts | Shirts Blouse | Dresses Suits | Coats Jackets | Accessories | Items needed |
|--|-----------------|------------------|------------------|------------------|-------------|-----------------|
| Casual clothes for school, dates, 4-H meetings, etc. | | | | | | |
| Dressy clothes for dates, parties, church, etc. | | | | | | |
| Special activities clothes for sports, work, or other personal interests. | | | | | | |

as is," "keep but needs mending or altering," or "discard" categories. Complete the chart.

B. Prepare a wardrobe chart for a different season than you used for Activity A.

C. Try on two or three jackets. Check the fitting points on each. Compare how styles fit differently. In your notebook, describe how the different styles fit. Note areas where the fit needs improvement.

Care

Dry-cleaning

Some items in your wardrobe will need to be dry-cleaned. You can help dry cleaners do a better job if you follow these tips.

- Take soiled clothes to the cleaner promptly. Spills and spots may become

permanent stains if they're allowed to remain on fabric a long time.

- Mark the stain with a piece of paper telling what it is—chocolate, gravy, etc. The dry cleaner uses different spot removers for different stains.
- To prevent dry-cleaning mistakes, know the fiber content of the garment. Spot cleaning acetate with acetone will dissolve the fabric.
- Don't ask the cleaner to clean a garment labeled "Do not dry-clean." You'll find this label in some acrylic sweaters and on rayon garments.
- Inspect cleaned garments promptly before wearing or storing them. Promptly discuss any unsatisfactory cleaning with the cleaner. Dry cleaners should have insurance

covering lost, stolen, or damaged items.

- Save the tags, labels, and sales receipts for ready-to-wear clothing. Copy the information from bolt ends and save receipts for purchased yard goods. Then, you will have all the information you'll need if a question about the dry-cleaning arises.

Coin-op dry cleaning

Coin-operated or self-service dry cleaning is a great money saver. You do many of the steps, such as pre-spotting and pressing yourself. In addition, you pay for coin-operated dry cleaning by the pound rather than the piece. Most coin-ops have assistants to help you.

Coin-ops use the same cleaning solvents as commercial dry cleaners. The standard machine cycle treats all garments in the same way. It's usually sufficient for garments with oily stains, even if you haven't pre-spotted them. Garments usually require little or no pressing if you promptly remove them from the machine and place them on hangers.

For satisfactory coin-op dry cleaning, follow these guidelines.

- Remove plastic buttons and other trim, so they won't melt. Empty pockets. Turn them wrong side out, and brush away lint.
- If spotting fluid is available, use it to pre-treat heavy soil and spills. If you need to use spotting fluid, ask the attendant for help.

- Sort clothing into light and dark colors. Separately clean anything that fades.
- Follow directions for using the dry-cleaning equipment.
- Remove clothing promptly after the machine stops. Put slightly damp clothes on hangers to air-dry.
- Never press clothing immediately after cleaning. Dry-cleaning solvents are flammable, and the fumes may be toxic. Air the garments thoroughly as a safety precaution. You may want to wait a day or two before pressing or storing them.

Hand washing

Washing machine action may be too rigorous for some sweaters and delicate garments. Wash them by hand using cool to warm water and a mild liquid detergent. Rinse thoroughly and dry according to the label instructions. Rolling sweaters in clean towels absorbs excess water. Lay sweaters flat to dry. Block to original measurements while still wet.

Mending

Mending includes all types of repairs to damaged garments. Threads weaken, seams split, elastic stretches to its limit, elbows and knees of shirts and pants wear thin, zippers



break, buttons are lost, and hems ravel. It's disappointing when something happens to your favorite garment. Some mishaps can be avoided by preventive mending.

Before weak areas wear through, reinforce or strengthen them. Preventive repair may be as simple as ironing a patch. It all depends on the fabric and look of the garment. When a button is "hanging by a thread," resew it before you lose it. Small rips are easier and faster to repair than big ones.

One of the most common mending tasks is repairing a split seam. First, try to determine why the seam split. Repair the garment to strengthen the seam. Some stress seams in garments wear out and split before others. Examples include seams in the crotch, underarm, and pockets. As a preventive measure, reinforce these seams.

Some seams may split because the garment is too tight. Let these seams out for a bit of extra space. The thread in seams may wear out and break, especially if the thread is all cotton and the fabric is long-wearing polyester. Seams in knits often split because they were sewn with a straight stitch instead of a stretch stitch, or were sewn with thread that wasn't strong enough to

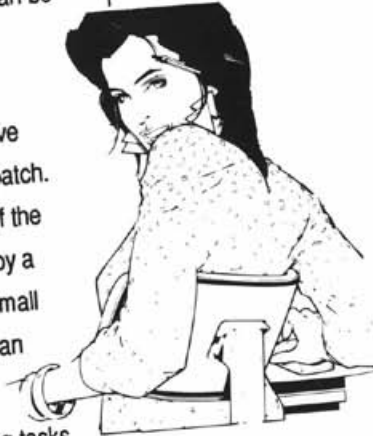
give with the fabric. Generally, you repair seams by machine, although you can hand sew them. When you restitch a seam, check the whole garment for other needed repairs.

Repair hems with hand or machine stitching. Machine stitching takes less time and is sturdier than hand stitching. A machine blindstitch provides a nearly invisible hem. If you

stitch the hem by hand, follow these steps.

1. Carefully take out hemming stitches on both sides of the rip until you have enough thread to thread a needle easily.
2. Thread a needle and take several small stitches at each end of the rip. Run the needle through a fold in the fabric or underneath the top layer. Pull the thread taut. Clip it close to the fabric.
3. Pin the hem in place. Stitch using a hand-hemming stitch. Use matching thread.

Repair rips, tears, cuts, and holes with fusible interfacing, iron-on mending tapes, or fusible web and a patch of matching fabric. The fusible material prevents further tearing or raveling and will be barely noticed on most fabrics. However, on lightweight or sheer fabrics, fusible materials add stiffness and bulk. Always test the fusible material on a



hidden area of the garment before making a repair.

Patches can make your clothes look new. Use bright-colored appliques or quilted patches for a decorative effect. Consider machine stitching if fusing the patch would add too much stiffness. Machine stitching takes longer but is softer than using fusible material. Hard-to-reach areas requiring patching may have to be handstitched with a backstitch or blanket-stitch.

Taking the time to make these repairs early helps your clothes last longer, improves your appearance, and saves you from the



frustration of discovering an obviously needed repair when you're in a hurry.

Activity Group 5

Choose one of these activities. Tell what you did, and put the results or findings in your notebook.

A. Check the hems, buttonholes, seams, fasteners, (buttons, snaps, hooks, and eyes), pockets, and stress areas of three recent wardrobe additions. Describe what you found in your notebook.

B. Select a garment needing a major repair. Examples might be a large tear, an unusual missing button, or a spot or stain. Find a creative way to make the garment wearable again. Describe what you did in your notebook.

C. Interview three people. Ask them about frequent clothing repairs. What items do they find most often need repairing? Summarize their responses in your notebook.



Notes

Record Sheet

4-H 751

CONSUMER CLOTHING

DIVISION ____ NUMBER OF YEARS IN THIS DIVISION
INDIANA 4-H CLUB RECORD

Name _____ Age _____ Year 19 ____

Name of Club _____ Number of years in 4-H _____

I have reviewed this project and record and have made comments about progress and project completion.

Signature of leader _____ Date _____

Record of Activities

| Activities | What I Learned |
|------------|----------------|
| | |
| | |
| | |
| | |

front

Record of Purchases

| What I Bought | Fiber/Material - Care Required | Total Cost | Reason(s) for Purchase |
|---------------|--------------------------------|------------|------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Consumer Clothing skills I learned this year

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What I did to improve my appearance, grooming, and care of clothing

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back

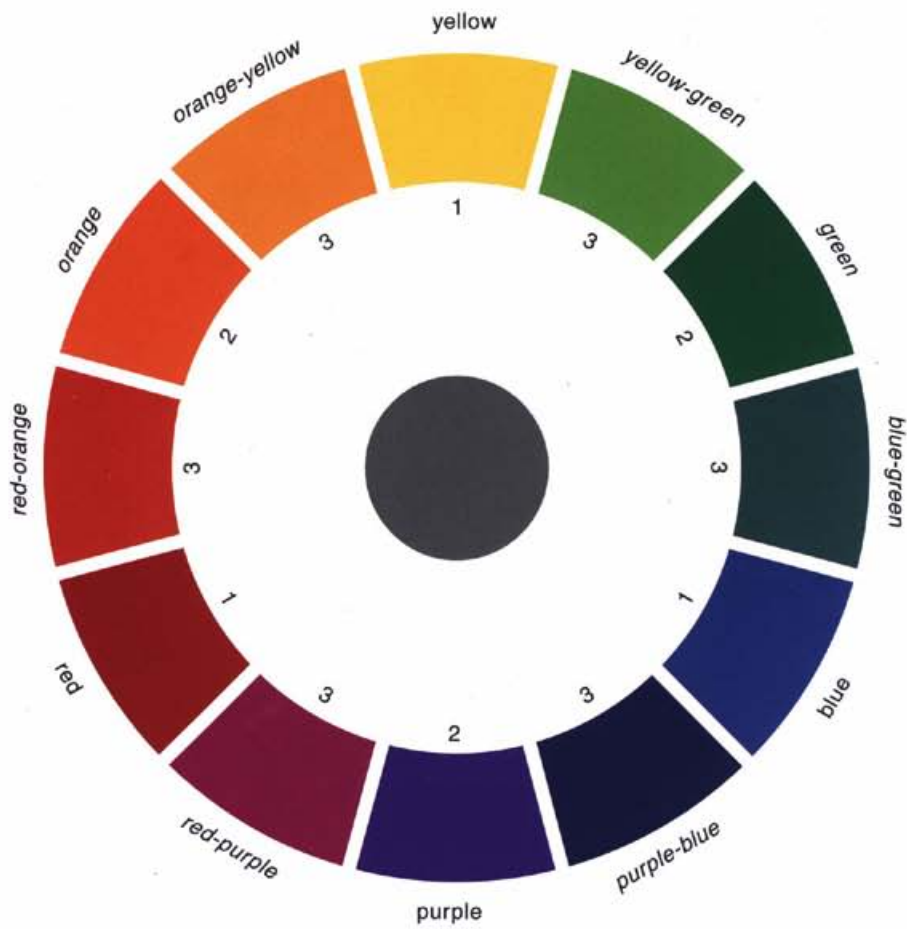
Scorecard

4-H 752

CONSUMER CLOTHING SCORECARD

| | Excellent | Good | Fair |
|---|-----------|------|------|
| The Notebook (40%) | | | |
| * Includes one activity from each group | | | |
| * Answers are complete and well-written | | | |
| * Reflects apparel needed (Advanced only) | | | |
| * Other (specify) | | | |
| | | | |
| The Interview (30%) | | | |
| * Explanation of project is complete | | | |
| * 4-H'er appears at ease and presents project with pride | | | |
| The Garment(s) on the 4-H'er (30%) | | | |
| * General appearance of individual Posture, poise, and grooming | | | |
| * Fit is attractive and comfortable | | | |
| * Accessories and garments coordinate well and are appropriate | | | |
| * Color, style, and fabric are suitable for individual's size and body build | | | |
| * Purchases are a good buy in terms of actual cost, durability, and upkeep | | | |

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New 3/91

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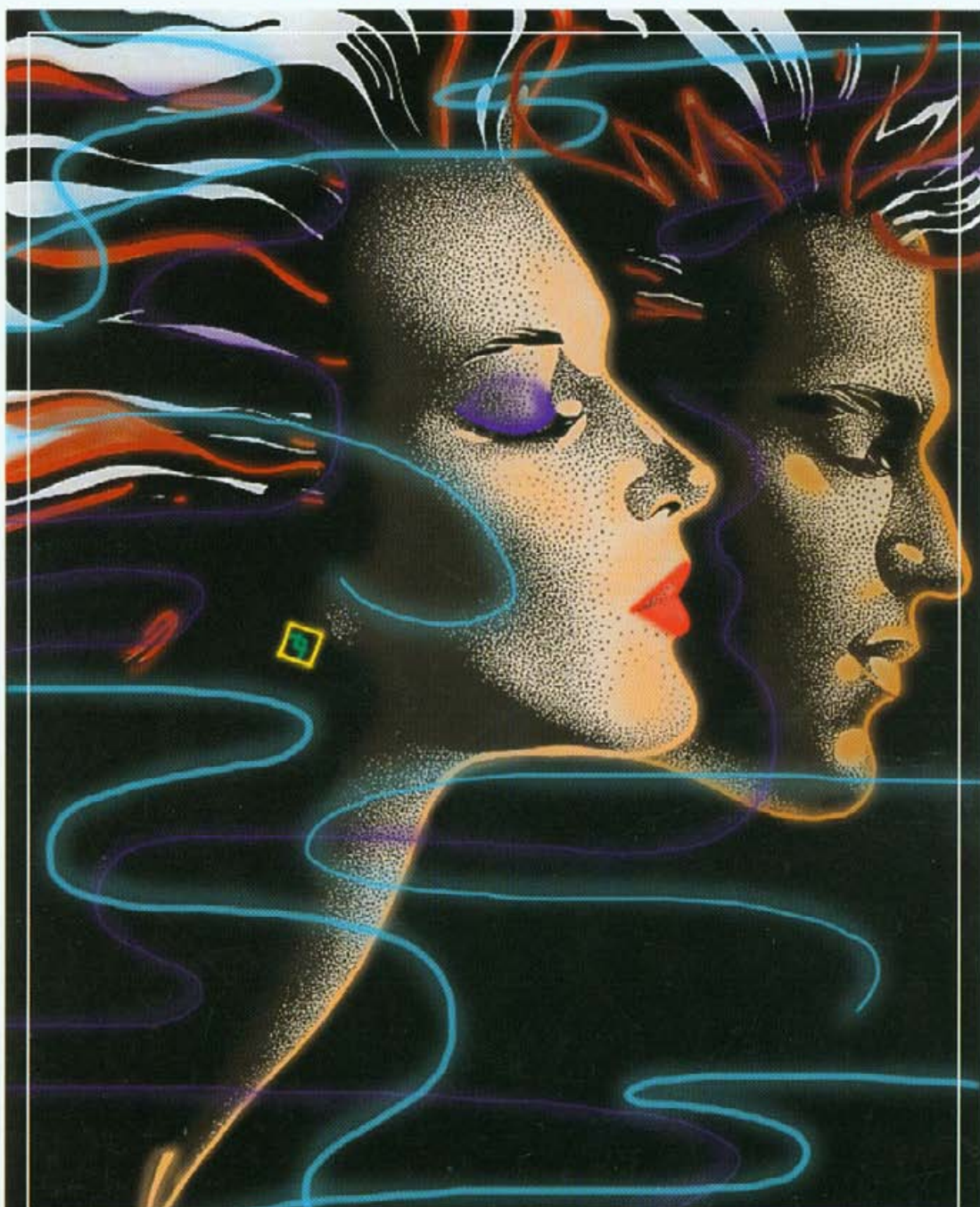




INTERMEDIATE

Purdue University Cooperative Extension Service, West Lafayette, IN 47907

CONSUMER CLOTHING



Intermediate Consumer Clothing

We all invest a lot of time and money in clothing. The Consumer Clothing manuals will help you make wise clothing decisions. This manual is for 4-H'ers ages 13 to 15. You can use it for one to three years.

What you'll learn

- * to identify how clothes help shape your identity
- * to recognize becoming styles for you
- * to recognize quality clothing
- * to learn color terminology
- * to help with the family laundry
- * to gain information about various cosmetics

Exhibit Requirements

* Complete one activity from each group in the manual. Write your results or answers in a notebook. Label each activity. This will help you talk to the judge easily.

* Purchase and accessorize a casual or school outfit. You may purchase accessories or select from items you already own.

* Model your outfit. Tell the judge about your purchases, what you learned, and about the activities you completed. Take your manual and notebook with you because they will help you talk with the judge.

Activities

Complete one activity in each group. Describe your results or findings. If you take Intermediate Consumer Clothing again, you can complete different activities.

Notebook

Find a notebook or scrapbook for describing your activities and answers. Begin this notebook with a title page, include your name, county, project, division or year, and age. Put the activity group number and letter on a separate page with your answers.

The last section of the notebook should tell about the outfit you're modeling. You could also explain how you decided what you needed, why you chose specific items, whether it goes with other things in your closet, and how you feel about your outfit.



Lois Gotwals, Extension Specialist --
Clothing;

Lois Maddox, Extension Specialist --
4-H and Youth

Clothing choices

Your clothing identifies you as a member of a group. Policemen wear uniforms, so they can be easily identified. And workers at most fast food restaurants wear clothing that identifies them as employees.

Your clothing labels you as a member of your school and age group. You might dress a little differently from friends, but generally your clothing is similar.



It's probably important to you to dress like your friends. Those feelings are normal. At any age, people want to be accepted and have a circle of friends.

Generally, people who dress similarly approve of each other and are critical of people who dress differently. The wider the variation in dress, the harsher the criticism. So wearing the "right" clothing during the teenage years may help you be accepted as a part of a group.

Sometimes dressing like your friends costs a lot. So you may need to compromise with your parents about the clothing you buy. Understand why you want each item. Rank them in terms of importance. Then, you'll have an easier time discussing clothing purchases with your parents. Your friends might decide that it's "in" to buy a certain brand of clothing. But this particular brand

may be more expensive than others. Sometimes the fabric is not as good, or the garment is not as well made as the lower priced items.

Why do you want to buy a particular brand? Does it fit better than other brands? Is the quality as good? Is it as easy or easier to care for? Could you buy two items of good value for the cost of one with this particular brand name? How important is it for you to wear the same brand as your friends? Before buying a particular brand, think through your reasons, and make an intelligent decision.

Line

Line is one of the most powerful design elements both in pictures and clothing. Line indicates shape and movement, expresses feelings, and creates optical illusions. Line also can attract interest, command attention, and completely fool the eye.

There are three types of line. **Vertical lines** give impressions of grandeur and stateliness. They give the illusion of added height. **Horizontal lines** suggest serenity and gentleness. They also give the illusion of greater width. **Diagonal lines** can portray great movement and activity. The more vertical the diagonal lines, the more they give the illusion of height. But the more horizontal they become, the more they suggest breadth.

Why do you want to buy a particular brand? Does it fit better than other brands? Is the quality as good? Is it as easy or easier to care for?



Broken lines also direct the eye. But they are less noticeable than solid lines. Patch and welt pockets usually create horizontal lines across a garment. You probably won't notice the lines created by pockets if the fabric matches. But this line stands out when pockets are made of contrasting fabric. Notice how details within similar garments appear on the same body type.



Apparel details influence the effect of line. Line silhouettes the figure and defines garments. The more vertical the silhouette, the more slender the body appears—if the garments fit properly. Horizontal lines shorten the body and add width. Notice how diagonal lines direct the

eye, depending on the slope of the diagonal. Slightly flared skirts generally do not add width. But very full skirts do.

Study the pictures. Notice how different garments make the same body look fuller or taller. Look at a skirt and jacket in two colors and in one color. Note how the color change makes the horizontal line stand out, and the body appears broader at that point.

A garment's seam and details also create lines. Single rows of buttons down the front of garments create a vertical line. So does a center front seam. Narrow panels down the front of a garment or



an unbuttoned jacket also create vertical lines. Wide panels may create the opposite illusion. The wider the panel, the broader the space appears. And an illusion of added width is created. The eye travels from line to line as well as in the direction of the line. Two vertical lines close together are more slenderizing than two placed further apart.

Using lines can accent a certain area or detract from others. For example, a dominant horizontal line at the bustline adds emphasis and width in that area. This line would be flattering to a figure with a slender bustline and heavy hips. A vertical line placed to one side of the figure adds height and slenderizes. Placing the line off to the side is usually more interesting than placing it in the center. Side placement often disguises figure faults. Gently curved lines usually convey softness, romance, and grace. When gently curved in a horizontal or vertical direction, they have the same effects as horizontal or vertical lines. Sharply curved lines, on the other hand, add extra fullness and weight to the figure.

Combining lines creates varied effects. Depending on the dominant line, combining vertical and horizontal lines often adds height or width. Examples include plaid fabrics and belted dresses with center front closings. Princess lines combine gentle curves and vertical lines. They are usually flattering, add height, and slim the hipline. Depending upon the fit and curve, the princess line may slenderize the waistline or widen the bustline.



Activity Group 1

Choose one of these activities. Tell what you did, and put the results or findings in your notebook.

A. Observe what your friends wear to school. In your notebook, describe how the outfits differ?

B. Discuss clothing with an adult. Ask them to tell you about the clothing they wore as teenagers. Did they ever feel as you do about their clothing or the way they looked? Summarize this conversation and put it in your notebook.

C. With a friend or parent, page through a magazine. Discuss how different garments look. Would the garment look good on you? How does your body type compare with the one in the photograph? You may want to mount some of the pictures of garments that will look good on you in your notebook. Be prepared to tell the judge why these items will make you look attractive.

Color

Color is a part of everything we do—the clothes we wear, the items in our room, and the food we eat. Color has its own language.

Hue is the color name—red, blue, or yellow-green.

Value is the lightness or darkness of a color. A value scale begins with white and ends with



White
High Light
Light
Low Light
Middle
High Dark
Dark
Low Dark
Black

black. When a color is lighter than the brightest hue possible, it is called a **tint** of that hue. You can make tints by adding white to a hue. Pink is a tint of red. A color that appears darker than the brightest hue possible is a **shade** of that color. You make shades by adding black to colors. Brown is a shade of orange.

Intensity is the brightness or dullness of a color. Full intensity is

the brightest color possible. Low-intensity colors are often called dull, soft, or grayed. They also may look muddy or dirty. To make a color less intense, add either gray or the color's own complement. A **complement** is the color opposite it on the color wheel. (See figure on back cover.)

Colors also are either **warm** or **cool**. Warm colors are red, orange, and yellow. Cool colors are blue, green, and purple. Warm colors remind us of heat and fire. They are stimulating and exciting. Cool colors

remind us of shadows, water, and trees. They are calm and quiet.

You might wear intense colors together in equal amounts. But sometimes it's more interesting to combine bright and soft colors. Combinations of bright and soft colors are



more pleasing when they are combined in unequal amounts. Accent a large area of soft or dull color with a small area of bright color.

For example, combine medium blue with a small amount of red. Equal areas of bright and dull intensity usually aren't pleasing.

To create a focal point or catch the eye with color, use one splash of color. You can draw attention to a particular area of your body with a focal point. For example, wear a bright scarf to draw attention to your face. Let the rest of your clothing serve as a background. Discord results if your outfit has too many centers of interest or focal points. A gray dress with a red hankie in the pocket, red shoes, and a red flower makes the viewer's eye jump from one area to another. The outfit looks spotty. A more pleasing look would be to have only a red flower or a hankie in the pocket, not both.

Color can emphasize the most attractive areas of our body. A focal point near an attractive area, makes it more outstanding. The viewer doesn't see the problem spots or figure flaws. A bright belt or sash calls attention to a slim waistline. A scarf or necktie in a flattering color calls attention away from a heavy hipline.

Activity Group 2

Choose one of these activities. Tell what you did, and put the results or findings in your notebook.



A. Use watercolors or poster paints to make a value scale (see figure on previous page). Start with white. Add a bit of black to make a light gray. Then, add another bit of black to create a darker gray. Continue adding more black until the swatch is completely black. Label and mount the value scale in your notebook. Use your favorite color to make a second value scale. Start with white and add a bit of the color. Add more and more color until the hue is as intense as possible. Then, start adding black to the color. Continue until the swatch is completely black. Label and mount the value scale in your notebook.

B. Try on two to three outfits with movable accessories, such as jewelry or a scarf. Look in a mirror. Squint until little more than the focal point is visible. Move the focal point around on your body. Notice how it makes body proportions change in appearance. Describe this activity and the results in your notebook.

Color Inventory Chart

| Garment | Color | Goes well with | Items needed to expand wardrobe |
|----------------|-------|----------------------------|---------------------------------|
| exercise pants | navy | red T-shirt white shirt | yellow sweat top |

C. Make a "Color Inventory Chart" (see above figure). Choose one garment that goes with many items in your wardrobe and one that does not. You may wish to make a similar chart using other garments.

Grooming Products

Many grooming products are on the market. Advertisers spend millions of dollars to convince you that a product will enhance your looks. Teenagers make many of these purchases. Now is a good time for you to learn about the products and to become a wise consumer.

Shampoos

Personal preference accounts for most of the differences among personal care products, including shampoos. It is important to remember that all shampoos have three basic ingredients.

Principle surfactants are the detergents that create foam and clean hair. Manufacturers alter surfactants to make shampoos for dry, normal, or oily hair.

Modifying additives are secondary surfactants that increase the effectiveness of the principle surfactants. They improve the condition of washed hair and affect how the shampoo looks.

Additional additives include perfume, colors, water softeners, thickeners, and preservatives. Consumers often base their choices on these subjective factors. These additional additives usually help to sell a simple detergent.

Hair conditioners

When you shampoo your hair, the cuticle—scales forming the outer layer of the hair—becomes ruffled. When the cuticle is ruffled, hair tangles more easily and may look dull. Shampoo also removes the oil from hair. With-

out this coating, hair can become dry and hard to manage. Conditioners reduce the roughness of the cuticle, so hair combs easily, looks shiny, and feels soft. They also coat each hair, which counteracts static electricity and makes hair more manageable.

Conditioners contain an oil or synthetic resin that mimics the lubricating effect of sebum. Sebum is an oil released by glands in the scalp. Most conditioners contain humectants that draw moisture from the atmosphere to make hair feel softer. Quaternary ammonium compounds (quats) bond the conditioner to strands of hair. Quats carry

a slight positive electric charge to counteract static electricity. Emulsifiers keep the oil and water components properly mixed. Conditioners also have thickeners, opacifiers, antioxidants, preservatives, coloring, and perfume.

Hand Lotion

Hand lotions are used to prevent or relieve dryness and protect the skin. Dryness relates to the water content of the skin. Adding oily materials to the skin can help this condition. Hand lotion generally has two phases—oil and water. The oil phase contains a variety of organic substances that are insoluble in water. These organic compounds include fatty acids, glycols, long-chain alcohols, and natural oils.



The greatest proportion of a hand lotion consists of water-soluble ingredients. They may include chemicals such as glycerine and triethanolamine. An emulsifying agent serves as a bridge between oil droplets and the water. This agent prevents the oil and water

phases of the lotion from separating. In addition to oil and water ingredients, most commercial lotions contain an antibacterial agent, preservative, fragrance, and color.

Toothpaste

Toothpaste is the most widely used cosmetic product. More people use soap, but soap is considered a body necessity and not a cosmetic. Toothpaste is actually a soap

with grit and flavoring. Some of the abrasives (grit) used in toothpaste are calcium carbonate, tricalcium phosphate, and silica. These ingredients are cleaners. A typical detergent used is sodium lauryl sulfate. The remaining ingredients include sweeteners (sorbitol, glycerol, saccharin), flavors (peppermint oil and mint), thickeners (cellulose gum, polyethylene glycols - PEGs), and preservatives (sodium benzoate). Many toothpastes also contain stannous fluoride to reduce tooth decay.

Activity Group 3

Choose one of these activities. Tell what you did, and put the results or findings in your notebook. Activities A and B are simple tests

that show the differences and similarities of cosmetic products.

A. Foam Test (shampoo or toothpaste):

1. Put 10 to 20 drops of Shampoo A into a small jar. Put 10 to 20 drops of Shampoo B in another jar. Or squeeze a small amount of Toothpaste A into a small jar. Squeeze a similar amount of Toothpaste B in another jar.
2. Fill each jar 1/4 full of water. Be sure to have equal amounts in the jars.
3. Cover. At the same time, shake both jars 10 times.
4. Which product made the most foam? Foam is needed for ease in cleaning. Which jar had the smallest bubbles? Small bubbles increase cleaning action.
5. Check the second hand of the clock or the seconds on a watch. Note how long it takes for each sample to lose a fourth, half, and all of its foam. The longer the foam lasts, the more time you have to distribute the shampoo easily over your head and do a good job of cleaning.
6. Record the results in your notebook. You might make graphs comparing the foam retention of the samples over a period of time.

B. pH Test (shampoo, toothpaste, or hand lotion). To complete this activity, you will probably need to check with your school's chemistry department to see if you can obtain some litmus paper and a pH chart.

1. Make solutions of shampoo or toothpaste as described in Step 1 for



the Foam Test. For hand lotions, drop two drops of Lotion A in a jar. Add 2 tablespoons of water. Swirl until most of lotion is dissolved. Use another jar and repeat with Lotion B.

2. Test each solution with litmus paper. Use the pH chart to determine the pH. Many cosmetics are neutral.

3. Record findings in your notebook. Another method using red cabbage is a less scientific (and less accurate) test. Using distilled water, bring shredded cabbage to a boil. Cook for 5 to 10 minutes. Allow cabbage to cool. Drain and save the liquid. Use the liquid as an indicator. Neutral juice is blue. Decreasing the pH turns it purple, then red. A pH above 7 yields blue-green, then green.

C. Cost Comparison. Choose a product available in at least three sizes. Toothpaste is a good choice. Compare the prices of the three sizes at three different stores. Compare the price per ounce for each tube or package. Use this formula to make your comparisons.

$$\frac{\text{Cost of product}}{\text{Size of product}} = \frac{\$}{\text{ml}} \text{ or } \frac{\$}{\text{oz}} = \text{cost/ml or cost/oz}$$

D. Foam test with hard and soft water.

1. Drop 10 to 20 drops of shampoo into each of two small jars.
2. Fill each jar 1/4 full of water. Use soft water in one jar and hard water in the other. Be sure to have equal amounts in jars.
3. Cover. At the same time, shake both jars 10 times.
4. Did the product dissolve more

quickly in one jar? Did one jar have more foam than the other? Did the foam last longer in one jar?

Managing clothes Where will you shop?

There are many different clothing stores. No one store is right for everyone or every clothing purchase. The more you know about the differences, the better you will be able to shop.

Perhaps the first thing to consider is price. Are the prices high, medium, or low? Also, think about selection. How many different categories of clothing (sweaters, coats, shoes, jeans) does the store carry? How good is the selection in any of these categories? Are many different styles, colors, and sizes available? Does the store carry one brand of sweaters, for example, or many?

Second, consider the store's services. Are charge accounts available? Layaway? Gift wrapping? Delivery? Alteration services? Are any of these services free? Is there an additional charge?

One of the most important services is the store's return policy. Can merchandise be returned? Under what conditions? Will you need the sales receipt? Usually you do, so it's a good idea to keep sales slips until you're sure you are satisfied with the purchase. If you can return a purchase, will the store give a cash refund? Will they make an exchange for other merchandise?

Make a point to find out about a store's services. Will you use all of these services?



Department stores usually offer clothing in the medium- to high-price ranges. They carry everything from shoes to sportswear to underwear. They offer a variety of colors, sizes, styles, and brands. In addition, department stores offer many services, but they may charge for some of them. Most department stores have liberal return policies. But you should ask before you buy. Examples of department stores are L.S. Ayres, Lazarus, and Bloomingdales.

Specialty stores sell only one type of clothing (jeans or shoes) or clothes for a particular group (men, children, or women). Prices in specialty stores usually range from medium to high. They sell fewer types of clothing categories than department stores. However, the selection of colors, sizes, styles, and brands may be quite large. For example, a jeans store usually offers many sizes and styles. Inquire about return policies because they may not be as liberal as department stores. Some examples of specialty stores are The Gap, Just Pants, and Benetton.

Mass merchandisers like Sears and J.C. Penney have many stores. They sell to a large number of people. Similar to the medium-priced department store, mass merchandisers carry fewer brands. Their policies on services and returns are usually the same nationwide.

Discount stores like Target, K-Mart, and WalMart usually have lower prices than department stores or mass merchandisers.

Each store carries a wide range of clothing for women, children, and men. They usually offer many colors and sizes. Discount stores offer fewer services than department stores, specialty stores, or mass merchandisers.

Off-price stores are a fairly new kind of clothing store. Some carry the same name brands as department stores but at lower prices. The selection in off-price stores can be limited, especially size and color choices. Many off-price stores get merchandise from manufacturers' canceled orders, overruns, and end-of-season closeouts. Off-price stores usually offer few services. And most have strict return policies.

Factory outlets are owned and operated by clothing manufacturers. Instead of selling their closeouts, canceled orders, and discounted merchandise to off-price stores, manufacturers open their own retail stores. Frequently, factory outlets carry only one brand of merchandise. So the selection is limited. Services are nonexistent or very limited. Returns may not be allowed.

Secondhand stores have become more popular recently. They offer low prices to customers, but the selection may be very limited. However, you may be able to find some unique or like-new clothing in these stores. Services are usually nonexistent. Returns are not allowed. If you shop at secondhand stores, your sewing skills may come in handy for making needed repairs.

Look for quality

Answer these questions when deciding if a garment is a good buy. How does the



garment look on you? Does the design compliment your figure? Do the color and fabric complement your skin and hair coloring? Is the garment comfortable? Does it fit properly?

A new or exclusive design is one factor of quality. High fashion is a good buy only if the garment fits your present needs and promises to stay in fashion as long as you want to wear it. Your friends might wear designer clothes because of the designer's reputation or because "everyone is wearing it." They may not be considering the quality of the design. Learn to evaluate a design by how it looks on you.

Judge the fabric's quality by its appearance and performance capabilities. Fabrics should last throughout the time you use them. Fabrics should be comfortable at the temperatures you'll wear them. They should be reasonably easy to care for and compatible with the garment design. Fiber content and how the fabric is made determines durability, comfort, and appearance. Read labels and handle the fabric to determine its quality. Also, consider how often and how long you expect to wear the garments.

Workmanship in construction is another factor. To identify quality workmanship, you need to look at these point.

- * Garments should be cut on the grain. In most garments, the yarns or threads of the fabric run straight from top to bottom at the center front and center back.

- * There should be no unnecessary pulling, bagging or sagging at the hem, collar,

facings, or other parts of the garment.

- * There should be no unnecessary wrinkles in the collar, facing, or other parts.

- * Seams should be even in width, free of puckers, and finished so that the fabric won't ravel when laundered or dry-cleaned.

- * Stitching should be even in width and length. The thread color should match or blend with the fabric. Stitches should be secure and unbroken. Stress points (at pockets, bottom of zippers, etc.) should be reinforced.

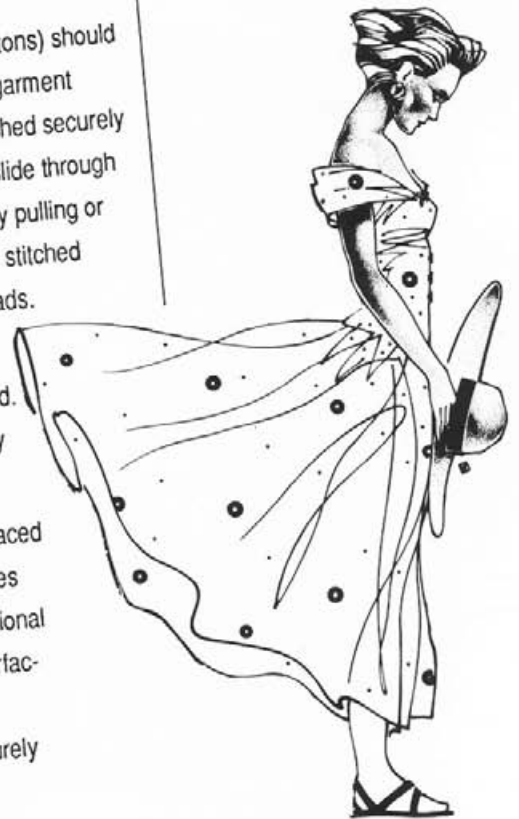
- * Hems should be even in width, evenly stitched, and not too evident from the outside of the garment. They should be finished so the raw edge won't ravel.

- * Fasteners (hooks, snaps, buttons) should be in the proper location, so the garment doesn't pull. They should be stitched securely to the garment. Buttons should slide through buttonholes without unnecessary pulling or pushing. Buttonholes should be stitched securely, with no dangling threads.

- * Zippers should operate easily, and be securely stitched. The zipper tape should closely match the color of the fabric.

- * Interfacings should be placed under buttons and buttonholes and other areas where additional support is needed. The interfacing should be flat without unnecessary bulk and securely attached to fabric.

Your friends might wear designer clothes because of the designer's reputation or because "everyone is wearing it." They may not be considering the quality of the design. Learn to evaluate a design by how it looks on you.



* Linings should be smooth and evenly stitched. The color should match or blend with the outer fabric.

A high price does not always guarantee good quality. You must know how to recognize and judge quality to get the best buy. Sometimes, you don't need the best quality in a garment. Before you buy, think how often you'll wear the item and for how

many years. Sleepwear and jeans are frequently worn items that have to be replaced often. But you will seldom wear a prom outfit. It's wise to pay less for the infrequently used items. Spend more for shoes or a good winter jacket that you'll wear daily.

Activity Group 4

Choose one of these activities. Tell what you did, and put the results or findings in your notebook.

A. Choose a specific kind of garment, such as jeans, shirts, coats, or jackets. Look at three examples of the garment in one or more stores. Make a "Quality Chart" to compare the garments (see chart in previous column). Use this rating scale: 1 = unacceptable, 2 = less than acceptable, 3 = acceptable, 4 = good, and 5 = excellent. Which of the three garments would you be willing to buy? Explain your reasons.

B. Make a "Cost-per-wearing Chart" (see chart in previous column). Compare the cost-per-wearing of three garments. For example, you could compare jeans, an item you wear to school, and a special-occasion garment.

C. Choose a different set of garments than those you used in Activity A. Select them from three different stores. Explain what you compared and the type of store. If there is a difference in price, can you explain the differences? Were there differences in the stores' services? Record your answers in your notebook.

Quality chart

| | Garment A | Garment B | Garment C |
|-----------------------------|-----------|-----------|-----------|
| Kind of Garment | | | |
| Design of the garment | | | |
| Quality of the garment | | | |
| Quality of construction | | | |
| Overall appearance | | | |
| Fit | | | |
| Acceptable for intended use | | | |
| Price | | | |
| Total points | | | |

Cost-per-wearing

| | Garment A | Garment B | Garment C |
|---|-----------|-----------|-----------|
| Name of garment | | | |
| Cost or purchase price | | | |
| Number of wearings* (Number of wearings-per-week x number of years) | | | |
| Cost-per-wearing (divide total cost by number of wearings) | | | |

* Use actual or expected numbers.

Fit determines comfort

Good fit is essential for comfort. Try on garments. Look in a three-way mirror.

Does the garment allow you to move freely? Few garments, other than bathing suits, fit skin-tight. This extra fabric is called ease. Wearing ease keeps garments from binding when you breathe, reach, bend, or stoop. If you are buying active sportswear, simulate the movements that you'll make when wearing the clothing. Swing an imaginary tennis racquet if you are buying a shirt for tennis. This may sound funny, but remember that you won't be standing like a statue out on the tennis court.

Designers add additional fabric to achieve a special look. Design ease is added beyond what's needed for wearing ease. Full, gathered skirts and pleated, baggy pants have several inches of design ease around the hipline. Oversized jackets contain a lot of design ease across the shoulders and through the chest and waistline.

The amount of wearing ease depends on the fabric. With stretch fabrics or knits, the garment may need very little wearing ease. Racing pants for bicycling have very little wearing ease. The knit construction and the nylon and spandex fibers stretch and give with body movements. Racing pants do not have any design ease because extra fabric creates wind drag. Aerodynamically styled clothing can add winning seconds to the racer's speed.

When buying clothes, look for enough ease for comfort, but not so much that the garment looks too big or inhibits your activity.

Activity Group 5

Choose one of these activities. Tell what you did, and put the results or findings in your notebook.

A. Try on a new sports outfit. Simulate the motions involved in the sport. Is there enough ease for you to move freely? Or does the garment bind and restrict movement? In your notebook, describe where ease is needed and why it's needed for your sport.

B. Interview members of the basketball team. Ask them how the uniforms fit. Do any of the players complain that the jersey or trunks rub or bind? If so, can you determine why other players feel comfortable in the uniform? Do the reasons have anything to do with body build? Describe these findings in your notebook.

C. Try on pleated and tailored pants. Describe the difference in the amount of ease around the hipline.

Caring for clothes

Simply rinsing clothes in water will not clean them. Without soap or detergent, water remains on the surface of the fabric. The water drops clump together and do not spread, mix with dirt, or penetrate the fibers. Water hardness affects how well soaps and detergents work.

Water hardness is measured by the amount of calcium and magnesium (minerals)



in the water. This measurement is usually expressed in "grains" per gallon. Generally, water with 0 to 3 grains hardness is considered soft. Water with more than 10 grains is very hard. Over 18 grains of hardness is so extremely hard that no amount of detergent will provide thorough cleaning. Indiana's water hardness ranges from about 4 to 38 grain-per-gallon. If the water hardness exceeds 10 grains, it helps to install a water softener. Or you can add a water softening product to the wash water.

Pretreating. Accidents will happen! Frequently, garments become stained and

need special attention. The earlier you treat spots or stains, the easier they are to remove.

For greasy stains, like shirt collars, treating with one of several commercial pre-wash products may be helpful. They are available as sprays, liquids, or sticks. Pre-wash products are effective for food and oily stains. Applying a liquid detergent or rubbing with bar soap is another useful technique.

Detergents have several functions. They remove, emulsify, dissolve, and suspend soil in a washing solution. Detergents contain two important ingredients—surfactants and

Stain removal chart

Some stains respond to special treatment. Listed below are some common stains and treatments.

Ball-point ink—Sponge with rubbing alcohol or spray with hair spray. Rub with detergent. Launder garment.

Blood—Soak in cool water. Rub with detergent. Rinse. If stain remains, add ammonia and repeat detergent treatment. Launder garment.

Catsup—Scrape. Sponge and/or soak in cool water. Rub with detergent. Launder garment.

Chewing gum—Rub with ice to harden. Scrape. Let soak in heavy duty detergent and grease solvent overnight. Rinse. Launder.

Chocolate—Sponge and/or soak in cool water. Rub with liquid detergent. Rinse. Let dry. Use spot remover to remove greasy stain. Launder garment.

Cosmetics—Dampen stain. Rub in detergent until suds are thick and outline of stain is removed. Use spot remover to remove greasy stain. Launder garment.

Cream, ice cream, milk—Sponge and/or soak in cool water. Rub in detergent. Rinse. Let dry. Use spot remover to remove greasy stains. Launder garment.

Deodorants, anti-perspirants—Rub with detergent. Launder garment. Rinse. Let dry. Use spot remover to remove greasy stains. Launder garment.

Fingernail polish—May be impossible to remove! Sponge with nail polish remover unless the fabric is acetate. Let dry. Rub with detergent. Launder.

Grass—Sponge and/or soak in cool water. Rub with detergent. Launder garment. If stain remains, sponge with rubbing alcohol (if safe for fabric).

Grease, oils, mayonnaise—Rub in detergent. Rinse. Dry. Use grease solvent, if stain remains. Let dry. Launder garment.

Mud—Brush off after drying. Sponge and/or soak in cool water. Rub with detergent. Launder garment.

Mustard—Rub in detergent. Rinse. If stain remains, soak in enzyme presoak. Launder garment.

Perfume—Sponge and/or soak in cool water. Rub in detergent. Launder. If safe for fabrics, sponge with rubbing alcohol.

Perspiration—Rub with detergent. Launder garment. If odor remains, rub in deodorant soap and launder again. If the color has changed, try to restore it with ammonia (new stains) or vinegar (old ones). Rinse. Use grease solvent to remove grease stain.

Soft drinks—Some of these stains are invisible after they dry, but they turn yellow with age or heat. This yellow stain may be impossible to remove! Sponge and/or soak in cool water. Rub with detergent. Launder. If stain remains, soak in oxygen bleach and hottest water that is safe for fabric. Launder.

builders. Surfactants are wetting agents. They lower the surface tension of water. Wetting agents permit water to spread out, penetrate fabrics more evenly, and remove many water-soluble soils.

Builders upgrade or protect the cleaning efficiency of surfactants. They also soften water, emulsify oil, suspend loosened dirt, and maintain the desired alkalinity. Phosphates, carbonate, silicates, citrates, and aluminosilicates are examples of builders.

Detergents come in several forms—liquids, powders, and tablets. They may be low or high sudsing. Detergents, not the amount of suds, get clothes clean. Too many suds can interfere with the washing action and be difficult to rinse from clothes. Use the amount recommended on the package. To be sure of your amount, you measure the detergent.

Use enzyme products for protein-based stains, such as grass, blood, food, ground-in dirt, and perspiration. Dissolve powders completely before use, or they may leave small white spots on fabric.

Laundry additives may also be helpful in laundering. Bleach helps remove problem stains, keeps white fabrics white, disinfects, and deodorizes. Chlorine bleach performs all of these functions. Oxygen bleach does not offer as much bleaching power as chlorine bleach, but it is safe to use on most washable fabrics, finishes, and colors. All bleaches are designed for use with detergents.

Fabric softeners help make clothes softer, minimize wrinkling, and reduce static cling. They come in liquid or disposable sheets. Liquid fabric softener poured directly

on garments, may cause greenish blue or blue-gray stains. Fabric softeners can build up on the fabric if you use too much or if used every time the fabric is laundered. Using too much fabric softener reduces the absorbency of the fabric.

Setting the washing machine isn't an exact science. The clothes need to circulate freely in the wash basket during washing and rinsing. Varying the size of items in the wash load helps washing action. A load made up of two sheets plus a number of small garments allows items to circulate freely.

To save water and detergent, adjust the water level to fit the size of the load. Experience will help you decide what level to select. Read the owner's manual or ask an adult how to select the water temperature and wash cycle for the machine.

Read permanent care labels when selecting the water temperature and wash cycle. Use hot water (approximately 130° F) for sturdy, all-white items, such as socks, T-shirts, underwear, and towels. Hot water is best for removing most soils from fabric. Also, detergents and bleaches are most effective in hot water.

Warm water is a 50/50 mix of hot and cold water. It should be about 100° F. Although not as effective in removing soil, warm water is best for delicate fabrics and permanent press items. Cold water is ineffective for removing heavy, greasy soil. If you

Read the owner's manual or ask an adult how to select the water temperature and wash cycle for the machine.



want to save energy, use cold water for lightly soiled, delicate fabrics. Cold water is less than 60° F, and it can be much colder in winter.

While some loads of heavily soiled garments may require a hot water wash, most loads can be washed effectively in warm water. Some lightly soiled garments can be washed in cold water. You can compensate for the reduced effectiveness of detergents in cold water. Simply increase the amount of detergent used, bleach whenever possible, and pretreat stains.

Many washing machines have set rinse water temperatures. When selecting a hot wash, you also select a warm rinse. When selecting a warm wash, you get a cold rinse. A cold rinse is best for permanent-press, wash-and-wear, and synthetic fabrics because it minimizes wrinkling.

The "regular" agitation and spin speeds are designed to give the best cleaning and water extraction for sturdy fabrics and well-made garments. Some washers have a "gentle" or "delicate" cycle. A "gentle" cycle shows both the spin and agitation speeds. A "delicate" cycle automatically divides the wash and rinse times into brief periods of agitation, alternated with soaking periods. Garment construction and fabric sturdiness are the best guides for

determining which cycle to use, if that information isn't on the permanent care label.

Don't overdry. Overdrying can shrink garments. To avoid wrinkling, hang or fold them immediately. Most dryers give you several choices of heat selection and drying time. Permanent press cycles allow for cool-down periods. End-of-cycle signals prompt you to remove garments immediately. Follow care labels to determine drying requirements. Heavy fabrics are best dried together because they require a longer drying period than lighter items. Use small loads when drying large, bulky items. When drying small loads of lightweight items, add one or two bath towels to get the best tumbling action.

Iron and press if needed. Many permanent press fabrics and those with special fabric finishes may not need ironing. Or they may require only a touch-up pressing. However, many fabrics made of natural fibers like cotton do require ironing for a smooth, neat appearance.

If garments need ironing, remove them from the dryer while they're slightly damp. Or dampen them with a sprinkle bottle or mister (the kind used to spray plants). Iron delicate garments and clothing requiring low iron temperatures first. It can take 10 to 12 minutes for an iron to cool from a high to a low temperature. But it only takes a few seconds to increase the heat.

To avoid stretching, always follow the direction of the yarns in the fabric. Full skirts may become uneven at the hemline if they're not ironed properly.



Some garments may need touch-up pressing between wearings. Never press a dirty or stained garment.

Activity Group 6

Choose one of these activities. Tell what you did, and put the results or findings in your notebook.

A. Assemble a spot and stain removal kit. Include the most frequently used types of removers. List what you put in the kit.

B. Be responsible for doing the family wash for one week. Write about your experiences. Tell about the number of loads, how you sorted clothes and set the machine, laundry products used, drying procedures, and pressing needed.

C. Examine labels on several different brands of detergents. Compare the amounts each detergent recommends for washing clothes. What other additives are listed on the detergent? Record the information in your notebook.





Notes

Record Sheet

4-H 751

CONSUMER CLOTHING

DIVISION ____ NUMBER OF YEARS IN THIS DIVISION ____
INDIANA 4-H CLUB RECORD

Name _____ Age _____ Year To _____

Name of Club _____ Number of years in 4-H _____

I have reviewed this project and record and have made comments about progress and project completion.

Signature of leader _____ Date _____

Record of Activities

| Activities | What I Learned |
|------------|----------------|
| | |
| | |
| | |
| | |

front

Record of Purchases

| What Bought | Fabric/ Material | Care Required | Total Cost | Reason(s) for Purchase |
|-------------|------------------|---------------|------------|------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Consumer Clothing skills I learned this year

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What I did to improve my appearance, grooming, and care of clothing

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back

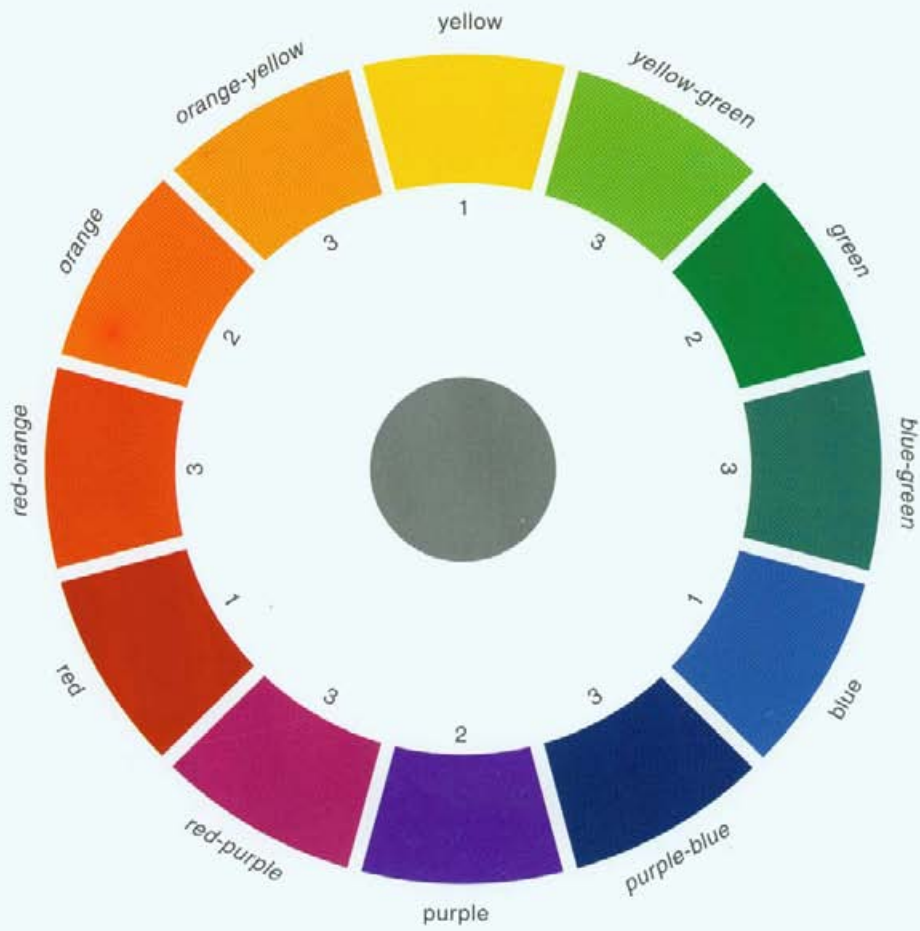
Scorecard

4-H 752

CONSUMER CLOTHING SCORECARD

| | Excellent | Good | Fair |
|--|-----------|------|------|
| The Notebook (40%) | | | |
| * Includes one activity from each group | | | |
| * Answers are complete and well-written | | | |
| * Reflects apparel needed (Advanced only) | | | |
| * Other (specify) | | | |
| | | | |
| The Interview (30%) | | | |
| * Explanation of project is complete | | | |
| * 4-H'er appears at ease and presents project with pride | | | |
| The Garment(s) on the 4-H'er (30%) | | | |
| * General appearance of individual (posture, poise, and grooming) | | | |
| * Fit is attractive and comfortable | | | |
| * Accessories and garments coordinate well and are appropriate | | | |
| * Color, style, and fabric are suitable for individual's size and body build | | | |
| * Purchases are a good buy in terms of actual cost, durability and upkeep | | | |

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