

CLOTHING CONCERNS OF SELECTED
DISPLACED HOMEMAKERS

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CHAPTER I

INTRODUCTION

There has been a growing concern for the increasing numbers of widows, divorcees, and wives of disabled husbands living in the United States. Many financial, emotional, physical, and sociological problems develop and/or increase after death, divorce or disablement of a spouse. Recently, this concern received attention of the Federal Government in the form of the Displaced Homemakers' Act of 1977. The purpose of the legislation was

to aid women who through death, divorce, or other loss of traditional family income find themselves without income or the necessary skills to get a job in the competitive labor market (Bayh, 1977c).

Statement of the Problem

The problem in the study was to investigate the clothing concerns of the displaced homemaker as she moved from the role of homemaker to employee/trainee.

Objectives of the Study

The objectives of the study were:

1. To examine through case studies the clothing concerns of selected women participants between the ages of 40 and 64, who, because of divorce, death, or separation, no longer

have a means of support.

2. To make recommendations concerning educational programs for displaced homemakers in the area of clothing.

Definition of Terms

Displaced Homemaker: women between the ages of 40 and 64, who, because of separation, divorce, or death have lost their main source of financial support (Bayh, 1977a).

Displaced Homemaker Center: a place where displaced homemakers receive job counseling services, job training and job placement services, health education, information and outreach services.

Female Head of Family: any woman who has the responsibility for providing all or the majority of the family income.

CHAPTER II

REVIEW OF LITERATURE

The review of literature is divided into sections probing the displaced homemaker, her need for employment, her clothing needs, and the centers for counseling the women. Literature specifically related to the displaced homemaker was limited due to the recent development of the subject. The literature survey included a study of the needs of women who were returning to work, college, and/or universities who had characteristics similar to displaced homemakers.

Displaced Homemakers

The displaced homemaker, as described by Bayh (1977a) and Burke (1977), is a woman between the ages of 40 and 64, who because of separation, divorce or death has lost her main source of financial support. She had worked in the home for several years and had received no pay for household services rendered. Since she had not been gainfully employed she was expected to have difficulty securing employment. She had been dependent on another source of income, often a family member or federal assistance, but is no longer eligible for such assistance (Bayh, 1977a).

The woman's age, the age of her children, her state of health, and her lack of marketable skills have complicated the problem of finding necessary financial assistance (Bayh, 1977b; Burke, 1977).

The displaced homemaker is not able to receive social security benefits because she is too young or because she is divorced from the wage earner. She is not able to collect unemployment insurance because she had not been employed outside the home (Bayh, 1977a).

Many of the women who are now displaced homemakers were not prepared to support themselves when their marriages ended. Many of them "spent most of their lives being dependent first on their fathers and then on their husbands" (Berson and Bova, 1974, p. 7). Many women, especially those in their fifties, were led to believe that their husbands would support them for the remainder of their lives; however, with the increase in the number of divorces during the last decade, these women have found that they were left with little or no financial provisions (Daniel, 1976). Daniel (1976) noted also that 12 million widows in the United States were left with little or no provisions.

The United States Department of Commerce (1976, p. 3) found that more marriages ended in divorce during the earlier years of marriage than in the later years. In the later years more marriages ended because of death. Although most widows experience financial difficulties, those whose husbands died young often experienced different problems. According to an article in Changing Times ("Help for Women," 1978, p. 46) "an illness at the end of a husband's life can wipe out the assets the wife would have received on his death." Caine (1974) noted many women did not know the financial situations of their husbands. Many had no idea how much it cost to operate a household. Hungerford and Paolucci (1977) indicated that many widows were unable to manage money. Few of them knew whether their husbands

had carried life or health insurance.

The concern for women who headed families had arisen due to the impending financial status of the group (Ross and Sawhill, 1975). The female-headed household was defined by Washburne (1975) as one where there was no man present at all. During 1975, 7.2 million families in the United States were maintained solely by women (U.S. Department of Commerce, 1975, p. 5). The median age of women heading families dropped from 50.5 to 43.4 years of age between 1960 and 1976 (McEaddy, 1976). These figures indicated the increasing number of younger divorced women heading families. McEaddy (1976, p. 3) found that "over the last fifteen years, the number of divorced women heading families tripled and the numbers of single (never married) nearly doubled." Ross and Sawhill (1975) also reported that female headed households had grown almost ten times as fast as two parent families. According to Hungerford and Paolucci (1977), the profile of a single female head of family was poor and young, she represented changing subgroups, moved in and out of marriage, and was in the labor force. The once married female has been forced into supporting the family without wage-earning skills (Griffith, 1976). Those employed women who headed families were more concentrated in lower paying, lower skilled occupations than were their male counterparts (McEaddy, 1976). Sawhill (1976) reported that when faced with the need to support a family, many women fell into poverty or suddenly had to change their standard of living. This applied also to men even though they usually had the advantage of a higher salary. Frequently, higher paying professional-technical occupations required education beyond high school. McEaddy (1976, p. 6) reported that "one out of four female heads has not even attended

high school and for those age 45 and over, the situation is worse particularly if they are black women."

Women who were suddenly left with the responsibility of carrying the financial burden alone became more aware of the difficulties in maintaining the lifestyle to which they were accustomed (Berson and Bova (1974). Berson and Bova (1974) also noted

Eventually children do grow up and go off on their own. But until they do, they are a heavy burden, both emotionally and financially, especially when you are a suddenly-single female (p. 57).

In summary, women who were forced to work outside the home due to lack of financial support from their husbands experienced similar problems. Their age and the age of their children did not meet the age limits required for federal assistance. Their lack of training in marketable skills has prevented them from getting jobs with adequate pay that would enable them to maintain their previous lifestyle. These women come from all social and economic backgrounds.

Employment Problems of Women

Divorce or death of a spouse often forces people to change the central role of their lives. In many instances these changes influence personality during middle age (Rose, 1968). A woman's ability to adapt to role change often affects the type of employment she obtains. Financial problems that follow divorce or death of spouse create special anxieties, especially for women. For the first time, many of these women seek employment outside the home to meet their financial obligations.

There are many factors that cause difficulty in obtaining jobs.

Many women were led to believe that there was no need to work outside the home after marriage, therefore, many are unskilled or underskilled for today's jobs. To some, skills learned while in high school or college are obsolete by the time they are needed. Other factors causing difficulty in finding jobs are age, sex, and marital status; however, "regardless of how old a woman is she can still make an effort to revamp her life" (Berson and Bova, 1974, p. 185). Becker and Strauss (1968, p. 312) suggested that "the mere fact of advancing age or having been through certain kinds of situations or training saves many an employee from languishing in lower positions." Prejudices against age were suggested by Belbin and Belbin (1968, p. 341) when they reported that "it may be diminishing capacity or it may be prejudice which accounts for the employment difficulties of middle-aged workers."

According to Washburne (1975) women, described to be middle-class by their husband's jobs and status, often found themselves with little or no financial resources and few marketable skills; moreover, when they were employed they were employed in "women's work" jobs which were low-paying, demanding, and sometimes boring. Washburne (1975) noted also that regaining self-confidence after many years of absence from gainful employment was often difficult. Insecurity often reflected the feelings of self-disapproval (Potts, 1974). The lack of self-confidence has been felt by many; but perhaps has been felt more strongly by women who have been divorced. When the need to seek employment arises, it often becomes necessary for the woman to evaluate herself in terms of self-worth if careers are to be developed. Winters and Sorensen (1975) have stated

If women have been socialized to view themselves inadequate in the world of work and to view career behavior as inappropriate for females, then their unrealistic self-evaluations will be reflected in inadequate and inappropriate career decisions (p. 57).

Research by Becker and Strauss (1968) indicated that problems associated with one's position of employment varied. Some positions were more prestigious and were easier than others which often caused dissatisfaction in one's employment. Usually, but not necessarily, the move from less to more desirable positions related to age.

Belbin and Belbin (1968) indicated that three important characteristics for middle aged persons were flexibility, adaptability, and trainability. These characteristics were needed in order that the middle aged person might develop the skills required for the occupation being sought.

According to McEaddy (1975) the number of married women and widows participating in the labor force who were 55 years old and over is declining. "Lack of enough education or training to meet the requirements of today's employers may account for some of the decline" (p. 21). More separated, divorced, or never-married women, however, participated in the labor force than married women and widows.

Married women, especially those with children, are less likely to participate in the labor force because of substantial household responsibilities as well as sufficient financial support from husbands (Klein, 1975). Klein further reported that in the age range of 25-54, about three-fourths of the widowed, divorced, or separated women worked during 1975 and that the type of job most likely held by women under 35 years of age was in the service industries. Klein (1975) stated that

The incident of unemployment is very high for women who head families. This tends to be true regardless of the economic situation possibly because many are forced to seek work without appropriate education or training (p. 16).

Not all women who head families are divorced or widowed. In some situations disablement of the husband caused wives to seek employment outside the home. These women may also be unprepared for employment. Finding employment outside the home which paid well and had good benefits was often difficult especially for those women who had become displaced homemakers.

Clothing Needs of Women in the Middle Years

Women who have spent the majority of their married lives as full-time homemakers may have found that changing lifestyles has created problems in wardrobe selection. Stone (1962) indicated that with each turning point in life there was a change in dress. Jacobi and Walters (1958) found that persons moved through various social levels and that they chose garments based on basic needs and values, their own personality traits, influence of price, income, style, special features and situation/use needs.

Several studies have been made relating to social status and clothing. The social status of a person is often reflected in the clothing worn by an individual.

It can be stated with assurance, then, that socioeconomic status is often perceived directly from the appearance of the subject and that different judgments of social status are associated with changes in clothing (Ryan, 1966, p. 17).

Changes in a person's status objectives or financial limitations have been noted as probable causes of a change in the type of clothing worn (Jacobi and Walters, 1958). It was further noted by Jacobi and Walters

(1958) that purchasers of outer garments used value judgments to determine appropriateness of the garment. The researchers grouped purchasers into three categories according to type: those who were aware of style, those who were somewhat aware of style, and those who were not concerned with style. A large portion of the third group were elderly women. The clothing selected by this group was highly versatile even though limited in style, according to the Jacobi and Walters study (1958).

Clothing for work will vary as employment varies. Brown (1977, p. 2) noted that "the non-disabled individual when selecting clothing for work usually considers appropriateness, style, fit, color, and price among other factors." Molloy (1977) also indicated that certain types of clothing, styles, and colors increased one's chances of succeeding in business.

According to Ryan (1966), professional women were distinguished from secretaries by the clothing they wore. The professional woman wore a suit, whereas, her secretary wore a skirt and blouse, but no jacket. Molloy (1977) has indicated the best types and combinations of garments to be worn by women seeking top executive positions. He revealed that in order to secure the top executive positions, women should wear a skirted suit of gray with a white blouse. However, depending on the job, other combinations and styles of garments were recommended. According to Rosencranz (1972, p. 148) "many women seeking employment in male-dominated occupations have real justification in trying to dress to please their prospective employers."

As early as 1953, Blair reported that as a person advanced with age, his body changed which created problems relating to fit and style.

Blair (1953) further noted that

as older women take more and more part in activities outside the home, economic, psychological, social, sociological factors are involved which make it increasingly important that appearance of these women be as attractive as possible (p. 248).

Rosencranz (1972) indicated that middle aged women had an awareness of clothing; they could build their wardrobes around a central theme. She noted, however, that "clothing for the late middle age was more difficult to find in a mass market geared to youth and sexual attractiveness" (p. 211). Blair (1953) also found that properly fitting garments were difficult to find whether they were sewn at home or purchased as ready-to-wear. Many fitting problems were due to the design lines created for the youthful figure or for the stout woman.

The middle aged woman and her behavior as it related to clothing was the focus of a study conducted by Potts (1974). She found that it seemed reasonable that under certain circumstances a renewed or new interest in clothing might occur as women approached middle age. Potts (1974) noted also that employment outside the home may have been a factor in the increase in the interest in clothing. She further reported that membership in organizations, age, occupation, stages in the life cycle, and socioeconomic status affected interests in clothing.

The cost of clothing created problems for the woman who must make adjustments in her wardrobe due to a change in her lifestyle. DeMartino (1978), in a recent issue of Ready-To-Wear reported that the working woman was interested in achieving high goals and needed clothes that communicated competence, success and status, that her time was valuable, and that she needed help in organizing a "mistake proof

wardrobe." Another article ("A Store for Career Wardrobes," 1978) reported that a professional dress code for women was needed because of the increasing numbers of women entering previously all-male occupations. These women, it reported, must appear assertive and business-like, as well as competitive. It was further revealed that the clothing a woman wore expressed her self-image. It was also reported that "a well-dressed, co-ordinated, competent look is the fashion goal of these on-the-rise career women" (Executive Profiles," 1978, p. 5).

The consumer research division of Ready-To-Wear ("Working Woman Survey," 1978, p. 6) surveyed 250 working women in five major markets of the United States. The results of the survey indicated that the majority of the career women earned less than \$25,000 in annual income. These women considered versatility to be of utmost importance in wardrobe planning and even though pants were rated high, skirts and classic separates were becoming increasingly popular. It was also found that the "suiting-up of the working woman" in the Dallas area cost less than in any of the other markets surveyed. The cost was the highest in New York City. Items included in the cost were: scarf, blouse, skirt, handbag, dress, and coat ("Working Woman Survey," 1978).

Even though the displaced homemaker may not be in the market for an executive job, the fact remains that the cost of clothes is high and that the cost of clothes does vary across the United States. The survey reported in Ready-To-Wear may serve as a guide to clothing needs and costs for women who must seek employment outside the home.

Displaced Homemaker Centers

At present there are several centers across the United States operating under various names that serve the displaced homemaker. One such center is located in Baltimore, Maryland. This center, open since 1976, has served more than 400 persons, most of whom have incomes below the \$6,000 a year level (Bayh, 1978b). The center, funded by the state at \$190,000 a year, is the product of careful planning by New Directions for Women, a career-counseling agency (Bujarski-Greene, 1978).

As a pilot project, a training and job placement center in Oakland, California, was established to serve the "mature woman" (Daniel, 1976). Known as the Alliance for Displaced Homemakers, this center operated through the funds set aside by the California legislature (Daniel, 1976). Other centers have opened in states where state legislation for them has been approved. According to Bayh (1977b) and Burke (1977), if the federal legislation is amended and passed, each of the 50 states will have at least one displaced homemaker center which will be partially funded by the federal government.

According to a letter (Appendix A, p. 53) received by the researcher, Bayh noted that on August 25, 1978, "the Senate approved the Comprehensive Employment Training Act (CETA) authorization legislation which included specific language to address the problems of these women." The legislation provided for the funding of displaced homemakers' programs under title III of CETA (Bayh, 1978a). It was Bayh's understanding that the Department of Labor was committed to spend \$5 million on displaced homemaker centers during the fiscal year 1979

(Appendix A).

The general purpose of the centers is to provide job counseling services, job training and job placement services, health education, information and outreach services (Burke, 1978). Although the displaced homemaker program is to provide women with these services, not all centers have the facilities to train women for some of the skills they need. The center located in the Dallas/Fort Worth, Texas, area utilizes local community colleges as well as other facilities for some special job skills training (Brown, 1978).

The displaced homemaker centers are being established in each state as the need becomes apparent. The legislature of each state must approve the center (Bayh, 1977a; Burke, 1977).

Two pilot programs for displaced homemakers are located in Texas. One of the two programs is located in the Dallas/Fort Worth area, the largest metropolitan area in the state. The other program is located in Victoria and serves rural homemakers in south Texas. According to Brown (1978) both displaced homemaker programs in Texas are funded through the Texas Rehabilitation Commission. An application for operating the pilot program was made by the Women's Center at the University of Texas at Arlington. A two-year contract was received by the center to offer the program. Similar programs are being organized in other locations.

A Displaced Homemaker Act sponsored by Davis, Deatherage, Floyd, Hood, Trent and Wilson was signed by the governor of Oklahoma on March 29, 1978 ("Displaced Homemaker . . . to Open," 1978). The purposes of the center(s) in Oklahoma were to conduct job counseling programs for displaced homemakers, and to provide a means for updating

and/or developing skills needed for employment. In addition, the Oklahoma centers were expected to include alcohol and drug addiction programs, money management, and educational programs. The state legislature appropriated \$65,000 for the State Board of Vocational and Technical Education to implement the program. The first multipurpose service center was opened on August 1, 1978, at the Moore-Norman Vo-Tech School (Dowell, 1978).

Bayh (1978b) in his testimony before the Subcommittee of Employment, Poverty, and Migratory Labor, stated

It is not my intention, . . . that centers duplicate existing programs and services. I strongly feel that these centers must coordinate and utilize existing services and resources wherever possible. Nor is it my intention that monies be used to build or buy vast new buildings or companies to serve these women (p. 6).

In some cities, women's centers have been operating for several years. Women in Transition, Incorporated, in Pennsylvania was organized in 1975 by a feminist group for the purpose of aiding women between the ages of 25-50 years, who were divorced or separated (Washburne, 1975). Catalyst is another organization with similar objectives. It is a national, non-profit organization that helps women choose, launch, and advance their careers (Catalyst, 1977). Catalyst centers are located in 35 states. Other centers may become displaced homemaker centers if their current programs parallel those set up by the federal legislation.

Educational Programs for

Displaced Homemakers

The type of programs recommended by state and federal legislation suggests the need for qualified persons to counsel the displaced

homemaker in many areas. Home economists, because of their training, could possibly fill the roles of counselors and/or instructors in the centers. Those who have specialized in any area of home economics could be a vital component in the centers.

Several articles concerning the changing roles of women recently appeared in the Journal of Home Economics. In one of these articles, Folland, Pickett, and Hoeflin (1977) indicated an increase in the number of older women returning to college. The researchers were interested in the motivation of the women, who they were, and how returning to college would affect them. The study was conducted at Kansas State University with a sample of women 30 years of age and over who had enrolled at the University. Most of the 107 women chosen were married. Fourteen were either divorced or widowed. Many were financing their own education. Reasons given for the return to college ranged from a desire to advance an already established career, and to take special courses relating to their talents. It was also noted that life changes had left some with a need to redirect their lives (Folland, et al, 1977). The researchers concluded that more and more women were preparing for dual roles and that "home economists, we believe, have the expertise to meet these challenges through a more active interest in adult women students" (Folland, et al, 1977, p. 31).

Hungerford and Paolucci (1977) noted that home economists in business also had the opportunity to create programs that would strengthen the skills necessary for employment. Craig (1977, p. 24) suggested that "advice on continuing education for job training, help with financial management skills, interpersonal skills, and personal development" were basic needs of the employed woman. Osternig (1977)

reported that

The goals of home economics are to improve the quality of life by helping persons understand and cope with problems related to human growth and development, nutritional health, components of the environment (clothing, furnishings, housing), consumer behavior and family resources available in the community (p. 38).

According to the federal guidelines (Brown, 1978; Burke, 1978) displaced homemakers should staff the displaced homemaker center; however, some displaced homemakers may be home economists. These women may be particularly qualified for positions at the center. The clothing specialist may be able to advise and/or instruct women who are seeking employment outside the home for the first time in many years in the appropriate styles and types of dress for various types of employment. She may also be able to provide consumer information regarding the purchase of clothing.

CHAPTER III

METHODS AND PROCEDURES

The problem in the study was to investigate the clothing concerns of the displaced homemaker as she moved from the role of homemaker to employee/trainee. The displaced homemaker because of her previous role as full-time homemaker, may have found it necessary to reassess and change her wardrobe as she moved into her new occupational role.

Sample Selection

Participants in the study were displaced homemakers who attended an established and recognized displaced homemaker center, Transitions, located at the University of Texas in Arlington. A university-owned house located just off the campus served as headquarters for the center. The familiar surroundings of a house seemed to be more comfortable to the displaced homemaker than would a classroom setting, according to Barbara Brown, director of the center. Workshops, discussions, lectures, and social events are held when necessary because group attendance is sporadic. Services rendered by the center include personal counseling, job interview workshops and job placement, as well as other services. The center opened in January, 1978, as a two-year pilot project and has served more than 100 persons since that time.

Five displaced homemakers were selected for the study by Barbara Brown. The women selected were either divorced or widowed, were 45-55 years of age and needed employment in order to meet their financial obligations. Brown selected women whom she felt had overcome some of the difficulties resulting from divorce or death of their spouse and whom she knew would be available at the time of the interview. Brown also made an effort to select women from a wide range of socioeconomic groups. Four of the five women were employed in varying capacities.

Case Study Method

The case study method of data collection was used in the study. This method is a comprehensive study of a social unit and is used for studying behavior of an individual in precise detail (Compton and Hall, 1972). An in depth study of the clothing concerns of displaced homemakers was desired as it was expected that these concerns would be different for each participant.

Interview schedules (Appendix B) were developed from questionnaires used by Houdek (1961), Howell (1964), and Lester (1976) and from a wardrobe inventory by Horn (1975) to assist in the systematic collection of data. The interview schedules were pretested with several women who possessed characteristics similar to those of the displaced homemaker. The questionnaires were pretested for the purpose of clarifying the questions and testing the flow and sequence. No major revisions were made. Because of the nature of the method of data collection, it was possible to rephrase some questions or pose examples to clarify the meaning of some questions without biasing the response.

Each of the five participants was interviewed twice. Because of the personal and work schedules of the participants, an option was offered as to the time each would prefer to schedule her interviews. Permission was received from each participant to tape record each interview. The interviews were recorded and were later transcribed.

Analysis of Data

Data from each individual interview were reported and background information about the five participants was summarized. Conclusions on the clothing concerns of displaced homemakers were drawn and recommendations were made for educational programs for these women.

CHAPTER IV

FINDINGS AND DISCUSSION

The problem in the study was to investigate the clothing concerns of the displaced homemaker as she moved from the role of homemaker to employee/trainee. The objectives of the study were to examine the clothing concerns of selected women participants between the ages of 40 and 64, who, because of death, divorce, or separation, no longer have a means of support and to make recommendations concerning educational programs for displaced homemakers in the area of clothing.

Case Studies

The following case studies represent the individual concerns and opinions of the five women who participated in the study. No attempt was made to categorize the responses of the participants, but responses that were similar in nature were noted.

At the time of the interview four of the five participants were employed. All five had at one time or another been interviewed for jobs and all five of the women had experienced some difficulty in the acquisition of clothing due to financial limitations. Three of the five women were divorced; the remaining two were widowed. Four of the five had children, however, none of the children were under 18 years of age. Three of the five women had received the bachelors degree, one had graduated from high school, and the fifth had completed ninth grade.

The case studies reported on the following pages included general information about the displaced homemaker center, Transitions, responses on clothing preferences and attitudes, clothing problems, employment goals, clothing for job interviews, clothing and/or sewing experience and suggestions for other women.

Subject A

Subject A came to the Dallas/Fort Worth area from Germany during 1970 after having lived in several places because her husband was in the military service. She had completed a year of college and was attending college at the time of her divorce five years ago. A decision was made to remain in school to complete a degree in social work and possibly to continue to work toward a master's degree.

She learned of the center through the school newspaper while attending the University of Texas at Arlington. She joined the Transitions staff and had been working part time as a peer counselor at the time of the study. As a counselor, Subject A indicated that she tried to help women find appropriate jobs and to give them some guidance and help.

Subject A had always been interested in clothes but she seldom purchased clothes to boost her morale because she felt a need to economize and be frugal. Even though she had been responsible for most of her own clothing choices, Subject A admitted that her husband had occasionally selected her clothes. As a full-time homemaker, she always tried to have nice clothes for the activities in which she participated. When at home however, she was not usually concerned about her appearance and wore jeans, shorts, and tee-shirts.

Subject A preferred wearing dresses and skirts to slacks in public. She indicated that she thought this to be due to the clothing attitudes of the generation in which she grew up. Participation in various activities and organizations which had decreased since her divorce, and pursuance of hobbies also determined whether she would wear dresses, skirts, or slacks. Although special clothing was not required for participation in these activities, certain types of clothing were more appropriate for certain activities.

Sandals, high heeled and wedge heeled shoes were preferred by Subject A. Comfortable shoes were indicated as being more important than fashionable shoes especially if the job required standing or walking for long periods of time.

When asked for her opinion of uniforms, Subject A indicated that uniforms tended to categorize people and for this reason she did not like them. As a young girl, she had attended an all girls' Catholic high school where students had to wear uniforms. At that time, she wanted to be a hairdresser, which also required a uniform, and later married a military man who wore uniforms everyday. Subject A preferred a job in which a uniform was not required.

Subject A indicated that what a person wears expresses the whole personality and is dependent upon the type of work the person does. A casual atmosphere might permit slacks to be worn whereas a business position might require what she considered to be more professional clothing. Subject A wore some clothes more often than others because they made her feel good and she liked them better.

The transition from full-time homemaker to employee caused some special problems for Subject A. One problem was lack of money. This

created a change in shopping habits and method of payment. Subject A was forced to use layaway to purchase new clothes. She also sought out sales, often bought out of season, and sometimes swapped clothes with friends; however, clothing received from friends was worn only if it satisfied Subject A. She reported that clothing was purchased by cash or on layaway only and admitted that it had been a struggle. Credit cards were not used by Subject A. While married she depended solely on her husband's salary for clothing. There had been no special allotment of money for clothing, but she had relied on her own discretion in the use of money. Clothing for herself was considered after the household expenses had been met.

Specific problems experienced by Subject A when selecting and purchasing clothing were based on her size. Because she was short, most of the clothing was too long. An increase in weight along with a thickening of the waistline had created some fitting problems. Subject A expressed a difficulty in finding clothing that fit well. She did not like tight fitting clothes and considered a good fit to mean clothing that was comfortable.

Coordinating undergarments to outer garments presented only a few problems for Subject A. She wore a variety of blouses and sweaters and had discovered that certain brassieres were necessary for the different styles and designs.

Until moving to the Dallas/Fort Worth area, Subject A had lived in places where there was more seasonal variation. She had never lived in a climate as warm as the Dallas/Fort Worth area. She did not need as much cold weather clothing as she did in some of the previous locations. This change was difficult for Subject A because she liked

winter clothes more than summer clothes. She indicated that a winter coat had not been purchased during the past ten years because she could not afford one. Other winter clothing preferred by Subject A included flared skirts, sweaters, and boots.

For her particular career interest, counseling, Subject A indicated that special clothing might be designated by the individual agency of employment. She noted that at the university level, one might be expected to wear more tailored clothing, whereas other agencies might allow social workers to wear jeans. A full-time position would most likely require special clothing. Because of her job at Transitions, Subject A dressed up a little more frequently than when she was a student. She admitted being conscious of what she wore and indicated a desire to project an image and create a particular impression on others. She indicated that her present wardrobe would probably fill the requirements for clothing, but that she would need more of that type of clothing which would be appropriate for a job. She also noted that she would have to have a full-time position in order to have the money necessary to purchase these additions to the wardrobe.

Subject A recalled a workshop sponsored by Transitions which dealt with information about job interviews. She indicated that the type of clothing to be worn to a job interview should feature a tailored look with closed in shoes and that colors should be subdued but not white. Blues and beiges were suggested. Although she indicated that her best colors were pink, yellow, green, and red, she did not consider them to be proper colors to be worn at an interview. She indicated that she preferred to wear beige clothing when going for an interview. Subject A surmised that the ease and confidence felt

during a job interview was influenced by the clothing she wore. If certain styles and colors of clothing would help her get a job, she indicated that an investment in the recommended clothing would be made, because first impressions were often formed from one's appearance.

Although she was able to alter some of the purchased clothes herself, she preferred not to buy clothing unless it fit when she tried it on. Subject A made most of her skirts because she thought money could be saved. However, more fabric was needed for the longer skirt styles which required that more money be spent for a skirt. She further noted that at one time sewing was done for pleasure but now it was done out of necessity.

Subject A enrolled in a beginning sewing class as an adult. She expressed a desire to update her clothing selection and construction skills and indicated that a one-to-one type instruction would best suit her needs. Subject A had never received the type of instruction that might help her choose clothing for her figure type. She did not feel comfortable in all the current fashions because of her height.

Subject A indicated that every woman should know how to sew because of the self-satisfaction derived from making one's own clothes. She noted however, that even if a woman could not make her own garments, she should know how to make basic alterations such as sewing on buttons, altering the shoulder length and hemming.

Subject B

Subject B had learned about centers for women through magazine and newspaper articles and had become interested in Transitions at the University of Texas at Arlington when it opened in January, 1978.

She came to the center in March to discuss the program with counselors. One of the reasons given for coming to the center was to find some kind of self-satisfaction. She also indicated a desire to help other women who had come to the center.

She had participated in group discussion sessions and a dancing class but had not participated in any of the job interview workshops which had been conducted at the center.

Subject B's family had lived in Kansas before moving to the Dallas/Fort Worth area twelve years ago. Subject B's husband died six years later, when the youngest of her three children was 12 years old.

Skirts and dresses were preferred to slacks even though Subject B did not consider one to be more proper than the other. Even though she would not wear slacks to church services, Subject B indicated that she might wear them on a very cold day. She noted, however, that she preferred to wear a long dress instead. Old, ill-fitting, and faded clothing that was in need of repair was described by Subject B as the clothing worn at home.

While married, Subject B belonged to three organizations which were mainly associated with her church and the schools that her children attended. Participation in these organizations had decreased. Special clothing was not needed for Subject B's hobbies which centered around the home and family. Casual type clothing usually fulfilled the needs for her current activities, she indicated.

Shoes were selected for comfort rather than for fashion. Subject B admitted, however, that at one time in her life, she bought shoes because they looked good regardless of discomfort.

Having been a military wife may have influenced Subject B's dislike for uniforms. She admitted that she did not like wearing the same thing all the time, but would wear a uniform if a job required one.

The clothing worn was important according to Subject B. She indicated that some garments were better liked than others because of their adaptability, changeability, and comfort, and if the color of a garment was particularly liked or if the garment made her feel good, Subject B wore it more often than other garments. She emphasized, however, that her clothing was not too stylish.

Subject B noted that a specific amount of money had not been allotted for clothing while she was married. Her husband had managed the money most of their married life even though she had helped. Subject B, on the advice of her attorney, did not change any of the charge accounts when her husband died. It was quite probable, she indicated, that since she was temporarily employed, problems would arise if she tried to obtain credit in her own name. When credit was used for the purchase of clothing, she used a 30-day account and paid for it accordingly.

A difficulty had been experienced in finding clothing that fit Subject B's expectations. Her size created some of her fitting problems. She was 5'7" tall, weighed 122 pounds, was narrow through the shoulders and not too large through the bust. She had experienced a weight loss during the illness of her husband. Because Subject B was tall and thin, she had been uncomfortable in the shorter skirts and until recently was unable to purchase slacks that were long enough. If the clothing she bought did not fit, Subject B said, with a smile, that she cried a lot. The idea of buying something new and

having to do the alterations was not appealing even though she was able to do so. The cost of alteration services was usually high in the stores where she shopped, she noted. Concerning fit, Subject B preferred clothing that was neither too tight nor too loose. She indicated that clothing should fit through the shoulders and at the waistline if fitted.

Even though Subject B's family had moved to the Dallas/Fort Worth area from Kansas, the differences in climate between the two areas did not require any major wardrobe changes. Subject B noted, however, that the recent winter had come as a surprise to her.

Subject B was not financially in need of employment at the time she came to the center. A job as a shopping investigator was later obtained. She had seen an employment notice in the newspaper for the job and had brought the notice to the center to show the job placement counselor. Even though she had intended to share the information about the job with the other women in the center, Subject B applied for and got the job. There was no special clothing required for the job because she was not to be obvious. She was to wear whatever was worn by other shoppers. The younger female shoppers often wore shorts or jeans, she noted. Subject B further indicated that the type of store determined the type of special clothing needed.

Through personal experience, Subject B recommended that people interviewing for a job should be aware of the company dress policy and abide by it, especially if they really wanted the job. This also applied when employed in a job where a certain type of clothing was required. Subject B indicated a willingness to invest in clothing of certain styles and colors if those clothes might help her get a job.

Some sewing skills had been learned in a high school home economics class. Subject B indicated, however, that she had never received information on how she could enhance her figure. She indicated that new techniques to improve her clothing skills would be beneficial as she was dissatisfied with her own sewing. Because of this dissatisfaction, she purchased ready made clothing. She indicated that a workshop type of instruction would probably be helpful.

Subject C

Subject C had been associated with a college in California when she became aware of the centers for women. While living in California, she had been involved in the production of educational television programs. Subject C had been in the Dallas/Fort Worth area almost a year before she read about Transitions in the newspaper prior to its opening in January, 1978. While attending Transitions, Subject C participated in activities which included dance classes, dinners, and rap sessions. She had also helped locate jobs for women who came to the center.

Subject C had been trained in modeling and had later taught modeling. She had received some extensive instruction in clothing which included information concerning different types of clothing to choose for various figure-types. She indicated that her own individual style for dressing may have developed through this early training. Although her interests in personal appearance and clothing were high, Subject C preferred to buy ready-to-wear as sewing was not one of her accomplishments.

When at home, Subject C preferred to change to a long, sleeveless, wrap-around gingham pinafore dress and by wearing a garment such as

this she considered herself to be suitably dressed for company. As the seasons changed, however, she indicated a need to wear other types of clothing.

According to Subject C, dresses or skirts were preferred to slacks. She inferred that slacks should not be worn in business because it looked as though a woman was trying to emulate a male rather than be a separate entity in the world of business. She further explained that men respected women who wore skirts implying that skirts represented more authority than slacks.

If Subject C had to be on her feet a lot, shoes that were both fashionable and comfortable were worn. She would not sacrifice fashion for comfort in shoes but would change shoes several times during the day.

Uniforms were not liked by Subject C even though she considered many of them to be nice. She mentioned the variety of uniforms worn by bank and airline employees. She would, nevertheless, wear a uniform if a job required one.

While married, Subject C had been accustomed to having an unlimited wardrobe which consisted mainly of clothing for social occasions. Her main interests in clothing had been party clothes. Other activities such as jogging, swimming, and horseback riding required casual clothing. Membership in about six social and civic organizations had temporarily decreased because she had been so busy reorganizing her life. Even though some of the activities had changed, Subject C indicated that some of her present wardrobe was adequate for the activities she continued to pursue.

The clothing for recreational and social activities was mentioned as a special concern by Subject C. Even though she had been concentrating on job hunting and eventually finding a job, she indicated that other interests had not been ignored. Some activities such as jogging or bowling might require certain clothes and it was suggested that clothing for this type of activity be included in wardrobe plans.

During the time she was married, Subject C had an unlimited amount of money to spend on clothes. A specific amount of money was not actually allotted for clothing expenses. This had changed, however, after the divorce. She had always been able to buy whatever she wanted. Subject C had been accustomed to shopping in some of the more exclusive stores in California and Texas and admitted that she did not know how to shop anywhere else. Because of the change in lifestyle, she now shopped for different types of clothing.

Subject C indicated that she had no problems finding clothes that fit because she was tall and slender. A good fit according to Subject C was something that was not too tight through the bust, had enough length from shoulder to waist and if the skirt was straight, it had to be smooth but not cup under the hips. When shopping for clothes she tried to buy garments that were figure flattering. If a garment did not fit well in the beginning, Subject C said she usually would not buy it.

The climatic differences between California and Texas caused a change in Subject C's wardrobe. Because of the differences, she had to add an all-weather coat as well as some clothing for really hot weather.

Subject C was looking for a well-paying job that could be handled successfully. While job hunting, she sought many executive jobs previously held by men. She preferred a job with flexibility as she did not want to be confined to an office all day.

Even though she had not attended a workshop on job interviews at the center, Subject C noted that for most interviews, a person should be as well-groomed as possible, have clean clothes, shined shoes, and no runs in the stockings. A woman should wear a clean-cut understated dress; nothing too garish. These characteristics, suggested by Subject C, had given her confidence when she interviewed for jobs. One garment, described by Subject C, was a two-piece beige poplin dress which had a simple skirt with a small amount of gathering at the waist and slash pockets in the sides. The bodice had longer sleeves and a tailored neckline which had an ascot. The dress was finished with a gold chain belt, and finally, coordinated with shoes and bag. Subject C had hoped to share her knowledge of clothing to be worn to interviews with women at Transitions. She admitted that her present wardrobe was inadequate for most types of employment and that she would need to add more business-type or daytime clothing to the wardrobe.

Subject C recommended that a basic course in figure consciousness similar to those offered in modeling classes might benefit women in the center. A course of this type should include the total clothing concept of what different lines do for different figures and what different colors do for different skin tones, she suggested. Subject C bought all of her clothes because she did not sew.

Subject D

Subject D learned about Transitions through the University of Texas at Arlington and had been coming to the center for two months. She had not participated in any of the job interview workshops at the time of the interview. She was working part time at the center and was enrolled in a science course at the University. Subject D had lived in Puerto Rico until she moved to the Dallas/Fort Worth area three years ago.

Life goals for Subject D had changed a lot during the ten years following the death of her husband. His career as a night club performer had been important to Subject D, but it was necessary, she indicated, to consider a personal career. She was most concerned about the completion of the science course and indicated an interest in doing some type of church work in the future. Finding a job, she noted, would help her accomplish these goals. In some circumstances, she explained, personal goals could be attained through the clothing worn.

Subject D considered herself to have been well-dressed during most of her lifetime. She had always been interested in fashion and dressed accordingly, even though her tastes were a bit unusual and at times she had difficulty choosing between what was in fashion and what was really liked. She noticed a change in the type of clothing she liked to wear as she became older. Hats were worn by Subject D even though they were not worn by other women. At times, when Subject D was unable to dress well, she admitted having been distressed. She believed that the clothing a person wears serves as a means of

communication and is often used to influence or impress other people.

Skirts and dresses were worn more often than slacks. Subject D revealed, however, that she usually wore slacks, sometimes shorts, for recreation or to work in at home. She also noted that she wore old, informal clothing that was often in need of repair when at home and considered herself adequately dressed.

Subject D did not belong to any organizations while she was married. When attending night clubs where her husband performed she wore dressy or evening clothes. At the time of the interview, Subject D was participating in several church related organizations in addition to attending class. Clothing that covered the arms was one restriction for participation in church activities, Subject D explained. She indicated that long skirts were permitted and were worn occasionally.

Shoes were selected more for fashion than for comfort. Subject D noted, however, that if a job required a lot of standing or walking, she would reluctantly give up the fashionable shoe for a comfortable one.

From a practical viewpoint, Subject D liked uniforms. In her opinion they saved cleaning bills, saved wear and tear on her own clothing and, if made nicely would be very comfortable.

Subject D had been trying to express her own tastes in clothing. She indicated an attempt to be as glamorous as possible, but saw that this was not such a good idea because of the many "one-eyed invitations" she had received. She had bought new clothes on occasion for the purpose of changing her self-image as well as impressing others.

Some garments were better liked by Subject D and were worn more often because of comfort and color. Bright colors were worn to

brighten her day. Subject D believed that people should wear their best clothes every day.

Financial burdens due to the illness of her husband had prevented Subject D from wearing the type of clothing she preferred. Most of the money budgeted for clothing had been spent on clothes for her husband because of his career. Following the death of her husband and until she enrolled in school, Subject D had been financially able to purchase more clothes. Even though she did not have a charge account, Subject D indicated that one would not be difficult to obtain.

Even though Subject D purchased most of her clothes, many had been given to her. She noted, however, that even though the clothes were never of her own taste, they were reasonably satisfactory for a woman of her age. When shopping for clothes, Subject D was lenient; she did not insist that the shoulder seams be exactly on the shoulder. Shoulder seams a half inch too long or too short were tolerated. She felt that loose and bulky garments made her look "heavy and sloppy." Because clothes were made for a figure that was proportionate above and below the waist, Subject D had experienced some fitting problems, especially in one-piece dresses. She was larger through the hips than she was through the bust. She had also experienced difficulty purchasing brassieres that did not have a lot of seams or that did not crumple. On those occasions when she had to buy something that fit incorrectly, Subject D usually had the garment altered at the store as she was generally satisfied with the services offered. At times, she intended to alter them herself, but lack of time did not permit her to do this.

The weather in Texas was more variable than that of Puerto Rico, Subject D noted. Because of the climatic differences, it was necessary for her to buy dresses with sleeves, update her wardrobe, and add winter clothing to the wardrobe.

Subject D had considered a career in the scientific field as a writer, preferably on the executive level, and would dress according to the type of job. Because of her current situation, Subject D admitted that major revisions in her wardrobe would have to be made. She did not have any clothes in her wardrobe that were suitable to wear to an interview.

The clothing worn to a job interview had been discussed during workshop sessions before Subject D came to Transitions. She had learned through other sources, however, that one should wear a dark suit, perhaps navy blue. When interviewing for a job, she had worn a jumper-type dress of navy voile with tiny white polka dots and a simple dressmaker jacket. Subject D indicated that this particular dress had contributed to the confidence she felt during the interview. If clothing of certain colors and styles might help her obtain a job, Subject D indicated that an investment in this type of clothing would be made. She further noted that there was no sense trying to get a job if you were going to put marks against yourself by wearing inappropriate clothing.

Subject D had learned to sew in a required elementary school class. During the past several years, she had made two skirts and part of a dress. She had never been given a critical figure analysis nor clothing suggestions to improve her appearance. She did not see a need for improving her clothing construction skills at this time.

Women with financial difficulties who needed clothes should know how to sew, Subject D recommended. She realized, however, that for many reasons some women would never be able to make their own clothes, or because of their financial problems, some women might not be able to purchase a sewing machine. These women, she said, needed to be aware of resale stores. Subject D had become familiar with resale stores while living in New York and was aware of some good stores in the Dallas area. Some garments bearing labels from some very exclusive stores could be purchased for as little as three or four dollars, she reported. Subject D noted that it was a shame that some women do not take advantage of beautiful clothes that are available at the low prices. She went on to say that some of the clothes sold at resale stores had never been worn; others had been worn only once or twice. Because many of the clothes had been on the market the previous year, one should be alert to changes in style and skirt length, she suggested.

Subject E

Subject E heard about Transitions through a radio announcement prior to its opening in January, 1978. She came to the center and began participating in activities soon after. Subject E had been divorced for four years after having been married thirty-two years. After the divorce, she experienced emptiness and confusion in her life. Even though her children have since realized the necessity of the divorce, they did not approve of it at the time. Activities participated in at the center included counseling, discussion sessions, and workshops on subjects such as values and job interviews.

Subject E revealed that she often dressed to impress others. She would attempt to dress a little better in order to make a good impression especially on a first date. She was not convinced that clothing "made the person," but suggested that it merely added to or took away from one's personality. She explained that her clothing was comfortable, functional, and conservative. She believed that clothing worn was important because people were first judged by appearance and that overall appearance, not just clothing, was important when trying to achieve certain goals in life.

Because of a figure problem, Subject E preferred not to wear slacks in public except perhaps to the grocery store; when going out, skirts and dresses were worn. Clothing worn at home, she noted, was not presentable in public.

Subject E's major activities had been centered around the home, therefore, participation in outside activities and organizations was limited. Since her divorce, however, she had become more active outside the home and her public contacts had increased, thus influencing the type of clothing worn. Hobbies such as ceramics, sewing, yardwork, and appliance repair were activities in which Subject E participated. Clothing for these activities included jeans and/or smocks because of the nature of the activities.

The shoes worn by Subject E were selected for comfort and fashion. Subject E insisted, however, that uncomfortable shoes could not be worn. When at home, she wore flat shoes, but in an effort to appear taller, Subject E wore high heeled shoes when going out.

Uniforms were described by Subject E as cute and even nice. She indicated that the type of job would determine whether or not one

would be worn.

Since becoming self-sufficient, Subject E had tried to purchase garments that could be coordinated with skirts and blouses. She pointed out that the price of clothing and lack of funds were specific problems now encountered when selecting clothing. While married, Subject E depended on her husband's salary for clothing purchases even though there had been no particular budget for clothing. Clothing purchases were dependent upon family needs. Numerous charge accounts had been accessible to Subject E while married. After the divorce, however, only one account was used. It was used more often for the purchase of gifts than for clothing. Subject E indicated that some difficulty had been encountered when trying to establish credit in her own name.

Following her divorce, Subject E gained about thirty-five pounds. She was 5'2" tall, had a very small waist and large hips. A good fit in clothing was something that was neither too tight nor too loose; something comfortable. Because of the changes in skirt length, Subject E had experienced difficulty coordinating the length of skirts with slips. Subject E explained that some of her garments were more comfortable, easier to care for, and better liked than others, so they were worn more often.

Prior to moving back to the Dallas/Fort Worth area, where she had a house, Subject E lived in Denver, Colorado. Differences in the climate between the two areas made it necessary for her to make changes in the wardrobe. Some of the heavy, winter clothes had to be stored to make room for lighter, all-weather clothes.

Getting a good paying job was an immediate goal mentioned by Subject E. A typing course was attempted, but due to a nervous condition, she was unable to continue. Even though a difficulty had been experienced in making ends meet, employment was not imperative because Subject E was receiving alimony.

Subject E indicated that counseling services had been very helpful and through them she began to feel more self-reliant and competent. Through job interview workshops, however, she discovered that her job skills were limited and that her age was a barrier for obtaining many jobs.

The clothing worn to an interview depended on the type of employment being sought. When interviewing for a job with a large department store, Subject E chose clothing that was both comfortable and presentable. She emphasized, however, that clothing worn to an interview or to work should meet a company's dress policies. If certain styles and colors of clothing aided in getting a job, Subject E indicated that an investment in the recommended clothing would probably be made. Likewise, Subject E noted, a job would determine the type of clothing worn. A typist or office worker, for instance, should avoid big, full sleeves and should wear tailored, comfortable clothes that were neither too tight nor too loose. In the department store where she had worked, employees were allowed to wear various types of clothing. The store, in an attempt to change its image, later made a change in its dress code and prohibited the wearing of slacks or culottes. Subject E noted that clothing in her wardrobe would probably be sufficient for the jobs she preferred.

Although she was able to sew, Subject E bought most of her clothes. Where possible she altered the garments herself because, she noted, the cost of alteration services at the store, though generally satisfactory, was extra. She had on many occasions received suggestions for ways she might enhance her figure. Many of these suggestions came from her children.

Subject E had sewn for many years having learned her sewing skills through several sewing classes and clothing literature she had received. She had made a variety of items from draperies to costumes. An interest in updating her sewing skills had been indicated by Subject E. She suggested that a workshop with one-to-one instruction as well as a viewing seminar might be helpful. Women, she urged, should examine their figure and investigate books on clothing, fabrics, and colors to discover how each affects different figure-types.

Discussion

The case studies reported in the preceding pages reveal individual circumstances and concerns related to clothing of five displaced homemakers. Because of the varied backgrounds and circumstances of the five participants interviewed in the study, it would seem that clothing needs would vary. It was found, however, that many similarities in clothing needs existed among the five participants. Four of the five women had encountered difficulties in finding clothing that fit them according to their expectations. Not being able to afford the type of clothing that they had been accustomed to wearing was a concern expressed by all of the women.

Three of the women indicated that special clothing was necessary for participation in some activities and organizations. A decrease in the participation in these activities was indicated by two of the five women. Four of the women indicated that comfort in clothing was more important than fashion. Four expressed a need to update their clothing skills.

Because of financial problems, each of the five women indicated that her clothing expenditures had been greatly reduced. Only one of the women currently used credit to purchase her clothing, and all of the women indicated that they had experienced or anticipated difficulty when applying for credit.

Other similarities were noted in the area of employment. All five of the participants had been interviewed for jobs, but only two had attended job interview workshops at the center. Four of the five indicated that they believed the clothing they wore affected the way they felt during the job interview. All five women indicated that they would invest in clothing of certain colors and styles if it would increase their chances of obtaining a job. Because the career goals of the five participants varied greatly, no similarities in special clothing were noted. Two of the five, however, indicated that their present wardrobe would not be adequate for their career interests. Even though three of the women did not like uniforms, three of them indicated that they would wear a uniform if necessary. A fourth indicated that the type of job would determine whether or not she wore a uniform.

Recommendations for Educational Programs in the Clothing Area

One of the objectives in the study was to make recommendations concerning educational programs for displaced homemakers in the area of clothing. Information from the case studies was used in formulating the recommendations.

Four of the participants indicated a need to update their clothing and sewing skills, and various methods for instruction were suggested. These suggestions included a workshop, a viewing seminar and individual instruction. Information taught should include basic alterations, general sewing techniques, and basic information on clothing concepts, including figure consciousness.

Each of the women had received some information concerning the type of clothing that was appropriate for job interviews. Each believed that clothing was important in creating first impressions especially when interviewing for a job. Information based on the effects of clothing on other people would be beneficial to women who must seek employment outside the home.

Due to the financial limitations expressed by all five of the women, information in consumer education would be beneficial. Specific suggestions by the women in the area of consumer education included information on clothing resale stores, trading or swapping clothing, buying on sale, layaway, and buying out of season. The women provided the following ideas from their experience which might be incorporated in the development of educational programs for displaced homemakers:

1. Wear comfortable shoes especially if the job requires being

on the feet a lot.

2. Wear tailored, clean-cut garments, preferably dresses or skirted suits, of subdued colors to most job interviews.
3. Become aware of the company dress policy before going to an interview.
4. Select garments that are comfortable, versatile, and adaptable.
5. Be open minded about wearing uniforms.
6. Investigate the climate of the area in which you will be living if a move is necessary.
7. If a fitting problem is indicated, learn to make necessary alterations yourself.
8. Remember to include clothing for activities such as hobbies and sports in the wardrobe.
9. Become aware of clothing resale stores in the area.
10. Be objective about your figure when determining style, fabric, and color of garments.
11. Utilize libraries, local adult education facilities, and available sewing and/or clothing courses.

It is recommended that the above statements be considered in the development of educational programs for displaced homemakers. Suggestions for program development include utilizing available community resources such as adult education programs, area vo-tech schools, and community college programs when possible. It is also suggested that individual or self-paced instructional packages be developed for use in displaced homemaker centers.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem of the study was to investigate the clothing concerns of the displaced homemaker as she moved from the role of homemaker to employee/trainee. An objective of the study was to make recommendations concerning educational programs for displaced homemakers in the area of clothing.

Five displaced homemakers were interviewed in depth concerning their clothing attitudes and preferences, clothing problems, employment goals, and sewing experiences and needs. The displaced homemakers were also asked to give suggestions, based on their experiences, to other women with similar needs. The interviews were reported and summarized and general statements were made based on similarities of the responses. Recommendations for educational programs for displaced homemakers in the area of clothing were made.

Conclusions

Four of the five women interviewed in the study were in need of employment in order to meet financial obligations which were created when their life situations changed. Each woman was in need of training for the career interests she preferred because of the number of years she had been out of the job market. For these and other reasons, the women sought assistance from the displaced homemaker center.

The interviewees expressed some difficulty maintaining a lifestyle comparable to that to which they had been accustomed. The difficulties experienced by the participants parallels findings in studies by Berson and Bova (1974), Washburne (1975), and others. It was noted by several that their preferred manner of dress had changed when their lifestyle changed. This discovery reiterates the changes in lifestyle and the effect the changes had on the type of clothes worn as reported in studies by Jacobi and Walters (1958), Ryan (1966), and Stone (1962). The need for assessing and revising the wardrobe for these changes was considered important by the participants. In addition, new methods and techniques for improving clothing and sewing skills were emphasized.

Problems relating to style, fit, and availability of clothing suitable for middle aged women that were studied by Blair (1953) and Rosencranz (1972) were also experienced by the women in the study. The participants were interested in fashion but were more concerned with comfort in clothes. They were often unable to find clothing that was appropriate in style and fit.

Each of the women recognized the important relationship among dress, appearance, self-confidence, and assurance. This recognition reinforces the findings of a study by Winters and Sorensen (1975) when they studied the importance of self-evaluation in terms of self-worth. The women also recognized the importance of knowing the types of clothing required for some types of employment as well as the need to be flexible in their opinions concerning the clothing required for some jobs. This emphasizes the findings reported by Molloy (1977), Potts (1974), and Ryan (1966), when they studied the relationship between clothing and employment.

Recommendations

The following recommendations for further study are made:

1. The study could be replicated in other locations where displaced homemaker centers are established in an effort to determine specific clothing concerns of displaced homemakers especially where differences are evident in climate and size of community.
2. A study could be conducted with a sample of displaced homemakers and a sample of women with similar characteristics who are not displaced homemakers to determine whether differences in clothing concerns of the two groups exists.
3. It is recommended that a survey be conducted to determine clothing requirements for specific jobs available in communities in which displaced homemaker centers are located.

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APPENDIX A

LETTER FROM SENATOR BIRCH BAYH

WARREN G. MASHBURN, WASH., CHAIRMAN

JOHN C. STENNIS, MISS.
ROBERT C. BYRD, W. VA.
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United States Senate

COMMITTEE ON APPROPRIATIONS
WASHINGTON, D.C. 20510

JAMES R. CALLOWAY
CHIEF COUNSEL AND STAFF DIRECTOR

Dear Friend:

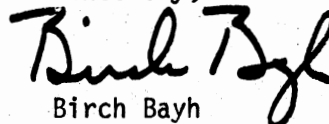
Because we previously corresponded about legislation to provide funding for displaced homemakers programs, I wanted to inform you that on August 25th the Senate approved CETA authorization legislation which included specific language to address the problems of these women.

The CETA authorization legislation provides for the funding of displaced homemakers programs under title III of CETA, as well as other titles of the bill. While the measure does not provide for a specific set aside of \$5 million for the funding of displaced homemakers programs under title III as I had requested, it is my understanding that the Department of Labor is committed to spending this amount on displaced homemakers programs during the fiscal year 1979. This amount would be in addition to any monies made available to displaced homemakers programs under other titles of the bill. I am taking the liberty of enclosing a Congressional Record statement which outlines in detail the provisions of the Senate CETA bill.

Again, I appreciate having the opportunity to keep in touch on this issue. I will continue to keep you informed of any new developments regarding displaced homemakers programs.

With best wishes, I am

Sincerely,



Birch Bayh
United States Senator

Enclosure

APPENDIX B

INTERVIEW SCHEDULES

FIRST INTERVIEW SCHEDULE

You have indicated that you would be willing to participate in an interview regarding your clothing concerns. The questions I will ask you will be helpful in determining what clothing concerns you have as a result of your need to become gainfully employed.

Please feel free to respond to the questions in either positive or negative answers. Your identity will not be revealed in my study, however, for ease in discussing the subject you may introduce yourself. In my study, you will be referred to through the use of a letter of the alphabet.

This will be the first of two interview sessions. I will be tape recording both sessions so that we can concentrate on the flow of the discussion. This session deals mainly with your feeling about clothes and your clothing in general.

1. Please tell me how you found out about Transitions, here at the Women's Center? How long have you been coming here?
2. What are some of the activities that you participate in here?
3. Having had to change your lifestyle rather suddenly, have you found that the goals in your life have been changed? What are some of your immediate goals? Your long term goals? How are you preparing yourself to meet these goals?
4. Which of your immediate goals do you think will require special clothing? Will your present wardrobe adequately fill these needs?
5. Do you think that what a person wears is important? Why?
6. How do you generally feel about the clothes you wear? Do you like some better than others? Why? Do you have some clothes that you wear more often than others? Why do you wear some clothes more often?
7. In what ways has your interest in clothes changed since you became the supporter of your family?
8. Have you ever bought new clothes in order to change the way you feel about yourself? Did it help?
9. Do you ever use clothing to impress others? Do you think the way a person dresses is important when trying to achieve certain goals?
10. Who has been responsible for your clothing choices? Has the type of clothing you now wear changed from what you wore while a full-time

homemaker? In what ways have they changed?

11. What are some of the things that determine the types of clothing you now wear opposed to what you wore while you were a full-time homemaker?

12. What types of organizations did you belong to while you were a full-time homemaker? How many organizations did you belong to? Has participation in these organizations increased or decreased since you were a full-time homemaker? What other activities did you participate in? (hobbies, etc.) Was special clothing required for participation in these organizations and/or activities? What types of clothing?

13. In what activities do you now participate? Can you describe the type of clothes you wear for these activities?

14. To change the subject and go on to another area of clothing, which do you prefer to wear most often...skirts/dresses or pants? Which do you consider to be more proper of the two? Why? Are there some places you would wear one and not the other? Which one and why?

15. Do you have some clothes that you wear when you are out in public places and some that you reserve for private or at-home wear? What makes the difference between the two types of clothing to you?

16. "Clothes make the person" is a revised version of an old cliché. How do you feel about the statement?

17. We talked earlier about the changes in your clothing choices and in your clothing interests. This question concerns your clothing purchases. Have they changed since you became the supporter of your family? Are you more limited in the amount of money you have to spend on clothes now that you are single than when you were married? In what ways?

18. Financially speaking, what sources did you have while you were married to purchase your clothes with? While you were married, how was money allotted for clothing for the family?

19. Are you able to use credit (charge accounts) for the purchase of clothing? Have you had any problems getting credit?

20. What are some specific problems you have experienced in selecting or purchasing clothing for yourself or your family?

21. How long have you lived in the Dallas/Fort Worth area? Where did you live before you came here? Have you found any major differences in the climate between the two locations? Did you have to change your wardrobe when you came here to accommodate any climate differences? Were there any other reasons for wardrobe changes?

Thank you. This concludes the first interview session on your clothing concerns. For our next session, please be thinking about the job

interviews you have participated in. We will talk about these interviews at that time. We will also be discussing some of the specific clothing problems you may have relating to selection and fit of clothing.

SECOND INTERVIEW SCHEDULE

The interview today will be concerned with clothing as it relates to job interviews, jobs, and some of your personal clothing problems.

1. I understand that part of the counseling here at Transitions involves job interviews. Have you taken part in any of these sessions? What are some of the things you have learned through these job interviews?
2. What was discussed about clothing that one should wear for interviewing for jobs? Have you actually interviewed for a job? Were you comfortable during the actual interview? What did you wear to the interview? Do you think that what you wore affected how comfortable you were? (Why did you wear this particular outfit to the interview?)
3. In our last interview session you mentioned some of your immediate goals. One of these was getting a job, is that right? Are you looking for a specific type of job? Are you aware of any special types of clothing that might be required for this particular job preference? What kind? Would you be able to use your current wardrobe or would you have to make major revisions in it? (If you got the type of job you wanted?)
4. If you knew that certain colors and styles of clothing would help you succeed in getting a job, would you invest in clothing of the recommended color and style? Is there a reason why you would or would not?
5. How might a company's dress standards or codes affect your choice of clothing for a job interview?
6. What is your opinion of uniforms? How would you feel about wearing one for work?
7. What type of shoes do you wear most often? Are they selected for comfort or fashion? Would you sacrifice fashion for comfort in shoes if the job you had required being on your feet a lot?
8. Some kinds of clothing require certain types of undergarments in order that they look neat, finished, complete. Have you had any problems coordinating undergarments to outergarments? If so, what were they?
9. How do you acquire the majority of your clothes? (Do you buy them, make them or receive them as gifts?) If you receive them as gifts,

what kinds are they?

10. Sometimes, when people go through a crisis, their weight changes. Have you experienced any recent weight changes? What kinds of changes?

11. Similarly, during the middle years many people experience shifts in their body proportions. Have you experienced any weight shifts that have interfered with the fit of clothes?

12. What do you consider to be a good fit in a garment? Have you had any problems finding clothes that fit you in the way you have described?

13. What do you do if the garments you buy don't fit? Are you able to alter them yourself? Are you offered alterations services where you shop most often for clothes? Are the services generally satisfactory?

14. Has anyone ever helped you analyze your figure and offered suggestions to enhance your better features and/or improve or cover up any part of you that you don't particularly like? Who was the person who helped you the most?

15. Have you ever had any type of clothing class? If so, what kind?

16. Do you sew? To what extent?

17. Would you like to know how to improve your clothing skills? For example, techniques that could enhance your figure and possibly help you obtain a job.

18. What type of instruction do you think would be most helpful to you? For example, individual or workshop.

19. As a last question, can you think of any type of clothing concerns or needs that you have that I have overlooked in these two interviews that might be of interest to other women who share similar experiences?

Thank you for the time you've given me. Maybe we can have a workshop soon to help you increase your awareness of the importance clothes play in a person's life and to help you update your wardrobe in order to meet your present needs.

VITA²

Juanita Faye Hargis

Candidate for the Degree of

Master of Science

Thesis: CLOTHING CONCERNS OF SELECTED DISPLACED HOMEMAKERS

Major Field: Clothing, Textiles and Merchandising

Biographical:

Personal Data: Born in Texarkana, Arkansas, September 9, 1941, the daughter of Mr. and Mrs. Allen J. Hargis.

Education: Graduated from Sunset High School, Dallas, Texas, June, 1960; received Bachelor of Science degree in Vocational Home Economics Education from East Texas State University in 1964; completed requirements for Master of Science degree at Oklahoma State University in December, 1978.

Professional Experience: Vocational Home Economics teacher, Roy Miller High School, Corpus Christi, Texas, 1965-1977; Chairman of Home Economics Department, Roy Miller High School, Corpus Christi, 1974-1976; served on curriculum guide writing committee for Occupational Homemaking, 1965-1966; sales person at Broome's Fabric Shop, Corpus Christi, Texas, 1969; sales person and sewing instructor, Janie's Sewing Center, Stillwater, Oklahoma, 1977; Graduate Teaching Assistant, Department of Clothing, Textiles and Merchandising, Oklahoma State University, 1978.

Professional Organizations: American Home Economics Association, American Association of University Women, Texas State Teachers' Association, Oklahoma Home Economics Association.