

A SURVEY OF CLOTHING CONCEPTS AS PERCEIVED BY
MALE STUDENTS FROM REGION 5 IN THE
DETROIT PUBLIC SCHOOL SYSTEM
AS A BASIS FOR CURRICULUM
PLANNING

By

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1965

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
December, 1974

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ACKNOWLEDGMENTS

Sincere appreciation is extended to many people who contributed to the successful completion of this study. The writer gratefully acknowledges her indebtedness to her adviser, Dr. Lloyd Wiggins, Director for the EPDA 552 Program, for his generous help during the preparation of this study, to Dr. Elaine Jorgenson, Head, Home Economics Education, for her sincere interest and willingness to contribute time and thought to the thesis, and Dr. Harold Polk, Head, Industrial Arts Education for his continued encouragement and suggestions during the course of this study.

A note of gratitude is expressed to those persons who wrote letters to the State Department of Vocational Education and Career Development Services, of Michigan, recommending that the writer become a recipient of a fellowship for Leadership Training under the Education Profession Development Act--552 Program. These persons were: Mrs. Sarah Chappelle, Assistant Principal, Beaubien Junior High School, Detroit, Michigan; Mrs. C. J. Jarrett, Head, Home Economics Department and Mrs. Willie M. Shockley, Professor, Home Economics Education, Philander Smith College, Little Rock, Arkansas; Mr. F. B. Buffington, Supervising Principal, Magnolia Public Schools, Magnolia, Arkansas; and Dr. Leonard F. Sain, Professor, Department of Urban Education, the University of Michigan, Ann Arbor, Michigan.

The writer also expresses appreciation to Mrs. Delores Norman, Supervisor, Occupational Education for Personal Services Industries;

Mrs. Ethel Washington, Supervisor, Junior High Home Economics; Dr. Ferdinand Galante, Research Assistant; the principals: Mr. Meyer Beresh, Mr. George Bibbs, Mr. Francis Chapin, Mr. Alvin Hill and Mr. Harry Rux for making the study possible; the students who participated in the study and the teachers who assisted from Region 5 of the Detroit Public School System.

Acknowledgments would not be complete without voicing appreciation to the writer's immediate family, whose heartening encouragements and sacrifices made possible the completion of this study, and to my loyal friend and Minister who have been an inspiration throughout this undertaking. To her parents Hasten and Essie Carter, her husband Walter, her children, Darrell and Velda, her dear friend Mary A. Hunter and Reverend Richard M. Randall, this thesis is respectfully dedicated.

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CHAPTER I

INTRODUCTION

Clothes, unlike any other phenomenal attribute associated with human beings today, have affected the individual in untold dimensions. Man's choice in clothing reflects a decisive influence on his social, psychological and economic potential. Clothing is essential to the family and the individual. Clothing reflects many ethnic, emotional and personal customs and values. This is particularly true in America today for the adolescent group, where the ideas, values, fashions and activities for them originate from within the peer group.

As human needs and desires change through time and with progress, the social structure is modified in response to rising needs and wants. This point is true today in light of the fact that the decade of the seventies has been head lined with news of the "emerging woman"--her changing role in American society. However, little evidence has been forthcoming to reveal the implications this impact has had on men. Perhaps men have long wanted to experience activities known primarily to women. A particular field of interest is the clothing division in the department of home economics. Baker (1969) states that:

...so long as home economics remains predominantly an arena for female action and opinion, it has no right to speak for the family and cannot develop and implement those programs needed to strengthen and improve family life (p. 37).

The department of home economics, at all levels of educational achievement, is concerned with the field of knowledge and services primarily associated with strengthening family life through:

- a. the role of individuals in the family at all levels of society.
- b. human growth and development, and the needs of individuals at all ages.
- c. management of personal and family resources in the solution of problems of providing food, clothing, shelter, and emotional support for each member of the family.
- d. the interrelationship of individuals, families, and communities--locally, nationally, and internationally.
- e. the role of values, communication, and creativity in family development and functioning (Horn, 1964, p. 660).

Within the field of home economics are five basic areas of study, one of which is clothing. Courses in clothing for secondary schools are usually divided into four areas: selection of clothing, construction of clothing, consumption of clothing and understanding clothing in life. These areas were identified during the conference held at Michigan State University, March, 1962 (Wines, 1963). From these areas concepts were formulated and tentatively organized as follows (Wines, 1963, p. 343):

Understanding, Acquisition, and Use of Clothing

A. Understanding the place of clothing in life

1. Cross-Cultural Comparisons
2. Socio-Cultural Change
3. Psychological Factors

B. Section, Construction, Consumption

1. Personal Goals and Characteristics
2. Environment
3. Resources
4. Physical Characteristics of Clothing
5. Personal Use
6. Satisfaction from the Clothing

It is evident that the primary function of clothing, protection for the body, has been altered considerably in recent years. The male population at one time in history considered fashionable clothing a luxury of the feminine sex. However, today due to the technological and social changes of the culture, men have emerged from the conservative mode of dress in terms of variety and up-to-date wardrobes which express style, color and comfort.

According to Corinth and Sargent (1969), "The 1960's will go down in history as the decade of the Peacock Revolution when men led by young men, rediscovered the fun and satisfaction of dress in a variety of styles" (p. 236). The idea of men acquiring "clothing consciousness" and developing "clothing sense" took on new meaning in the selection of fashionable clothes. A large amount of this consciousness may be attributed to the Beatles, a popular singing group from England, of the 1960's. "They restyled their hair into a longer cut and had suits made that bypassed traditional men's tailoring, and adopted boots rather than shoes" (Corinth and Sargent, 1969, p. 236).

Now that the decade of the seventies is well established, we find that the interest in men's clothing ushered in during the sixties continues to mount. Home economics magazines and newspaper articles tell us that the day has arrived when male students are selecting clothing classes or are asking that such courses be opened to them in a number of our schools. The problem now facing clothing teachers is: "What to teach and how best to present it?" Such a question gives rise to further concerns: first, what are the general characteristics of adolescent male students, and second what are the basic considerations in

curriculum planning that will facilitate the needs of the student and teacher?

Statement of the Problem

The enrollment of male students in clothing classes is increasing, however, few instructional materials are available for teaching these students. The purpose of this study was to obtain information concerning selected clothing concepts as perceived by selected male students in the Detroit Public Schools at the junior and senior high school level. This study will provide the framework from which recommendations will be made for curriculum planning using the behavioral objectives approach.

Significance of the Problem

Few schools have accepted the idea of clothing classes for boys. Principals may be looking at the administrative problems of staffing and accommodations. Perhaps teachers have not pushed the issue because of few available resources. Typical of this assumption is the following comment by a teacher from the state of Washington, "All of my classes are co-ed. I just don't have enough materials for boys. They belong in home ec, too" (Forcast, 1973, p. F-17)! Due to the stigma that other boys and girls usually attach to them, boys may be reluctant to enroll in clothing classes. A high school teacher from California makes this comment: "We are gradually working more and more boys into our classes, as they overcome their reluctance to enroll in a class that used to be thought of as training for girls only" (Forcast, 1973, p. F-17). Due to these kinds of problems encountered by male students and teachers, the writer recognizes the need for an investigation of male concerns

relative to clothing use as a step toward curriculum planning. It is hoped that such planning will help the teachers to localize and personalize their methods to achieve student needs and provide opportunities for young men to express themselves creatively in their clothing experiences.

Objectives

The objectives of this study are to:

1. Determine the reasons why male students wear various garments.
2. Determine the consumer practices of male students in regards to evaluation, selection, purchasing and maintenance of clothing.
3. Determine the interest of male students relative to clothing usage--interest evidenced by their willingness to give attention to clothing; to investigate and experiment by putting together the parts to achieve various garments or an attractive costume.
4. Draw implications for recommendations for the planning of curriculum materials for male students enrolled in clothing classes.

Limitations of the Study

A limiting factor of this study was related to the selection of subjects for the survey. The writer had anticipated surveying classes of students from all junior and senior high schools in Region 5 of the Detroit Public School System. However, the participating schools included four of the six junior high schools and one of the two senior high schools.

Definition of Important Terms

Adolescent--The relative position in the growth of an individual between childhood and maturity.

Behavioral Objectives--The statement of behavior that instruction is to produce stated in terms of observable or measurable student performance.

Consumer Practices--The total scope of an individual's buying habits.

Curriculum Planning--The sum total of strategies for the development of experiences that a student has under the guidance of the school.

Experimentation--A study of clothing selection, coordination and the construction of various articles.

Format--The general plan or arrangement of instructional materials.

Investigation--The study of clothing concepts in theory only.

Localize--Making materials relevant to the community.

Personalize--Making materials relevant to the individual student.

Procedure

In order to accomplish the objectives of this study, the following procedure was employed:

1. Permission was obtained to use a selected group of male students at the junior and senior high school level from Region 5 in the Detroit Public School System, Detroit, Michigan, as subjects for this descriptive study.
2. A review of literature was made in relation to characteristics of male students, curriculum planning and the behavioral objectives approach.

3. An instrument was developed for use by male students who have or have not enrolled in a clothing class(es). Information to be obtained from the instrument was:
 - a. a descriptive investigation of the educational needs of male students relative to those concepts basic to the teaching of clothing.
 - b. an overview of what male students would like to learn when enrolled in a clothing class.
 - c. implications from which recommendations can be made for the planning of curriculum materials in the junior and senior high school.
4. The instrument was evaluated by the graduate class, "Evaluation in Home Economics," and was pre-tested by a group of neighborhood youths from Stillwater, Oklahoma. The content was validated by clothing experts who checked on comprehensiveness and suitability of the instrument.
5. The instrument was personally administered to a selected sample of male adolescent students.
6. The data was collected, analyzed and presented in the text of the thesis.

Summary

This chapter has presented the problem with which this study is concerned, the overall purpose of the study along with specific objectives, a plan for the procedure to be followed and other information of importance for the completion of the research. Chapter II contains a review of the literature. The literature reviewed deals with the

characteristics of male students with emphasis on clothing related concerns, curriculum planning and the behavioral objectives approach.

The third chapter consists of the procedure followed in the study, the objectives of the study, how the sample was selected, how the instrument was developed and how the instrument was used. The fourth chapter focuses on the presentation of the data collected.

Chapter V presents a summary of the study, conclusions reached as a result of the study, recommendations for curriculum planning and recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE

The person who works with adolescents needs to understand the nature of the transitional period through which adolescents are passing. This stage of life has special concerns which must be understood if application of the principles of learning are to be effective. Clothing teachers should be cognizant of the characteristic learning style, peer relationships and consumer behaviors commonly associated with the male adolescent.

The Characteristics of Adolescents

The central task of adolescence, according to Friedenberg (1962), is "self-definition." He defines adolescence as:

The period during which a young person learns who he is and what he really feels. It is the time during which he differentiates himself from his culture, though on the culture's terms. It is the age at which, by becoming a person in his own right, he becomes capable of deeply felt relationships to other individuals perceived clearly as such (p. 110).

Each student is a unique being and each age or grade level is characterized as exhibiting certain traits common to that stage of development. The effects of culture upon the adolescent according to Van Til, Vars and Lounsbury (1967); "...places heavy responsibility upon those who work with adolescents for understanding adolescent development and for acting on that understanding" (p. 134). The following principles are suggested to help guide the teacher:

1. this is a time of seeking status as an individual;
2. this is a time when high importance is placed by the child upon group relationships;
3. adolescence is a time of physical pattern and growth that is common to the race but peculiar to the individual;
4. this is a time of intellectual expansion and development; and
5. this is a time for development and evaluation of personal values (p. 134).

Hoover (1972) has identified several adjectives which describe the self-image of the male adolescent. These are ambitious, adventurous, independent, masculine, self-confident, and shrewd.

Learning Style

The learning style of male adolescents was considered by the writer as a first step in formalizing an approach to answer the question, "How is knowledge best taught?" How can teachers foster the growth of knowledge in the study of clothing concepts so that male students can use it more effectively? Caputo (1971) made an investigation of learning activities for young men. The central objective of Caputo's study was to identify characteristics of successful offerings for boys in home economics. Based on the data collected, Caputo (1971) identifies the following instructional methods as meaningful to males: brainstorming, competitive exercises, group discussions, immediate feedback, independent study, peer leadership, problem solving and reality experiences.

"Because boys are psychologically different from girls in some respects," says Seeling (1952), "the techniques and methods of teaching

either classes of girls or mixed classes may differ from those of teaching boys" (p. 19). Seeling (1952) makes the following assertions about the teaching of home economics to male students:

Experience is necessary in teaching groups of boys which helps the teacher to discover characteristics peculiar to them.

Boys are eager to get into the act; they want to get started on any problem under consideration and see results soon.

Their interest span seems shorter than that of girls which necessitates direction at the time their interest is paramount.

They are not satisfied with an average or mediocre results--guidance on the part of the teacher is important and too they are their own most severe personal critics.

Boys are interested in trying something new and delight in experimentation--to them it is not a method of time killing but an absorbing experience--usually proving of value to all members of the class.

Good natured competition prevails in a boys class and should not be mistaken for roudism by the inexperienced teacher.

Boys like a bit of the dramatic element in their work and when not carried to the extreme is valuable in stimulating progress (p. 19).

Peer Relationships

Individual behavior is influenced by the social context in which it occurs. Other individuals are the determiners for actions as well as the occasion that stimulates a response.

One of the strongest needs of adolescents is to be one of the group--acceptance, popularity, and belongingness. Conformity is more important in terms of group approval and support than adult approval. Group conformity encourages fads and styles characteristic to this group.

"The young men of today are using clothing to help express their individuality. They are more secure in their masculinity, mobile, and open to new experiences" (Dechter, 1966, pp. 26-29).

As the teenager matures, interest in clothing is used as a dominant method for seeking approval from other people:

Since they (teenage boys) think in concrete rather than abstract terms, they embrace clothing as a means of demonstrating their conformity. Therefore, they are greatly interested in clothing and greatly concerned with their own physical attractiveness (Ryan, 1966, p. 282).

Kelley (1973) in her study, "Factors Influencing Basic Clothing Needs of Adolescents," found no significant differences between tenth and twelfth grade boys on any of the clothing attitudes associated with personality traits--the sense of belonging, peer group relations, and withdrawal tendencies.

According to Garnet (1973) clothing was one of six criteria for popularity in high school. Further, a significant correlation was found for boys between personal appearance and peer acceptance. Boys with high academic grades had a tendency toward high clothing interest, and as the age of the high school boy increased so did his clothing interest and his participation in extra-curricular activities.

A study by Ellinger (1972) investigated the clothing interest of eighth and tenth grade high school boys. Ellinger pointed out that clothes help to make one self-confident, self-respecting, jolly and free or make him shy, sensitive and restrained. Clothes help determine social status and the activities in which one participates. Adolescents felt that this was the period in which their happiness, efficiency and behavior had been most affected by their dress.

Hamilton (1966) states that...

At the junior high level clothing behavior of boys was influenced more by their families and family situation. Occupation of the head of the family, employment status of the mother, number of siblings, and family mobility, were significantly related to the type of clothing behavior of boys (pp. 789-791).

Over all else, the adolescent's self-confidence is affected by his evaluation of his own appearance. If he feels well-dressed he is more apt to be relaxed and confident in a social situation; if he believes that he is poorly or inappropriately dressed he is ill at ease, self-conscious and worried about what others are thinking of him. Boys are embarrassed by their clothes just as often as girls, and are conscious of their clothes about the same proportion of the time (Ryan, 1966, p. 291).

Consumer Behavior

In a society where new techniques and mass production have enormously increased the variety and number of consumer products, guidance in consumer choice becomes a major problem. This dilemma is further escalated because it is not possible to teach consumers all they need to know, when what they need to know keeps changing. The scope of consumer behavior encompasses the total consumptive role of the individual, his role as chooser, user and demander in the market. Oppenheim (1965) states that

...a growing factor in the American economy is the influence of the teen-age consumer, both as earner and spender. Clothes are being purchased today both as a necessity and a popular form of luxury, making the United States the world's largest manufacturer of apparel (p. 150).

Numerous investigations have searched for evidence to accurately describe the teenager and his buying practices. Rand (1967) who is

president of Youth Research Institute, believes that teenagers need more consumer education. Studies made by this organization indicate that teenagers receive little long range satisfaction from the large amounts which they have to spend (p. 34). "Teenagers' allowance and earnings are spent to satisfy personal wants primarily, and their savings are geared chiefly to particular short range objects" (Rand, 1966, p. 9). America's 28 million teenagers spent an estimated \$20 billion in 1968. Boys 16 to 19 spent an average of \$15.65 from an income of \$18.35. Major expenditures went for (1) movies and dates, (2) gas and autos, (3) clothes and (4) snacks, in that order. Boys aged 13 to 15 spent \$4.85 from an income of \$5.65 (Rand, 1969, p. 39).

According to an article in Printers Ink (1964)...

Boys do much of the buying themselves. The merchandisers said that boys between 13 and 17 made many selections, except in the case of suits, outerwear, and items over \$15 where parental influence held sway (p. 38).

Baldwin (1960) found that for boys, the importance of comfort and color increased from age 15 to 19, while the style of the garment decreased. In purchasing garments, boys considered the same factors as girls--style, color, fit, price, comfort and need.

Brown (1971) completed research on a study of values held by teenagers in the area of clothing selection. The data from 208 tenth grade students indicated that 59 percent of all male students responding did their own shopping for clothes. In the middle class group, more boys than girls shopped independently and in the lower class, more boys than girls indicated that the mother shopped for clothing. When asked what portion of their money was spent on clothing, the following was indicated. Thirty six percent did not use their own money for clothing purchases;

thirty eight percent spent less than half, nineteen percent spent half and twelve percent spent more than half (p. 8).

Reports from retailers indicated that male youth have no loyalty to any store. The customer is loyal to his own taste, and this limits him to certain stores. Price is secondary if he finds what he is looking for. Male youth usually shop alone, is usually a cash customer, and rarely returns merchandise, for he wants what is new (Lyle, 1970, p. 5).

Curriculum Planning

There are many definitions for the term curriculum, Musgrove (1971) approaches the definition of curriculum as follows:

...it is an instrument for changing student behavior; its objectives are statements of ways in which the knowledge, cognitive abilities, skills, interests, values, and attributes of students should change if the curriculum is effective. The curriculum is an artificial contrivance designed to accelerate change, promote change which would not have occurred, and control the direction of change. It is the contrived activity and experience organized, focused, systematic--that life, unaided, would not provide (p. 218).

Alberty and Alberty (1962), in writing General Principles of Curriculum Development for Individual Schools, state that,

...in the scientific or analytical procedure in curriculum development, people should be trained for activities they will perform; that one should look to universal functions of living as a basis of curriculum content; that curriculum development should draw heavily on the learner's present-day problems; and that teachers should seek to determine and utilize immediate and predicated needs, problems, and interests of students as the central point of emphasis (p. 482).

Goodland (1964) says that there are four inescapable curriculum tasks: determination of objectives, selection of what is to be learned, organization of what is to be learned and evaluation of what has been

learned. These four tasks are discussed in this section as a basis for curriculum planning.

A similar pattern is followed in the teaching of home economics. Hall and Paolucci (1970) state that,

The teaching of home economics involved three basic and consecutive steps. These are (1) determining and stating objectives encompassing home economics content and a specific behavior change desired in the learner; (2) providing the kinds of experiences that make possible the attainment of these objectives; and (3) seeking pertinent and reliable evidence for deciding whether these objectives have been achieved. The crux of this process is the determination and formulation of objectives. A definite set of objectives will tell you what you should teach and how you should teach it, and will help you find out what you have taught (p. 149).

Objectives

Popham (1970) states that meaningful instructional objectives must be stated in terms of student behavior, and they must specify the type of behavior a student will engage in when he has satisfactorily achieved the objective. Cook and Walbesser (1972) indicated that "The switch to behavioral objectives is being made by school systems to clarify to the classroom teacher what type of competence and what level of competency represents successful achievement by the student" (p. 1).

Vargus (1972) goes further to say that:

Specific objectives perform three functions: They help the teacher select appropriate learning experiences, they communicate to others (particularly to the student) what is expected, and they give both student and teacher standards for evaluating progress (p. 3).

Learning Opportunities

Tyler (1969) states that, "Learning opportunities are concerned with situations so arranged that the student has the possibility of

engaging in the desired behavior" (p. 9). Taba (1962) has formulated a criteria for learning opportunities, these are listed as follows:

Learning opportunities must provide for using the behavior implied in the objective.

Learning opportunities must provide for using the content implied in the objective.

Learning opportunities must be within the range of abilities and interest and styles of students involved.

Learning opportunities should be economical. If possible, learning opportunities should be selected to facilitate the student acquiring several important objectives.

A valuable learning opportunity must include content that is significant and valid.

A valuable learning opportunity must provide possibilities for movements in unanticipated directions (p. 267).

Organization

Tyler presents a rather comprehensive approach to the organization of learning experiences in curriculum planning. Tyler (1964) states that...

Organization is thus seen as an important problem in curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learner (p. 83).

There are three major criteria to be met in building an effective organized group of learning experiences, these are:

1. Continuity, which is concerned with recurring and continuing opportunities for these skills to be practiced and developed.
2. Sequence, emphasizes the importance of having each successive experience build upon the preceding one but to go more broadly and deeply into the matter involved.
3. Integration, the organization of these experiences should be such that they help the student increasingly to get an unified view and to unify his behavior in relation to the elements dealt with (Tyler, 1949, pp. 84-85).

Format. The writer has reviewed many formats for curriculum writing and has found the format adopted by the curriculum department for Vocational-Technical Education, State of Oklahoma to be flexible and desirable for the planning and revision of curriculum materials. This particular format according to Meek (1973) "provides for the utilization of the advances made in educational technology..."

- (a) we wanted the student to know where he was going through the use of behavioral objectives;
- (b) we wanted to provide the material necessary for his achieving that objective, and through criterion reference tests,
- (c) we wanted to be able to assess whether or not he had accomplished the objective (p. 1).

"The format for instructional material development must be simple, complete, and by all means usable" (Patton, 1972, p. 1) According to this format a unit of instruction contains several components, each component is designed to perform a particular function within the teaching-learning process. The components of a unit of instruction are: Behavioral Objectives; Suggested Activities; Information Sheets; Transparency Masters, Assignment Sheets, Job Sheets, Tests and Answers to the Tests. A unit of instruction is described below showing an overview of each component (Patton, 1973):

Behavioral Objectives: Our unit of instruction, an instructional materials delivery system, includes two types of objectives: (1) Terminal Objectives, which state exactly what the student will be able to do at the end of instruction of a particular unit. Many authors are saying that a behavioral objective needs three to five parts. We disagree to some extent and believe that you can develop usable instructional materials by using only three parts: (a) exhibitor or response, (b) action or performance, and (c) means of evaluating a response. From this point we write (2) Specific Objectives which serve as learning paths necessary for reaching the terminal objective. The specific objectives are written on different levels of learning depending on the student's behavior expected.

Suggested Activities: This component simply provides direction and suggestions for both student and teacher. It also identifies what is contained within the unit and lists the available references used in developing the unit.

Information Sheet: This part of the unit contains vital information necessary for reaching the cognitive objective. It is developed in such a fashion as to correlate with each specific objective. It contains only the essential items written in topical outline which provide or allows the instructor to expand as he or she so desires.

Assignment Sheets: Some specific objectives call for problem solving. When such an objective appears in a unit of instruction, an assignment sheet is developed which allows the student to have practice on this activity before the final evaluation is given.

Job Sheets: Job sheets are written and placed as a part of a unit of instruction whenever a specific objective calls for a type of psychomotor behavior. Job sheets provide a step-by-step procedure, list of tools and materials needed for completing the job.

Transparency Masters: Transparency masters are included in units when necessary to reach, supplement, or enforce a specific objective. Transparency masters are tied in directly to the information sheet.

Evaluation: A criteria reference evaluation is provided to assess the students' achievements of the knowledge and performance called for by each specific objective.

Answers to the Test: A part of the unit which provides assistance to instructors as they evaluate the student's achievement.

Each unit of instruction is structured so that the individual may reach the desired terminal behavior called for in the objectives. This approach in curriculum development has increased the effectiveness of the educational processes in such a way that both teacher and students know the expected change in behavior and can measure when learning has taken place (pp. 3-5).

Evaluation

The most defensible criterion by which to judge the adequacy of curriculum materials is the degree to which those materials, if used as directed, consistently bring about desired change in the behavior of

the intended learner. Popham (1969) identified a criteria for curriculum evaluation. This criteria involves content, cosmetics and charisma. The content criterion deals with the question, "Is the content consonant with the best current thinking of experts on the topic?" The cosmetic criterion is concerned with the manner in which the materials are packaged. A question such as the following is pertinent: "Are the figures and graphs easily understood?" The charisma criterion deals with the authority figure, the individual whose prestige alone can positively influence the evaluation of curriculum materials. Popham (1969) points out that although these criteria are prominent among current criteria, they are completely inadequate for the proper evaluation of curriculum materials.

Crane and Abt (1969) have developed a model for curriculum evaluation. They state that "Most broadly, the curriculum materials under evaluation must meet requirements in four major categories: coverage, appropriateness, motivational effectiveness and cost" (p. 17).

Evaluation is concerned with the experiences of students in terms of the assumptions described in the objectives. It is on the basis of the findings from evaluation that curriculum content is continued, revised or terminated.

Behavioral Objectives

The behavioral objectives approach to curriculum planning is probably the most controversial subject among educators today. However, the idea of behavioral objectives is not new, as early as the 1920's, Babbitt (1924) focused attention on the use of behavioral objectives. What is new is the attention devoted to behavioral objectives as the result of

developments in instructional technology and programmed instruction and emphasis for improving educational efficiency through "accountability."

The major purpose of behavioral objectives is to have clear and concise goals for instruction that will lend themselves to precise measurement of outcomes.

Behavioral objectives should reflect general characteristics that are applicable to the writing of any objective, namely, be clear, concise, realistic, attainable, geared to the ability of the student, and capable of measurement" (Fleck, 1973, p. F-31).

How are objectives obtained? Tyler (1949) has listed three sources of objectives: (1) the student, (2) society, and (3) the subject matter.

When formulating objectives, Mager (1962) has identified three components of the behavioral objective:

Behavior--refers to any visible activity displayed by a learner (student).

Terminal behavior--refers to the behavior you would like your learner to be able to demonstrate at the time your influence over him ends.

Criterion--is a standard or test by which terminal behavior is evaluated (p. 2).

Since objectives are the goals toward which the curriculum is shaped and toward which instruction is guided, teachers should seek to formulate and impart concepts which are of the highest level in each domain. The taxonomy of educational objectives provide the educator with a reference point for the kinds of objectives to write. Educational objectives have been classified into three domains--cognitive, affective and psychomotor. Ahmann (1971) describes the domains in the following manner:

The cognitive domain includes those educational objectives related to the recall of knowledge and the development of intellectual abilities and skills.

The affective domain includes those objectives concerning changes in a pupil's emotional state, or degree of acceptance or rejection of some entity--it is the domain of personal-social adjustment.

The psychomotor domain includes objectives that involve primarily muscular or motor skills, some manipulation of material and objects, or some act that requires a neuromuscular coordination (p. 45).

The Rationale for Behavioral Objectives

According to Garvey (1968):

Behavioral objectives define exactly what pupils should be able to do after they have mastered a unit. The emphasis is on stating objectives in terms of definite pupil behavior. They should not state what the teacher is to do nor should they describe learning activities (p. 127).

Mager (1962) states that:

"...an additional advantage of clearly defined objectives is that the student is provided the means to evaluate his own progress at any place along the route of instruction and is able to organize his efforts into relevant activities" (p. 4).

According to Gagné (1972) the primary purpose of instructional objectives is to communicate (pp. 394-396). Gagné (1972) indicated that some of the most important ways in which the various communications about how objectives may be used by schools are:

1. The instructional designer to the course planner.
2. The designer or planner to the teacher.
3. The teacher to the student.
4. The teacher or principle to the parent (pp. 394-396).

Administrator Wintz (1973) believes that,

Standardized objectives definitely enhance teacher credibility, as well as the district's. Before performance objectives, a parent's simple question about arithmetic skills is likely to lead to a complicated and vague answer, full of educational jargon, now when parents ask about academic

strengths and weaknesses, teachers can pinpoint them clearly and specifically (p. 71).

Limitations

Combs (1972) has identified six major concerns dealing with the limitations and inadequacies of a behavioral objectives approach.

Behavioral objectives are of limited use and must be confined to the acquisition of precisely defined skills.

Behavioral objectives represent a systematic approach to changing behavior.

Behavioral objectives stifle the creativity of the classroom teacher.

Behavioral objectives cause the teacher to lose sight of the general goals of education.

Behavioral objectives are undemocratic.

Behavioral objectives demoralize teachers (pp. 1-10).

Ebel (1970) contends that one difficulty with behavioral objectives is knowing exactly what the concept meant.

Is it the behavior of the student while learning? Is it used to designate a student's behavior in relation to specific tasks to show if he is or is not learning? Is there a reference to a student's use in later life, as on a job? (p. 171)

Ebel (1970) believes that these objectives are most appropriate to instruction related to specific skills.

Those objectives appear inappropriate in an area of instructional aims that equip a student to make independent and responsible choices and decisions that are so important in human freedom (p. 172).

Summary

This chapter has provided an overview of the male adolescent, curriculum planning and the behavioral objectives approach to curriculum

planning. The literature related to the male adolescent identifies him as an individual, consumer, student and a participant in the adolescent world. It was pointed out that male students are greatly concerned about their personal appearance, and that the effects of clothing are just as great for males as they are for females.

Many contemporary educators view curriculum planning only in terms of behavioral objectives. Certainly there is a place for many kinds of strategies to achieve the purposes of meeting student needs in an educational establishment. However, due to the current emphasis on educational accountability, using behavioral objectives seems to be a good method for attacking the problem of curriculum planning. By using properly stated behavioral objectives, the questions "Where am I going?" "How shall I get there?" and "How will I know I've arrived?" as asked by Mager (1968) are likely to be answered.

CHAPTER III

PROCEDURE AND METHOD

The purpose of this study was to obtain information concerning selected clothing concepts as perceived by selected male students at the junior and senior high school level as a basis for curriculum planning. To achieve the purpose of this study, three steps were followed: (1) the development of the instrument, (2) the selection of the sample, and (3) collection of the data.

The Instrument

The instrument (Appendix A) represents an effort to develop a method for surveying comprehensively those subject matter areas typically taught in a clothing class at the junior and senior high school (the specific subject matter areas are identified in the objectives for the measuring device).

The writer developed statements that represented the three domains of learning from which educational objectives might be developed. The cognitive, affective and psychomotor domains are represented throughout the instrument in various statements. The first section of the instrument dealt with students' experiences regarding their clothing, while the second section was concerned with whether these students desired to learn in a class situation more about clothing.

The instrument was designed to achieve the following objectives, to determine:

1. the reasons why students wear various garments;
2. the consumer practices of male students; and
3. the interest of male students relative to clothing usage.

The instrument was examined by three groups for purposes of evaluation, validation and pre-testing. The graduate class "Evaluation in Home Economics," taught by the Head of the Department of Home Economics Education, evaluated the instrument on the basis of the following criteria: (1) Is the statement pertinent to information stipulated in the objective? (2) Is the difficulty level in direct relation with the ability level of students? (3) Is the statement clearly stated and without ambiguity? (4) Is the statement unbiased? (5) Is the statement misleading because of unstated assumptions? (6) Is the wording of the statement likely to be objectionable? (7) Are the statements in sequence? (8) Is the length of the instrument suitable and reasonable? The class found the instrument to be well constructed and appropriate for the intended group.

A panel of experts was asked to validate the instrument in regards to its face validity, to make suggestions and indicate possible improvements in other areas. This panel consisted of (1) The Associate Dean and Professor, College of Home Economics; (2) The Curriculum Specialist for Vocational Home Economics, State Department of Vocational and Technical Education, State of Oklahoma; (3) An Associate Professor, from the Department of Home Economics; (4) An Instructor from the Department of Home Economics Education; and (5) An Associate Professor, Department of Clothing, Textiles and Merchandising, College of Home Economics. The consensus was that the instrument was valid and would measure what it was intended to measure and that it was appropriate for the study.

Finally, the instrument was pre-tested by a group of youth from Stillwater, Oklahoma. The youth were representative of the sample group participating in the study. The group reported that the instrument was interesting and informative, and they indicated that other students would enjoy it and that they could respond to all questions.

Selection of the Sample

The sample population was a selected group of male students in junior and senior high school from Region 5 in the Detroit Public School System, Detroit, Michigan. These students may once have been enrolled, but not at the time of testing or they may never have been enrolled in a clothing class. The students were selected from the regular student body of the schools. Ethnically, the students were predominately Black, and from the lower, middle and upper level of what is commonly referred to as the middle socioeconomic level of social attainment.

Collection of Data

Upon validation, evaluation, pre-testing and committee approval of the instrument, it was necessary to gain approval of the Detroit School Administration to use this instrument to collect data in their system. A cover letter (Appendix B) and a copy of the instrument were sent to the Department of Research in the Detroit Public School System asking for permission to collect data in Region 5 of the school system. In due course of time a favorable response was received and plans were made to implement the data collection process.

The revised instrument was administered personally by the writer to 331 male students from four junior high schools and one senior high school. Although written instructions were included with each instrument, the writer read the instructions aloud in order to add clarity. A letter to the student was included with the instrument and the writer read the letter to stimulate student interest and to motivate them to respond honestly and accurately to each of the concerns.

This study is descriptive in nature, therefore, frequencies and percentages were used as the statistical method for the interpretation of the data.

Summary

The present chapter has described the procedure and methods used for this study. The procedures reviewed were concerned with developing and refining an instrument by means of validation, evaluation, and pre-testing, obtaining a sample and collecting the data by personally administering the instrument.

In the succeeding chapter, the findings are reported and analyzed. In Chapter V an overview of the content, the conclusions and recommendations are presented, based on the findings of the study.

CHAPTER IV

PRESENTATION OF DATA

The data for this study were obtained through an instrument administered to selected students in the Detroit Public School System. The instrument consisted of twelve sections: (1) How important are certain concerns to the selection of clothing; (2) How important are certain feelings to expressing reasons for wearing various garments; (3) When selecting certain items who actually goes to the store to make the purchase; (4) The care and maintenance of clothing; (5) Pre-purchase evaluation; (6) Where male students shop; (7) How students pay for their purchases; (8) Family planning for clothing purchases; (9) Student interest in a clothing class; (10) Student clothing enrollment standing; (11) The kind of class students would prefer (all male or male and female); and (12) Length of clothing class.

Description of the Group Studied

The participants in this study consisted of male junior and senior high school students. The total number of students surveyed was 331 with 100 seventh graders, 46 eighth graders, 88 ninth graders, 39 tenth graders, 25 eleventh graders, and 33 twelfth graders. These schools in Region 5 represent what is generally considered the lower, middle and upper middle socioeconomic status. Ethnically the students investigated were 99.4 percent Black.

Interpretation of Data

The first objective of the study was to determine the reasons why students wear various garments. The second question of the instrument dealt specifically with this problem. The students were asked, "How important are certain feelings to expressing reasons for wearing various garments?" This question was important as a method for determining the "why" for wearing certain garments. On the basis of this information, implications can be drawn for some of the intrinsic motives to clothing usage as a suggestion for studies in a clothing class. To answer the question asked, the students were to respond to the following items (statements appeared on instrument in the following manner):

1. To be neat in appearance
2. To be "hip" meaning "mod"
3. To be dressed interestingly
4. To be dressed acceptably for the occasion
5. To make a lasting impression on the girls
6. To be known as a member of a club
7. To be noticed and admired by friends
8. To help me feel more confident
9. To let others know the kind of social life I lead

Those reasons for wearing various garments receiving fifty percent or more of the responses as being very important to the students were "To be neat in appearance," 76.74 percent and "To be dressed acceptably for the occasion," 64.55 percent. (See Table I, p. 31)

TABLE I
 REASONS FOR WEARING VARIOUS GARMENTS
 FREQUENCY AND PERCENTAGE
 ALL STUDENTS

Statements from Instrument	Very Important *		Important		Little or no Importance		Number Not Responding
	Number	Percentage	Number	Percentage	Number	Percentage	
To be neat in appearance	254	76.74	65	19.64	12	3.63	0
To be dressed acceptably for the occasion	213	64.55	92	27.88	25	7.58	1
To help me feel more confident	121	37.35	129	39.81	74	22.84	7
To be dressed interestingly	119	36.73	135	41.67	70	21.60	7
To make a lasting impression on the girls	116	35.37	126	38.41	86	26.22	3
To let others know the kind of social life I lead	80	24.39	88	26.83	160	48.78	3
To be noticed and admired by friends	80	24.17	148	44.71	103	31.12	0
To be "hip" meaning "mod"	57	17.33	144	43.77	128	38.91	2
To be known as a member of a club	37	11.46	83	25.62	204	62.96	7
Total number of students - 331							

*Rank ordered on "Very Important" responses only

The following paragraphs present the data collected to meet the second objective--to determine the consumer practices of students in terms of evaluation, selection, purchasing and maintenance of clothing.

Pre-Purchase Evaluation

The writer was interested in determining how students evaluated their purchases, as evidenced by involving themselves in certain activities prior to making a purchase. Fourteen items were included in this section. The students were asked to check always if they considered an activity each time they made a purchase, sometimes if they considered the item once in a while, or never, if the item had no meaning to them. The fourteen items under investigation were:

1. Do you consider your wardrobe needs before making a clothing purchase?
2. Do you read comments in magazine articles on clothing and fashion?
3. Do you go to fashion shows when you have the chance?
4. Do you think about what garments go well together to make an attractive outfit?
5. Do you talk about clothing and fashion with other fellows?
6. Do you spend time looking at clothes shown in store windows?
7. Do you give up other things in order to buy clothes?
8. Do you plan to make garments or have them made in order to make your money buy more clothes?
9. Do you earn money to buy clothes?
10. Do you study clothing advertisements?
11. When you see ready-made clothes, do you consider how much money would be saved by making them?

12. Do you read and study clothing labels?
13. When you have a choice, do you select a few well-made clothes rather than a number of less expensive garments?
14. Do you ask clerks questions about clothing?

The items receiving fifty percent or more of the responses were "Do you think about what garments go well together to make an attractive outfit," 71.12 percent, and "Do you consider your wardrobe needs before making a clothing purchase," 53.50 percent. The remaining items are rank ordered on the basis of those activities always considered before making a purchase; this data is shown in Table II.

Selection of Clothing

The students were asked, "If you were buying a shirt, pants and a sports jacket, how important would each of the following be to you?" Ten response items were provided for the students to check either very important, important or of little or no importance. These items are:

1. Color that looks good on me
2. My girlfriend likes it
3. Like what other guys wear
4. Easy to care for
5. Latest style
6. Fits well
7. Feels good
8. Within my price range
9. Label that tells about the fabric
10. Never needs ironing.

TABLE II
PRE-PURCHASE EVALUATION OF ALL STUDENTS
FREQUENCY AND PERCENTAGES

Statements from Instrument	Always*		Sometimes		Never		Number Not Responding
	Number	Percentage	Number	Percentage	Number	Percentage	
Do you think about what garments go well together to make an attractive outfit?	234	71.12	81	24.62	14	4.26	2
Do you consider your wardrobe needs before making a clothing purchase?	176	53.50	127	38.60	26	7.90	2
Do you earn money to buy clothes?	124	37.69	160	48.63	45	13.68	2
When you have a choice, do you select a few well-made clothes rather than a number of less expensive garments?	116	35.37	191	59.23	29	6.40	3
Do you read and study clothing labels?	104	31.90	155	47.55	67	20.55	5
Do you ask clerks questions about clothing?	97	29.66	168	51.38	62	18.96	4
Do you spend time looking at clothes shown in store windows?	92	28.22	181	55.52	53	16.26	5
Do you talk about clothing and fashion with other fellows?	78	23.64	193	58.48	59	17.88	1
When you see ready-made clothes, do you consider how much money would be saved by making them?	58	17.68	119	36.28	151	46.04	3
Do you study clothing advertisements?	49	15.08	172	52.92	104	32.00	6
Do you give up other things in order to buy clothes?	45	13.76	187	57.19	95	29.05	4
Do you read comments in magazine articles on clothing and fashion?	36	10.91	168	50.91	126	38.18	1
Do you plan to make some garments or have them made in order to make your money buy more clothes?	32	9.76	142	43.29	154	46.95	3
Do you go to fashion shows when you have the chance?	14	4.26	67	20.36	248	75.38	2
Total number of students - 331							

*Rank ordered on "Always" responses only

The concerns are rank ordered according to only one response, "Very Important." The other two responses, "Important" and "Little or no Importance" are shown in the table but were not considered in noting the rank order. The writer noted those concerns receiving a response of fifty percent or above as worthy of consideration for curriculum planning. Relative to question number one, the concerns most important for the selection of clothing to the students were: "Fits well," 85.67 percent; "Feels good," 64.72 percent; "Latest style," 55.52 percent; and "Color that looks good on me," 58.31 percent. A border line concern of importance to the students was the selection of clothing on the basis that they were "Within my price range," 48.94 percent. It is interesting to note that the concern of least importance to these students was to select items on the basis of "Like what other guys wear," 4.55 percent. Table III presents the data in numerical form.

Who Actually Goes to the Store to Make Purchases?

The third section of the instrument was concerned with finding out what responsibilities students experienced in making purchases and to discover who made purchases for male students during his presence or absence. This section was broken down according to various garment articles, and the family member or other person who would possibly be involved in obtaining clothing for a male adolescent family member. The articles purchased were shirts, sweaters, pants, suits, dress-up shoes, underwear and socks. The individuals to purchase the article were the student, student and mother, student and father, mother, father, student and brother, student and sister, student and another adult, or student and a friend.

TABLE III
CLOTHING SELECTION CONCERNS OF ALL STUDENTS
FREQUENCY AND PERCENTAGES

If you were buying a shirt, pants and a sports jacket, how important would each of the following be to you?	Very Important*		Important		Little or no Importance		Number Not Responding
	Number	Percentage	Number	Percentage	Number	Percentage	
Fits Well	281	85.67	40	12.20	7	2.13	3
Feels Good	228	64.72	84	25.69	15	4.59	4
Color that looks good on me	193	58.31	117	35.35	21	6.34	0
Latest Style	180	55.52	123	37.73	22	6.75	6
Within my price range	161	48.94	107	32.52	61	19.54	2
Easy to care for	134	40.98	130	39.76	63	19.27	4
Label that tells about the fabric	108	33.23	122	37.54	95	29.23	6
My girlfriend likes it	103	31.50	124	37.92	100	30.58	4
Never needs ironing	52	16.00	93	28.62	180	55.38	6
Like what other guys wear	15	4.55	64	19.39	251	76.06	1
Total number of students - 331							

*Rank ordered on "Very Important" responses only

Table IV shows the frequency and percentage of individuals who purchased garment articles for male adolescent family members. On the basis of the data collected it was found that, when alone the student usually purchased his "socks," 57.19 percent. When the student was assisted by the mother the purchase was for "sweaters," 32.62 percent; and when shopping with the father they purchased "suits," 26.44 percent. The mother purchased "underwear," 16.21 percent, when shopping alone. The father purchased the "suit," 3.34 percent of the time alone. The student and a brother purchased pants 5.81 percent of the time when shopping together, while when shopping with a sister "shirts" were purchased 2.42 percent of the time. The "dress coat" was purchased by the student and another adult 1.83 percent of the time. When the student and a friend shopped the purchase made was for "pants," 6.42 percent of the time. The data indicated that most purchases made involved the student, the mother and/or father.

Where Do You Shop?

The writer attempted to find out those places most frequented by teen-age male students for clothing purchases. The students were given five choices: Speciality Shops, Department Stores, Chain Stores, Discount Stores or Mail-Order Houses, from which to make a selection. The greatest number of the students indicated that they shopped "Speciality Shops" 23.93 percent of the time and "Department Stores" 20.12 percent of the time. The data indicated that these students did not use mail-order houses (4.02 percent) as a place for purchasing clothing (See Table V).

TABLE IV
 WHO ACTUALLY GOES TO THE STORE TO MAKE PURCHASES
 FREQUENCY AND PERCENT OF RESPONSES
 ALL STUDENTS

Individuals	Shirts		Sweaters		Pants		Suits		Dress Coat		Dress-Up Shoes		Underwear		Socks	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
You	136	41.21	124	38.13	165	50.46	79	24.01	99	30.11	171	51.98	180	55.05	187	57.19
You and Mother	102	30.91	106	32.62	71	21.71	105	31.91	103	31.40	59	17.93	51	15.60	52	15.90
You and Father	31	9.39	20	6.15	26	7.95	87	26.44	62	18.90	39	11.85	25	7.65	17	5.20
Mother	21	6.36	34	10.46	13	3.98	21	6.38	26	7.93	8	2.43	53	16.21	50	15.29
Father	1	0.30	6	1.85	2	0.61	11	3.34	3	0.91	7	2.13	8	2.45	6	1.83
You and Brother	11	3.33	13	4.00	19	5.31	13	3.95	17	5.18	14	4.26	4	1.22	4	1.22
You and Sister	8	2.42	7	2.15	7	2.14	4	1.22	5	1.52	6	1.82	2	0.62	1	0.31
You and Another Adult	2	0.61	3	0.92	3	0.92	5	1.32	6	1.83	5	1.52	1	0.31	1	0.31
You and a Friend	18	5.45	12	3.69	21	6.39	4	1.22	4	1.22	20	6.08	3	0.92	9	2.75
Number not Responding	1		6		4		2		6		2		4		4	
Total number of students - 331																

TABLE V
WHERE DO YOU SHOP BY ALL STUDENTS
FREQUENCY AND PERCENTAGES

Places To Shop	Always*		Sometimes		Never		Number not Responding
	Number	Percentage	Number	Percentage	Number	Percentage	
Speciality Shops	78	23.93	221	67.79	27	8.28	5
Department Stores	65	20.12	224	69.35	34	10.53	8
Chain Stores	25	7.96	191	60.83	98	31.21	17
Discount Stores	10	3.13	98	30.12	212	66.25	11
Mail-Order Houses	13	4.02	116	35.91	194	60.06	8
Total Number of Students - 331							

*Rank ordered on "Always" responses only

How Students Pay For Their Purchases

"How do you buy your clothes?" This question was answered by having the students respond to four methods for making purchases: cash payments, lay-away, charge or the credit charge on different charge plans. This research, as shown in Table VI, indicated that the majority of the students (57.01 percent) paid cash when they made clothing purchases.

Family Planning for Clothing Purchases

A great deal of emphasis in home economics is devoted to family planning of resources. The writer was interested in finding out the extent to which families plan for the purchase of various clothing articles for the male teen-age family member. The students were asked to answer the question, "When buying the following items, do you and your parents plan together for spending the clothing dollar for school shoes, dress shoes, suits, winter school coat, winter dress coat and special occasion clothes?" The research (See Table VII), shows that families planned for the purchase of special occasion clothes 38.04 percent, winter school coat 35.08 percent, suits 33.13 percent, and winter dress coat 32.72 percent of the time. The item least planned for according to the data was the purchasing of school shoes 25.91 percent.

The Care and Maintenance of Clothing

The fourth section of the instrument was concerned with those experiences young men may be having related to the care and maintenance of their clothing. The students were asked to respond to the following

TABLE VI
 HOW DO YOU PAY FOR YOUR CLOTHES
 FREQUENCY AND PERCENTAGES
 ALL STUDENTS

Methods	Always*		Sometimes		Never		Number Not Responding
	Number	Percentage	Number	Percentage	Number	Percentage	
Cash Purchases	183	57.01	125	38.94	13	4.05	10
Lay-Away	25	7.72	220	67.90	79	24.38	7
Charge, Department Stores	21	6.54	143	44.55	157	48.91	10
Credit Charge, Charge Plan	12	3.76	109	34.17	198	62.07	12
Total Number of Students - 331							

*Rank ordered on "Always" responses only

TABLE VII
 FAMILY PLANNING FOR CLOTHING PURCHASES
 FREQUENCY AND PERCENTAGES
 ALL STUDENTS

Clothing Articles	Always*		Sometimes		Never		Number Not Responding
	Number	Percentage	Number	Percentage	Number	Percentage	
Special Occasion Clothes	120	37.04	130	43.52	63	19.44	18
Winter School Coat	114	35.08	152	46.77	59	18.15	6
Suits	103	33.13	149	45.71	69	21.17	10
Winter Dress Coat	106	32.72	151	46.60	67	20.68	7
Dress Shoes	93	28.62	151	46.46	81	24.92	6
School Shoes	78	25.91	130	43.19	93	30.90	30
Total Number of Students - 331							

*Rank ordered on "Always" responses only

activities in either one of three categories: "I nearly always," "I sometimes," or "I never":

1. Clean my shoes
2. Remove stains and spots from my clothes
3. Hang up my clothes
4. Press or iron my clothes
5. Sew buttons on my clothes
6. Mend rips in my clothes
7. Fix hems in my clothes
8. Wash my sweaters
9. Wash my outer clothes
10. Wash my underclothes
11. Clean and arrange my storage space
12. Store my out-of-season clothes
13. Study the labels on newly purchased garments to find out how they are to be cared for.

The data shown in Table VIII indicates the care and maintenance activities experienced by some male adolescents. The experiences receiving fifty percent or more of the responses were "remove spots and stains from my clothes," 58.84 percent and "hang up my clothes," 55.96 percent of the time. The data indicated that students participated in all of the experiences listed but that maintenance in the area of "sewing buttons on clothes," "mending rips in clothes," and "fixing hems in clothing were least experienced.

The previous sections were concerned with those activities dealing with clothing practices and use. The writer in the following sections will be concerned with finding out the kind of learning experiences

TABLE VIII
 CARE AND MAINTENANCE OF CLOTHES
 FREQUENCY AND PERCENTAGES
 ALL STUDENTS

Experiences	Always*		Sometimes		Never		Number Not Responding
	Number	Percentage	Number	Percentage	Number	Percentage	
Remove spots and stains from my clothes	193	58.84	102	31.10	33	10.06	3
Hang up my clothes	183	55.96	133	40.67	11	3.36	4
Study the labels on newly purchased garments to find out how they are to be cared for	153	47.08	121	37.23	51	51.15	6
Clean and arrange my storage space	142	43.43	161	49.24	24	7.34	4
Clean my shoes	136	41.59	187	57.19	4	1.22	4
Wash my underclothes	133	40.67	86	26.30	108	33.03	4
Press or iron my clothes	122	37.31	136	41.59	69	21.10	4
Wash my outer clothes	122	37.31	112	34.25	93	28.44	4
Store my out-of-season clothes	100	30.86	133	41.05	91	28.09	7
Wash my sweaters	95	29.05	110	33.64	122	37.31	4
Sew buttons on my clothes	62	19.02	124	38.04	140	42.94	5
Mend rips in my clothes	62	19.02	113	34.66	151	46.32	5
Fix hems in my clothes	53	16.21	85	25.99	189	57.80	4
Total number of students - 331							

*Rank ordered on "Always" responses only

in which students are interested, the kind of class they would prefer, and the desired length of the clothing class.

Student Interest in the Clothing Class

The question "If you had the opportunity to enroll in a clothing class, what are some of the things you would like to learn?" was answered by having the students respond to the following items by checking "yes," "uncertain," or "no".

1. To select garment pieces to make an attractive outfit
2. To make my own clothes
3. To take care of spots, stains and to protect my clothes
4. To shop clothing sales
5. To select clothes to fit into my budget
6. The different kinds of fabrics
7. Those things that will prepare me for a job in a clothing factory
8. To judge ready made clothes for different uses
9. To adjust clothes to make them fit
10. To be well groomed for all occasions
11. To remake old clothes
12. To select acceptable clothes for various occasions
13. To identify by name various styles--(Example: shoes, suits, hats, coats, etc.)
14. The kinds of jobs related to clothing.

According to the research findings, the students were interested in learning more about clothing. This point was evidenced by the response to the following items" "To be well groomed for all occasions, 75.00 percent; "To take care of spots and stains," 72.92 percent; "To adjust

clothes to make them fit," 68.81 percent; "To select garment pieces to make an attractive outfit," 62.15 percent; "To identify by name various styles," 57.72 percent; "The different kinds of fabrics," 57.23 percent; and "To judge ready made clothes for different uses," 49.69 percent. The students were least interested in learning "To remake old clothes," 29.10 percent. The data showed that more than 100 students indicated interest in all of the categories selected; only four items fell below the fifty percent dividing point (See Table IX).

Student Enrollment

The writer was interested in finding out if any of these students had been enrolled in a clothing class, and if so for how long. Question 10.1 asked the students if they had ever been enrolled in a clothing class; 5.45 percent of the students indicated that they had and 94.55 percent indicated that they had not. The length of time previously enrolled in a clothing class (Item 10.2) was eliminated from the test because students were confused as to how they were to answer it. When asked if they would like to enroll in a clothing class, the students' responses indicated that 45.77 percent would be interested in enrolling in a clothing class, but 54.23 percent of the responses indicated that they would not.

What Kind of Class Would You Prefer?

Students in this section were to indicate whether they would prefer a class of all males or a mixed class of males and females. Over twenty-eight percent (28.53) of the students indicated that they would prefer

TABLE IX
STUDENT INTEREST IN THE CLOTHING CLASS
FREQUENCY AND PERCENTAGES
ALL STUDENTS

Selected Learning Experiences	Yes		Uncertain		No		Number Not Responding
	Number	Percentage	Number	Percentage	Number	Percentage	
I would be interested in learning...							
to be well groomed for all occasions	243	75.00	56	17.28	25	7.72	7
to take care of spots and stains and to protect my clothes	237	72.92	57	17.54	31	9.54	6
to adjust clothes to make them fit.	225	68.81	58	17.74	44	13.46	4
to select acceptable clothes for various occasions	202	62.15	82	25.23	41	12.62	6
to select clothes to fit into my budget	201	62.42	78	24.22	43	13.35	9
to select garment pieces to make an attractive outfit	201	62.04	61	18.83	62	19.14	7
to identify by name various styles	187	57.72	95	29.32	42	12.96	7
to judge ready made clothes for different uses	160	49.69	112	34.76	50	15.53	9
to shop clothing sales	155	47.84	117	36.11	52	16.05	7
the kinds of jobs related to clothing	127	39.38	104	32.00	93	28.62	7
to make my own clothes	111	33.94	97	29.66	119	36.39	4
those things that will prepare me for a job in a clothing factory	105	32.21	93	28.53	128	39.26	5
to remake old clothes	94	29.10	102	31.58	127	39.32	8
Total number of students - 331							

*Rank ordered on "Yes" responses only

an all male class. However, the majority of the students, 71.47 percent stated that they preferred a mixed class.

Length of Clothing Class

The students were asked "How long do you think a clothing class should last for a school year?" The time element involved was divided into four time periods: ten weeks only, two separate ten week periods, one semester or two semesters. The students responded in the following manner: 22.94 percent for ten weeks only, 8.26 percent for two separate ten week periods, 37.61 percent for one semester and 31.19 percent for two semesters (See Table X). Most of the students indicated that they preferred a one semester class.

TABLE X

LENGTH OF CLOTHING CLASS
FREQUENCY AND PERCENTAGE
ALL STUDENTS

Time Periods	Frequency	Percent
One Semester	123	37.61
Two Semesters	102	31.19
Ten Weeks Only	75	22.29
Two Separate Ten Week Periods	27	8.26
Number Not Responding	4	
Total Number of Students - 331		

The last concern of the instrument (13.0) asked those students who had been enrolled in a clothing class to list the three learning experiences that were of most value to them. None of the students responded to this item.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem undertaken was an investigation to obtain information concerning selected clothing concepts as perceived by male students in junior and senior high school as a foundation for curriculum planning.

The objectives for this study were: (1) to determine the reasons why students wear various garments, (2) to determine the consumer practices of male students, (3) to determine the interest of male students relative to clothing usage, and (4) to draw implications for recommendations for the planning of curriculum materials for male students.

The study was limited to male students in junior and senior high school and was conducted in Wayne County, Detroit, Michigan, Region 5, Detroit Public School System. The sample was a selection of schools from Region 5 with students from grades seven through twelve.

Summary

The literature reviewed for this study identified various aspects of the characteristics of the male adolescent, the adolescent in general, learning style, peer relationships and clothing, and consumer education and clothing. It is important that the teacher become aware of these characteristics in order to implement learning activities within the clothing class.

Educators are currently concerned with the rationale, formulation and limitations for the use of behavioral objectives and curriculum planning, to teach for developing different abilities and skills. Writings emphasize the importance of curriculum planning as a means for identifying learning experiences pertinent to the development of the student while attending school. Curriculum planning is concerned with the development of objectives; learning experiences, organization of learning experiences, and evaluation. Behavioral objectives can be identified, based on the theory of the three domains of behavior: cognitive, affective, and psychomotor. The use of behavioral objectives guide the teacher in selecting learning procedures that will foster desirable behavioral changes in the student. Further, the student is provided the means to evaluate his own achievement as he progresses with his work.

Clothing classes for male students according to this study seem to be a good idea. Interest was evidenced in many areas of the teaching of clothing. The data indicated that male students are seriously concerned about their appearance, and the role clothing plays in everyday life. Consistently, throughout the study, a great concern was to be neat in appearance and to be dressed acceptably for the occasion. The respondents indicated that they experienced many activities related to consumer behaviors in the attainment of clothing. It was also evident to some degree that family members are involved in the acquisition of clothing for the male teenager.

Conclusions

The following conclusions were based on the outcomes of this study:

1. A noticeable concern of the students was to be neat in appearance and to be appropriately dressed for the occasions.
2. When purchasing clothing, fit, ease of care, color, latest style and price were considered very important considerations in the selection of clothing articles.
3. The place most frequented by male teenagers was the Speciality Shop when purchasing clothing.
4. Before purchasing a garment the most important consideration was to select articles on the basis of "what garment pieces go well together to make an attractive outfit."
5. The purchasing of garment articles most often involved the male adolescent and the adolescent and his mother and/or father.
6. Students preferred paying cash for their clothes.
7. Students were concerned about the proper care of their clothing particularly in terms of the removal of spots and stains.
8. A mixed class of males and females was the preferred arrangement for these students.
9. The clothing class should be one semester in length.
10. Many male students would like the opportunity to enroll in a clothing class.

Recommendations for Curriculum Planning

Based on the findings of this investigation, the writer suggests the following recommendations in reference to curriculum planning:

1. A course in clothing should be provided for male students in grades seven through twelve. The basic course may be offered to seventh graders and sequentially developed into more complex

studies as these students progress through high school. For those students above grade eight, mini-courses might be offered based on student interest.

2. Emphasis at the lower level (grades seven through nine) should deal with motivation and stimulation for continued interest in the study of clothing concepts. At the upper level (grades ten through twelve), emphasis should be placed on consumer education and the role of clothing in society. Emphasis at all levels should be placed on grooming, clothing care, and garment selection and coordination.
3. The instrument would be of value when planning units. The various sections may be used for pre-assessment of student interest, values and concerns. Such a measure would insure a base for providing meaningful learning experiences for students.
4. Based on the areas of interest, identified by the students, the following sections are suggested for curriculum planning:
 - I. Grooming
 - II. Clothing Care and Maintenance
 - III. Clothing Selection and Coordination
 - IV. Garment Construction
 - V. Consumer Education and Clothing

Recommendations for Further Research

Due to the need for the inclusion of male students in the home economics program in the public school system and the importance of determining a content base for the planning of curriculum materials for these students in the clothing class, the following recommendations are made:

1. Testing and further refinement of the instrument used in this investigation is needed in terms of those items that were confusing to the student.
2. Each of the sections of this instrument could be further developed and serve as the basis for individual studies of greater depth.
3. The instrument could be used to make comparisons between male teenagers of different socioeconomic groups, ethnic groups, metropolitan, suburban and rural areas, or college males versus employed unmarried males of the same age.
4. The instrument could be used in studies to show how various sections relate to each other as a basis for inferences and predictions.
5. Replication of this study would be meaningful using a different instrument to find out if the results would be the same.

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APPENDIX A

INSTRUMENT

YOU ARE A



VERY

IMPORTANT

PERSON

Dear Very Important Person,

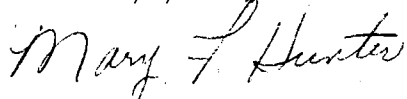
Did you know that young men all across the country are learning to sew? yes, young men just like you are enrolling in clothing classes just as girls have done in the past. It is for this reason that I need your help. I am interested in planning some learning activities for young men, and I need to know what your interests are regarding a class in clothing. Do not respond to any question that you feel is too "personal" or that you, for any other reason, prefer to leave unanswered.

You are being asked to give some information about your experiences with clothing. The information will be used in planning a study guide that will meet the needs of young men enrolled in clothing classes in the Detroit Public Schools.

If this information is to be of value, it is important that you be as honest and accurate as possible in your answers, so read the directions and follow them carefully.

Your cooperation in answering the questionnaire will be greatly appreciated. Thank you very much.

Sincerely yours,



Mary F. Hunter
Homemaking Teacher,
Detroit Public Schools
Graduate Student,
Oklahoma State University

YOU ARE A VERY IMPORTANT PERSON

For the following items, indicate the importance of the statement in relation to clothing selection by checking (✓):

Very Important if you always consider the item when buying clothes,
Important if you sometimes think of it, or of
Little or No Importance if you never consider the item.

- 1.0 If you were buying a shirt, pants and a sports jacket, how important would each of the following be to you?

	Very Important	Important	Little or No Importance
1.1 Colors that look good on me			
1.2 My girlfriend likes it			
1.3 Like what other guys wear.			
1.4 Easy to care for			
1.5 Latest style			
1.6 Fits well			
1.7 Feels good			
1.8 Within my price range			
1.9 Label that tells about the fabric used			
1.10 Never needs ironing			

4.0 There are a number of activities involved in the care of one's clothing. Below are listed some activities that you may be having with your own clothing. In the blank to the left of the experience put the number of the response that most nearly represents your job in caring for your clothes.

1 -- I nearly always ...

2 -- I sometimes ...

3 -- I never ...

4.1 _____ clean my shoes.

4.2 _____ remove stains and spots from my clothes.

4.3 _____ hang up my clothes.

4.4 _____ press or iron my clothes.

4.5 _____ sew buttons on my clothes.

4.6 _____ mend rips in my clothes.

4.7 _____ fix hems in my clothes.

4.8 _____ wash my sweaters.

4.9 _____ wash my outer clothes.

4.10 _____ wash my underclothes.

4.11 _____ clean and arrange my storage space.

4.12 _____ store my out-of-season clothes.

4.13 _____ study the labels on newly purchased garments to find out how they are to be cared for.



5.0 I know you like the idea of being "with it" and "doing your own thing" in dress, but I wonder how well you evaluate your purchases? Indicate how often you consider these items before you make a purchase by checking (✓) the items on the following basis:

Always if you consider this item each time you make a purchase,
Sometimes if you consider the item once in a while, or
Never if this item has no meaning to you.

	Always	Sometimes	Never
5.1 Do you consider your wardrobe needs before making a clothing purchase?			
5.2 Do you read comments in magazine articles on clothing and fashion?			
5.3 Do you go to fashion shows when you have the chance?			
5.4 Do you think about what garments go well together to make an attractive outfit?			
5.5 Do you talk about clothing and fashion with other fellows?			
5.6 Do you spend time looking at clothes shown in store windows?			
5.7 Do you give up other things in order to buy clothes?			
5.8 Do you plan to make some garments or have them made in order to make your money buy more clothes?			
5.9 Do you earn money to buy clothes?			
5.10 Do you study clothing advertisements?			
5.11 When you see ready-made clothes, do you consider how much money would be saved by making them?			
5.12 Do you read and study clothing labels?			
5.13 When you have a choice, do you select a few well-made clothes rather than a number of less expensive garments?			
5.14 Do you ask clerks questions about clothing?			

	Always	Sometimes	Never
6.0 Where do you shop ...			
6.1 Department stores? ... (Example: Hudsons and Crowley's)			
6.2 Speciality Shops? -- Stores that sell only one item. (Example: shoes, suits, pants, etc.,).			
6.3 Chain Stores? ... (Example: K-Mart, Robert Hall and Federal).			
6.4 Discount Stores? ... (Example: Shoppers Fair, Jupiter and Arlan's)			
6.5 Mail-Order Houses? -- Order from catalog ... (Example: Sears and Penney's)			
7.0 How do you buy your clothes ...			
7.1 Cash Purchases? ...			
7.2 Lay-away? ...			
7.3 Charge? -- Large department stores ... (Example: Sears, Montgomery Wards and Penney's)			
7.4 Credit charges on different charge plans? ... (Example: Master-Charge and BankAmericard)			
8.0 When buying the following items, do you and your parents plan together for spending the clothing dollar for...			
8.1 School shoes? ...			
8.2 Dress shoes? ...			
8.3 Suits? ...			
8.4 Winter School Coat? ...			
8.4 Winter Dress Coat? ...			
8.5 Special Occasion Clothes? ...			

- 10.0 What is your clothing class enrollment position?
- 10.1 Have you ever been enrolled in a clothing class?
- Yes _____. No _____.
- 10.2 If yes, circle the number to indicate how many semesters you have been enrolled.
- 0* 1 2 3 4 5 6
- * -- presently enrolled in a clothing class for the first time.
- 10.3 If no, would you like to enroll in a clothing class?
- Yes _____. No _____.
- 11.0 What kind of class would you prefer? Circle either the letter "a" or "b" to indicate your choice.
- a -- I would prefer an all boys clothing class.
- b -- I would prefer a mixed (girls and boys) clothing class.
- 12.0 How long do you think a clothing class should last for a school year? (circle only one item)
- a -- Ten weeks only
- b -- Two separate ten weeks periods
- c -- One semester
- d -- Two semesters
- 13.0 If you have been enrolled in a clothing class before this semester, list the three learning activities that were of most value to you.
- a. _____.
- b. _____.
- c. _____.

APPENDIX B

LETTERS

504 N. Bellis Apt. A
Stillwater, Oklahoma 74074
March 12, 1974

Mrs. Delores M. Norman, Supervisor
Occupational Education for
Personal Services Industries
Detroit Public Schools
Schools Center Building
Detroit, Michigan 48202

Dear Mrs. Norman:

I am sincerely grateful to you for your willingness to assist me in this endeavor.

The purpose of my Master's Thesis is to find out the clothing concepts and practices with which male students are most familiar and what their subject matter interest would be in a clothing class. From this information I will be able to conclude my investigation with recommendations for the planning of curriculum materials. I plan to include a sample unit with the Master's Thesis, based on behavioral objectives using the format established by the Curriculum Materials Center at the State Department of Vocational and Technical Education of Oklahoma.

The planning and completion of all units of instruction will probably be done on my own time after I return to Detroit.

The statement of the problem, objectives and questionnaire for this study have been included for your information, and for purposes of obtaining permission for such a study to take place. The questionnaire is a rough draft. I have yet to have it validated by clothing experts and to pretest the instrument. Some revision may be necessary but basically the item's meaning will remain the same.

The questionnaire will be attractively designed to hold the student's attention and the completion of the test will not last beyond the regular class period.

I plan to come to Detroit to administer the test personally as soon as an official permission statement is granted.

Mrs. Delores Norman
Page 2
March 12, 1974

Any suggestions you might have regarding this project will be greatly appreciated.

Please let me hear from you soon.

Sincerely yours,

Mary F. Hunter

504 N. Bellis Apt. A
Stillwater, Oklahoma 74074
April 15, 1974

Dr. Ferdinand Galante
Research Assistant
Detroit Public Schools
10100 Grand River Rm. 300
Detroit, Michigan 48204

Dear Dr. Galante:

Please find enclosed the information you requested. I have found the postal services to be rather slow with large packages, therefore, I chose to send the initial copy separate from the ten copies so that you would get them this week. Presently, the questionnaire is being printed, upon completion the requested number will be immediately mailed to you.

The random selection of classes from the various schools is as follows:

Beaubien, one 7th grade class, one 9th grade class,
Coffey, one 8th grade class,
Durfee, one 7th grade class, one 9th grade class,
Hampton, one 8th grade class, one 9th grade class,
Longfellow, one 7th grade class,
Post, one 8th grade class,
Central, two 10th grade classes, two 12th grade classes, and
Mumpford, two 10th grade classes, two 12th grade classes.

Please let me hear from you soon. If further information is needed, please feel free to call me collect, the number is -- 1-405-372-1026.

Respectfully yours,

Mary F. Hunter

<u>School</u>	<u>No. of Classes</u>	<u>Grade</u>
Durfee	1 each	7 & 9
Hampton	1 each	8 & 9
Longfellow	1	7
Post	1	8
Central	2 each	10 & 12
Mumford	2 each	10 & 12

Starting date

May, 1974

Procedure

1. The researcher requests permission to administer a short unsigned check-list questionnaire to males in a number of selected classes in the junior and senior high schools listed above. (Approximate time needed is 40 minutes or one class period.)
2. It would be appreciated if arrangement could be worked so that the questionnaire may be administered to the males only.
3. The researcher has been in contact with the supervisor, Personal Service, World of Work, Mrs. Dolores Norman, who feels this research will be of value in this area for our school system.
4. Copies of the questionnaire are included with this approval notice for review purposes by the region superintendent and the principals of schools involved.
5. Upon receipt of the principal's reply form, the Research Department will contact the researcher who will telephone the principal well in advance to make arrangements for a convenient date for her to administer the questionnaire.

Please note on return slips tentative convenient date the week of May 13 through 17 or May 20 through 24.

Principal's action

Please complete the two attached reply slips: send the PINK slip to your Region Superintendent; return the WHITE slip to the Research Department.

cc: Committee
 Region Superintendent 5 (to principals)
 Mary F. Hunter
 Mrs. Dolores Horman, Personal Service, World of Work
 Mr. Melvin Kavieff, World of Work

VITA

Mary Frances Hunter

Candidate for the Degree of
Master of Science

Thesis: A SURVEY OF CLOTHING CONCEPTS AS PERCEIVED BY MALE STUDENTS FROM REGION 5 IN THE DETROIT PUBLIC SCHOOL SYSTEM AS A BASIS FOR CURRICULUM PLANNING

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Magnolia, Arkansas, December 12, 1942, the daughter of Hasten and Essie Carter.

Education: Attended grade school in Magnolia, Arkansas; was graduated from Columbia High School in 1961; exchange student, Luther College, Decorah, Iowa, Spring, 1964; received the Bachelor of Science degree from Philander Smith College, August, 1965; completed requirements for the Master of Science degree in December, 1974.

Professional Experience: Taught homemaking at Alexander Hamilton Junior High School, Cleveland, Ohio, from 1965-67. Taught home economics and science at Villedge High School, Villedge, Arkansas, during the 1968-69 school year. Employed as the nutritionist for the Archdiocesan Opportunity Program - Project Head Start, June, 1969-February, 1970. Employed as a homemaking teacher at Durfee Junior High School, Detroit, Michigan, February, 1970. At present on leave of absence for graduate study.

Professional Organizations: Member of the American Home Economics Association, Michigan Home Economics Association, Alpha Kappa Alpha Sorority, Detroit Federation of Teachers.